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APPENDIX A

ACADEMIC RESILIENCE MODULE

DIMENSION I: SOCIO-EMOTIONAL SKILL

About the Dimension

Socio-emotional skill, the first dimension of Academic Resilience which covers six units- communication, adjustment, managing emotions, empathy and interpersonal skill.

All these units' aims at acquiring the basic knowledge and understanding of each concept which will ultimately help in developing Socio-emotional skill which is a very important part in our daily life and is required in every step.

Along with the description of the concepts it also covers the various steps and activities to be followed to enhance your communication, adjustment, managing emotions, empathy and interpersonal skill. References for acquiring further details and insight have been suggested at the end of every unit.

There are self-check exercises and activities in every unit which will help you evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Communication	
Unit- 2	Adjustment	
Unit- 3	Managing emotions	
Unit- 4	Empathy	
Unit- 5	Interpersonal skill	

Unit- 1

Topic- COMMUNICATION

1.0 Introduction:

Socio-emotional skill refers to one's process of understanding and handling of one's own emotion in a positive way and the ability to maintain a healthy relationship with others and to adjust to any situation without any conflict. Communication is one of the important socio-emotional skills which need to be developed in the students so that they could express themselves in a more effective manner.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Realize their way of communication.
2. Understand the importance of effective communication in the classroom.
3. Enhance the skills of communication in class as well as real life situation.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Communication	Discussion method
2.	Required skills for effective communication Chinese whisper game	Discussion method Activity based
3.	Body language Listen, Interpret, Draw	Discussion method Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is communication?
4.2	What is communication cycle?
4.3	What are the different types of communication?

4.1 Communication

- ❖ The word communication is derived from the Latin word “communis” meaning common.
- ❖ Communication is-
 - a. Having common experiences with people.
 - b. A means of persuasion, to influence the other so that the desired effect is achieved.
 - c. A process of sharing experience till it becomes a common possession. It modifies the disposition of both the parties who share it.
 - d. A process of interaction of ideas between the communicator and the receiver to arrive at a common understanding for mutual benefit.
 - e. The sharing of ideas and feelings in a mood of mutuality.
 - f. passing of information
 - g. exchange of ideas and
 - h. sharing ideas with one another

4.2 Communication Cycle

- ❖ The communication process/cycle involves four components-
 - a. Sender or source called encoder
 - b. Message or information or signal
 - c. The medium or channel of communication
 - d. Receiver or decoder

(Who-> Says What-> To Whom-> Through Which Channel-> With What Effect)

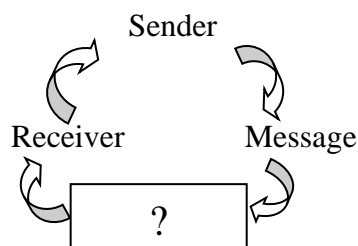
4.3 Types of communication

1. Verbal Communication- Verbal communication can also be called as Oral communication. Any communication that happens orally between people is known as verbal communication.
2. Non-verbal Communication- Here there is no oral communication. This communication includes physical manifestations of inner feelings, facial expressions, bodily stance, voice variations, hand gestures, etc.
3. Written communication- There are many ways that written communications can be used. The number of ways is ever increasing with the penetration of Smartphone and the internet.
4. Formal and Informal communication- There are two types of communication when considering the formality of the communication. One is the formal and official type of communication which can be emails, letterheads, memos, reports and other such kinds of written material.

Informal communication is one where there is nothing official about the communication that is happening.

Self-check Exercise 1

1. The word communication has been derived from the Latin word “_____” meaning _____.
2. Tick the wrong answer:
Communication is-
 1. one way process
 2. passing of information
 3. exchange of ideas and
 4. sharing ideas with one another
3. Fill the box with the word missing in the Communication cycle-



5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the effective communication skills?
5.2	Why proper listening is important?

5.1 Effective communication skills

1. Active listening- Listen twice as much as you speak, listen with your whole body, be alert and interested in the other person.
2. Be Aware of your non-verbal communication- Sometimes we can be unaware of the messages we are sending non-verbally like- tone of voice, eye contact, facial expressions, postures, etc.
3. Asking questions- When you are in conversation with someone, asking a question shows you are interested in them.
4. Being clear- When you are speaking be clear, articulate and concise.
5. Being Empathetic- having empathy for another person is the ability to understand and share the feelings of another.

5.2 Activity 1- Chinese whisper game (The Rationale behind the selection of Chinese whisper game is that it is a listening and speaking game where it develops the students communication skill and mainly focus on proper listening which is very important in a class as without listening properly what the teacher speaks a student can't grasp the idea.)

Self-check Exercise 2

Tick the correct answer-

1. The most effective communication skill is-
 - a. Being sympathetic
 - b. Proper listening
 - c. Trying to clear own point while the other one is speaking.
 - d. Nodding one's head

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of body Language
6.2	Importance of communicating one's thought in a proper manner

6.1 Body language

- ❖ Body language helps us to generate and transmit messages to observers through our posture, gestures and body movements.
- ❖ The most important factors that sum up body language are-
 - a. Eye contact
 - b. Facial expression
 - c. Posture
 - d. Specific gestures
 - e. Physical proximity

6.2 Activity 2- Listen, Interpret and Draw (This activity will be conducted by the instructor where pairs will be formed and one of them from each pair will describe some object to the other one and he/she need to interpret and draw it without uttering a word. This activity will help the students to communicate their thoughts in an effective manner and will improve their listening and inference skill.)

Self-check Exercise 3

Fill up the blank-

1. Body language is all about _____, postures and body movements.

Answer key to self check exercise 1

1. Communis, common
2. One way process
3. Medium/Channel

Answer key to self check exercise 2

1. Proper listening

Answer key to self check exercise 3

1. Gestures

6.0 Tips for the Resource Person for Transaction:

- Use of Moderate language according to the understanding level of the students.
- Resource person should groom oneself in a presentable way.
- Presence of mind while execution of the activities according to the demand of the situation.

7.0 Reference Material for further learning:

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Unit- 2

Topic- ADJUSTMENT

1.0 Introduction:

Socio-emotional skill refers to one's process of understanding and handling of one's own emotion in a positive way and the ability to maintain a healthy relationship with others and to adjust to any situation without any conflict. Adjustment is one of the important socio-emotional skills to be developed in the students for a healthy adjustment in any situation.

2.0 Learning outcome of the Session-

After transaction of the session the students will be able to-

1. Realise the importance of adjustment in life inspite of various situation.
2. Enhance the skill of adjustment in class as well as real life situation.

3.0 Transactional Part

Sl. No.	Sessions	Method
1.	Concept of Adjustment	Discussion method
2.	Methods of Adjustment	Discussion method
3.	Role Play	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is adjustment?
4.2	What is adjustment as achievement or process?
4.3	What are the characteristics of a well-adjusted person?

4.1 Adjustment

- ❖ Adjustment is-
 - a. Adapting one to the needs of changing conditions.
 - b. A continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.
 - c. The process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.
 - d. The modification to compensate for or meet special conditions.
 - e. The establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.”

4.2 Adjustment as Achievement or Process

- ❖ Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement.
- ❖ When a poor child studies under the street light because he/she has no lighting arrangement at home he/she is said to be in a process of adjustment. What he/she attains in terms of success in his/her examination or the fulfilment of his/her ambition or pride in his/her achievement is nothing but the result of his/her adjustment to his/her self and his/her environment.
- ❖ Adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well. (Lazarus, 1976).
- ❖ Adjustment as a process describes and explains the ways and means of an individual's adaptation to his/her self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure.
- ❖ Adjustment as a Process can be understood by two points-
 - a. Continuous process- The process of adjustment is continuous. It starts at ones birth and goes on without stop till one's death.
 - b. Two-way process- Adjustment is a two-way process and involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit ones needs.

4.3 Characteristics of a Well-adjusted Person

1. Awareness of his/her own strengths and limitations- A well adjusted person knows his own strengths and weaknesses.
2. Respecting oneself and others- The dislike for one-self is a typical symptom of maladjustment. An adjusted individual has respect for himself/herself as well as for others.
3. An adequate level of aspiration- His/her level of aspiration is neither too low nor too high in terms of his/her own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his/her advancement.
4. Satisfaction of basic needs- His/her basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He/she does not suffer from emotional cravings and social isolation. He/she feels reasonably secure and maintains his/her self-esteem.
5. Absence of a critical or fault-finding attitude- He/she appreciates the goodness in objects, persons or activities.
6. Flexibility in behaviour- He/she is not rigid in his attitude or way of life. He/she can easily accommodate or adapt himself/herself to changed circumstances by making necessary changes in his/her behaviour.
7. The capacity to deal with adverse circumstances- He/she is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He/she has an inherent drive to master his environment rather than to passively accept it.
8. A realistic perception of the world- He/she holds a realistic vision and is not given to flights of fancy. He/she always plans, thinks and acts pragmatically.
9. A feeling of ease with his/her surroundings- A well-adjusted individual feels satisfied with his/her surroundings. He/she fits in well in his home, family, neighbourhood and other social surroundings.
10. A balanced philosophy of life- A well-adjusted person has a philosophy which gives direction to his/her life while keeping in view the demands of changed situations and circumstances.

Self-check exercise1

1. Tick the most appropriate answer- Adjustment is
 - a. Adapting one to the changing circumstances by leaving one's values.
 - b. Accepting whatever comes one's way.
 - c. Adapting one to the needs of changing conditions.
 - d. Doing things to impress others.
2. The process of adjustment is _____ (continuous/one-way process).

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the methods of adjustment/adjustment mechanism?

5.1 Methods of Adjustment

- ❖ The methods used for keeping and restoring harmony between the individual and his/her environment can be grouped into two categories- direct and indirect methods.
1. Direct methods- Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rationale and logical and help in getting permanent solution of the problem faced by the individual in a particular situation. These methods include the following-
 - a. Increasing trials or improving efforts- When one finds it difficult to solve a problem or faces obstacles in the path, to cope with his/her environment he/she can attempt with a new zeal by increasing his/her efforts and improving his/her behavioural process.
 - b. Adopting compromising means- For maintaining harmony between his/her self and the environment one may adopt the following compromising postures-

He/she may altogether change his/her direction of efforts by changing the original goals, i.e. an aspirant for I.A.S. may direct his/her energies to become a probation officer in a nationalized bank.

He/she may seek partial substitution of goal like selection for the provincial civil service in place of the I.A.S.

- c. Withdrawal and submissiveness- One may learn to cope with one's environment by just accepting defeat and surrendering oneself to the powerful forces of environment and circumstances.
- d. Making proper choices and decisions- A person adapts himself/herself to and seeks harmony with his/her environment by making use of his/her intelligence for the proper choices and wise decisions particularly when faced with conflicting situations and stressful moments.

2. Indirect methods-

- ✓ Indirect methods are those methods by which a person tries to seek temporary adjustment to protect oneself for the time being against a psychological danger.
- ✓ These are purely psychic or mental devices –ways of perceiving situations as he/she wants to see them and imagining that things would happen according to his/her wishes.
- ✓ That is why these are called defence or mental mechanisms employed in the process ones adjustment to one's self and the environment.
- ✓ Some of the mental mechanisms are-
 - a. Repression- It is a mechanism in which painful experiences, conflicts and unfulfilled desires are pushed down into our unconscious. One tries to get temporary relief from the tension or anxiety by believing that the tension producing situation does not exist.
 - b. Regression- It means going backward or returning to the past. In this process, an individual tends to regress to his/her early childhood or infantile responses in order to save himself from mental conflicts and tensions.
 - c. Compensation- This is a mechanism by which an individual tries to balance or cover up his/her deficiency in one field by exhibiting his/her strength in another field.
 - d. Rationalization- This is a defence mechanism in which a person justifies his/her otherwise unjustified behaviour by giving socially acceptable reasons for it and thus attempts to defend himself/herself by inventing plausible excuses to explain his/her conduct.

- e. Projection- Through projection one tries to see or attribute one's own inferior impulses and traits in other persons or objects. An awkward person sees and criticizes awkwardness in others.
 - f. Identification- In using this mechanism an individual is found to achieve satisfaction from the success of other people, groups or institutions by identifying himself/herself with them.
 - g. Seclusiveness/withdrawal- In using this mechanism an individual tends to withdraw himself/herself from the situation that causes frustration or failure.
 - h. Sympathism- It is a defence mechanism in which an individual tries to get satisfaction by seeking sympathy and pity for his/her own failures and inadequacies. Such persons always magnify the difficulties or obstacles in the path of their success and thus convince others to feel sorry for them.
- ✓ All the foregoing defence mechanisms are used unconsciously by a person to protect him/her against psychological dangers.
 - ✓ A defence mechanism may be regarded as a temporary defence against anxiety and inadequacies.
 - ✓ Moreover, the use of such a mechanism may create new difficulties for the individual who uses it.
 - ✓ It is a situation similar to the one in which a person tells a lie to save oneself from a difficult situation and obtains a temporary respite, but subsequently finds himself in an awkward situation because of his/her false statement. So focus should be not to make frequent use of such defence mechanisms.

Self-check exercise 2

1. Fill in the blanks

- a. _____ is a mechanism in which painful experiences, conflicts and unfulfilled desires are pushed down into our unconscious. (Regression/repression)
- b. _____ means going backward or returning to the past. (Regression/repression)
- c. Through _____ mechanism an individual is found to achieve satisfaction from the success of other people, groups or institutions by identifying himself/herself with them. (Projection/Identification)

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Understanding the importance of adjustment through role play.

6.1 Activity- Role Play. Various groups will be formed and a situation will be provided to which the students will be assigned different roles by the instructor and they need to perform. This activity will help the students to come out from their comfort zone which will really help them in adjustment problems.

Answer Key to the Self-check Exercise1

- 1. Adapting one to the needs of changing conditions.
- 2. Continuous

Answer Key to the Self-check Exercise2

- a. two-way process
- b. Repression
- c. Regression
- d. Identification

7.0 Tips for Resource Person for Transaction:

- Use of Moderate language according to the understanding level of the students.
- Resource person should groom oneself in a presentable way.
- Adjustment mechanisms should be discussed with practical examples.
- Other activities suitable for adjustment could also be conducted.

8.0 Reference Material for further learning:

Das, P. & Goswami, S. (2011). *Educational Psychology*. Guwahati: Shanti prakashan.

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

Unit- 3

Topic- MANAGING EMOTION

1.0 Introduction:

Socio-emotional skill refers to one's process of understanding and handling of one's own emotion in a positive way and the ability to maintain a healthy relationship with others and to adjust to any situation without any conflict. Managing one's emotion is one of the important aspect of socio-emotional skill that to be developed in the students so that they could control their emotions properly and express it in a positive way.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Enhance the skills of managing one's emotion in right direction.
2. Understand the difference between positive and negative emotion.

3.0 Transactional Part:

Sl. No	Sessions	Method
1.	Concept of Emotion	Discussion method

2.	Positive ways to deal with challenges and set-backs Emotions students had to go through on regular basis which is becoming difficult for them to handle.	Discussion method Interaction with the students
3.	Relaxing and calming exercises like- breathing exercises, counting the numbers in reverse way, etc.	Activity based
4.	Testing students optimistic thinking and Positive self-talk	Self-evaluation
5.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is Emotion?
4.2	What are the Nature and characteristics of Emotion?
4.3	What are the different kinds of Emotions?

4.1 Emotions

- ❖ Emotions are the most individual experiences in one's lives.
- ❖ Emotion is derived from the Latin word 'emovere' which means 'to stir up' or 'to excite'.

Emotion is-

- ✓ The springs of actions which guide and direct one's behaviour and sometimes seem to dominate an individual in such a way that he/she has no other option other than behaving as they want.
- ✓ An agitated or excited state of our mind and body.
- ✓ A moved or stirred-up state of an organism.
- ✓ A complex affective experience that involves diffuses physiological changes and can be expressed overtly in characteristic behaviour patterns.
- ✓ An affective experience that one undergoes during an instinctive excitement.

4.2 Nature and characteristics of emotions

1. Emotional experiences are associated with some instincts or biological drives- Every emotional experience is associated with one or the other innate instinct. An emotion is aroused under the current or influence of an instinctive excitement.
2. Emotions are the product of perception- Perception of a proper stimulus (object or situation) is needed to start an emotional experience.
3. The core of an emotion is feeling- Actually every emotional experience, whatever it may be, involves feelings-a sense of response aroused in the heart. Feelings and emotions both are affective experiences. There is only the difference of degrees.
4. Emotions bring physiological changes- Every emotional experience involves many physical and physiological changes in the organism. Some of the changes which express themselves as overt behaviour are easily observable. For example- reddened eyes, flushed cheeks, beating of the heart, choke in the voice, or an attack on an emotion aroused stimulus. In addition to these easily observable changes, there are internal physiological changes. For example- changes in the circulation of blood, impact on the digestive system and changes in the functioning of some glands like adrenal glands.
5. Emotions are prevalent in every living organism.
6. They are present at all stages of development and can be aroused in young as well as in old.
7. Emotions are individualistic, and they differ from person to person.
8. Same emotion can be aroused by a number of different stimuli- objects or situations.
9. Emotions rise abruptly but subside slowly. An emotion once aroused tends to persist and leave behind an emotional mood.
10. Emotions have the quality of displacement.
11. One emotion can give birth to a number of similar emotions.
12. There is a negative correlation between the upsurge of emotions and intelligence. Reasoning and sharp intellect can check sudden upsurge of emotions. Also under emotional experiences the reasoning and thinking powers are decreased.

