

LIFE SKILLS MEASUREMENT TOOL
(ELEMENTARY STAGE): HINDI

TECHNICAL MANUAL

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Table of Contents

1. Introduction	
1.1 Context Setting: Key Stakeholders.....	5
1.2 Importance of Life Skills.....	6
1.3 Need for Life Skills Measurement Tool in India.....	6
2. Process of Tool Development and Standardisation	
2.1 Formative Stage.....	9
2.2 Summative Stage.....	12
2.3 Pooled Analysis.....	15
2.4 Internal Validity.....	20
2.5 Principal Component Analysis.....	22
2.6 Discriminant and Convergent Validity.....	23
2.7 Final Format of LSMT – E.....	23
3. The Life Skills Measurement Tool (Elementary Stage)	
3.1 Domains of the LSMT – E.....	25
3.2 Format of the LSMT – E.....	26
3.3 Structure of the LSMT – E.....	27
4. Instructions for Administration of LSMT-E	
4.1 Instructions for Administration of the LSMT- E.....	29
5. Instructions and Tables for Grading, Scoring and Interpretation of Results	
5.1 Key for Scoring LSMT - E.....	32
5.2 Norms of Interpreting the Scores from Raw Scores.....	34
Annexure 1: UNICEF Life Skills Framework.....	35
Annexure 2: Factor Loadings for All Items.....	36
Annexure 3: LSMT – E Hindi.....	38
References.....	45



01 | Introduction



1.1 Context Setting: Key Stakeholders

There has been a growing interest to include life skills education within school curriculum in recent years in order to ensure that adolescents gain the required psycho-social competencies required to face day-to-day life situations. The New Education Policy 2020 emphasizes on enabling learners to develop life skills (e.g., communication, resilience, creativity and critical thinking) to encourage logical decision-making and innovation among them (NEP 2020). UNICEF defines “**Life skills**” as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The Comprehensive Life Skills Framework recently developed by UNICEF India (Refer to Annexure 1) defines life skills as a set of abilities, attitudes and experiences that enable individuals to learn to make informed decisions and exercise rights to lead a healthy and productive life and subsequently become change makers (UNICEF, 2018). As per the Middle East and Northern Africa (MENA) framework, life skills learning is a process that applies to cognitive, individual, social and instrumental dimensions.

Young Lives India (YLI) is a research organization, which produces tools and evidence to inform policy and practice. YLI undertook the task of developing a validated life skills measurement tool for adolescents in the age group 11-14 years for UNICEF India, which shall hereinafter be referred to as the “LSMT-E”. The LSMT-E was constructed based on UNICEF’s Comprehensive Life Skills Framework and was developed in Hindi. YLI also developed the measurement indicators including its grading rubrics and interpretation guidelines for the LSMT-E. The LSMT-E has been piloted in five State/s and after several modifications has been finalised to be used in five Hindi speaking State/s of India (Uttar Pradesh, Rajasthan, Jharkhand, Madhya Pradesh and Delhi). This manual has been developed to support Education Department’s use of LSMT-E for assessment of life skills of adolescents in the age group of 11 -14 years, in Grades 6-8.



1.2 Importance of Life Skills

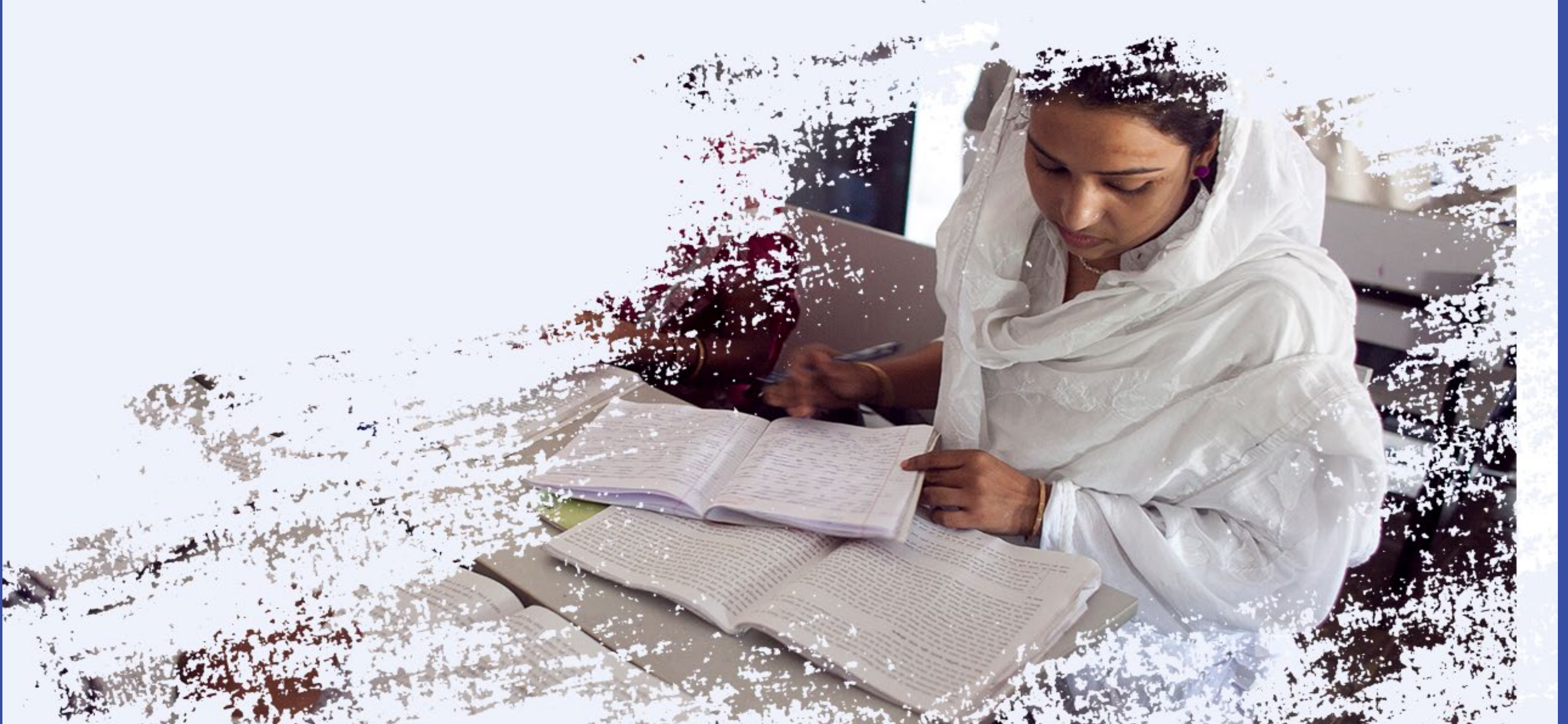
According to the Comprehensive Life Skills Framework published by UNICEF, India is home to more than 253 million adolescents and developing life skills amongst them is critical to addressing the Sustainable Development Goals. UNICEF posits that investing in the world's 1.2 billion adolescents aged 10-19 years could break entrenched cycles of poverty and inequity. Caste, gender, poverty and location continue to pose barriers for a large number of young people to realize their full potential. There is evidence that psychosocial competencies, including resilience, personal agency and self-confidence can help a person move out of poverty and life skills can enable young people to protect themselves from a multitude of vulnerable social environments and risk-taking behaviors. Therefore, young people must be provided the opportunity to gain knowledge and develop relevant values, attitudes and skills that will enable them to participate fully in their society and to continue learning.

1.3 Need for Life Skills Measurement Tool in India

Despite several theoretical frameworks, there are limited tools for life skills measurement, developed and validated both in India and globally. Past research has indicated that there is a lack of comprehensive and systematic assessment tools (Subasree & Nair., 2014). Furthermore, with increasing efforts towards early intervention, the need for a multi-dimensional life skills measure emerges that is applicable to a wide range of adolescents across various contexts. Measurement can help evaluate baseline assessment of life skills for both urban and rural adolescents while also providing post-intervention data about the effectiveness of life skills education programs or modules that are implemented. While some effort has been made to assess life skills in Indian adolescents, even this remains too cumbersome because of the long list of items (Subasree & Nair, 2014). Majority of existing tools are based on self-reporting and treat adolescents as a single population irrespective of age group, urban-rural differences, in school/out of school context and a host of other language as well as socio-economic factors.

Thus, the need for an age-specific, context-friendly life skills tool has emerged for Indian adolescents in the 11-14 years age range. A key challenge is for the developed tool to be valid across different contexts, so that the validity of the tool and its capacity to measure life skills domains remains constant; in spite of slight variations in the different life skills modules being implemented by States. Furthermore, the measurement tool and its administration needed to be designed in such a manner that it could be implemented by Education Departments with minimal effort. To meet this requirement, YLI was therefore given the task to design a tool to measure the prevalence and pattern of life skills in 11-14-year-old adolescents in four Hindi speaking states as well as in Assam.

02 | Process of Tool Development and Standardisation

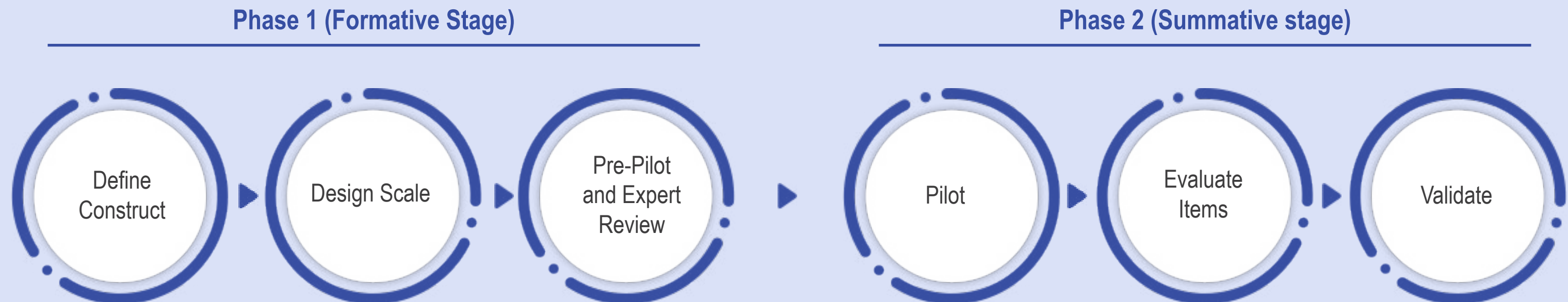


Young Lives India established the validity and reliability of the LSMT-E across two phases as described in Figure 1 below:

- (i) Formative stage, and
- (ii) Summative stage.

