

**EFFECT OF LIFE SKILLS TRAINING ON
PSYCHOLOGICAL CAPITAL AND ATTITUDE
TOWARDS ALCOHOL AND DRUG ABUSE
AMONG PUNJABI YOUTH**

FINAL REPORT

**Submitted to
UGC, NEW DELHI
in Fulfillment of the Requirements
of Completion of UGC Major Research Project (2015-18)**



ज्ञान-विज्ञान विमुक्तये

University Grants Commission

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UGC Major Research Project (2015-2018)

F.5-98/2014(HRP)

PROJECT ASSISTANT:

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UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002.

Annual/Final Report of the work done on the Major Research Project. (Report to be submitted within 6 weeks after completion of each year)

1. Project report No. 1st /2nd /3rd/Final : Final
2. UGC Reference No. **F. 5.98/2014(HRP) dated 1-12-2015**
3. Period of report: **from 1 Dec, 2015 to 31 Dec, 2016**
4. Title of research project **Effect of Life Skill Training on Psychological Capital and Attitude Towards Alcohol & Drug Abuse Among Punjabi Youth**
5. (a) Name of the Principal Investigator: **Dr. Kirandeep Kaur**
(b) Deptt. **Department of Education & C.S.**
(c) University/College where work has progressed **Punjabi University, Patiala**
6. Effective date of starting of the project **1 Dec, 2015**
7. Grant approved and expenditure incurred during the period of the report:
 - a. Total amount approved **Rs. 8,54,300**
 - b. Total expenditure Rs. **7,70,842**
 - c. Report of the work done: **Project completed**
 - i. Brief objective of the project **Please See Annexure-ii**
 - ii. Work done so far and results achieved and publications, if any, resulting from the work (Give details of the papers and names of the journals in which it has been published or accepted for publication **Please see Annexure-ii**)
 - iii. Has the progress been according to original plan of work and towards achieving the objective? if not, state reasons. Please indicate the difficulties, if any, experienced in implementing the project . **yes, the progress of the project is as per plans.**
 - iv. If project has not been completed, please indicate the approximate time by which it is likely to be completed. A summary of the work done for the period (Annual basis) may please be sent to the Commission on a separate sheet. **(completed)**
 - v. If the project has been completed, please enclose a summary of the findings of the study. One bound copy of the final report of work done may also be sent to University Grants Commission. **(please see Annexure- i)**
 - vi. Any other information which would help in evaluation of work done on the project. At the completion of the project, the first report should indicate the output, such as

- (a) Manpower trained
- (b) Ph. D. awarded
- (c) Publication of results
- (d) other impact, if any

SUMMARY

In the fast paced modern world, the younger generation is prone to frustrations, conflicts, stress related issues, anxiety disorders, substance abuse, emotional problems, behavioural disorders, depression etc. and as the time goes by, such problems are bound to increase. To prevent these, and to lead the citizens of tomorrow to a glorious future, some sort of intervention is a must. Life skills training, is such an intervention, that can provide the skills necessary for successful living. Imparting life skills is the basic attempt that has to initiate for strengthening the behavior of youths. Acquiring these basic skills will alter the conduct and character of the youth. Effective acquisition of life skills can influence the way one feels about oneself and other people and can improve one's productivity, efficacy, self-esteem and self-confidence. WHO (1997) suggests, internalizing the core essential life skills helps the youth to deal with the concerns in the modern world in a dignified and mature way bringing success to them. These skills will enable them to resist peer pressure as they figure out how to accept themselves for who they are. These essential skills will enable young people in coping with difficulties they face in their personal, emotional and social development.

Over the past three decades life skills programme has begun to play an important role for social and personal development of young people. The most common definition of life skills have been given by the World Health Organization as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 1997). In this view life skills can be universal or targeted set of skills, designed either around general or more particular risks. Life skills education is itself defined as "a holistic approach to the development of values, skills and knowledge in the learner, which assists young people to protect themselves and others in a range of risk situations" (UNICEF, 2009). It promotes mental prosperity in young people, helps them face different and difficult situations in life, and prepares people to behave in a pro-social way.