4.3 Kinds of Emotions

- ❖ Emotions have both positive and negative effects and it depends on the following factors-
 1. The frequency and intensity of emotional experience.
 2. The situation, occasion and the nature of stimulus which arouses the emotion.
 3. The kind of emotional experience or emotions.
- ❖ Emotions according to A.T. Jersild are basically of two types- positive and negative emotion.
 1. Positive emotion- Positive emotions are those which help the individual to have an optimistic approach towards life. A person with positive emotions is active and full of hope and happiness.
 2. Negative emotion- Negative emotions are those which make a person unhappy and anxious. Emotions of anger, fear and hate are of a negative type and they affect the mental health of the individual.
- ❖ By their nature of being both positive and negative it should not be assumed that all the positive emotions are always good and the negative emotions bad.
- ❖ Emotions with too much of intensity and frequency whether positive or negative bring harmful effects. But, the so called negative emotions are essential for human welfare.
- ❖ The emotion of fear prepares an individual to face the danger ahead. The child who has no emotion of fear is sure to get affected because it has not learnt to save itself against a possible danger.

Self-check exercise1

1. Emotion is derived from the Latin word _____.
2. Emotional experiences are associated with some _____ drives.
3. Emotions are the _____ of perception.
4. The core of an emotion is _____.
5. Emotions are basically of _____ types - _____ and negative emotion.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the Positive ways to deal with challenges and setbacks?

5.1 Positive ways to deal with challenges and set backs

1. Calm down the body
 - a. Do some exercise or physical activity
 - b. Breathe slowly and deeply until you feel more in control.
 - c. Take time to think clearly and walk away so that you can work things out.
 - d. Listen to music
 - e. Play with your pet till you feel calmer
 - f. Keep yourself busy with another task
2. Use Optimistic thinking
 - a. Bad times don't last, expect things to get better.
 - b. Expect that good things are more likely to happen than bad.
 - c. Think of happy memories
 - d. Take credit for your own success no matter how small.
 - e. Be grateful for all the good things in your life.
 - f. Look for small good bits in the bad things that happen.
 - g. Stay hopeful in unhappy times.
 - h. Work hard and make your own luck.
3. Use positive self-talk
 - a. Accept that everyone makes mistakes and it's normal.
 - b. Think about the funny or good bits in the problem.
 - c. Accept that unhappy or bad things happen to everyone.
 - d. Accept the things you can't change in the problem or situation.
 - e. Understand if something bad happens once, it might not ever happen again.
 - f. Accept the things you need to talk to others to get the facts right.

6.0 Session 3-

Key learning points:

	Learning Points
6.1	Why Exercise is important?

6.1 Activity 1- Relaxing and calming exercise (different types of exercises like-breathing exercises, counting the numbers in reverse way, etc. will be taught to the students to make themselves relax and calm in challenging situations which they can apply in future for their well being.)

7.0 Session 4-

Key learning points:

	Learning Points
7.1	Why Self-introspection is important?

7.1 Activity 2- Self-evaluation of student's optimistic thinking and Positive self-talk (the instructor will provide some rating scales consisting of some statements related to the students and they need to rate from one to four for example to self-introspect their optimistic thinking and positive self-talk which is a very important thing in managing one's emotion in right direction.)

Answer Key to the self-check exercise1

1. Emovere
2. Instinct or biological drives
3. Product
4. Feeling
5. Two types, Positive

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.

- There are various calming exercises and accordingly the suitable ones can be selected for the activity part.
- Rating scale can be both self developed and the standardized one according to the requirement.

9.0 Reference Material for further learning:

Das, P. & Goswami, S. (2011). *Educational Psychology*. Guwahati: Shanti prakashan.

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

Positive Thinking Scale. (n.d.). psyToolkit. <https://www.psytoolkit.org/survey-library/pts.html>

Agrawal, M. & Dalal, A.K. (2020). *Scale on Positive Thinking (Positive Life Orientation) Scale and Manual*. Prasad Psycho Corporation: New Delhi. Retrieved from file:///C:/Users/user/Downloads/160204ScaleofPositiveLifeOrientationManual.pdf

Unit- 4

Topic- EMPATHY

1.0 Introduction:

Socio-emotional skill refers to one's process of understanding and handling of one's own emotion in a positive way and the ability to maintain a healthy relationship with others and to adjust to any situation without any conflict. Empathy is one of the important socio-emotional skills to be developed in the students to build love and care for everyone without any personal interest.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand the importance of Empathy in life.
2. Develop empathy.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Empathy?	Discussion method
2.	Guessing emotion	Interaction with the students
3.	Sharing one's story	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1

Key learning points:

Sl. No.	Learning Points
4.1	What is Empathy?
4.2	What are the different types of Empathy?

4.1 Empathy

- ❖ Empathy is the experience of understanding another person's thoughts, feelings and condition from his/her point of view rather than from one's own.
- ❖ Empathy facilitates helping behaviours rather than being forced.
- ❖ It promotes selfless compassion and action on behalf of another person or group of people.

4.2 Types of Empathy

- ❖ Psychologists Daniel Goleman and Paul Ekman break down the concept of empathy into the following three categories-
 1. Cognitive empathy- It is the ability to understand someone's thoughts and emotions in a very rational rather than emotional sense.
 2. Emotional empathy- Also known as affective empathy is the ability to catch someone else feelings so that you literally feel them too.

3. Compassionate empathy- It is understanding someone's feeling and taking appropriate action.

Self check Exercise

1. Tick the wrong answer.
 - a. Empathy is trying to help others to show off.
 - b. Empathy is understanding another person's thoughts, feelings and condition from his/her point of view rather than from one's own.
 - c. Empathy is helping others.
 - d. Empathy promotes selfless compassion.
2. Types of Empathy- Cognitive, Emotional and _____ empathy.

5.0 Session 2

Key learning points:

Sl. No.	Learning Points
5.1	Why analyzing emotions are important?

5.1 Activity 1- Emotions guessing game (the instructor will present some emotions before the students with the help of PPT and they need to guess it what emotion it defines from which they will come to know that some of the emotions are very confusing to identify for which one must be empathetic towards others to understand it in real life situation.)

6.0 Session 3

Key learning points:

Sl. No.	Learning Points
6.1	Why understanding others situation is important?

6.1 Activity 2- Sharing something about yourself with others (the students will be paired up and they will be asked to share their stories with each other. This activity will not only improve their listening skill but also will help to understand each other after hearing their stories to which they were not aware. It is human tendency that we judge people very fast even at our first sight may be positively or negatively without knowing their part which lacks our empathy towards others. So, this activity will be a fruitful one in fulfilling our second objective that is to develop empathy in students.)

Answer key to self check exercise

1. Empathy is trying to help others to show off.
2. Compassionate empathy

7.0 Tips for Resource Person for Transaction:

- Proper Management of Activities
- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.

8.0 Reference Material for further learning:

Empathy (n.d.). Psychology Today.

<https://www.psychologytoday.com/us/basics/empathy>

Bariso, J. (2018, September 19). There are actually 3 types of Empathy: Here's how they differ and how can you develop them all. Inc. <https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html>

What is Empathy? (n.d.). Skills You Need.

<https://www.skillsyouneed.com/ips/empathy.html>

<https://www.kidpid.com/wp-content/uploads/2021/06/1-Feelings-and-emotions-flashcards.png> Retrieved on- 24.01.2020

Unit- 5

Topic- INTERPERSONAL SKILL

1.0 Introduction:

Socio-emotional skill refers to one's process of understanding and handling of one's own emotion in a positive way and the ability to maintain a healthy relationship with others and to adjust to any situation without any conflict. Interpersonal skill is one of the important socio-emotional skills to be developed in the students to make them understand the importance of maintaining a healthy relationship with others.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand the importance of interpersonal skill.
2. Develop interpersonal skills in students.
3. Develop tolerance and team spirit.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Interpersonal relationship?	Discussion method
2.	Skills needed to develop interpersonal relationship	Discussion method
3.	Movie screening (Chak De! India Movie)	Observation method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is interpersonal relationship?
4.2	What is the importance of interpersonal skill?

4.1 Interpersonal relationship

- ❖ To maintain a good interpersonal relationship in any sector is very important for an individual to lead a healthy life as one cannot live in isolation and everyone needs someone to Share and care.
- ❖ Interpersonal Relationship is a connection or association between two or more people.
- ❖ The association may be based on inference, love, solidarity, regular business interactions or some other type of social commitment.
- ❖ As we grow our social circle widens from members of family to peer group and other people in community and the relationship that we maintain help us ultimately to discover the person we are.
- ❖ As students develop their interpersonal skills during school, it becomes a part of their behaviour and helps them interact with people from different sectors. It increases their chances of employability and a successful career and life.

4.2 Importance of Interpersonal skills for students

1. It helps them to ask their doubts from teachers and learn better.
2. Helps in building good relationships with their peer group, teachers, family members and society.
3. Boost their confidence and personality development.
4. Helps them express their thoughts/ideas and feelings to their parents, teachers or classmates to get help/support.
5. It helps them to value the diversity, individual respect and different customs in the society.

Self check exercise 1

1. Interpersonal Relationship is a _____ between two or more people.
2. Interpersonal skill helps an individual in building _____ with their peer group, teachers, family members and society.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the skills that can promote inter-personal relationship?
5.2	What are the obstacles to inter-personal relationship?

5.1 Skills that can promote Inter-personal Relationship

1. Respect/cheerfulness- for any relationship to work out well, the people involved must learn to respect one another and be cheerful at all times.
2. Tolerance- For any relationship to last, people must learn to tolerate one another.
3. Patience/Endurance- Anybody involved in any kind of inter-personal relationship should learn to be patient and endure in any situation.
4. Honesty- Honesty is a key to a successful relationship. Partners of any form of inter-personal relationship should learn to be truthful and honest to each other for a lasting relationship.
5. Appreciation and contentment- Friends should learn to appreciate one another for any little assistance rendered and should learn to be contented with the little things that they have.
6. Forgiveness- To avoid hatred, friends in inter-personal relationship should forgive one another for any offence or else such relationship will not last. Counting and recording mistakes will not help any type of relationship.

5.2 Obstacles to Inter-personal relationship

1. Lack of communication
2. Inability to forgive
3. Deceit
4. Malice and gossip
5. Bad character and behaviour

Self-check Exercise2

1. Tick the wrong answer

Skills that promote interpersonal relationship are-

- a. Sympathy
- b. Empathy
- c. Respect
- d. Honesty

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of tolerance and team spirit?

6.1 Activity1- the Movie- Chak De! India will be shown to the students which will give them a lesson about tolerance and team spirit and the instructor will ask the students to note down the things they have understood from the movie and will discuss its implication.

Answer key to self check exercise1

- 1. Association/connection
- 2. Good relationship

Answer key to self check exercise2

- 1. Sympathy

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.

- Discussion should include suitable examples.
- For role playing roles related to school like Headmaster, teacher, student, non-teaching staff, etc., could be played for the smooth running of the institution etc.

8.0 Reference Material for further learning:

Nargunde, A.S. (2013). Importance of Interpersonal relations at the workplace. *International Journal of Advanced Research in Management*, 4 (2), 1-5.
https://www.academia.edu/4932364/IMPORTANCE_OF_INTERPERSONAL_RELATIONS_AT_THE_WORKPLACE

Khan, A. (2017, September 21). Why Interpersonal skills are important for students? Jagranjosh. <https://m.jagranjosh.com/articles/why-interpersonal-skills-important-for-students-1505913283-1>

DIMENSION II- MOTIVATION

About the Dimension

Motivation, the second dimension of Academic Resilience covers six units- Achievement motivation, optimism, curiosity and persistence.

All these units' aims at acquiring the basic knowledge and understanding of each concept which will ultimately help in enhancing Motivation in you which will activate guide and maintain your behaviour over time to achieve your goal.

Along with the description of the concepts it also covers the various steps and activities to be followed to enhance your achievement motivation, optimism, curiosity and persistence. References for acquiring further details and insight have been suggested at the end of every unit.

There are self-check exercises and activities in every unit which will help you evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Achievement motivation	
Unit- 2	Optimism	
Unit- 3	Curiosity	
Unit- 4	Persistence	

Unit- 1

Topic- ACHIEVEMENT MOTIVATION

1.0 Introduction:

Motivation is the key of any learning process. It activates and energizes an individual for fighting throughout the ups and down to achieve his/her goal. Achievement motivation is one of the important aspects of motivation which need to be enhanced in the students so that they have a desire to achieve something in their life.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand the importance of motivation on achievement.
2. Increase the level of motivation.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Motivation	Discussion method
2.	Achievement motivation	Discussion method
3.	How much students are motivated to achieve their goal in life	Activity based (students will speak up about what their aim in life and what they do every day to achieve it)
4.	How to increase their motivation level	Interaction with the students Discussion method
5.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is motivation?
4.2	What are the characteristics of motivation?
4.3	What are the functions of motivation?

4.1 Motivation

- ❖ Motivation is
 - ✓ Regarded as something which prompts, compels and energises an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.
 - ✓ The process of arousing, sustaining and regulating activity.
 - ✓ An art of attracting other individual towards oneself.
- ❖ The word motivation has been derived from the Latin word ‘movers’ which means to move. Thus anything which moves an individual to action may be described as motivation.
- ❖ Motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour.

4.2 Characteristics of Motivation

1. Motivation involves directness.
2. Motivation is a psychological process.
3. Motivation is arousing interest in learning.
4. Motivation initiates activity and brings energy mobilization.
5. Motivation is directed to a selective goal.
6. Motivation is the internal condition or factor of learning.

4.3 Functions of Motivation

1. Motivation energises and sustains behaviour- Motives energise the behaviour of the individual and arouse him/her for action. Motivation also sustains the interest and behaviour of the individual for a much longer period in the activity involved.

Therefore, both the individuals' efficiency and adequacy are increased in his motivated state of behaviour.

2. Motivation direct and regulate behaviour- Motivated state is goal oriented or directed state. It moves in one specific direction and is therefore purposeful and persistent.

Self-check exercise1

Fill in the blank

1. The word motivation has been derived from the Latin word 'movers' which means _____.
2. Motivation is a _____ of attracting other individual towards oneself.
3. Motivation energises and _____ behaviour.
4. Motivation _____ and regulate behaviour.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is achievement motivation?

5.1 Achievement Motivation

- ❖ Achievement motivation is one of type of Motivation.
- ❖ The need to achieve is the springboard of achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs.
- ❖ However, in a competitive society or set-up the desire to excel over others or achieve a higher level than one's peers is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called achievement motivation.
- ❖ Achievement motive is

- ✓ Conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.
- ✓ Defined in terms of the way an individual orients himself/herself towards objects or conditions that he/she does not possess. If he/she values those objects and conditions, and he/she feels that he ought to possess them he/she may be regarded as having an achievement motive.
- ❖ Achievement motive moves or drives an individual to strive to gain mastery of difficult and challenging situations or performances in the pursuit of excellence.
- ❖ It comes into the picture when an individual knows that his performance will be evaluated, that the consequence of his/her actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment.
- ❖ Achievement motive may thus be considered to be a disposition to approach success or the capacity to take pride in accomplishment when success is achieved in an activity.

Self-check Exercise 2

Fill in the blank

1. Achievement motivation is one of type of _____.
2. Achievement motive moves or drives an individual to strive to gain _____ of difficult and challenging situations or performances in the pursuit of _____.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of knowing one's aim in life?

6.1 Activity 1- Write in a sheet of paper your aim in life and the things you do or follow to achieve it in daily basis. (In this session an activity will be performed where every

student have to speak up their aim in life and what they do in regular basis to achieve it. And the instructor will suggest them to write it on a sheet of paper and to paste in their room where they could notice it every day and can really work hard for it.)

7.0 Session 4-

Key learning points:

Sl. No.	Learning Points
7.1	What are the tips be followed to stay motivated?

7.1 Tips to stay motivated

Some of the points to be kept in mind to stay motivated are as follows-

1. Cut out distractions- Staying motivated involves your ability to limit distractions. Television, internet, cell phones, games and excessive socializing count as distractions.
2. Change your location- Sometimes to stay motivated we need to just change our location. We're all creatures of habit but picking up and going to a place where we can be more productive is helpful at times.
3. Meditate- Meditation is the art of being present, and it has powerful and transformative properties that help to align one's physical self with the spiritual self. Staying motivated is difficult work but meditation helps to cleanse the mind giving us a fresh perspective to approach our goal.
4. Yoga- We tends to lose our motivation because we have so much going on in our lives that we get overwhelmed. Yoga helps to eliminate some stress while allowing us to regain focus and clarity.
5. Revisit the reasons for your goals- Reasons why you want to achieve something can be a powerful motivator. But they can't just be superficial reasons; they have to be deep and profound.

Answer key to self-check exercise 1

1. to move
2. Art
3. Sustains
4. Directs

Answer key to self-check exercise 2

1. Motivation
2. Mastery, Excellence

8.0 Tips for Resource Person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Discussion with the help of suitable examples.

9.0 Reference Material for further learning:

Das, P. & Goswami, S. (2011). *Educational Psychology*. Guwahati: Shanti prakashan.