FIGURE 1

Process of LSMT-E Tool Development



2.1 Formative Stage

2.1.1 Review of existing tools

A literature review of life skills and related measurement tool/s was conducted from various sources and over a hundred studies were collated, reviewed, short listed and consolidated for their relevance to life skills measurement across the 10 domains identified by UNICEF. Additionally, conceptual, empirical, and tool validation academic papers were reviewed and analysed for project suitability. Relevant studies were elaborated in a data matrix and a minimum of four to five tools were reviewed per life skills domain, with a special focus on those developed for the Indian context.

2.1.2 Developing conceptual frameworks and test specifications

Thereafter, conceptual frameworks were developed for each of the ten domains, wherein the information from various studies were synthesized, domain concepts expanded upon and corroborated with other studies viz-a viz the UNICEF definitions. The YLI team also traced conceptual shifts in published research across the 10 domains and synthesized the studies for each domain. A majority of the tools reviewed were in a self-reporting format. Based on this review, self-reported items were evaluated for their value and applicability to the prescribed population (11-14-year olds) in the Indian context for both in-school and out-of-school adolescents. The scales were also evaluated based on past psychometric information and rigour displayed. Self-report items were problematic as:

- These items could prove to be of significant difficulty for the age group 11-14 because the reviewed and adapted self-report items required higher reading levels, abstract reasoning, and meta cognition,
- These items could involve complex steps in metacognition given that existing tools were rooted in a culturally specific version of the English language, and
- Items were not found appropriate or contextually relevant for this age group and may lead to subjective responses.

As a result, the self-report items were discarded in favour of the vignette¹ format with constructed responses that would be developed by the YLI team.

¹ The dictionary meaning of vignettes is a brief evocative description, account, or episode.

2.1.3 Deciding tool length, format, and exemplars

Several iterations were conducted to determine the appropriate length of the LSMT-E. As items were being developed, a minimum of 10 vignettes were developed for each domain. A minimum of four representative items per domain were selected in order to capture the components of a given life skills domain and at the same time reduce burden for participants. Linguistic equivalence was determined by translating the tool in Hindi and then back translating the tool once again into English. Pursuant to in-depth discussions with the Technical Advisory Group, an innovative format of a storyline with the same character/s across 10 domains was developed, wherein each item measured a particular life skill.



2.1.4 Pre-pilots of LSMT-E

The YLI Team, adopting a process of continuous review, conducted several iterations internally and in consultation with psychometricians and education experts to verify the face and content validity of the LSM Tool. Face validity was ensured by reviewing the appearance and language of each item and whether it was relatable or not, for the 11-14-year olds. Content validity was established through reviewing whether the measure truly captured sub-domains and multiple facets of each domain.

Pursuant to in-depth discussions, two tools with 30 items each were piloted, wherein the first 20 items were common and the last ten differed in two forms, Form A and B. These tools were tested in English in Delhi (Pre-pilot 1) and in Hindi in Uttar Pradesh (Pre-pilot 2).

The Pre-pilot 1 was conducted at a private, English medium school in Delhi with 80 students across Grades 6, 7 and 8. In this pre-pilot phase, students were asked to rank responses on a scale of 1-4.

Once the tool was translated into Hindi, pre-pilot 2 was conducted with 543 students in four schools in Uttar Pradesh (UP) in Classes 6, 7 and 8 with the 30 items Hindi tool. The sample consisted of two semi-urban schools and two rural schools. In this phase, students ticked their most preferred response amongst three given ordinal level responses (1-3).

Feedback was taken from all students who participated as well as from teachers with whom LSMT-E was shared during the two pre-pilots. Feedback questions for students inquired about the clarity of instructions and choice of exemplars, difficulties in reading and comprehension. Free response focus group discussions were also conducted with students leading to a generation of responses. Teacher feedback questions included open-ended questions about clarity of instructions, reading comprehension of items, suitability to diverse student learning curves and individual needs, choice of response format and suitability of the overall tool. All these suggestions were useful in informing the development of LSMT-E.

The data from the pre-pilot/s was then analyzed and through descriptive and interpretative statistics (percentage of correct responses, means, and total range of scores, normal distribution of responses across a domain, item correlations and item analysis), data trends were drawn across students. The culmination of the analyses led to the finalization of the format of the tool.

2.2 Summative Stage

2.2.1 Construct Validity

Young Lives India took up the task of creating a life skills measurement tool and ensuring it had construct validity. Psychometric theorists have increasingly stressed construct validity as the principal criterion for the validation of psychological tests. The construct validity of a test is the extent to which the test may be said to measure a theoretical construct or trait (Anastasi, 1988; Cronbach, 1990). The construct validation process involves an extensive process of experiments and analyses that are highly analogous to the steps necessary to prove a scientific theory. Pulling many pieces of evidence together informed the developers of the life skills measurement tool and final positive results validated the measure and construct simultaneously.

Pilot 1

- Pilot 1 was conducted in August 2019, in two government schools at Gijhor and Mamura in Uttar Pradesh, with 323 children across classes 6, 7 and 8 with all 40 items on the scale. The sample consisted of 166 boys and 157 girls. The sample consisted of 111 students from Grade 6, 99 students from Grade 7, and 113 students from Grade 8. Analysis revealed that the mean score for the sample was 129.6 with a score range of 75 to 147. There was a significant difference in scores between boys and girls with girls getting higher mean scores. There was also significant difference in scores by student's class (6, 7 or 8) with participants from Class 7 and 8 receiving higher scores.
- Factor analysis was conducted for the overall sample using Exploratory Factor Analysis. Two main factors emerged with factor one explaining 50% variance and factor two explaining 12% variance. Items in factor one included questions from the domains of negotiation, participation, communication while items in factor two included those from the domains of participation, problem solving and communication. The KMO test of sampling adequacy in this pilot sample was 0.78 indicating a sufficiently large sample for factor analysis.
- The graded response model was used to assess the difficulty and discrimination of the items. The results indicated that most of the items were difficult and non-discriminating.
- Item wise graphs indicated that data was not normally distributed for most items within specific domains.
- Low intra correlations within domains still appeared, indicating a need for greater convergence and standardization between items in one particular domain. Domains with low inter-item convergence were reviewed and responses modified for the next pilot. Items were also modified based on the overall analysis mentioned above and the tool was modified for the next pilot.

Pilot 2

Pilot 2 was conducted in August 2019 in government schools at Sheopur and Barwani in Madhya Pradesh (MP). The pilot covered two blocks in each district and two schools per block (one urban and one rural) with 462 children across Grades 6, 7 and 8. The sample consisted of 244 boys and 217 girls, with 134 students from Grade 6, 159 students from Grade 7, and 169 students from Grade 8.

- Analysis revealed that the mean score for the sample was 120.8 with a score range of 87 to 145. There was a significant difference in scores between the two districts with significantly higher scores in the Barwani district.
- There was a significant difference in mean scores among boys and girls with girls getting higher mean scores. There was also significant difference in scores by student's Grade (6, 7 or 8) with highest mean score in Class 8.
- A greater spread across response options indicated that data was normally distributed.
- Correlations between items and the overall scale were analysed and those with poor item- test relationship were modified or dropped.
- Factor analysis was conducted for the overall sample using Exploratory Factor Analysis. Two main factors emerged with factor one explaining 42% variance and factor two explaining 14% variance. Items in factor one included questions from the domains of critical thinking, decision making, resilience, self-awareness, empathy, participation and communication, while items in factor two included those from the domains of negotiation and self-awareness.
- The graded response model was used to assess the difficulty and discrimination of the items. The results indicated that most of the items were still difficult and non- discriminating.
- Few low intra correlations within domains still appeared indicating the need for greater convergence, although correlations between domains were found to be sufficient for divergence.

The tool was therefore revised to accommodate the findings from the pilot.

Pilot 3

Pilot 3 was conducted in September 2019 in two districts of Rajasthan, Barmer and Dungarpur. Two blocks in each district and two government schools per block (one urban and one rural) were covered. A conscious effort was made to obtain a balanced gender sample. Data was collected from 405 students of which 181 were boys and 222 were girls. The sample consisted of 136 students from Grade 6, 130 students from Grade 7, and 138 students from Grade 8.

- Analysis revealed that the mean score for the overall sample was 121 with a range of 85 to 148. There were no significant differences in scores by district, gender or student's grades (6, 7 or 8). However, there were significant differences by block within the two districts.
- The graded response model was used to assess the difficulty and discrimination of the items. The results indicated that most of the items were still difficult and non-discriminating.
- Correlations between items on each domain were evaluated and found to be low in some domains such as critical thinking, self-awareness, empathy and creativity. Overall correlations between domains was 0.2 to 0.4. This correlation analysis led to a hypothesis that domains could be clustered and organized in a more cohesive way.
- As a result, factor analysis was conducted for the overall sample using Exploratory Factor Analysis. Two main factors emerged. One factor explained 44% of the total variance while the other explained about 15% of the variance.

As before, the tool was revised once again to address the findings from the psychometric analysis, before undertaking the next pilot.

Pilot 4

Pilot 4 was conducted in September 2019 in Uttar Pradesh government schools (at Gijhor and Mamura). Data was collected from 247 children of which 127 were boys and 120 were girls. Out of these 108 children were from Grade 6, 63 from Grade 7, and 76 from Grade 8.

