

**GUIDANCE AND COUNSELLING
INTERVENTIONS FOR ENHANCING PERSONAL
SOCIAL SKILLS OF CLASS IX STUDENTS**

INTERNSHIP PROJECT REPORT

Submitted for
International Diploma in Guidance and Counselling
(IDGC) 2009

BY

RAJI SANKAR, *TGT (MATHS)*
KENDRIYA VIDYALAYA
AFS, AKKULAM,
THIRUVANANTHAPURAM

SUPERVISORS

DR. ANIL KUMAR *(RIE, MYSORE)*
P.S.HARI KUMAR *(PGT, MATHS)*
KVAFS, THIRUVANANTHAPURAM

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training),

Mysore - 570 006

December - 2009

DECLARATION

I do hereby declare that the present internship report entitled "**GUIDANCE AND COUNSELLING INTERVENTIONS FOR ENHANCING PERSONAL SOCIAL SKILLS OF CLASS IX STUDENT**" was carried out by me during the year 2009 as a part of the "*International diploma in Guidance & Counselling (IDGC)*" Course offered by the *NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.*

I further declare that this work has not been carried out by me anytime for any other degree / diploma.

TRIVANDRUM.

31 .01.2010

Raji Sankar
12/2010
(SIGNATURE)

RAJI SANKAR
(NAME)

CERTIFICATE

This is to certify that Mrs. RAJI SANKAR, TGT (MATHS), K V, AFS, AKKULAM, TRIVANDRUM has undertaken the internship project titled "GUIDANCE AND COUNSELLING INTERVENTIONS FOR ENHANCING PERSONAL SOCIAL SKILLS OF CLASS IX STUDENTS" and implemented in our institution during the year 2009 as part of the "International diploma in Guidance & counselling (IDGC)" course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.



(Office Seal)


30.1.10

Signature of the Head of the Institution

KENDRIYA VIDYALAYA

AFS, AKKULAM,

'THURUVICKAL.P.O,

TRIVANDRUM.

Principal

केन्द्रीय विद्यालय / Kendriya Vidyalaya
अफ.एस. अकुलम / A.F.S. Trivandrum
केरल / Pin-695 031

TRIVANDRUM

30.01.2010

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CHAPTER - I

ABOUT THE PROJECT

1.1) INTRODUCTION

Education system has undergone many changes, from gurukula system of yester years to E-learning of the present days. The role of a teacher / Guru in any learning process is very important. Like the education system even the family system has undergone lot of changes. Joint family system has given way to nuclear families. Hence parents and students expect more from teachers and school. Under these circumstances. Guidance and counselling is considered an integral part of total educational process, as it helps in achieving educational objectives for the holistic development of students. The guidance services in schools aims at the holistic development of the individual in all aspects of life i.e., intellectual, personal - social, educational and career development.

1.2) NEED / IMPORTANCE / SCOPE OF THE PROJECT

The project aim at enhancing the personal - social skills of Class IX students. The children of Class IX are in the age group of 13 - 14 years. Their life passes through a period of rapid development. According to Sigmund Freud this stage is marked with egos that lead to some level of superiority complex. Equally it leads to some inferiority complex in some young adults.

Adolescents are agents of change in their societies, a resource to be nurtured trained and developed into productive citizens and leaders of tomorrow.

In order to prepare young people for life and work in a rapidly changing world educational system should impart and enhance range of life skills in students. This will enable them to develop confidence to face challenges in life.

The Class IX B, in which project was implemented consists of 50 students; 22 girls and 28 boys. All the students have different talents, and academically exhibits fair to good performance. But many are reluctant to express their ideas or view points in open. Many children hesitate to takes part in activities, in which they have to face the mike or a large group of people. Many children expressed the problem of stage fear, which acts as a barrier in their developmental process. They also need some career awareness to equip themselves to face challenges in

life and pursue their life goals. The present guidance and counselling programme is intended to address the above said concerns.

1.3) OBJECTIVES

- To identify children with low self esteem and low self respect.
- To identify the children with fear of public speaking
- To develop interpersonal relationship among peer group.
- To sensitize teachers, parents and peer group to help the children who have problem in public speaking.
- To create career awareness.
- To enhance the students understanding of the concepts like self-awareness, decision making and assertiveness.
- To motivate and suggest remedial measures to improve self awareness.

1.4) DESCRIPTION OF THE TARGET GROUP

Class	:	<i>IX B</i>
Number of students	:	<i>50</i>
Number of girls	:	<i>22</i>
Number of boys	:	<i>28</i>

1.5) DESCRIPTION OF THE SCHOOL

KV, AFS is coming under KVS, an autonomous body under the Department of Education Minister HRD Government of India. It is sponsored by Southern Air command, Thiruvananthapuram. It is situated on the outskirts of the city. Around 1200 students have enrolled in the school. There are around 35 teaching staff and 10 - 15 other non teaching staff. The school has classes from I to XII with 3 sections in Class I and two sections upto Class XII. The school has a football and basket ball ground, science labs and Computer Lab.



