# TABLE OF CONTENTS

List of Abbreviations ........................................... i
List of Tables ...................................................... iv

## 1. INTRODUCTION ............................................. 1

1.1. Introduction to the study ................................. 1
1.2. LSE as ‘Evidence-based’ Practice: A Review of Psychological Literature ............................... 17
1.3. A Political Economy of Skills-based Education .......... 15
1.4. Education, Skills and ‘Subjectification’ ................. 20
1.5. The Current Project and Theoretical Framework ...... 25

## 2. METHODOLOGY .............................................. 35

2.1. Research and Reflexivity .................................. 35
2.2. A Psychologist’s Understanding of ‘Life’ and ‘Skills’ and Laymen’s Challenge to Discourses of Expertise ........................................ 39
2.3. Methodology ................................................. 48
   2.3.a. Institutional Ethnography ......................... 48
   2.3.b. Foucauldian Discourse Analysis .................. 50
   2.3.c. The scope and ‘field’ of the study ................ 57

## 3. THE FIELD AND ITS INCOMMENSURABILITIES ......... 62

3.1. The Government /Aided Schools in Bangalore .......... 63
3.2. Life Skills Organisations as Middle Class Cultural Spaces ............................................. 79
   3.2. a. Imagine Possibilities .............................. 81
   3.2. b. Viveka Youth Brigade ............................. 92
   3.3. c. Media for Change Ltd. ............................. 103
List of Abbreviations

ADHD – Attention Deficit Hyperactivity Disorder
AEP – Adolescent Education Programme
APA – American Psychological Association
ARSH- Adolescent Reproductive and Sexual Health
ATOD- Alcohol, tobacco, and other drugs
B.Ed – Bachelor of Education
CBSE - Central Board of Secondary Education
CEO – Chief Executive Officer
COO – Chief Operating Officer
CSR – Corporate Social Responsibility
DA – Discourse Analysis
D.Ed – Diploma in Education
DSERT – Department of State Educational Research and Training
EFA – Education for all
HIV/AIDS - Human Immunodeficiency Virus / Acquired Immunodeficiency Diseases
HR – Human Resources
IE – Institutional Ethnography
IISc- Indian Institute of Sciences
IT – Information Technology
IP – Imagine Possibilities
KVS - Kendriya Vidyalaya Sanghatan
LSE – life skills education
LSO – life skills organisation
LSP – Life skills programmes
LST – Life skills training
MD – Managing Director
MFCL – Media for change Ltd
NACO - National AIDS Control Organization
NCERT – National Council for Education, Research and Training
NCF – National Curriculum Framework
NPE – National Policy on Education
NPEP - National Population Education Project
NGO – non-governmental organisation
NIMHANS - National Institute of Mental Health and Neurosciences
NLP – Neurolinguistic Programming
NVS - Navodaya Vidyalaya Samiti
OBC – Other Backward Classes
OECD – Organisation for Economic Cooperation and Development
PAThS – Promoting Alternative Thinking Strategies
SADPI – Sub Assistant Director of Public Instruction
SC – Scheduled Castes
SDMC- School Development and Monitoring Committee
SEAL – Social and Emotional Aspects of Learning
SMPH - School Mental Health Programmes
SSLC – State Secondary Leaving Certificate
ST – Scheduled Tribes
TTP – Teachers’ Training Programme
UK – United Kingdom
UN – United Nations
List of Tables

Table 1: The ten life skills 2
Table 2: Details of field work 60
4. CONSTRUCTING ‘LIFE’ AS ‘SKILLS’: A GENEALOGICAL AND DISCURSIVE ANALYSIS OF LIFE SKILLS EDUCATION

4.1. ‘Life’ as a Set of ‘Skills’, and ‘Childhood’ as Inherently ‘Risky’: The Discourse of LSE
   4.1.a. Construction of the programmes and skills
   4.1.b. Construction of subjects
   4.1.c. The skills considered central to life

4.2. Development of the ‘Skills’ Turn and Training Paradigm within Psychology

4.3. Psycho-education and the Possibility for ‘Global Governmentality’: Development of the ‘Responsibilised’ Subject

4.4. Empowerment and Discipline – the Two Sides of a Coin
   4.4.a. LSE as educational-administrational tools of the state
   4.4.b. LSE as ‘discipline’ in the local context of the school
   4.4.c. LSE as ‘empowerment’ and ‘employability’

5. LIFE SKILLS PROGRAMMES AND THE DISCIPLINING OF THE SELF

5.1. Life Skills Programmes and Multiple Modes of Disciplining

5.2. Understanding the Self through Classroom Discussions, Curricular Texts, and Middle Class Values
   5.2.a. IP’s master training programme, October 10-11, 2012
5.2.b. Curricula and ‘cultural disciplining’ 161

5.3  The ‘Pedagogy’ of Discipline 170
    5.3.a. Participation, and the practices of ‘care’, confession and ‘visibilisation’ 170
    5.3.b. Role of language within the programmes 176
    5.3.c. Modulation of body rhythm, mood and behaviour 184

5.4  ‘Disciplining’ through the Reproduction of School Culture 186
    5.4.a. The spatio-temporality of schooling 188

6.  LOCAL CONTEXTS AND ‘CULTURAL DISCONNECTS’: THEORISING ‘PRACTICE’ 208
    6.1. Local Contexts, Global Discourses and ‘Cultural Disconnects’: Responses from the Field 208
    6.2. ‘Cultural Disconnects’: A Few Examples 209
    6.3. ‘Cultural Capital’ and Ways of Making Sense of the Self 225
    6.4. ‘Strategic Opportunising’, Failure, and Reproduction of Global Discourses 229
        6.4.a. Facilitators and the production of a new professional status 229
        6.4.b. Children and ‘strategic opportunising’: The production of a ‘culturally better educated subject’ 241
        6.4.c. ‘Managers’ and the production of ‘distinction’ 250

7.  CONCLUSION 268