Life skills are essentially those abilities that help promote psychological well-being and competence in young people as they face the realities of life. With life skills one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. Recent studies by Shechtman (2005), Torbert (2005), Bathmaker (2007), Efthimiadis-Keith (2007), Kiran et al. (2007), Sharma et al. (2008), Bushong (2009), Spaeth (2010), Baskaran (2012), Gomes & Marques (2012), Nanda (2013), Taheri et al. (2013) and Joseph et al. (2014) clearly suggest that life skills training at any level can create a positive change in the trainees. Life skills training can certainly help in

enhancing happiness, psychological and emotional well-being of individuals and improving their quality of life (Acharya, 2014; Shwetha, 2015; Amrei & Farahani, 2016; and Khademi et al., 2017). Hence, it was thought worthwhile to study the effect of life skills training on psychological capital and attitude towards alcohol and drug abuse among Punjabi youth.

Statement of the Problem

EFFECT OF LIFE SKILLS TRAINING ON PSYCHOLOGICAL CAPITAL AND ATTITUDE TOWARDS ALCOHOL AND DRUG ABUSE AMONG PUNJABI YOUTH

Objectives of the Study

- 1 To develop life skills training module for Punjabi youth.
- 2 To study the effect of life skills training on psychological capital among Punjabi youth.
- 3 To study the interaction effect of treatment and gender on psychological capital among Punjabi youth.
- 4 To study the effect of life skills training on hope, optimism, self-efficacy, and resilience among Punjabi youth.
- 5 To study the interaction effect of treatment and gender on hope, optimism, self efficacy, resilience and optimism among Punjabi youth.
- 6 To study the effect of life skills training on attitude towards drug abuse among Punjabi youth.
- 7 To study the interaction effect of treatment and gender on attitude towards drug abuse among Punjabi youth.
- 8 To study the effect of life skills training on attitude towards alcohol abuse among Punjabi youth.
- 9 To study the interaction effect of treatment and gender on attitude towards alcohol abuse among Punjabi youth.

Hypotheses of the Study

- 1 There is a significant effect of life skills training on psychological capital among Punjabi youth.
- 2 There is no significant interaction effect of treatment and gender on psychological capital among Punjabi youth.
- 3 There is a significant effect of life skills training on hope, optimism, self-efficacy and resilience among Punjabi youth.
- 4 There is no significant interaction effect of treatment and gender on hope, optimism, self-efficacy and resilience among Punjabi youth.
- 5 There is a significant effect of life skills training on attitude towards drug abuse among Punjabi youth.

- 6 There is no significant interaction effect of treatment and gender on attitude towards drug abuse among Punjabi youth.
- 7 There is a significant effect of life skills training on attitude towards alcohol abuse among Punjabi youth.
- 8 There is no significant interaction effect of treatment and gender on attitude towards alcohol abuse among Punjabi youth.

Operational Definitions of the Terms Used

1. **Life Skills:** Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. World Health Organization (1997) included decision making, problem solving, creative thinking, critical thinking, effective communication, inter-personal relationship, self-awareness, empathy, coping with emotions and coping with stress in the list of life skills, as measured by Life Skills Assessment Scale by Nair et al. (2010) .
2. **Life Skills Training:** Life skill training is an activity based module which helps to utilize the energy of individual in positive direction. Life skill training module is developed by the investigator herself Life Skills training is an activity based programme especially designed for the youth. It includes the activities pertaining to all the ten core life skills viz. Self-awareness skill, Decision making skill, Problem solving skill, Creative thinking skill, Critical thinking skill, Effective communication skill, Interpersonal relationship skill, Empathy skill, Coping with emotions skill and Coping with stress skill. The major techniques to be used to impart training was role play, small group activities, lectures and group discussions.
3. **Psychological Capital:** It refers to the psychological capacities that contribute to fulfilling the potential in human resources. The sum impact of psychological capital is greater than that of its individual constructs of self-efficacy, hope, optimism, and resiliency. It will be measured by the PsyCap Questionnaire by Luthans et al. (2007).
4. **Attitude towards Alcohol and Drug abuse:** It refers to the tendency of college students to evaluate the use of alcohol and drugs with some degree of favor or disfavor which are ordinarily expressed in their cognitive, affective and behavioural responses.
5. **Punjabi Youth:** It refers to the college going students studying in first year degree course in government or government aided colleges of Punjab.

Delimitations of the Study

1. This study was delimited to college students who are studying in first year of graduation only.
2. The study was delimited to government and government-aided colleges affiliated to

Punjabi University, Patiala.

3. This study was delimited to the Malwa belt of Punjab
4. The assumption of normalcy was not tested in the light of Norton's and Box's findings that 'F' is rather insensitive to variations in the shape of population distribution may be leptokurtic, rectangular, markedly skewed or even J-shaped (Guilford & Fruchter, 1981, 283-284).

