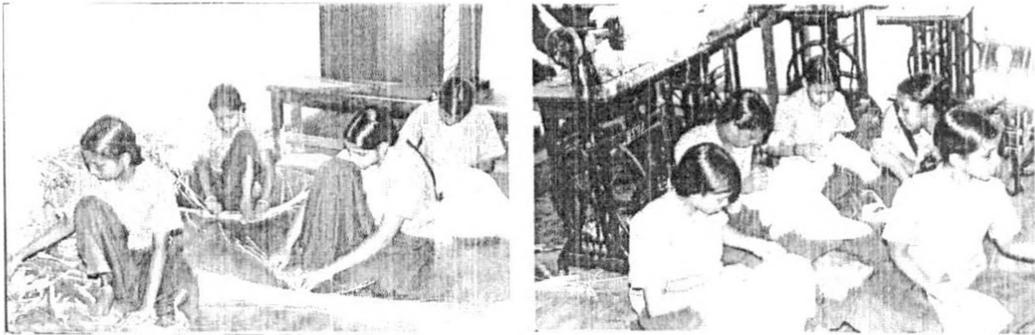


**TRAINING OF ASHRAM MODEL RESIDENTIAL SCHOOL  
TEACHERS OF KERALA  
IN  
GUIDANCE AND COUNSELLING**

**A Report**



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## **KOLUMBAN MOOPAN**

THE PERSON WHO IDENTIFIED SITE FOR  
ARCHDAM, IDUKKY HYDRO ELECTRIC  
PROJECT

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## **Preface**

This report is developed for the benefit of Teachers of Ashram Model Residential Schools of Kerala who attended ten-day Training Programme in Guidance and Counselling. This report is a bonafide document as the participants themselves have interacted and learnt various important concepts in Guidance and Counselling. There were about 31 participants who participated in the Training from 16 MRS of Kerala. They have used the Handbook on Guidance and Counselling which was developed in a workshop in the Institute after thorough deliberations and editing of material. This report is a hard work and sincere efforts of the resource persons both internal and external and also guest speakers who gave good advice and suggested them with suitable ways and means of helping tribal children in their schools.

I am thankful to all those resource persons who have really contributed their expertise and experience in training the teachers.

I am very thankful to our beloved Principal Prof.G.T.Bhandage for his valuable suggestions and timely help which lead to the grand success of this PAC programme. I am thankful to Prof.B.S.Upadhyaya, Head, DEE, Prof.B.Phalachandra, Dean of Instruction and Head, DE for their timely help. I am also thankful to Mr.Iyappan, IAS, Director and Mr.Hrishikeshan Nair, Joint Director, Tribal Development Board, Thiruvananthapuram for their support in deputing highly talented team of teachers who were highly experienced and understood the training sessions and came out with this report. I am thankful to all of them.

I am also thankful to all those who have helped in this PAC programme in every aspect of item to name a few, Mr.Venkataraman, Mrs.Rajeshwari, DEE and staff of the Computer Processing Unit for their untiring help.



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2. Prof.S.Ramaa
3. Dr.Swati Patra- Co-Coordinator

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**Leaders for the Entire Group :** Mr.Ajiraj (MRS), Kattela  
Mrs. Divya T K, Trivandrum

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3.	Manikandan	MRS	Attapady
4.	Mini Michael	MRS	Idukki (Leader)
5.	Santhosh	MRS	Wayanad

### Group II

1.	Vasu M P	MRS	Noolpuzha (Leader)
2.	Sreedharan	MRS	Nilambur
3.	Shyja	MRS	Wayanad
4.	Jayalatha	MRS	Kalpetta
5.	Valsala	MRS	Kalpetta

### Group III

1.	Sabu Mathew	--	Idukki (Leader)
2.	Muhammad Siddique	--	Chalakuadi
3.	Saji PV	--	Vadaserikara
4.	Manoj	--	Kannur
5.	Lalitha	MRS	Chalakuadi
6.	Usha Nandini	MRS	Chalakuadi

### Group IV

1.	C R Jayachandran	MRS	Kulathupuzha
2.	Sreejith C (Leader)	MRS	Kulathupuzha
3.	Ajiraj	MRS	Kattela
4.	Jose G V	MRS	Kattela
5.	Anil Kumar	MRS	Nilambur

### Group V

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2.	Jayadas	MRS	Munnar
3.	Satheesh	MRS	Kannur
4.	Shalimol S P (Leader)	CBSE	Trivandrum
5.	Divya D K	MRS CBSE	Trivandrum

### Group VI

1.	Veena N Kurup	MRS	Earattupetta
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3.	V T Babu	MRS	Nallornadu
4.	Lavan	MRS	Nallornadu
5.	Joby	MRS	Noolpuzha

NEED FOR SCHOOL GUIDANCE  
COMMITTEE AND THE ROLE  
OF HM, TEACHER, CAREER  
MASTER, PARENTS AND  
COMMUNITY

## INTRODUCTION:

Guidance teacher is the leader who carries out the challenging task of providing the service function of Guidance in school. Though he may be given limited areas of Guidance to deal with, the demands of students may place him in situations where you cannot function in isolation. The entire teaching and non-teaching staff of school and the Principal need to lend active support to him to run the show. He needs to discuss the nitty-gritty of the School Guidance Program and a workable plan of action is to be arrived at for each academic session. There are questions of time, resources, and finance which require his attention. To deal with all these issues he requires a forum. Hence School Guidance Committee (SGC) is to be constituted and its tasks should be designed.

## NEED FOR SCHOOL GUIDANCE COMMITTEE:

1. To enhance the total development of the student.
2. To enable the students go for the proper choice of courses.
3. To help students to select their proper choice of careers.
4. To help the students to attain proper transition from education to work i.e. Vocational development.
5. For the development of readiness for choices and changes to face new challenges.
6. To minimize the mismatching between education and employment and help the efficient use of manpower.
7. To motivate the youth for self-employment.
8. Helping fresher to establish proper identity.
9. To identify and motivate the students from weaker sections of society.
10. To help the students in their period of turmoil and confusion.
11. To check the wastage and stagnation.
12. To identify and help students in need of special help.
13. To ensure proper utilization of time spent outside the classrooms.
14. To tackle the problems of student explosion.

15. To check brain drain and migration.
16. To fulfill the deficiencies of home.
17. To check the incidence of indiscipline.
18. To help the quantitative and qualitative improvement of education.
19. To fulfill the extra instructional needs of the pupils.
20. To help in the development of Nation.

### **SCHOOL GUIDANCE COMMITTEE:**

#### **THE TASKS:**

1. To plan and execute the Guidance Program in the school.
2. To coordinate the activities of the Guidance Program.
3. To make use of local expertise in the field of Guidance and Counseling.
4. To find out the ways and means of mobilizing financial resources for Guidance and Counseling.
5. To organize PTA meetings – to highlight the benefits of Guidance and Counseling and encourage them – both parents and students – to avail this service at school.
6. To develop contact with Lions club, Rotary club and other voluntary agencies to get assistance in organizing and conducting talks, seminars, exhibitions etc,
7. To have contact with Vocational Guidance cells, Employment agencies, recruitment agencies and to organize visits to work places.
8. To review the progress in implementing the Guidance program in school according to the needs of the students.
9. To extend help to financially and socially backward children and to seek help from voluntary organizations and philanthropists.
10. To take initiative to start health clubs, remedial teaching centers, job information centers. Etc.
11. To discuss with students having problems that cannot be solved at school level and refer such cases to professional counselors.

#### **The Constitution of the School Guidance Committee:**

The SGC should be constituted in the beginning of the every academic year with necessary changes among the office bearers. The Committee has to formulate monthly and yearly plans of Guidance activities. It should conduct periodical meetings preferably thrice a year to review and assess the work done and the tasks to be carried out. In these meetings the secretary should submit the report of the activities undertaken under the Guidance Cell of the School.

The VGC should consist of the following persons as the members:

1. The Principal/ The Head master - Chairman
2. Guidance Teacher - Secretary
3. PGT - Member
4. TGT - Member
5. PET - Member
6. Art Teacher - Member
7. Parent - Member
8. Student Member - One Boy and One Girl
9. One Local counseling  
psychologist/Educational - Professional Member  
counselor/clinical psychologists

**THE ROLE OF CAREER MASTER:**

1. He is the nerve centre of any guidance program
2. His main work in the secondary school is to operate an information service. He supplies information regarding training courses, scholarships or job opportunities.
3. He provides sufficient information and understanding of the various opportunities in an objective way so that they can plan their future more realistically to the pupils and parents.
4. He is not supposed to administer and interpret psychological tests.
5. He should introduce the cumulative record cards and get them maintained with the help of other members of the faculty. However he should ascertain the objectivity of the information provided in the card before using it.

6. The career master should prepare a year work schedule for guidance. This would allow him sufficient time for adequate preparation.
7. He can organize and enrich his career information corner/ centre and write to various agencies and secure monographs, career pamphlets, and posters.
8. He should get the guidance period adjusted in the school time table. As far as possible, he should utilize the allotted periods for class talks and make use of the afternoon interval or some after school hours for individual discussion with pupils and parents.
9. He should ensure co operation on the part of school personnel and better participation of pupils and parents.
10. The actual amount of guidance work to be undertaken by the career master will vary from school to school depending on the time provided and facilities available to him.

#### **ROLE OF PARENTS AND COMMUNITY:**

Parents are the principal counselor of the students. Favorable upbringing, special help in the form of advice and praise, reproof and administration in difficult situations, contribute to the guidance process. The influence of parents on a student's life decisions is formidable. Any guidance endeavor on the part of the educational institution, therefore should be based on this premise; for educators and other guidance personnel only supplement the counsel given to students by their parents who can play a decisive role in the guidance program by:

1. Getting adequate information regarding the educational and vocational possibilities for their children in the decades ahead.
2. Utilizing principles of good mental hygiene and right living in their families.
3. Helping the children in developing effective study habits, planning their activities and budgeting their time for maximum achievement.
4. Showing the children how to postpone immediate pleasure in favor of later gratification.
5. Help their children in discovering, developing and directing all the inherent potentialities.
6. It is important that parents are made guidance conscious.

## Role of a Teacher in Guidance Service

According to L.L. Bojkin, "The principal area of student personnel work is teacher-student relationship, not occasional interviews with specialized counselor". As stated by Gordon, "The major task of the teacher is the study of student". Bojkin says, "Good teaching has emotional and moral as well as intellectual objectives. It aims at the growth of the whole person as well as the mastery of the subject in hand".

### Areas of Guidance Work by the Teacher

1. **Needs of the Students:** He primarily concerned with the problems and needs of their students.
2. **Maladjustment:** He should try to detect the emerging maladjustment of pupils.
3. **Development :** He should provide situation for the maximum development of the pupil.
4. **Implementation :** He should implement in right earnest the decisions made due to the pupils' contacts with counselors.
5. **Information :** He should make use of every opportunity of acquiring information and many insights about pupils and their experiences.
6. **Contact with Parents:** He should find opportunities of developing contact with parents and community agencies which have many possibilities in the complete guidance programme.
7. **Contact with Students:** He should develop personal contacts with students.
8. **Testing :** He should construct, and administer tests in their regular academic courses.
9. **Notes :** He should guide their students in the taking of notes.
10. **Talks :** He should guide students in giving short talks.
11. **Library:** He should guide students in the proper use of the school or college library.
12. **Fields of Students:** He should acquaint the students with the fields in which their subjects are related to.
13. **Reporting:** He should report about students who are experiencing special difficulties to the school counselor.

14. **Co-curricular Activities:** He should assume responsibilities for the organization of the co-curricular activities which are closely allied to their subject-matter fields.

### **Principles of Governing Teachers' Role**

The following Principles of governing teachers role:

1. **Gaining understanding of every pupil in his class:** This is done through daily observation, listening to what pupils say, talking with them and their parents, visiting their homes and using some form of cumulative record which he can also pass on to the next teacher to give him background in understanding each new class.
2. **Accepting children as they are and to look for the best in them:** When a student gets up to recite and gives a confused answer, the teacher should help them / her to think through the question more clearly himself / herself. And when he / she had done this successfully, the teacher should say, "I knew you could do it, if you kept on trying".
3. **Providing the experiences each child needs :** As the child grows older, he / her should have work experiences in school and outside of school that help her / her to discover what he can do best and what he / she likes to do. This is concerning schoolwork that is meaningful to him/her in which he / she can succeed with reasonable effort, friendly relations with teacher and other pupils that give him / her social experiences, and encouragement to study at home on his / her own initiative.
4. **Guiding as he teaches :** This requires being constantly sensitive to the individuals and their interaction in their interaction in the group. When a pupil gives the wrong answer the guidance-minded teacher, is more likely to ask, "How did you get that idea?" This helps him to understand children's misconceptions and to show them how to correct them. It also prevents a child feeling inferior from experiencing another failure. Instead, the child gains a little more self-confidence as a result of the teacher's emphasizing whatever is positive in what he says and does.

**5. Helping the older child make educational and vocational plan in line with his abilities.**

**Role of classroom Teachers in Guidance**

If the classroom teacher is in control of classroom environment of the youngsters he can play a very strategic role in manipulating the environment to bring about an improved adjustment of pupils, which cannot take place if the class-room environment is unsympathetic and does not cater to the needs of the individual pupil. A successful guidance programme is dependent upon the class-room teacher who is dependent upon the personnel workers to carry out the primary function of instruction. If he practices good mental health and willing to contribute to the specific service of a guidance programme he is an invaluable member of the guidance team. For this he must be acquainted with the following about the students:

1. The academic ability of each of his student.
2. Student's reading ability.
3. The important details of student's past academic work.
4. Students, parents and home situations.
5. The results of other tests the student has taken.
6. Vocational plans of the student.
7. Educational goals of the student.
8. Student's likes and dislikes.
9. Student's condition of health.
10. Student's abilities and weaknesses.
11. Student's problems and frustration.
12. Student's social relationships-his friends, his group contacts.
13. Student's recreational activities.
14. Student's study habits and study conditions.
15. The unusual experiences student has had.
16. What other teachers think about the student.

According to Chisholm, "In the school in which the class-room teacher assumes responsibility for guidance, there is not forbidden ground dividing his instruction and guidance responsibilities. The teacher helps pupils study their own abilities, select work, appraise their own progress, and the other things necessary in an adequate programme of guidance. In the actual class-room work, then the teacher is sensitive to and understands the level of interest and ability of the pupils and adapt the work to individual needs or helps the student revise his choice of school activities so as to get those experiences in harmony with his needs".

## **Role of the Headmaster in guidance Service.**

The following are the main role of Headmaster in guidance service:

1. **Understanding:** He helps the members of the staff concentrate their attention on the problems, needs and characteristics of the students.
2. **Leadership :** He has the responsibility for providing constructive leadership in developing better guidance services.
3. **Shared Responsibility :** He has the responsibility of helping the members of the staff understand the importance of the 'shared responsibility' for pupil growth.
4. **Time schedule and facilities :** He has the responsibility of providing the time scheduling and facilities so that staff members can work more effectively
5. **Interpretation :** He has the responsibility of interpreting the programme of guidance service to the school and to the community.
6. **In-service Training :** He has the responsibility of providing in-service training facilities to the teachers and counselors to acquire greater skill and security.
7. **Organizing Guidance :** He has the responsibility of helping the staff organize the guidance programme.
8. **Selecting Teacher Counsellor :** He has the responsibility of selecting competent teacher-counsellors and placing them in an educational setting so that they can operate effectively.
9. **Wholehearted Support :** According to a Manual of Educational and Vocational Guidance, issued by the ministry of Education, "The Principal or the Headmaster is the key-man of the guidance programme within his school. He must be in sympathy with its purposes and give it his wholehearted support".

## **Guidance and Counselling – An Introduction**

### **What is Guidance?**

Guidance is an integral part of education and inseparable part of life. Teachers have given guidance to their students, parents to their children, friends to their peers and so on from time immemorial. In the Gurukul system of education, it was the Gurus who had taken care of the Guidance function and in the present system of schooling, it is the responsibility of teachers and trained personnel in Guidance and Counselling. In recognition of the services offered by the teacher to students, he/she is called a friend, philosopher and guide to his/her disciples.

Guidance over a period of time has come to acquire a status of a separate branch of education, though in countries like the UK and Germany, it is integrated into mainstream education. In India, though Guidance has been in existence since the Gurukul days, its importance and influence has not been fully understood. The pressures of today's world have made us to make a sincere attempt to rediscover Guidance. It is now realized that from cradle to grave, at every stage of human existence, Guidance is required and more so in schools and colleges.

By Guidance, it is meant, a system of services organized by schools for the benefit of student. It supplements teaching and at the same time takes care of the scores of psychological, physical and socio-cultural domains of the students. Guidance as a discipline is viewed by people from many angles. This had led to scores of definitions. It is important for you to know, as Guidance Teacher, a few definitions of guidance relevant to your functions.

Guidance in layman's language has many meanings like leadership, direction, supervision, management, control, regulation, help, support, assistance, advice, and so on. But by 'Guidance' we mean a field of study concerning itself with a comprehensive system of functions, services and programs in schools designed to effect the personal development and psychological competencies of students (Aubrey, 1979). It is an inseparable educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentials, develop their life

purposes, formulate plans of action in the service of these purposes and proceed to their realization ((Jones and Hand, 1938).

According to Tolbert, "Guidance is the total program for all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life". According to Mathewson (1962) Guidance is the systematic professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities, in accordance with social and moral values. In the subsequent pages of this Manual, you would be able to unravel the meaning of the definition given by Mathewson.

#### **What is not Guidance?**

1. Guidance is not teaching. But teachers can give it.
2. Guidance cannot be viewed as a separate discipline, but it is an essential and integral part of the total educational program.
3. Guidance is not synonymous with counseling, but it has counseling as one of its components.
4. Compulsion, prescription, domination, readymade planning and regimentation do not find a place in Guidance.
5. Guidance is not making decisions for the individual but facilitating him to make decisions on his own.
6. Guidance is not advice giving.

As seen above Guidance and Counselling are the two terms often used synonymously. When Guidance can be taken as a universal set, Counselling can be called a subset of it.

### **What is counselling?**

Sherilyn Cormier and Harold Hackney define counseling as helping relationship that includes (a) someone seeking help, (b) someone willing to give help who is capable of or trained to help, (c) in a setting that permits help to be given and received.

### **What is not Counselling?**

The main objective of counselling is to bring about a voluntary change in an individual. Patterson has pointed out certain activities that are not synonymous with the process of effective counseling. Those activities are as given below:

1. Counselling is not the giving of information, though information may be present.
2. It is not the giving of advice, suggestions or recommendations.
3. Counselling is not the act of influencing the client's values, attitudes, beliefs, interests, behaviours, decisions, etc. by persuading, admonishing, threatening, or compelling.
4. Counselling is not the selection and assignment of individuals to jobs.
5. Counseling is not interviewing though interviewing is involved.

### **Guidance distinguished from Counselling**

<b>Sl. No.</b>	<b>Guidance</b>	<b>Counselling</b>
1.	Guidance is a field of study dealing with the service function of education.	Counselling is one of the services under Guidance Programme.
2.	Guidance can be provided in group settings.	Counselling is provided in one to one, face-to-face situations.
3.	Guidance also refers to help provided to individuals for making informed choices.	Counselling is given only when one seeks it.
Note: Clients having similar psychological problems are sometimes grouped together and counseling is given to them.		

### **The Guidance Philosophy**

1. Guidance is based on the recognition of the dignity and worth of the individual and on his right to personal assistance in the time of need.
2. Guidance is a continuous, sequential, educational process. Hence it is an integral part of education and not a mere peripheral adjunct.
3. Guidance must respect the right of every individual to the help and services it offers.
4. The focus of Guidance is on helping the individual realize and actualize his best self rather than on solving isolated problems, be they those of the individual or the school.
5. Guidance is the individualizing, the personalizing and the socializing element in education.

### **The Principles of Guidance**

1. Guidance, both as concept and as a process, is designed for all children and not just for the gifted or those in extreme need.
2. An effective Guidance program is possible only through the cooperative efforts of school personnel and the contributing efforts of non-school personnel (including parents) and not through the isolated efforts of any one specialist.
3. Guidance works on the assumption that the individual has a better opportunity for development through planned assistance and services and through such assistance they can have their growth enhanced.
4. Guidance assumes that individuals children included, have the right to self determination in choices open to them and that the exercise of this right contributes to the development of a sense of personal responsibility.
5. Guidance is concerned with all of the child's development, both in time (that is past, present and future) and in area (that is academic, social and personal). As such, it is concerned with the child's vocational and educational pursuits as well as his current well-being.

### **Aims and Objectives of Guidance Services**

1. To enable students understand their strengths and weaknesses.

2. To extend help to students in getting information about educational and occupational opportunities and requirements.
3. To help students make realistic educational and vocational choices.
4. To help students make personal and social decisions based on relevant information.
5. To help them find solution to their problems of personal and social nature and develop competency to solve future problems.
6. To provide opportunities for self-exploration so that students can develop realistic self-concept.
7. To provide self-understanding with the help of academic and psychological tests.
8. To develop students as matured – human beings capable of using their innate and acquired potential to an optimum level for their personal growth and progress.

### **Need and Importance of Guidance and Counselling**

As teachers you need to know about the subject matter of Guidance before embarking up on the task of functioning as Guidance Teachers. The aims of education and that of Guidance are one and the same. Guidance as such is not a peripheral adjunct to education but an integral part of it. Why Guidance is to be given to students in schools can be explained in the light of the functions of Education.

### **Three functions of Education**

You may be aware that education as a system is expected to deliver three distinct yet inter-related functions, namely, the instructional, managerial and the service. The instructional function is chiefly concerning itself with teaching with a view to transacting knowledge, developing skills and inculcating positive attitudes. The managerial function has under its domain management and administration of school. The service function is taken care of by Guidance. Before we delve into the domain and reach of the service function, let us try to know the details of the need and importance of it.

### **Guidance for Self-Understanding**

The need for guidance is universal. All students need guidance, irrespective of the type of school they are in, so that they may have a proper understanding of their interests, attitudes, aptitudes, personalities, intelligences and values. Students need to know about themselves so that they may seek experiences, which are in agreement with their abilities, interests and values and may develop their personalities, to the full. Students also need to have self-knowledge so that they may form life goals and plans which are realistic – neither too high nor too low – and which may enable them to find satisfactory outlets for their talents.

### **Guidance for making Informed Educational Choices**

Students need guidance to enable them to make informed choices at various stages of their educational career. At the end of ten years of general education, there are three possible courses open to students : a) they can enter the work force, b) they can take vocational courses or c) they can take higher level academic courses of study to prepare for entrance into the first degree class in college or university. Since the ninth and tenth years in the ten-year school will be terminal for large majority of students, they will need help in making vocational / academic choices at the end of the ten year period of general education.

### **Guidance for Academic / Vocational Choice making**

Similarly, those students, who wish to continue in school upto class XII, pursuing either vocational or academic courses, will need Guidance to enable them to choose the course of study which suits them best. The choice of a course at the senior secondary stage will influence their future and determine the kind of jobs they will find and the degree of satisfaction they will derive from these jobs. In view of this, they need to be provided with information about various educational and occupational possibilities. Besides this, they need to be helped in developing realistic self-concept based on the knowledge about themselves – their abilities, interests and needs.

### **Guidance for Career Development**

Another area in which students need Guidance is that of choosing, preparing for, entering upon and progressing in a career. The term vocational development / career development has been used by psychologists to describe this process. The

process of vocational development covers almost the entire span of life of an individual; it begins quite early in one's life and continues till some time after retirement from work. The individual passes through various stages called growth, exploration, establishment, maintenance and decline in the process of career development. Guidance services in school can help students in the process of career development, particularly in the stages of growth and exploration by making it possible for them to gain knowledge about the world of work. By providing them opportunities for self-exploration as well as exploration of the world of work while they are still in school, Guidance helps make the transition from school to work easier.

### **Guidance for Adjustment**

We have seen so far that Guidance assists students to (i) understand their strengths and limitations, (ii) gain information about educational and vocational opportunities and (iii) make realistic educational and vocational choices and plans. In addition to these assistances, Guidance can provide another very important assistance to students. That is to help students make the best possible adjustment to situations at school as well as at home. It thus seeks to facilitate the development of all aspects of an individual's personality.

