

**A Brief Report
on**

Five-day Orientation Program on Youth Development

*Designed for NCC Officers of North Eastern States
(October 27-31, 2020)*



Organised by

Rajiv Gandhi National Institute of Youth Development
(An Institute of National Importance by the Act of Parliament No.35/12)
Ministry of Youth Affairs and Sports, Government of India
Sriperumbudur, Tamil Nadu - 602 105

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Preface and Acknowledgements

Youth development can be synonymously used with nation building. As a topic of all-time relevance, concerns related to youth are delicate and ever-evolving. Since contributory factors to youth development are many in the fast-changing socio-political premise of India, active engagement, close examination and research in youth-related topics are of paramount importance. Therefore, to ensure healthy growth and development of our country's youth, open discussion platforms where experts from multiple fields have to align to exchange valuable information on positive youth development.

Rajiv Gandhi National Institute of Youth Development (RGNIYD), being an institution of national importance exclusively devoted to youth development, is an active academic space that is engaged in teaching, learning and research on varied disciplines that is closely associated to youth development. The five-day orientation program on Youth Development specifically designed for NCC officers of North Eastern States is one of our flagship programs created to bring together multi-disciplinary field experts and researchers to work hand-in-hand with the NCC officers in shaping the cadets and young adults. The program was tailor-made and carefully crafted so as to ensure quality and relevance in its contents and execution. Undoubtedly, the program was successful in meeting its objective, with the active participation of the resource persons and the NCC officers. It has reinstated the need to identify the varied concerns faced by today's youth and the requirement for knowledge dissemination and support being provided to ensure youth development. Time and again, the program urged the need for children and youth to be treated as our nation's priority and stressed on ensuring the optimal functioning of this valuable human resource for nation building.

Every accomplishment becomes successful only by the proactive involvement and dedication of the team members and this program is of no difference. Our association with the Directorate of the National Cadet Corps (NCC), Shillong, under the Ministry of Defence, Government of India was highly resourceful, that it opened a vista of high possibilities for youth development and we extend our sincere gratitude and high regards for this collaboration. Particularly, Major General Ananta Bhuyan, Sena Medal & Additional Director General and Brigadier R. K. Singh, Deputy Director General of NCC North Eastern Directorate, Ministry of Defence, Government of India, deserve special mention for evincing keen interest to conduct the programme in collaboration with RGNIYD for the professional enrichment of the NCC Officers of North Eastern Region and for their constant support for enabling the NCC Officers to participate in the programme and for coordination among the participants.

A key highlight of this program was our resource persons of finesse who were spirited and enthusiastic about the relevance of our program. RGNIYD extends wholehearted appreciation and earnest gratefulness to their utmost dedication and valuable inputs. We acknowledge our gratitude to all the esteemed resource persons for facilitating a session in this program and sharing their valuable experiences. We, at RGNIYD, work as a team and this program too was the fruit of our coordinated efforts. I appreciate each and every team member for their coordination and commitment in ensuring the smooth execution of this program. In particular, the role of David Paul, Training Officer, RGNIYD and Ram Kumar as well as Balakrishnan S, IT personnel of RGNIYD is highly appreciable.

We record our notable thanks to the Hon'ble Prime Minister of India, Shri. Narendra Modi for his visionary leadership and transformational plans to empower the Youth of India, particularly, for the expansion

scheme of NCC to be inducted in the border and costal districts of India. We immensely thank our Hon'ble MOS (IC) for Youth Affairs and Sports, Shri. Kiren Rijiju for his benevolent direction to RGNIYD. We express our heartfelt gratitude to Ms. Usha Sharma IAS, Secretary (Youth Affairs), Ministry of Youth Affairs and Sports for her plentiful support to RGNIYD at all times, particularly for inaugurating this programme and for keenly following various sessions. We profusely acknowledge the continuous guidance of Shri. Asit Singh IRS, Joint Secretary (YA), MoYAS, Shri. Manoj Sethi ICAS, Joint Secretary and Financial Advisor, MoYAS in all the endeavours of RGNIYD.

Together, let us be the architects of better tomorrow.

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.

Preamble

Youth development is a continuous process wherein, nations engrossed several policies and programmes to foster the fundamental needs of growth and development that would enable the youth to attain holistic all development viz., biological, social, psychological, moral, educational and career aspects which will empower the youth not only to function effectively in daily lives but also contribute to the nation building. When such positive youth developmental activities are not formulated and the youth are not channelled in proper direction, the youth often will be influenced to engage in unproductive and negative acts. Further, both theory and practice has established adequate evidence that the early childhood experiences and the conducive stimulating environment created for an individual will result in an enriched personality development through the adolescence and adulthood stages and to unleash their full potentials. Creating such conducive conditions is a shared responsibility of the family, educational institutions, community in which they live and their society at large. There have been several advantages of promoting positive youth development including contribution to nation building by youth thereby lowering the jeopardies of high-risk behaviours.

Our country has been endeavouring to empower the youth in all spheres and to resolve youth related problems through appropriate interventions as enshrined in the National Youth Policy relating to each priority area and various schemes, policies and programmes of line ministries cutting across the subject of youth development.

Recognizing the paramount significance of youth development, **The Rajiv Gandhi National Institute of Youth Development (RGNIYD)**, Sriperumbudur, Tamil Nadu designed and offered an exclusive program for the NCC Officers of the North Eastern Region to orient them on various dimensions of youth development and to equip them to train and lead the youth with whom they work very closely and to effectively shape them as responsible citizens. The program was conducted during Oct.27-31, 2020. The

program was an earnest attempt to provide useful inputs on different facets of imperative issues and challenges the youth of our country face today, particularly in the phase of COVID-19 pandemic and equip the NCC Officers with requisite skills and capacities to deal with such concerns with their youth clientele.

Objectives of the Program

The objectives of the program were to orient the NCC Officers of North Eastern Region on:

- The needs and aspirations of the youth
- The problems and concerns the youth face today and way forward
- Child Protection and Youth Development in India with special reference to the changing global scenario
- Role of family and educational institutions in influencing the development of youth and shaping their careers
- Youth psychology and individual development of NCC Cadets focussing on life skills to foster competencies for leadership, resilience, endurance, assertiveness, problem solving, contentment, and concern for others
- Instilling ethics, values and gender sensitivity among the youth
- Child Rights, Adolescents and Youth Development in COVID Context
- High risk behaviour among the youth and digital dependency
- Promoting health and healthy lifestyle among the youth
- Policies and programs for the youth with reference to NEP 2020 and NYP 2020), youth participation and mobilization of youth for community development during crisis situation and for nation building

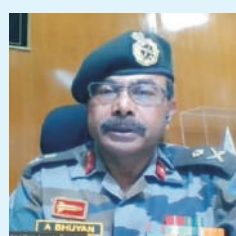
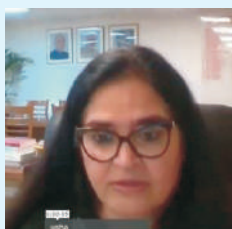
Target Group for the Program

The programme was exclusively conducted for the NCC Officers, ANOs of the entire north eastern region and other officials of the NCC North Eastern Directorate. Over 450 NCC Officers registered for the

online program. However, about 250 NCC Officers attended the entire program.

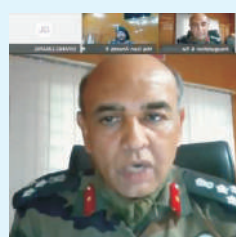
Inaugural Function of the Program

The flagship training program on youth development for the NCC Officers of North Eastern Region was inaugurated by Ms. Usha Sharma, IAS, Secretary to the Government of India, Ministry of Youth affairs and Sports (MYAS), Government of India who also delivered the Presidential Address during the inaugural session.



Major General Shri. Ananta Bhuyan, Sena Medal & Additional Director General of NCC, North Eastern Directorate of the National Cadet Corps under the Ministry of Defence, Government of India addressed the participating NCC Officers and brought out the significance of organising the course with special reference to the needs and requirements of the NCC organisation and north-eastern region in purview.

The Director of the Rajiv Gandhi National Institute of Youth Development, Ministry of Youth Affairs and Sports, Government of India, Prof. Sibnath Deb described the program, its objectives and expected outcomes and benefits to the NCC Officers.



Brigadier R. K. Singh, Deputy Director General, Directorate of NCC, Shillong, Ministry of Defence, GoI addressed the participants and spoke on the intent of the program keeping in view the concerns of youth the

NCC Officers need to address and how they can acquire such skills through this program.

Topics Covered by the Resource Persons

The programme was designed keeping in view the training requirements of the NCC Officers of the north-eastern region in consultation with the Directorate of NCC, North-Eastern Region, Shillong, Meghalaya. The detail of each session is provided in the program schedule separately annexed hereto.