- Analysis revealed that the mean score for the overall sample was 135.2 with a range of 84 to 153. There was no significant difference in scores by gender but significant differences in the mean scores were found by student's grade (6, 7 or 8) and blocks. It was found that the lowest mean scores were observed for class 6. Also, the mean scores of students were higher in Mamura block in comparison to Gijhor block.
- The Findlay's Index was used to identify items which differentiate or discriminate well between those who score high on the test and those who score low on the test. Two items with weak discriminating power were found.
- The graded response model was used to assess the difficulty and discrimination of the items. The results indicated that most of the items were still difficult and non-discriminating.
- Overall correlations between domains was 0.2 to 0.5. This correlation analysis led to domains being clustered and organized in a more cohesive way.
- As a result, factor analysis was conducted for the overall sample using Exploratory Factor Analysis. Three main factors emerged. One factor explained 47% of the total variance while the other two explained about 10% and 9% of the variance. The KMO test of sampling adequacy in this pilot sample was 0.77 indicating adequate sample for factor analysis.
- The reliability analysis yielded Cronbach Alpha of 0.84. Domain wise confirmatory factor analysis was conducted, and it was found that discriminant validity was achieved.

2.3 Pooled Analysis

2.3.1 Combined Analysis- Delhi, Uttar Pradesh (U.P.) and Jharkhand

The LSM-E Tool has been developed in Hindi and Assamese through a rigorous process of piloting, analysis, revision of tool, capacity building of state officials to collect data and the final state pilots. Two pilots were conducted in Noida District in Uttar Pradesh, followed by a pilot in Sheopur and Barwani districts of Madhya Pradesh and a pilot in Barmer and Dungarpur Districts of Rajasthan. This was followed by another pilot in Noida District in Uttar Pradesh. These pilots helped in revising the tool to make it both reliable and valid. After the tool was finalized state pilot was conducted in Delhi and data was collected from 456 in-school girls and boys across Grades 6, 7 and 8.

After this, capacity building workshop/s were held in Lucknow, Uttar Pradesh (UP) on 17-18 February 2020 and in Ranchi, Jharkhand on 12-13 March 2020 to equip Education Department functionaries in life skills measurement and data collection using the LSM-E Tool in upper primary schools. The sample from each of the state/s was 456 from Delhi, 675 from Uttar Pradesh and 736 from Jharkhand. A final analysis of the data collected from Delhi UP and Jharkhand yielded a combined sample of 1867 students consisting of 860 boys and 1007 girls. The sample consisted of 660 students from Grade 6, 628 from Grade 7 and 578 from Grade 8 (Refer to Table 1).

Table 1: Final Sample

Grades	6				7				8				Total	
	Boys		Girls		Boys		Girls		Boys		Girls		N	%
Gender	N	%	N	%	N	%	N	%	N	%	N	%		
Delhi	77	24%	84	24%	61	22%	82	24%	66	25%	86	27%	456	24%
Uttar Pradesh	123	39%	124	36%	109	39%	122	35%	92	35%	105	33%	675	36%
Jharkhand	117	37%	135	39%	112	40%	142	41%	103	39%	127	40%	736	39%
Total	317	100%	343	100%	282	100%	346	100%	261	100%	318	100%	1867	100%

To validate the tool, the first step was to test the validity of 10 life-skills, using content validity test. In the content validity test, the cognitive and inter-personal domains came out strong, however the personal domain had a weak life-skill - self-awareness. Table 2 provides the output of the content validity test. The alpha in Table 2 is the threshold level of Cronbach's alpha for each domain. 'H' in Table 2 defines the threshold for Loevinger's H coefficient. 'Hj_min' is the minimal Hj coefficient for an item in the domain. If the minimal Loevinger's Hj coefficient is less than the 'H', then it is displayed as red. According to the analysis, each life-skill in the personal domain required a value (H) of 0.38, but the value of Hj_min for self-awareness was only 0.27, which is less than the required value (H). The remaining nine life skills met the required value, within their respective domains.

Table 2: Content Validity

Domains	n	alpha	H	Hj_min
Cognitive	1867	0.69	0.43	0.41
Personal	1867	0.7	0.38	0.27 (self-awareness)
Inter-personal	1867	0.66	0.4	0.39



The self-awareness life skill within the personal domain was therefore dropped, resulting in a total of nine life skills instead of ten in the final life skills framework (Figure 2). Hence, further analysis considers only 36 items for the nine life skills spread across the three domains.

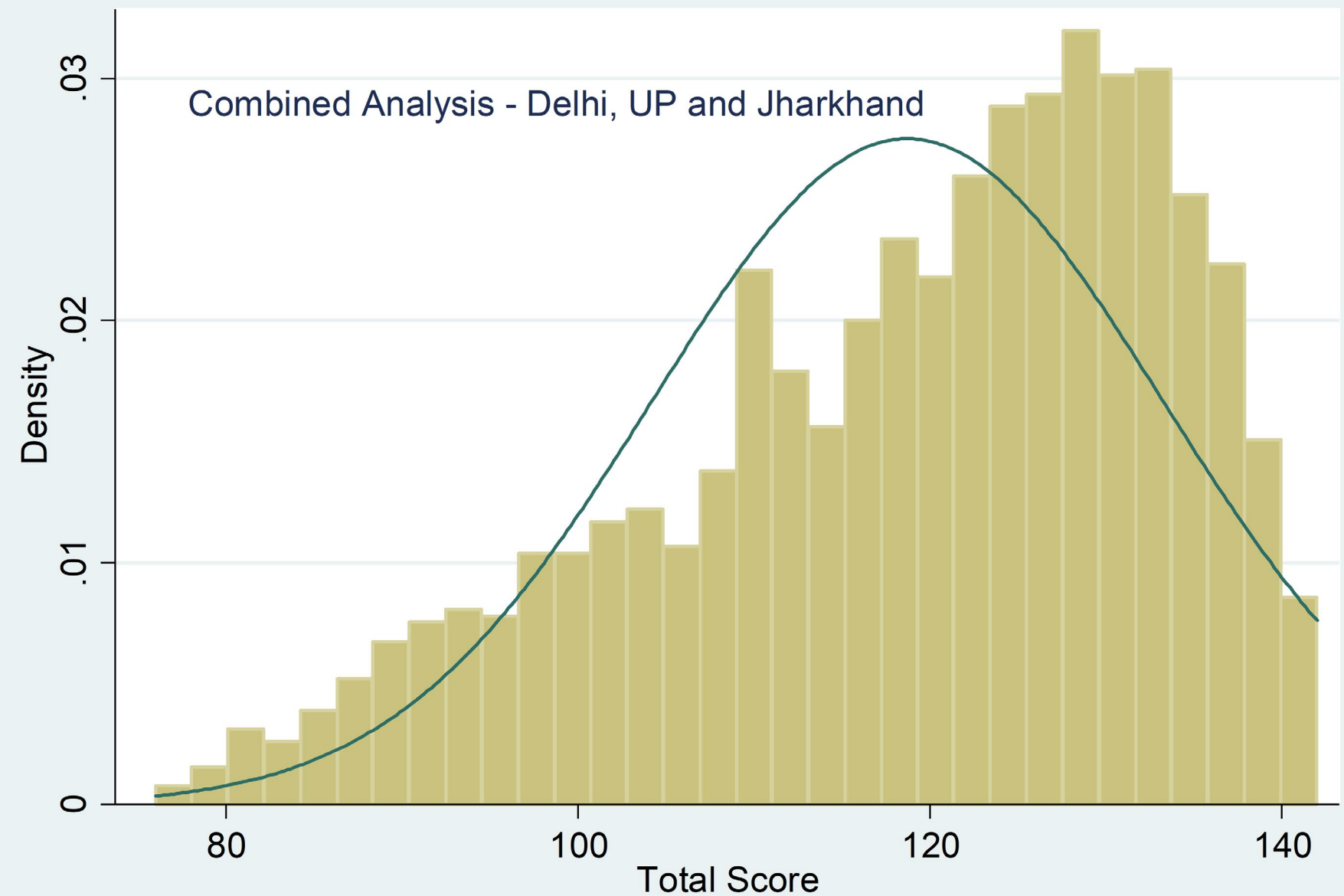
LIFE SKILLS FRAMEWORK



Figure 2: Life Skills Framework in LSMT-E

The mean, standard deviation, skewness, kurtosis and median of the combined analysis shows that the mean is 118.7 for the sample of 1867 (Table 3). Also, the standard deviation, at 14.5, is not very high, and maximum scores are falling within the range of two standard deviation from the mean. The minimum and maximum scores are 76 and 142, respectively. The combined analysis is showing nearly normal distribution (Figure 3). There are significant differences in test scores between girls and boys with girls scoring more than boys. Also, there is significant difference in scores between grades 6 and 7 as well as grades 7 and 8 with life skills scores increasing with grade. Students from rural areas scored more than students from urban areas and there is significant difference in scores between rural and urban areas.

Figure 3: Distribution of Scores



W

Table 3: Descriptive Statistics of Combined Analysis

	Place	Sample size	Mean	Standard Deviation	Minimum	Maximum	Skewness	Kurtosis	Median
Combined	Delhi, UP and Jharkhand	1867	118.73	14.50	76	142	-0.67	2.62	122
Area/Sector	Rural	945	119.56	14.14	77	142	-0.71	2.76	122

	Place	Sample size	Mean	Standard Deviation	Minimum	Maximum	Skewness	Kurtosis	Median
	Urban	922	117.89	14.83	76	142	-0.63	2.48	121
Gender	Girl	1007	121.35	13.95	77	142	-0.89	3.03	125
	Boy	860	115.66	14.55	76	142	-0.48	2.41	117
Grade	6	660	116.90	14.42	77	142	-0.58	2.57	120
	7	628	118.78	14.63	80	142	-0.65	2.48	122
	8	579	120.77	14.21	76	142	-0.85	2.97	124
Age	11 yrs old	226	116.87	13.94	80	139	-0.62	2.68	119
	12 yrs old	509	117.42	14.82	77	141	-0.57	2.45	120
	13 yrs old	603	119.97	14.32	79	142	-0.72	2.66	123
	14 yrs old	521	119.38	14.53	76	142	-0.76	2.79	123

2.4 Internal Validity

The items were examined carefully for their contribution to overall internal consistency. Correlations between items on each domain were evaluated and found to be low in some life -skills such as critical thinking, problem solving, negotiation, and communication. Overall, correlations between the nine life skills is 0.2 to 0.5 and, 0.7 between the three domains namely cognitive, personal and inter-personal. Correlations of each item in a domain were calculated from the item-test correlations. Cronbach alpha and Split half reliability were conducted for internal consistency and reliability test. The reliability of the tool was evaluated by Cronbach's alpha coefficient in the summative phase for combined analysis of three State/s namely, Delhi, UP and Jharkhand is 0.87. This indicates that the tool is consistently reliable and has a good internal consistency.