### **Guidance for Integrated Personality Development**

As the goal of education is also the integrated personality development of the individual, it will be seen that the aim of Guidance is directly related to that of education. Guidance, therefore, should be regarded as an integral part of education and not as a special psychological or social service, which is peripheral to education. Besides, contrary to popular belief, Guidance is meant for all students not just for those who deviate from the norm. It is meant to be a continuous process aimed at helping the individual to make sound decisions and adjustments to various situations that arise from time to time.

### **Guidance compensates family inadequacies**

Guidance is required in schools not only because its aims are the same as those of education but also for facilitating the process of education. There are other reasons, too for providing this service in schools. Although individuals face problems at every stage of life, studies have shown that if a person acquires skills during his

school age, he is likely to have fewer problems at later stage in life and be better equipped to deal with them. A large number of students now come to school from homes that are notable to assist them adequately in dealing with their life problems. Because of various factors such as rapid industrialization, changes in the occupational structure of the country and the growing complexity of life, there are greater pressure and strains in the family. As a result, the home is not able to provide the child the kind of support and help it provided in earlier days. Therefore, the inadequacies in family need to be addressed to.

### **Why should schools provide Guidance?**

The school is in a better position than any other social agency in the community to provide Guidance services to students. It is in a better position to collect data about students required for having clear and accurate picture of their development. Again, the difficulties experienced by students in the learning of basic skills in the different subject areas can be diagnosed more accurately by school teachers. The school can also identify pupils who need special help and opportunities such as the gifted, the backward, the under achievers and physically handicapped. The potential dropouts can be detected at an early stage and helped to stay on in school. Again, the school can easily approach other community agencies with whose cooperation it may be able to do a better job of meeting the needs of students. Above all, the students and the parents are likely to have more confidence in the Guidance services provided by the school teachers and counselors than in the Guidance personnel of any other agency outside the school.

However, it would be impractical to expect the schools to provide Guidance services to an adequate extent. For this purpose, teachers and Principals will have to be trained and oriented properly, schools will have to be better equipped, over crowding in classes reduced and examination and other school practices improved. Now that the changes are being introduced in our schools, we can be optimistic about the future of Guidance services in our Kendriya Vidyalayas.

While it is true that the aim of Guidance is the total development of the individual, the Guidance Teacher must always be concerned with relating this aim with another important aim of Guidance namely, meeting the needs and demands of

society. As one writer in the field has observed “It is the burden and glory of the Guidance Teacher that he has a responsibility both to the individual and society”.

I am sure that you are convinced of the need to have Guidance in schools. It is indeed important to know that all the three functions of education that we discussed earlier need to be integrated to bring about changes in the behaviour of learners in desirable directions. These changes are reflected in acquisition of new knowledge and modifications of existing knowledge; development of new skills or modification of existing skills; the development of attitudes, feelings and values and these changes enhance the healthy growth and development of the individual and contribute to the well being of the society of which he is a part. Guidance services support educational process by directing and controlling activities to help each individual develop his potential. Hence the teacher, the parent and the Guidance teacher have important roles to play. It is, therefore, desirable that teachers and parents should understand the meaning and importance of Guidance. To put these needs in a nutshell, let me list out the Guidance needs as follows :

- a) To help in the total development of the student, instead of emphasizing on the intellectual development alone. To achieve this, individual differences among students are accepted, understood and planned for all types of experiences.
- b) To enable students of class IX – XII to make proper choices at various stages of their educational career. They need help or Guidance in choosing the right course from among the three possibilities namely, (i) Entering the work force, (ii) Taking vocational courses, (iii) Taking higher level academic courses.
- c) To help the students choose, prepare, enter upon and progress in a career. Choices are to be made taking into consideration the changing requirements of industrial jobs, market conditions for professional manpower, labour-trend, etc.
- d) To help the students in vocational development; they need help through various stages; growth, exploration, establishment, maintenance and decline.
- e) To help the students make the best possible adjustments to the situations in school as well as home. Students are to be trained in problem solving skills. For example, how to deal with difficulties in studies, preparation for examination, adjustments with peers, siblings, parents, etc.

- f) To supplement the efforts of home; the home is not in a position to provide support and help with regard to the occupational structure of the country and social and political changes, information concerning the qualifications required for different kinds of courses and careers, information regarding the supply and demand in the job market.
- g) To minimize the mismatch between education and employment and help in efficient use of manpower, enabling students to get qualified in a particular profession with relevance to the job specifications.
- h) To identify and motivate students from all sections of society in equal footing. Students belonging to different sections and strata of the society will have adjustment problems with peers, teachers and environment. Urgent Guidance facilities are to be extended to these children by way of improving their communicative ability, to make friends with others, to make best use of classroom lesson and co-curricular facilities available.
- i) To help in checking wastage and stagnation. Guidance services can reduce wastage and stagnation due to many reasons like lack of proper study skills, and effective study habits, knowledge for making full use of the facilities provided and so on.
- j) To identify students in need of special help. Guidance service can identify and provide help to the gifted, the backward and the handicapped.
- k) To ensure proper utilization of time spent outside the classroom. Some positive direction is to be provided to students by influencing them on the use of the after school hours.
- l) To minimize the incidence of indiscipline. Well-planned systematic, scientific and comprehensive students Guidance service can minimize indiscipline in schools.

### **What are Guidance Services ?**

Guidance function in school is taken care of by offering seven services. Of the seven, the first four are called essential Guidance services. Schools needing to have Guidance as an integral part of education should be able to offer these services.

They are:

1. The Orientation Service
2. The Individual Inventory Service

3. The educational and occupational information service and
4. The Counselling service

The remaining three services are called peripheral services. Those are (i) Placement service, (ii) Measurement and Evaluation Service, (iii) Research and follow up service. Let us have a basic understanding of these seven services.

### **Orientation Service**

As the name suggests, orienting the new students (who are entering as fresher by either getting admission in class I or joining other classes on transfer to a new school) in various aspects of the school is the main purpose of this service. Kendriya Vidyalaya Sangathan has an elaborate six-week plan, consisting of day-to-day activity schedule of orienting the children joining class I. The students joining other classes in school on transfer from other schools find it difficult to adjust with new faces in their class and in other classes and with the teachers.

It has been observed that even students joining higher classes in a new school find the going tough for them for obvious reasons such as deprivation of their familiar environment, caring friends and teachers, security, recognition, etc. Getting adapted to the new environment is time consuming and at times old students rejecting the new entrants for psychological reasons add to the problem of getting adjusted to the new school. To overcome this problem, introducing the new entrants to their schoolmates in the morning assembly and to their classmates and teachers in the class should be done. Besides this, the students who are studying in the school for a period of more than a year or two should be guided so that they accept the new entrants as one among them without any qualms.

Orientation service also takes into account aspects such as familiarizing the students with the school plant, the rules and regulations of the school, the dos and the don'ts and with the behaviour expected from them with their juniors and seniors, with the teachers, in library and laboratories, etc. Getting the new entrants familiar with the curricular and co-curricular activities of the school should also be done. A well thought out programme of orientation will go a long way in helping students "feel at home" in the new school.

### **The Individual Inventory Service**

This service keeps track of the students' physical, mental, moral and psychological development. A Cumulative Record Card (CMC) is maintained for this purpose for each student. The CRC contains the following data :

1. The family history of the student consisting of the names and occupations of the parents, the number of brothers and sisters, their age, qualifications, socio-economic status of the family and joint or nuclear family.
2. The psychological data of the student enlisting his interests, values, intelligence quotient, emotional quotient, potential quotient, attitudes, aptitudes, creative abilities and personality traits.
3. Health history of the student covering his height, weight, salient physical features, health problems, if any – chronic or otherwise, his eyesight, etc.
4. The academic performance data of the student containing the marks secured by him in unit tests, half yearly and annual examinations, project work and assignment, etc.
5. The co-curricular performance data of the student detailing his interest areas, the competitions he took part in and laurels won by him in sports and games and other co-curricular activities.
6. The CRC will also contain the history of student's behavioural and other problems, if any, such as truancy, delinquency, etc. in the form of case study/ anecdotal record. The CRC should also contain specific academic problems such as low/under achievement, giftedness, creativity, etc.

Maintaining of CRC with the aforesaid data is a demanding task. Only those schools which have one full-fledged school counselor for the school strength of five hundred can afford to provide this service. The service of their teachers to feed the relevant information of each and every student and that of the office staff to look after the clerical work involved are required for providing this service effectively.

### **Educational and Occupational Information Service**

This is the most sought after service in schools and colleges. With the advent of electronic media, which is offering latest information at the click of a mouse, students have become career conscious individuals. Older professions are losing their popularity to the newer ones such as IT, fashion designing, modeling, management

studies and so on. The ever growing number of educational and technical institutions and the emergence of hitherto unknown courses make it imperative to provide educational and occupational information service which is otherwise called Career Guidance Service.

Providing Career Guidance service is a challenging task for a Guidance Teacher, as he has to keep himself abreast of trends and changes taking place in the employment market. He has to collect, compile and disseminate educational and occupational information to his students effectively. To accomplish this he has to prepare a well thought out plan giving the details of the task week wise and month wise for each class.

Any career Guidance plan should have a minimum of ten topics for each class under career talk program. Career exhibition-cum-conference should be organized once a year. Visits to work places such as industries and institutes and provision for collection and display of career materials like books on careers, compilation of educational and occupational files, charts and posters are essential ingredients of this service. Some amount of recurring expenditure is involved for the provision of this service.

### **Counselling Service**

Counselling service is the professional help given to the individual by way of standard psychological methods such as collecting case-history data using various techniques such as conducting personal interviews and administering various psychological tests, interpreting test data, planning, counseling interventions, providing Counselling and establishing counseling outcomes. This service should be provided only by a professional Counsellor.

### **Measurement and Evaluation Service**

To make Guidance and Counselling services effective, Measurement and Evaluation service should lend its support. Administration of various psychological tests such as aptitude and intelligence tests, collection of data of individuals based on the anecdotal records, case studies, etc. come under the realm of this service. A trained counselor is required to provide this service. Evaluation deals with the

assessment of the influence of Guidance Services on the beneficiaries, and assessment of the quality of work done by the School Counsellor/ Career Master.

### **Placement Service**

This is taken care of by employment exchanges at sub-divisional, district and state levels. There are private agencies in big cities and towns, which provide this service. Of late college/ university placement bureaus allow national and multi national corporations and public sector enterprises to conduct campus interviews for placement of students in jobs.

### **Research and Follow up Service**

Guidance cannot be considered as a scientific discipline if it fails to adapt itself to the changing needs of the students and society. This is possible only with the help of continuous research in this field. Establishing the credentials of the Guidance services needs the support of research findings, which should involve a systematic follow up as well. At school level, a Guidance Teacher can do, if not full scale research, at least action research. By keeping track of the students passed out of the school and their present educational and occupational status, the Guidance Teacher can assess the impact of his career guidance on students.

### **What is pro-active guidance?**

As seen earlier, Guidance can be provided to students in schools through seven distinct services. These services as you can see are helping functions of Guidance. This apart, Guidance can be pro-active in certain areas. Seven such areas have been identified. Schools should strive to produce materials/ packages of information in each of these areas. Such a material would be immensely beneficial to students in acquiring integrated personality development.

The seven pro-active guidance areas are :

1. Developmental Guidance
2. Preventive Guidance
3. Education and Career Guidance
4. Adjustment Guidance
5. Diagnostic and Remedial Guidance
6. Crisis Management Guidance and
7. Psychotherapy

Each of the above pro-active guidance has to look after various aspects that come under them.

**The Developmental Guidance** helps children acquire knowledge and skills in areas such as Communication Skills, Self-Concept, Life Goals, Sexual Values, Social Skills, Multicultural Awareness and Nutrition and Exercise. **The Preventive Guidance** looks after the following aspects of children : Smoking, Alcoholism and Drugs, Youth and Law, Suicide prevention, Health risk reduction, Teenage Romantic Affairs, Child abuse, STDs awareness and AIDS awareness. **The Education and Career Guidance** covers the following aspects : Academic concerns Decision Making, Self-Assessment, Careers and Values, Occupational Orientation, Study Skills, Time Management, Moral Values and Personality Development. **The Adjustment Guidance** takes into its fold, those problems which foster maladjustive behaviour among children. The causes of mal-adjustment, their identification and systematic process of initiating children to adjustive behaviour are the aims here. The causes are : Depression, Stress, Anxiety, Neglect, Abandonment, Anger and Guilt, Children of alcoholic parents, Fear, Backwardness, New Schools, Moving and Single parent families. **The Diagnostic and Remedial Guidance** takes care of the following aspects : Study habits, Learning styles, Learning disabilities, Thinking Skills, Overcoming shyness and superiority, Conflict resolutions, Giftedness and Behavioural Disabilities.

**The Crisis Management Guidance** aims at solving problems arising out of sexual abuse, sexual harassment, physical abuse, violence in family, classroom or school, grief bereavement, loss of love, anger and other crisis situations. **The role of Psychotherapy** in schools cannot be underestimated. Yet in view of paucity of personnel in schools, the students needing psychotherapy should be referred to outside agencies.

An attempt has been made to put into perspective Guidance and Pro-active Guidance. As mentioned earlier 'Counselling', which is a part of Guidance, needs to be comprehended.

**The world is a beautiful look, but of little use to him who cannot read it.....**

**- Goldoni**

## **Tribes of Kerala – An Introduction**

**Hrishikeshan Nair**

TRIBE means an ethnic group, geographically isolated or semi isolated, identified with one particular territory and having distinct social, economic and cultural tradition and practices. In other words, a tribe is a collection of families or groups of families, bearing a common name which as a rule does not denote any specific occupation, generally claiming descent from a mythical or historical ancestor. The tribe is held together only by the obligation of kinship. Members speak the same language and occupy a definite tract of country.

The main criteria adopted for specifying communities as Scheduled Tribes include

1. indications of Primitive Traits
2. Distinctive culture
3. Geographical isolation
4. Shyness to contact with the community at large
5. Backwardness

These TRIBES which have been included in the list of Scheduled Tribes under Article 342 Constitution of India are designated as Scheduled Tribes. The Scheduled Tribes may be specified by the President of India under Article 342 by a Public Notification. The Parliament may by law, include or exclude from the list of Scheduled Tribes any tribal community or part thereof in any State. There is no religious bar for specifying a person as member of a scheduled tribe.

The Government of Kerala is giving prime importance of educational upliftment of scheduled tribes of Kerala. Apart from educational concession from nursery level to whatever higher studies they have, there are pre-matric, post-matric hostels for providing free boarding / lodging facilities to the school / college going students who have no school/ colleges in their immediate reach.

As part of Dr.Ambedkar Centenary celebration during 1990-91, Govt. of Kerala introduced new concept of starting Model Residential Schools for imparting

quality education to economically backward but talented Scheduled Tribes, Scheduled Castes students with residential facility. As a beginning, two schools, one for girls at Kattela in Thiruvananthapuram and another for boys at Nalloorad in Wayanad district were started. By reviewing the exemplary academic performance of these schools during the IX Plan period, more schools started at various Tribal concentrations of the State. Further, Govt. of India introduced a scheme of starting Ekalavya Model Residential School with an aim for providing universal education to backward Scheduled Tribes Students of the country under Article 275 (1) of Constitution of India, two schools started in Kerala are at Painavu in Idukky and another at Pookodu in Wayanad. A special school exclusively for scheduled tribes pupils following CBSE syllabus is also working at Njaraneeli in Thiruvananthapuram district. Thus, there are 18 Ashram / Ekalavya/ Model Residential Schools under Scheduled Tribes Development Department and 7 schools under Scheduled Caste Development Department of Govt. of India.

Government is aimed at improving the quality of education as well as co-curricular activities to emancipate the self esteem of scheduled tribe students to compete with students from mainstream to tap the growing job opportunities in the public and private sectors. All efforts are being taken to get involved various agencies to achieve the target. Accordingly, in association with Regional Institute of Education, Mysore under NCERT, various academic improvement programmes are undertaken. Training on Guidance and Counselling to the teachers of Ashram Model Residential Schools of Kerala is one of the programmes to upgrade the skills of Teachers to understand the traits of tribal students and to develop his known skills commensurate with the academic performance and bring out the excellence in total. In nutshell the aim of Govt. of Kerala is to transform the Ashram Model Residential Schools in Kerala as Centres of Excellence as far as SC/ST students are concerned.

There are 36 Scheduled Tribe communities in Kerala of which 5 of them are identified as particularly vulnerable groups. The main occupation of the Scheduled Tribes of Kerala are collection of non-timber forest produces. There are tribal co-operative societies for marketing their produces with an apex body of the Kerala State Federation of SC/ST Co-operative society at Thiruvananthapuram. At present, there are Vanasamrakshana Samithies and Eco-Development Committees functioning.

Agriculture is the secondary occupation and there are agriculture workers, farm workers, etc. fishing is also being practiced by certain groups living near rivers, dams, etc.

Scheduled Tribes population of 3.64 lakh constitute 1.14% of Kerala's population of 3.18 crore as per 2001 census. Kerala has no scheduled area as no block or taluk has more than 50% tribal population. However, Puthur grama Panchayat in Attappady Block in Palakkad District and Noolpuzha village in Wayanad District have more than 50% tribal population. Scheduled Tribes live in a scattered manner in Kerala. There are 7 ITDPs covering 2.86 lakh tribals, having 79% of the tribal population. The tribal population is spread out throughout the 14 districts in Kerala in the following manner.

District	Total population in 2001	ST population in 2001	% ST population to Total population in 2001	ST population in 1991	Growth % p.a.
Thiruvananthapuram	32.34	20,893	0.65%	16,181	1.03
Kollam	25.85	5,190	0.20%	3,884	1.03
Pathanamthitta	12.34	6,549	0.53%	6,922	0.99
Alappuzha	21.09	3,131	0.15%	2,801	1.01
Kottayam	19.54	18,340	0.94%	17,996	1.00
Idukki	11.29	50,973	4.51%	50,269	1.00
Ernakulam	31.06	10,046	0.32%	4,941	1.07
Thrissur	29.74	4,826	0.16%	4,051	1.02
Malappuram	26.17	12,267	1.52%	35,465	1.01
Palakkad	36.25	39,665	0.34%	10,555	1.02
Kozhikode	28.79	5,940	0.21%	5,407	1.01
Wayanad	7.81	136,062	17.43%	114,969	1.02
Kannur	24.09	19,969	0.83%	18,243	1.01
Kasaragod	12.04	30,338	2.52%	29,283	1.00
<b>Total</b>	<b>318.41</b>	<b>364,189</b>	<b>1.14%</b>	<b>320,967</b>	<b>1.01</b>

As against the total literacy of 90.92% in the State, 64.35% of ST population only are literate. But the gap between the literacy rates of the General Sector and the tribal sector in Kerala is wider than that at the All India level, pointing to the fact that much more has to be done for tribals to catch up in Kerala.

## Literacy Rates

	Literacy rates - 1991			Literacy Rates - 2001		
	General	ST	Gap in Literacy rate	General	ST	Gap in Literacy Rate
Kerala	89.8	57.2	32.6	90.9	64.4	26.5
India	52.2	29.6	22.6	64.8	47.1	17.7

### Percentage of Below Poverty Line 2004-05

Kerala has registered a remarkable improvement in poverty reduction over the years among all the social sections including Scheduled Tribes.

The Planning Commission has allowed only 12.72% of State's population to be acknowledged as BPL, with 24.2% Scheduled Tribes included. The NSS 61 Round however gives a very different picture as below.

	Rural		Urban	
	Poverty Line per capita income per month	ST	Poverty Line per capita income per month	ST
Kerala	430.12	44.3	559.39	19.2
India	356.30	47.2	538.60	33.3

### Primitive Tribal Groups

Kerala has 5 Primitive Tribal Groups viz. the Kurumbas of Attappady, the Koragas of Kasaragod, the Kattunaikans of Wayanad, Palakkad, Nilambur [Malappuram] and Kozhikode, the Kadars of Palakkad and Thrissur and the Cholanaikans of Nilambur [Malappuram]. As per the Baseline Survey conducted by KIRTADS in 2006-07, there were 24,285 Primitive tribals in Kerala.

The geographical area spread throughout the State is given below.

Name of PTG	Name of Block	No. of Settlements	No. of Households	Total population
Kurumbas	Attappady	17	478	2079
Koragas	Kasaragod Manjeshwaram	57	422	1572
Kattunaikans	Mannarkad Perinthalmanna Vandoor Nilambur Koduvalli Kunnamangalam	501	5055	18576

	Kunnummal Sulthan Bathery Mananthavady Kalpetta			
Kadars	Nenmara Alathoor Kollamkode Kodakara Chalakkudy	17	486	1695
Cholanaikans	Nilambur	11	82	363
<b>Total for all PTGs</b>		<b>603</b>	<b>6523</b>	<b>24285</b>

### **Occupational Pattern**

Majority of the tribal families in the State are residing in rural areas (96.51%). More than 75% of the Tribal workers are engaged in the Agriculture and allied sectors. As per 2001 census, the main worker of STs is 30.17% against the General sector 25.87%. Also the female main workers of STs is 19.90 against the General 10.85%. It is worthwhile to note that 13.67% among them are actual cultivators. The cultivators percentage in the general sector is only 7.12%. Idukki, Wayanad, Thiruvananthapuram and Palakkad have majority of tribal cultivators and 44.04% of the tribal agricultural labourers are in Wayanad district.

## Scheduled Tribes of Kerala

Today, Kerala population is the melting pot of various races, religions and ethnic groups. The vast majority of Keralites carry three racial strains in their genetic make-up; Munda, Dravidian, and Aryan. Of this, majority of today's Keralites have a Dravidian ancestry. Nevertheless, many of them pride themselves on their Aryan descent.

The major tribes who inhabit the mountains of Kerala are Kanis, Uralis, Kadar, Kanikkar, Paniyar, etc. They are considered to be the descendants of the Negrito race.

Kerala is a homeland of various tribal communities.

- Adiyas
- Kattunayakans
- Kurichiyans
- Mudugan
- Paniyas
- Paliyan
- Uraali Kurumas
- List of Tribes



### The Adiyas

The Adiyas are known as 'Ravulayar' traditionally. The Adiya, like the Paniya, is one of the slave sects in Kerala. In the nuclear Adiya tribal family, the husband is the head of the house. Bride price is given to the parents of the bride by the groom. Divorce, widow marriage, etc. are permitted. Polygamy is also practiced.

No punitive measures (like ostracizing of the sex offender, as one can see among Kurichias) is prevalent among the Adiyas for sex offences. Even if their woman commits such offences they are allowed to undergo purificatory ceremony known as 'Kalachu Veypu' to join their community back.

### **The Kattunayakan**

The Kattunayakan community is found in Wayanad, Kozhikode and Malappuram districts. They are also called Cholanaickan, in the interior forests of Nilambur area of Malappuram and Pathinaickans, in the plains of Malappuram districts.



As their names denote, the Kattunayakan were the kings of the jungle regions engaged in the collection and gathering of forest produces. They are known as Ten Kurumar since they collect honey from the forest. They have all the physical features of a hill tribe. Their language is a mixture of all Dravidian languages. They worship animals, birds, trees, rock hillocks and snakes. They are firm believers in black magic and sorcery. They also worship their ancestors, along with worshipping Hindu deities.

### **The Kurichiyans**

The Kurichiyans are an agricultural tribal community. Upto some decades ago untouchability had been fairly and widely practiced by these tribals.

They have clean food habits and keep their houses, premises and dress always clean. They are matrilineal and live in joint families, under the control of their chieftain called 'Pittan'. The members of the extended family work together and put their earnings in the same.

### **Scheduled Tribes**

The tribal people of India are called 'Scheduled Tribes' in the Indian Constitution. The designation, invented by the British, covers somewhat arbitrarily 255 ethnic communities which are economically and socially least advanced and are the earliest inhabitants of India. The English called them aborigines.

Most Indians consider the tribal communities, which live in isolated and self-contained communities as wholly distinct from them culturally and ethnically. They are right and wrong at the same time: culturally, scheduled tribes and castes are distinct from the plains people; ethnically, they are not. Mostly these aboriginal tribes and castes are less Aryan or totally non-Aryan for they are predominantly Munda and Dravidian.