The first session was titled "Child protection and its association with youth development" handled by **Prof. Sibnath Deb**, Director, RGNIYD. During his lecture, Prof. Sibnath Deb provided a conceptual framework on understanding of child and youth development with special reference to the Indian youth based on various models viz., social integration model, ecological model etc. and brought out the important dimensions that would promote faster economic growth of the country through child protection and youth development. He spoke at length on the problems and adversities experienced by children and youth by citing the research studies, particularly, on the mental health aspects undertaken by him on various categories of youth including university student youth. Besides developmental perspectives, he reiterated on the role of youth in developmental processes and the need to engage them in community development activities. He drew various measures for providing support services to the children and youth and delineated the role of NCC Officers in this endeavour.

The second session was handled by **Dr. Anjali Gireesan**, Scientist B, DRDO, Ministry of Defence, Government of India on the topic "Understanding youth in India from the perspectives of changing global scenario". She delved on various standpoints of youth development and need for interventions in various segments of the lives of youth.

Ms. Jeshtha Angrish, Scientist 'B', DRDO, Selection Centre, North, Kapurthala, Punjab handled the third session on the Role of Family, Parenting Styles and Parenting Behaviour in Youth Development. In her presentation she oriented the NCC Officers on the need for studying youth development from a psychological perspective. She stated that the imperativeness of youth who can make or break a nation. Citing the quote of Dr APJ Abdul Kalam, that "If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher", she reiterated the importance of the role of family in youth development based on Urie Bronfenbrenner's Ecological Systems Theory outlining the dimensions of family as the primary driver of developmental tasks of youth and the key aspects of family affecting youth development. She further charted the different parenting styles based on Diana Baumrind's (1967) model and explained the dynamics such as degree of control/demandingness and degree of warmth/responsiveness. In particular, she expounded the parenting styles viz., authoritarian, permissive and authoritative styles and the subtleties of parent-child interactions. With special reference to the NCC Officers, she enlightened on the strategies of role modelling and scaffolding (as per Russian psychologist Lev Vygotsky). She delved into the causes of parent-child conflict and suggested the ways for parents to resolve such conflicts effectively. She concluded her presentation by reiterating that parents need to become enablers than providers.

The fourth session was facilitated by **Dr. Roopesh B.N**, Professor in the Department of Clinical Psychology, NIMHANS, Bangalore on the topic Challenges/adversities faced by Indian youth and way forward. During his presentation, he cited several problems being faced by the contemporary youth quoting the recent facts and statistics both at global and Indian levels. He discussed the situation

of youth with focus on education, employment, health, participation of youth in the development process with increased attention on the north-eastern youth and articulated the need for appropriate intervention by the NCC Officers.

Dr. Sangeetha Goswami, President, MIND India, Guwahati handled the fifth session titled "Role of educational institutions and teachers in career growth, development and guidance of youth a holistic approach". She detailed that with the career scene changing in the last few years and so many newer career options getting introduced, career counselling can be a step in the right direction to understand which career to choose. Career counselling focuses on helping young people take a decision on selecting the best fit programme in regard to their career. Career counselling assists individuals in looking at factors that may be influencing their career development including: lifestyle, personality, interests, values, aptitudes, work experience and education. To do so in a systematic and scientific manner, psychometric assessments are used in career counselling. Career planning assessment and career counselling is based on psychometric assessments and provides a comprehensive road map for the students. Psychometric assessment has different segments:

1. **Personal Profiling:** The purpose of profiling is to understand the current career stage of the student. It will help the assessor to decide the objective and roadmap for the student's career. The ultimate objective of the planning is to take the student from the current stage of career planning to an optimized stage of career planning.
2. **Personality Assessment:** will help the student understand as a person. It will help the student to expand the career options in alignment with the student's personality.

3. Career Interest Assessment: will help you to understand which careers might be the best fit for the student. Understanding the top career interests will help the student identify a career focus and begin your career planning and career exploration process.

4. Skills and Abilities: Skills & Abilities scorings will help to explore and identify ways to modify one's career direction. It provides different scenarios like Top Choice, Good Choice, Optional, Explore, Develop, Avoid, depending upon the student's skill set and abilities.

A contingency plan is also provided based on the above evaluation. It is important to keep in mind that the career planning assessment which is based on psychometric assessments provides a comprehensive road map for the students, she added.

This plan will enable students to make informed choices and decide on a career path that they think is best fit for them. She concluded by explaining how educational institutions & teachers can help in career growth, development & guidance of youth through the following services:

- Helping students explore their interest and passion
- Consulting a career counsellor
- Encouraging the students to consult their teachers
- Providing life skills training
- Enhancing employability skills
- Providing inputs on personality development
- Creating a career corner
- Organising periodic career talks for students & parents
- Organising seminars and career melas

Dr. Bikasha Majumdar, Assistant Professor, Organizational Behaviour and Human Resource Management, India Institute of Management, Visakhapatnam handled the sixth session titled "Inculcating Ethics, Values and Gender Sensitivity among the Youth". In her presentation she detailed the concepts of ethics, laws, morals and values and brought out different kinds of terminal and instrumental values based on Rokeach Value Survey besides underpinning the implications of Maslow's Need Hierarchy that what we value depends on what we need.

Centering her presentation on the training requirements for the NCC Cadets, she detailed the National Cultural Values of India, particularly emphasizing the role of gender. She further detailed on the process of ethical decision making and delineated the source dimensions for unethical behavior and the benefits of being ethical. She also discussed at length the strategies on raising an ethical generation in India and the role of NCC Officers as mentors in this process.

Dr. Akila Radhakrishnan, Social Policy Specialist Education from the United Nations Children's Fund, UNICEF Office for Tamil Nadu & Kerala handled the seventh session on "Child Rights, Adolescents and Youth Development in COVID Context". In her presentation she dealt at length about the rights of children and adolescents. Further she detailed the youth development initiatives of UNICEF and specifically their work they undertook for children and adolescents during the pandemic situation quoting several examples from their field projects.

The eighth session titled, "Youth Psychology and Life Skills Training" was facilitated by Ms. **Aleena Maria Sunny**, Faculty, Department of Applied, Psychology, RGNIYD, Sriperumbudur, Tamil Nadu with special reference to the individual development of cadets (life skills like leadership, resilience, endurance,

assertiveness, problem solving, happiness, fellow feeling etc.).

Her session began with an introduction to the key components of youth psychology *viz.*, cognitive development, identity formation and behavioural autonomy. While interpreting each of these components, she clarified on how these attributes could be appropriately utilised to design programmes for training the youth to enhance their psycho-social competence. She further detailed the imperativeness of life skills training for the adolescents and youth to build mental resilience and effectively deal with varied challenges they would encounter in their day-to-day life. She later dealt at length on two key life skills namely problem-solving training and resilience. Towards the end of her session she spoke on various workable strategies to the NCC Officers to effectively deal with their cadets.

The ninth session on "Digital dependency and risk behavior among the youths and way forward" was facilitated by **Dr. Subhasis Bhadra**, Associate Professor and Head, Department of Social Work and Department of Sports Psychology, Central University of Rajasthan. Communication drives the modern age and particularly the adolescents in schools and colleges from their early age. The school children in their tendering age are highly becoming addicted towards cartoons, Facebook, u-tubes that actually shadow their capacity of imagination and connection with reality. This often makes them disinterested with their academic responsibilities and regular opportunities for physical activities, games and developing healthy peer relationships in schools and neighbourhoods. Now-a-days children are away from the park, adolescents are away from real friends and lives in coffin setup that paralyzed their human relationship, emotional growth and intellectual abilities. The advancement of virtual community and internet facilities became a major source of information, learning, sharing and with an equal amount of risk to expose the adolescents in a

world of fantasy, age-inappropriate content and particularly to a stage of sexual exploration. Largely, educational attainment and cultural change affect the accessibility and use of internet facilities to the adolescents living in different parts of India. Gradually educational systems are also focusing more on the virtual text encouraging the generation to take advantage of the globalised knowledge. But, the internet and online community is attracting the adolescents more as the internet is a wide world of exploration that adolescents always want to get involved in, by virtue of the change that they undergo physically and psychologically and socially at large. For some adolescents, the attraction of this virtual community becomes such that the real world becomes meaningless and the engagement becomes highly abusive and stress-producing. Though there are multiple factors that contribute such attraction, but, grossly it is a situation of heed to demarcate use and abuse of the internet facility by drawing a clear line of limitations and social control.

Prof. Vasanthi Rajendran, Head, Centre for Training and Orientation, RGNIYD, Sriperumbudur, Tamil Nadu during the tenth session spoke on "Fit India program and role of youth in nation building" during the first segment of her presentation. She defined fitness in the context of present youth, the objectives and features of Fit India Movement launched by the Prime Minister on National Sports Day on 29 August 2019, various initiatives taken by the Government including the initiatives of the Ministry of Sports and Youth Affairs to promote Fit India Movement and delineated the role of NCC in Fit India movement at institutional and district levels. She also mentioned the launch of the Fit India Youth Clubs launched by the Sports Minister Kiren Rijiju on the occasion of the 74th Independence Day. She also mentioned the guidelines issued by the UGC for an Institutional Fitness Plan in the Higher Educational Institutions for promoting fitness and well-being as part of the Fit India Movement.