The reliability of the tool was evaluated by Cronbach's alpha coefficient in the summative phase and stands at 0.87 for the combined analysis of data from the three Hindi speaking State/s of Delhi, UP and Jharkhand. This indicates that the tool is consistently reliable and has a good internal consistency.

Table 4: Item Test Correlations

	Item Test Correlation		Item Test Correlation		Item Test Correlation		Item Test Correlation
Negotiation Item 1	0.29	Creativity Item 2	0.45	Empathy Item 3	0.44	Participation Item 4	0.58
Critical thinking Item 1	0.33	Communication Item 2	0.44	Communication Item 3	0.39	Negotiation Item 4	0.47
Creativity Item 1	0.40	Resilience Item 2	0.49	Participation Item 3	0.43	Critical thinking Item 4	0.45
Problem Solving Item 1	0.38	Negotiation Item 2	0.48	Critical thinking Item 2	0.37	Empathy Item 4	0.54
Empathy Item 1	0.33	Problem Solving Item 2	0.36	Critical thinking Item 3	0.43	Resilience Item 4	0.51
Communication Item 1	0.34	Empathy Item 2	0.40	Negotiation Item 3	0.36	Problem Solving Item 4	0.41
Decision Making Item 1	0.47	Problem Solving Item 3	0.40	Decision Making Item 3	0.52	Decision Making Item 4	0.43
Resilience Item 1	0.52	Participation Item 2	0.51	Resilience Item 3	0.40	Communication Item 4	0.48
Participation Item 1	0.35	Decision Making Item 2	0.45	Creativity Item 3	0.47	Creativity Item 4	0.41

Table 4 provides item test correlations. Each life-skill consists of 4 items. All items under each life skill, having item-test correlation of value less than 0.3, were considered as weak items and re-considered in the revisions. Only Negotiation item 1 has an item-test correlation equal to 0.3, while the rest of the items revealed values above 0.3.

Both, exploratory factor analysis and principal component analysis were conducted. One main factor emerged in this analysis, with factor one explaining 89% variance in case of exploratory factor analysis. Further results are based on principal component analysis.



2.5 Principal Component Analysis

Principal component analysis was conducted for the combined analysis. Nine factors were found to be explaining the variation in the items with eigenvalue more than 1 (Figure 4).

The first factor explained maximum variation, of 43.22%, and the other factors, i.e. second to ninth explained 8.19% - 6.43% of the variation in the items (Figure 5). The scree plot depicts the eigenvalues for 9 factors derived from analysis. Principal component analysis shows that the factors are not correlated with each other.

Further, the KMO test of sampling adequacy in this pilot sample was 0.94, indicating appropriateness of the sample for the principal component analysis to measure the items efficiently. Annexure 2 (Table 1) provides details of the factor loadings for each item. The items that were found to load high on different factors are marked in bold.

Figure 4: Scree Plot

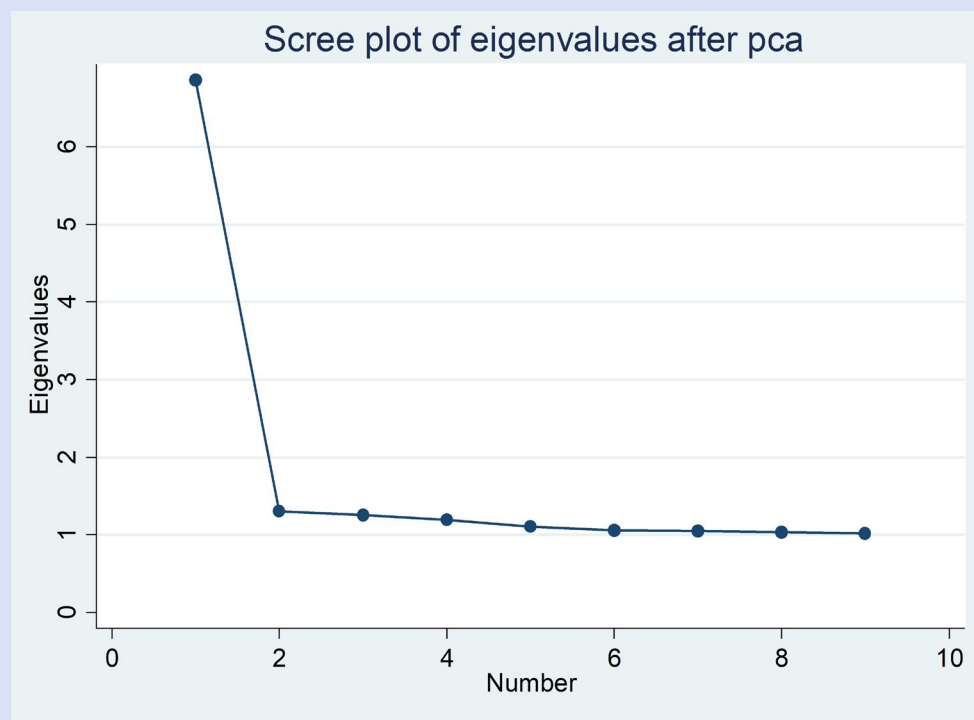
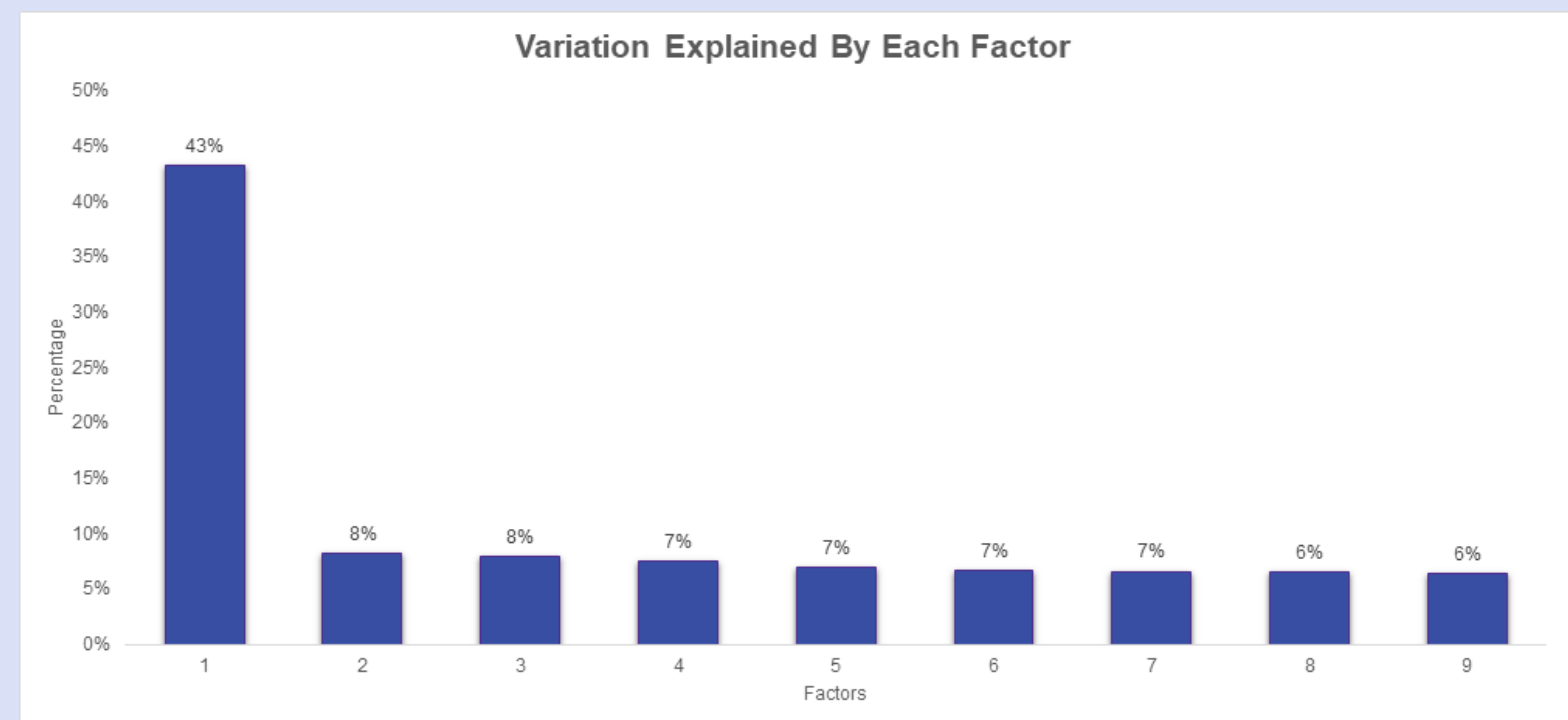


Figure 5: Variation Explained by Each Factor



2.6 Discriminant and Convergent Validity

Discriminant and convergent validity were conducted using confirmatory factor analysis. The nine life skills are summed into 3 domains namely cognitive, personal and inter-personal domains consisting of 3 life-skills each (Figure 2). Both discriminant and convergent validity was attained with average variance extracted 0.68 in case of 3 domains (Table 5).

Convergent and Discriminant Validity Assessment		
Average variance extracted (AVE) by latent variables		
AVE_Life_skills	0.68	No problem with discriminant validity
		No problem with convergent validity

Table 5: Convergent and Discriminant Validity Assessment

2.7 Final format of LSMT-E

The results of the validity testing on the LSMT-E indicated it is an accurate measure of life skills of students studying in elementary classes. The processes used to validate the LSMT-E were rigorous and appropriate. While face validity is the lowest form of validity, it was useful in that provided important information about the operationalisation of the questionnaire. Content validity helped assess whether the content was relevant to the concept of life skills. Factor analysis assessed the theoretical construct of the tool and reliability as well as convergent and discriminant validity of the tool was achieved.