Out of the total one billion Indians, the tribal population accounts for nearly 6% of the population. The tribal people are a vast majority in the North eastern States and some Union Territories : 88% of Nagaland, 80% of Meghalaya, 70% of Arunachal Pradesh population is tribal. Half of the country's tribal population is found in the three states of Madhya Pradesh, Bihar and Orissa. The numerically dominant tribes are the Dravidian Gonds of Central India, the Munda Bhils of Western India, and the Munda Santals of Eastern India.

In Kerala there are still 37 scheduled tribes out of 48 tribal communities; their number is only 1.26% of the State's population. What this figure indicates is that the rate of the assimilation of the aboriginals of Kerala has been extremely rapid. In the past few years 11 tribal communities have been declassified on account of the social and cultural progress they have made.

Among the Scheduled Tribes of Kerala the numerically dominant ones are the Pulayans, Paniyans, Maratis, Malayarayar, Kurumans, Kurichiyans and Irulas. The numerical strength of each remaining tribes is more or less 1000. I am happy to record that my anthropological, linguistic and folkloric research has been primarily among the Kadar, Cholanayikkar, Mudugar, Irular, Pulayar and Kurumbar. I have also worked among the Santals of West Bengal.

Most of these tribes are forest-dwellers and food-gatherers. Increasingly, they are found living on the fringes of the forests near the highways and the villages of the plains people, yet apart from them. This frontier existence of the tribals is highly symbolic. They are caught between two worlds. Their forest home cannot support them any longer, for food in forests is getting scarce because of the state policy against deforestation.

There are fewer and fewer wild animals to hunt; there is also a legal ban on hunting. For rice and clothes they have to depend on the plains people who continue to exploit the helplessness of the tribals. The few tribesmen who go to towns looking for jobs soon find it difficult to cope with the demands.

### Wayanad

One of the fourteen districts in Kerala (India) is situated in an elevated picturesque mountainous plateau in Western Ghats. It lies between north latitude 11 degree 26'28'' and 11 degree 48' 22'' and east longitude 75 degree 46' 38'' and 76 degree 26'11''.



In the ancient times this land was ruled by the...

There is a land not far from Calicut, the city of Zamorins, yet a world part from Kerala's agricultural and industrial epicenters. It is a quiet place where scenic beauty wild life and traditional matter, simplicity is a virtue and beauty still blossoms from the mountainous horizon and from the green glaze of alluring vegetation. This is Wayanad – the green paradise – the border world of greener part of Kerala. Clean and pristine, enchanting and hypnotizing, this land has a history and mystery, culture and social epistemology et to be discovered. Located at a distance about 76 km, from the sea shores of Calicut in the Western Ghats, this station is full of plantations, forests and wildlife. Wayanad hills are contiguous to Mudulmalai in Tamil Nadu and Bandipur in Karnataka, thus forming a vast land mass from the wild life to move about in its most natural abode.

The name Wayanad has been derived from the expression 'Vayal nadu' – the village of paddy fields.

In the ancient times this land was ruled by the Rajas of the Veda tribe. In later times, Wayanad came under the rule of Pazhassi Rajahs of Kottayam royal dynasty. When Hyder Ali became the ruler of Mysore, he invaded Wayanad and brought it under his way. In the days of Tipu, Wayanad was restored to the Kottayam royal dynasty. But Tipu handed entire Malabar to the British after the Sreerangapattam truce that he made with them. This was followed by fierce encounters between the British and Kerala Varma Pazhassi Rajah of Kottayam. Even when the Rajah was driven to the wilderness of Wayanad he waged several battles with his Nair and Kurichia-Kuruma tribal soldiers against the British troops and defeated the latter several times through guerilla type encounters. The British could get only the dead body of the Rajah who killed himself somewhere in the interior forest. Thus Wayanad fell into the hands of British and with it began a new turn in the history of this area. The Britishers opened up the Plateau for cultivation of tea and other cash crops. Roads were laid across the dangerous slopes of Wayanad from Calicut and Telicherry. These roads were extended to the city of Mysore and to Ooty through Gudalur. Roads facilities provided opportunities for the people of outside Wayanad to flow and settle to these jungle regions.



When the state of Kerala was formed in 1956, Wayanad was part of Kannur district. Later South Wayanad was added to Kozhikode district and then on November 1, 1980 North and South Wayanad joined together to form the present Wayanad district.

This mountain district is in many ways the most picturesque in the State, with its rolling hills covered with tropical rainforest. Wayanad also contributes richly to its fortunes, thanks to the flourishing cultivation of many species, as well as Tea, Coffee and Cocoa. Wayanad is situated at a height of 700 to 2100 m above sea level and is home to many species of animal and plant life. Temperatures range from 12 to 25

degrees centigrade. This district also has the added advantage of linking Kerala with the golden triangle of South India : Bangalore, Mysore and Ooty.

This high altitude district is characterized by the cultivation of perennial plantation crops and spices. The major plantation crops include coffee, tea, pepper, cardamom and rubber. Coffee based farming system is a notable feature of Wayanad. Coffee is grown both as pure crop and as mixed crop along with pepper. Pepper is grown largely along with coffee in the north eastern parts of the district, especially in Pulpally and Mullankolly areas. Coffee in Wayanad (66,999 ha) shares 33.65 percent of the total cropped area in the district and 78 percent of the coffee area in the State. Other major crops are rubber (63,015 ha), coconut (59,452 ha), cardamom (38,348 ha), tea (31,792 ha), cassava and ginger. A recent increase in the area under coconut cultivation is noticed in the lower elevations. Paddy is cultivated in 22,772 hectares of land. The rice fields of Wayanad are in the valleys formed by hillocks and in majority of paddy lands, only a single crop is harvested. Ginger cultivation in Wayanad has also substantially increased in recent times and the ginger produced is mainly marketed in the form of green ginger. Homestead farming assumes importance in this district. The average size of holdings are 0.68 ha. A variety of crops including annuals and perennials are grown in these small holdings. The crops include coconut, arecanut, pepper, vegetables, tuber crops, drumstick, papaya, etc. and fruit trees like mango and jack. The crop pattern/ crop combinations prevalent in this district are not based on any scientific norms. Therefore, scientific cropping patterns suitable for the agro-ecological situation is to be recommended.

**The Population of the District :** According to 1991 census, is 6,72,128 of which male population is 3,41,958 and female 3,30,170. The density of population is 316.2 per sq. kilometers. The population of scheduled tribes is 1,14,969 and that of the Scheduled Caste is 27,835. Strictly speaking, there is no urban population in Wayanad. However, life in Sulthan Bathery, Mananthavady and Kalpetta is in the process of gaining urban status. The decadal growth rate in the population of Wayanad was 59.17 percent in 1941-51, 62.60 percent in 1951-61, 50.35 percent in 1961-71 and 33.71 percent in 1971-81. In the first three decades of this century, the growth of population in Wayanad was less than ten percent. This shows that there was an influx of settlers to Wayanad after the Second World War. The economic

slump, difficulties and miseries creeping as a result of war into the life of common people, compelled them to seek 'pastures anew' on the virgin soil of Wayanad from all parts of Kerala and Karnataka. In the first year of settlement, thousands succumbed to malaria and the attack of wild animals.

## **Career Development and Guidance for Tribal Children**

### **Group I**

Guidance means systematic process of helping an individual. That means to find out strengths and weaknesses and solve his problem by his own means in accordance with social moral values. If you go through this way, this will be the end and if you go that way, ...that will be the end. The responsibility of the consequences will be on that person. As far as career guidance is concerned, the responsibility of teachers is showing the world of work. Here we must remember what is the difference between guidance and mere advice or instructions.

### **Types of Guidance Services**

There are different types of career services.

1. Oriental Services
2. Personal Data Service
3. Information service
4. Health service, social, personal, services
5. Counselling services
6. Educational services
7. Referral services
8. Placement service

### **Meaning of Career Guidance**

It helps the students to choose their career depending upon their abilities, interests, attitudes, aptitudes, etc. Career is not a job alone. What I am doing is career.

### **Career Informations**

Newspapers, Govt. Gazettes, Employment News, Employment Exchange, Bulletins, etc. There are some upcoming careers like Advanced Manufacturing, Aerospace, Automative, Energy, Financial Services, Leisure and Hospitality, retailing, transportation, biotechnology, nanotechnology.

For course and career information refer websites like

AIV – [www.aic.ac.in](http://www.aic.ac.in)

CIRTES – [www.dget.nic.in](http://www.dget.nic.in)

For Career Guidance conducting a career exhibition is very useful. For that preparation of career album, charts, posters, career seminars, etc. is must. Setting up of career corner in school will benefit the students and job seekers of particular locality.

For career guidance class talk and career talk are very much useful.

# Personality Development and Social Skills

## Group II

### Introduction

Human beings are interested to know what is the nature of others, why they behave as they do, what are the motives behind their action. Some people are interested to know about themselves.

The sum total of all the characteristics is termed as personality. Personality develops gradually over a long time and influenced by a variety of factors.

The personality of the Tribes from different society varies according to their custom and tradition. Especially the tribes from inner forest like 'Kattunaika Paniya' shows an introvert personality. Their food, dress codes, hair style and other works are entirely different from other tribes.

In order to develop the personality of the tribal children, the teachers of the residential schools should compare the personality of these children with general children. [The course of 10 days are not sufficient for these studies].

### Concept of Personality

Personality is a complex construct. It is an interaction of physical and psychological characteristics of inner and outer self.

Personality refers to who you are? What you have? And what you will become?

It is a sum total of physical characteristics, mental traits, talents, abilities, attitudes and habits. According to Allports "Personality is a dynamic organization within the individual of those psychophysical system that determines his unique adjustment to his environment".

## **Approaches to Personality**

### **Type approach**

Type A people are introverts and are described as being goal oriented and answers and achievement oriented.

Type B people are extrovert and are easy going, satisfied with life and comfortable.

Most of the tribal children are type B but are not extroverts. They are satisfied with their conditions and surroundings. They are not ready to come out of their society. Now a days the 'Kurumas' and 'Kurichias' from Tribes are in a deviated way. Most of the Kurumas and Kurichian from new generation are educated and seeking jobs. They adjusted with the general society. These educated people bring their younger ones to the main stream.

### **The Trait Approach**

The Trait approach tells about the five main traits. These five main traits of personality are :

Extroversion : talkative, sociable, fun loving, affectionate.

Agreeableness : Sympathetic, warm trusting and cooperative.

Conscientiousness : Ethical, dependable productive and purposeful.

Neuroticism : Anxious, guiltiness, insecure, open to experience – daring, non-conforming.

**Psychodynamic Approach :** The influence of early childhood experience in shaping the personality of the child.

**Behavioural Approach :** It suggests that personality development occurs through reinforcement and punishment.

### **Aspects of Personality Development :**

**Physical and Motor Development :** Refers to the bodily characteristics and motor development refers to the various skills like locomotor skills and manipulatory skills.

**Social Development :** includes social awareness, social relations, social attitudes, and social development help the child to play different roles in society. Similarly emotional development includes emotional expression and emotional control. Emotional control is needed to adjust with human society. “Verbal expression avoid the harmful effects of motions”.

**Language Development :** is a powerful tool for an individual to communicate in the society.

**Moral Development :** The moral development of the child takes place according to the moral code of society.

**Self-concept :** of a person is perception of his or her personal traits. It influences the individual’s behaviour.

#### **Factors affecting the development of personality**

A combination of hereditary and environmental factors affect the developmental personality. An enriched environment and early stimulation enhances the development of personality.

#### **Personality characteristics of Tribal Children**

Tribals have their own personality characteristics, habits and patterns. The physical development of the tribal child is same as that of the general child. But the vital capacity may change. In sports and adventure they show more talent than general child. The social development of the tribal children is entirely different from general stream. This social set up and development is related to their particular society. They grow within the limits of their customs and traditions.

**Emotional Development** of the tribal children changes from general children. They were not much bothered about their belongings and dear and near ones. Eg. They don’t like to think about ‘tomorrows’. They live for ‘todays’. So no need to work and earn money or buy property. So the younger generation also follow the same custom. According to their moral code, they give more importance to their superstitious beliefs.

## **Conclusion**

Education is an instrument of social change. Child from a tribal family came to the school by an external force. So he takes more time to adjust with the school environment. His social development starts from the classroom by sitting for a long time with his peer group.

Teacher should have a caring attitude towards the child. He should develop the child as an individual rather than teaching. He should encourage the child in different aspects. Even though the parental support is less, teacher should give orientation and get the cooperation which are important for the child's proper development. So teacher plays an important role in the personality development of the tribal children.

# **Counselling**

## **Group III**

### **Meaning of Counselling**

It is a helping profession. It includes someone seeking help and someone willing to give help. It is not giving information or advice. There is no threatening or persuading by which one tries to influence the attitude or beliefs. The counselor cannot select or assign any job to the client. It is also different from clinical psychology. Clinical Psychology is for a person having some abnormalities. But Counselling is helping the individual to lead a healthy life.

### **Education and Counselling**

Education is meant for making the child literate but in counselling problems arising in education are dealt with. Very often the teacher has to depend upon his/her counselling skill than the teaching skill.

### **Counselling and Guidance**

Counselling is specific but guidance is comprehensive. Counselling is more technical and needs more competence.

### **Counselling and Psychotherapy**

Psychotherapy is the treatment by the psychological means.

### **Concept of Counselling**

Counselling will assist people to come out of stress, finding ways to solve their problems and make them confident in taking decisions. The counselor gives freedom to the client to express his thoughts.

The counselor makes the client capable of solving his own problems. The counselor helps the client to understand and clarify his view of life so that he can make meaningful choices.

By counselling, the client is helped to know himself, his present and possible future, so that he can make use of his potentialities in a way satisfying to himself and beneficial to society and further can learn how to solve future problems and meet future needs.

### **Principles**

1. To make the client understand the totality of his personality development and integration.
2. Individual differences must be taken into consideration.
3. It considers the individual as a group member.
4. To make the individual more self understanding and self-directing.
5. Methods must vary with the needs of the client.
6. It is primarily a preventive process
7. The client must volunteer.
8. Must be based on scientific realities rather than sentiments.

### **Aims of Counselling**

1. To understand the 'self'
2. To set personal goals.
3. Make plans for the desired future
4. Find effective solutions for personal and interpersonal relations
5. To bring positive changes in behaviour.
6. To gain control over negative emotions (anxiety, self pity, guilt, loneliness, hopelessness).
7. To develop interpersonal transaction skills.
8. Help to make important personal decisions.
9. Develop respect for self and optimism
10. To make the individual a fully functional individual

### **Scope of Counselling**

At primary school setting we have to counsel parents. The scope of counselling is unlimited. Major emphasis should be on developmental needs.

### **Elements in Counselling**

1. Anticipating the interview
2. Developing a positive working relationship
3. Exploring feelings and attitudes of the Counselee

### **Functions of Counselling**

1. Assess the potential of pupil.
2. Provide reliable knowledge on educational, vocational fields
3. Help to understand the self.
4. Provide feedback information for the benefit of school.

### **Problems faced by Children of Tribal Area**

1. Even the regional language is not their mother tongue.
2. Lack of suitable co-curricular activities for their background.
3. Frequent transfer of teachers.
4. Irregular government help.
5. Traditional education is not suitable to tribal children.
6. Uneducated parents.
7. Broken families
8. Children are more inclined to traditional pattern of life.
9. Poor social values.
10. Inferiority complex
11. Truancy
12. Lack of guidance

### **Basic Skills of Counselling**

1. Basic communication
2. Empathy
3. Genuineness
4. Positive regard
5. Engagement

### **Undesirable Responses**

1. Avoid the expressions of irritability, annoyance, anxiety and lack of interest.

2. Gestures like yawning, wriggling, tapping the chair, scratching hair, looking at the watch, etc.

**Desirable Responses**

1. Convey interest
2. Convey acceptance
3. Willingness to help
4. Understanding the problem
5. Reassurance
6. Directing the conversation
7. Facilitating the flow of speech.

# Psychological Tests

## Group IV

Psychological tests are standardized measures of a sample of behaviour. These are used to collect information about the individual. The purpose of psychological tests is to find out individual differences and secondly, to find out differences within the same individual.

A good psychological test should be a standardized test. That means it should have been administered on a representative sample of the population. Various characteristics of a good psychological test are objectivity, reliability, validity and usefulness. There should be uniformity in the process of administration, instruction, scoring and analysis. It should be ensured that instruction is clearly understood. Interpretation and communication of test results are two important aspects. Test results can be communicated according to the requirements of the concerned stakeholders, e.g. to the child, parents, teachers, authorities. Psychological tests can be administered on an individual basis or on a group basis. Thus there are individual and group tests. Further, there are verbal, non-verbal and performance tests.

Psychological tests make use of testing technique and provide a quantitative assessment of the child. This should also be complemented with qualitative assessment. Qualitative assessment makes use of the non-testing techniques such as observation, interview, sociometry, case studies, check list, anecdotal records, etc. These non-testing techniques provide more indepth information about the children. Different types of non-testing techniques can be used to supplement and support the data collected from different sources.

In the course of the sessions on psychological testing, different tests were demonstrated and administered including non-verbal and performance tests.

Care should be exercised in the scoring, analysis and interpretation of the test. The raw score obtained on the test does not give any information. The score has to be referred to the manual and then analysed and interpreted. Labeling should not happen on the basis of test results. Test results are only one source of information. Various

other sources of information need to be taken into account to arrive at a comprehensive picture of the individual. Care should be exercised in the selection of psychological tests, keeping in mind the purpose of assessing the child, the age and the background of the child. Thereafter, tests should be administered properly with comfortable environment and clear instruction. Then the test should be scored and analysed by referring to the test manual. Finally the test results should be interpreted properly and communicated to the concerned persons according to the requirements.

## Group Guidance

### V Group

Now-a-days Guidance service in schools is the most important service that the schools can provide to the students and teachers and also parents for better growth and development of the students in the school. Guidance services are the most essential services at all the stages of school education.

The main objectives of the Guidance are the students must acquire the knowledge about guidance services in school education which will provide better opportunities to students and better planning and management to schools and also can understand various types of guidance services available in schools and community.

To relate the importance of different guidance services available to students in schools. Students will use and apply these guidance services in their daily life for better personality growth and development.

#### Types of Guidance services.

1. Oriental Services
2. Personal Data Services
3. Information Services
4. Health Services
5. Socio-personal services
6. Counselling services
7. Educational Services
8. Referral Services
9. Placement Services

In oriental services the school provides the following information.

1. Rules of the school and its regulation
2. School discipline and method of control and behaviour of the student.

3. Punctuality and performances
4. About school infrastructure available in school
5. About the resource support to be given to the students
6. School library
7. School laboratories and classrooms, school auditorium, school assembly, school garden, school playground, etc.

This is an important service to parents that as parents they should not insist their children to get good result with 98% and 95%. If they fail to get the ranks, students may commit suicide by succumbing to the pressure of the parents. Hence parents are oriented not to pressurize their children for getting high ranks.

## **2. Personal Data Service**

This is a very important service. In all schools, there is a big register to record the personal data of students, which is required by the Board of Examinations and the personal data is useful in future for the students and school as well as the community.

## **3. Information Service**

This is very important for providing a bit of information to the students and teachers and the community about various types of information both curricular and co-curricular. Eg. Time table, exam announcement, fees, scholarship of students, etc.

## **4. Health Services**

This is a very important service in schools. In residential schools, there will be health centre to take care of the physical health of the students.

## **5. Social-Personal Service**

We come across a lot of personal and social problems among boys and girls in school. Both boys and girls have difference in their physical, mental and social features. Some students are coming from very poor families, some from broken families with step-father and step-mother at home. There may be half-sib relationship among brothers and sisters which make the students to behaving abnormally in the classroom. This is the reason why school should provide this service.

## **6. Counselling Service**

Students have to face family problems, which make the students to behaving abnormally in the classrooms. Cases of slow learning, tender love affairs in school campus, being introvert or extrovert, shyness among girls make us ....specific problems which may lead to heuristic conditions – may be very serious. The individual may be Schizophrenic. Therefore, the school must provide counselling service to all such problems in order to help the children and to improve the examination result.

## **7. Educational Service**

The most important service in all the schools is to provide guidance and help to all the boys and girls in schools in the following ways – to help in the selection of special subject, language and also work experience areas, complete work, etc. The schools can also provide students to take up further courses after delta classes.

## **8. Referral Service**

This is also an important service for old students (alumni association) who have completed delta classes, to take up special courses according to their interest and aptitude. The school should refer those agencies to get admission or employment.

## **9. Placement Service**

This service is to be provided by the school in providing career opportunities to students by their recommendation. The Principal as the school manager may recommend to certain employer some job on the basis of students' talents and they will be placed in various jobs depending upon their qualification.

We may sum up that all the nine services are very essential in schools. Therefore, it is necessary to have a Guidance Committee in every school.

Guidance techniques that we are following in our schools are that the students have a separate, specialised counselling service. It may be useful for the counselor to have a different system by keeping records and providing services to these children.

As teachers in tribal schools, we have to know the curriculum and textbooks responsive to the educational needs of the tribal children. If we are almost aware of their details and are using peer group teaching for effective communication.

We have to prepare for a school where pupil and children and .....

As teachers in tribal schools we should know the strengths of tribals, the traditions, society, culture and language, know how the local language can be put into the school system, creating the new knowledge from the foundation of local curriculum, process of learning of knowledge of tribal children's folklore (oral tradition), games, dance, music, art and craft, etc. Learning from the elders ( story telling), specific learning, style of singing and dancing, games, material culture and use multi-lingual teaching methods and training methodology.

To analyse a tribal child we can do indirect attempt to discover the inherent values, beliefs, practices, assumptions, biases, prejudices with a view to change them. In that we identify the current social bias, which stands against tribal education and its reflection in the textbook and transaction and examine the beliefs, assumptions and stereotypes. Strategies of the teachers about tribal children and their culture and make them examine these beliefs and assumptions.

Identify strategies to link the language, recourses to tribal children with the medium of instruction at school and to know them and also should develop basic process in which a child learns language, approaches towards language, arithmetic, EVS, using the knowledge based on the natural and cultural environment of tribal children.

Smt. T.K.Divya  
Sri Sateesh P K  
Sri Jayadas D S  
Sri Biju Mathew  
Dr.S.P.Shanimol

# CLASS-TALK

- Selection of Topic
- Creating interest, Curiosity & Excitement among the students.
- Students should enjoy
- Create awareness
- Career consciouness.



## **Class Talk**

### **How to score High Marks in Board Exam?**

#### **Introduction**

Class-talks are given for creating awareness, promoting interaction and seeking further clarification. The class talk can be arranged by the counselor for one class or a small group from the class depending upon the sharing of the common problem. It helps in identification and diagnosing the problem of students and further references. It is a good medium of giving relevant information in limited time.

Objective of the class talk is to help the trainees develop skills related to planning, writing and delivering, organizing subject content on the development issue (or) concern common to most students in the classroom.

**Subject** of the class talk may be of a general nature for eg. “Need and importance of Planning”, “problems of growing”, “effective study habits”, “preparing for examination”, “getting along with others”, “time management”, “forming and maintaining friendships”, “self-appraisal” and “hobbies” and so on.

- A class talk should generally not be more than a class period i.e. 20-30 minutes with 10-15 min. time.
- The talk should be in the language with which the students feel at ease.

#### **Topic: How to score high marks in board exams?**

**Objectives :** Students will be able to get some tips to score high marks in board exam.

**Aids Used :** PowerPoint slides are presented which includes number of tips mentioning how to score high marks in board exam.

**Introduction :** As we all know that education pattern is going difficult and more difficult simultaneously the competition. So students have to make some extra efforts to get higher marks. Students need to devote more time to their studies.

### **What is the way of your preparation?**

- Try to study at least 4 subject out of total 5 per day. This will keep your memory sharp for all subjects. You have to give 1 hour daily for each subject.
- Concentrate completely on your study. Take short break in between. Be fully confident.
- Don't get tensed, it can result in forgetting things. Keep studying with fresh mind every time you take break.
- Studying in morning is very beneficial, gives you confident.

### **How to get good marks?**

- i) First of all students has to make proper time table. Make a time table and apply it in your daily life. Give more time to hard subjects.
- ii) Written practice is must, if you write you want forget. So written practice will help you to find your mistake.
- iii) Read 5 to 10 previous year question papers which helps you in knowing.
  - Examination pattern
  - Increase confident level
  - Analysing yourself
  - Work efficiency and speed
  - It will reduce exam stress

### **Tips to score high in English and Language**

- Reading skills it requires more practice. You need to deeply read preceding and succeeding sentences.
- Do not waste your time and energy by giving lengthy answers, always write answer point to point and within the prescribed limit.
- In case of literature section, it is very important to have a pointwise knowledge of lessons and poems.
- A long question should be answer in atleast 3 para. Do not waste your time writing long answers.