The second part of her presentation was on "Youth in Nation Building" in which she spoke on the conceptual framework of Youth and Nation Building, the importance of Youth for Nation Building, Contribution of Youth in India by citing case studies of Youth in Nation Building (Success and Failure models) such as the Role of Youth in Nation Building in SE Asia Case Study of Malaysia and Kenyan Experience. She spoke on the imperativeness of youth development as envisaged in the National Youth Policy 2014, the need for civic education, the investments of the Government of India for development of youth in the nation. She brought in the contributions of the youth community based organizations besides suggesting approaches for youth empowerment and development in India. She further delineated the steps that ensure youth participation and how the NCC Officers can contribute to the youth development.

The eleventh and final session was on Policies and programs for welfare of youth (with reference to NEP 2020 and NYP 2020), youth participation and mobilization of youth for community development and/or during crisis situations handled by **Shri. David Paul**, Training Officer, Centre for Training and Orientation, RGNIYD, Sriperumbudur, Tamil Nadu. In his session he clarified the concepts of Youth Development and Empowerment and their importance, highlighted the provisions of National Youth Policy and Youth Development Programs in India, salient features of the new National Education Policy 2020. While speaking about community development and youth and the role of volunteerism in community development he underscored the strategies for community mobilization to ensure greater degree of youth participation, establishing networks and maintaining community relations and useful steps for successful youth engagement in the community. His presentation ended with the role of youth during crisis/pandemic situations and how institutions/communities can monitor youth volunteering programs during crisis.

Feedback of the Participants

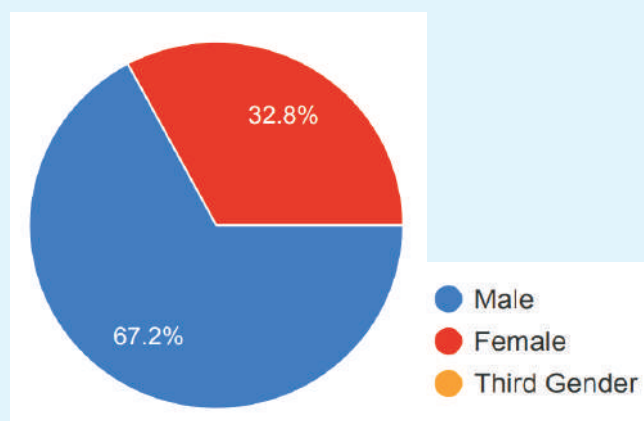
SECTION-I: General Details of the Participating NCC Officers

Among the participants, a total of 137 NCC Officers of the North-Eastern Region provided feedback.

Profile of the Respondents

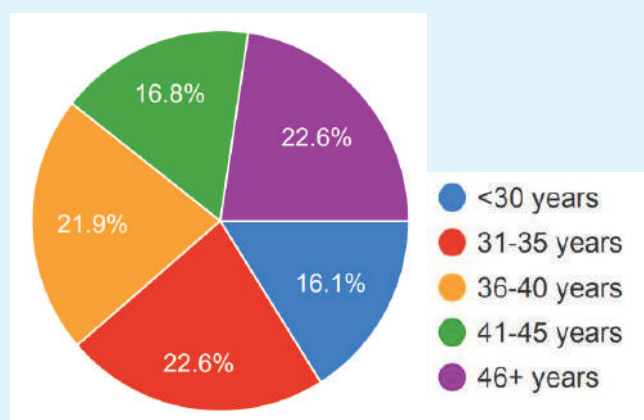
Gender of the Respondents

Among the NCC Officers who provided feedback, 67% of them were male and the rest 33% were female.



Age of the Feedback Respondents

With regard to the age of the respondents, it was found that 16% of them were less than 30 years,



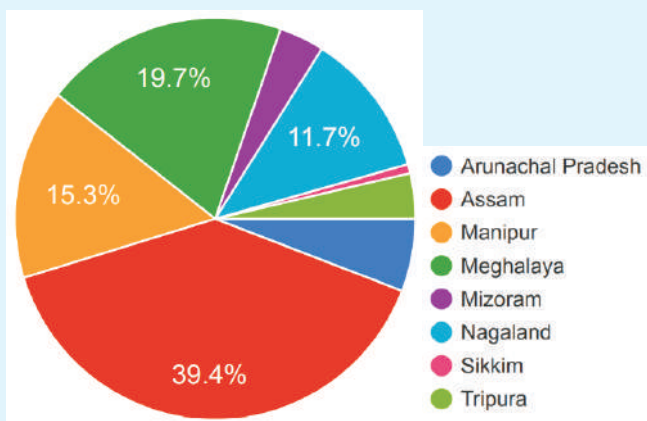
while 23% were in the age group of 31-35 years and over 46 years each, 22% were in the age range of 36 40 years and 17% were aged between 41-45 years.

Education of the Respondents

Among the respondents who provided feedback, 84% of them were post graduates and 16% were graduates.

Name of the State Presently Posted

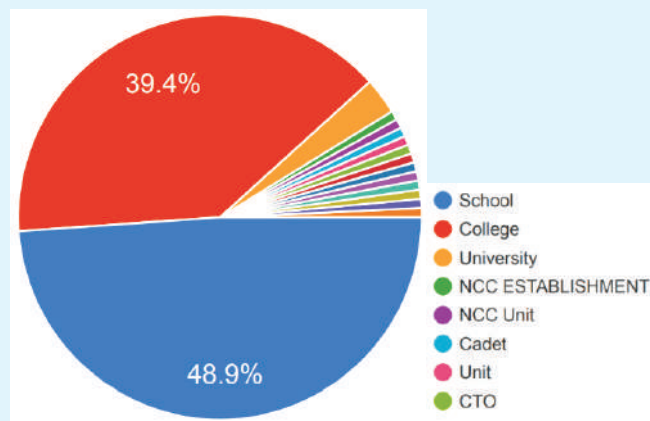
Among the respondents, 39% of the respondents were presently posted in Assam, about 20% are presently holding their office in Meghalaya, 15% of them work in Manipur and 12%



are working in Nagaland. Rest 16% of the respondents are currently posted in other states of north-eastern region viz., Arunachal Pradesh, Mizoram, Sikkim and Tripura.

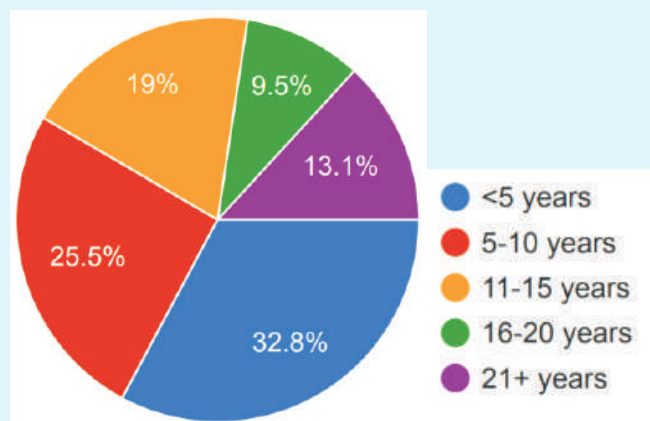
Type of Educational Institution where the Respondents are posted currently

With regard to the nature of educational institution where the respondents are presently posted, majority of them who constitute about 49% are working in schools and another major chunk of the respondents are working as NCC Officers in colleges across the north-eastern states. The remaining 12% of the respondents work in Universities, NCC Establishments, NCC Units and as CTOs respectively.



Years of the Service of the Respondents

As regards the experience of the respondents as NCC functionaries, 33% of the respondents have been working with NCC for a period of up to 5 years,

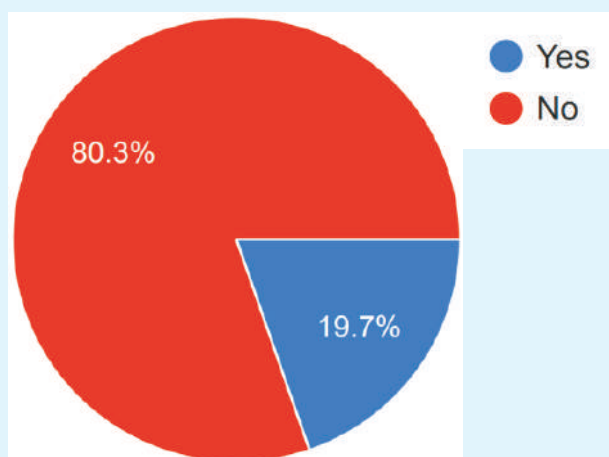


while 26% of them were associated with NCC for a period between 5 to 10 years. 19% of the respondents have put in a service between 11 to 15 years, 10% of them have been working for NCC for a period between 16 to 20 years. 13% of the respondents have put in a service above 21 years for NCC.

