



## Resilience and the Future of Education: Building Employability Skills through Equity, Excellence and Sustainability

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### Abstract:

*The National Education Policy (NEP) promotes holistic, skill-oriented education for future-ready learners, positioning resilience as key to employability through equity, excellence, and sustainability. This study among Class IX students used Dr. Norman Garmezy's Theory of Resilience and Dr. Kenneth Ginsburg's 7 Cs model (competence, confidence, connection, character, contribution, coping, control) to design a Resilience Intervention Programme. Activities like teamwork, SWOT analysis, and reflection logs boosted self-efficacy and agency, confirming resilience enhances employability-readiness. Integrating such practices into curricula supports NEP's equitable, sustainable growth.*

**Keywords:** NEP, Resilience, Education, Employability Skills, Equity, Excellence, Sustainability.

### Introduction:

National Education Policy (NEP) 2020 advocates shift of education from rote learning to creativity, critical thinking, and adaptability amid technological and socio-economic changes. Resilience equips students to navigate uncertainty, aligning with equity (inclusive access), excellence (holistic growth), and sustainability (lifelong learning). This paper examines a Resilience Intervention Programme for Class IX students, testing if structured intervention builds resilience per Ginsburg's 7 Cs and Garmezy's protective factors (individual, family, support).

The research questions guiding this study are: (i) Can a Resilience Intervention Programme be developed for building resilience in students? (ii) Will this programme be successful in developing Resilience in the students?

Objectives include developing the programme based on the 7Cs of Resilience proposed by Dr. Kenneth Ginsburg and studying its effectiveness on student resilience outcomes.

### Theoretical Framework:

Garmezy's Theory of Resilience emphasizes protective factors: individual (temperament, cognitive skills), family (cohesion, parental support), and external support (teachers, institutions). Ginsburg's 7 Cs provide

practical operationalization: competence (handling challenges), confidence (self-belief), connection (relationships), character (values), contribution (purpose), coping (stress management), and control (agency).

**Review of Related Studies:**

Research studies indicate urban Indian adolescents with high resilience demonstrated significantly better social problem-solving skills, a positive orientation toward problems, and a rational approach to solving them(Sharma,2015). Herbert and Manjula (2022) showed that a resilience-based intervention among college students led to significant improvements in resilience. Arastaman and Balci (2013) found that students’ resilience was significantly associated with demographic variables and positively correlated with peer and family support. Yamamoto et al. (2023) highlighted the role of family, community, and social support systems in building resilience among Japanese elementary school students, with notable gender and grade-level differences. Giavana and Lafreniere (2014) demonstrated that parental relationships, self-efficacy, extracurricular involvement, and social competence were positively related to resilience among Bahamian youth. Sy et al. (2023) reported a moderate positive correlation between self-efficacy and resilience among senior high school students and recommended school-based programmes to strengthen both constructs. The researcher found few adolescent interventions existing in Indian settings, justifying this programme.

**Methodology:**

A one-group post-test design targeted 51 Class IX students (27 male, 24 female) from an English-medium school, selected via a validated resilience tool (reliability 0.8) for below-average scores. The programme followed ADDIE Instructional Design: Analysis (needs, learners, 7 Cs content), Design (objectives-based framework), Development (blended activities, expert-validated), Implementation (6 months with reflection logs), and Evaluation (self-perception scale, reliability 0.9; 21 statements on 5-point Likert scale).

7 Cs Area	Activities
Competence	Team games, SWOT analysis, reflection logs
Confidence	Talent showcase, video analysis, team activities
Connection	“Rain of Connections,” group links, volunteer work
Character	Story analysis, future-self letter, value identification
Contribution	Volunteering, self-assessment, organizational impact analysis
Coping	Stress recognition, coping workshops, mindfulness
Control	Emotion role-play, case studies, response analysis

Table 1: Sample Activities by 7 Cs of Resilience

Data analysis employed percentages on post-programme self-perception responses across all seven dimensions.

**Results and Discussion:**

Over 70% of participants strongly agreed or agreed across all 7 Cs dimensions, indicating programme effectiveness (e.g., 80.3% on competence in handling stress; 90.2% on confidence in abilities; 84.3% on control over actions). Reflection logs revealed improved emotion recognition, enhanced coping strategies (positive self-talk, mindfulness, pranayama), and meaningful connections via volunteering.

Findings align with prior resilience interventions: Ang et al. (2022) found similar outcomes in Singapore’s digital RISE programme; Robinson et al. (2022) reported REP-S effectiveness with 80 university students during COVID-19; Shankarnarayanan and Cycil (2014) documented reduced pessimistic thinking in Indian school children post-intervention. These convergent results affirm resilience as learnable and transferable to employability contexts.

7 Cs Dimension	Agreement Rate (%)
Competence	80-95
Confidence	85-100
Connection	78-92
Character	80-90
Contribution	85-95
Coping	80-87
Control	87-100

Table 2: Post-Programme Self-Perception Agreement Rates

### Conclusion and Implications:

The Resilience Intervention Programme successfully developed all 7 Cs, enabling students to recognize stress triggers, build confidence, strengthen connections, clarify values, contribute meaningfully, manage stress effectively, and exercise agency. Schools aligned with NEP should embed resilience via experiential activities storytelling, mindfulness, volunteering, internships ensuring equitable access and sustainable development. Future longitudinal studies should track employability impacts, career progression, and well-being, advancing evidence-based resilience education in Indian institutions.

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