### **Tips to score high in Maths and Science**

- Practice makes a man perfect. In case of mathematics students have to practice frequently. Note down all the important formulas in paper.
- Solve all problems in sample paper of mathematics and have a copy to revise at the time of examination.
- Write the proof of the theorem and revise them regularly.
- Make a note of all definition, SI units and chemical equation in science and do the revision work again and again.

### **How to attempt question papers?**

- Sometimes students fail to get high marks though they have a good practice.
- First go through the question papers.
- Leave proper gap between your answers.
- Highlight question number with black pen and underline some important points.
- The first impression is the last impression. So if you are confident in all questions, answer serialwise or else write the answers which you know properly.
- In case of too much stress, the best and simple solution is to shut down your eyes and take deep breaths.
- After writing the exam check whether you have written proper question numbers, any spelling mistake, anything to be highlighted, etc.
- Attempt all the questions. Do not leave any question unanswered.

### **After giving the exam :**

- Once you finish the exam and you are out of the examination hall, do not think about the written paper any more and get ready for the next exam.
- Do not discuss about the finished exam, because sometimes will affect your confidence level.
- And finally when you finished with all of your exams, make a habit of putting all your experience and opinions about the exam written in a book. In future, they will help a lot for later exam and makes you easier and handy.

**Conclusion**

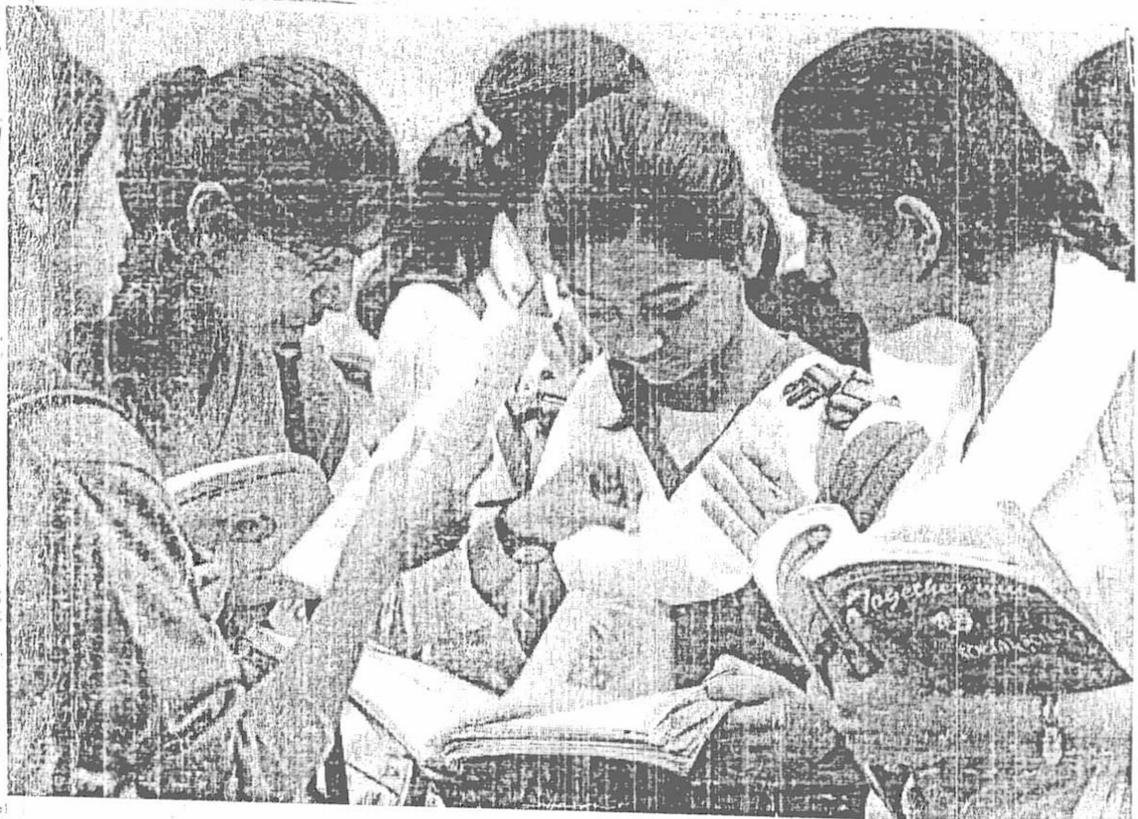
To win in this competitive world, you need to have faith, repose confidence in yourself, get going, keep going, be certain that each day you cover some ground, advance some distance and make some progress with proper guidance. The Board examination is the foundation for your future and requires tremendous hard work, a positive attitude and perseverance.

5-10 are left at the end of the class for questions and discussion.

# CLASS TALK



HOW TO SCORE HIGH MARKS IN  
BOARD EXAM?



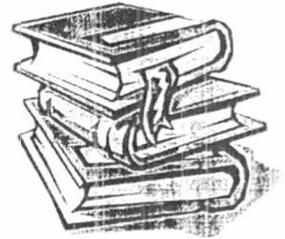


## GUIDELINES FOR A RIGHT CAREER

- Make a list of right Jobs
- Expose yourself to the world of work.
- Understand the Working conditions

# CAREER INFORMATION

- C--INFORMATION
- BULLETIN
- NEWS-PAPERS
- GOVT.GEZETTES
- EMPLOYMENT NEWS-PAPER
- NAUKRI.COM
- EMPLOYMENT-EX



# GUIDELINES FOR CAREER TALKS

- Talk about a Career
- Selection of accurate &
- Appropriate Career.
- Defining the career.
- Qualification required
- Scale of pay & benefit
- How to & Where to apply
- Nature of work.



# CAREER - TALK

- Selection Of Career
- Importance
- Qualification needed
- Training needed
- Job-opportunities
- Scale of pay,& other
- Further promotions
- Other facilities .



## **Model of a Career Talk**

Topic : Pharmacy  
Speaker : Dhilshad Babu M

Time: 10 am to 11 am  
Date : 30.11.2009  
Venue : RIE Assembly Hall

### **Introduction**

Medicines are an integral part of the health-care sector. While 'Prevention is better than cure', keeping away from medicine can be very difficult task – be it a normal headache or a pill for general well-being, a calcium tablet.

### **Branches of Pharmacy**

There are many branches in the pharmacy field. They are given below.

- Industrial Pharmacists : The pharmaceutical sector is a vast sector with several companies engaged in it. These companies employ thousands of people. Pharmacy graduates can work in one of the several departments in the company.
- Research Pharmacists : Several companies have increased their Research and Development (R & D) budget in order to pay more attention to inhouse research.
- Hospital Pharmacists : Employed by hospital and clinics, they are responsible for the procurement, storage and dispensation of various medicines and other health care product in a hospital.
- Retail Pharmacists: Retail pharmacists are those who own or manage chemist shop and drug stores and dispense drugs and medicines prescribed by physicians and health practitioners.

### **Job Opportunities**

- Industrial Pharmacist
- Research Pharmacist
- Retail Pharmacist
- Hospital Pharmacist
- Medical Representative
- Govt. Hospital Pharmacist

**Salaries and other benefits**

It is a fast growing sector all over the world. Around 15000-50000 per month can be earned according to the grade of job.

**Institutes offering the course:**

- College of Pharmacy, Pushpa Vihar, Sector 3, New Delhi.
- Department of Pharmacy, Faculty of Science, University of Delhi.
- Bharatiya Vidya Peeth's Poona College of Pharmacy, Erandvare, Pune.

# CAREER COMPETITIONS

- PIC & SPEAK
- QUIZ  
COMPETITION
- ESSAY WRITING
- ELICUTION
- ACTING
- ROLE-PLAY



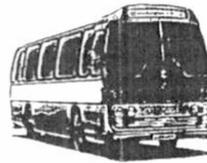
# Techniques Of Career Guidance

1. Class-Talk
2. Career-Talk
3. Career-Corner
4. Career - Exhibition
5. career-Infmn
6. Field-Trips
7. Career-Conf.
8. Career.Compt
9. Career Album
10. Career-Products
11. Career-Monographs
12. Case-Stds



## CAREER EXHIBITION

- One of the best Visual technique
- Exhibition of Charts
- Exhibition of Posters
- Exhibition of Albums
- Exhibition of Career Monographs
- Exhibition of Career Products
- Exhibition of C-Infmn,File



# ENGINEERING

## MAIN AREAS OF WORK

- CIVIL ENGINEERING.
- MECHANICAL.
- ELECTRICAL.
- ELECTRONICS & COMMUNICATION.
- COMPUTER.
- INDUSTRIAL PRODUCTION.



## CIVIL ENGINEERING

- Employed in all major construction work.
- Qualification: B.E/M.E  
B.Tech/M.Tech(civil)
- Get job in Public & private sectors.
- Independent contractor.  
PWD/CPWD



## MECHANICAL ENGINEERING

- ALL TYPES OF CONSTRUCTIONS.
- BUILDINGS/BRIDGES&DAMS
- QUALIFICATION:B.E/M.E
- B.Tech/M.Tech(Civil)
- JOBS .GOVT- PRIVATE PWD/CPWD.
- NATIONAL & INTERNATIONAL.
- SLARY:RANGES FROM: 4500.00 to 40,000.00.
- SELF EMPLOYMENT/CONTRACTOR



## ELECTRICAL ENGINEERING

- Design& Development Of Electical Machinery power system& Control,generation,trans mission and distribution of electical energy.
- B.E/M.E/Diploma.
- PVT/Govt/Self.Emplt.



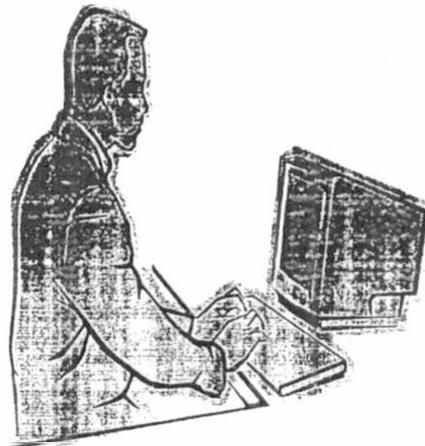
# ELECTRONICS & COMMUNICATION

- FABRICATION OF ELECTRONIC EQUIPMENT
- DESIGN OF TELE-COMMUNICATION MATERIALS.
- Qualification: Degree in Electronic Engineer.
- Govt & Pvt. Jobs/Self-Employment



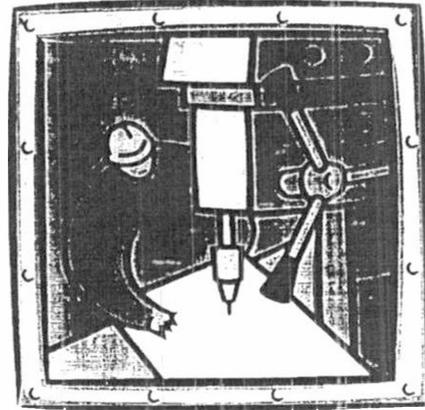
# COMPUTER ENGINEERING

- Office Automation
- Product Computers & control System.
- Hard-ware & Soft-ware development.
- Qualification; B.E/ B.Tech in Computer Science.
- JOB: Pvt. Govt & Self.Employment



# INDUSTIRAL PRODUCTION

- Planning of productivity of products.
  - Manufacture of goods.
  - Manufacture of Equipt
  - Manufacture of hospital & defence materials.
- Qfn:



## CAREER CORNER

- Excellent corner for Career Awareness.
- Display of Career Information.
- Display of career materials.
- Display of career Books & References
- Display of Career Products.
- Display of Career Pamphlets.
- Display of Charts, Posters & m

## CAREER CONFERENCES

- EXPERTS ARE INVITED TO PRESENT PAPERS IN THE CONFERENCE ON A PARTICULAR CAREER./DISCUSSION/DEMONSTRATION/DEBATES.



## FIELD- TRIPS

- TRIPS TO PLACES OF WORK(F/I)
- PLACES TO HISTORICAL PLACES
- TRIPS TO GARDEN
- TRIPS TO MUSEUM
- TRIP TO GOVT, OFFI
- TRIP TO N-PARKS



# **TYPES OF GUIDANCE-SERVICES**

1. ORIENTAL SERVICE

2. PERSONAL DATA SERVICE

3. INFORMATION SERVICE

4. HEALTH SERVICE

5. SOCIAL-PERSONAL SERVICE

6. COUNSELLING SERVICE

7. EDUCATIONAL SERVICE

8. REFERRAL SERVICE

9. PLACEMENT SERVICE



## 1. ORIENTAL SERVICE

For both Secondary and Senior Secondary stage of secondary Education requires orientation during the admission to VIII std and XI std, there will be half a day or one day orientation which informs and orients both the students and their parents who come for admission of their children. The School provides the following information:

1. Rules of the school and its regulation.
2. School Discipline and method of control and behavior of the students.
3. Punctuality and performance
4. About school infrastructure available in school.
5. About the resource support to be given to the students.
6. School Library.
7. School Laboratories & Class-rooms, school auditorium, school Assembly, school Garden. School Play-Grounds.

This is an important service to parents that as parents they should not insist their children to get good results with 98% & 95% suppose if they fail to get the ranks, students may commit suicide by succumbing to the pressure of the parents hence parents are oriented not to pressurize their children for getting high ranks.

## 2. PERSONAL DATA SERVICE

This is a very important service in all these Indian schools, there is a big register to record the personal data of students, which is required by the board of examination and the personal data is useful in the future for the students and the school as well as the community. In modern times the recording of the personal data is through modern technology, like computers, Floppies and CDS. Filling of the personal data of students for future use is a very important guidance service that every school in India is providing.

## 3. INFORMATION SERVICE

This service is also very important by providing a lot of information to the students and teachers and the community about various types of information both curricular and Co-curricular. Following are some of the important information provided by the Information Guidance service of the school:

1. Time-table, Examination announcement.
2. Fees and other payments like scholarship of students etc.
3. Announcement of inter-school competitions.
4. Announcements of various notices to students about school club activities, school festivals, School day and culture programmes, and also school and community participation. Therefore this service is also very essential in our Indian schools.

#### 4. HEALTH SERVICES

This is the very important service commonly used in secondary and senior secondary schools in India. Especially in residential public schools there will be health center to take care of the physical health of the students. During the beginning of the year may be in the month of June all the schools will open and have new admissions. These schools will check all the students and make a health record either by a permanent doctor or inviting a private doctor so that full record of health of all the students including their height, weight etc and eye defects if any hearing defects will be identified and recorded. The health service also refer some cases with severe diseases if they have to some specialists.

There are two types health required by all the students in the school campuses in modern times. One is the physical health another is mental health both these health conditions for all the students is very essential in schools for there proper growth and development.

1. **Physical Health :** Physical Health is commonly taken care by all the schools if there is a physician in school with a health center otherwise they may invite some private doctors for providing health to students.
2. **Mental Health :** School has to take full responsibility to provide mental health and hygiene to all the students for their proper physical and mental development. Student must feel very comfortable in school campus as the school is a place of learning which is equal to worship. Therefore the school must provide the following facilities for proper mental health of all the students:
  - a) School must provide better infrastructure.
  - b) There must be good library and laboratories
  - c) There must be sport fields.
  - d) There must be school garden
  - e) There must be school auditorium
  - f) There must be school science and arts club
  - g) The school must provide better toilet and sanitary facilities.
  - h) There must be drinking water facilities.
  - i) There must be a canteen in school.
  - j) There must be a stationary shop for student requirement.
  - k) There must be involvement of community program in school.
  - l) There must be lot of co-curricular activities in school
  - m) There must be inter school competitions such as debits, dramas, music and dance, etc.
  - n) There must be science exhibition and club activities.
  - o) There must be school election etc.

All these will help student to maintain their good Mental Health, therefore in our Indian schools there is a need to provide this service

## **5. SOCIAL - PERSONAL SERVICE**

In Schools we come across a lot of personal and social problems among boys and girls in secondary and senior secondary schools in our country. Both boys and girls have differences in their physical mental and social teachers. Students are coming from very rich families, middle class families and very poor families some are coming from broken families with stepfather or stepmother at home there may be half-sib relationship among brothers and sisters. Which make the students to be having abnormally in the classrooms. Therefore the school should provide this service to take care of such cases.

## **6. COUNCILING SERVICE**

Both boys and girls have differences in their physical mental and social teachers. Students are coming from very rich families, middle class families and very poor families some are coming from broken families with stepfather or stepmother at home there may be half-sib relationship among brothers and sisters. Which make the students to be having abnormally in the classrooms. Therefore the school should provide this service to take care of such cases. Many cases of slow learning and may be tender love affairs in school campus and also introvert and extravert shines among girls make us some specific problems which may lead to heuristic condition may be very serious the individual may become schizophrenic. Therefore the school must provide counseling service to all such problems in school generally the head master and senior teacher tackle this problems lot is recommended that every school must have a Guidance counselor in schools to help the students with such problems. Counseling may also be used in Improving examination results and also help among student to develop better personality. Schools must take care of counseling service.

## **7. EDUCATIONAL SERVICE**

This is the most important service in all the school to provide guidance and help to all the boys and girls in schools in the following ways. To help in the selection of special subject, Language, and also work-experience areas, such as Home-Science, Computer study, woodwork, and other such areas. The school can also provide students to take up future course after SSLC or after +2 stage therefore all the schools in India should provide this service.

## **8. REFERRAL SERVICE**

This is also an important service for old students are alumni who have completed SSLC or INTERMEDIATE, +2 who have aptitudes and interest to take up special courses at different places the school may refer the case to those agencies to get either admission or employment. Referral service may also be taken up in the area health. If student need special doctor the school may refer the case to them.

## 9. PLACEMENT SERVICE

This service to be provided by the school in providing career opportunities to students by their recommendations. The head master or the school manager may recommend to certain employer some job on the basis of student talents and they will be placed into various jobs depending upon their qualification. Generally sincere and poor students may do not want to continue education because of economic problems. The school can help such students in getting suitable job. This service an essential service in schools.

## CONCLUSION

In a nutshell we may sum up that all the nine guidance service are very essential in both secondary and senior secondary schools in India today to keep in pace with the explosion of scientific and technological knowledge, information technology, computer, internet etc., the school must have all such facilities to improve the standard of education and personality of student. Therefore it is necessary to have a guidance councilor in every school and senior teachers with training in guidance and counseling to help our students to grow into future better citizens to take up the role of help in the society. The government and the non-governmental agencies must come forward to create more post of guidance councilors in a school so that our schools of today gets better learning centers for our students.

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## **Mental Health, Human Adjustment and Life Skills**

### **Group VI**

**Leader : K S Shobha**

The role of the school, as an educational institution is important in promoting mental health and if the school climate is not conducive to nurturing mental health, children are likely to suffer from various psychological problems.

Mental and well being of an individual are indicated by the level of self awareness, maturity and integration of self, the life skills and attitudes, development of a philosophy of life towards work and morality. These indicators are used as a guideline for assessing as well as enhancing mental health among school children. These indicators provide qualities, skills and attitudes to become mentally healthy and happy.

Mental health was conceptualized as the absence of mental illness. Mental health which is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

Mental health is a positive but relative quality of life. It is a positive active quality of the individual's daily living. The quality of living is manifest in the behaviour of an individual whose body and mind are working together in the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitious and ideas in one's daily living as well as the ability to face and accept the realities of life which provides maximum satisfaction and happiness to the individual.

Broadly 'Mental health' has two important aspects. It is both individual and social. The individual aspect connotes that the individual is internally adjusted. Society has certain value systems, customs and traditions by which it governs itself and promotes the general welfare of its members.

## **Characteristics of the Mentally Healthy**

Mental health consists of two words - mental and health. Health generally means sound condition or well being or freedom from illness. Mental health, therefore, may refer to a sound mental condition or state of psychological well being or freedom from mental disease.

### **A mentally healthy person**

1. should be adjusted to self and others
2. Self actualizing
3. Having positive relationship
4. Autonomy and self determinism
5. Seeking and knowing the meaning of life
6. Reality testing
7. Physical, mental, spiritual health.
8. Reality oriented

### **Mental Health related Skills**

Mental and well being of an individual are indicated by the level of self-awareness, maturity and integration of self, the life skills and attitudes, development of a philosophy of life towards work and morality. These indicators are used as a guideline for assessing as well as enhancing mental health among school children.

Healthy personal habits are cleanliness, eating, regular exercise enable the child to stay healthy. As the children of Ashram School belong to tribal community there is lack of good life and healthy habits. Teacher should emphasize the importance of healthy eating habits, maintain cleanliness, providing love and care in building mental health.

### **Life Style**

Tribal children are born and brought up with a special environment and different life styles compared to life styles of mainstream. Ashram school teacher should provide sufficient time and free atmosphere to the child, so as to adjust to the new environment and adopt new life styles. New atmosphere adopted by the child

provides comfort and security. If he is not adjusted with the new environment child feels uncomfortable and stressful life leads to mental ill health.

### **Life Skills**

Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life.

- WHO

W.H.O. has advocated 10 life skills. They are

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship
7. Self awareness
8. Empathy
9. Coping with emotions
10. Coping with stress

### **Conclusion**

The mental health of the tribal children is developed in the school atmosphere with the help of teachers. When they come to the school, their mental condition will be a pitiable one. The main reasons for this are their broken family background, living conditions, etc. It is the duty of the teacher to understand their feelings and enhance confidence in them. From the information we got, we strongly believe that we can improvise their condition if we try our level best.

## **Training of Ashram Model residential School Teachers of Kerala in organizing programmes related to Guidance and Counselling**

### **Report**

#### **First day :**

At 9 am, all the members gathered in the hall and the Course Coordinator distributed registration forms and programme chart. Everyone completed the registration process and the inaugural programme started at 10 am. The welcome speech was delivered by Course Coordinator Dr.Anwar. Then Prof.Phalachandra, Dean of Instruction presided the function in the presence of the Hon. Deputy Director of ST Department, Mr.Hrishikesan Nair. The chief guest, Principal of RIEM inaugurated the course by giving a brief explanation of the course and gave a copy of the Handbook on Guidance and Counselling prepared by RIE, Mysore Prof.Phalachandra. Then the copies were given to Deputy Director and all other RPs. The Course Coordinator Dr.Anwar, Co-course Coordinator Dr.Swati Patra, other RPs explained about the course in brief. After self introduction by the participants, vote of thanks was made by Dr.Swati Patra and the ceremonial function closed.

After tea break all RPs briefly discussed the outlines of career development and guidance which was very interesting and valuable.

After their brief explanation, RPs and teachers actively participated in the interaction and discussion. Then at 1 pm we dispersed for lunch. Discussion resumed at 2 pm by grouping the participants into groups. Each group had a group leader and 4 other members. Aji Raj was selected as General Male leader and Divya as female leader.

The discussion of Career Development and Guidance lead by Dr.Anwar was very useful for teachers. After the tea break, very enthusiastic discussion was conducted by Mr.Samuel Kutty in which all the team members actively put forward their problems. Discussion started with a question and from the teachers' response he defined Guidance. One thing which attracted our special attention was the difference between guidance and advice. Then at sharp 5pm the curtain fell.

## **Second Day**

Good morning everybody.

The training programme for Ashram Model Residential School Teachers started at Regional Institute of Education, Mysore. The participants from different schools of Kerala reached this institute on 10<sup>th</sup> January 2010. On 11<sup>th</sup> the programme was inaugurated by the Principal of RIE and Dr.Anwar, the Programme Coordinator mentioned about the programme chart. Classes are held by experts of various departments and participants were divided into six groups.

Second day training programme started at Psychological Clinic of All India Institute of Speech and Hearing. An excellent class about development and guidance was handled by Dr.S.Venkatesan, Professor and Head of the Department of that Institution. Even though it was a short discussion, he mentioned that “career is not a job alone”. He discussed what is career, meaning of career, changing trends, adolescence and career issues, career awareness, etc We got a chance to discuss with him about our students’ problems. Really it was enriching and useful. By 10.30 am we wound up the session with vote of thanks by Mr.Aji Raj.

After 1<sup>st</sup> session we came back from AIISH and gathered in AV Hall and Mrs.Mini Michael presented the 1<sup>st</sup> day report. Mr.Samuel Kutty gave a talk about ‘work’ and it discontinued for ‘tea break’.