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

Morgan, T.C., King, A. R., Weisz, R. J., Schopler, J. (2011). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Education Private Limited

Unit- 2

Topic- OPTIMISM

1.0 Introduction:

Motivation is the key of any learning process. It activates and energizes an individual for fighting throughout the ups and down to achieve his/her goal. Optimism is one of the important aspects of motivation which need to be developed in the students so that they can positively handle any situation inspite of the hurdles.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Build Optimism.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Optimism?	Discussion method
2.	Ways to Boost Optimism	Discussion method
3.	Application of the ways to boost Optimism	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is optimism?

4.1 Optimism

- ❖ Optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness and that more good things will continue to happen to you in the future.
- ❖ Optimists have healthier outlooks and tend to live longer than their pessimistic counterparts; they are also less susceptible to the negative effects of illness, fatigue and depression.
- ❖ Optimists believe that bad or negative events are rare occurrences and that it is not their fault when something bad happens but is due to something external.
- ❖ People who are optimists tend to focus on the positive side of things rather than the negative.

- ❖ Research has shown that optimism is correlated with many positive life outcomes including increased life expectancy, general health, better mental health, increased success in sports and work, greater recovery rates from heart operations and better coping strategies when faced with adversity.

Self-check exercise

Fill in the blanks

1. Optimism is a form of _____ that includes the belief that you are responsible for your own happiness.
2. People who are optimists tend to focus on the _____ side of things rather than the _____.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the ways to boost optimism

5.1 Ways to boost Optimism

1. Think of your best possible self- Spend about 15 minutes thinking of and writing about having the best possible circumstances in your future. Consider your goals and dreams. Imagine that everything works out for the best. After you have done that, spend five minutes imagining this best possible future as vividly as you can. This exercise can improve your mood and your future outlook.
2. Put away the to-do list- Every evening rather than thinking of what needs to be done the next day, focus instead on three things about tomorrow you are looking forward to. Choose one and allow yourself to experience everything you feel about it for five minutes. This can help rid you of a bad mood, emotional exhaustion and pessimistic thinking at the end of a long day.
3. Create something to look forward to- Think of ways that you can create a pleasurable experience tomorrow. These may involve activities with others, rest and even simple everyday pleasures such as enjoying the weather.

4. Reminisce- Spending as little as five minutes thinking and writing about a pleasant memory can improve your mood and optimism for the future. Common events that make us feel nostalgic are those that connect us to people, a special place or a special time in our lives.
5. Music- We all has songs that can leave us feeling sentimental about the past. Choose a few songs that leave you feeling nostalgic. Track down their lyrics. Listening to a personally nostalgic song or even simply reading the song's lyrics can boost your mood, feeling of connection to others, self-esteem and optimism.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Practice of the ways to boost optimism

6.1 Activity 1- Application of the ways mentioned above to boost optimism. (Here the instructor will make the students to apply the ways discussed in the earlier session.)

Answer key to self-check exercise

1. Positive thinking
2. Positive, negative

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Encouraging the students to practice at-least one of the ways to be optimistic on daily basis.

8.0 Reference Material for further learning:

Optimism. (n.d.). Psychology Today.

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Parashar, F. (2009, October 24). The psychology of optimism and pessimism: Theories and Research Findings. Positive psychology.

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<https://psychcentral.com/blog/5-ways-to-boost-optimism/>

Unit- 3

Topic- CURIOSITY

1.0 Introduction:

Motivation is the key of any learning process. It activates and energizes an individual for fighting throughout the ups and down to achieve his/her goal. Curiosity is one of the important aspects of motivation which should be enhanced in the students so that they always have an urge to learn new things or gain new knowledge.

2.0 Learning outcome of the Session-

After transaction of the session the students will be able to-

1. Understand the importance of curiosity.
2. Build curiosity in them.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What do you mean by Curiosity?	Discussion method Interaction

2.	Ways to build Curiosity	Discussion method
3.	Videos related to Curiosity	Interaction with the students
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is curiosity?
4.2	What are the types of curiosity?

4.1 Curiosity

- ❖ Curiosity is
 - ✓ A pleasant motivational state involving the tendency to recognize and seek out novel and challenging information and experiences.
 - ✓ The strong desire to explore and persist in the activity that initially stimulated an individual's interest. If an activity induces curiosity, an individual is likely to persist and the process is likely to be as enjoyable as other goal related outcomes.
 - ✓ Associated with a wide range of desirable psychological outcomes. This includes greater well-being, intelligence, creativity, critical thinking, problem solving skills, preference for challenge in work, less perceived stress, negative emotions, etc.
- ❖ Curiosity leads to sustained motivation and increased effort and performance.
- ❖ Individuals who are generally more curious tend to achieve and perform better in academics, work and sports.
- ❖ They also adjust better to school and job related changes and are generally more satisfied and have better relationships with others in school, work and other settings.

4.2 Types

- ❖ Daniel Berlyne and James research led them to divide curiosity into two types-
 1. Diversive curiosity- It is a general tendency for a person to seek novelty, take risks and search for adventure.
 2. Specific curiosity- It is a tendency to investigate a specific object or problem in order to understand it.

Self check exercise

Fill in the blank

1. The strong _____ to explore and persist in the activity that initially stimulated an individual's _____.
2. Curiosity leads to sustained _____ and increased _____ and _____.
3. Daniel Be and James divided curiosity into _____ types. They are: _____ curiosity and _____ curiosity.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the ways to increase one's curiosity

5.1 Ways to increase one's curiosity

1. Enter with a clear mind- Don't assume yourself of knowing how everything works.
2. Ask Questions- It isn't necessary about asking the right questions. There's no shame in not knowing all of the answers. Asking questions will show that you are engaged rather than uninformed.
3. Be positive to the changes taking place in your life- It's easy to stay in your comfort zone but the problem is that you're familiar with your comfort zone and

is afraid to try something different. Change can be a scary thing when we become so used to a routine that we don't even have to think about it. The more curious you are, the less afraid you will be. Focus on the positive outcomes when you try something new.

4. Diversify your interests- Don't limit yourself only to a particular thing. Try to engage in things from diverse backgrounds. For example- If you are interested to listen electronic music also try some classical too, etc. These new experiences will keep your mind active. Active minds are curious.
5. Boring=Curiosity suicide- When you deem something as boring you immediately lose interest. Instead ask yourself why this is boring and then realize that you probably just don't know enough about it yet.
6. Try to understand- There is always a reason behind peoples actions; trying to understand that reason makes you learn more about these people. There is always a reason for everything, try to find it.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of knowing the things one is curious about?

6.1 Activity 1- Write any 2 questions you always wanted to ask. (Here, the instructor will show the students videos related to curiosity and will interact with them to know the things that are coming to their mind.)

Answer key to self-check exercise

1. Desire, interest
2. Motivation, effort, performance
3. Two, Diverse, specific

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper execution of the sessions.

8.0 Reference material for further learning:

Khasdan, T.B., Steger, M.F. & Breen, W.E. (2007). Curiosity. Researchgate, 213-215.

https://www.researchgate.net/publication/232709051_Curiosity

Beiser, H.R. (1984). On Curiosity: A Developmental Approach. *Journal of the American Academy of Child Psychiatry*, 23 (5), 517-526. [https://www.jaacap.org/article/S0002-7138\(09\)60341-1/pdf](https://www.jaacap.org/article/S0002-7138(09)60341-1/pdf) Retrieved on-01.01.2020

Meyer, C. (2013, July 18). 5 ways to increase your curiosity. Atomic object.

<https://spin.atomicobject.com/2013/07/18/increase-curiosity/>

Unit- 4

Topic- PERSISTENCE

1.0 Introduction:

Motivation is the key of any learning process. It activates and energizes an individual for fighting throughout the ups and down to achieve his/her goal. Persistence is one of the important aspects of motivation which need to be developed in the students so they are determined on what they want to do and doesn't give up.

2.0 Learning outcome of the session-

After transaction of the session the students will be able to-

1. Develop persistence in them.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What do you mean by Persistence?	Discussion method
2.	Ways to build persistence	Discussion method
3.	Movie Screening (Mary Kom) Student's goal in life and their commitment	Observation method Interaction with the

	towards it.	students
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is persistence?

4.1 Persistence

- ❖ Persistence is
 - ✓ The fact of continuing in an opinion or course of action in spite of difficulty or opposition.
 - ✓ Refusing to give up or let go.
 - ✓ Persevering obstinately.
 - ✓ Firm or obstinate continuance in a course of action inspite of difficulty or opposition.
- ❖ It refers to object and process characteristics that continue to exist even after the process that created it ceases or the machine it is running on is powered off.
- ❖ Calvin Coolidge aptly sums up the quality of persistence: “Nothing in the world can take the place of Persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world full of educated derelicts. Persistence and determination alone are omnipotent. The slogan ‘Press On’ has solved and always will solve the problems of the human race.”

Self-check exercise 1

Fill in the blanks

1. Persistent is refusing to _____ or _____.
2. Persistence and determination alone are _____.
3. The slogan _____ has solved and always will solve the problems of the human race.”

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the ways to build persistence?

5.1 Ways to build Persistence

1. Decide what you want to accomplish and set goals- We all know how important setting goals is for achieving success in any endeavour, so take some time to figure out what it is you want.
2. Prepare for Obstacles and Setbacks- Know and accept that there will be obstacles and setbacks; then prepare for them. Nothing important was ever accomplished without adversity, setbacks and difficulties. Thomas Edison is said to have tried 10,000 times to create the light bulb before he succeeded. His/her attitude was: “I have not failed. I’ve just found 10,000 ways that don’t work.” Persistence is definitely the difference between a successful outcome and a failed one due to giving up.
3. Take the first step- Many of us fear failure to take the first step towards achievement. You will not fail if you don’t try something, however, you will never succeed either. As the popular saying goes, “The only real failure in life is the failure to try.”
4. Review, re-evaluate and revise- If things do not work out the way you hoped then review the steps you took and the process you followed. Re-evaluate by examining what went wrong and where. What didn’t work? What could you have done better? Did you have all the necessary skills and tools? Your findings will be most illuminating, and in turn, allow you to set up a better, more comprehensive approach. You will revise and improve the current strategy.
5. Maintain focus- One of the obstacles to attaining success is losing motivation and focus. A good way to maintain focus is to visualize yourself accomplishing your goal no matter what it takes. Avoid getting caught up in negative or unproductive thinking such as, “this will never work.” “I can’t do this.”
6. 5 things you can say to encourage persistence-
 - Look at all of your hard work.

- Good for you, you didn't give up.
- The more you practice, the better you get.
- You did that even though it wasn't easy or fun.
- Those were hard, but look how easy you made it by trying.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the skills to be developed to stay persistent?

6.1 Skills to be developed to stay persistent

1. Flexibility- The ability to adapt to situations and circumstances both within and outside ones' locus of control.
2. Find your own way- The ability to clearly articulate and navigate one's own path through various situations, circumstances and scenarios.
3. Learn from failure- The ability to learn from failure or mistakes and positively apply what is learned to new challenges.
4. Identify opportunities- The ability to recognize and identify opportunities for self, others and the community across various life scenarios.
5. Self-confidence- The ability to realistically assess, develop and articulate one's own abilities, talents, qualities and judgement.

7.0Activity 1- The movie- Mary Kom will be shown to the students to build commitment in them towards their work. The instructor will ask the students to note down the points they have understood from the movie and will discuss on it.

Self check exercise 2

Tick the wrong answer

1. A person with persistence is
 - a. confident
 - b. determined
 - c. give up easily
 - d. learn from mistakes

Answer key to self-check exercise 1

1. Give up, let go
2. Omnipotent
3. Press On

Answer key to self-check exercise 2

c. give up easily

7.1 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper execution of the session.

8.0 Reference Material for further learning:

Persistence. (n.d). Techopedia.

<https://www.techopedia.com/definition/8842/persistence-computing>

Byrnes, K. (2012, September 9). *6 ways to teach your kids persistence*. Kidspot.

<https://www.kidspot.com.au/parenting/parenthood/parenting-style/6-ways-to-teach-your-kids-persistence/news-story/2d0c9300a06e505863a8d9ea368e612c>

DIMENSION III- COGNITIVE SKILL

About the Dimension

Cognition, the third dimension of Academic Resilience covers five units- Decision making, creativity, problem solving and critical thinking.

All these units aims at acquiring the basic knowledge and understanding of each concept which will ultimately help in enhancing the Cognitive skill that will help you to develop the ability to think, to reason and to understand the problems or challenges around you and to deal with it and bounce back to the normal state.

Along with the description of the concepts it also covers the various steps and activities to be followed to enhance your decision making, creativity, problem solving, and critical thinking. References for acquiring further details and insight have been suggested at the end of every unit.

There are self-check exercises and activities in every unit which will help you evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Decision making	
Unit- 2	Creativity	
Unit- 3	Problem solving	
Unit- 4	Critical thinking	

Unit- 1

Topic- DECISION MAKING

1.0 Introduction:

Cognition refers to our mental process of acquiring knowledge and understanding through our senses and experience. Skills refer to the ability for reasoning, problem solving, decision making, critical thinking, etc. Decision making is one of the important cognitive skills to be developed in the students to make them capable enough to take their decisions in any circumstances.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Think critically in order to make a good decision.
2. Know about the main factors that affects in decision making.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Exploring the ideas Concept of Decision making	Brainstorming Debriefing
2.	Styles of decision making	Discussion method Activity based
3.	Making decision for academic carrier	Interaction method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is decision making? (exploration of ideas from the students as of how one should proceed in a decision making process in reference to any confusion or problem and the instructor will listen to the points and will note down in the board and at the end will explain the concept of decision making along with their ideas from the discussion.)
4.2	What are the steps of decision making process?

4.1 Decision making

- ❖ Decision making is a kind of problem solving in which we are presented with several alternatives, among which we must choose.
- ❖ Why does a person decide to buy one car and not another? Why does an investor buy one stock and not another? They are trying to achieve some objective. For example, they may be trying to minimize their maximum loss and alternatively trying to maximize their expected gains.
- ❖ In short they are trying to make a decision that is in their favour which may be different from individual to individual according to the situation.

4.2 Steps of Decision making process

1. Identify the decision- The first step is recognizing the problem or opportunity and deciding to address it. Determine why this decision will make a difference.
2. Gather information- Gathering information is very important so that you can make a decision based on facts and data. This requires making a value judgement, determining what information is relevant to the decision at hand, along with how you can get it.
3. Identify alternatives- Once you have a clear understanding of the issue, it's time to identify the various solutions at your disposal.
4. Weigh the evidence- In this step, you will need to evaluate for feasibility, acceptability and desirability to know which alternatives is best. Individuals need

to be able to weigh pros and cons then select the option that has the highest chances of success.

5. Choosing among alternatives- When it's time to make your decision be sure that you understand the risks involved with your chosen route. You may also choose a combination of alternatives now that you fully grasp all relevant information and potential risks.
6. Take action- Next, you need to create a plan for implementation. This involves identifying what resources are required and gaining support from employees and stakeholders.
7. Review your decision- An often overlooked but important step in the decision making process is evaluating your decision for effectiveness. Ask yourself what you did well and what can be improved next time.

Self-check exercise1

1. Decision making is a kind of _____ in which we are presented with several _____, among which we must choose.

2. Fill in the blank.

Steps to be followed in decision making-

Identify the decision \Rightarrow Gather information \Rightarrow Identify alternatives \Rightarrow

Weigh the evidence \Rightarrow choosing among alternatives \Rightarrow \Rightarrow

Review your decision.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is decision making style?
5.2	What is the importance depiction of different styles of decision making through role playing?

5.1 Decision making style

- ❖ Decision making style proposes people differ along two dimensions in the way they approach decision making.
 - ❖ The first is an individual's way of thinking which may tend to be rational and logical and for some it may be creative and intuitive.
 - ❖ The second dimension describes an individual's tolerance for ambiguity.
 - ❖ Some people have a low tolerance for ambiguity and others have high level of ambiguity. Based on these two dimension Decision making styles can be of four types-
1. Directive style- Individuals using this decision making style have low tolerance for ambiguity and are rational in their way of thinking. They are efficient and logical. Their decisions are rooted in their own knowledge, experience and rationale rather than going to others for more information. They make fast decisions with minimal information and assessing few alternatives.
 2. Analytic style- Individuals with an analytic style have high tolerance for ambiguity than directive type and are rational in their way of thinking. They examine much information and consider more alternatives before taking action. For example- they rely on direct observation, data and facts and seek advice from others to confirm or deny their own decisions. They are characterized as careful decision makers with the ability to cope with unique situations.
 3. Conceptual style- Individuals with conceptual style has high tolerance for ambiguity and an intuitive way of thinking. They encourage creative thinking and collaboration and consider a broad array of perspectives. These decision makers are achievement oriented and like to think far into the future when making important decisions.
 4. Behavioural style- Individuals with this decision making style have low tolerance for ambiguity and an intuitive way of thinking. They work well with others. They are receptive to suggestions from others. They often use meetings to communicate although they try to avoid conflict. They try to make sure everyone works well together.

5.2 Activity 1- Role playing to depict the different styles of decision making (where the students will be given different roles to be played in an organization where there will be an employee and boss and they will act different style of decision making e.g. Directive, Analytic...from which the students will be able to understand the importance of different styles. Here, video clip will also be shown to the students in reference to the different styles.)