Methodology

The present study was conducted through quasi-experimental design to investigate the effect of life Skills training on Psychological Capital and attitude towards Alcohol and Drug Abuse among Punjabi youth. The sample of the study was comprised of 1000 students of B.A first year students of government and government-aided colleges of Punjabi university, Patiala. Experimental and control groups was comprised 502 and 498 students each respectively.

Research Tools Used

The following research tools were used in the present study:

1. Psychological Capital Questionnaire by Luthans et al. (2007).
2. Attitude towards Drug abuse Scale standardized by investigators.
3. Attitude towards Alcohol abuse Scale standardized by investigators.
4. Socio-economic Status Scale by Upadhaya and Saxena (2009).
5. Standard Progressive Matrices by Raven's et al. (2000).

Population of the Study

The population of the present study was 1st year students of graduation level of government and government-aided colleges of Punjabi University, Patiala. A sample of 1000 students was selected for the conduct of the present study. The experimental and control group were taken as the intact sections of class B.A 1st from government colleges of Punjabi university, Patiala. Experimental group comprised of 502 students (out of which 200 are males and 302 are females) and control groups also comprised of 498 students (out of which 260 are males and 238 are females).

Conduct of the Study

The study was conducted in three phases:

- a. **Pre-experimental Testing:** The pre-testing was conducted by the researcher on a sample of 1000 students of government and government-aided colleges of Punjabi university Patiala. The pre-testing was done on three variables i.e.

psychological capital, attitude towards drug abuse and attitude towards alcohol abuse. The investigator administered the psychological capital, attitude towards drug abuse and attitude towards alcohol abuse scales to college going students. During the pre-testing the researcher clarified any doubt that the student might have while responding to the scales. Prior to the pre-test, an informal session with the students was separately held out, with the purpose of building rapport and introducing the training programme. The participants were informed about the purpose of the study. They were assured that the information given by them would be kept confidential and would be used only for research purpose. They were requested to be calm and follow the instructions given in the questionnaire and fill the questionnaire in proper way.

- b. Experimental Treatment:** For the conduct of the experiment, life skills training programme was conducted. The sessions was carried out with the college boys and girls within the college premises. For various sessions, the research scholar himself gave his inputs regarding life skills training. The life skills training programme was executed in 40 sessions in each college. Each life skills training session was conducted for 40 minutes. For each life skill, sessions was activity based and participatory in nature. The major techniques to be used to impart life skills training was role play, group activities, lectures demonstrations and group discussions. The control group was given general awareness with regard to environment, health and socio-economic aspects of society. However, they were not be given any orientation to life skills programme.
- c. Post-experimental Testing:** It was done after the completion of the life skills training programme with the help of three tools i.e. psychological capital Questionnaire, attitude towards drug abuse scale and attitude towards alcohol abuse scale.

Statistical Techniques Used

The following statistical techniques were used for analyzing the data:

1. Descriptive statistics, mean, standard deviation were used to examine the nature of distribution of scores.

2. ANCOVA was used to find out the effect of life skills training on psychological capital, attitude towards drug abuse and attitude towards alcohol abuse.

CONCLUSIONS

On the basis of analysis and interpretation of data, following conclusions were drawn:

1. There is a significant effect of life skills training on psychological capital among Punjabi youth.
2. There is a significant effect of life skills training on hope of Punjabi youth.
3. There is a positive and significant effect of life skills training on optimism of Punjabi youth.
4. There is a positive and significant effect of life skills training on self-efficacy among Punjabi youth.
5. There is a positive and significant effect of life skills training on resilience among Punjabi youth.
6. There is a significant detrimental effect of life skills training on attitude towards drug abuse among Punjabi youth.
7. There is a significant detrimental effect of life skills training on attitude towards alcohol abuse among Punjabi youth.
8. There is no significant interaction effect of treatment and gender on psychological capital among Punjabi youth.
9. There is no significant interaction effect of treatment and gender on hope of Punjabi youth.
10. There is no significant interaction effect of treatment and gender on optimism of Punjabi youth.
11. There is no significant interaction effect of treatment and gender on self-efficacy among Punjabi youth.
12. There is no significant interaction effect of treatment and gender on resilience among Punjabi youth.
13. There is no significant interaction effect of treatment and gender on attitude towards drug abuse among Punjabi youth.
14. There is no significant interaction effect of treatment and gender on attitude towards alcohol abuse among Punjabi youth.