Before the second session the Deputy Director of Tribal Department of Kerala Sri Hrishikesan Nair reminded the participants about punctuality.

Second session was handled by Dr.A.V.Govind Rao and the session started little late due to power failure. He has given a brief explanation about life skills. It was really new information for us. He explained 10 steps of life skills according to WHO with lots of examples. He talked about coping with stress, strain, self awareness, etc. The audio-visual session helped us to note down the points and it was really interesting. The session dispersed for lunch at 1.00 pm.

In the afternoon Dr.Anwar explained about some practicals. Dr.Arati Bhl, Consultant Psychologist of BGS Hospital, Mysore reached for afternoon session. It

was a talk about child psychology using slide presentation. She explained about the classification of disorders, methods used in children, etc. The participants shared their problems facing in schools. Class ended by 4 O' clock.

After Tea Break we went for a practical class related to career guidance and counselling lead by Dr.Anwar. It was really interesting.

The different groups made a lot of interesting items using charts, painting, threads, etc. All the group members joined in it with a great participation and the session ended by 5 O' clock.

### **Third day**

The first session of the third day was conducted in the All India Institute of Speech and Hearing. The Head of the Department of Clinical Psychology Dr.S.Venkatesan enlightened the whole group with his class on disabilities. First he spoke on the changes in the perspectives towards disabilities. Then he spoke of the psychological reactions of parents when diagnostic labeling is done in children, the attitudinal blocks in parents, qualities of a good counselor, different processes of counselling and different techniques of counselling. On the whole, the class was very effective and enriching for all the teachers.

On our way back, we went to the career guidance room and Dr.Anwar introduced us to different career guidance tools like Career Album, Career Case Study, Career Monograph and posters. We were entrusted with the task of making all the above said tools.

Then we had tea break. We enjoyed the strong tea and nice 'paruppu vada'. After the tea break, Prof.Govinda Rao Prof.Govinda Rao introduced us to Brainstorming and Role play. Different possible titles and situations for brainstorming and role play were introduced to us. Then Mr.Samuel Kutty gave us some practicals in decision making. Different steps in making decisions were presented before us in an interesting manner. One of the ways is 'Power' model, which was explained very clearly for us.

Then we were given a story and asked to find out the different life skills from the story.

At one O' clock, we had a very nourishing lunch and after the lunch, the classes resumed at 2 O'clock. The afternoon session was engaged by Dr.Swati Patra. The topic was very interesting for us viz. Psychological tests. First she explained the different kinds of tests and conducted a real psychological test for the teachers. All the teachers were so immersed in the test that they refused to go for tea, when Dr.Anwar invited us for tea.

After the tea and biscuits, all the teachers with renovated enthusiasm, were found engaged in vegetable painting, which Dr.Anwar had demonstrated a few minutes ago. The group spirit was so great that the members were found grabbing the vegetables and even snatching the articles from the other group members. Dr.Anwar found it very difficult to stop the group members from vegetable painting and send them to take rest at 5.30.

Thank you.

#### **Fourth Day :**

Yesterday was Makara Sankranti, the day of Pongal which is the harvesting festival of Tamil Nadu. We got a warm welcome at the entrance of the RIE, Mysore and the courtyard of the campus was well decorated. The 'Aripodi kolams' glittered the Tamil Nadu spirit in full sense and the students warmly invited us to join their celebrations.

With that spirit and encouragement we started our 4<sup>th</sup> day morning session with an enchanting discussion on the classification of career groups by Dr.Mohammad Salim. He gave a detailed description about unlimited scopes of the different subjects and various fields, one can choose after their education. He was successful in imparting the different careers both traditional and modern, which was an eye opener to us to pass the younger generation of our schools. He highlighted the importance of the chance in social service and selection of a job by giving appropriate examples.

After tea break, Mr.Sreehari injected the participants by giving three themes which was stimulating the Life Skills. The first one was about the consequences of Tsunami on the human world and the second was arousing sympathy towards a talented girl who suffer from poverty and financial and aid the peer group.

After the tea in the morning session, we had experienced the most enchanting and one of the beauteous classes by Mr.L.V.Reddy which we wanted more in the course was about the information service under the entire guidance programme. His experience in the subject revealed awe and had influence among the participants. He discussed classification of information service. He let loose the unlimited information about the different educational and career development institutions. He gave us a concrete and materialized information about the different areas of knowledge explosion. Then we parted for lunch.

The afternoon session was started with the lively performance of the role-plays based on the above said themes. Though the two groups got a too short time to plan to plan and rehearse but they informed it magnificently and splendidly. Their performance depicted all the life skills formulated by WHO. A warm discussion based on the performance took place and almost all the participants actively participated with their comments.

After the dramatization Mr.Manjunathaiah delivered a golden lecture on personality and its traits on individuals. He explained the definitions of W.H.A. Alport, Sigmond Freud, Jung and Ericson in a lucid and obvious manner which was a new experience for the participants.

After the tea break Mr.L.V.Reddy continued giving lectures on information service and cited almost all the web addresses and different sources of career information and its classification. He also gave assignments to all groups by bidding vote of thanks of all the resource persons by Mr.Sreejith. we concluded the fourth day's valuable training programme.

(Prepared by Group IV; Presented by C.R.Jayahandran; Group Members: 1. Aji Raj. 2. Jose G V, 3. C Sreejith, 4. C R Jayachandran, 5. A O Anil Kumar)

## Fifth Day Report

According to Huxley, changes happens so fast that even our imagination cannot keep up with them. Now, in the present stage we are all in the threshold of the emerging technology based situation. In these circumstances, on 5<sup>th</sup> day i.e. on 15.1.2010. The first session of the class started with Prof.S.Venkatesh, AIISH, who had delivered a lecture about 'Mental Health in Tribal Children'. It was an inspiring as well as knowledge seeking experience and also clarified and cleared the problems related to the children belonging to tribal areas.

The second session of class handled by Mr.Manjunathaiah was about personality development and life skills. When we concerned about this class, it was in an intelligent way. Even though, it is a vast area, Sir has given valuable information regarding this, within the short period of time. While taking the class, Mr.Ramakant Dubey diminishes the stress and strain of the teachers by using some psychological methods with examples.

After lunch break , i.e. in the third session of the day Mr.Srihari who has given an excellent information related to mental health and human adjustment. As a teacher like us, he had delivered not a lecture but a creativity oriented class for us. It was thoroughly understood. The class was related to 'stress'. While all the RPs and guest lecturers are taking classes also, the teachers had stress in the mind. After taking the class, first of all the stress has reduced and got the idea about stress reducing tips. Also Sir demonstrated some stress reducing mild exercises.

Before the last session, our Deputy Director Sri Hrishikeshan Nair of Scheduled Tribes Development, Government of Kerala was with us for few minutes to share the importance and value of this training programme, how we have got opportunity to attend this training programme, after going back to our school how we should apply all these valuable information which brought from here to enrich and inculcate our tribal situation. Mr.Srihari also shared few minutes with us for sharing his experience.

At last Mr.L.V.Reddy who is a person with vast knowledge related with career guidance. Sir has given valuable information regarding career guidance. It was very useful.

After the class, our Training Coordinator, Dr.G.Anwar briefly explained about tomorrows i.e. 16.1.2010 programme based on Class Talk and Career Talk with examples.

(Group V Members: 1. Dr.S.P.Shanimol (Leader), 2. Divya T K, 3. Jayadas, 4. Satheesh, 5. Biju Mathew)

### **Sixth Day**

On 16<sup>th</sup> January 2010, Saturday, the class began at 9 am. Mr.L.V.Reddy started the class in the morning session. The topic was 'Group Guidance Techniques'. In his class, he taught us 'how to convey a message to a group of 40/50 persons at a time' in a simple and effective way. We got an idea that as a facilitator we can ask our students in 9<sup>th</sup> and 10<sup>th</sup> Std., 'What after tenth?' which will help them to think about their future plan. Next, he talked about the 'stream selection factor' such as self-awareness, positive attitude, psycho-motor ability, etc. Then he stressed the point that the teacher could give a clear idea to the students about the nature of work, qualifications needed, professional or general entry, etc. by giving them a class talk. He differentiated occupation from career.

Next, he emphasized on the various agencies which give information. Truly, he opened a vast area of career information agencies to us.

After tea break, L.V.Reddy Sir continued the class, talking about the various group guidance techniques such as career exhibitions, career conference, career film show, career fair, career corner and career album. We realized the fact that we can conduct all this in our schools. Of all these agencies Indira Gandhi Tribal University is to be given more importance as they give employment opportunities soon after completing the course. Reddy Sir's next point was the various scholarships which our students can avail if they try. He gave us the website address for knowing the details. His class was such an informative one and he ended it at 1.10 for lunch.

During the lunch break, Sri Vasu master played a CD of tribal songs of students in Noolpuzha MRS in Wayanad District. In the afternoon Mrs.Swati Patra gave us a talk on social skills and personality development. She gave us a clear idea about communication skills through various practical tests.

## Books on Tourism

### Sort Alphabetical

1. Handmade in India : Crafts of India Series / Aditi Ranjan & M.P. Ranjan (Eds.) - 2008 [Rs. 3950, US \$85.87]
2. Baulsphere / Mimlu Sen - 2009 [Rs. 395, US \$8.59]
3. Cultural History of Uttarakhand / D.D. Sharma - 2009 [Rs. 1500, US \$32.61]
4. Banaras, The Heritage City of India : Geography, History, and Bibliography / Rana P. B. Singh - 2009 [Rs. 795, US \$17.28]
5. Branding India : An Incredible Story / Amitabh Kant - 2009 [Rs. 495, US \$10.76]
6. Sacred Kerala : A Spiritual Pilgrimage / Dominique-Sila Khan - 2009 [Rs. 275, US \$5.98]
7. Facts About Bhutan : The Land of the Thunder Dragon / Lily Wang Chhuk - 2008 [Rs. 1250, US \$27.17]
8. Where Warriors Waltz : Festivals of Nagaland / Rahul Karmakar (Text) & Merimvu Doulo (Photographs) - 2008 [Rs. 1395, US \$30.33]
9. Cultural Heritage of Jammu and Kashmir / K. Warikoo - 2009 [Rs. 1750, US \$38.04]
- 10 China : A Search for Its Soul ; Leaves from a Beijing Diary / Poonam Surie - 2009 [Rs. 800, US \$17.39]
- 11 Pilgrimage to Kailash : The Indian Route / K.T.S. Sarao - 2009 [Rs. 1500, US \$32.61]
- 12 The Yogini Temples of India : In the Pursuit of a Mystery (Travel Notes) / Stella Dupuis - 2008 [Rs. 399, US \$8.67]
- 13 Bhakti Yoga Pilgrimage : What Patanjali and Buddha Did Not Teach / Sankirtana Das - 2009 [Rs. 400, US \$8.70]
- 14 Zangskar Sanctuary of Ladakh / Masafumi Youda - 2008 [Rs. 1295, US \$28.15]
- 15 Bhutan : 100 Years of Wangchuck Vision / Shubhi Sood - 2008 [Rs. 2400, US \$52.17]
- 16 Heaven on Earth : The Universe of Kerala's Guruvayur Temple / Pepita Seth - 2009 [Rs. 2995, US \$65.11]
- 17 Unknown Himalayas / Himanshu Joshi - 2008 [Rs. 850, US \$18.48]
- 18 Wild Wonders of India / Biswajit Roy Chowdhury - 2008 [Rs. 850, US \$18.48]
- 19 The Bandhavgarh Inheritance / Bittu Sahgal - 2008 [Rs. 2500, US \$54.35]
- 20 Chasing the Monk's Shadow : A Journey in the Footsteps of Xuanzang / Mishi Saran - 2008 [Rs. 425, US \$9.24]
- 21 Hyderabad Hazir Hai : Writings from the City of Nizams / Vanaja Banagiri (Ed.) - 2008 [Rs. 395, US \$8.59]
- 22 Dreaming Vishnus : A Journey through Central India / Vikramajit Ram - 2008 [Rs. 350, US \$7.61]
- 23 The Sunderbans Inheritance / Bittu Sehgal, Sumit Sen & Bikram Grewal - 2007 [Rs. 2500, US \$54.35]
- 24 Nepal : Where the Gods Live / Michele Bequin - 2008 [Rs. 695, US \$15.11]

- 48 Temple Towns of Tamil Nadu / George Michell (Ed.) - 2008 [Rs. 2500, US \$54.35]
- 49 Portrait Kerala : Discover the Soul of God's on Country / Shashi Tharoo (Intro.) - 2007 [Rs. 950, US \$20.65]
- 50 Royal Rajasthan / Pramod Kapoor & Kishore Singh - 2007 [Rs. 2975, US \$64.67]

- Cities of Kerala : Actually Small Towns / Baiju Natarajan - 2007 [Rs. 1800, US \$39.13]
52. Tourism Perspective in the 21st Century / Avinash Anand - 2007 [Rs. 695, US \$15.11]
53. Red Sun : Travels In Naxalite Country / Sudeep Chakravarti - 2007 [Rs. 495, US \$10.76]
54. Beyond the Dunes ; Journeys in Rajasthan / Juhi Sinha - 2007 [Rs. 275, US \$5.98]
55. Sustainable Tourism / B.S. Badan - 2006 [Rs. 1000, US \$21.74]
56. Culture and Tourism / B.S. Badan - 2007 [Rs. 1200, US \$26.09]
57. Eco-Tourism and Environmental Management / Govind Prasad et al - 2007 [Rs. 550, US \$11.96]
58. Financial Management of Travel and Tourism / B.S. Badan - 2007 [Rs. 950, US \$20.65]
59. Hospitality and Tourism / B.S. Badan - 2007 [Rs. 800, US \$17.39]
60. The Guest is God : Reflections on Tourism / M.P. Bezbaruah - 2007 [Rs. 540, US \$11.74]
61. Adventure Tourism / B S Badan & Harish Bhat - 2007 [Rs. 1100, US \$23.91]
62. Tourist Resources of Ladakh / Prem Singh Jina & Jigmet Dorge Omachikpa - 2007 [Rs. 300, US \$6.52]
63. Land Resource Management and Development in Hill Areas / Suresh Kumar Bandooni - 2004 [Rs. 995, US \$21.63]
64. Discovering Himalaya : Tourism of Himalayan Region 2 Vols. / Gullia, K.S. (Ed.) - 2007 [Rs. 1800, US \$39.13]
65. Sustainability Profitability and Successful Tourism, 2 Vols. / Raj, Aparna - 2007 [Rs. 1650, US \$35.87]
66. Buddhist Shrines of the World / Anna George & Ed. Piya Chakravarty - 2007 [Rs. 1950, US \$42.39]
67. Tourism and Buddhist Monasteries of Ladakh Himalayas / Jinha, Prem Singh - 2006 [Rs. 720, US \$15.65]
68. Spiti Through Legend and Lore / Thukral, Kishore - 2006 [Rs. 1500, US \$32.61]
69. Fairs & Festivals (Incredible India Series) / Vasudev, Uma - 2007 [Rs. 695, US \$15.11]
70. Wildlife Tourism and Conservation / Mallya, Abhilash - 2006 [Rs. 525, US \$11.41]
71. Tourism and Adventure Travel in the Himalayas and South Asia, 6 Vols. / Negi, Jagmohan et al - 2006 [Rs. 5400, US \$117.39]
72. Driving Holidays in the Himalayas : Ladakh / Singh, Koko - 2006 [Rs. 395, US \$8.59]
73. Driving Holidays in the Himalayas : Zaskar / Singh, Koko - 2006 [Rs. 395, US \$8.59]
74. Driving Holidays in the Himalayas : Himachal / Singh, Koko - 2006 [Rs. 595, US \$12.93]

- 25 Desert Temples : Sacred Centers of Rajasthan in Historical, Art-Historical, and Social Contexts / Lawrence A. Babb, John E. Cort & Michael W. Meister - 2008 [Rs. 695, US \$15.11]
- 26 Raj Bhavan of Kolkata : A Photographic Tour / Anirban Mitra (Intro. Tapati Guha-Thakurta) - 2008 [Rs. 1195, US \$25.98]
- 27 Dream Destinations / Urmi Popat - 2008 [Rs. 3000, US \$65.22]
- 28 Goa of Sun 'N Sand / Valerie Rodriguez (Text) & Sondeep Shankar (Photo) - 2008 [Rs. 250, US \$5.43]
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- 30 Jaipur City Palace / Vibhuti Sachdev & Giles Tillotson - 2008 [Rs. 595, US \$12.93]
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- 32 A Festival of Krishna / Harsha V. Dehejia - 2008 [Rs. 2995, US \$65.11]
- 33 Kashmir : The Mystery / Matt Brandon (Photo) & Marryam H. Reshii (Text) - 2008 [Rs. 1895, US \$41.20]
- 34 Panch Kedar / Debal Sen - 2007 [Rs. 3000, US \$65.22]
- 35 Celebrating Sikkim / Tashi Chopel (Text) & Manoj Aggarwal (Photo) - 2008 [Rs. 1975, US \$42.93]
- 36 Tamil Nadu / Latha Anantharaman (Text ) & V. Muthuraman (Photographs) - 2008 [Rs. 495, US \$10.76]
- 37 Banaras City of Siva / Rajesh Bedi - 2006 [Rs. 1950, US \$42.39]
- 38 The Cultural Guide to Ahmedabad / Mallika Sarabhai - 2008 [Rs. 595, US \$12.93]
- 39 Gurdwara In The Himalayas : Sri Hemkunt Sahib / M.S. Siali & Suparna Rajguru - 2001 [Rs. 495, US \$10.76]
- 40 International Encyclopaedia of Himalayas, 5 Vols. / Ramesh Chandra Bisht - 2008 [Rs. 4000, US \$86.96]
- 41 Exploring The Hidden Himalaya / Soli Mehta & Harish Kapadia - 2007 [Rs. 500, US \$10.87]
- 42 Tourist & Trekking Guide To : Ladakh and Zaskar (Including Karakoram & Srinagar Valley) / Manmohan Singh Bawa - 2006 [Rs. 350, US \$7.61]
- 43 One Life to Ride : A Motorcycle Journey to the Himalayas / Aijt Harisinghani - 2008 [Rs. 195, US \$4.24]
- 44 Kanchipuram : Land of Legends Saints and Temples / P.V. L. Narasimha Rao - 2008 [Rs. 680, US \$14.78]
- 45 Journal of A Tour / James Baillie Fraser - 2008 [Rs. 795, US \$17.28]
- 46 Jaisalmer : Art, Architecture and Tourism / Ranbir Singh - 2008 [Rs. 1975, US \$42.93]
- 47 Agra : The Architectural Heritage / Lucy Peck - 2008 [Rs. 295, US \$6.41]

75. Ladakh Himalaya : Past and Present / Jina, Prem Singh - 2006 [Rs. 900, US \$19.57]
76. Delhi : A City of Museums / Mohapatra, Satyen - 2006 [Rs. 695, US \$15.11]
77. Driving Holidays in the Himalayas : Uttaranchal / Singh, Koko - 2006 [Rs. 595, US \$12.93]
78. The Sacred Complex of Kashi : A Microcosm of Indian Civilization / Vidyarthi, L.P. - 2006 [Rs. 600, US \$13.04]
79. Elite Clubs of India / Bhageria, Purshottam & Malhotra, Pavan - 2005 [Rs. 3900, US \$84.78]
80. Indian Heritage Hotels-legacy of splendour / Kapoor, Anuradha - 2005 [Rs. 695, US \$15.11]
81. Amazing Land Ladakh : Places, People and Culture / Bhasin, Sanjeev Kumar - 2006 [Rs. 450, US \$9.78]
82. Palace on Wheels : A Royal Train Journey Through Rajasthan / Huber, Robert (Photographs) (Text, Dharmendra Kanwar & Lalit Panwar) - 2006 [Rs. 3500, US \$76.09]
83. Pushkar - Moods Of A Desert Town / Praveen, Ennala (Text and photographs) - 2005 [Rs. 595, US \$12.93]
84. Into the Untravelled Himalaya : Travels, Treks and Climbs / Kapadia, Harish - 2005 [Rs. 400, US \$8.70]
85. Incredible Himalayas : Environment, Culture, Tourism and Adventure / Kohli, M.S. - 2005 [Rs. 400, US \$8.70]
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88. Kerala God's Own Country / Husain, M.F. (Painting), Tharoor, Shashi (Text) - 2003 [Rs. 1800, US \$39.13]
89. Colours of a Desert Land : Rajasthan / Sahai, Surendra - 2002 [Rs. 1950, US \$42.39]
90. Arunachal Pradesh : The Hidden Land / Dai, Mamang - 2002 [Rs. 2000, US \$43.48]
91. Sumeru Parvat : 12 Years of Kailash Mansarovar Pilgrimage and Transformation / Giri, Swami Bikash - 2002 [Rs. 1231, US \$26.76]
92. Across the Frozen Himalaya : Epic Winter Ski Traverse from Karakoram to Lipu Lekh / Kohli, Harish - 2000 [Rs. 595, US \$12.93]
93. A Comprehensive Touring and Trekking Guide to the Indian Himalaya Including Sikkim and Bhutan / Bawa, Manmohan Singh - 2001 [Rs. 690, US \$15.00]
94. Across Peaks and Passes in Garhwal Himalaya / Kapadia, Harish - 1999 [Rs. 500, US \$10.87]
95. Across Peaks and Passes in Kumaun Himalaya / Kapadia, Harish - 1999 [Rs. 500, US \$10.87]
96. Across Peaks & Passes in Himachal Pradesh / Kapadia, Harish - 1999 [Rs. 500, US \$10.87]
97. 501 Images Of Taj Mahal And Glimpses Of Mughal Agra / Rupinder Khullar - 2003 [Rs. 2500, US \$54.35]
98. Bhutan : Kingdom in the Himalaya / Acharya, Sanjay - 1998 [Rs. 595, US \$12.93]
99. Tibet / Norbu, Dawa & Choedon, Yeshe - 1997 [Rs. 595, US \$12.93]
100. Climbing and Exploration in the Karakoram Himalayas / Conway, William Martin - 2001 [Rs. 950, US \$20.65]
101. Spiti : Adventures in the Trans-Himalaya / Kapadia, Harish - 1999 [Rs. 500, US \$10.87]
102. Benares Seen From Within / Lannoy, Richard - 2000 [Rs. 3500, US \$76.09]

- 103 Beyond the Himalayas ; In Search of the Ancient Silk Route / Ahluwalla, H.S. - 2000 [Rs. 595, US \$12.93]
- 104 Bodh Gaya ; The Holy Pilgrimage of Buddhists / Madhukar, K.H. & Sahay, B.B. - 1998 [Rs. 325, US \$7.07]
- 105 Tourism Perspective In Bihar / Sinha, Nishi - 1998 [Rs. 600, US \$13.04]
- 106 Growth & Development Of Modern Tourism / Sinha, R.k. - 1998 [Rs. 495, US \$10.76]
- 107 New Dimensions In Tourism & Hotel Industry, 3 Vols. / Sharma, K.K. - 1999 [Rs. 2500, US \$54.35]
- 108 A Journey to Heaven ; Kallash Mansarovar / Bhandari, C.M. - 1998 [Rs. 1500, US \$32.61]
- 109 Beyond the Devil's Teeth / Shah, Tahir - 1999 [Rs. 250, US \$5.43]
- 110 Banaras ; Shiva's Eternal City / Parmesh Ratnakar - 1998 [Rs. 595, US \$12.93]



# DIPLOMA COURSES IN TRAVEL AND TOURISM:

Duration - 1 year August to July

Eligibility - Graduate with 60% marks

<p style="text-align: center;"><b><u>NORTHERN REGION</u></b></p> <p>ITTM, New Delhi 110 021</p> <p>Delhi University, Delhi 11007</p> <p>Indira Gandhi National Open University, New Delhi - 110068</p> <p>College of Vocational Studies, Delhi University 11007.</p> <p>YWCA, Jai Singh Marg, New Delhi 110001.</p> <p>Skyline Business School, Laxman Public School Campus, Hauz Khas, New Delhi 110016. Courses : PG Dip in Airlines Travel Business Management.</p> <p>Sita Academy, M-135, Connaught Circus, New Delhi 110 001. (Travel &amp; Tourism Management 1 year course)</p> <p>International Polytechnic for women, Delhi 110049</p> <p>Training Institute for Travel and Trade, New Delhi 110048.</p> <p>Agra University, Agra 282004</p> <p>H.N. Bahuguna Garhwal University, Srinagar 246174 Garhwal distt. UP</p> <p>UP Rajarshi Tandon Open University, Allahabad 211001</p> <p>Barkatullah Vishwavidyalaya, Bhopal-462 026.</p> <p>Awadesh Pratap Singh University, Rewa 486003</p> <p>Vikram University, Kothi Road, Ujjain 456010 (MP)</p> <p>Jiwaji University, Gwalior 474011</p> <p>Indore (Devi Ahilya) Univ., Indore 452001</p> <p>Dr. Harisingh Gour University, Sagar 470003</p> <p>Guru Ghasidas University, Bilaspur 495009</p> <p>Garhwal University, Srinagar (UP)</p> <p>Ravishankar University, Raipur 492010</p> <p>Himachal University, Shimla 171005</p> <p>Kumaon University, Nainital 263001</p> <p>Kurukshetra Univ., Kurukshetra 132119</p>	<p>University of North Bengal, PO North Bengal University, 734430, Ditt. Darjeeling, West Bengal</p> <p style="text-align: center;"><b><u>WESTERN REGION</u></b></p> <p>Goa University, Panjim 403002</p> <p>SNDT Women's Univ., 1 Nathibai Thackersay Road, Mumbai 400020</p> <p>University of Mumbai, MG Road, Fort, Mumbai 400032</p> <p>Sophia Polytechnic, Bulabhai Des Road, Mumbai</p> <p>H.R. College of Commerce &amp; Economics, Mumbai</p> <p>Oyster Institute of Management, Bandra (E), Mumbai-400050</p> <p>Indian Institute of Management, 140, Nagindas Master Road, Mumbai - 400023</p> <p>Columbus, Training Centre, Kandivli West, Mumbai.</p> <p>International Arifare Desk, Colaba, Mumbai</p> <p>Institute of Hotel, Cargo and Tourism Management Colaba, Mumbai</p> <p>Univ. of Pune, Ganeshkhind, Pune 411007</p> <p>Marathwada Univ., Aurangabad 431004</p> <p>JN Vyas University, Jodhpur 342001</p> <p>Kota Open University, Kota 324002</p> <p style="text-align: center;"><b><u>SOUTHERN REGION</u></b></p> <p>Pondicherry University, Pondicherry 605104</p> <p>Chennai University, Chennai 600005</p> <p>Madurai University, Madurai 625021</p> <p>Annamalai Univ., Annamalainagar 608002</p> <p>Sri Venkateshwara Univ., Tirupati 517502</p> <p>Chittoor (AP), (Tourism and International Ticketing)</p> <p>Karnataka Univ., Dharwad-580 003.</p> <p>University of Kerala, Trivandrum 695034</p> <p>Manonmaniam Sundaram Univ., Tirunelveli 627018 (TN)</p> <p>Indira International Trade Centre, Mumbai, Ahmedabad, Bangalore, Baroda, Delhi, Hyderabad, Pune, Secundrabad</p> <p>RJ Trade Wings (P) Ltd., Mumbai, Chennai, Pune, Bangalore, Secundrabad, Goa, New Delhi, Kolkata, Dehradun.</p>
<p style="text-align: center;"><b><u>EASTERN REGION</u></b></p> <p>Manipur University, Imph. 1 795003</p> <p>Utkal University, Bhubaneshwar 751004</p> <p>Berhamper University, Orissa 760007</p> <p>Steps, Calcutta.</p>	

## Degree courses in Travel and Tourism

Course - B.A. Tourism and Travel Management. Graduate Integrated Course

Duration - 3 years. Eligibility - +2.