Self-check Exercise2

Fill in the blank

1. Decision making style has _____ dimensions. Based on these dimensions it is divided into _____ types.
2. Types of Decision making style-
 - a. Directive style
 - b.
 - c. Conceptual style
 - d. Behavioural style
3. Individuals using _____ style have low tolerance for ambiguity and are rational in their way of thinking.
4. Individuals with _____ style have high tolerance for ambiguity than directive type and are rational in their way of thinking.
5. Individuals with _____ style have high tolerance for ambiguity and an intuitive way of thinking.
6. Individuals with _____ style have low tolerance for ambiguity and an intuitive way of thinking.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of being clear about one's aim in life?

6.1 Activity 2- Write your aim in life and how you are going to proceed. (For example- what stream they are going to choose for their future studies after their HSLC exam and why and how much they are sure about it. This will ultimately help students to be able to make decision for their future. They will be able to set their vision as well as mission.)

Answer key for self-check exercise1

1. Problem solving, alternatives
2. Take Action

Answer key for self-check exercise2

1. Two, Four
2. Analytic style
3. Directive
4. Analytic
5. Conceptual
6. Behavioural

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Careful execution of the discussion along with the activities to be done.
- Decision making tips should be very clear and specific according to the level of the students.

8.0 Reference Material for further learning:

7 steps of the Decision making process. (n.d.). Concordia Saint Paul.
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Unit- 2

Topic- CREATIVITY

1.0 Introduction:

Cognition refers to our mental process of acquiring knowledge and understanding through our senses and experience. Skills refer to the ability for reasoning, problem solving, decision making, critical thinking, etc. Creativity is one of the important cognitive skills to be developed in the students to enhance their creativity by providing them a platform to showcase their talents and understand their potentialities.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand the concept of creativity.
2. Enhance their creativity.
3. Get a platform to show their creativity.
4. Understand that all individuals are not equal and everyone has their own special ability which needs to be recognized.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Creativity	Discussion method
2.	Creative ideas	Activity based (Consequence test, Line figures completion test)
3.	Movie Screening (Taare Zameen Par)	Observation method Discussion method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is creativity?
4.2	What is the nature and characteristics of creativity?
4.3	What are the theories of creativity?
4.4	What are the steps involved in creativity?
4.5	What are the characteristics of a creative person?

4.1 Creativity

❖ Creativity refers to -

- ✓ Some sort of originality to be found in anyone.
- ✓ The conclusions or predictions of an individual are new, original, ingenious and unusual.
- ✓ An ability to develop something new and original in the form of product, concepts or ideas.
- ✓ an adventurous thinking or a getting away from the main track, breaking out of the mould, being open to experience and permitting one thing to lead to another.
- ✓ The power of the human mind to create new contents by transforming relations and thereby generating new correlates.
- ✓ As the capacity or ability of an individual to create, discover, or produce a new or novel idea or object, including the rearrangement or reshaping of what is already known to him/her which proves to be a unique personal experience.

4.2 Nature and Characteristics of Creativity

1. Creativity is Universal- Creativity is not confined to any individual, groups of individuals, caste, colour or creed. It is universal and is not bound by the barriers of age, location or culture. Every one of us possesses and is capable of demonstrating creativity to some degree.
2. Creativity is innate as well as acquired- Although many research findings and incidents favour the suggestion that creativity is a God-given gift and natural

endowment, the influence of cultural background, experiences, education and training in the nurturing of creativity cannot be ruled out. Therefore, one's creativity may be correctly said to be a function of natural endowment as well as its nurturing.

3. Creativity produces something new or novel- Creativity denotes the ability of a person to produce something new or novel, but this novelty or newness doesn't necessarily imply the production of a totally new idea or object which has never been experienced or has never existed before. The only precondition for naming an expression as creative is that it should not be repetition or reproduction of what has already been experienced or learned by an individual.
4. Creativity is adventurous and open thinking- Creativity is a departure from the stereotyped, rigid and closed thinking. It encourages and demands complete freedom to accept and express the multiplicity of responses, choices and lines of action. It is a kind of adventurous thinking, calling a person to come out in the open to express himself/herself according to his/her will and to function unrestricted by routine or previous practice.
5. Creativity is a means as well as end in itself- Creativity as an urge inspires and persuades the individual to create something unique and thus acts as an impetus for expression. This creative expression proves to be a source of joy and satisfaction to the creator. The creator expresses himself/herself as fully as possible through his/her creation and has his/her own perceptions about his/her creation.
6. Creativity has a wide scope- Creative expression is not restricted by any limits or boundaries. It covers all fields and activities of human life, in any of which one is able to demonstrate creativity by expressing or producing a new idea or object.
7. Creativity rests more on divergent thinking than on convergent thinking- Divergent thinking involves a broad scanning operation, enabling a person to evolve a general multiple possible solution and hence it is put into use when one is confronted with a problem which has many possible solutions.
8. Creativity and intelligence do not necessarily go hand in hand- Research findings and observations have demonstrated that there is no positive correlation between creativity and intelligence. One is not the essential or necessary prerequisite of the other. Those found scoring high on intelligence tests may demonstrate little or no signs of creativity whereas individuals performing poorly in intelligence tests

may sometimes create something very original. Kitano and Kirby (1968) stated: “an individual can be extremely bright but uncreative, or highly creative but not necessarily intellectually gifted”.

4.3 Theories of Creativity

1. God-given gift theory- This is the ancient theory of creativity and according to this theory creativity is a gift from God to the human beings. Creativity is a divine power of an individual and it is a gift according to one’s luck.
2. Creativity is based on Insanity- Scholars like Cesare, Lambroso, have concluded that creativity and insanity go hand-in-hand. An insane person lives in his/her own world and his/her thinking, feeling, actions are centred on his/her own interests. Whatever he/she likes to do moves according to his/her own will.
3. Creativity as Native or inborn- According to this theory, creativity is native and inborn capacity of an individual. It is not made. It is a special ability and unique cognitive ability that cannot be acquired by training or learning.
4. Creativity is the result of environment- According to this theory; creativity is not the results of one’s heredity, or God’s gift power. It is the environment that helps in nurturing the power of individual’s creativity. A good and congenial environment may contribute positively in the development of creative potential.
5. Taylor’s level theory of creativity- Taylor described creativity at five levels is an ascending hierarchy-
 - a. Expressive creativity- It means spontaneous expressions where skills, originality and equality of the product are unimportant.
 - b. Productive creativity- Here, a person is able to produce something innovative.
 - c. Inventive creativity- Inventing, exploiting or discovering things where ingenuity is displayed with materials, methods or techniques.
 - d. Innovative creativity- This type of creativity enable the individual to develop new ideas or principles with the help of established body of conceptions.

- e. Emergence creativity- It involves most abstract ideational principles or assumptions whereby the individual becomes capable of carrying out highly generative pursuits.
6. Hemisphere theory of creativity- This theory implies that creative acts are said to be the result of interaction between the two hemispheres of the individual's brain. The research work carried by Clark, Kitano and Kriby has highlighted that creative individuals are usually right hemisphere dominant while logical, rational thinkers are left hemisphere dominant.
 7. Psychoanalytical theory of creativity- Freud, the father of psycho analytic school considers the creations of the creators as nothing but attempts for the expression of their repressed desires, mostly sexual in nature. But the psycho analysts like Kris, Kubie, Jung had opposed the Freudian concept of creative act and advocated the use of pre conscious rather than unconscious mental mechanisms in the creative act.

4.4 Steps involved in Creativity

1. Preparation- Formulation of a problem, collection of information, survey of relevant work in the area, preliminary knowledge of the subject, trial and error, all are essential for creativity. For this, an individual makes thorough preparation with the help of his/her learning, knowledge, education, etc.
2. Incubation- In this stage, an individual instead of understanding overt activities displays covert behaviour. The creative thinker is not consciously thinking about his/her creation and the problem is being solved without his/her awareness.
3. Inspiration/Illumination- After incubation, the creative ideas, the solution of the problem comes to the mind all of a sudden, with flashes of insight and thoughts. The ideas which come up with flash are very crucial and significant from the point of view of creative thinking.
4. Verification/Revision- This is the final stage where an individual tests, evaluate and verify the situation. If the solution is found to be correct, it is accepted. If it is wrong, the creative thinker again starts from the beginning.

4.5 Characteristics of Creative Person

1. Originality of ideas and expression.

2. Adaptability and a sense of adventure.
3. Independent in thinking.
4. Independent judgement.
5. A high degree of awareness, enthusiasm and concentration.
6. An investigator and curious nature.
7. Fluency in expression.
8. Flexibility in thought, perception and action.
9. An ambitious nature.
10. Diversity and divergence of thought.
11. Awareness of obligations and responsibilities.
12. Respect for the others opinion.
13. Self-respect, self-discipline and impartial justice.

Self-check Exercise

1. Arrange the following stage in correct sequence
 - a. Incubation, Inspiration, Preparation, Verification
 - b. Verification, Inspiration, Incubation, Preparation
 - c. Preparation, Inspiration, Incubation, Verification
 - d. Preparation, Incubation, Inspiration, Verification
2. Find out the true statement
 - a. Higher I.Q. predicts creativity.
 - b. To be creative an individual does not need to be intelligent.
 - c. Creativity cannot be separated from intelligence
 - d. An individual below average mental ability could also be creative.
3. Creativity is based on _____ thinking.
4. Fill in the blanks from the following alternatives
 - a) Creative individuals are usually _____ (Right hemisphere-dominant/Left hemisphere-dominant)
 - b) Rational thinkers are _____ (Right hemisphere-dominant/Left hemisphere-dominant)

5.0 Session 2-

Key learning points:

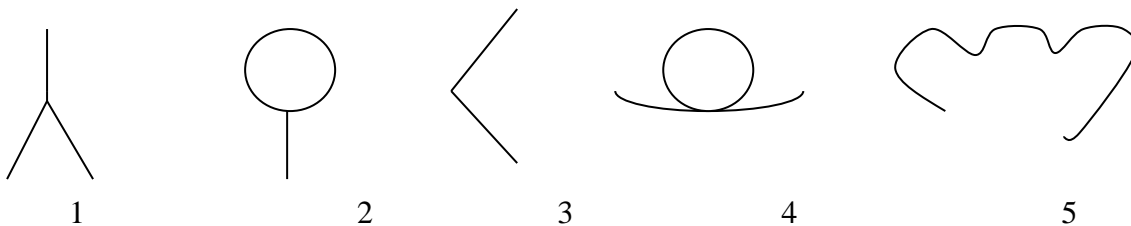
Sl. No.	Learning Points
5.1	What is the importance of showcasing one's creative ideas?

5.1 Activities:-

Activity 1- Consequence test (Time allowed 12min). Think for the following situations as many consequences as possible:

1. What would happen if man could fly like the birds?
2. What would happen if our schools had wheels?
3. What would happen if man did not have any need for food?

Activity 2- Line figures completion test (Time allotted 15min). Ten incomplete line drawings are shown in the figure 1. You are required to draw meaningful and interesting pictures using each of them and also give appropriate titles.



Activity 3- New relationship test. Think of as many relationships between the following pairs of words as possible:-

1. Tree, house
2. Chair, ladder
3. Air, water

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the Importance of realizing one's own potentialities?

6.1Activity-The movie- Taare Zameen Par will be shown to the students to make the students understand that all individuals are different and good in their own ways and the most important thing is to realize their abilities in which they can attain mastery. The instructor will ask the students to note down the points they have understood from the movie and will discuss on it.

Answer Key to Self-check Exercise

1. d
2. c
3. Divergent
4.
 - a) Right hemisphere-dominant
 - b) Left hemisphere-dominant

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper execution of the activities.

8.0 Reference Material for further learning:

Das, P. & Goswami, S. (2011). *Educational Psychology*. Guwahati: Shanti prakashan.

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

Morgan, T.C., King, A. R., Weisz, R. J., Schopler, J. (2011). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Education Private Limited.

Unit- 3

Topic- PROBLEM SOLVING SKILL

1.0 Introduction

Cognition refers to our mental process of acquiring knowledge and understanding through our senses and experience. Skills refer to the ability for reasoning, problem solving, decision making, critical thinking, etc. Problem solving skill is one of the important cognitive skills to be developed in the students to make them capable enough to solve their problems.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand what a Problem is.
2. Know the ways of dealing with a problem.
3. Develop the capacity to deal with a problem and finally solve it.

3.0 Transactional Part:

Sl. No.	Session	Method
1.	What is a Problem?	Discussion method
2.	Ways one deal with a problem	Interaction with the students
3.	Utilization of effective Problem strategies	Activity based (Traffic Jam Exercise)
4.	Steps to be followed to solve a problem	Discussion method
5.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is problem solving?

4.1 Problem Solving

❖ Problem solving is

- ✓ a form of thinking in which one is confronted with a problem which leads a person to recognise his/her ideas or restructures his experiences in order to overcome the obstacles and attain goals.
- ✓ A process of overcoming difficulties that appears to interfere with the attainment of a goal. It is a procedure of making adjustment inspite of interferences.
- ✓ A process by which the learner discourses a combination of previously learnt rules which can be applied to achieve a solution for a novel situation.
- ✓ a deliberate and purposeful act on the part of an individual to realise the set goals or objectives by inventing some novel methods or systematically following some planned step for removal of the interferences and obstacles in the path of the realisation of these goals when usual methods like trial and error, habit-formation and conditioning fail.
- ✓ Thinking, reasoning and Proceeding systematically in a scientific manner.

Self-check Exercise 1

1. Problem Solving is a process of _____ difficulties that appear to interfere with the attainment of a _____.
2. Problem Solving is Thinking, _____ and Proceeding systematically in a _____ manner.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	Importance of sharing one's experiences on problem solving

5.1 Activity 1- Write the ways you used to deal while confronting a problem with examples. (The instructor will try to know the various types of problems the students had

to undergo and how they deal with it or solve it. This will be very fruitful for the students as they will be able to know each other's experiences and can learn from it.)

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of finding out various alternatives to solve a problem?

6.1 Activity 2- Traffic-Jam Exercise

The instructor will conduct an activity name "Traffic jam" where two participants from each team will be selected and there will be two groups of five facing the other group will be standing on A4 sheets with one empty sheet in between the two groups and instructions will be given like-

- a. No group member can move past two others at once.
- b. A foot placed forward can't be drawn back.
- c. No two group member of the same group can proceed in the same direction in any instance.
- d. There must always be a spot for one to move forward when the two teams are crossing.
- e. Rule breakers must be warned or taken appropriate measures against.
- f. Players must refrain from moving or swinging their arms and legs out of their lane. If they do, they may get injured from vehicles on either side of their lane.

The two groups must proceed to move until their initial direction changes entirely. This activity will be effective in developing the ability to build alternatives to solve problematic situations.

7.0 Session 4-

Key learning points:

Sl. No.	Learning Points
7.1	What are the steps to be followed for effective problem solving?

7.1 Steps in Effective Problem Solving

- ❖ John Bransford and Barry Stein (1984) advocated five steps that are basically associated with the task of problem-solving. They referred to these steps as ‘IDEAL’ thinking and arranged them in the following order:
 1. I= Identifying the problem
 2. D= Defining and representing the problem
 3. E= Exploring possible strategies
 4. A= Acting on the strategies
 5. L= Looking back and evaluating the effects of one’s activities
- ❖ Bourne, Dominowski and Loftus (1979), enumerated three steps or stages in problem solving: preparation, production and evaluation, by proclaiming “we prepare, we produce and we evaluate in the task of problem solving.”
- ❖ Problem solving is an individual phenomenon and involves the exercise of cognitive abilities of a high order and continuous and persistent struggling on the conscious as well unconscious levels. Often, there is a considerable movement back and forth as one moves from one step to another in the task of problem solving-
 1. Problem Awareness- The first step in the problem solving behaviour of an individual is concerned with his/her awareness of the difficulty or problem which needs to be solved. He must be faced with some obstacle or interference in the path of the realization of his/her goals, needs or motives and consequently he must be conscious of the difficulty or problem.
 2. Problem understanding- The difficulty or problem encountered by the individual should next be properly identified and analysed so that its exact nature becomes clear to him/her. This should be followed by relating the problem to his/her specific goals and objectives. Thus all the difficulties and obstacles in the path of the goal or solution must be properly named and identified and what is to be

achieved through the problem solving effort should be clearly known in very specific terms.

3. Collection of the relevant information- In this step, the individual is required to collect all the relevant information about the problem by all possible means. He/she may consult experienced persons, read the available literature, recall his own experiences, think of the numerous possible solutions, and put in all possible efforts to collect comprehensive data and knowledge concerning the problem.
4. Thinking of various possibilities for the solution of one's problem- After understanding the nature of the problem and collecting all relevant information, one may start some cognitive activities to think out the various solutions to the problem.
5. Selection of the correct solution- In this step, all the possible solutions thought out in the previous step are closely analysed and evaluated. Gates and others (1946) have suggested the following activities in the evaluation of the assumed solutions:
 - a. Identify the conclusion that completely satisfies all the demands of the problem.
 - b. Find out whether the solution is consistent with other well established or accepted facts and principles.
 - c. Make a deliberate search for negative aspects which might cast any doubt upon the conclusion.

The above suggestions would help the individual to select the proper solution of his/her problem out of the numerous solutions that may be available. In the final analysis, however, he/she has to use his/her own discretion by utilising his/her higher cognitive abilities to properly identify the appropriate solution.