EDUCATIONAL IMPLICATIONS

On the basis of the result of present study, following educational implications may be laid down:

1. The results of the study revealed that the life skills training has a positive and significant effect on psychological capital of individuals. Hence, the life skills programmes should be introduced in colleges so as to ensure healthy psycho-social development of individuals.
2. The study revealed that there is a significant detrimental effect of life skills on attitude towards alcohol and drug abuse among Punjabi youth. It means life skills play an important role to change their attitude towards his life. So, life skill education is highly relevant to the daily needs of the young people when it becomes the part of college curriculum, the indications are that it helps to prevent alcohol and drug abuse among individuals (Saksurakan, 2015).
3. The pedagogy of life skills need to be reconsidered. Life skills education is not a subject that appeals to the cognitive domain of students alone. Indeed, life skill education is a subject that appeals more to the affective domain of the students development. The current techniques and material used by teachers are more directed to teaching life skills education like an intellectual exercise. The end result is that learners have an intellectual understanding of the life skills education content without necessarily imbibing the values inherent in the lesson. Teachers need to approach the subject from a non-cognitive angle and develop learning outcomes that appeal more to the affective domain of the learners personality.
4. Integrated curriculum can be organize the common learning of life skills, such curriculum around real-life problems and issues important to young by putting in appropriate content and skills from different subject areas or disciplines.
5. The foundation and pedagogy of life skills education has to be included in the teacher training curriculum in the teacher training colleges and universities. This will adequately prepare the teachers to deliver the life skills education content in schools. The teachers have not much knowledge to teach life skills education and this is a major handicap in its implementation.
6. Refresher courses for teachers should be encourage and supported by either inviting a resourceful person of facilitating teachers to attend the course elsewhere regarding awareness of life skills.
7. Teachers of life skills education need to develop a positive mind set. They must believe that life skill training is a major component of the curriculum and plays a huge role in the development of the child. This will enhance the teaching of life skills education.

8. The successful teaching of life skills education requires adequate resources. Colleges need to be well equipped with life skills resources for the teaching of life skills education. Currently, there are very few textbooks available for the pupils and the teachers have to rely only on those teachers guide. Department of Education should encourage the production of other life skills education resource like audio-visuals, board games for use in teaching of life skills education. This will make the teaching more interactive and interesting to the learner.
9. The college heads need to be more actively involved in curriculum supervision to ensure effective delivery of content of life skills education.
10. The learning environment is very important to deliver life skills education not only within college premises but also within the homes and the community. For example, it is not possible to teach gender equity and assertiveness in an environment that in itself is not gender sensitive or safe.
11. The status of teachers is inadequate and so are the salaries and the career possibilities, sometimes leading to attitudes towards students that can be one of indifference, contempt and discrimination. But the teaching training is perhaps the most important step towards improving education in all aspects. There is a need to invest more in training of teacher and their payments but moreover there is urgent need to make teachers accountable on a short term basis for the results of the students.
12. The life skills education resource material which is mostly available in English should be translated in regional languages by expert professionals and the teachers so that it can help the teachers to develop the life skills in students in a better and effective way.
13. Life skills programme should be allocated special time on the teaching time table or be integrated in the teaching/learning process and be examined, or life skills education subject should be introduced in the college curriculum.
14. The Ministry of Education of India should set up its supervisory role in the progress of life skills education by for instance forming life skills committees/clubs in colleges and also fund the life skill programmes.
15. Mass media has a very powerful impact on today's younger generation, programme generated by all the media should be indirectly or directly enriched with all kinds of life skills education awareness.

To sum up life skills education is itself defined as “a holistic approach to the development of values, skills and knowledge in the learner, which assists young people to protect themselves and others in a range of risk situations” (UNICEF, 2009). It promotes mental prosperity in young people, helps them to face different and difficult situations in life,

and prepares people to behave in a pro-social way. At the heart of life skills education is the learning of life skills, including skills for “building self-esteem, setting realistic goals, coping with anxiety, resisting pressures, communicating effectively, making decisions, managing conflict and dealing assertively with social situations in which drugs may be offered” (WHO, 1997). The college system, for instance, plays an important role in providing relevant information about the harmful effects of alcohol and drugs. It would seem logical enough that if young people are told about the adverse consequences of drug abuse, they will quite simply decide not to. On the basis of findings, it was recommended that the life skill approach to prevent drug addiction should be widely promoted in school and colleges. It could be integrated into study subjects like scout program and health education (Saksurakan, 2015).