<u>EASTERN REGION</u>	
<i>Vinoba Bhave University, Hazaribagh 825301</i>	<i>Society, College of Arts and Commerce, Zurainagar, Goa</i>
<i>Gauhati University, Gauhati Commerce College, Gauhati</i>	<i>University of Mumbai, NM College of Commerce and Economics, Villa Parley, Mumbai ; Jai H College of Arts and J T Lalwani of Commerce, Mumbai; R A Podar College of Commerce, Mumbai</i>
<i>Utkal University, Samanta Chandrashekar College, Puri, Orissa</i>	<i>University of Poona, HPT Arts RYK Science College, Nasik</i>
<i>University of Calcutta, Fakir Chand College, 24, Pargana's (South), West Bengal ; Berhampur Girls College, Berhampur, West Bengal ; Krishnath College, Berhampur, Murshidabad, West Bengal.</i>	
<i>Manipur University, Imphal-795 003.</i>	
<u>NORTHERN REGION</u>	
<i>University of Delhi, Sri Venkateshwara College, Dhaula Kuan, New Delhi 110010; St. Stephen's College, Delhi 110007, Dayal Singh College, New Delhi</i>	<u>SOUTHERN REGION</u>
<i>Kurukshetra University, KN College, Yamnanagar, Haryana ; Guru Nanak Khalsa College, Yamnanagar, Haryana.</i>	<i>Bangalore University, Mount Carmel College, Bangalore, Jyoti Niwas College, Hosur Road, Bangalore, NMKRV College for Women, Jayanagar, Bangalore</i>
<i>Maharashi Dayanand University, JVM, GRR College, Charkhi, Dadri, Haryana, N.B. Gurbachan Singh Memorial college, Sohna, Gurgaon ; Haryana.</i>	<i>Avinashilingam Institute for Home Science &amp; Higher Education for Women, Coimba- tore- 641 043.</i>
<i>Aligarh Muslim University, Aligarh - 202002</i>	<i>Karnataka University, BVV Basaveshwar Commerce College, Bagalkot</i>
<i>UP Rajashi Tandon University, Allahabad 211001</i>	<i>Bhartidasan University, St Joseph College Tiruchirapalli, Tamil Nadu</i>
<i>University of Kashmir, Srinagar - 190006</i>	<i>University of Madras, Queen Marys College, Chennai, Tamil Nadu ; Ethiraj College for Women, Chennai, Tamil Nadu</i>
<i>Himachal Pradesh University, Government College, Dharmshala, H.P.</i>	<i>Pondicherry Univ., Pondicherry-605 014.</i>
<i>Agra University, Agra 282004</i>	<i>Andhra University, SDPS College of Arts and Applied Science, Steeramnagar</i>
<i>Awadh University, SGS Government PG College, Sindhi, Madhya Pradesh</i>	<i>Kakatiya University, SSR Jyoti Arts and Science College, Khammam</i>
<i>Benaras Hindu University, Varanasi 221005</i>	<i>Madurai-Kamraj University, Falkalai Nagar Madurai-625 021</i>
<i>Mahatma Gandhi Kashi Vidyapeeth, Varanasi 221002</i>	<i>University of Calicut, St. Thomas College, Trichur, Kerala; Providence Women's College, Calicut, Kerala.</i>
<i>IGNOU, Maidan Garhi, New Delhi 110 068</i>	<i>Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya.</i>
<u>WESTERN REGION</u>	
<i>Goa University, Murgao Education</i>	<i>Mother Teresa Women's University, Kodaikanal 624102 TN</i>

### **Post graduate courses in travel and tourism**

Masters in travel administration of 2 years duration is offered to graduates/postgraduates in the following universities -

<b>NORTHERN REGION</b>
Aligarh Muslim University, Aligarh 202002 Lucknow University, Badshah Bagh, Lucknow 226007 Hemwati Nandan Bahuguna Garhwal University, Srinagar 246174 Garhwal Distt. UP Himachal Pradesh University, Shimla 171005 Kurukshetra University, Kurukshetra 132119 Jiwaji University, Gwalior 474011 Devi Ahilya Vishwavidyalaya, Indore 452001 Avdhes Prata Singh University, Rewa 486003 Indira Gandhi National Open University, School of Social Sciences, Maidan Garhi, New Delhi 110 068 offers Masters in Tourism Management through correspondence (2-4 years). The course is open to graduate and Hotel Management diploma holders. IITTM, 9, Nyaya Marg, Chanakyapuri, New Delhi 110021
<b>EASTERN REGION</b>
Utkal University, PO Vani Vihar, Bhubaneshwar 751004 Orissa
<b>WESTERN REGION</b>
Dr. B. S. Ambedkar Marathwada University, Aurangabad 431004, Maharashtra SNDT Women's University, Mumbai 400020 Jai Narayan Vyas University, Jodhpur 342001
<b>SOUTHERN REGION</b>
Kokatiya University, Warangal 506009 Anantpur University, Anantpur 515314 Pondicherry University, Pondicherry 605014 Madras University, Chennai 600005 Mother Teresa Women's University, Kodaikanal 624102 TN

Regional Chapters of Indian Institute of Travel, and Tourism Management are :

Kerala Institute of Tourism and Travel, Triuvanthipuram 695014

Garware Institute of Career, Education and Development, University of Mumbai

### **Certificate and professional courses in Travel & Tourism**

The following universities offers certificate in Travel & Tourism

SNDT Women's University, Mumbai 400020 ;

UP Rajarshi Tandon Open University, Allahabad 211001

Indira Gandhi National Open University, New Delhi - 110068 .

Dr. Babasaheb Ambedkar Open University, Ahmedabad-380 003.

IITTM offers Management Development Programmes for Graduates with 3 years experience at junior or middle management level, maximum age 30 years Courses Management of Visitor Service/Approaches for Effective Tourism Development/Planning In Tourism Travel and Transportation/Environmental Parameters of Tourism Development/Management Issues in Tourism and Travel/Computer Technology and Communication in Tourism

Language courses are conducted by the cultural organizations of the countries having High Commissions, Embassies and Consulates in our country. There are about 22 language courses which are available. The courses are useful to those entering into a career on travel and tourism.

COURSE	INSTITUTIONS	ELIGIBILITY	DURATION
MFA(Master of Tourism Administrator)	Kurukshetra University, Aligarh Muslim University; Jiwaji University, Gwalior; Anantpur University, Anantapur, Marathwada University, Aurangabad.	Graduate/PG	2 years.
Management of Visitor Service/Tourism Dev./ Planning in Tourism Travel & Transportation/ Environmental Parameters of Tourism Development/ Management of issues in Tourism & Travel/ Computer Technology & Communication in tourism.	Kerala Institute of Tourism and Travel, Thiruvananthipuram; Garware Institute of Career Education and Development, University of Bombay. Indian Institute of Travel and Tourism Management, Chanakyapuri, New Delhi. (All three are regional chapters of Indian Institute of Tourism and Travel Management, New Delhi.	Graduate with 3 years experience at junior or middle management level, maximum age-30 years.	24 credits programme (cyclic programme scheduled in April, July, October and Dec.)
Diploma in Tourism Management	Indian Institute of Travel & Tourism Management, Agra university; Annamalai University; Berhampur university, Orissa; Bombay University; Delhi University; Indore University; H.S. Gour University; Goa University; Guru Ghasidas university, Bilaspur; Jiwaji University, Gwalior. University of Kerala, Trivandrum; Kota Open University; Kumaon University, Nainital; Kurukshetra university, Madurai University; Madras University, Manipur University, Imphal; Marathwada University; Pondicherry University, Ravi Shankar university, Raipur; Utkal University, Bhubaneswar.	Graduate with 60% marks	1 year (August to July).
Graduate integrated course in Tourism.	College of Vocational studies, Delhi, University	10 + 2	3 years
Language Training Course for Professionals in Tourism.	Cultural organisation of foreign countries	Graduation	-do-
Full-time Diploma course in Travel & Tourism	Cultural organisation of foreign countries.	Graduation	1 year
Basic Course in Air Travel Fares & Ticketing.	The Ministry of Tourism & Delhi Tourism, 9 Nyaya Marg, Chanakyapuri, New Delhi-110021.	Graduation	5 months
Basic Course in Air & Seal Carriage Services management.	The Ministry of Tourism & Delhi Tourism, 9 Nyaya Marg, Chanakyapuri, New Delhi-110021.	Graduation	2 months
Basic course in Computer application in Tourism & Travel Industry	The Ministry of Tourism & Delhi Tourism, 9 Nyaya Marg, Chanakyapuri New Delhi-110021.	Graduation	2 months
Basic Course in Airlines, Travel Agency & Tour Operation Management.	The Ministry of Tourism & Delhi Tourism, 9 Nyaya Marg, Chanakyapuri, New Delhi-110021.	Graduation	2 months
Courses in Spanish, Japanese, French, & Russian Language.	The Ministry of Tourism and Delhi Tourism, 9 Nyaya Marg, Chanakyapuri, New Delhi-110021.		6 months.

## Sources of Further Information

Information on tourism can be had from

- i) People working in the field of tourism, tour operators, Agents.
- ii) Indian Tourism Development Corporations and State Tourism Development Corporations.
- iii) Career Counsellors
- iv) Vocational Guidance Bureau

## Common Websites

1. [www.incredibleindia.org](http://www.incredibleindia.org)
2. [www.karnatakaturism.org](http://www.karnatakaturism.org)
3. [www.iittm.org](http://www.iittm.org)
4. [www.pondiuni.org](http://www.pondiuni.org)
5. [www.livernit.com](http://www.livernit.com)
6. [www.tourism.gov.in](http://www.tourism.gov.in)

**Books :** A list of books on tourism is attached.

## Related Fields

1. Catering
2. Hotels
3. Civil Aviation
4. Cabin crew
5. Ground Staff
6. Languages
7. Recreation Management

# APPENDICES

## Appendix – I

### 1. Time Management

Saving time is not a small matter. Each day has only 24 hours. Every minute wasted is gone forever. You cannot turn back the clock. Further, everyone whether rich or poor gets an equal share of time – 24 hours per day. Some people spend it more wisely than others.

When people complain about ‘wasted time’ they are usually upset because they have not accomplished what they really wanted to do with their time. Wasted time is time devoted to unnecessary, unimportant or unenjoyable activities.

#### Symptoms of Poor Time Management

- Not having breaks in between to rest and relax.
- Feeling used and restless leading to unproductivity.
- A sense of being overwhelmed burdened by work demands.
- Constant rushing
- Constant confusion and struggle between unpleasant choices
- Constantly missed deadlines

#### How Time-Management helps?

Effective time-management enables us to

- a) Minimize deadline anxiety
- b) Reduce avoidance behaviour
- c) Reduce fatigue
- d) Create interest and motivation
- e) To be more organized, healthy and more productive

#### Strategies for Time Management

- Planning about time-table well in advance
- Prioritizing the tasks and allowing sufficient time for each.
- Avoid starting a number of demanding tasks simultaneously.
- Complete one task at a time before going to the next.

- Do the important task which demand time, energy and concentration when you are fresh and energetic.
- Group similar tasks together.
- Allowing time for recreation and family and friends.
- Maintain a diary at the end of each segment, write down every activity and the time it took everyday, it enables you to identify and categorize the most prior one, helps in organizing better time-table and more efficiently time-management.

Saving time is not a small matter. Many people fail in life only because of their inappropriate time management. As students you should be more careful while spending time. If you spend time effectively by keeping in mind all these strategies, you can manage your time fruitfully.

## 2. **Public Speaking**

Everyday we communicate our thoughts to others without even thinking more about it. But when situation comes, in which we have to speak in front of others it becomes a source of stress. And we have also seen people who speak very confidently and effectively in public. They are also human beings as we are. What we need is the right guiding principle, the right understanding and the right plan of action to make this goal a reality.

No mater what job you will be doing or whatever life situation you will be in, being able to speak with confidence will be an invaluable asset to your personal development.

**There are some suggestions to control anxiety before speaking.**

1. Be totally prepared.
2. Practice your talk several times out loud before a full length mirror.
3. Take a deep breath before you called to speak.
4. Do not hesitate to admit and discuss your apprehension with classmates and your teacher before the speech.

### **Things we should pay attention while speaking**

1. Topic should be interesting (grasping the listener).
2. Be energetic – voice modulations should be there.
3. Structure your speech like definitions, testimony, statistics, etc.
4. Include visual aids.
5. Include humour in speech.

### **Tips to notice while delivering speech**

First impressions are crucial to communication. Before you even say a word you transmit impression, favourable or not through non-verbal communication.

- Your posture : Should be erect which conveys an impression of confidence and alertness.
- Facial Expression : Should be appropriate.
- Eye-contact : Eye contact with audience is extremely important.
- Dress : Should be neat, clean and presentable.
- Gestures : Appropriate gestures also play a vital role.

Effective communication is crucial in many situation. No matter what will be your profession, being able to speak with confidence will be an invaluable asset to your personal development.

### **3. Peer Pressure**

Making decisions on your own is hard enough, but when other people get involved and try to pressurise you in one way or another, it can be even harder. When people of your own get try to influence how you act, t is called peer pressure. It is something everyone has to deal with even by adults.

A peer is a friend or acquaintance who is about the same age group. You probably interact with peers in school and society. Peers influence your life, whether you know it or not, just by spending time with you. You learn from them and they learn from you. It is only human nature to listen to and learn from other people in your age group.

Peers can have a positive influence on each other and sometimes peer pressure can influence each other in negative ways also.

Some kids give into peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they do not go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that “every one’s doing it” may influence some kids to leave their better judgement, or their common sense behind. Peer pressure can be extremely strong and hard to resist.

It is hard to walk away from peer pressure but it can be done. Paying attention to your own feelings and beliefs about what is right or wrong can help you know the right thing to do. Inner strength and self-confidence can help you stand firm, walk away, and resist doing something when you know better.

It is great to have friends with values similar to yours who will back you up when you don’t want to do something.

#### **Powerful Positive Peer Pressure**

Peer pressure is not always a bad thing. It can be powerful in shaping positive behaviours in kids. Sometimes it takes adult guidance to help in this but the power of the peer group for positive change is immense like it is for the negative things. Hence we should know our peer group and avoid the negative influence. If the peer group force can be utilized positively, it has great influence on the appropriate personality development of the child.

#### **4. Self-esteem**

Self-esteem is how you feel about yourself. It is the opinion you have of yourself. It is based on your attitude to the following.

1. Your value as a person
2. The job you do.
3. Your achievements
4. How you think others see you
5. Your purpose in life

6. Your potential for success
7. Your strengths and weaknesses
8. Your social status and how you relate to others

Self esteem is related to your worth and your value. Building self-esteem is the first step towards your happiness and a better life. Self esteem increases confidence. If you have a high level of self esteem you will be happy, sure of yourself, highly motivated and have the right attitude to succeed.

Low self-esteem results from your having a poor self image caused by your attitude which causes depression, unhappiness, insecurity and poor confidence. Self esteem is therefore crucial for us and is a cornerstone of a positive attitude towards living.

#### **How to improve your esteem and confidence?**

- Face your fears
- Forget your failures
- Know what you want and ask for it.
- Reward yourself when you succeed
- Don't be defeated

Four conditions that must be fulfilled in order for a high sense of self-esteem.

1. **Connectiveness** : That results when a child gains satisfaction from associations that are significant to the child and the importance of these associations has been affirmed by others.
2. **Uniqueness**: That occurs when a child can acknowledge and respect the qualities or attitudes that make him/ her special and different and receives respect and approval from others for these qualities.
3. **Power** : That comes about through having the resources, opportunity and capability to influence the circumstance of his/her own life in important ways.

4. Models: That reflects a child's ability to refer to adequate human philosophical and operational example that serves to help him/her establish meaningful values, goals, ideals and personal standards.

Self-esteem is the foundation upon which personal and social development is based. Indeed, to a considerable degree, personal success can be measured in terms of how well one has succeeded in constructing an accurate model of himself/herself in relation to others.

Self-understanding in relation to others, the development of a positive and accurate sense of self can have immense significant. It affects one's sense of personal success, within the family, a school and elsewhere.

**Appendix – II**  
**Addresses of Ashram Model Residential Schools in Kerala**

Sl. No.	Name of the School	Std.	District	Telephone No.
1.	Dr.Ambedkar Memorial Model Residential Higher Secondary School, Kattela, Sreekanam, Thiruvananthapuram	V to +2 (girls)	Thiruvananthapuram	04710-2597900
2.	Dr.Ambedkar Vidyaniketan CBSE School, Njaraneeli Elanchium PO Thiruvananthapuram	I to VII (Mixed)	Thiruvananthapuram	0472-2846633
3.	Model Residential School, Kulathupuzha Koolam 691 310	V to X (Boys)	Kollam	0475-2319100
4.	Model Residential Higher Secondary School, Vadasserikkara, Ranny Pathanamthitta	V to +2 (Boys)	Pathanamthitta	04735-2511543
5.	Model Residential School Erattupetta, Kottayam	V to X (Girls)	Kottayam	04822-272299
6.	Model Residential Higher Secondary School, Moonnar, Idukky	V to +2 (Boys)	Idukky	04865-231209
7.	Ekalavya Model Residential School, Painavu, Idukky	VI to X (Mixed)	Idukky	04862-232454
8.	Model Residential Higher Secondary School, Chalakudy, Nayarangadi Kodassery, Thrissur	V to +2 (Girls)	Thrissur	0480-2711516
9.	Ashram School, Malampuzha Industrial Estate PO, Palakkad	I to X (Mixed)	Palakkad	0491-2553694

10.	Silent Valley Model Residential School Mukkali PO Attappady	V to X (Girls)	Palakkad	04924-253347
11.	Smt. Indira Gandhi Memorial Ashram School, Jawahar Colony, Nilamboor	I to X (Mixed)	Malappuram	04931-224194
12.	Ekalavya Model Residential School, Pookodu, Vythiri Wayanad	VI to X (Mixed)	Wayanad	04936-276156
13.	Model Residential School, Kalpetta, Wayanad	V to X (Girls)	Wayanad	04936-204418
14.	Dr.Ambedkar Memorial Model Residential Higher Secondary School Nalloorad, Manathavady Wayanad	V to +2 (Boys)	Wayanad	04935-241068
15.	Sri Rajiv Gandhi Memorial Ashram Higher Secondary School, Noolpuzha Sultan Bathery Wayanad	I to +2 (Mixed)	Wayanad	04936-270140
16.	Ashram School, Thirunelly Mananthavady, Wayanad	I to IX (Mixed)	Wayanad	04935-210330
17.	Model Residential Higher Secondary School, Pattavam, Kannur	V to +2 (Boys)	Kannur	0460-2203020
18.	Model Residential Higher Secondary School Paravanadukkam Kasaragode	V to +2 (Girls)	Kasaragod	04994-209969

### Scheduled Caste Development Department

1.	Model Residential Higher Secondary School, Punnapura, Alapuzha	V to +2 (Girls)	Alapuzha	0473-2268442
2.	Model Residential Higher Secondary School, Aluva, Keezhwadu, Ernakulam	V to +2 (Boys)	Ernakulam	0484-2623673
3.	Model Residential School, Thiruvilwamala Thrithala	V to X (Boys)	Thrissur	04662-271806
4.	Model Residential Higher Secondary School, Thrithala, Palakkad	V to +2 (Girls)	Palakkad	0466-2004547
5.	Model Residential School, Peemmedu, Idukky	V to X (Tamil Medium)	Idukky	04869-233642
6.	Model Residential School, Vadakara, Kozhikodu	V to X (Boys)	Kozhikodu	0495-2384235
7.	Model Residential School, Karasagod	V to X (Boys)	Kasaragod	0467-2211922

**Appendix – III**  
**Addresses of Resource Persons**

Name and Address	Phone/Mobile Number	Email Address
Dr.S. Ramaa, Professor, RIE, Mysore	9741314898	<a href="mailto:ramaa.vijayan@gmail.com">ramaa.vijayan@gmail.com</a>
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Prof.B.N. Manjunathaiah Professor of Education (Retd).	0821-2542526	
Dr.Gowramma I.P. Consultant Special Education	0821-2301450 9845116510	<a href="mailto:gowriip@yahoo.co.in">gowriip@yahoo.co.in</a>
Mr.G.Hrishekeshan Nair Deputy Director Directorate of Scheduled Tribes Deptt. Vikas Bhavan IV Floor Thiruvananthapuram	0474-2533182 9446966082	<a href="mailto:gopihrishikesan@gmail.com">gopihrishikesan@gmail.com</a>
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Mr.Samuel Kutty TGT in English KVS, Ernakulam	0484-2302724 9495558991	<a href="mailto:samkutty_vyttila@yahoo.co.in">samkutty_vyttila@yahoo.co.in</a>
Mr.Ramakanth Dubey Counsellor Psycholgist Command Hospital (Air Force), Bangalore – 30	09448417727	<a href="mailto:askramakant@gmail.com">askramakant@gmail.com</a> <a href="mailto:askramakant@hotmail.com">askramakant@hotmail.com</a>

## Appendix – IV

### References

Author	Title	Year of Publication
Watts A G	Rethinking Careers, Education and Guidance Theory, Policy and Practice	1996
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Lydia and Alice M	An Investigation into the Social Impediment associated with the Low Achievers among Tribal Children of West Godavari Dist (AP) – Koya Tribes	1999
NCERT	Professional Status of Teachers	1991
NCERT	Education in India	1986
Kumari Suja	Determinants of Underachievers in Maths	1998
Evans and Cahy	Gaining Cultural Competence in Career Counselling	2008

## List of Course Material

### 1. Course Guide

Major inputs include objectives, scope, rules, syllabi as well as procedures for admission, transaction and evaluation for all the three phases of the course.