6. Verification of the concluded solution- The solution arrived or conclusion drawn must be further verified by applying it in the solution of various similar problems and only if the derived solution helps in the solution of these problems, should one consider the solution to be acceptable. Such a verified solution may then become a useful product of one's problem solving behaviour and be utilized in solving other future problems.

Self-check Exercise 2

1. Write the full form of the following steps of problem solving as discussed by John Bransford and Barry Stein-
I=
D=
E=
A=
L=
2. Fill in the steps to be followed where missing in the task of problem solving.
 - a. Problem Awareness
 - b.
 - c. Collecting of relevant information
 - d. Selecting of various possibilities for the solution of one's problem
 - e. Selection of the correct solution
 - f.

Answer key to self-check exercise 1

1. Overcoming, goal.
2. Reasoning, Scientific manner

Answer key to self-check exercise 2

1. I= Identifying the problem
D= Defining and representing the problem
E= Exploring possible strategies
A= Acting on the strategies
L= Looking back and evaluating the effects of one's activities
2.
 - b. Problem understanding
 - f. Verification of the concluded solution

8.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper execution of the traffic jam activity with the help of the steps mentioned.
- Videos are also recommended to go for before conducting the activity for clarity.

8.0 Reference Material for further learning:

Das, P. & Goswami, S. (2011). *Educational Psychology*. Guwahati: Shanti prakashan.

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

Morgan, T.C., King, A. R., Weisz, R. J., Schopler, J. (2011). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Education Private Limited.

Unit- 4

Topic- CRITICAL THINKING

1.0 Introduction:

Cognition refers to our mental process of acquiring knowledge and understanding through our senses and experience. Skills refer to the ability for reasoning, problem solving, decision making, critical thinking, etc. Critical thinking is one of the important cognitive skills to be developed in the students so that they could critically analyse the things or situation and come up with various ideas.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Enhance the skill of critical thinking.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Critical thinking	Discussion method
2.	Issues that to be discussed	Brainstorming

3.	Conducting a debate	Group activity
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is critical thinking?
4.2	What are the characteristics of an ideal critical thinker?

4.1 Critical Thinking

❖ Critical thinking is

- ✓ A type of thinking that helps a person in stepping aside from his/her own personal beliefs, prejudices, and opinions to sort out the facts and discover the truth, even at the expense of his/her basic belief system.
- ✓ A challenging thought process which leads a person to new avenues of knowledge and understanding.
- ✓ A structural approach of thinking to find ways and means for the improvement of thinking process itself.
- ✓ a set of higher cognitive abilities and skills for the proper interpretation, analysis, evaluation and inference, as well as explanation of the gathered or communicated information resulting in a purposeful, unbiased and self-regulatory judgement.
- ✓ A most skilful and responsible thinking that facilitates good judgement.
- ✓ A backbone and a reliable support for carrying out the process of problem solving.

4.2 Characteristics of an ideal critical thinker

1. Habitually inquisitive
2. Well-informed
3. Open-minded
4. Flexible
5. Fair-minded in evaluation
6. Free from personal bias and prejudices

7. Honest in seeking relevant information.
8. Skilled in the proper use of the abilities like- interpretation, analysis, synthesis, evaluation and drawing conclusions and inferences.
9. Interested in reasoned inquiry
10. Prudent in making judgements
11. Willing to reconsider
12. Clear about issues
13. Orderly in dealing with complex matters
14. Persistent in seeking results which are as precise as the subject.
15. Proper dispositions and attitudes of utilising these skills for one's personal and social progress.

Self-check exercise

1. Critical thinking requires higher _____ abilities and _____ for the proper interpretation, analysis, evaluation and inference.
2. An ideal critical thinker is habitually _____.
3. Critical thinking proves to be a backbone and a reliable support for carrying out the process of _____.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is the importance of thinking critically on the issues in general or related to one's area?

5.1 Activity 1- Point out some issues in your area that need to be critically think of and try to analyse it from your view point in order to come to a solution.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Debate on a topic selected by the students.

6.1 Activity 2- Organising a debate between two groups by selecting one of the practical issue discussed in activity 1.

Answer Key to self-check exercise

1. Cognitive, skills
2. Inquisitive
3. Problem Solving

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper execution of the debate with a suitable topic keeping in mind that student critical thinking take place.

8.0 Reference Material for further learning:

Mangal, S.K. (2017). *Advanced Educational Psychology*. New Delhi: PHI learning private limited.

DIMENSION- IV

META-COGNITIVE SKILL

About the Dimension

Meta-cognitive skill, the fourth dimension of Academic Resilience covers four units- Self-regulation, Reflective thinking, Positive coping strategies and internal locus of control.

All these units aim at acquiring the basic knowledge and understanding of each concept which will ultimately help in enhancing the Meta-cognitive skills which means cognition about one's own cognitive processes and ability to monitor, control and organise our own mental activities.

Along with the description of the concepts it also covers the various strategies to be followed to enhance reflective thinking, self-regulation, positive coping strategies and internal locus of control. References for acquiring further details and insight have been suggested at the end of every unit.

There are self-check exercises and activities in every unit which will help you evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Self-regulation	
Unit- 2	Reflective thinking	
Unit- 3	Positive coping strategies	
Unit-4	Internal locus of control	

Unit- 1

Topic- SELF REGULATION

1.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Self-regulation is one of the important meta-cognitive skills to be developed in the students to regulate themselves in a proper direction inspite of various adversities or problems.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Understand the importance of Self-regulation.
2. Enhance the skill of self-regulation.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Self-Regulation?	Discussion method
2.	Effective strategies for self-regulation	Discussion method
3.	Games (The Freeze game, Musical chair)	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is self-regulation?
4.2	What are the types of self-regulation?
4.3	What is the importance of self-regulation?

4.1 Self-regulation

- ❖ Self-regulation is
 - ✓ the ability to monitor and manage your energy, emotions, thoughts and behaviours in ways that are acceptable and produce positive results such as well-being, loving relationships and learning.
 - ✓ Is concerned with central executive processes that comprise several specific functions such as planning, directing and evaluating our cognitive behaviour.
 - ✓ Control of oneself by oneself.
 - ✓ The ability to keep their emotions in check.
 - ✓ Is the ability to resist impulsive behaviours that might worsen their situation and they can cheer themselves up when they are feeling down.
 - ✓ A flexible range of emotional and behavioural responses that are well matched to the demands of their environment.

4.2 Types of self-regulation

1. Behavioural self-regulation- Behaviourally, self-regulation is the ability to act in your long term best interest, consistent with your deepest values. Violation of one's deepest values causes guilt, shame and anxiety which undermine well being.
2. Emotional self-regulation- Emotionally, self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.

4.3 Importance

- ❖ Self-regulation involves taking a pause between a feeling and an action- taking the time to think things through, make a plan and wait patiently.
- ❖ Self- regulation is important because it allows you to act in accordance with your deeply held values or social conscience and to express yourself in appropriate ways. If you value academic achievement, it will allow you to study instead of slacking off before a test. If you value helping others, it will allow you to help a co-worker with a project even if you are on a tight deadline yourself.
- ❖ Self-regulation allows you to bounce back from failure and stay calm under pressure. These two abilities will carry you through life more than other skills.

Self-check Exercise 1

Fill in the blank

1. _____ Self-regulation is the ability to act in your long term best interest, consistent with your deepest values.
2. _____ Self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies to build self-regulation?

5.1 Strategies to build Self-regulation

1. Cognitive reappraisal- It means thinking about a situation in an adaptive way rather than one that is likely to increase negative emotions. For example- imagine a friend did not return your calls or texts for several days. Rather than thinking that this reflected something about yourself such as- 'my friend hates me', you might instead think, and 'my friend must be really busy'.
2. Identify your triggers- An important part of being self-regulated is self awareness, particularly when it comes to knowing what your weaknesses are and how other people's behaviour can affect you negatively. Identify your triggers by making a list of all the times when you've given in to your negative impulses at work. When you've identified emotions and reactions that aren't useful, replace them with more positive behaviours.
3. Keeping calm under pressure- Self-regulation is about remaining calm in the face of adversity and keeping your cool. If you're in a situation where you're losing control of your emotions, try to remove yourself for a few moments- either physically or mentally. For example- relaxation techniques such as deep breathing can help you to calm down- it interrupts any negative thoughts and puts

you back on a more positive path. Breathe in slowly for five seconds then breathe out for five. Focus on your breathing and nothing else. Do this at least five times. Some other useful strategies for self-regulation include acceptance and problem solving.

Self-check Exercise 2

Fill in the blank

1. _____ means thinking about a situation in an adaptive way rather than one that is likely to increase negative emotions.
2. Self-regulation is about remaining _____ in the face of adversity and keeping your cool.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Practical application of certain strategies to build self-regulation

6.1 Activity 1- Freeze game (the students can do whatever they like until the music is on but as it stops everyone need to be freeze and hold very still. The one that still moves is eliminated and likewise it goes on).

6.2 Activity 2- Musical chair

Answer key to self-check exercise 1

1. Behaviourally
2. Emotionally

Answer key to self-check exercise 2

1. Cognitive reappraisal
2. Calm

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Musical chair game can also be conducted by marking the points to be seated on the ground in case chairs are not available.

8.0 Reference material for further learning:

What is Self-Regulation. (n.d.). Your Therapy Source. <https://move-with-me.com/what-is-self-regulation/>

Stosny, S. (2011, October 28). *Self-Regulation*. Psychology Today. <https://www.psychologytoday.com/us/blog/anger-in-the-age-entitlement/201110/self-regulation>

Ackerman, C.E. (2018, July 3). What is Self-Regulation? Positive Psychology. <https://positivepsychologyprogram.com/self-regulation/>

Cuncic, A. (2022, January 27). *How to develop and practice Self-regulation*. Verywellmind. <https://www.verywellmind.com/how-you-canpractice-self-regulation-4163536>

Unit- 2

Topic- REFLECTIVE THINKING

1.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Reflective thinking is one of the important meta-cognitive skills to be developed in the students to make them understand the importance of reflecting on various things for proper understanding.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

1. Enhance the skill of Reflective thinking.
2. Reflect various ideas on the issue of flood.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Reflective Thinking?	Discussion method
2.	Strategies for Reflective thinking	Discussion method
3.	Reflecting on the issue of Flood	Activity based Discussion method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is reflective thinking?
4.2	What is the importance of reflection?
4.3	What is the importance of asking questions to oneself?

4.1 Reflective thinking

- ❖ The concept “reflective thought” was introduced by John Dewey in 1910 in his “How We Think”, a work designed for teachers. Dewey’s most basic assumption was that learning improves to the degree that it arises out of the process of reflection.
- ❖ Reflective thinking is
 - ✓ The process of evaluating or testing one’s own reasoning.
 - ✓ A process of looking back on what has been done and pondering on it and learning lessons from what did or did not work.
 - ✓ The ability to think through a number of possible strategies or experiments and to decide which one will yield the most information.

- ❖ It allows an individual to be his/her own critic, to evaluate a process, idea or solution from the perspective of an outsider and to find the mistakes in it.
- ❖ Reflection is based on following things-
 - ✓ Experience something
 - ✓ Think about what happened
 - ✓ Learn from the experience and thinking

4.2 Importance of reflection

- ❖ Reflection enables you to acquire a deeper level of learning. Without reflecting, the learning that takes place can be surface learning.
- ❖ It is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their day to day activities.
- ❖ It helps learners to develop higher order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks and understand their own thinking and learning strategies.

4.3 Questions one should ask himself/herself for reflection

- How did I feel during the task?
- How did I feel after the task?
- What things didn't go so well?
- What could I have changed to make the outcome more favourable?
- What aspects am I going to take forward into my next piece of work?

Self check Exercise

1. The concept "reflective thought" was introduced by _____ in 1910 in his " _____", a work designed for teachers.
2. Reflective thinking is the process of evaluating or testing one's own _____.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies for reflective thinking?

5.1 Strategies for Reflective thinking

1. Self-analysis- A reflective individual is able to keep a record of his/her success or failure in employing a strategy, problems and issues confronted and significance of learning events that occurred. He/she engages in self-analysis when they reflect on why they succeeded or failed at some tasks.
2. Portfolio- A portfolio is a very personal document which includes frank, honest and on the spot account of experiences. It includes students' first-hand observations and personal knowledge that will be needed in analyzing changes in values being developed.
3. Writing journals- A journal entry includes:
 - a. a description of the teaching/learning event
 - b. outcomes of the event
 - c. value or worthiness of the outcomes and
 - d. causes of success or failure

A student needs to enter into his/her daily journal/diary his/her own self-analysis.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of reflecting on one's own ideas?

6.1 Activity 1- Write down the problems you have to face due to flood and what can be done to limit the problems to a certain extent according to you. (This topic will be successful in reflecting their ideas as they are the main sufferers.)

Answer key to self check exercise

1. John Dewey, How we think
2. Reasoning

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Strategies other than mentioned above could also be taught to the students but need to be effective one and according to the students understanding level.
- Encouragement on the part of the students will be effective for the successful completion of the activity.

8.0 Reference Material for further learning:

Morgan, T.C., King, A. R., Weisz, R. J., Schopler, J. (2011). *Introduction to Psychology*.
New Delhi: Tata McGraw Hill Education Private Limited.

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Reflective thinking/teaching. (n.d.). Slideshare.

<https://www.slideshare.net/jasontutor5/reflective-thinkingteaching>

Unit- 3

Topic- POSITIVE COPING STRATEGIES

1.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Positive coping strategy is one of the important meta-cognitive skills to be

developed in the students so that they could use them in their real life situation and can cope at various circumstances.

2.0 Learning outcome of the Session

After transaction of the session the students will be able to-

1. Know the positive coping strategies they use in their real life.
2. Enhance the skill of positive coping strategies.

3.0 Transactional Part:

Sl. No.	Sessions	Methodology	Materials
1.	What is a Positive coping strategy?	Discussion method	Blackboard & Chalk
2.	Positive Coping strategies	Discussion method	Video clips
3.	Things one is interested to do	Activity based	Pen, Blank sheets
4.	Participants session/Feedback	Interactive session	Pen, Paper

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is a positive coping strategy?

4.1 Positive coping strategies

- ❖ Coping is something we all do whether we do it consciously or without thinking.
- ❖ Coping strategies which is also said as survival skills are strategies that people use in order to deal with stresses, pain and natural changes that we experience in life.

- ❖ There are both negative and positive coping strategies. We experience a range of emotions throughout our lives, some good and some bad.
- ❖ Our behaviours are usually a result of how we handle our emotions. If we are able to handle our emotions positively our behaviour will likely be positive and if not than it will be negative.
- ❖ Positive coping strategies are any actions you take to manage and reduce stress in your life, in a way that isn't going to be harmful or detrimental in the long term.
- ❖ People who use positive strategies are not only better able to tackle challenges and bounce back from tough times but they are also much happier.

Self-check exercise 1

Fill in the blank

1. Positive coping strategies are any _____ you take to manage and reduce _____ in your life, in a way that isn't going to be harmful or detrimental in the long term.
2. Coping strategies are also said as _____ skills.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies?

5.1 Positive coping strategies

1. Turn to someone you trust- It can be a relief to share your thoughts with someone else and it can be good to work through problems with the help of another person.
2. Write it all down- Keeping a notebook handy for you to scribble your thoughts in whenever you feel like it can be a great way of expressing yourself. You may find it helpful to write about what is worrying you or express yourself in a more creative way.

3. Set aside regular time for yourself- Even if it's just ten minutes of 'you' time, taking some space for yourself where you turn off your phone, spend time alone, exercise, meditate or listen to music can really prepare you for tackling stress or challenges.
4. Walk away- Work out which situations you are likely to get most stressed out by. If you feel like you're getting too angry, end the conversation, take some space and don't resume talking until you are calm and ready.
5. Consider the big picture- When you are going through a stressful situation ask yourself these two questions- "How important is this?" and "will it matter in the long run?" If you realise it doesn't, it's probably not worth getting too stressed out by.
6. Learn to forgive- Move on from hurt, regret and anger. Whether you are angry at yourself or someone else, it doesn't help you to hold on to negative feelings like resentment.
7. Build your optimism- Optimism involves learning to think positively about the future- even when things go wrong. That's not to say you pretend that everything is fine when it isn't. Instead it's about looking objectively at a situation, making a conscious decision to focus on the good. It can be hard to do, but if you practice, you're likely to get better.
8. Overcome negative patterns of thinking through self-talk- Self-talk can help you see things from a more positive perspective and give a huge boost to your confidence.

Self-check exercise 2

Fill in the blank

1. _____ involves learning to think positively about the future- even when things go wrong.
2. _____ can help you see things from a more positive perspective and give a huge boost to your confidence.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the effective coping strategies according to the students?

6.1 Activity 1- Write any positive coping strategies from the above that you used to apply in your real life and would like to apply in future and why?

6.2 Activity 2- Write two of your hobbies you would like to do. (In this session the instructor will provide the students their space to do things that they are interested in like- gardening, drawing, etc. even they can share anything they want to talk about. It will give them a practical glimpse of how they could apply these things in their real life situation which may act as their positive coping strategies.)