SECTION-II: Issues and Concerns on Youth Development in North East

i. Feelings of restless and / or stress due to COVID-19

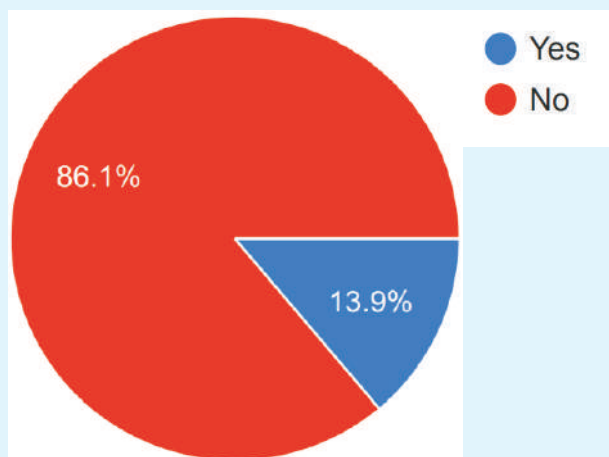
In the feedback, the respondents were asked to provide their reaction as to whether they were feeling restless or stressed during the lockdown



period due to COVID-19 pandemic. Among the respondents, over 80% of the respondents have expressed that they did not feel either restless or stressed due to COVID-19. While, it is a matter of concern that 20% of the respondents have stated that they experienced stress and felt restless due to the COVID-19 pandemic.

ii. Felt need to consult a Psychologist / Counsellor for mental health support as a result of stress/feelings of restlessness

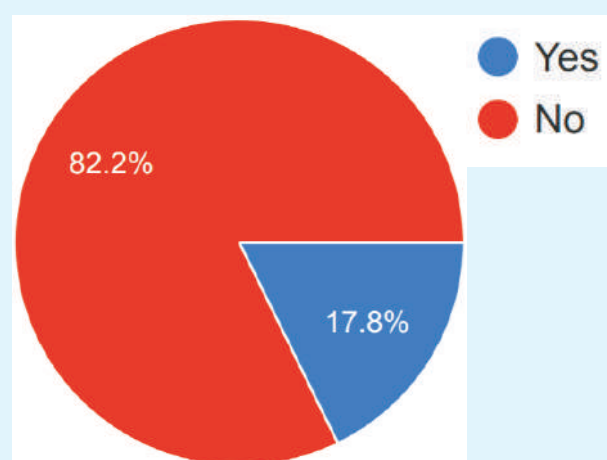
The NCC Officers were asked to indicate whether they felt the need to consult a Psychologist / Counsellor to seek help for mental health support due to the fact that they experienced stress or feelings of restlessness. It was observed that 14 % of the respondents explicitly indicated that they strongly felt the need to consult a Psychologist or a Mental Health Counsellor to obtain help to alleviate



their feelings of restlessness and stress they experienced as a result of COVID-19 Pandemic.

iii. Availability of Psychologist in the Schools/colleges/Universities where the Respondents are working

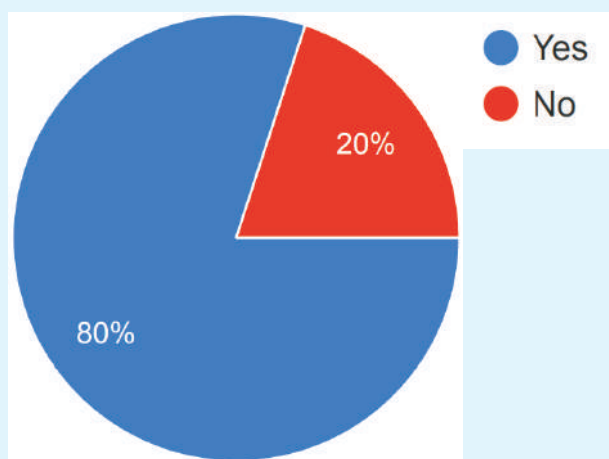
The NCC Officers were requested to point out whether there were Psychologists available in the educational institutions where they are working to address the problems of students and faculty/teachers pertaining to mental health issues.



Among the respondents over 82% mentioned that the schools/colleges/universities where they were working did not have a Psychologist or a Counsellor to attend to the mental health problems of the student youth at large. This calls for a very urgent affirmative action to engage the services of a Psychologist / Counsellor to attend to the mental health needs of the student youth in the north-eastern region.

iv. Need for services of a Psychologist in Educational Institutions in the North Eastern Region

The NCC Officers who attended the program were asked to indicate whether there is a need to engage the services of a Psychologist in the educational institution where they are working which did not have a professional Psychologist. For



this inquiry, 80% of the respondents declared that there was a dire need for engaging the services of a professional Psychologist/trained counsellor to look after the mental health needs of the student youth in schools, colleges and universities in the north eastern region.

v. Reasons for appointing a Psychologist in Educational Institutions

The NCC Officers who attended RGNIYD Orientation Program were asked to mention the reason as to why their respective educational institutions require a Psychologist. The following were the specific reasons that emerged from the respondents:

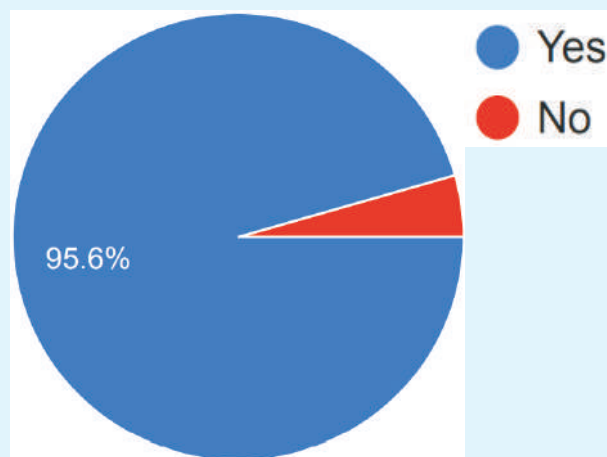
- To solve mental health issues
- To have regular mental health check-ups, particularly during times such as COVID-19 Pandemic
- To help the students and NCC Cadet to develop robust mental health
- To counsel the student youth in times of crisis and personal problems
- To enable the adolescents in educational institutions deal with their problems in a better way.
- To motivate and counsel the NCC Cadets overcome issues of teenage
- To help and extend psychological support to students when they face specific problem in

personal and academic life which they cannot share with others

- To help both students and teachers

vi. Cooperation from the Head of Institution for discharging responsibilities

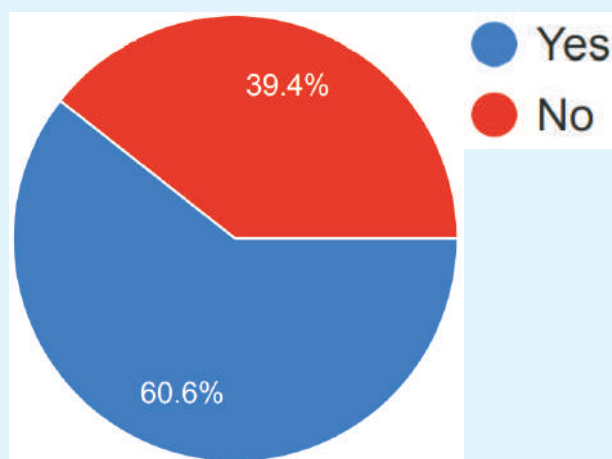
The participants were asked to specify whether they get due cooperation from the head of the institute while discharging their responsibilities entrusted to them. Majority of the participants (96%) revealed that they get proper support from their respective heads of institutions for carrying out their duties including the NCC activities. A miniscule portion of the respondents (4%) mentioned that they were not receiving good amount of support from their heads of institutions. Those NCC Officers were asked to indicate the



nature of challenges they faced as a result of poor support from their Heads of Institutions. Those officers conveyed that they were not given free hand or independence to carry out the NCC Programmes and Activities. Few others mentioned that there was a greater need for creation of awareness among the co-workers about the imperativeness of NCC and the benefits to the youth. Some mentioned that managing classes alongside conducting NCC activities becomes difficult.

vii. Other issues to be taken care of in future training programmes

The NCC Officers were asked to mention if there are any other issues that need to be taken care of by RGNIYD during the training programs to be organised by the Institute for the NCC Officers of



the North-Eastern Region in future. In response, 61% of the NCC Officers mentioned that there were other issues that need to be taken care of by RGNIYD during the future training program to be organised for them.

viii. Specific issues to be addressed in future training programmes of RGNIYD

The NCC Officers were further probed to provide the details of specific the issues that need to be kept in mind by RGNIYD while conducting the future programs. The NCC Officers delineated the following concerns:

- Programs aimed at developing the personality of youth
- Programs on Career Guidance and Counselling to enable the NCC Officers to guide the Cadets and other student youth
- Besides conducting training programs for NCC Officers, programs must be conducted for the NCC Cadets also
- Conduct programs on various career options for north-eastern youth (NCC Cadets)

- Devote more time for interaction with the resource persons to clarify various issues on the subject
- More online programs may be conducted in view of the COVID-19 pandemic which will be easy and convenient to attend from their own educational institutions rather than coming to a particular training venue.

ix. Challenges commonly faced while dealing with student youth

The participants of the program were requested to list the challenges that the NCC Officers face while they deal with the student youth. Following are the challenges the NCC Officers faced specifically while they closely interact and deal with the issues of youth:

- Lack of awareness on the problems and concerns of children (child psychology) and youth
- Lack of confidence to deal with the youth
- Communication gaps
- Problems in guiding the youth for right kind of employment
- Youth do not conform to discipline
- Lack of skills to deal with the poverty issues of students
- To help student youth to come out of their confusion state
- Gaining attention of the youth (due to various personal distractions)
- Enabling the youth to develop focus in life
- Assisting the youth to keep away from peer pressures
- Guiding the youth to keep away/productive use of social media

x. Common challenges faced by the Students in educational institutions/various north-eastern states

The NCC Officers in general were probed to describe the challenges of children and youth face in their own educational institutions or the state in which they reside. Following were the responses that emerged during this interrogation:

- Problems of internet connectivity in rural areas
- Lack of seriousness about life among the youth
- Language and communication problem (students from other states do not attend class regularly)
- Access to sports facilities
- Lack of guidance for pursuing higher education
- Job crises
- Lack of technical skills among youth need to enhance employability skills during the course of study
- Lack of training avenues for general youth including NCC Cadets

xi. Areas of attention for policy makers for development of children and youth in North Eastern Region

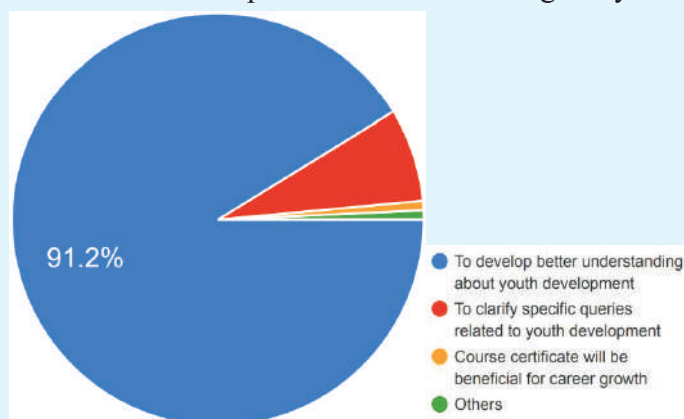
- Need to create more facility for poor people (access to education, jobs etc)
- Quality of education to be enhanced
- Necessity to form avenues for developing the personal skills and potentials of students
- Enhance chances for interactions/exposure of north east students to other parts of the country
- Development of mind-set of north east people to think that people of whole India have right to go anywhere in NE and vice versa

SECTION - III: Feedback of the Participants on the 5-Day Orientation Program on Youth Development organised by RGNIYD for the NCC Officers

This section provides the details of feedback collected from the NCC Officers who attended the 5-Day Online Orientation Programme on Youth Development conducted by RGNIYD, Sriperumbudur, Tamil Nadu.

i. Reason for attending the program

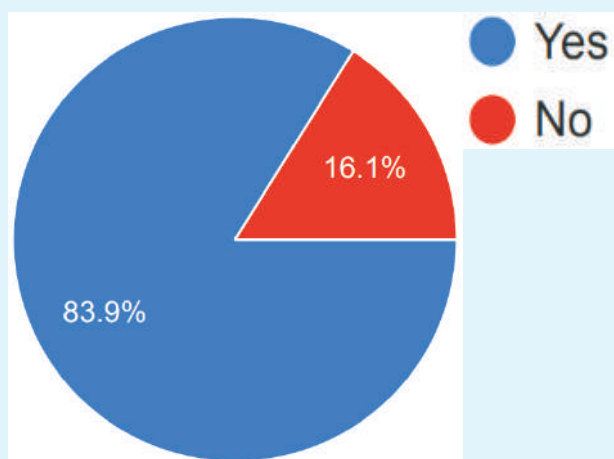
At the outset, the participants of the programme were asked to indicate as to what made them decide to attend this course? In response to this query, 91% of the NCC Officers specified that they wanted to develop better understanding on youth



development. Remaining 9% of the respondents attended the course to clarify specific queries related to youth development or the course certificate would be of use for their career progression or for other reason like they have been instructed by their respective organisations to attend the course.

ii. Whether attended all the sessions of the Five-Day Orientation Program on Youth Development?

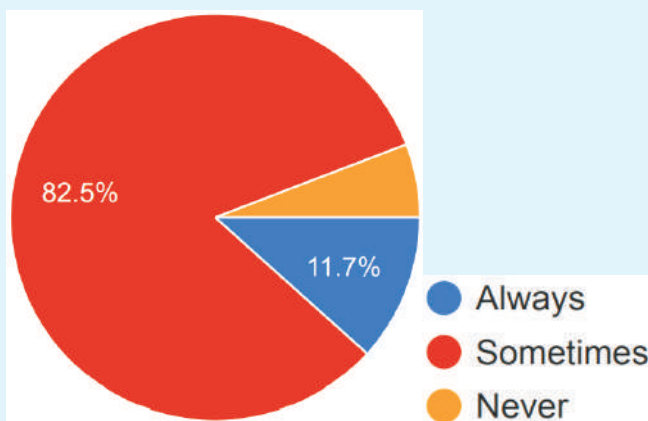
Among the NCC Officers who provided feedback, it was assessed that 84% of the participants attended all the sessions of the 5-day



Orientation Program on Youth Development whereas, 16% mentioned that they did not attend all the sessions of the program.

iii. Whether faced problems of internet connectivity during the online program?

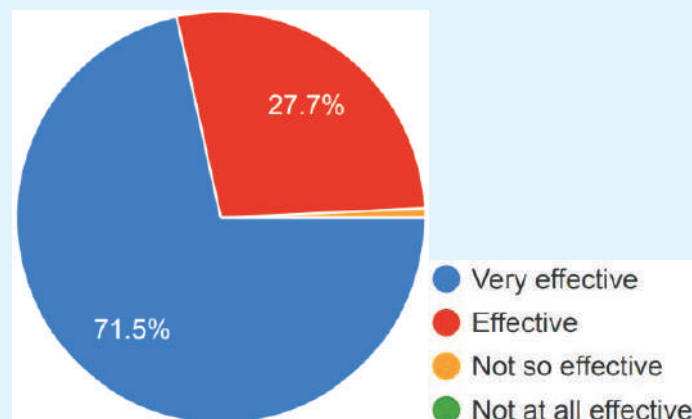
83% of the NCC Officers of the north-eastern region mentioned that they sometimes had problems of internet connectivity while attending this program, whereas, 12% of the respondents revealed that they always faced internet



connectivity problems during the program. Five percent of the NCC Officers indicated that they never faced any sort of problem pertaining to internet connectivity during the course of the orientation program organised by RGNIYD.

iv. Was the program effective?

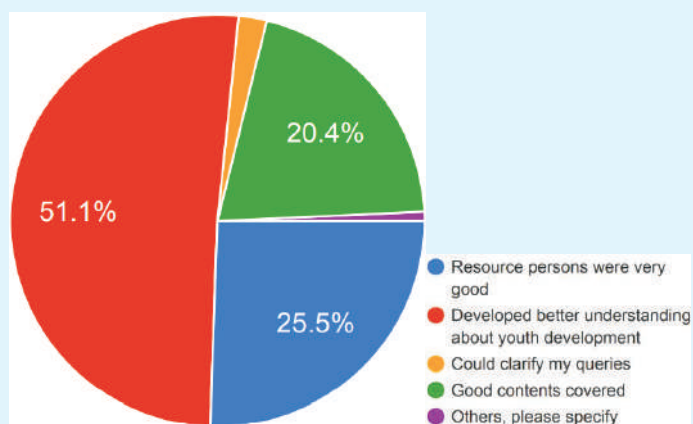
The participating NCC Officers were asked to indicate whether the course on youth development conducted by RGNIYD was effective. A sizable segment of the respondents (72%) who participated in the program mentioned that the course was very effective. Further 28% of the



participants said that the course was effective. It is evident from the feedback from the NCC Officers of the north-eastern region that the online course on youth development conducted by RGNIYD proved to be high effective and provides the organisers a pointer that the program has been received well and has been worthwhile. It is also pertinent here to notice that none of the participants have mentioned that the course was ineffective. This shows the success of the program.

v. Reasons for effectiveness of the Orientation Program

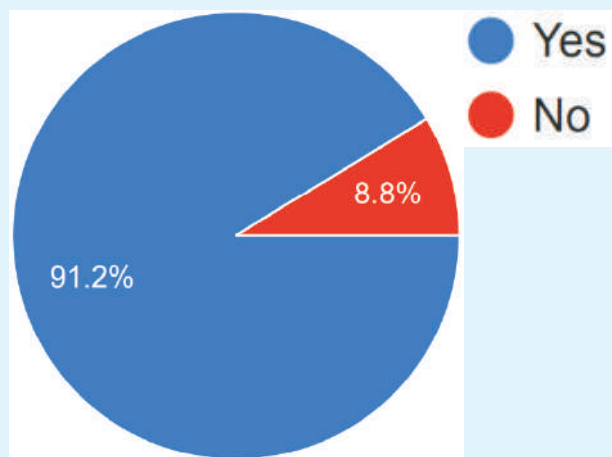
While investigating the reasons for effectiveness of the 5-Day Orientation Program on Youth Development, it was learned that 51% of the NCC Officers mentioned that they developed better understanding about youth development, 26% of the respondents indicated that the resource persons of the program were very good and over 20% of NCC Officers articulated that good contents were covered. The remaining 3% indicated that the orientation program was effective either due to the fact that they could clarify their doubts or for other



good reasons. This feedback provides RGNIYD a great sense of satisfaction that the time and effort spent on organising the program has proved to be of high utilitarian value. Further, this specific feedback also indicates the fact that the content, the resource persons and other aspects of organisation have been very carefully designed to meet the requirement of the clientele of the program.

vi. Whether the queries were clarified?