### 2. Course Modules

Module I	:	Introduction to Guidance
Module II	:	Counselling Process and Strategies
Module III	:	Guidance for Human Development and Adjustment
Module IV	:	Career Development – I
Module V	:	Career Information in Guidance and Counselling – I
Module VI	:	Assessment and Appraisal in Guidance and Counselling - I
Module VII	:	Basic Statistics in Guidance and Counselling – I
Module VIII	:	Guidance in Action
Module IX	:	Special Concerns in Counselling
Module X	:	Developing Mental Health and Coping Skills
Module XI	:	Career Development – II
Module XII	:	Career Information in Guidance and Counselling – II
Module XIII	:	Assessment and Appraisal in Guidance and Counselling–II
Module XIV	:	Basic Statistics in Guidance and Counselling – II

\*Each module consists of number of self-learning units.

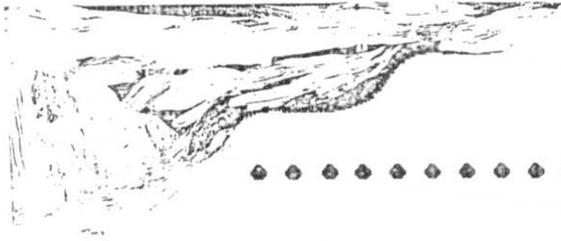
### 3. Practical Handbook

Provides areas and strategies for conducting and undergoing practicum, field experience and internship.

### 4. Tutor Guide

Lists guidelines for tutors, supervisors for course transaction and evaluation during all the three phases of the course.

## Appendix V



# Teaching Resources

### Teaching Social Skills

Seating students together is not enough to ensure teamwork. Many kids have very little idea how to interact appropriately with their classmates. They simply lack the social skills needed to perform the most basic cooperative tasks. Lack of social skills is probably the biggest factor contributing to lack of academic success in teams. Fortunately, social skills can be taught just like academic skills. If you use a systematic approach like the one described below, you'll find that your students CAN learn how to interact appropriately and become productive team members. For more information on how to explicitly teach social skills to young children, visit [Model Me Kids](#).

#### Steps of Teaching Social Skills

##### 1. *Discuss the Need for Social Skills*

Before you can help students improve their social skills, they need to understand why these skills are important. You might have students Roundrobin problems they've experienced in cooperative learning teams. Then point out that most of these problems are caused by poor "social skills," sometimes known as "people skills." Share with them that even adults need to work on their social skills from time to time! Have them Brainstorm lists of social skills to work on throughout the year. You might offer a few suggestions from the list on the right to get them started.

##### 2. *Select a Social Skill*

When teaching social skills, it's best to focus on just one skill at a time. You can choose the skill, or you can let your class decide which skill they need to work on first. I generally start by teaching the skill of Praising, and along with that I reinforce the idea that I will not permit "put down" comments. Select just one skill as your focus. You might want to work on a different skill each week, perhaps even creating a Skill of the Week bulletin board.

### Social Skills

- taking turns
- praising (no put downs)
- sharing materials
- asking for help
- using quiet voices
- participating equally
- staying on task
- saying kind things
- using names
- encouraging others
- patient waiting
- communicating clearly
- accepting differences
- active listening
- resolving conflicts
- following directions
- paraphrasing
- managing materials
- staying with the team
- sharing ideas
- recording ideas
- sharing tasks
- celebrating success
- helping others

### 3. Teach the Skill

This step is not as obvious as it might seem. It's not enough to say, "Be nice!" You have to help students identify exactly what they need to do and say in order to improve the identified social skill. For this part of the lesson, I use the T-chart shown at right. (A blackline master of the Social Skill T-chart can be found in the File Cabinet.) You can make a laminated poster for your bulletin board or create a transparency to use on the overhead projector. Write the social skill in the box at the top. Then ask members of the class to Brainstorm what students should do and say when they are demonstrating the social skill. The things that they **DO** are listed in the **Looks Like** column because this is what the skill looks like to others when it is demonstrated. The things they **SAY** are listed in the **Sounds Like** column because this is what the skill sounds like to others.

Working Together Skills	
[ ]	
Looks Like	Sounds Like

An excellent video called Time for School is available from a company called Model Me Kids that shows students exactly how to perform a particular social skill. The video is most appropriate for younger students or students with special needs, but teachers may be interested in viewing the video to see how social skills can be broken down into steps and taught. Students could complete the Sounds Like-Looks Like T-chart after watching the video.

#### Examples for the skill of Praising:

**Looks Like:** Thumbs up, Clapping, Smiling

**Sounds Like:** Terrific! I knew you could do it! You're so smart! Way to go! I like the way you . . .

### 4. Practice the Skill

After you discuss what the skill Looks Like and Sounds Like, you need to provide an immediate opportunity for practicing the skill. The best way to do this is to plan a structured cooperative learning activity to follow the social skills lesson. For example, if you taught Active Listening as the social skill, you might follow up with a simple Roundrobin activity. Roundrobin would be an ideal choice because each person takes a turn responding to a question, and everyone else should be listening actively to their response. A structure like Line Ups would not work as well because students are not as verbal during Line Ups. Here are a few suggestions for social skills and corresponding structures:

Social Skills	Structures for Practice*
<u>Active Listening</u>	Roundrobin, Think-Pair-Share, Mix-Freeze-Pair

Praising	Rallytable, Roundtable, Pairs Check, Showdown
Taking Turns	Rallytable, Pairs Check, Roundtable
Using Quiet Voices	Think-Pair-Share, Numbered Heads Together, Showdown
Staying on Task	Rallytable, Roundtable, Pairs Check, Showdown, Mix-N-Match
Helping or Coaching	Rallytable, Pairs Check, Showdown, Mix-N-Match
Using Names	Mix-N-Match, Mix-Freeze-Pair, Showdown

\* For more information about these Structures, check out Dr. Spencer Kagan's book Cooperative Learning. There's an entire chapter on social skill development. You can order it from Amazon using the link at the right.

### 5. *Pause and Reflect*

Sometime during the structured practice activity, use your quiet signal to stop the class. Ask them to think about how well they have been using the social skill. If you have observed teams or individuals doing a good job with the skill, share your observations with the class. Challenge students to continue to work on their use of the social skill as they complete the activity. Refer to the posted social skills T-chart if students have forgotten what the skill Looks Like and Sounds Like.

### 6. *Review and Reflect*

At the end of the activity, reflect again on how well the social skills were used. You can use a different T-chart for this, one with the a plus sign and a minus sign for the headings. Take a few minutes to brainstorm with the class all the good things that were happening, and the things that still need work. This is a also a perfect opportunity for personal journal writing and reflections. Consider these writing prompts:

- How well was the social skill being used on your team? What specific examples do you remember?
- How did you personally use the social skill? What did you do and/or say? To whom?
- How might you improve in using this skill next time?

---

*Note:* It is not necessary to follow all the steps to Teaching Social Skills every time you teach a new skill. However, the reflection steps are important and should be included as much as possible. Probably the most important elements are the direct teaching of the skill followed by a cooperative activity designed for practicing the skill.



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## 6 Key Social Skills

Social skills are arguably the most important set of abilities a person can have. Human beings are social animals and a lack of good social skills can lead to a lonely life, contributing to anxiety and depression. Great social skills help you meet interesting people, get that job you want, progress further in your career and relationships.

Happily, like any skill, social strategies and techniques can be learned...

### The main social skills are as follows:

1) The ability to remain relaxed, or at a tolerable level of anxiety while in social situations

Regardless of how skillful you are in social situations, if you are too anxious, your brain is functioning in way unsuited to speaking and listening. In addition, if your body and face give the unconscious message that you are nervous, it will be more difficult to build rapport with others.

2) Listening skills, including letting others know you are listening

*When you had dinner with Gladstone, you were left feeling that he was the most charming person you had ever met. But after dinner with Disraeli, you felt that you were the wittiest, the most intelligent, the most charming person.*

Dr Warren Bennis PhD, University of California

There is little more attractive and seductive than being truly listened to. Good listening skills include:

- Making 'I'm listening' noises - 'Uh-huh', 'really?', 'oh yes?' etc.
- Feeding back what you've heard - "So he went to the dentist? What happened?"

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- Referring back to others' comments later on - "You know how you were saying earlier..."
- Physical stillness, eye contact and attentiveness while the other person is talking.

### 3) Empathy with and interest in others' situations

A major part of social anxiety is self consciousness, which is greatly alleviated by focusing strongly on someone else. A fascination (even if forced at first) with another's conversation not only increases your comfort levels, it makes them feel interesting.

### 4) The ability to build rapport, whether natural or learned

Rapport is a state of understanding or connection that occurs in a good social interaction. It says basically "I am like you, we understand each other". Rapport occurs on an unconscious level, and when it happens, the language, speech patterns, body movement and posture and other aspects of communication can synchronise down to incredibly fine levels.

Rapport is an unconscious process, but it can be encouraged by conscious efforts.

- Body posture 'mirroring', or movement 'matching'
- Reflecting back language and speech, including rate, volume, tone, and words
- Feeding back what you have heard, as in 2) above

### 5) Knowing how, when and how much to talk about yourself - 'self disclosure'

Talking about yourself too much and too early can be a major turn-off for the other party in conversation. Good initial small-talk is often characterised by discussion of subjects not personal to either party, or by an exchanging of personal views in a balanced way.

However, as conversations and relationships progress, disclosing

personal facts (small, non-emotional ones first!) leads to a feeling of getting to know each other.

✓ 6) Appropriate eye contact

If you don't look at someone when you are talking or listening to them, they will get the idea that:

- You are ignoring them
- You are untrustworthy
- You don't like the look of them (!)

This doesn't mean you have to stare at them. In fact, staring at someone while talking to them can give them the feeling you are angry with them. Keeping your eyes on them while you are listening, of course, is only polite.

Of course these are not hard-and-fast rules, eye contact for instance, varies between cultures, but in general, practicing these will improve your social skills if you find social situations difficult.

Article by Roger Elliott, author of the Free Self Confidence Course

[Click here to subscribe to the free self confidence course now](#)

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# Teaching Social Skills To Kids Who Don't Have Them

Do any of these comments sound familiar?

🌀 "I tell him to stop doing that, but he keeps on doing it. Damn. This kid must have been raised by wolves!" 🐾🐾

"That kid knows how she is supposed to behave. She CHOOSES to misbehave."

"I ask him what he is supposed to be doing and he can tell me. He knows better, so why isn't he doing it?"

Yep. Some kids know (intellectually) what to do, but they've never (physically) done it before. It's difficult for all of us to all-of-the-sudden display a completely different behavior than we've been showing for years. Changing a habit is no easy task. To get an idea of what it's like, try this activity:

**Do now activity (YES!...right now.)**

Cross your arms across your chest. Notice how one arm goes over the other with it's hand tucked under it's biceps (upper arm). At the same time, the hand of the lower arm has it's hand resting on top of the biceps of the other limb. OK, now switch the position of the arms so that the one that was on the bottom is now on the top (and vice versa). All right. It took you awhile, but you were able to do it. Feel a bit uncomfortable and odd? Now, uncross the arms and fold them again in the new way. Again. And again. In fact, for the rest of your life, do it this new way. Don't ever make a mistake or revert to the old way.

Think that'll be difficult? Yep. Now imagine what we are asking our socially unskilled kids to do. We're expecting them to immediately change a behavior that is indelibly etched into their brains, feels "comfortable", and has been "assigned" to them by others who have labeled them as the type of person who "does that thing". Kids who display the wrong behaviors as they interact with others will have a long and arduous path to

because of their behavior. It's time to use more than point systems to "manage" the behavior of these pupils. We need more than "the curriculum of control". We must teach the skills we wish to see.

### What Exactly Is Social Skills Training?

If our kids don't have 'em, we've got to teach 'em. "Social skills training" is a general term for instruction conducted in (behavioral) areas that promotes more productive/positive interaction with others. We teach social skills to students who are (at present) socially unskilled in order to promote acceptance by teachers (and other adults) and peers. A social skills training program might include (among other things):

#### 1. "Manners" & positive interaction with others



- approaching others in social acceptable ways
- how to asking for permission rather than acting impulsively
- how to make and keep friends
- sharing toys/materials

#### 2. Appropriate classroom behavior

- work habits/academic survival skills
- listening
- attending to task
- following directions
- seeking attention properly
- accepting the consequences of one's behavior

#### 3. Better ways to handle frustration/anger

- counting to 10 before reacting
- distracting oneself to a pleasurable task
- learning an internal dialog to cool oneself down and reflect upon the best course



of action

4. Acceptable ways to resolve conflict with others
  - using words instead of physical contact
  - seeking the assistance of the teacher or conflict resolution team

### Examples of Social Skills for Pre-Schoolers

1. Skills that will help in later instruction (example: listening skills)
2. Skills that enhance success in school/daycare settings (example: asking a question)
3. How to make and keep friends (examples: asking for something, asking others to play)
4. Feelings:
  - awareness of own and other's feelings (Called "Theory of mind"...being able to predict how others might feel in a situation, understanding that others might not feel as you do)
  - coping with negative feelings
5. Positive, non-aggressive choices when faced with conflict
6. Dealing with stress:
  - what to do when you make mistakes
  - handling teasing and taunting

### Social Skills Terms/Definitions:

✓ Socially Skilled: the ability to respond to a given environment in a manner that produces, maintains, and enhances positive interpersonal (between people) effects.

Social competence: one's overall social functioning ... a composite or multitude of generalized social skills. (Social competence can be improved by teaching social behaviors/social skills)

## **STEPS TO FOLLOW IN TEACHING** **SOCIAL SKILLS**

Essentially, we teach social skills like we teach academics. Assess the level of the students, prepare the materials, introduce the material, model it, have them practice it, and provide feedback. If you purchase a social skills curriculum (see the listing at the bottom of this page), it will probably include an assessment device, lessons, and activities. Teaching is a matter of following the directions in the kit. If you're on your own in developing a curriculum and devising lessons, here are the specifics:

### ***Pre-teaching***

- Select the students who need training in certain skills (via assessment)
- Identify powerful reinforcers that will motivate the students to attend to lessons and attempt new behaviors. (examples: group and/or individual points, raffle tickets, progressively moving a paper dog along the wall toward a food bowl which earns a reward)
- Identify and specifically define the target behaviors to be taught. Decide which behaviors are needed. Define them precisely so that everyone agrees on what is to be accomplished (...what the student will be able to do/show after instruction).
- Task analyze the target behavior(s) (if this listing of sequenced actions is not done for you by a packaged program. If you are unfamiliar with task analysis, read the link on the home page)

### ***Teaching social skills***

- Create groups of 2-5 youngsters with similar skill deficits. Small groups give students a chance to observe others, practice with peers, and receive feedback.
- Remove obstacles to learning (examples: close class door, remove corrections officers)

-Meet early in the day so that kids are attentive and have the whole day to practice what they learn in your lesson.

-Introduce the program, its content, and why and how it will benefit them (examples: will help them to return to general education classes, help them obtain and keep a job, result in less trouble with teachers/parents, impress their boyfriend's/girlfriend's parents when they meet them, be able to convince the police to let them go when stopped).

-Set up the rules and regulations (Identify the behaviors you'll reward during lessons...one person speaks at a time, pay attention, be positive...all of which may need to be taught in the initial lessons)

-Teach the easy-to-learn skills first to ensure student (and teacher) success and reinforcement. Use the traditional teaching model of:

-Tell them

-Show them

-With the steps provided on a handout, have them

-discuss when the behavior could be used

-role play it (at least two different scenarios with right and wrong behaviors shown).

-Provide feedback (with lots of encouragement and specific praise)

-from oneself

-from peers

-from the teacher

-Practice, practice, practice through homework assignments, review sessions, assignment

to real life settings, and surprise "tests" (example: Your student has been learning to handle interactions with authority figures...Send the student on an errand and have an unknown teacher confront him/her, accusing the pupil of "forging" a hall pass. If the student performs poorly...runs, is rude, etc...the teacher says "This is a test. How did you do?")

Teach to the high status kids in your group first...have them demonstrate the new behaviors and be rewarded. Have your lower status kids demonstrate the behaviors after the leaders do so. Make sure the lessons are interesting and fun so that kids look forward to the lessons (Start the teaching of "following directions" by having them cook/make candy or do magic tricks. Then move to more school-based examples).

-Promote generalization to different settings/circumstances by:

-practicing in different settings and under various conditions

-prompting and coaching the student in naturally occurring situations

-having the student submit self-report forms for each class period

-meeting with the student to discuss performance throughout the school/life.

-Monitor the behavior outside of the lessons. Keep track of the display of the behavior for IEP documentation, motivation of the student, etc. Have the student self-monitor/self-assess in order to build internal motivation/control.

-Recognize and reward it's display in everyday school situations. When you see a good situation for a student to display a "new" behavior, prompt it's use with cues and hints (as subtle as possible, but as strong as necessary).

**Example:**

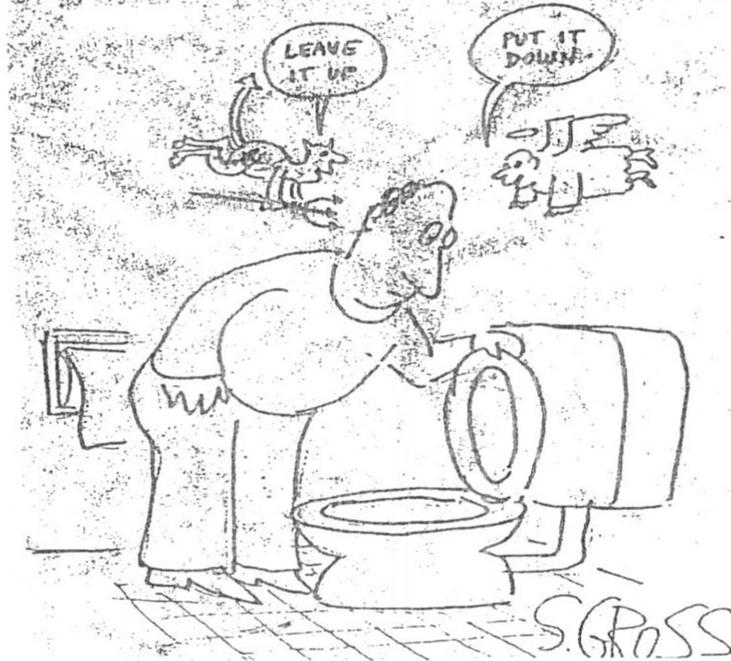
Pedro is going to be congratulated by the principal for being "Most improved student" with regard to behavior. As the principal approaches, the teacher whispers into Pedro's ear "Remember to wipe the booger off your finger before shaking hands with Mr. Yoon."

**Wording for more socially advance student**

"What do we do with boogers before we shake hands?"

(The student must decide on correct course of action)

Social skills training, helps individuals make better choices in situations.



## Activities

1. Look at this list of commonly needed social skills. Think of students you know who would most benefit from instruction in each one. (You could use this list as your assessment device and assign students to groups by skills)

- Saying please and thank you
- Dealing better with anger and frustration
- Asking questions appropriately
- Accepting the consequences administered by the teacher
- Accepting responsibility for one's own (mis)behavior
- Dealing with losing/frustration/making mistake/insults in an appropriate manner (without yelling or physical aggression)
- Initiating a conversation with others



- Accepting "No" for an answer
- Joining a group activity already in progress
- Following directions
- Making friends
- Compliments others
- Understanding the feelings of others (and accepting them as valid/OK)
- Compromising on issues
- Cooperating with peers
- Coping with taunts and verbal/physical threats/aggression from others
- Seeking attention in an appropriate manner
- Waiting one's turn

2. Behaviorally/specifically define the following behaviors that you might decide to teach (see the home page link on "[behavioral recording](#)" if you are unclear on this procedure)

- Asking permission
- Avoiding fighting with others
- Interrupting others appropriately
- Showing sports(wo)manship

**Click here to read possible definitions** (but try to define the behaviors first...no cheating!)

3. Task analyze the following behaviors (Delineate, in order...if there is an order...the sub-behaviors that must be displayed in order to accurately show the desired

behavior that you have identified and defined)

(See the home page link on "[task analysis](#)" if you are unclear on how to conduct this procedure)

- Listening
- Following Directions
- Respecting the opinions of others
- Accepting praise from others
- Apologizing for wrong doing
- Greeting others
  - familiar/family/friends
  - unfamiliar
    - adult
    - peers
      - same gender
      - different gender
      - younger

**[Click here to read possible task analyses of each behavior \(C'mon...try it first\)](#)**

4. A student displays social skills that appropriate in his/her cultural group, but are not desirable in the mainstream North American culture (e.g., lowering one's eyes when spoken to by an adult, physically fighting when mother's honor is insulted by another). Is it appropriate to teach the "right ways" (as viewed by school personnel)? When, how and why would you do so?

5. Obtain a social skills curriculum. Evaluate it using the following form:

### McIntyre Evaluation Form for Social Skills Curricula

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Name of Curriculum:

Date & Publisher:

Designed for which ages/grades?

Designed for special education or general education kids?

If designed for general education students, could it be adapted for special education students?

If so, what would need to be done to adapt the materials?

Does it have an assessment component to determine which skills need to be taught?

Does it have prepared lessons for each skill?

- For how many skills (total)?
- Are the skills task analyzed?
- Is the instructional format same for all skills?

Are all necessary materials included?

Are sufficient practice activities provided?

Does the curriculum contain suggestions for ways to motivate the students?

Are there suggestions for adapting to individual student needs and strengths?

Are provisions made for the maintenance and generalization of behaviors?

Does it includes forms for:

- Identification of students who would benefit from program
- Lessons
- Review of lessons
- Reinforcement/Reward/Feedback
- Assessment of mastery of skills
- Monitoring/Documentation

Is the material appropriate for ages of the students who were identified?

Is the material appropriate for the stated objectives?

List the positive and negative points of this curriculum:

Give your overall evaluation of it's usefulness:

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## Readings and Resources

H. Feng & G. Carledge (1996). Social skill assessment of inner city Asian, African, and European American students. *School Psychology Review*, volume 25, pages 227-238.

K. Melloy, Davis, Wehby, Murry & Leiber (1998). Developing social competence in children and youth with challenging behaviors. Available through the web site of the Council for Children with Behavior Disorders.

R. Simpson, Smith-Myles, Sasso, & Kamps (1997). Social skills for students with autism. (2nd ed.) Available through the web site of the Council for Children with Behavior Disorders.