Answer key to self check exercise 1

1. Action, stress
2. Survival

Answer key to self-check exercise 2

1. Optimism
2. Self-talk

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper description of the strategies with example

8.0 Reference Material for further learning:

Chowdhury, M.R. (2019, September 3). *Resilience and Coping: What is Coping Theory?* Positive Psychology. <https://positivepsychology.com/coping-theory/>

Ballesteros, D. & Whitlock, J.L. (2009). *Coping: Stress management strategies*. The Fact Sheet Series, Cornell Research Program on Self-Injury and Recovery. <http://www.selfinjury.bctr.cornell.edu/documents/coping-stress-man-strat.pdf>

Unit- 4

Topic- INTERNAL LOCUS OF CONTROL

1.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Locus of control is one of the important meta-cognitive skill to be developed in the students to strengthen their locus of control and make them believe that many of the thing they think they can't do is in their hands only but they need to believe in themselves first.

2.0 Learning outcome of the Session:

After transaction the session the students will be able to-

1. Understand the importance of internal locus of control.
2. Enhance the skill of Internal Locus of control.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Internal Locus of control	Discussion method
2.	Locus of control worksheet	Self-evaluation
3.	How to develop an Internal Locus of control?	Discussion method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is locus of control?
4.2	What are the types of locus of control?
4.3	What is the importance of locus of control?

4.1 Locus of Control

- ❖ Locus of control is an individual's belief system regarding the causes of his/her experiences and the factors to which that person attributes success or failure.
- ❖ Julian Rotter in 1960 developed the concept of "locus of control" where (locus) is your sense of control in the world- inside and outside.
- ❖ Your locus of control can influence not only how you respond to the events that happen in your life but also your motivation to take action.
- ❖ If you believe that you hold the keys to your fate you are more likely to take action to change your situation when needed. If on the other hand you believe that the outcome is out of your hands you may be less likely to work towards change.

4.2 Types

1. Internal locus of control- If a person has an internal locus of control that person attributes success to his/her own efforts and abilities and will be more motivated and more likely to learn. And similarly if you perceive failure you would find a way to blame yourself.
2. External locus of control- A person with an external locus of control attributes his/her success to luck or fate and will be less likely be motivated to make the effort needed to learn and will blame outside sources for their failure.

4.3 Importance of internal locus control

- ❖ Those with an Internal Locus of Control-
 1. Are more likely to take responsibility for their actions.
 2. Tend to be less influenced by the opinions of other people.
 3. Often do better at tasks when they are allowed to work at their own pace.
 4. Usually have a strong sense of self-efficacy.
 5. Tend to work hard to achieve the things they want.
 6. Feel confident in the face of challenges.

7. Tend to be physically healthier.
8. Often achieve greater success in the workplace.

Self check exercise

Fill in the blank

1. Locus of control is an individual's _____ system.
2. Julian Rotter in _____ developed the concept of "locus of control" where (locus) is your sense of control in the world- _____ and _____.
3. If a person has a _____ locus of control that person attributes success to his/her own efforts and abilities and will be more motivated and more likely to learn.
4. A person with an _____ locus of control attributes his/her success to luck or fate and will be less likely be motivated to make the effort needed to learn and will blame outside sources for their failure.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is self-evaluation?

5.1 Activity 1- Students' self-evaluation through Locus of Control scale. (In this session the instructor will provide the students with a questionnaire to look upon the level of locus of control where there will be various items and they need to mark yes/no and afterwards they will be provided with the answer key from which they could self-evaluate themselves and could know their level.)

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the ways to develop internal locus of control?

6.1 Ways to develop internal locus of control

1. Be aware that you have a choice- When you realize that you always have the choice to change your situation, it can be liberating and empowering. It is true that when you are experiencing extreme stress or mental health issues, you may not be able to simply choose to have your challenges evaporate but you can choose the ways in which you find help and you can choose what you do to cope. Even if you don't like the choices available at the moment, even if the only change you can make is in your attitude, you always have some choices.
2. Review your options- When you feel trapped make a list of all possible courses of action. Just brainstorm and write things down without evaluating them first. This list can be a growing document, not something that you have to come up within seconds but it can be helpful in reminding you of your choices and keeping you from feeling trapped. It can remind you of what you can control.
3. Ask for ideas- You may want to also brainstorm with a friend to get more ideas for action that you may not have initially considered. Don't shoot down these ideas right away, either just writes them down. Sometimes our loved ones have great ideas or can see options that we can't see when we are coming from a stressed or trapped mindset.
4. Choose what's best for you- When you have a list evaluate each one and decide on the best course of action for you and keep the others in the back of your mind as alternative options. You may end up with the same answer you had before the brainstorming session but this exercise can open your eyes to the amount of choices you have in a given situation. Seeing new possibilities will become more of a habit.

5. Turn criticism into growth- When something doesn't go as you thought practice self-compassion. Focus on what you can learn, how you can evolve. For example- instead of saying- 'I am such an idiot' or 'if I had been better, this wouldn't have happened' name what you are feeling and learn from the experience. You might say- 'I am feeling really disappointed that I wasn't offered the job. What can I do to make myself a more attractive candidate for my next interview?'

Answer key to self check exercise

1. Belief
2. 1960, inside, outside
3. Internal locus of control
4. External locus of control

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper instruction should be given before filling up the questionnaire and followed by the way of scoring.

8.0 Reference Material for further learning:

Joelson, R.B. (2017, August 2). *Locus of Control*. Psychology Today.

<https://www.psychologytoday.com/us/blog/moments-matter/201708/locus-control>

Locus of Control: External and Internal Examples. (n.d.). Study.com.

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Cherry, K. (2022, December 8). *Locus of Control and your life*. Verywellmind.

<https://www.verywellmind.com/what-is-locus-of-control-2795434>

Locus of Control: What it is and why it matters. PsychCentral.

<https://psychcentral.com/blog/cultivating-an-internal-locus-of-control-and-why-its-crucial/>The Locus of Control Scale. (n.d.). Cengage.

https://www.cengage.com/resource_uploads/downloads/0495092746_63632.pdf

The Locus of Control. (n.d.). Virginia.

https://faculty.darden.virginia.edu/clawsonj/General/SELF_ASSESSMENT_TO_OLS/OB-786_Locus_of_Control.pdf

DIMENSION- IV

META-COGNITIVE SKILL

About the Dimension

Meta-cognitive skill, the fourth dimension of Academic Resilience covers four units- Self-regulation, Reflective thinking, Positive coping strategies and internal locus of control.

All these units aim at acquiring the basic knowledge and understanding of each concept which will ultimately help in enhancing the Meta-cognitive skills which means cognition about one's own cognitive processes and ability to monitor, control and organise our own mental activities.

Along with the description of the concepts it also covers the various strategies to be followed to enhance reflective thinking, self-regulation, positive coping strategies and internal locus of control. References for acquiring further details and insight have been suggested at the end of every unit.

There are self-check exercises and activities in every unit which will help you evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Self-regulation	
Unit- 2	Reflective thinking	
Unit- 3	Positive coping strategies	
Unit-4	Internal locus of control	

Unit- 1

Topic- SELF REGULATION

2.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Self-regulation is one of the important meta-cognitive skills to be developed in the students to regulate themselves in a proper direction inspite of various adversities or problems.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

3. Understand the importance of Self-regulation.
4. Enhance the skill of self-regulation.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Self-Regulation?	Discussion method
2.	Effective strategies for self-regulation	Discussion method
3.	Games (The Freeze game, Musical chair)	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is self-regulation?
4.2	What are the types of self-regulation?
4.3	What is the importance of self-regulation?

4.1 Self-regulation

- ❖ Self-regulation is
 - ✓ the ability to monitor and manage your energy, emotions, thoughts and behaviours in ways that are acceptable and produce positive results such as well-being, loving relationships and learning.
 - ✓ Is concerned with central executive processes that comprise several specific functions such as planning, directing and evaluating our cognitive behaviour.
 - ✓ Control of oneself by oneself.
 - ✓ The ability to keep their emotions in check.
 - ✓ Is the ability to resist impulsive behaviours that might worsen their situation and they can cheer themselves up when they are feeling down.
 - ✓ A flexible range of emotional and behavioural responses that are well matched to the demands of their environment.

4.2 Types of self-regulation

3. Behavioural self-regulation- Behaviourally, self-regulation is the ability to act in your long term best interest, consistent with your deepest values. Violation of one's deepest values causes guilt, shame and anxiety which undermine well being.
4. Emotional self-regulation- Emotionally, self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.

4.3 Importance

- ❖ Self-regulation involves taking a pause between a feeling and an action- taking the time to think things through, make a plan and wait patiently.
- ❖ Self- regulation is important because it allows you to act in accordance with your deeply held values or social conscience and to express yourself in appropriate ways. If you value academic achievement, it will allow you to study instead of slacking off before a test. If you value helping others, it will allow you to help a co-worker with a project even if you are on a tight deadline yourself.
- ❖ Self-regulation allows you to bounce back from failure and stay calm under pressure. These two abilities will carry you through life more than other skills.

Self-check Exercise 1

Fill in the blank

3. _____ Self-regulation is the ability to act in your long term best interest, consistent with your deepest values.
4. _____ Self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies to build self-regulation?

5.1 Strategies to build Self-regulation

4. Cognitive reappraisal- It means thinking about a situation in an adaptive way rather than one that is likely to increase negative emotions. For example- imagine a friend did not return your calls or texts for several days. Rather than thinking that this reflected something about yourself such as- 'my friend hates me', you might instead think, and 'my friend must be really busy'.
5. Identify your triggers- An important part of being self-regulated is self awareness, particularly when it comes to knowing what your weaknesses are and how other people's behaviour can affect you negatively. Identify your triggers by making a list of all the times when you've given in to your negative impulses at work. When you've identified emotions and reactions that aren't useful, replace them with more positive behaviours.
6. Keeping calm under pressure- Self-regulation is about remaining calm in the face of adversity and keeping your cool. If you're in a situation where you're losing control of your emotions, try to remove yourself for a few moments- either physically or mentally. For example- relaxation techniques such as deep breathing can help you to calm down- it interrupts any negative thoughts and puts you back on a more positive path. Breathe in slowly for five seconds then breathe out for five. Focus on your breathing and nothing else. Do this at least five times.

Some other useful strategies for self-regulation include acceptance and problem solving.

Self-check Exercise 2

Fill in the blank

3. _____ means thinking about a situation in an adaptive way rather than one that is likely to increase negative emotions.
4. Self-regulation is about remaining _____ in the face of adversity and keeping your cool.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Practical application of certain strategies to build self-regulation

6.1 Activity 1- Freeze game (the students can do whatever they like until the music is on but as it stops everyone need to be freeze and hold very still. The one that still moves is eliminated and likewise it goes on).

6.2 Activity 2- Musical chair

Answer key to self-check exercise 1

3. Behaviourally
4. Emotionally

Answer key to self-check exercise 2

1. Cognitive reappraisal
2. Calm

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Musical chair game can also be conducted by marking the points to be seated on the ground in case chairs are not available.

8.0 Reference material for further learning:

What is Self-Regulation. (n.d.). Your Therapy Source. <https://move-with-me.com/what-is-self-regulation/>

Stosny, S. (2011, October 28). *Self-Regulation*. Psychology Today. <https://www.psychologytoday.com/us/blog/anger-in-the-age-entitlement/201110/self-regulation>

Ackerman, C.E. (2018, July 3). What is Self-Regulation? Positive Psychology. <https://positivepsychologyprogram.com/self-regulation/>

Cuncic, A. (2022, January 27). *How to develop and practice Self-regulation*. Verywellmind. <https://www.verywellmind.com/how-you-canpractice-self-regulation-4163536>

Unit- 2

Topic- REFLECTIVE THINKING

2.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Reflective thinking is one of the important meta-cognitive skills to be developed in the students to make them understand the importance of reflecting on various things for proper understanding.

2.0 Learning outcome of the Session:

After transaction of the session the students will be able to-

3. Enhance the skill of Reflective thinking.

4. Reflect various ideas on the issue of flood.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Reflective Thinking?	Discussion method
2.	Strategies for Reflective thinking	Discussion method
3.	Reflecting on the issue of Flood	Activity based Discussion method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is reflective thinking?
4.2	What is the importance of reflection?
4.3	What is the importance of asking questions to oneself?

4.1 Reflective thinking

- ❖ The concept “reflective thought” was introduced by John Dewey in 1910 in his “How We Think”, a work designed for teachers. Dewey’s most basic assumption was that learning improves to the degree that it arises out of the process of reflection.
- ❖ Reflective thinking is
 - ✓ The process of evaluating or testing one’s own reasoning.
 - ✓ A process of looking back on what has been done and pondering on it and learning lessons from what did or did not work.

- ✓ The ability to think through a number of possible strategies or experiments and to decide which one will yield the most information.
- ❖ It allows an individual to be his/her own critic, to evaluate a process, idea or solution from the perspective of an outsider and to find the mistakes in it.
- ❖ Reflection is based on following things-
 - ✓ Experience something
 - ✓ Think about what happened
 - ✓ Learn from the experience and thinking

4.2 Importance of reflection

- ❖ Reflection enables you to acquire a deeper level of learning. Without reflecting, the learning that takes place can be surface learning.
- ❖ It is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their day to day activities.
- ❖ It helps learners to develop higher order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks and understand their own thinking and learning strategies.

4.3 Questions one should ask himself/herself for reflection

- How did I feel during the task?
- How did I feel after the task?
- What things didn't go so well?
- What could I have changed to make the outcome more favourable?
- What aspects am I going to take forward into my next piece of work?

Self check Exercise

3. The concept "reflective thought" was introduced by _____ in 1910 in his " _____", a work designed for teachers.
4. Reflective thinking is the process of evaluating or testing one's own _____.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies for reflective thinking?

5.1 Strategies for Reflective thinking

4. Self-analysis- A reflective individual is able to keep a record of his/her success or failure in employing a strategy, problems and issues confronted and significance of learning events that occurred. He/she engages in self-analysis when they reflect on why they succeeded or failed at some tasks.
5. Portfolio- A portfolio is a very personal document which includes frank, honest and on the spot account of experiences. It includes students' first-hand observations and personal knowledge that will be needed in analyzing changes in values being developed.
6. Writing journals- A journal entry includes:
 - e. a description of the teaching/learning event
 - f. outcomes of the event
 - g. value or worthiness of the outcomes and
 - h. causes of success or failure

A student needs to enter into his/her daily journal/diary his/her own self-analysis.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What is the importance of reflecting on one's own ideas?

6.1 Activity 1- Write down the problems you have to face due to flood and what can be done to limit the problems to a certain extent according to you. (This topic will be successful in reflecting their ideas as they are the main sufferers.)

Answer key to self check exercise

3. John Dewey, How we think
4. Reasoning

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Strategies other than mentioned above could also be taught to the students but need to be effective one and according to the students understanding level.
- Encouragement on the part of the students will be effective for the successful completion of the activity.

8.0 Reference Material for further learning:

Morgan, T.C., King, A. R., Weisz, R. J., Schopler, J. (2011). *Introduction to Psychology*.
New Delhi: Tata McGraw Hill Education Private Limited.

Reflective Thinking. (n.d.). Rauterberg.

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Reflective thinking/teaching. (n.d.). Slideshare.

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Unit- 3

Topic- POSITIVE COPING STRATEGIES

2.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Positive coping strategy is one of the important meta-cognitive skills to be

developed in the students so that they could use them in their real life situation and can cope at various circumstances.

2.0 Learning outcome of the Session

After transaction of the session the students will be able to-

3. Know the positive coping strategies they use in their real life.
4. Enhance the skill of positive coping strategies.

3.0 Transactional Part:

Sl. No.	Sessions	Methodology	Materials
1.	What is a Positive coping strategy?	Discussion method	Blackboard & Chalk
2.	Positive Coping strategies	Discussion method	Video clips
3.	Things one is interested to do	Activity based	Pen, Blank sheets
4.	Participants session/Feedback	Interactive session	Pen, Paper

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is a positive coping strategy?

4.1 Positive coping strategies

- ❖ Coping is something we all do whether we do it consciously or without thinking.

- ❖ Coping strategies which is also said as survival skills are strategies that people use in order to deal with stresses, pain and natural changes that we experience in life.
- ❖ There are both negative and positive coping strategies. We experience a range of emotions throughout our lives, some good and some bad.
- ❖ Our behaviours are usually a result of how we handle our emotions. If we are able to handle our emotions positively our behaviour will likely be positive and if not than it will be negative.
- ❖ Positive coping strategies are any actions you take to manage and reduce stress in your life, in a way that isn't going to be harmful or detrimental in the long term.
- ❖ People who use positive strategies are not only better able to tackle challenges and bounce back from tough times but they are also much happier.

Self-check exercise 1

Fill in the blank

3. Positive coping strategies are any _____ you take to manage and reduce _____ in your life, in a way that isn't going to be harmful or detrimental in the long term.
4. Coping strategies are also said as _____ skills.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the strategies?

5.1 Positive coping strategies

9. Turn to someone you trust- It can be a relief to share your thoughts with someone else and it can be good to work through problems with the help of another person.
10. Write it all down- Keeping a notebook handy for you to scribble your thoughts in whenever you feel like it can be a great way of expressing yourself. You may

find it helpful to write about what is worrying you or express yourself in a more creative way.