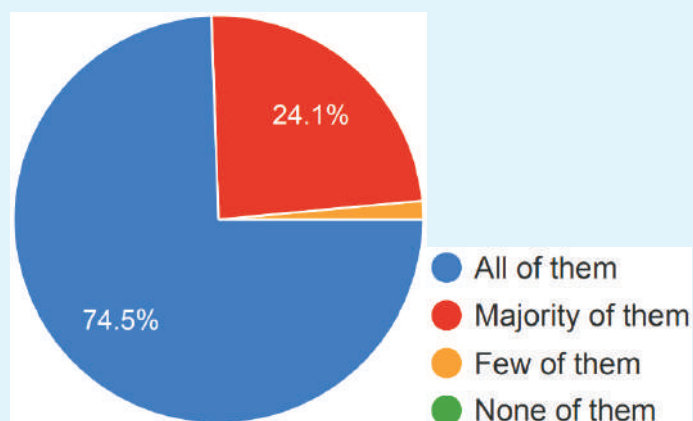
While the participants were required to provide a very frank and objective feedback, it was ascertained that over 91% of the respondents were able to clarify their doubts and their queries were adequately addressed by the concerned resource persons. Specified duration of time was devoted for interaction with the resource persons to seek conceptual clarity and for having an interface for discussion on various practical aspects of implementation specific to each of the themes



included in the program. Besides this data, it was also observed on the virtual platform by the organisers that at the end of each session, the participants were highly enthusiastic to interact with the resource persons and the Director, RGNIYD was available for all the sessions to clarify the doubts of the participants besides the clarity provided by the concerned resource persons.

vii. Knowledge and Experience of the Resource Persons

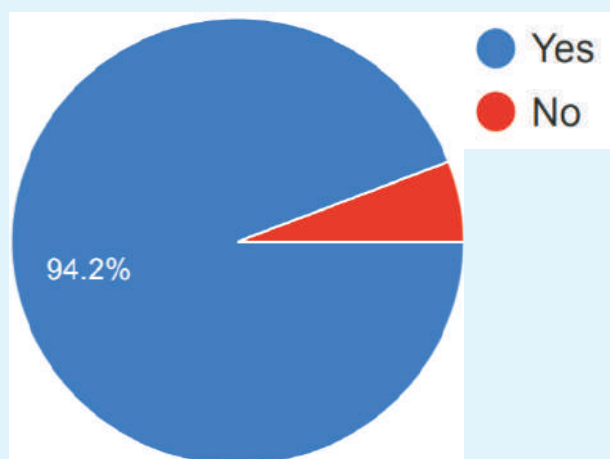
With regard to the feedback provided by the NCC Officers on the depth of knowledge and quantum of experience of the resource persons dealing with each of the specialized subject, a majority of the participants 75% point out that all the resource persons were highly knowledgeable and experienced in the subject matter dealt by them.



Another 24% of the respondents said that majority of the resource persons were knowledgeable and experienced who facilitated the sessions, whereas, 1% of the respondents indicated that few of the resource persons were knowledgeable and experienced. However, no participant indicated that none of the resource persons were knowledgeable and experienced.

viii. Participant's opinion on online mode of teaching

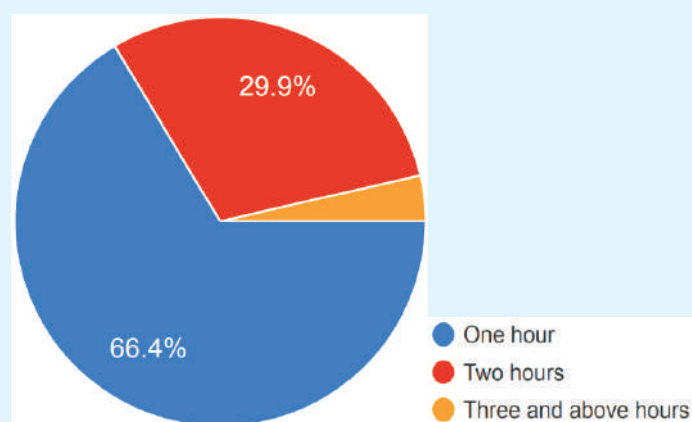
While providing feedback, the NCC Officers



were required to indicate their response whether the on-line mode of program was a good option for teaching and learning during the lockdown phase such as COVID-19 pandemic. Among the respondents, 94% of the NCC Officers felt that online mode was the best method of teaching and learning.

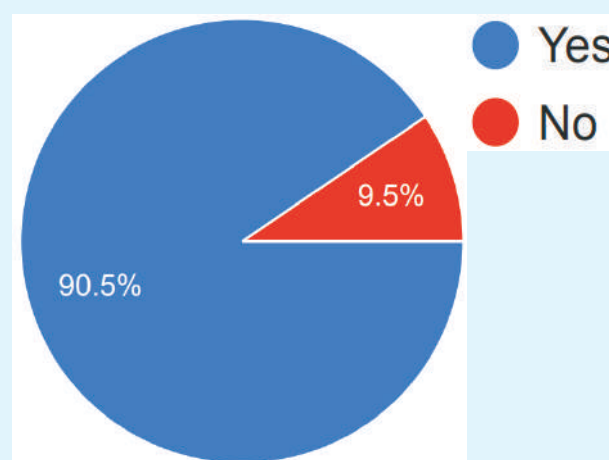
ix. Participant's opinion on the duration of online sessions

When asked about the opinion on the length of each online session, more than 66% of the NCC Officers mentioned that one-hour duration was adequate, while 30% of the respondents felt that a session of about two hours would be appropriate. The remaining 4% of the respondents felt that even a slot of three hours and above also would be ideal for an online program such as this.



x. Willingness to attend advanced programme on Youth Development

The participants of the 5-day Orientation Program on Youth Development were asked to provide their inclination to attend an advanced programme on youth development. Outstandingly, it was found that 91% of the respondents enthusiastically indicated that they were willing to attend an advanced program on youth development. Whereas, only 9% of the respondents did not express their enthusiasm for attending an advanced



program. Probably, those who did not attend all the sessions might have indicated this option or this miniscule percentage of response might have been indicated due to the fact that the online mode/technological compatibility to learning would have created difficulty in assimilating useful information during this programme as 12% of the respondents have indicated that they always encountered problems with internet connectivity. This would have reduced their enthusiasm and readiness to learning.

xi. Willingness to attend RGNIYD programs on other significant themes

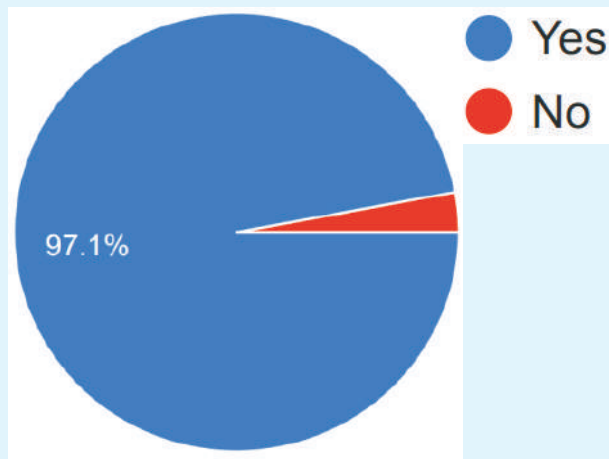
When asked whether the participants will be willing to attend programs on other imperative themes having implication for youth development, a vast majority of the NCC Officers evinced interest to attend programs on various other themes to be

conducted by RGNIYD. In response to RGNIYD's request to mention the themes of other programs the participants would like to attend, following are the list of programs suggested by the NCC Officers of north-eastern region:

- Personality development
- Stress management
- Online national integration camps
- Workshops and awareness program on specific youth issues
- Any programme related to youth and the society
- Effective ways to organise online programs

xii. Participants' recommendation about this youth development orientation program to their friends

While providing feedback, the participants felt highly excited for attending this orientation program. 97% of the respondents revealed that they would recommend their friends to undergo the course 5-day orientation program on youth



development in future. This fact justifies that the RGNIYD's program on youth development for the NCC Officers has been carefully been customized to meet their functional requirements.