The culmination of the summative stage analyses led to 36 items being finalised across the nine domains, with a four-response option created on each item. Items were structured on an ordinal scale from 1- 4 with each response being graded sequentially in relation to the other. The scoring criterion for the tool has been detailed in Table 8 and Table 9.

03 | The Life Skills Measurement Tool (Elementary Stage)



3.1 Domains of the LSMT-E

There are a total of nine domains covered in the LSMT-E. It is important to note that these life skills may overlap, and Table 6 provides an overview of the definition and relevance of each of the nine important life skill domains.

Table 6: Brief Operational Definition and Relevance of Each Domain

Domain	Definition	Relevance
1. Critical Thinking	Ability to appropriately/ adequately analyse information in order to come to a judgement.	Helps individuals to analyse information objectively.
2. Decision Making	Choosing an option/action from amongst a set of alternatives available.	Helps to manage risk in daily lives, make constructive and responsible choices about personal and social behaviour. Reduces risk of exploitation and abuse.
3. Problem Solving	Ability to think through steps that lead from a given situation to a desired goal. Includes problem identification, understanding, identification of solutions.	Problem solving skills along with decision making and critical thinking support in achieving better health and wellbeing.
4. Creativity	Ability to generate, articulate and apply inventive & original ideas, techniques and perspectives.	Helps individuals in learning & academic excellence.
5. Participation	Ability to contribute actively to processes and situations, influencing decisions and activities.	Helps promote higher levels of social cohesion as well as agency.
6. Resilience	Ability to cope with stress and calamity and returning to previous level of stasis from some form of disruption, stress or change.	Helps individual to cope with disappointment or failures and overcome learning difficulties, cope with calamity and handle loss.
7. Negotiation	Ability to come to an agreement with others using logic and persuasion.	Helps individuals to manage and resolve conflict to reach higher level/s of agreement.
8. Communication	Ability to exchange information, express opinions, desires, needs and fears	Is key to enhancing interpersonal relationship and exchange of ideas.
9. Empathy	Level of cognitive and affective response and involvement in another's situation that involves identifying others situation, taking perspective of that situation and sharing other's emotional state.	Helps individuals to live together, respect diversity and to develop greater respect for a diverse range of beliefs and values.

3.2 Format of the LSMT-E

The LSMT-E for students in the age group 11-14 years is a simple questionnaire made of vignettes as items. These vignettes are reflective of real life, day to day situations that children encounter. The story format was also created to capture real-life issues for students in the contexts of self, home, school, neighbourhood and social life. The endeavour by the YLI team was to create a tool that avoids presenting children with situations that are complex, non-contextual or unfamiliar. The LSMT-E was specifically developed to avoid gender stereotyping and gender-sensitive language neutrality was maintained in keeping with contextual factors for students in government schools.

The LSMT-E contains 36 multiple choice questions, with each question (hereinafter referred to as an item) containing four response boxes wherein participants are required to tick (✓) a single, most preferred, chosen response for each item. The LSMT-E can be administered in an individual or group setting. This has been done so as to provide children with ease of picking their preferred choice of answer per item.

Table 7 provides an overview of the three broader domains that the nine life skills have been categorised into. These are (i) **Cognitive** consisting of Problem Solving, Decision Making and Critical Thinking (ii) **Personal** consisting of Creativity, Resilience and Participation, and (iii) **Inter-personal** consisting of Negotiation, Communication and Resilience.

LIFE SKILLS ASSESSMENT FRAMEWORK						
Set	Domains and Life Skills	Storyline 1	Storyline 2	Storyline 3	Storyline 4	Total
Skill set 1	Cognitive	Number of Items				12
	Critical Thinking	1	1	1	1	4
	Decision Making	1	1	1	1	4
	Problem Solving	1	1	1	1	4
Skill set 2	Personal	Number of Items				12
	Creativity	1	1	1	1	4
	Participation	1	1	1	1	4
	Resilience	1	1	1	1	4
Skill set 3	Inter-personal	Number of Items				12
	Negotiation	1	1	1	1	4
	Communication	1	1	1	1	4
	Empathy	1	1	1	1	4
Total		9	9	9	9	36

Table 7: Life Skills Assessment Framework

3.3 Structure of the LSMT-E

As mentioned earlier, the LSMT-E consists of 36 vignettes and has been divided into four sections capturing situations related to everyday life that students are likely to encounter. An example of a problem-solving vignette for the LSMT-E (Annexure 3) is given below. (Qs 4) Payal's mathematics notebook gets misplaced by Babita. There is an exam the next day and Babita has to find a solution to this problem. If you were Babita, you would:

Think of giving your notebook to Payal after you have prepared for the exam	Think of immediately giving your notebook to Payal	Keep worrying about the lost notebook	Think of going to Payal's house and preparing for the exam

Students will place a tick in the box below their chosen response and the response will be scored as per the key,

Scores Awarded

If tick is in the least preferred option position	1
If tick is in second last scoring option position	2
If tick is in the second most preferred option position	3
If tick is in the most preferred option position	4

In this instance the scoring key for the question is as follows:

Think of giving your notebook to Payal after you have prepared for the exam	Think of immediately giving your notebook to Payal	Keep worrying about the lost notebook	Think of going to Payal's house and preparing for the exam
3	2	1	4

The minimum and maximum scores that a student can score if they answer all 36 questions are:

Minimum total score: 36

Maximum total score: 144

04 | Instructions for Administration of the LSMT-E



4.1 Instructions for Administration of LSMT-E

This is an assessment to be implemented within the school system for children in Grades 6th to 8th, who would generally fall in the age group of 11 to 14 years.

The teachers will be provided with a pack of LSMT-E for all children in the classroom. A scoring key will also be provided to the teachers in order to grade, understand and interpret the results.

Children should be seated so that they can comfortably work with the paper and pencil task. Students must be encouraged to tick their individual responses and not discuss or copy responses from other students.

It should be ensured that there are adequate number of exemplars and LSMT-E, and each child gets an individual copy to fill. Once distributed, each child needs to fill up their name, age and gender in the assessment tool.

There are some General Instructions in LSMT-E, which need to be read out to the children. The method of filing the assessment should then be explained to the children, using the exemplar sheet with the two sample items.

This assessment is not a timed test or speed test hence there is no time limit for children to finish the assessment. However, it is important that the teacher ensures that each child completes all the 36 items of the LSMT-E. At the time of submission, the administrator should check that the child has attempted all items. If any child has left many items unattended, the administrator can encourage the student to complete the same.





विद्यार्थियों के लिए निर्देश

1. इस गतिविधि का उद्देश्य यह है कि हम आपको और अच्छे से समझ सकें।
2. यह कोई परीक्षा नहीं है।
3. अपने सहपाठियों से चर्चा करे बिना इस गतिविधि को ध्यान से पढ़कर खुद पूरा करें।
4. इस गतिविधि में 40 स्थितियां दी गई हैं, जो आपके जीवन, परिवार और मित्रों से जुड़ी हुई हैं।
5. हर स्थिति के लिए चार विकल्प (Choices) दिए गए हैं।
6. प्रत्येक स्थिति और विकल्प को ध्यान से पढ़ें, समझें और केवल इन चारों में से एक सबसे उपयुक्त/उचित विकल्प (Choice) को चुनें और उसके नीचे बॉक्स में ✓ का चिह्न लगाएं।

अभ्यास के लिए -

क. नीचे दिए गए अभिनेताओं/एक्टरों में से अपना सबसे प्रिय एक्टर चुनें और उस बॉक्स में टिक (✓) लगाएं।

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ख. नीचे दी गई खाने की चीजों में से अपनी सबसे मनपसंद चीज़ चुनें और उस बॉक्स में टिक (✓) लगाएं।

समोसा	आइसक्रीम	करेला	गोलगप्पा

*Image Source: LSMT-E.

05 | Instructions and Tables for Grading, Scoring and Interpretation of Results



A grading rubric has been made which matches the 4 options of answers per item. Children need to pick their preferred choice of answers on which they are then scored as 1, 2, 3, 4 respectively. 1 is the score for least preferred response and 4 is the score for most preferred response.

Individuals who will be involved in the scoring need to understand this Section with the help of Tables 8 -10.

5.1 Key for Scoring LSMT-E:

Table 8 given below explains the structure of the tool, in terms of the three domains, the nine life skills and the question numbers related to the same. As mentioned earlier each of the nine life skills have four items each.

Table 8 also gives the Answer Key and the ordinal scores matching with each of the options per item. This table is important for scoring task as well as data entry.



Table 8: Key for Scoring

LSMT-E - ANSWER KEY																	
Cognitive		Scores				Personal		Scores				Inter-Personal		Scores			
Domains	Item Number	a	b	c	d	Domains	Item Number	a	b	c	d	Domains	Item Number	a	b	c	d
Critical Thinking (4 items)	2	2	4	3	1	Creativity (4 items)	3	3	2	1	4	Negotiation (4 items)	1	4	2	3	1
	22	2	1	4	3		10	1	4	2	3		13	4	3	2	1
	23	1	4	3	2		27	4	2	3	1		24	4	2	1	3
	30	4	3	1	2		36	1	2	4	3		29	3	1	4	2
Decision Making (4 items)	7	1	2	3	4	Participation (4 items)	9	2	4	1	3	Communication (4 items)	6	1	4	2	3
	18	3	1	2	4		17	1	2	4	3		11	3	1	4	2
	25	2	1	4	3		21	1	2	4	3		20	2	3	4	1
	34	3	4	1	2		28	2	1	3	4		35	4	1	3	2
Problem Solving (4 items)	4	3	2	1	4	Resilience (4 items)	8	2	1	3	4	Empathy (4 items)	5	3	4	1	2
	14	3	2	1	4		12	1	3	2	4		15	1	4	2	3
	16	4	3	1	2		26	1	4	3	2		19	3	1	2	4
	33	3	2	1	4		32	1	2	4	3		31	2	1	2	4

5.2 Norms of Interpreting the Scores from Raw Scores

Details of interpretation of life skills scores by domains and total score is given in Table 9.