11. Set aside regular time for yourself- Even if it's just ten minutes of 'you' time, taking some space for yourself where you turn off your phone, spend time alone, exercise, meditate or listen to music can really prepare you for tackling stress or challenges.
12. Walk away- Work out which situations you are likely to get most stressed out by. If you feel like you're getting too angry, end the conversation, take some space and don't resume talking until you are calm and ready.
13. Consider the big picture- When you are going through a stressful situation ask yourself these two questions- "How important is this?" and "will it matter in the long run?" If you realise it doesn't, it's probably not worth getting too stressed out by.
14. Learn to forgive- Move on from hurt, regret and anger. Whether you are angry at yourself or someone else, it doesn't help you to hold on to negative feelings like resentment.
15. Build your optimism- Optimism involves learning to think positively about the future- even when things go wrong. That's not to say you pretend that everything is fine when it isn't. Instead it's about looking objectively at a situation, making a conscious decision to focus on the good. It can be hard to do, but if you practice, you're likely to get better.
16. Overcome negative patterns of thinking through self-talk- Self-talk can help you see things from a more positive perspective and give a huge boost to your confidence.

Self-check exercise 2

Fill in the blank

3. _____ involves learning to think positively about the future- even when things go wrong.
4. _____ can help you see things from a more positive perspective and give a huge boost to your confidence.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the effective coping strategies according to the students?

6.1 Activity 1- Write any positive coping strategies from the above that you used to apply in your real life and would like to apply in future and why?

6.2 Activity 2- Write two of your hobbies you would like to do. (In this session the instructor will provide the students their space to do things that they are interested in like- gardening, drawing, etc. even they can share anything they want to talk about. It will give them a practical glimpse of how they could apply these things in their real life situation which may act as their positive coping strategies.)

Answer key to self check exercise 1

3. Action, stress
4. Survival

Answer key to self-check exercise 2

3. Optimism
4. Self-talk

7.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper description of the strategies with example

8.0 Reference Material for further learning:

Chowdhury, M.R. (2019, September 3). *Resilience and Coping: What is Coping Theory?* PositivePsychology. <https://positivepsychology.com/coping-theory/>

Ballesteros, D. & Whitlock, J.L. (2009). *Coping: Stress management strategies*. The Fact Sheet Series, Cornell Research Program on Self-Injury and Recovery. <http://www.selfinjury.bctr.cornell.edu/documents/coping-stress-man-strat.pdf>

Unit- 4

Topic- INTERNAL LOCUS OF CONTROL

2.0 Introduction:

Meta-cognition is cognition about one's own cognitive process that is- planning, monitoring, regulating, questioning, reflecting on and reviewing our cognitive processes. Locus of control is one of the important meta-cognitive skill to be developed in the students to strengthen their locus of control and make them believe that many of the thing they think they can't do is in their hands only but they need to believe in themselves first.

2.0 Learning outcome of the Session:

After transaction the session the students will be able to-

3. Understand the importance of internal locus of control.
4. Enhance the skill of Internal Locus of control.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Internal Locus of control	Discussion method
2.	Locus of control worksheet	Self-evaluation
3.	How to develop an Internal Locus of control?	Discussion method
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is locus of control?
4.2	What are the types of locus of control?
4.3	What is the importance of locus of control?

4.1 Locus of Control

- ❖ Locus of control is an individual's belief system regarding the causes of his/her experiences and the factors to which that person attributes success or failure.
- ❖ Julian Rotter in 1960 developed the concept of "locus of control" where (locus) is your sense of control in the world- inside and outside.
- ❖ Your locus of control can influence not only how you respond to the events that happen in your life but also your motivation to take action.
- ❖ If you believe that you hold the keys to your fate you are more likely to take action to change your situation when needed. If on the other hand you believe that the outcome is out of your hands you may be less likely to work towards change.

4.2 Types

3. Internal locus of control- If a person has an internal locus of control that person attributes success to his/her own efforts and abilities and will be more motivated and more likely to learn. And similarly if you perceive failure you would find a way to blame yourself.
4. External locus of control- A person with an external locus of control attributes his/her success to luck or fate and will be less likely be motivated to make the effort needed to learn and will blame outside sources for their failure.

4.3 Importance of internal locus control

- ❖ Those with an Internal Locus of Control-
 9. Are more likely to take responsibility for their actions.
 10. Tend to be less influenced by the opinions of other people.
 11. Often do better at tasks when they are allowed to work at their own pace.
 12. Usually have a strong sense of self-efficacy.
 13. Tend to work hard to achieve the things they want.
 14. Feel confident in the face of challenges.
 15. Tend to be physically healthier.
 16. Often achieve greater success in the workplace.

Self check exercise

Fill in the blank

6. Locus of control is an individual's _____ system.
7. Julian Rotter in _____ developed the concept of "locus of control" where (locus) is your sense of control in the world- _____ and _____.
8. If a person has a _____ locus of control that person attributes success to his/her own efforts and abilities and will be more motivated and more likely to learn.
9. A person with an _____ locus of control attributes his/her success to luck or fate and will be less likely be motivated to make the effort needed to learn and will blame outside sources for their failure.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is self-evaluation?

5.1 Activity 1- Students' self-evaluation through Locus of Control scale. (In this session the instructor will provide the students with a questionnaire to look upon the level of locus of control where there will be various items and they need to mark yes/no and afterwards they will be provided with the answer key from which they could self-evaluate themselves and could know their level.)

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the ways to develop internal locus of control?

6.1 Ways to develop internal locus of control

6. Be aware that you have a choice- When you realize that you always have the choice to change your situation, it can be liberating and empowering. It is true that when you are experiencing extreme stress or mental health issues, you may not be able to simply choose to have your challenges evaporate but you can choose the ways in which you find help and you can choose what you do to cope. Even if you don't like the choices available at the moment, even if the only change you can make is in your attitude, you always have some choices.
7. Review your options- When you feel trapped make a list of all possible courses of action. Just brainstorm and write things down without evaluating them first. This list can be a growing document, not something that you have to come up within seconds but it can be helpful in reminding you of your choices and keeping you from feeling trapped. It can remind you of what you can control.
8. Ask for ideas- You may want to also brainstorm with a friend to get more ideas for action that you may not have initially considered. Don't shoot down these ideas right away, either just writes them down. Sometimes our loved ones have great ideas or can see options that we can't see when we are coming from a stressed or trapped mindset.
9. Choose what's best for you- When you have a list evaluate each one and decide on the best course of action for you and keep the others in the back of your mind as alternative options. You may end up with the same answer you had before the brainstorming session but this exercise can open your eyes to the amount of choices you have in a given situation. Seeing new possibilities will become more of a habit.
10. Turn criticism into growth- When something doesn't go as you thought practice self-compassion. Focus on what you can learn, how you can evolve. For example- instead of saying- 'I am such an idiot' or 'if I had been better, this wouldn't have happened' name what you are feeling and learn from the

experience. You might say- ‘I am feeling really disappointed that I wasn’t offered the job. What can I do to make myself a more attractive candidate for my next interview?’

Answer key to self check exercise

5. Belief
6. 1960, inside, outside
7. Internal locus of control
8. External locus of control

7.0 Tips for Resource Person for Transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper instruction should be given before filling up the questionnaire and followed by the way of scoring.

8.0 Reference Material for further learning:

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DIMENSION- V

SELF-BELIEF

About the Dimension

Self-belief the fifth dimension of Academic Resilience covers two units that is Self-concept and Self-esteem is being presented here. The self differentiates each person as a unique individual and separates us from one another. It lies at the core of who we are. It is who we are as individuals, what makes us unique and who we believe ourselves to be. Believe in self can only make an individual bounce back towards the normal state inspite of the adversities. And this is possible only when we have self-concept and self-esteem.

The first unit of this module helps you acquire basic understanding of self-concept and ways to improve it. The Second unit focuses on the basic understanding of the concept of self-esteem along with various ways to enhance it. However, the contents provide only the basic understanding about these concepts. References for acquiring further details and insight have been suggested at the end of every unit.

Self-check exercises and activities given in every unit will help evaluate your progress through the module.

CONTENT

Units	Topics	Page No.
Unit- 1	Self-concept	
Unit- 2	Self-esteem	

Unit- 1

Topic- SELF-CONCEPT

1.0 Introduction:

Self-belief means belief or having confidence in oneself. Self-concept is one of the important aspects of self belief which need to be developed in the students because it is very important to know ones weaknesses and strengths to progress.

2.0 Learning outcome of the Session-

After transaction of the session the students will be able to-

1. Develop their self-concept.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	What is Self-Concept?	Discussion method
2.	Ways to enhance one's self-concept	Discussion method
3.	Practical application of the activities discussed.	Activity based
4.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is self-concept?
4.2	What are the characteristics of self-concept?
4.3	Development of self-concept in adolescence

4.1 Self-concept

- ❖ A concept is an abstract cognitive structure. It is abstract because while it exists in our thinking, it is not a concrete reality.

- ❖ Self-concept refers to the collection of knowledge, ideas, attitudes and beliefs we have about ourselves. It is formed through interaction with our environment and the people in it. It has no concrete reality but it plays an important part in our thoughts and feelings about us.
- ❖ We form and regulate our self-concept as we grow based on the knowledge we have about ourselves. On the broadest level, self-concept is the overall idea we have about who we are and includes cognitive and affective judgements about ourselves. Each one of us has our own unique self-concept, different from the self-concept of others and from their concept of us.
- ❖ Self concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is.
- ❖ Self concept is the totality of an individual's thoughts and feelings having reference to him/her as an object.
- ❖ Some examples of a positive self-concept person -
 1. Sees himself/herself as an intelligent person.
 2. Perceives himself/herself as an important member of his community.
 3. Sees himself/herself as an excellent spouse and friend.
 4. Thinks of himself/herself as a nurturing and caring person.
 5. Views himself/herself as a hard working and competent employee.

4.2 Characteristics of self-concept

1. Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects. For example- social, religious, spiritual, physical and emotional.
2. It is learned, not inherent.
3. It is influenced by biological and environmental factors but social interaction plays a big role as well.
4. It changes with the context and over time.
5. It has a powerful influence on the individual's life.

4.3 Development of Self-concept in Adolescence

- ❖ Adolescence is where the development of one's self-concept really takes off.

- ❖ This is the stage in which individuals play with their sense of self, experimenting and comparing and begin developing the basis of the self-concept that will likely stay with them throughout the rest of their life.
- ❖ In adolescence, there are two important factors that influence self-concept and self-worth. They are-
 1. Success in areas in which the adolescent desires success.
 2. Approval from significant people in the adolescent's life.
- ❖ When students have a healthy sense of self-worth and self-esteem they contribute to a greater self-concept.

Self-check exercise

Fill in the blank

1. A concept is an abstract _____ structure.
2. Self concept is the individual's belief about _____, including the person's attributes and who and what the self is.
3. Self-concept is _____, not inherent.
4. Students having a healthy sense of _____ and _____ contribute to a greater self-concept.

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What are the ways to improve one's self-concept?

5.1 Ways to improve one's self-concept

1. Try to know yourself. Assess your strengths, weaknesses, talents and potential.
2. Be honest with yourself and be true to who you are and what you value.
3. Take responsibility for your choices and actions.

4. Love and accept yourself as you are and try to improve and develop any aspects of yourself that you choose.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	Exercise to improve self-concept

6.1 Activity 1- Write a paragraph on yourself about who you are? (This activity will help the students to have a thought on themselves and will develop their self-concept.)

Answer to self-check exercise

1. Cognitive
2. Himself/herself
3. Learned
4. Self-worth, self-esteem

7.0 Tips for Resource Person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Suitable videos according to the student's level are recommended to be used on the ways to improve one's self-concept.
- Proper description of the activity to the students.

8.0 Reference material for further learning:

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Unit- 2

Topic- SELF-ESTEEM

1.0 Introduction:

Self-belief means belief or having confidence in oneself. Self-esteem is one of the important aspects of self-belief which need to be developed in the students because without confidence in one self an individual can't do a task properly and progress in his life.

2.0 Learning outcome of the session:

After transaction of the session the students will be able to-

1. Know the importance of self esteem in one's life.
2. Enhance self esteem.

3.0 Transactional Part:

Sl. No.	Sessions	Method
1.	Concept of Self-esteem	Discussion method
2.	Testing students' self-esteem	Self evaluation
3.	Factors affecting self-esteem	Interaction with students, Discussion method
4.	How to enhance self-esteem	Activity based (writing down 5 strength and 5 weakness)
5.	Movie Screening (English Vinglish)	Observation method
6.	Participants session/Feedback	Interactive session

4.0 Session 1-

Key learning points:

Sl. No.	Learning Points
4.1	What is self-esteem?
4.2	What is the importance of self-esteem?
4.3	What are the characteristics of a healthy self-esteem person?

4.1 Self-esteem

- ❖ Self-esteem is
 - ✓ The affective dimension of self-concept.
 - ✓ The feelings we have about who we believe ourselves to be.
 - ✓ A way of thinking, feeling and acting that implies that you accept, respect and believe in yourself.
 - ✓ To believe in yourself means that you feel you deserve to have the good things in life. It also means that you have confidence that you can make choices and take actions that will have a positive effect on your life.
 - ✓ A person's overall sense of self-worth or personal value. It needs to come from within and not to be dependent on external sources such as material possessions, your status or approval from others.
- ❖ When you accept yourself, you are okay with both the good and not so good things about yourself.
- ❖ When you respect yourself, you treat yourself well in much the same way you would treat someone else you respect.
- ❖ Self-esteem may be high (positive) or low (negative); that is a general approval or disapproval of who we think we are.
- ❖ Self-esteem doesn't mean you think you are better or more important than other people are, it means that you respect and value yourself as much as other people.

4.2 Importance of self-esteem

- ❖ Self-esteem is crucial and is a cornerstone of a positive attitude towards living.
- ❖ It plays a significant role in one's motivation and success throughout one's life.
- ❖ It is very important because it affects how you think, act and even how you relate to other people.

- ❖ It allows you to live life to your potential.
- ❖ Low self-esteem means poor confidence and that also causes a negative thought which means that you are likely to give up easily rather than facing challenges. It may hold one back from succeeding at school or work because one don't believe oneself to be capable of success.
- ❖ By contrast, having a healthy self-esteem can help one achieve because one navigate life with a positive, assertive attitude and believe that they can accomplish their goals.

4.3 Characteristics of a healthy self-esteem person

1. Confident
2. Ability to say no
3. Positive outlook
4. Ability to see overall strengths and weaknesses and accept them
5. Negative experiences don't impact overall perspective
6. Ability to express one's need

Self-check Exercise 1

Fill in the blank

1. Self-esteem is the _____ dimension of self-concept.
2. Self-esteem is a person's overall sense of _____ or _____.
3. Self-esteem is crucial and is a cornerstone of a _____ towards living.

Tick the wrong answer

1. Characteristics of self-esteem are-
 - a. Believe in oneself
 - b. Confident
 - c. Not sure about one's ability
 - d. Positive attitude

5.0 Session 2-

Key learning points:

Sl. No.	Learning Points
5.1	What is the importance of self-evaluation?

5.1 Activity 1- the instructor will conduct a small test on self-esteem with the help of a Self-esteem questionnaire which will be evaluated by the students themselves which ultimately will help them to know their level of self-esteem. This will act as self-introspection for these students in reference to their self-esteem and will develop an urge to increase its level.

6.0 Session 3-

Key learning points:

Sl. No.	Learning Points
6.1	What are the factors affecting self-esteem?
6.2	What are the ways to enhance one's self-esteem?

6.1 Factors affecting Self-esteem

When you have low self-esteem, you are at a higher risk of not fulfilling your real potential. Numerous factors can influence your self-esteem. Some of them are as follows-

1. The Media- Our complete obsession with the media whether its social media, television or print ads contributes to the widespread self-esteem issues that our society faces. The instant access to social media is especially damaging to young minds with the constant pressure to look and act like public figures, celebrities and their peers.
2. Friends and family- The people that you spend time around have a considerable influence on your self-esteem. Your friends can help you build your self-confidence, self image and self respect or they can bring it down. Same way family can also positively or negatively affect your self-esteem. Feelings of

inadequacy when it comes to providing for your family can contribute to low self-esteem while working together as a family and building one another up can contribute to a healthy self-esteem.

3. Work environment- Majority of your time is spent at school or at work. The environment tends to influence every aspect of your life, including your self-esteem. If you have a stressful and overly demanding position, it can often contribute to low self-esteem. Working in an encouraging and productive environment can have a positive influence on your self-esteem and can help you grow stronger.
4. Fear- Fear has the power to make our dreams a reality or completely stop us in our tracks. When you head towards a goal you may find that your mind is producing false evidence that will seem real but that can easily blow you off.
5. Chasing other people's definition of happiness- Waiting around for someone else to make you happy is the best way to be sad. Happiness is a very personal thing and will power your self-belief. If you are aligning yourself to someone else's ideas of happiness for you or themselves you may find yourself losing sight of what it is that actually makes you happy and this can erode your self-belief and confidence.
6. Attitudes of adults towards the growing infant and child.
7. Emotionally disastrous experience of the individual considered as threat to self which affects his stability.

6.2 Ways to enhance one's self-esteem

1. Celebrate the small stuff- Celebrating the small victories is a great way to build confidence and start feeling better about you.
2. Focus on what you can change- It's easy to get hung up on all the things that are out of your control but it won't achieve much. Instead try to focus your energy on identifying the things that are within your control and seeing what you can do about them.
3. Avoid comparing yourself with others- Accept yourself as you are and stop comparing with others. Comparisons only lead to negative self-talk which leads to anxiety and stress. Just because someone else appears happy on social media or even in person doesn't mean they are happy in real sense.