Overall impressions and participants' perceptions on the special features of the Program

At the end of the program, the participants were requested to share their personal views and unprejudiced observations about the 5-day Orientation Program on Youth Development for NCC Officers. Following were the open comments provided by the participants:

- Overall, the program was very good
- Topics covered were highly interesting
- Contents of the programs were appropriate
- All the session provided good insights
- Learnt how to tackle different problem in different situations
- The course was well planned, well designed, well organized and all the lectures were well delivered
- Online method of learning was effective which had many advantages
- The software platform of the program was highly effective
- The program showed a way for online teaching as an operational method for next generation of youth

Conclusion and Way Forward

The five-day orientation program on youth development proved to be a professional development opportunity to the NCC Officers of North-Eastern Region to gain better understanding about various aspects of youth development and clarify their queries as the resource persons were drawn from various fields of youth development. The resource persons also enlightened the participants on the important ways and means of guiding the young people. Similar orientation program should be organised from time to time for NCC Officers of other parts of the country so that they can guide the youth in the right direction based on potential and career related interests during the course of NCC training.

Annexure I: Program Schedule

| Date and Time | Inaugural Function | |
|--|---|--|
| Oct.27, 2020 11.00 am to 11.30 am | Welcome address | 2 minutes |
| | Introduction to the Program and Its Objective by Prof. Sibnath Deb, PhD, DSc Director, RGNIYD, MYAS, GoI | 4 minutes |
| | Presidential Address by Ms.Usha Sharma, IAS, Secretary, MYAS, GoI | 6 minutes |
| | Address by | |
| | Major General Ananta Bhuyan, Sena Medal & Additional Director General of NCC, ministry of Defence | 4 minutes |
| | Asit Singh, IRS, Joint Secretary, MYAS, GoI | 4 minutes |
| | Manoj Sethi, Joint Secretary & Financial Advisor, MYAS, GoI | 4 minutes |
| | Brigadier R.K.Singh, Deputy Director General, Directorate of NCC, Shillong, Ministry of Defence, GoI | 4 minutes |
| | Vote of thanks | 2 minutes |
| | Technical Sessions | Resource Persons |
| Oct.27, 2020 11.40 am to 12.40 pm | Child protection and its association with youth development. | Prof. Sibnath Deb Director, RGNIYD, MYAS, GoI |
| Oct.27, 2020 2.00 pm to 3.00 pm | Understanding youth in India from the perspectives of changing global scenario. | Dr. Anjali Gireesan, Scientist B, DRDO Ministry of Defence |
| Oct.28, 2020 11.00 am to 12.00 Noon | The role of the family, parenting styles and parenting behaviour. | Dr. Jeshtha Angrish Scientist B, DRDO Ministry of Defence |
| Oct.28, 2020 2.00 pm to 3.00 pm | Challenges/adversities faced by Indian youth and way forward. | Prof. Roopesh BN Dept. of Clinical Psychology, NIMHANS, Bengaluru |
| Oct.29, 2020 11.00 am to 12.00 Noon | Role of educational institutions and teachers in career growth, development and guidance of youth. | Dr.Sangeeta Goswami, President, MIND India, Gauhati |

| | | |
|--|---|--|
| Oct.29, 2020 2.00 pm to 3.00 pm | Inculcating ethics, values and gender sensitivity among youth. | Dr.Bishakha Majumdar Faculty, IIM Vishakhapatnam |
| Oct.29, 2020 3.10 pm to 4.10 pm | Child Rights, Adolescents and Youth Development in COVID Context | Dr. Akila Radhakrishnan Social Policy Specialist – Education, United Nations Children’s Fund, UNICEF Office for Tamil Nadu & Kerala |
| Oct.30, 2020 11.00 am to 12.00 Noon | Youth psychology and individual Development of cadets (life skills like leadership, resilience, endurance, assertiveness, problem solving, happiness, fellow feeling etc.). | Aleena Maria Sunny Faculty, Dept. of Applied Psychology, RGNIYD, Sriperumbudur, Tamil Nadu |
| Oct.30, 2020 2.00 pm to 3.00 pm | Digital dependency and risk behavior among the youths and way forward. | Dr. Subhasis Bhadra Associate Professor and Head, Dept. of Social Work, & Dept. of Sports Psychology, Central University of Rajasthan |
| Oct.31, 2020 11.00 am to 12.00 Noon | Fit India program and role of youth in nation building. | Prof. Vasanthi Rajendran Head, Centre for Training and Orientation, RGNIYD, Sriperumbudur, Tamil Nadu |
| Oct.31, 2020 2.00 pm to 3.00 pm | Policies and programs for welfare of youth (Refer NEP 2020 and NYP 2020), youth participation and mobilization of youth for community development and/or during crisis situation. | David Paul Training Officer, Centre for Training and Orientation, RGNIYD, Sriperumbudur, Tamil Nadu |
| 3.00 to 3.3.20 pm | Feedback from the participants | |
| 3.30 pm to 4.00 pm | Valedictory | |

Annexure II: Profiles of Resource Persons

Professor 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 is Director at Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu, Ministry of Youth Affairs and Sports, Government of India. Previously, he was Professor at the Department of Applied Psychology, Pondicherry University, and has also taught at the University of Calcutta, India. Currently, he is also Adjunct Professor at the School of Justice, Faculty of Law, QUT, Australia.



During 2004-2008, he served the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) as Council Member. In brief, he has got 28 years of teaching, research and administrative experience and has produced 19 PhDs in addition to publishing more than 100 research articles/book chapters. Professor Deb has written seven books and edited six books.

His latest published books are (a) Disadvantaged Children in India: Empirical Evidence, Policies and Actions (Springer, 2020); (b) Childhood to Adolescence: Issues and Concerns (PEARSON, 2020); (c) Social Psychology in Everyday Life (Sage, 2019); (d) Distance Education: Prospects, Challenges and Way Forward (PEARSON, 2019); (e) Positive Schooling and Child Development: International Perspectives (Springer, 2018); and (f) Child Safety, Welfare and Well-being: Issues and Challenges (2016),

(g) Upholding Justice: Social, Psychological and Legal Perspectives (Routledge, 2020), (h) Delivering Justice: Issues and Concerns (Routledge, 2020); and (i) Community Psychology: Theories and Applications (Sage, 2020). Professor Deb has received three national and three international awards in recognition of his contribution in the field of psychology.

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. His current areas of research interest include family dynamics, parenting styles, child safety, students' mental health, adolescent reproductive health and applied social psychology.

He has delivered lectures in several national and international workshops, seminars and conferences as an Invited/Keynote Speaker including keynote address in the "Oxford Symposium on School-based Family Counseling", held in OXFORD University during 2020 where he earlier delivered several thematic speeches. Recently, he delivered a lecture as a resource person in the MHRD- LEAP (Leadership for Academicians Program), organized by the Banarash Hindu University. He has conducted studies for Catholic Relief Services, CARE, DFID, IDRC, ISPCAN, WHO, UNICEF, MI (IDRC), ICMR, Save The Children Fund, McArthur Foundation, The World Bank, The Johns Hopkins University, Dept of Tourism, Thailand & Govt. of West Bengal, Dept. of Social Welfare, Govt. of West Bengal & Tamil Nadu, The Planning Commission, Govt. of India, Samsung Company, National Bank for Agriculture and Rural Development (NABARD), Indian Aluminium Company Ltd., University Grants Commission (UGC) Dept. of Women and Child Development, GOI, OAK Foundation, UN Project Office, University Grants Commission, New Delhi and Indian Council of Social Science Research, New Delhi.

Dr. Anjali Gireesan
Scientist - B
Defence Institute of Psychological Research
DRDO, Ministry of Defence
Delhi

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 Sibnath Deb. Her areas of research interest include child development, childhood disability, child abuse and neglect, and student's mental health.

Dr. Jeshtha Angrish
Scientist-B
Defence Institute of
Psychological Research
DRDO, Ministry of Defence
Delhi

Ms Jeshtha Angrish is a Scientist in Defence Institute of Psychological Research (DIPR), Defence Research

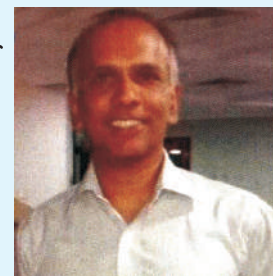


and Development Organization (DRDO), Ministry of Defence, Government of India. Currently, she is posted as a psychologist at Selection Centre North, Kapurthala, Punjab. She obtained her Master of Arts Honours in Psychology degree from Guru Nanak Dev University, Amritsar, Punjab and is pursuing PhD in the field of Conservation Psychology from the same university. She has also been a UGC-NET-JRF fellow.

She has been working extensively in the field of personality profiling for the selection of personnel. The domains of her specialization also include Child and Adolescent Psychology. She has done considerable research on youth in vital areas such as Subjective Well-Being, Resilience and Positive Psychology. Recently, she has conducted a study on Altruism and Environmental Action among NSS volunteers. She has presented papers in various national and international conferences. Alongside, she is also pursuing her interest in Graphology. Her current areas of engagement include Social Psychology, Psychometrics and Conservation Psychology.