## Social Skills Curricula/Kits

A. Goldstein. **Skillstreaming** Perhaps the most popular programs for teaching social skills. You find get more information at <http://www.uscart.org/ssadolescent.htm> and <http://www.uscart.org/sselementary.htm>

A. Goldstein. **The Prepare Curriculum** (for adolescents). You can find more information at <http://www.uscart.org/Publications.htm>

**Basic Social Skills for Youth.** Available from [www.girlsandboystown.org/btpress](http://www.girlsandboystown.org/btpress)

**Boys Town Curriculum.** Available from [www.girlsandboystown.org/btpress](http://www.girlsandboystown.org/btpress)

T. Dowd & J. Tierney **Teaching Social Skills to Youth: A curriculum for child-care providers.** Available from [www.girlsandboystown.org/btpress](http://www.girlsandboystown.org/btpress)

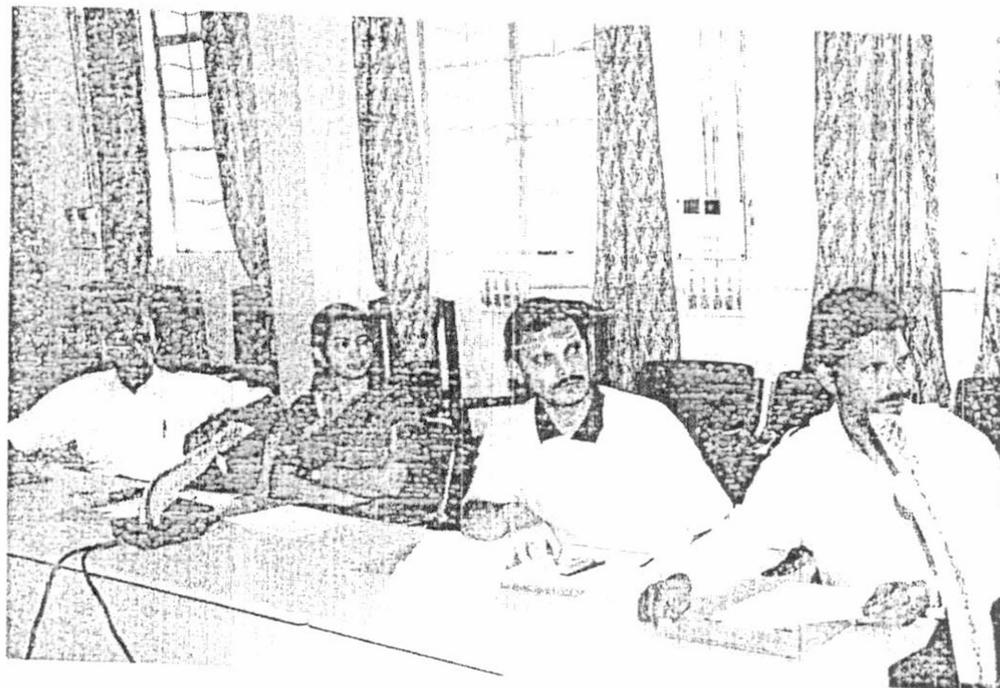
Darlene Mannix. **Life skills activities for special children.**

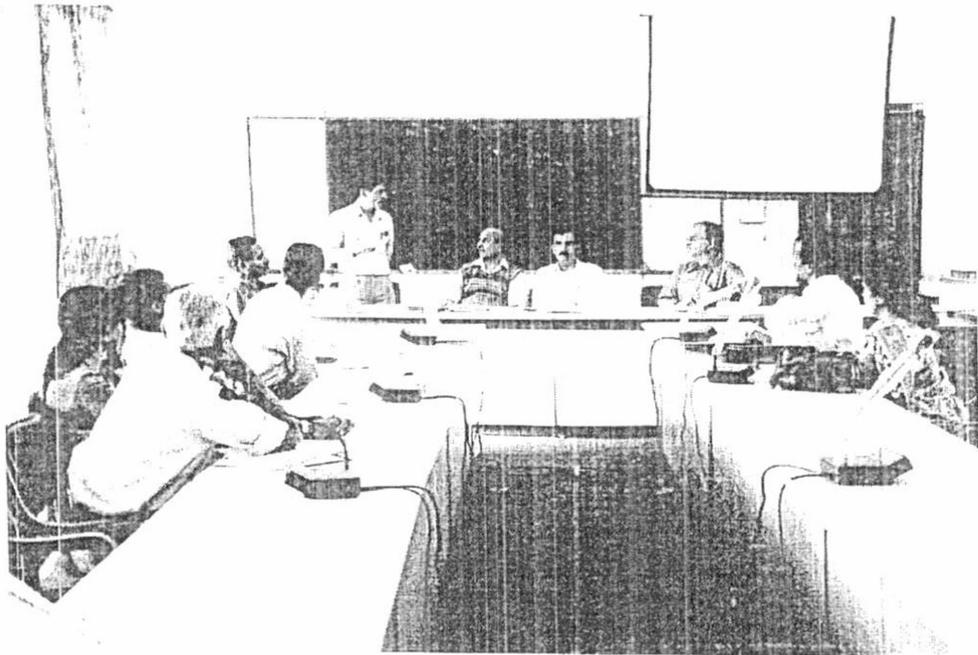
J. Stanfield (1992). **Be Cool.** Provides videos and activities for teaching elementary age students to cope with teasing, anger, criticism, and bullying. Find more information at the James Stanfield Publishing Company web site.



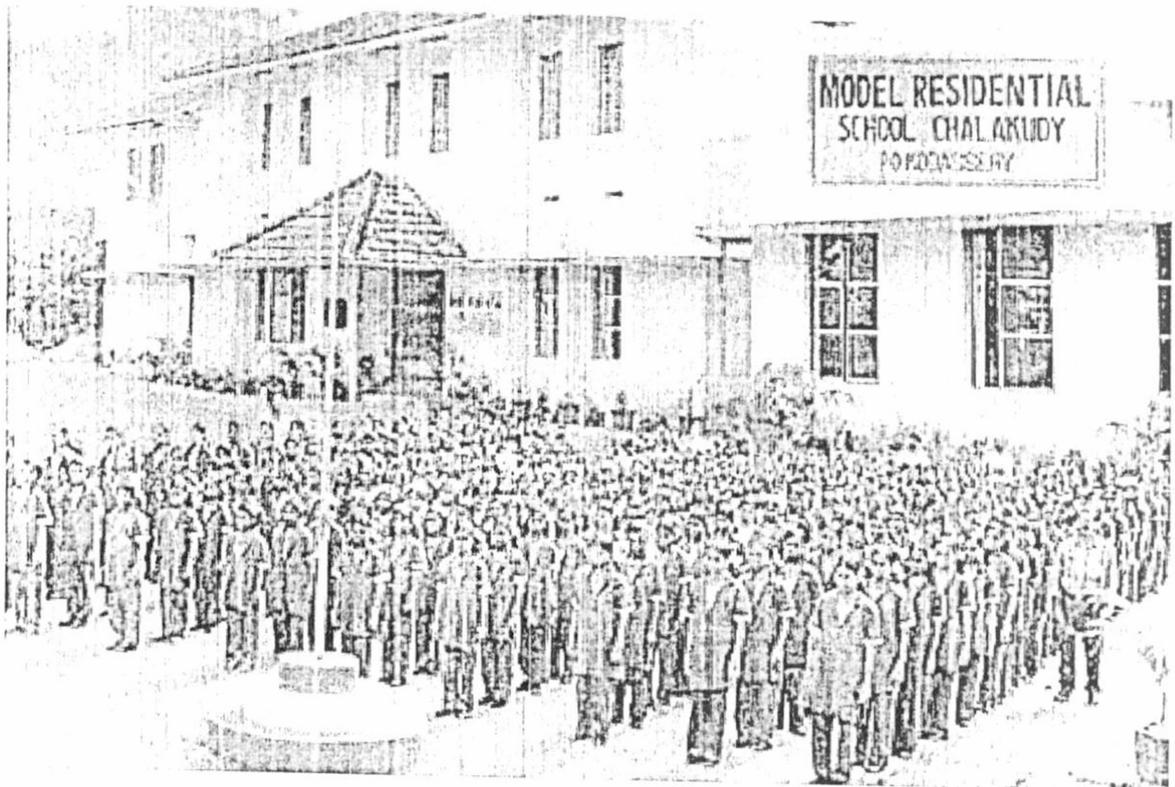
Appendix VI

WORKSHOP PHOTOS  
30.11.2009 TO 4.12.2009

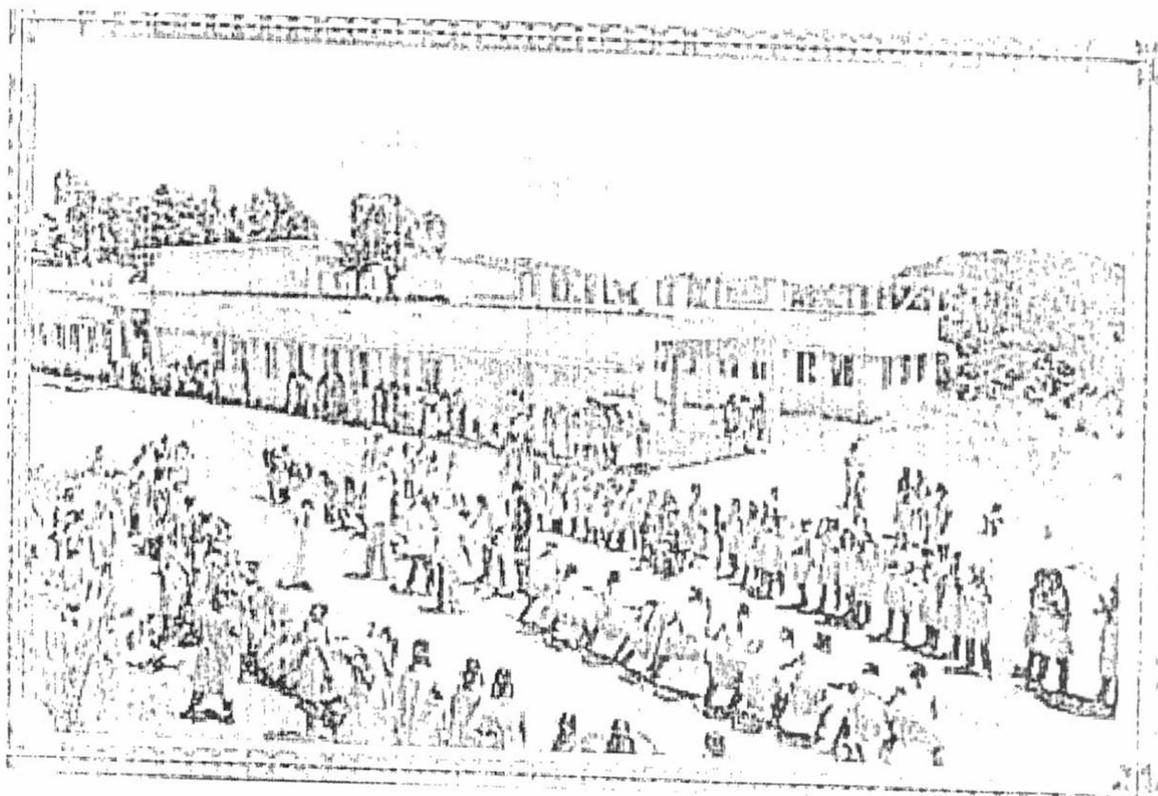
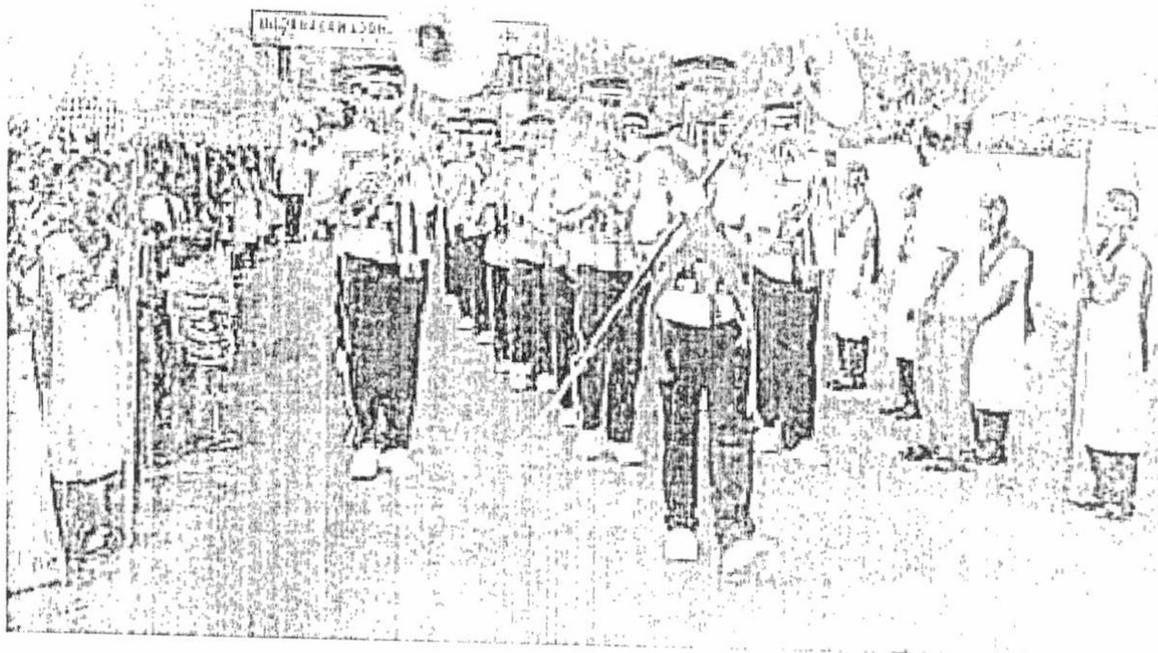




Visitors to Tribal School

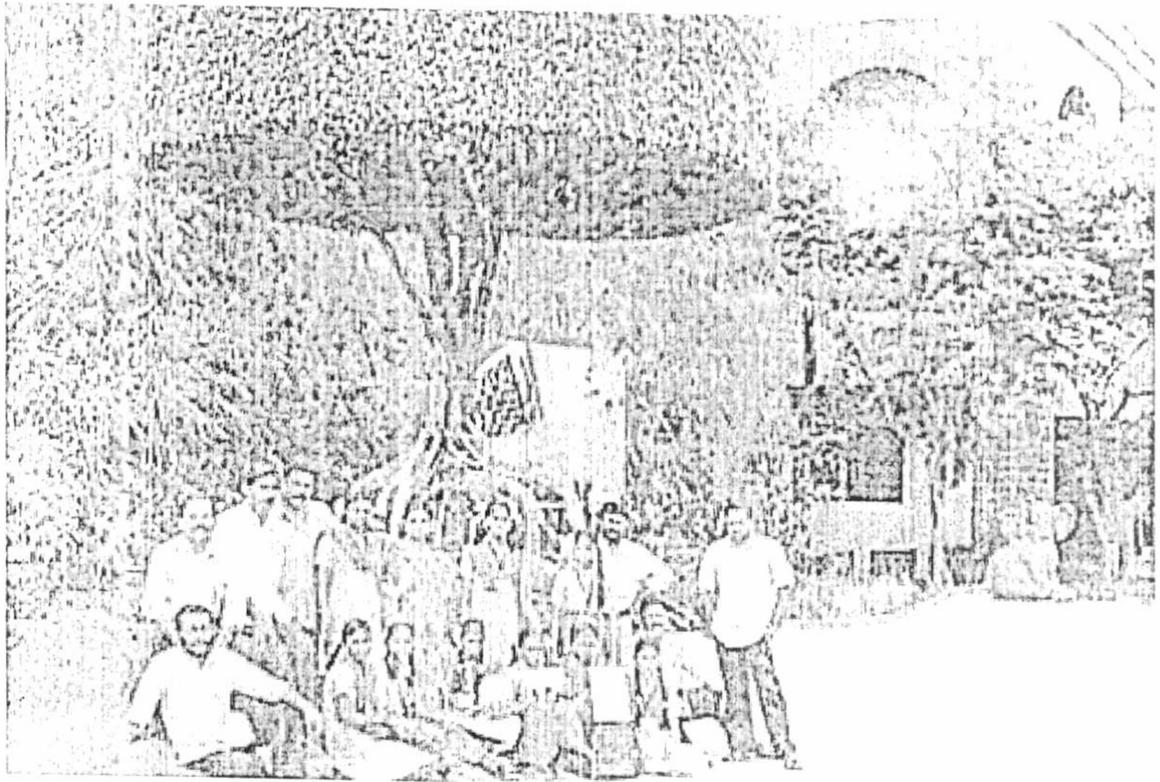




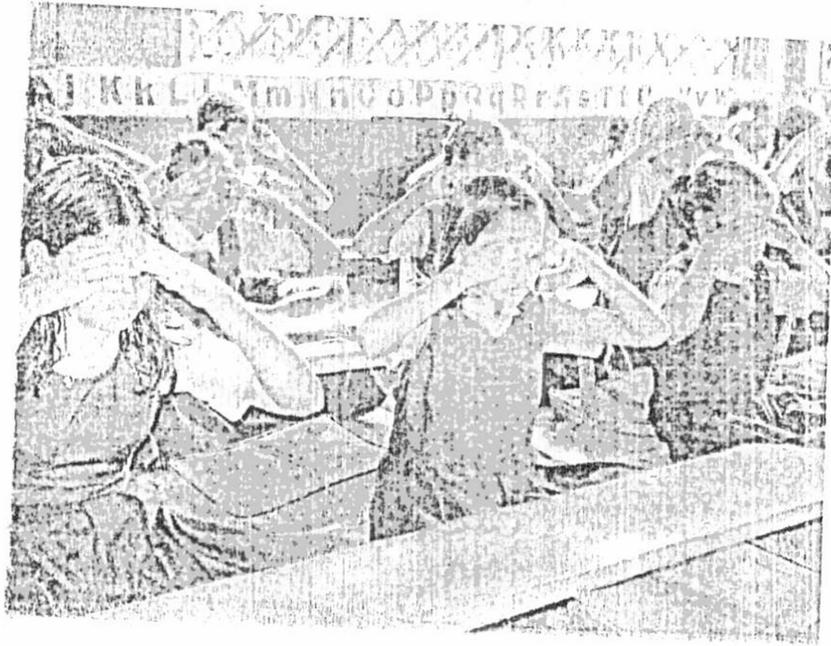


Tribes and Their Leaders - Moopana

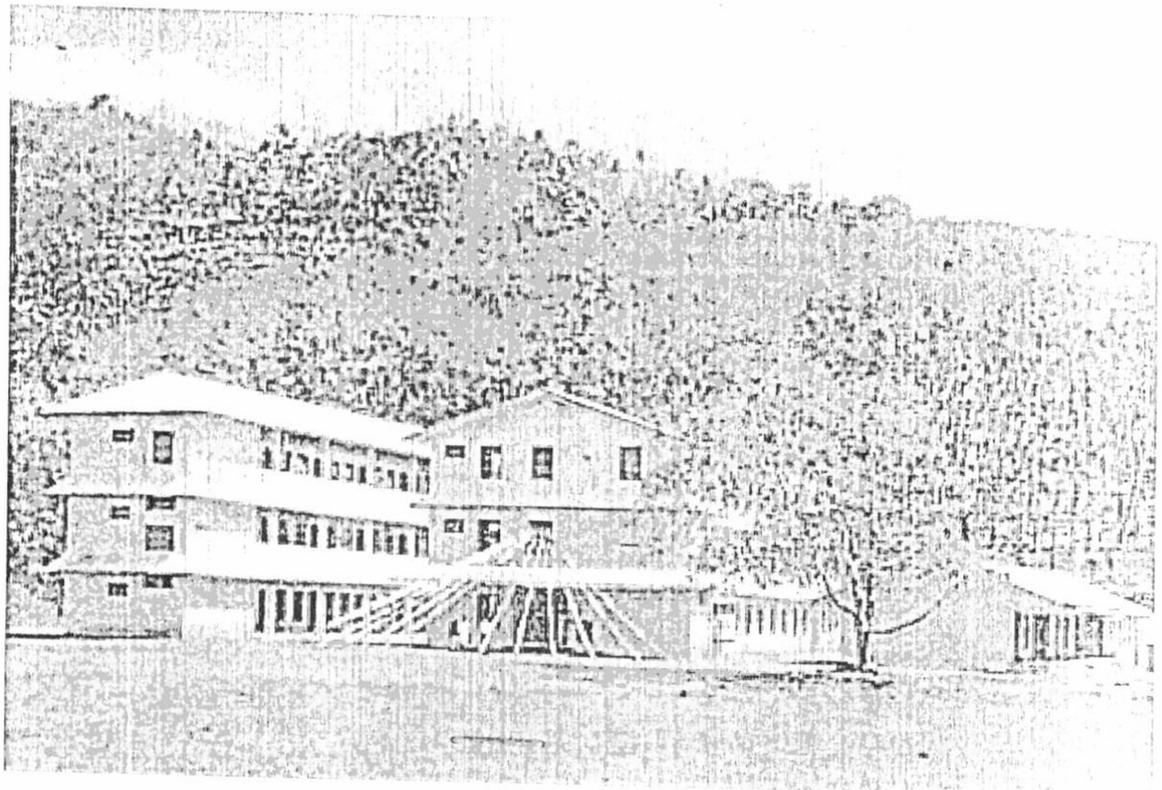




Yoga



Tribal Hostel in Kerala



**Teaching of Ashram Model Residential School Teachers of Karnataka in organizing programmes related to Guidance and Counselling**

**Programme Schedule  
11 – 20 January 2010**

Day / Date	9.00 – 10.00	10.00 – 11.00	11.15 -1.00	2.00 – 3.30	3.45-5.30-
<b>11.1.10 Monday</b>	Registration	Inauguration	Discussion on Career Development and Guidance (All RPs)	Formation of Groups (All RPs) Discussion on Career Development and Guidance (Dr. G.Anwar and Shri G.Eshwarappa)	Discussion on Practicals (Shri L.V.Reddy and Dr.G.Anwar)
<b>12.1.10 Tuesday</b>	Career Development and Guidance (Prof.S.Venkatesh) at AIISH		Discussion on Life Skills (Srihari / Prof.Govinda Rao)	Counselling , Discussion of Counselling Cases (Ms.Arati Bhl)	Practicals (All RPs)
<b>13.1.10 Wednesday</b>	Counselling (Prof.S.Venkatesh) at AIISH		Life Skills Activities (Prof.Govinda Rao / Mr.Srihari/ Mr.L.V.Reddy)	Group and Individual Testing (Dr.Swati Patra/ Mr.L.V.Reddy)	Testing Practicals (Dr.Swati Patra and others)
<b>14.1.10 Thursday</b>	Counselling (Mr.Ramakant Dubey, Dr.Swati Patra)		Life Skills Activities (Prof.Govinda Rao/ Mr.L.V.Reddy/Mr.Srihari)	Personality Development and Social Skills (Mr.Manjunathaiah & Dr.Swati Patra)	Testing Practicals (Dr.Swati Patra and others)
<b>15.1.10 Friday</b>	Mental Health of Tribal Children (Prof.S.Venkatesh) at AIISH		Mental Health (Mr.Srihari/ Dr.Swati Patra, Mr.L.V.Reddy/ Dr.G.Anwar)	Personality Development and Social Skills (Mr.Manjunathaiah & Dr.Swati Patra)	Group Guidance Practicals (Dr.G.Anwar & Dr.G.Eshwarappa)

Day / Date	9.00 – 10.00	10.00 – 11.00	11.15 -1.00	2.00 – 3.30	3.45-5.30-
<b>16.1.10 Saturday</b>	Career Guidance Techniques / Group Guidance (Dr.G.Anwar & Mr.L.V.Reddy)	Career Guidance Techniques / Group Guidance (Dr.G.Anwar & Mr.L.V.Reddy)	Social Skills (Dr.Swati Patra and Mr.Manjunathaiah)	Guidance Practical – Class Talk and Career talk	
<b>17.1.10 Sunday</b>	<b>ASSIGNMENT</b>				
<b>18.1.10 Monday</b>	Counselling (Dr.S.Ramaa, Dr.I.P.Gowramma, Mr.Ramakanth Dubey/ Dr.Swati Patra)	Counselling Activities (Ms.Marutham)	Social Skills (Dr.Swati Patra/ Mr.Manjunathaiah)	Practical on Career Exhibition (Dr.G.Anwar/ Dr.Govinda Rao/ Dr. Swati Patra)	
<b>19.1.10 Tuesday</b>	Mental Health and Human Adjustment (Dr.Swati Patra/ Dr.I.P.Gowramma/ Mr.Ramakanth Dubey)	Counselling Activities (Ms.Marutham)	Personality Development and Social Skills (Dr.Swati Patra and Mr.Manjunathaiah)	Display of Exhibits for organizing exhibition (All RPs)	
<b>20.1.10 Wednesday</b>	Presentation of Guidance Work by Group I and II	Presentation of Guidance Work by Group III and IV	Presentation of Guidance Work by Group V and VI	Valedictory Function TA / DA Disbursement	

**Lunch Break : 1 – 2 pm; Tea Break : 11 – 15 am & 3.30 – 3.45 pm**

**(Dr.G.Anwar)  
Programme Coordinator**