Those who fall above the +1SD fall into **Category 4** that denotes students who are performing at the highest level in life skills (Global Score 135 and above).

Those who fall between the -1SD to +1SD fall into **Category 3** that denotes students with competent/ level of life skills (Global Score 104-134).

Those who fall between the -1SD to -2SD fall into **Category 2** that denotes students with basic life skills (Global Score 85-103).

Those who fall below the Mean -2SD fall into **Category 1** that denotes the lowest level of life skills. (Global score 36-84).

Table 9: Understanding the Interpretation of Results

Interpretation of Raw scores										
Classification	Cognitive (Total of 12 items)			Inter-Personal (Total of 12 items)			Personal (Total of 12 items)			Global Score
	Critical Thinking	Decision Making	Problem Solving	Negotiation	Communication	Empathy	Creativity	Participation	Resilience	
Category 4 Proficient	> 44			> 44			> 46			135 and above
Category 3 Competent	34 to 44			34 to 44			35 to 46			104 to 134
Category 2 Basic	27 to 33			28 to 34			29 to 35			85 to 103
Category 1 Emerging	< 27			< 28			< 29			36 to 84

Annexure 1: UNICEF Life Skills Framework



**THE FOUR
DIMENSIONS
OF LIFE SKILLS**

Annexure 2 | Table 1: Factor Loadings for All Items

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Negotiation Item 1	0.09	0.26	0.14	0.29	0.27	-0.21	0.36	0.18	0.00
Critical thinking Item 1	0.12	0.12	-0.14	0.35	0.26	-0.23	-0.14	-0.39	-0.07
Creativity Item 1	0.15	0.07	0.30	-0.10	0.29	0.18	0.02	0.02	-0.09
Problem Solving Item 1	0.15	-0.29	-0.17	0.03	0.34	0.16	-0.14	0.08	0.08
Empathy Item 1	0.13	-0.18	-0.09	0.44	-0.07	0.15	0.31	-0.05	-0.11
Communication Item 1	0.12	0.12	0.08	-0.08	0.24	-0.13	-0.08	0.46	0.01
Decision Making Item 1	0.19	-0.29	0.00	0.05	0.04	0.06	-0.15	-0.02	0.01
Resilience Item 1	0.21	-0.17	0.16	0.05	-0.02	0.08	-0.11	-0.04	0.22
Participation Item 1	0.13	0.04	0.28	0.15	0.01	-0.01	-0.14	-0.07	0.36
Creativity Item 2	0.17	0.03	0.30	0.07	0.32	0.11	-0.06	0.03	-0.22
Communication Item 2	0.17	-0.08	-0.07	0.26	-0.05	-0.05	-0.14	-0.01	-0.03
Resilience Item 2	0.19	-0.14	0.16	0.06	0.07	-0.08	-0.12	-0.03	0.19
Negotiation Item 2	0.18	0.17	-0.05	0.24	0.02	0.25	-0.01	-0.09	0.01
Problem Solving Item 2	0.14	-0.27	0.00	-0.21	0.07	0.21	0.27	0.07	0.08
Empathy Item 2	0.16	-0.10	-0.24	0.21	-0.19	-0.01	-0.03	0.13	0.03
Problem Solving Item 3	0.15	0.22	-0.03	0.15	-0.34	0.26	-0.01	0.10	-0.05
Participation Item 2	0.20	-0.06	0.23	0.03	-0.22	-0.01	-0.08	-0.02	0.22
Decision Making Item 2	0.17	-0.26	0.06	-0.07	-0.03	-0.07	0.25	-0.05	0.02

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Empathy Item 3	0.17	-0.31	-0.09	0.06	-0.10	-0.02	0.12	0.22	-0.25
Communication Item 3	0.14	0.06	0.13	-0.13	-0.11	0.22	-0.27	0.00	0.22
Participation Item 3	0.17	-0.02	0.10	0.04	-0.16	-0.50	0.03	0.11	0.19
Critical thinking Item 2	0.14	-0.06	0.31	-0.11	-0.02	0.02	0.17	-0.32	-0.38
Critical thinking Item 3	0.16	0.21	-0.07	0.08	-0.07	0.22	0.18	0.27	0.11
Negotiation Item 3	0.13	0.07	-0.12	-0.25	0.09	-0.11	0.37	-0.03	0.33
Decision Making Item 3	0.20	0.02	-0.16	-0.20	-0.01	0.00	0.11	-0.04	0.04
Resilience Item 3	0.15	0.05	0.09	0.02	-0.31	-0.30	0.03	-0.04	-0.04
Creativity Item 3	0.18	0.03	0.06	-0.04	-0.20	0.01	-0.17	0.14	-0.33
Participation Item 4	0.23	-0.12	-0.17	-0.21	0.02	-0.18	-0.08	0.01	-0.17
Negotiation Item 4	0.17	0.18	0.16	-0.10	-0.08	0.06	0.25	-0.17	0.03
Critical thinking Item 4	0.17	0.29	-0.19	-0.06	-0.01	0.22	0.08	-0.12	0.04
Empathy Item 4	0.21	-0.02	-0.23	-0.19	0.04	0.00	-0.03	-0.14	-0.02
Resilience Item 4	0.20	0.10	-0.06	-0.07	0.07	-0.20	0.02	-0.18	-0.11
Problem Solving Item 4	0.15	0.08	-0.32	-0.03	0.08	0.02	-0.03	-0.22	0.16
Decision Making Item 4	0.16	0.20	-0.19	-0.06	0.18	-0.09	-0.24	0.11	-0.04
Communication Item 4	0.18	0.15	-0.08	-0.08	0.00	-0.05	-0.05	0.32	-0.16
Creativity Item 4	0.15	0.18	0.08	-0.21	-0.17	0.03	-0.15	-0.15	-0.15

Annexure 3: LSMT – E (Hindi)

विद्यार्थियों के लिए निर्देश

1. इस गतिविधि का उद्देश्य यह है कि हम आपको और अच्छे से समझ सकें।
2. यह कोई परीक्षा नहीं है।
3. अपने सहपाठियों से चर्चा करे बिना इस गतिविधि को ध्यान से पढ़कर खुद पूरा करें।
4. इस गतिविधि में 36 स्थितियां दी गई हैं, जो आपके जीवन, परिवार और मित्रों से जुड़ी हुई हैं।
5. हर स्थिति के लिए चार विकल्प (choices) दिए गए हैं।
6. प्रत्येक स्थिति और विकल्प को ध्यान से पढ़ें, समझें और केवल इन चारों में से एक सबसे उपयुक्त/उचित विकल्प (choice) को चुनें और उसके नीचे बॉक्स में टिक (✓) का चिह्न लगाएं।

अभ्यास के लिए –

क. नीचे दिए गए अभिनेताओं/एक्टरों में से अपना सबसे प्रिय एक्टर चुनें और उस बॉक्स में टिक (✓) लगाएं।

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ख. नीचे दी गई खाने की चीजों में से अपनी सबसे मनपसंद चीज़ चुनें और उस बॉक्स में टिक (✓) लगाएं।

समोसा	आइसक्रीम	करेला	गोलगप्पा

बबीता और पायल दोस्त हैं और एक ही विद्यालय में पढ़ती हैं।

1. एक दिन बबीता पायल के घर शाम को खेलने जाती है। पायल घर में लूडो खेलना चाहती है जबकि बबीता झूला झूलना चाहती है। यदि आप बबीता की जगह होते तो आप :

पायल के साथ चर्चा करते कि बाहर झूला-झूलना बेहतर है।	पायल को जोर देकर झूला झूलने के लिए राजी करते।	पायल से चर्चा करे बिना उसे झूला-झूलने के लिए मना लेते।	पायल से इस बारे में कोई समझौता करने की कोशिश ही नहीं करते।

2. जब बबीता पायल के घर से खेल कर घर वापस पहुँचती है तो देखती है कि उसकी कलाई पर उसकी घड़ी नहीं है। जब वह पायल से घड़ी का पता करने के लिए फोन करती है तो पायल अपने घर पर दूँढकर बताती है कि घड़ी वहाँ नहीं है। यदि आप बबीता की जगह होते तो आप :

अपनी बहन को घड़ी दूँढने पायल के घर भेजने की सोचते।	अपनी घड़ी दूँढते हुए पायल के घर तक जाने की सोचते।	अपनी घड़ी घर पर ही दूँढने की सोचते।	अपनी घड़ी के बारे में ही सोचते रहते।

3. अध्यापिका बबीता की कक्षा में छात्रों को माचिस की तीलियों से कोई डिज़ाइन बनाने के लिए कहती है। यदि आप बबीता की जगह होते तो :

आप अपने दोस्त के डिज़ाइन को थोड़ा बदलकर अपना डिज़ाइन बनाने की सोचते।	आप किताब में दिए गए किसी डिज़ाइन की नकल करके डिज़ाइन बनाने की सोचते।	आप सोचते कि माचिस की तीलियों से तो कुछ भी नहीं बन सकता है।	आपके दिमाग में तरह-तरह के नए डिज़ाइन उभरते।

4. बबीता से पायल की गणित की कॉपी खो जाती है। अगले दिन गणित की परीक्षा है और बबीता को इस मुश्किल का हल दूँढना है। यदि आप बबीता की जगह होते तो आप :

अपनी तैयारी पूरी करके अपनी कॉपी पायल को देने की सोचते।	कॉपी तुरंत पायल को देने की सोचते।	खोई हुई कॉपी की चिन्ता करते रहते।	अपनी परीक्षा की तैयारी पायल के घर जाकर करने की सोचते।

5. पायल को हाथ में चोट लगने के कारण प्लास्टर लग जाता है। वह पेंसिल ठीक से पकड़ नहीं पाती और यह देखकर बाकी बच्चे उसे चिढ़ाते हैं। यदि आप बबीता की जगह होते तो आप :

सोचते कि पायल को कितना दर्द हो रहा होगा और काश कोई उसकी मदद करता।	पायल की तकलीफ को महसूस करते और सोचते कि बाकी बच्चों को उसे चिढ़ाना नहीं चाहिए।	सोचते कि यह आपकी समस्या नहीं है।	दया भाव से पायल को देखते।