4. Recognize your strength- Albert Einstein said- “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”. We all have our strengths and weaknesses. Someone may be a brilliant musician but a dreadful cook. Neither quality defines their core worth. Recognize what your strengths are and the feelings of confidence they engender, especially in times of doubt. It’s easy to make generalizations when you mess up or fail at something but reminding yourself of the ways you rock offers a more realistic perspective of yourself.
5. Exercise- It is the key to higher self-esteem as well as improved mental health. It organizes your day around self-care. Other forms of self-care such as proper nutrition and sufficient sleep have also been shown to have positive effects on one’s self-perception.
6. Forgiveness- By holding on to feelings of bitterness, we keep ourselves stuck in a cycle of negativity. Forgiving others connects us with our innate loving nature and promotes an acceptance of people, despite our flaws which ultimately enhance our self-esteem.
7. Remember that you are not your circumstances- Learning to differentiate between your circumstances and who you are is key to self-worth. Recognizing inner worth, and loving one’s imperfect self, provides the secure foundation for growth as said by Schiraldi. We are all born with infinite potential and equal worth as human beings. That we are anything less is a false belief that we have learned over time. Therefore with hard work and self-compassion, self-destructive thoughts and beliefs can be unlearned.

Self-check exercise 2

Tick the inappropriate answer

1. Ways to enhance one’s self-esteem are-
 - a. Compare yourself with others
 - b. Recognize your strength and weaknesses
 - c. Celebrate small victories
 - d. Forgiveness

7.0 Session 4-

Key learning points:

Sl. No.	Learning Points
7.1	Enhancing student's self-esteem

7.1 Activity 1- Write down five each of your strength and weakness. (In this session one activity will be conducted to enhance their self-esteem that is writing in sheet 5 strength and 5 weaknesses each and reading them loud without any hesitation in front of the class and the instructor will discuss how to overcome their fears and converting weakness into strength. This activity will increase their level of confidence.)

8.0 Session 5-

Key learning points:

Sl. No.	Learning Points
8.1	Building confidence in oneself

8.1 Activity 3- In this session, the instructor will show the students a movie- English Vinglish to build their self confidence. And will ask the students to note down the points they have understood from the movie and will discuss on it.

Answer key to self-check exercise 1

1. Affective
2. Self worth, personal value
3. Positive attitude
4. Not sure about one's ability

Answer key to self-check exercise 2

1. Compare yourself with others

9.0 Tips for Resource person for transaction:

- Resource person should groom oneself in a presentable way.
- Use of Moderate language according to the understanding level of the students.
- Proper instruction should be given before filling up the statements of the self-esteem scale along with its scoring.

10.0 Reference Material for further learning:

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Appendix-B

ACADEMIC RESILIENCE SCALE

Academic Resilience Scale (ARS-BMSY)

একাডেমিক স্থিতিস্থাপকতা স্কেল

(English and Assamese Version)

Munmi Borah

&

Dr. Yeasmin Sultana

Please fill in these entries (তলৰ বিৱৰণী পূৰণ কৰা) :-

Name-	Date-
Gender- Male/Female	Class -
School -	Home Address-
Parent's educational qualification (Father- Mother-)	
Parent's occupation-	

INSTRUCTIONS (নিৰ্দেশনা)

On the following pages 40 statements regarding your academic resilience have been given. Read each statement carefully and decide your response of agreement or disagreement on five-point alternatives i.e. - **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree** and put a tick ✓/mark in the appropriate alternative box which is close to your response.

Please do attempt to all 40 statements. There is no right or wrong answer. Your answer will not influence your examination result. **Your answers will be kept confidential.**

পাছৰ পৃষ্ঠাত একাডেমিক স্থিতিস্থাপকতা সম্পৰ্কে 40 টা বিবৃতি দিয়া হৈছে। প্রতিটো বিবৃতি মনোযোগেৰে পঢ়ি পাঁচটা বিকল্পৰ ভিতৰত এটাত (✓) এই চিন দি নিজৰ সঁহাৰি প্ৰকাশ কৰা। (পাঁচ টা বিকল্প হৈছে- দৃঢ়ভাৱে সন্মত, সন্মত, অমীমাংসিত, অসন্মত আৰু দৃঢ়ভাৱে অসন্মত)

অনুগ্রহ কৰি সকলো 40 টা বিবৃতিৰ চেষ্টা কৰাতো বাধ্যতামূলক। ইয়াৰ কোনো শুদ্ধ বা ভুল উত্তৰ নাই। তোমাৰ উত্তৰে তোমাৰ পৰীক্ষাৰ ফলাফল প্ৰভাৱিত নকৰে। আৰু ইয়াক গোপনীয় হিচাপে ৰখা হ'ব গতিকে মুক্তভাৱে সঁহাৰি দিবলৈ চেষ্টা কৰিবা।

Sl. No. ক্রমিক সংখ্যা	Statements বিবৃতি	Strongly Agree দৃঢ়ভাৱে সন্মত	Agree সন্মত	Undecided অমীমাংসিত	Disagree অসন্মত	Strongly Disagree দৃঢ়ভাৱে অসন্মত	Score নম্বৰ
1.	I know the goal of my life and try my best to achieve it. মই মোৰ জীৱনৰ লক্ষ্য কি হয় জানো আৰু সেই লক্ষ্যত উপনীত হবলৈ অলেখ চেষ্টা কৰো।						
2.	I am confident in whatever I do. মই যি কৰো তাৰ ওপৰত মোৰ বিশ্বাস আছে।						
3.	I can grasp the idea very quickly. মই অতি সোনকালে ধাৰণা এটা আয়ত্ব কৰিব পাৰো।						
4.	I go through the topic to be taught in the class for better understanding and clearer insight. মই শ্ৰেণীকোঠাত পঢ়াবলগীয়া বিষয়টো						

	আগতিয়াকৈ পঢ়ো যাতে মই ভালদৰে বিষয়বস্তু বুজি পাওঁ।						
5.	I study only to get good marks. মই অকল ভাল নম্বৰ পাবলৈহে অধ্যয়ন কৰোঁ।						
6.	When I fail I feel worthless. মই অসফল হলে নিজকে মূল্যহীন যেন অনুভৱ হয়।						
7.	I don't like to concentrate in the class. মোৰ ক্লাছত মনযোগ দিবলৈ মন নাযায়।						
8.	I try to memorise everything taught by the teacher to appear the exam. পৰীক্ষাত অৱতীৰ্ণ হবলৈ মই শিক্ষকে পঢ়োৱা সকলো বিষয় মনত ৰাখিবলৈ চেষ্টা কৰোঁ।						
9.	I do my work sincerely. মই মোৰ কামবোৰ নিষ্ঠাৰে কৰোঁ।						
10.	I am able to adjust in any						

	situation. মই যিকোনো পৰিস্থিতিতে খাপ খাব পাৰো।						
11.	I can answer all the questions asked by the teacher. মই শিক্ষকে সোধা সকলো প্ৰশ্নৰ উত্তৰ দিব পাৰো।						
12.	I write down the questions that come to my mind during the class session. ক্লাছ চলি থকা সময়ত যিবোৰ প্ৰশ্ন মোৰ মনত উদয় হয়, মই লিখি থৈ দিওঁ।						
13.	I like to interact with the teacher. মই শিক্ষকসকলৰ লগত ভাব বিনিময় কৰি ভাল পাওঁ।						
14.	I study only to pass in the examination. মই অকল পৰিক্ষাত উত্তীৰ্ণ হ'বলৈ পঢ়ো।						
15.	I fully depend on rote learning. মই সম্পূৰ্ণৰূপে মুখস্থ বিদ্যাত নিৰ্ভৰ কৰোঁ।						

16.	Much thinking leads to headache. বেছি ভাবিলে মোৰ বিষ হয়।						
17.	I can't make friends easily. মই সহজে বন্ধু বনাব নোৱাৰো।						
18.	I have a proper study habit. মোৰ অধ্যয়ন কৰাৰ এক সঠিক অভ্যাস আছে।						
19.	I study for gaining knowledge. মই জ্ঞান আহৰণ কৰিবলৈ অধ্যয়ন কৰোঁ।						
20.	After learning a topic or theory I try to reflect on it as how it could be applied practically. কোনোবা এটা বিষয় বা তত্ত্ব শিকাৰ পাছত মই চেষ্টা কৰোঁ যে ইয়াক ব্যৱহাৰিক ভাৱে কেনেকৈ প্ৰয়োগ কৰিব পাৰি।						
21.	I discuss with my friends to clear my confusion. মই মোৰ						

	<p>দোমোজাসমূহ আঁতৰাবলৈ বন্ধুবৰ্গৰ লগত আলোচনা কৰোঁ।</p>						
22.	<p>I can only do group activities with students whom I know. দলীয় কামবোৰ মই মোৰ চিনাকী ছাত্ৰ- ছাত্ৰীৰ লগতহে কৰিব পাৰোঁ।</p>						
23.	<p>I prepare my own time table for study. মই মোৰ নিজৰ পঢ়াৰ সময়-সূচী নিজে প্ৰস্তুত কৰোঁ।</p>						
24.	<p>I try to be clear in all the concepts taught in the class. ক্লাছত পঢ়োৱা সকলো বিষয় মই খৰচি মাৰি বুজিবলৈ চেষ্টা কৰোঁ।</p>						
25.	<p>Whatever I learn in the class I try to use it in my real life situation. মই ক্লাছত যিয়েই শিকো বাস্তৱ জীৱনৰ পৰিস্থিতিৰ লগত ব্যৱহাৰ কৰিবলৈ চেষ্টা</p>						

	কৰোঁ।						
26.	I employ various strategies to approach a problem. মই সমস্যা এটাৰ সন্মুখীন হ'বলৈ বিভিন্ন কৌশল উপযোগ কৰোঁ।						
27.	I don't breakdown easily. মই সহজে মানসিক ভাৰসাম্য নেহেৰাও।						
28.	I never do my home work on time. মই ঘৰত কৰিবলৈ দিয়া কাম কেতিয়াও সময়মতে নকৰোঁ।						
29.	I clear my doubts in the class by discussing with my friends and teachers. মই মোৰ বন্ধুবৰ্গ আৰু শিক্ষকসকলৰ লগত আলোচনা কৰি নিজৰ সন্দেহবোৰ দূৰ কৰোঁ।						
30.	I can do my school work without any help. মই মোৰ স্কুলৰ						

	কামখিনি কাৰো সহায় নোলোৱাকৈ কৰিব পাৰো।						
31.	I try to solve a problem on my own. মই মোৰ সমস্যাবোৰ নিজে সমাধান কৰিবলৈ চেষ্টা কৰোঁ।						
32.	I always try to find out the reason how and why things are happening. ঘটনাসমূহ কিয় আৰু কেনেকৈ হয় তাৰ কাৰণসমূহ মই বিচাৰিবলৈ চেষ্টা কৰোঁ।						
33.	I don't let study stress intervene in achieving my academic targets. মই মোৰ পঢ়াৰ চাপক মোৰ লক্ষ্যত উপনীত হোৱাৰ পথত বাধা হ'বলৈ নিদিওঁ।						
34.	I participate in various competitions held in our school. মই স্কুলত অনুষ্ঠিত হোৱা বিভিন্ন						

	প্রতিযোগিতাত অংশগ্রহণ করোঁ।						
35.	I am always optimistic that I will achieve my goal. মই সদায় আশাবাদী যে মোৰ লক্ষ্যত উপনীত হ'ব পাৰিম।						
36.	I view problems as challenges. মই সমস্যাবোৰক প্রত্যাহ্বান হিচাপে গনিত করোঁ।						
37.	I am eager to learn new knowledge. মই নতুন জ্ঞান আহৰণ কৰিবলৈ আগ্রহী।						
38.	I think positively and try to find a way to eventually feel better in a challenging situation. মই ধনাত্মকভাৱে চিন্তা কৰোঁ যাতে যিকোনো প্রত্যাহ্বানমূলক পৰিস্থিতিত মই ভাল অনুভৱ কৰোঁ।						
39.	I like to go to school every day. মই সদায় স্কুল গৈ						

	ভাল পাওঁ।						
40.	In a stressful situation at school, I try to remain calm. স্কুলৰ যিকোনো কঠিন পৰিস্থিতিত মই নিজকে শান্ত ৰাখিবলৈ চেষ্টা কৰোঁ।						

Appendix- C

Permission letter for conducting the experiment



DEPARTMENT OF EDUCATION TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)
Napaam, Tezpur - 784 028
District: Sonitpur, Assam, India

Phone: (03712) 275651
Fax : (03712) 275650
e-mail: hod_edu@tezu.ernet.in

F.No. 6/6-5/2018/Noti/214

Dated: 03/03/2020



TO WHOM IT MAY CONCERN

This is to certify that Ms. Munmi Borah, Research Scholar of Department of Education, Tezpur University is doing her Ph.D under the guidance of Dr. Yeasmin Sultana, Assistant Professor, TU. Her title for the research is "Effectiveness of Intervention Program in Fostering Academic Resilience among Secondary Level Students of Flood Affected Areas in Assam. For her research work, she needs to conduct a survey in Secondary Schools of Majuli district, Assam. Thus we are kindly requesting your esteemed faculties/principal to kindly allow her to collect the necessary data for the purpose of her research work.

Permission granted
Abul
Headmaster / Secretary
Shelek Janajati High School
P.O. Kamajuri, Majuli

03/03/2020
(Prof. Nil Ratan Roy)

Head

Department of Education

Tezpur University

Appendix- D

Certificate from the school after completion of the experiment



CERTIFICATE

This is to certify that **Miss Munmi Borah**, Research Scholar in the Department of Education, Tezpur University, Assam has completed her **Field Work** in **Chelek Janajati High School, Majuli, Assam** for the partial fulfilment of Degree of Doctor of Philosophy in Education. In accordance to her work entitled **Effectiveness of Intervention Program in Fostering Academic Resilience of Secondary Level Students of Flood Affected Areas in Assam**, she has completed her 3 months **Intervention Program** from 1st October 2020 to 31st December 2020.

She bears good moral character and her teaching found to be quite useful. As a head of the institution, I feel happy to find her working on such topic. Her contribution for our students is highly commendable.

Wish her good luck in all her future endeavours.

Name: *Snei Deben Borah*

Place: *Chelek Janajati H/s.*

(Signature)

Headmaster

Headmaster / Secretary
Chelek Janajati High School
P. O. Kamalpur, Majuli,
Majuli, Assam

Appendix- E

Permission letter for data collection



DEPARTMENT OF EDUCATION TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)
Napaam, Tezpur - 784 028
District: Sonitpur, Assam, India

Phone: (03712) 275651
Fax : (03712) 275650
e-mail: hod_edu@tezu.ernet.in

F.No. 6/6-5/2018/Noti/214

Dated: 03/03/2020

TO WHOM IT MAY CONCERN

This is to certify that Ms. Munmi Borah, Research Scholar of Department of Education, Tezpur University is doing her Ph.D under the guidance of Dr. Yeasmin Sultana, Assistant Professor, TU. Her title for the research is "Effectiveness of Intervention Program in Fostering Academic Resilience among Secondary Level Students of Flood Affected Areas in Assam. For her research work, she needs to conduct a survey in Secondary Schools of Majuli district, Assam. Thus we are kindly requesting your esteemed faculties/principal to kindly allow her to collect the necessary data for the purpose of her research work.

permission granted
Monu
Master/Secretary
Malapindha Tribal High School
P.O.: Goal Gaon

Prof. Nil Ratan Roy
03/03/2020

(Prof. Nil Ratan Roy)
Head
Department of Education

Tezpur University
Department of Education
Napaam, Tezpur - 784 028

Appendix- F

Certificate from the control group school after data collection

CERTIFICATE

This is to certify that **Miss Munmi Borah**, Research Scholar in the Department of Education, Tezpur University, Assam has completed her **Field Work** in **Malapindha Tribal High School**, Majuli, Assam for the partial fulfilment of Degree of Doctor of Philosophy in Education. In accordance to her work entitled **Effectiveness of Intervention Program in Fostering Academic Resilience of Secondary Level Students of Flood Affected Areas in Assam**, she has completed her Data Collection process in 1st October 2020 and 31st December 2020.

She bears good moral character. As a head of the institution, I feel happy to find her working on such topic. Her contribution for our students is highly commendable.

Wish her good luck in all her future endeavours.

Name: Binanda Kaman
Place: Majuli

(Signature)
B. Kaman
Headmaster
Malapindha Tribal High School
Majuli, Assam
Headmaster/Secretary
Malapindha Tribal High School
P. O.: Goal Gaon

List of Publications

Journal Publication:

1. Borah, M. and Sultana, Y. (2020). Academic resilience among secondary level rural students: An exploration of Sonitpur District. *Indian Journal of Psychology*, 228-231, ISSN-0019-5553.

Conference papers:

1. Borah, M. and Sultana, Y. (2022). Socio-emotional skills: Enhancing academic resilience among adolescent school students. In *International Seminar cum AIAER Annual Conference on Reconstruction of Education for Sustainable Tomorrow* organized by Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India.
2. Borah, M. and Sultana, Y. (2021). Academic resilience and adolescent students: A study during COVID-19 Pandemic. In *International Online Conference 2021, Enhancing Human Potential "Psychological Insights"*, VOLTAGE'21- 4th Edition, organized by Faculty of Education, Dr. M.G.R. Educational and Research Institute, Chennai. 137-141.