SUGGESTIONS FOR FURTHER RESEARCH

The present study was delimited to only graduation level of students of constituent college of Punjabi university Patiala, Punjab. Keeping in view the delimitations of the present study and its scope, some suggestions have been laid down for the further research:

1. The present study was conducted in the Malwa belt of Punjab. It can be further extended to the others belts of Punjab.
2. The present study was confined to Punjab only. Effectiveness of the life skills training can be studied on the students of states other than Punjab.
3. The present study was conducted at college level. Further studies can be undertaken at school level or university level.
4. The present study was confined to Punjabi university Patiala constituent colleges only. Comparative study on effectiveness of life skills training can be undertaken in government and private colleges.
5. Life skills may also be studied in relation to other psycho-social variables.
6. Further studies can be undertaken to determine the relationship of life skills among different groups of students, that is, socially disadvantaged, educationally disadvantaged and mentally challenged students.
7. Studies can be also conducted in order to explore the functioning of various counseling cells in schools, colleges and universities.
8. Longitudinal and experimental studies need to be conducted to provide knowledge of the extent to which life skills education contributes to development of character in the learners.

OBJECTIVES OF THE PROJECT

- 1 To develop life skills training module for Punjabi youth.
- 2 To study the effect of life skills training on psychological capital among Punjabi youth.
- 3 To study the interaction effect of treatment and gender on psychological capital among Punjabi youth.
- 4 To study the effect of life skills training on hope, optimism, self-efficacy, and resilience among Punjabi youth.
- 5 To study the interaction effect of treatment and gender on hope, optimism, self efficacy, resilience and optimism among Punjabi youth.
- 6 To study the effect of life skills training on attitude towards drug abuse among Punjabi youth.
- 7 To study the interaction effect of treatment and gender on attitude towards drug abuse among Punjabi youth.
- 8 To study the effect of life skills training on attitude towards alcohol abuse among Punjabi youth.
- 9 To study the interaction effect of treatment and gender on attitude towards alcohol abuse among Punjabi youth.

NO. OF PUBLICATIONS OUT OF THE PROJECT

One papers are accepted for publications:

S. No.	Title of paper	Name of journal
1.	Effect of life skills training on attitude towards alcohol abuse among Punjabi youth.	Bi-Annual Research Journal ISSN No.2320-558X

Paper in the process of communication:

S. No.	Title of paper	
1.	Effect of life skills training on Psychological capital among Punjabi youth.	
2.	Effect of life skills training on Self efficacy among Punjabi youth.	
3.	Effect of life skills training on Optimism among Punjabi youth.	

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002

INFORMATION ON THE MAJOR RESEARCH PROJECT

1.	Title of the Project	Effect of Life Skill Training on Psychological Capital and Attitude Towards Alcohol & Drug Abuse Among Punjabi Youth
2.	Name of the Principal Investigator	Prof. (Dr.) Kirandeep Kaur
3.	Address with e-mail and Mobile NO.	Department of Education & C.S. Punjabi University, Patiala Mobile No. 9888731585 e-mail headeducaitonpup@gmail.com Residential Address: #14, Punjabi Bagh, Patiala
4.	Department and University/college where the project has undertaken	Department of Education & C.S. Punjabi University, Patiala
5.	UGC Reference No. & Date	F 5.98/2014(HRP) dated 1-12-2015
6.	Date of Implementation	1-12-2015
7.	Tenure of the Project	3 Years form 1-12-2015 to 30-06-2018
8.	Total Grant Allocated	7,18,055
9.	Total Grant Received	659379
10.	Final Expenditure	7,70,842
11.	Objective of the Project	10 To develop life skills training module for Punjabi youth. 11 To study the effect of life skills training on psychological capital among Punjabi