6. बबीता को पायल से कुछ बात करनी है। जब वह पायल के पास जाती है तो पायल उसकी बातों का कोई उत्तर नहीं देती। यदि आप बबीता की जगह होते तो आप :

पायल के उत्तर न देने पर आगे बात करने की कोशिश ही नहीं करते।	पायल के पास बैठकर उससे बात करने की कोशिश करते।	पायल से खीझ/चिढ़ कर पूछते कि वह बात क्यों नहीं कर रही है।	पायल जब तक जवाब नहीं देती उससे पूछते ही रहते।

7. एक दिन बबीता अपना होमवर्क पूरा करने के बाद सोचती है कि वह बाहर खेलने जाए या घर में ही खेले। वह देखती है कि बाहर अंधेरा हो गया है। यदि आप बबीता की जगह होते तो आप :

उलझन में रहते और कोई फैसला नहीं ले पाते।	बिना सोच-विचार करे बाहर खेलने का फैसला लेते।	सोच विचार कर बाहर खेलने का फैसला लेते।	सोच विचार कर घर में ही खेलने का फैसला लेते।

8. बबीता को नृत्य/डांस का शौक है और वह रोज़ नृत्य का अभ्यास करती है। लेकिन स्कूल में नृत्य के एक प्रोग्राम में वह चुनी नहीं जाती। यदि आप बबीता की जगह होते तो आप :

इस फैसले से दुखी होकर कुछ दिन के लिए नृत्य का अभ्यास बन्द कर देते।	इस फैसले के कारण नृत्य करना बिलकुल छोड़ देते।	इस फैसले से खुश न होने पर भी नृत्य का अभ्यास करते रहते।	इस फैसले को स्वीकार कर लेते और लगन से नृत्य करते रहते।

9. कक्षा के लिए मॉनीटर का चुनाव होना है। लक्ष्मी मॉनीटर पद के लिए खड़ी हो रही है। बबीता को लगता है कि वह बच्चों पर ज़्यादा रोब जमाएगी। बबीता के दोस्त उसे भी चुनाव में खड़े होने को कहते हैं। यदि आप बबीता की जगह होते तो आप :

उलझन में होने के कारण पद के लिए अपना नाम नहीं देते।	बिना झिझक इस पद के लिए अपना नाम दे देते।	इस पद के लिए अपना नाम देने की ज़रा भी इच्छा नहीं रखते।	उलझन में होने पर भी इस पद के लिए अपना नाम दे देते।

राजेश बारह साल का लड़का है। उसे कहानियां पढ़ना, सजावट की चीज़ें बनाना और खेलना बहुत अच्छा लगता है।

10. आने वाले त्यौहार के अवसर पर अध्यापक बच्चों को पुराने अखबार से सजावट की चीज़ें बनाने के लिए कहते हैं। यदि आप राजेश होते तो :

आप सोचते कि पुराने अखबार से कुछ भी नहीं बन सकता।	आपके दिमाग में कई नए तरह-तरह के डिज़ाइन उभरते।	आप किताब में दिए गए किसी डिज़ाइन की नकल करके डिज़ाइन बनाने की सोचते।	आप अपने दोस्त के डिज़ाइन को थोड़ा बदलकर अपना डिज़ाइन बनाने की सोचते।

11. जब राजेश घर पहुंचता है तो वह सुनता है कि उसकी बड़ी बहन उसकी शिकायत अपनी सहेली रीटा से कर रही है। यदि आप राजेश की जगह होते तो आप :

रीटा के जाने के बाद अपनी बहन को कहते कि कभी किसी से आपकी शिकायत न करे।	अपनी बहन से बात ही नहीं करते।	रीटा के जाने के बाद अपनी बहन से चर्चा करते कि उसने ऐसा क्यों किया।	रीटा के सामने ही अपनी बहन को टोकते।

12. राजेश खुशी-खुशी आने वाले त्यौहार की तैयारी में लगा हुआ था। अचानक उसके पैर में चोट लग जाती है। डॉक्टर उसे ज़्यादा चलने-फिरने से मना करते हैं। यदि आप राजेश की जगह होते तो आप :

दर्द के कारण बिस्तर पर लेटे रहते और त्यौहार नहीं मनाते।	दर्द के बावजूद जितना हो पाता उतना त्यौहार मनाते।	दर्द के कारण कई बार रोते और त्यौहार मनाने की कोशिश करते।	दर्द के बावजूद हिम्मत बनाए रखते और त्यौहार का आनंद उठाते।

13. अध्यापक ने राजेश को सभी बच्चों के साथ मिलकर कक्षा सजाने का काम दिया है। राजेश सजावट करने में कुशल है और खुद ही ब्लैकबोर्ड सजाना चाहता है। लेकिन कक्षा के और बच्चे भी इस काम में भाग लेना चाहते हैं। यदि आप राजेश की जगह होते तो आप :

बच्चों से चर्चा कर के सहमति लेते कि ब्लैकबोर्ड कैसे सजाएंगे।	बिना चर्चा किए बच्चों को मना लेते कि ब्लैकबोर्ड आप ही सजाएंगे।	बच्चों को मजबूर करते कि ब्लैकबोर्ड आप ही सजाएंगे।	बच्चों से समझौता करे बिना खुद ही ब्लैकबोर्ड सजा देते।

14. राजेश से उसकी माँ का प्रिय फूलदान जिसमें फूल सजे हुए थे, दो टुकड़ों में टूट जाता है। यदि आप राजेश की जगह होते तो आप :

कोई दूसरा फूलदान ढूँढकर फूलों को सजाने की सोचते।	फूलों को किसी ग्लास में सजाने की सोचते।	फूलदान और फूलों को कूड़े में फेंक देने की सोचते।	फ़ेविकाल से फूलदान को जोड़कर फूलों को सजाने की सोचते।

15. आधी छुट्टी के दौरान, राजेश अपने मित्रों के साथ मैदान में खेल रहा है और उसकी नज़र व्हील चेयर पर बैठे एक लड़के पर पड़ती है जो उदास लग रहा है। यदि आप राजेश की जगह होते तो आप :

उसके लिए कोई भावना नहीं रखते।	उसके अकेलेपन को महसूस करते और सोचते कि उसे अपने समूह में कैसे शामिल करें।	उसे दया भाव से देखते।	सोचते कि शायद वह भी मैदान में खेलना चाहता होगा।

16. राजेश देखता है कि एक खाली कक्षा में उसके दो दोस्त एक-दूसरे के साथ मारपीट कर रहे हैं। यदि आप राजेश की जगह होते तो आप :

उनसे बात करके लड़ाई खत्म करने का हल सोचते।	टीचर को दूँढकर बुलाने की सोचते।	उनकी लड़ाई पर ध्यान नहीं देते।	बीच में पड़कर उनकी लड़ाई रोकने की सोचते।

17. राजेश को रंगोली बनाना पसंद है। उसके विद्यालय के वार्षिक उत्सव में रंगोली प्रतियोगिता होने वाली है। उसे यह चिंता है कि बहुत से लड़के इस प्रतियोगिता में भाग नहीं लेंगे और उसे चिढ़ाएंगे। यदि आप राजेश की जगह होते तो आप :

प्रतियोगिता में भाग लेने की इच्छा नहीं रखते।	प्रतियोगिता में दूसरे लड़कों की वजह से भाग नहीं लेना चाहते।	प्रतियोगिता में बिना झिझक भाग लेना चाहते।	उलझन होने पर भी प्रतियोगिता में भाग लेना चाहते।

18. राजेश अपने मित्र के साथ मेले में जाता है। मेले में कई स्टॉल/दुकानें हैं। उसके पास सिर्फ एक ही पर्ची है, इसलिए वह सिर्फ एक ही खेल चुनकर खेल सकता है। यदि आप राजेश की जगह होते तो आप :

उस स्टॉल को चुनते जिसमें सबसे बड़ा इनाम है।	किसी भी स्टॉल में खेलने का फैसला नहीं कर पाते।	उस स्टॉल को चुनते जिसमें कम लोग खेल रहे होते।	उस स्टॉल को चुनते जहां जीतने की ज़्यादा उम्मीद होती।

कमला बहुत ही चुपचाप रहने वाली शर्मीली लड़की है। अपने खाली समय में वह चित्रकला और खिलौने बनाना पसंद करती है।

19. अध्यापिका ने गणित की कक्षा में कमला के साथ बैठी लड़की से एक प्रश्न पूछा जिसका वह सही उत्तर नहीं दे पाई। सब उस लड़की पर हंसने लगे। यदि आप कमला की जगह होते तो :

आपको लगता कि वह सोच रही होगी कि काश वह सही उत्तर दे पाती।	आप इस स्थिति पर ध्यान नहीं देते।	आप दया भाव से उसे देखते।	आप उसकी स्थिति समझकर सोचते कि काश बच्चे उस पर न हंसते।

20. अध्यापिका कक्षा में एक पाठ पर चर्चा कर रही है। सभी बच्चे एक साथ बोलने लग जाते हैं। यदि आप कमला की जगह होते तो आप :

परेशान हो जाते और ऊँची अवाज़ में अपनी बात कहते।	बार-बार दूसरों की बातचीत के बीच में ही अपनी बात कहते।	दूसरों की बात सुनकर अपनी बारी आने पर अपनी बात कहते।	चर्चा पर ध्यान न देते और कुछ भी नहीं कहते।

21. गणतंत्र दिवस के मौके पर स्कूल में एक खास प्रार्थना सभा होने वाली है। बच्चों को इस सभा में भाग लेने के लिए बढ़ावा दिया जाता है। कमला को दूसरों के सामने बोलने में झिझक होती है। अगर आप कमला की जगह होते तो आप :

सभा में भाग लेने की इच्छा नहीं रखते।	उलझन होने के कारण भाग नहीं लेते।	पूरे उत्साह से सभा में भाग लेते।	उलझन होने पर भी भाग लेते।

22. स्कूल की छुट्टी के समय अध्यापिका तेज़ तूफ़ान आने की चेतावनी देते हुए बच्चों को सुरक्षित रहने को कहती है। तभी बादल गरजने लगते हैं और बारिश शुरू हो जाती है। कमला का घर स्कूल से 30 मिनट की दूरी पर है और उसके मित्र का घर 10 मिनट की दूरी पर है। यदि आप कमला की जगह होते तो आप :