Prof. Roopesh B.N.
Professor
Department of Clinical Psychology
National Institute of Mental Health and Neuro
Sciences (NIMHANS)
Bangalore

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. Sangeeta Goswami
President,
MIND India,
Guwahati, Assam

Dr. Sangeeta Goswami is the first Counselling Psychologist to have 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 endeavor 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 resource in the area of mental health and wellbeing in 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 in the field to empower adolescent girls in tea gardens of Assam through Life Skills Training. This endeavour was supported by UNICEF for 2012-2015.

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 behavior change communication and manpower development programmes for schools, Government & Non-Government Institutions and organizations and corporates.

Dr. Bishakha Majumdar
Assistant Professor, Organizational Behavior &
Human Resource Management
Indian Institute of Management Visakhapatnam

Bishakha Majumdar obtained 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 one book and several research papers and case studies in human resource management, 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 HR Analytics, Effective Performance Feedback, Change Management Leadership, Workplace

Ethics, Harmonizing Self and Others, 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, Indian Oil Corporation Limited (IOCL), Ministry of Labour and Employment-Govt. of India, National Academy of Customs Indirect Tax & Narcotics (NACIN-GOI), NHPC Limited, Naval Science & Technological Laboratory (NSTL), 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) National Project Implementation Unit, Ministry of HRD, Govt. of India, CBSE School Principals, and National Institute of Business Management (NIBM), Sri Lanka. She is presently the Associate Editor of the Journal - South Asian Survey by Sage.

Dr. Akila Radhakrishnan
Social Policy Specialist Education,
United Nations Children's Fund,
UNICEF Office for Tamil Nadu & Kerala

Dr. Akila Radhakrishnan is currently Social Policy Specialist at UNICEF Chennai, for Tamil Nadu and Kerala. At UNICEF since 2011, she has specialized in policy led work around poverty, vulnerability and inequality across different sectors like child nutrition, health, education and social protection.

Her creative pilots in the field have demonstrated strategies at scale for realizing child rights in an integrated manner. Her current focus is on developing policy and programmes for secondary school education.



Prior to UNICEF, she worked with Madras Institute of Development Studies and Madras School of Economics. She also did consultancies with ILO, UNDP, DFID and multiple human rights organisations. She has a doctorate in Sociology, and had a post-doctoral stint in the U.S on a Ford foundation fellowship. She is U.K Government's Chevening Gurukul Fellow for leadership and excellence at Oxford University in 2020-21.

Ms. Aleena Maria Sunny
Assistant Professor
Department of Applied Psychology
RGNIYD, Sriperumbudur, Tamil Nadu

Aleena Maria Sunny is a Ph.D. Scholar of Department of Applied Psychology, Pondicherry University (A Central University) under the supervision of Prof. Sibnath Deb. She completed M.A. in Applied Psychology (with 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 is currently 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 in various conferences and published her research

articles in various refereed journals. Her research interests include social psychology, child development and gender minority.

Dr. Subhasis Bhadra
Associate Professor and Head -
Department of Social Work, and
Associate Professor and Head -
Department of Sports Psychology
Central University of Rajasthan

Dr. Subhasis Bhadra, MA Social work from Vidyasagar University, West Bengal and M.Phil. Ph. D. in Psychiatric Social Work, from National Institute of Mental Health and Neuro Sciences, Bangalore, presently working as Associate Professor and Head in Department of Social Work, and Sports Psychology, Central University of Rajasthan, Ajmer. He started teaching from Assam Central University 2009 and then taught seven and half years in Gautam Buddha University. He has guided number of Research Dissertations and 4 Scholars completed Doctoral Research under him. Dr. Bhadra started his career in 2001 from intervention in Gujarat earthquake and subsequently worked in Gujarat conflict, Tsunami, Mumbai terrorist attack, Kashmir earthquake, Uttarakhand disasters and in various disaster affected areas in India, and in other Asian countries like, China, Japan, Indonesia, Myanmar, through different organizations, like Care India, American Red Cross, International Federation of Red Cross, Oxfam India, Action Aid, International Medical Corps.

His research interest includes peace building, conflict resolution, life-skills-education, interventions in community, disaster mental health, community & school mental health, and psychosocial support, livelihood interventions, and



youth development. Dr. Bhadra is actively engaged in various disaster response program, community based interventions and lectures on disaster management issues in NIDM in addition to providing support to different NGOs working on youth development, livelihood interventions, community based care of the orphan children, inclusion of marginalized sections, mental health care of the youths etc.. In his credit there are number of academic articles and book chapters, 2 books published by nationally and internationally reputed publishers.

Dr. Vasanthi Rajendran
Professor and Head
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RGNIYD, Sriperumbudur, Tamil Nadu

Dr. Vasanthi Rajendran acquired her Master's degree in Economics from the University of Madras and obtained Ph.D in Economics, Osmania University, Hyderabad. She has a Post Graduate Diploma in Journalism and Communication. Dr. Vasanthi Rajendran currently serves as the Professor and Head of the Centre for Training, Orientation and Capacity Building and Centre for National and International Collaboration at RGNIYD. Besides, she coordinates various academic endeavours of RGNIYD in her capacity as the Dean of Academics at RGNIYD.



For six years, Dr Vasanthi Rajendran served as the Director of Information & Communication Division and Director (Training) at the Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP), an FAO established Inter Governmental Organisation at Dhaka, Bangladesh. An Information, Education and Communication

(IEC) expert, she has contributed to strengthening youth and rural development training and documentation in India. Prior to joining CIRDAP, she worked at Centre for Media and Rural Documentation, National Institute of Rural Development (NIRD), Hyderabad.

For four years during 2005-09 she worked as the Faculty Head in the Research, Evaluation, Documentation and Dissemination Division at Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur. During this period she was actively involved in the Adolescent Health and Development Project sponsored by UNFPA through which she coordinated professional training on Adolescent Reproductive and Sexual Health, Life Skills, Career Guidance for the National Adolescent Resource Team and the District Adolescent Resource Teams and Cross-functional health professionals.

Dr. Vasanthi initiated and coordinated the first ever Youth Development Index Project for India and the Indian Youth in New Millennium Study. Besides coordinating various research and evaluation studies on youth development at RGNIYD, she was instrumental in preparing the India Youth Portal at RGNIYD launched by the then President of India, Smt. Pratiba Devisingh Patil and started the first ever Journal of Youth Development Endeavour. She has compiled the Rural Development Statistics and Statistical Profile of Youth in India. She has designed several Capacity Building Modules for Youth viz., on Right to Information, Environment, Poverty Alleviation, Career Counselling etc. She is widely known for her work on documentation and dissemination activities for the Ministry of Rural Development and Ministry of Youth Affairs and Sports, Govt. of India. Her areas of interest are centred on youth Development, Rural Wage Employment, Development Communication and Women in Governance.

Shri. P. David Paul
Training Officer
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With 20 years of experience, he began his career as the Research Associate at the National Institute of the Visually Handicapped-Regional Centre, An Autonomous Organisation under the Union Ministry of Social Justice and Empowerment, Govt. of India since July, 2000 and later became the Training and Placement Officer and served till April 2005. During his tenure there, he undertook research/evaluation studies, a few of which include identification of work opportunities for the visually impaired in the unorganised sector, Job Satisfaction, Work Efficiency and Promotion Prospects for the Visually Handicapped Employees in the Government and Public Sector Undertakings and Indian Adaptation of Nottingham Adjustment Scale. He was engaged in development on Entrepreneurship Skills and Preparation of Project Profiles for Self-Employment for the Visually Impaired and effecting job placements for the visually impaired. He also worked as HR Executive at one of the top 500 companies of India, the MRF Limited where he was anchoring the learning and development initiatives besides coordinating various HR functions.



He currently serves as Training Officer in the Centre for Training, Orientation and Capacity Building and Centre for National and International Collaboration at the same Institute. He has taught Career Counselling and Counselling Psychology for the post graduate students at RGNIYD. He has coordinated and facilitated over 500 training programmes for the youth functionaries and youth across the country and has also coordinated various

research projects at the Institute having implications for policy and programme formulation. He was also associated with the construction of India Youth Development Index Project at the Institute. He has edited several publications of the Institute besides engaging in documentation and dissemination activities on youth issues, particularly the National Youth Policy, Youth Portal and Youth Development Index. He has reviewed various books, published papers in journals and participated in national and international conferences/workshops and was the Assistant Editor of the Endeavour Journal of Youth Development.

He underwent Social Welfare Training Program for Young Leaders at (Komatsu), Ishikawa Prefecture, Osaka, Japan in 2009 organised by the Japan International Cooperation Agency under International Cooperation Programme of Government of Japan. At the behest of the Commonwealth Youth Program, London Secretariat he was nominated by the Government of India to attend the Workshop on Evidence-based Policies on Youth Development in Asia Promoting the Sustainability of the Youth Policy Toolbox in Asia-Pacific held at the UNESCAP, Bangkok in 2017 during which he made presentations on the India's National Youth Policy and Youth Development Index and moderated sessions. His passion areas include training, teaching, research, assessments, documentation and dissemination on youth issues and concerns and specialized in Applied Psychology, Organizational Psychology and Counselling & Disability Rehabilitation.