		<p>youth.</p> <p>12 To study the interaction effect of treatment and gender on psychological capital among Punjabi youth.</p> <p>13 To study the effect of life skills training on hope, optimism, self-efficacy, and resilience among Punjabi youth.</p> <p>14 To study the interaction effect of treatment and gender on hope, optimism, self efficacy, resilience and optimism among Punjabi youth.</p> <p>15 To study the effect of life skills training on attitude towards drug abuse among Punjabi youth.</p> <p>16 To study the interaction effect of treatment and gender on attitude towards drug abuse among Punjabi youth.</p> <p>17 To study the effect of life skills training on attitude towards alcohol abuse among Punjabi youth.</p> <p>18 To study the interaction effect of treatment and gender on attitude towards alcohol abuse among Punjabi youth.</p>
12.	Achievement from the Project	The findings of the present study will be useful for the planners, policy makers as well as implementing agencies for the successful implementation of scheme in Punjab.
13.	Summary of the findings	In the fast paced modern world, the younger generation is prone to frustrations, conflicts, stress related issues, anxiety disorders, substance abuse, emotional problems, behavioural disorders, depression etc. and as

the time goes by, such problems are bound to increase. To prevent these, and to lead the citizens of tomorrow to a glorious future, some sort of intervention is a must. Life skill training, in such an intervention, that can provide the skill necessary for successful living. Imparting life skills is the basic attempt that has to initiate for strengthening the behavior of youths. life skills training at any level can create a positive change in the trainees. It was thought worthwhile to study the effect of life skills training on psychological capital and attitude towards alcohol and drug abuse among Punjabi youth.

The objectives of the study were: To develop life skills training module for Punjabi youth, To study the effect of life skills training on psychological capital and its components, i.e hope, optimism, self-efficacy, and resilience among Punjabi youth, to study the interaction effect of treatment and gender on psychological capital and its components i.e hope, optimism, self-efficacy, and resilience among Punjabi youth, to study the effect of life skills training on attitude towards alcohol and drug abuse among Punjabi youth and to study the interaction effect of treatment and gender on attitude towards alcohol and drug abuse among Punjabi youth. This study was delimited to college students who are studying in first year of graduation only and the present study was also delimited to government and government-aided colleges affiliated to Punjabi University, Patiala. (Malwa belt of Punjab only)

The present study was conducted through quasi-experimental design. The sample of the study was comprised of 1000 students of B.A first year students of government and government-aided colleges of Punjabi university, Patiala. Experimental and control groups was comprised 502 and 498 students each respectively. Psychological Capital Questionnaire by Luthans et al. (2007), Attitude towards Alcohol and Drug abuse Scale standardized by investigators, Socio-economic Status Scale by Upadhaya and Saxena (2009) and Standard Progressive Matrices by Raven's

		<p>et al. (2000). were used as research tools in this study. The study was conducted in three phases: Pre-experimental Testing, Experimental Treatment, and Post-experimental Testing. Statistical Techniques Used for analyzing the data was: Descriptive statistics, mean, standard deviation were used to examine the nature of distribution of scores and ANCOVA was used to find out the effect of life skills training on psychological capital, attitude towards drug abuse and attitude towards alcohol abuse.</p> <p>On the basis of analysis and interpretation of data, following conclusions were drawn: There is a significant effect of life skills training on psychological capital and its components hope, optimism, self-efficacy, and resilience among Punjabi youth, There is a significant detrimental effect of life skills training on attitude towards alcohol and drug abuse among Punjabi youth was found further There is no significant interaction effect of treatment and gender on psychological capital and its components hope, optimism, self-efficacy, and resilience among Punjabi youth and There is no significant interaction effect of treatment and gender on attitude towards alcohol and drug abuse among Punjabi youth was found. The findings of the study suggest that the life skills programmes should be introduced in colleges so as to ensure healthy psycho-social development of individuals. Life skill programmes is highly relevant to the daily needs of the young people when it becomes the part of college curriculum, the indications are that it helps to prevent alcohol and drug abuse among individuals.</p>
14.	Contribution to the society	<p>The result of this project is useful for the proper implementation of life skills training in the colleges of Punjab. The study points out that Life skill training is such an intervention, That can provide the skill necessary for successful living. Imparting life skills training is the basic attempt that has to initiate for strengthening the behavior</p>

		<p>of youths Life skills training include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship, both for healthy societies and for successful and employable individuals .It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as alcohol and drug abuse. In relation to alcohol and drug abuse, life skills training program endeavor to teach individuals (youngsters, specifically) to make healthy, responsible, and appropriate choices about drinking. Life skills training helps to change the attitude of youngsters towards alcohol and drug abuse and issues related to excessive and abusive drinking patterns.</p>
15.	Whether any Ph.D Enrolled/ Produced out of the Project-
16.	No. of Publications out of the project work (Please attach re-prints) letter of Acceptance of paper communicated.	2(see Annexure-ii)