यह मानकर कि तूफ़ान आने में देरी है, प्लास्टिक की शीट से खुद को ढक कर घर की ओर भागने की सोचते।	यह मानकर कि तूफ़ान आने से पहले आप घर पहुँच ही जाएंगे, आप बिना किसी सुरक्षा के घर की तरफ भागने की सोचते।	चेतावनी सुनकर सोचते कि स्कूल में ही रुकना बेहतर रहेगा।	यह मानकर कि तूफ़ान आने में देरी है, प्लास्टिक की शीट से खुद को ढककर अपने मित्र के घर पहुँचकर वहीं रुकने की सोचते।

23. खेलते समय कमला को सुनने में आता है कि गाँव में बाढ़ आने की संभावना है। यदि आप कमला की जगह होते तो आप :

कुछ न करते और भाग्य पर छोड़ देते।	रेडियो/टीवी से जानकारी जुटाकर बाढ़ आने की खबर पक्की करते और उसके अनुसार उचित कदम उठाते।	सोचते कि हर साल इन्हीं दिनों बाढ़ आती है और बिना पूरी जानकारी जुटाए तुरंत कोई सुरक्षित जगह ढूँढने लग जाते।	सुनी सुनाई बात के बल पर सबको बाढ़ की सूचना देने की सोचते।

24. कमला के जन्मदिन के अवसर पर उसकी माँ उसे एक निश्चित राशि में अपनी पसंद का उपहार खरीदने को कहती है। खिलौने की दुकान पर उसे पता चलता है कि उसके प्रिय खिलौने की कीमत उस राशि से अधिक है। यदि आप कमला की जगह होते तो आप :

निपुणता से मोलभाव करके दुकानदार को कीमत कम करने के लिए मना लेते।	दुकानदार पर कीमत कम करने के लिए ज़ोर डालते।	बिना मोल-भाव करे और बिना कुछ खरीदे वापस आ जाते।	अपनी बात दृढ़ता से कहकर दुकानदार को कीमत कम करने के लिए राज़ी कर लेते।

25. कमला की दादी उसे उसकी बुआ की शादी के मौके पर कान के बूँदे/बालियाँ, कपड़े या जूते में से एक चीज़ खरीदने का मौका देती हैं। कमला के पास पहले से ही काफी जूते और कपड़े हैं। यदि आप कमला की जगह होते तो आप :

बिना सोच-विचार करे अपनी सहेली के जैसी पैंट लेते।	उलझन में रहने के कारण कुछ भी नहीं ले पाते।	सोच-विचार करके आप बूँदे/बालियाँ खरीदने का फैसला लेते।	सोच-विचार करके अपने मन पसंद रंग के जूते लेते।

26. कमला के माता-पिता कुछ दिनों के लिए यात्रा पर गए हैं। इस दौरान कमला को अपनी मौसी के घर ठहराया जाता है जो स्वभाव से बहुत कठोर हैं। यदि आप कमला की जगह होते तो आप :

इस हालात में अपनी मौसी के घर से भाग जाते।	इस हालात को स्वीकार करते हुए हिम्मत बनाए रखते।	इस हालात को सहन करते हुए अपनी मौसी के कठोर शब्दों पर कम ध्यान देते।	मौसी के कठोर शब्दों के कारण बार-बार रोने लगते।

27. कमला की सहेली विमला उससे कहती है कि उन्हें अपनी तीसरी सहेली सीमा के जन्मदिन पर एक गुड़िया बनाकर देनी चाहिए। यदि आप कमला की जगह होते तो आप :

घर में रखे रंग-बिरंगे पुराने कपड़ों से गुड़िया बनाने की सोचते।	विमला की गुड़िया की नकल करके गुड़िया बनाने की सोचते।	अपनी बहन की बनाई गुड़िया को थोड़ा बदलकर गुड़िया बनाने की सोचते।	सोचते की घर में तो गुड़िया बन ही नहीं सकती।

अली 13 साल का एक जिम्मेदार और खुशमिजाज लड़का है जिसे खेल-कूद बहुत पसंद है। उसे जानवरों से बहुत लगाव है।

28. कल स्कूल की छुट्टी है लेकिन अध्यापिका बच्चों को वृक्षारोपण अभियान में हिस्सा लेने के लिए प्रेरित करती है। अली छुट्टी के दिन देर तक सोता है। अगर आप अली की जगह होते तो आप :

उलझन होने के कारण भाग नहीं लेते।	इस अभियान में भाग लेने की इच्छा नहीं रखते।	उलझन होने पर भी भाग लेते।	समय पर पहुँच कर पूरे उत्साह से अभियान में भाग लेते।

29. क्रिकेट खेलते समय स्वामी से अली की बॉल खो जाती है। अब खेल जारी रखने के लिए एक नई बॉल खरीदनी है। यदि आप अली की जगह होते तो आप :

स्वामी को यह कहकर कि उसी ने बॉल खोई है, उसे बॉल लाने के लिए मनाते।	स्वामी से समझौता करे बिना खेल छोड़कर घर चले जाते।	स्वामी से चर्चा करके समझौते पर पहुँचते।	स्वामी पर जोर डालकर उसे बॉल खरीदने को कहते।

30. अली को किसी वजीफे/स्कॉलरशिप योजना के बारे में पता चलता है, पर उसे यह नहीं पता कि वह इसके योग्य है या नहीं। यदि आप अली की जगह होते तो आप :

अपनी योग्यता वजीफे का घोषणा-पत्र/फॉर्म पढ़कर तय करते।	अपनी योग्यता सहपाठियों की सुनी-सुनाई बात के बल पर तय करते।	आप सोच नहीं पाते कि आगे क्या करें।	जानकारी जुटाए बगैर वजीफे का फॉर्म भरने की सोचते।

31. अली ने महसूस किया कि सीमा पिछले कुछ दिनों से उदास है। जब उसने सीमा से इस बारे में पूछा, तो सीमा ने बताया कि विद्यालय के ट्रिप पर जाने के लिए उसके पास 50 रूपए नहीं हैं इसलिए अध्यापक उसे ट्रिप पर नहीं ले जाएंगे। यदि आप अली की जगह होते तो :

आपको उस पर दया आती।	आप सीमा के बारे में न सोचते हुए आने वाले ट्रिप पर ध्यान देते।	आप सोचते कि सीमा अपने दोस्तों से बिछड़ने के कारण दुखी होगी।	आप सीमा के दुख को महसूस करते और उसको दिलासा देने की सोचते।

32. हाल ही में अली की बिल्ली 'म्याऊँ' की मृत्यु हुई है। कुछ दिन बाद अली के स्कूल में कबड्डी टूर्नामेंट होने वाला है। यदि आप अली की जगह होते तो आप :

म्याऊँ की वजह से खुद को लाचार महसूस करते और टूर्नामेंट के बारे में नहीं सोच पाते।	म्याऊँ को याद करके बार-बार रोते रहते और टूर्नामेंट में भाग लेने की सोचते।	म्याऊँ के साथ बिताए अच्छे पलों को याद करते हुए टूर्नामेंट की तैयारी में जुट जाते।	म्याऊँ के बारे में सोचते रहते और टूर्नामेंट की तैयारी करने की कोशिश करते।

33. आधी छुट्टी के दौरान सभी बच्चे खेल के मैदान में क्रिकेट खेलने जा रहे हैं। मैदान में बहुत कंकड़ हैं। अली भी खेलना चाहता है पर उसने देखा कि उसकी चप्पल का तला टूट गया है। यदि आप अली की जगह होते तो आप :

अपने रूमाल से चप्पल बाँधकर खेलने की सोचते।	चप्पल उतार कर खेलने की सोचते।	कक्षा में ही रुक जाने की सोचते।	जो सहपाठी खेल नहीं रहा होता, उसकी चप्पल माँगकर खेलने की सोचते।

34. अली के लिए साइंस प्रोजेक्ट पूरा करना मुश्किल हो रहा है, इसलिए वह स्वामी से मदद मांगता है। पर बीमार होने के कारण स्वामी अली की मदद नहीं कर पाता। यदि आप अली की जगह होते तो आप :

बिना किसी की मदद के जैसे-तैसे प्रोजेक्ट पूरा करने का फैसला लेते।	किसी अन्य मित्र की मदद लेकर प्रोजेक्ट पूरा करने का फैसला लेते।	उलझन में होने के कारण कोई फैसला नहीं ले पाते।	स्वामी के ठीक होने तक प्रोजेक्ट को टालने का फैसला लेते।

35. अली स्वामी से खुश नहीं है क्योंकि साइंस प्रोजेक्ट में उसे अच्छे अंक नहीं मिले। इसलिए अली स्वामी से कुछ दिनों से बातचीत नहीं कर रहा। अब दोनों को एक नए प्रोजेक्ट पर एक साथ काम करना है। यदि आप अली की जगह होते तो प्रोजेक्ट करते समय आप :

स्वामी से खुलकर बातचीत करते।	स्वामी से बात करना बिलकुल बंद कर देते।	प्रोजेक्ट पूरा करने के लिए सिर्फ ज़रूरी बात करते।	स्वामी से ठीक से बात नहीं करते।

36. अली की छोटी बहन छुटकी को स्कूल के नाटक में पेड़ बनना है। वह अली से पेड़ की ड्रेस बनाने के लिए मदद मांगती है। यदि आप अली की जगह होते तो आप :

सोचते कि पेड़ की ड्रेस बन ही नहीं सकती।	किसी नाटक आदि में देखी हुई ड्रेस की नकल करके पेड़ की ड्रेस बनाने की सोचते।	कागज़, गत्ते, कपड़े, पेड़ की टहनियों आदि से कई प्रकार की पेड़ की ड्रेस बनाने की सोचते।	किसी पुरानी पेड़ की ड्रेस को थोड़ा बदलकर पेड़ की ड्रेस बनाने की सोचते।

आईडी नं.

केवल ऑफिस प्रयोग के लिए

टिप्पणी

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