*INTERVENTIONS
PLANNED AND EXECUTED*

CHAPTER - 2

2.0) INTRODUCTION

Class IX B, of K.V.A.F.S, Akkulam consists of 50 children, who are energetic and possess different talents. But they are very reluctant to express their ideas or view points in open. Many have the problem of stage fear which acts as a barrier in their developmental process. Infact, many are not aware of the talents they possess. Therefore, it is essential to create self awareness and there by help them in the process of decision making time management etc., through group guidance / counselling. Individual counselling is also required in certain cases to raise their self esteem and thereby improving their personal social skills.

2.1) GROUP GUIDANCE INTERVENTIONS

2.1.1) Need Analysis :

As it was observed that many children of the target group, possessed varied talents, but hesitant to showcase their talents in public group guidance activities become essential part of interventions. The children who had the problem of stage fear / public speaking picked up confidence to speak, when they came to know that, there were students who have similar problems. The group guidance activities help them to analyse their hidden talents and develop self confidence. Group guidance activities help them to manage their time effectively

2.1.2) Guidance Committee formed :

In K V, AFS, Akkulam a guidance committee was formed under able leadership of our Principal, Mrs. Geothi Nair, Mrs. Raji Sankar, Mr., Jainendra Kumar and Mrs. Jaya.K were the members who organised various guidance counselling activities in the school.

2.1.3) Teachers Orientation :

In the month of October, an orientation session was arranged for the students of K V AFS, Akkulam. Mrs. Raji Sankar the trainee counsellor addressed the teachers and stressed the need for having guidance committee in schools. The role of guidance and counselling in improving mental health in schools was high-

lighted Teachers were sensitized towards children's problems like stage fear etc. They were asked to provide maximum encouragement to children who had low self-esteem and did not have effective communication skills. It was decided to improve the personal social skills in young adults, by conducting various activities.

2.1.4) Details about class talks given :

As part of the internship project IDGC, two class talks were given in Class IX B. One was "Self awareness" and another one was based on the topic "Effective Communication".

CLASS TALK 1 :

Topic : "Self awareness"

This class talk was delivered to the children of Class IX in the fourth week of October. Developing self awareness help the students to recognise when they are stressed or feel under pressure. Self awareness is also a prerequisite to effective communication and interpersonal relations.

The class talk was followed by a simple activity in which each student was asked to identify their strengths and weaknesses. Many children opined that it was for the first time that they are thinking about their strengths and weaknesses. Every student started analysing their strengths and weaknesses and sincere efforts were there from their side to improve their strong qualities and overcome their weakness.

CLASS TALK 2 :

Topic : "Effective Communication"

As one of the objectives of the project is to develop interpersonal relationship among peer group effective communication becomes essential. Different ways to express themselves, i.e., express opinions, desires, needs, fears etc., were discussed during the class talk. Many students involved actively in the activities that followed. They picked up confidence and started expressing

opinions and ideas in future activities in the school.

2.1.5) Details about career talks :

As part of the internship project two career talks were delivered in Class IX B. Since the students were just in Class IX, they do not have much idea about careers. So, the career talk 1 was aimed at just creating some awareness about the need for career planning and the usefulness of different subjects they study in future career life. The importance of each subject i.e., language, Maths, Science, etc., was discussed.

The second career talk was about courses / subjects that students can opt after 10th std. Courses like actuarial science, library science gemmological science etc was discussed.

2.1.6) Group Discussion :

A group discussion was held among the students of Class IX B during the month of November. The topic for group discussion was "Effective communication and Interpersonal relationship. The students were divided into groups and each group leaders voiced the ideas of their members. Every group unanimously opined that lack of communication skills becomes a barrier in good interpersonal relationships.

2.1.7) Workshops Organised :

A workshop was organised in the month of November with an aim to create self awareness among young adults and also to improve interpersonal relationship through effective communication.

First of all each child was asked to analyse himself / herself and identify the strength and weakness in him / her. Then each student was given an opportunity to show case their talents.

As next step, they were paired up. Each student identified one hidden talent of other and made it public to others. Through this activity, many children came forward to exhibit their talent. Many children effectively communicated to others

about the talents of their friend.

As a third step, class was divided into five groups. Each group had to identify one person from their group and promote him as a product as in commercial advertisements, or as candidates for election etc. Children participated enthusiastically. Some group presented their friend as a cookery show product. The outcome of the work shop was excellent, in the sense many children who never came to stage, came forward voluntarily and took active participation.

2.2) COUNSELLING INTERVENTIONS

2.2.1) Identification of Counselling cases :

Two cases who required individual counselling was identified. They are identified through observation during activities in school, interaction in classroom etc,. Both the students, who were identified had lot of potential and intelligence. But, they were very reluctant, to express their ideas or to share their views in front of their classmates. They were found to have shivering and stuttering when they faced a group.

2.2.2) Nature of the problem cases :

Case 1 : Vinay (Name changed)

Vinay has lot of mathematical aptitude and very good at computing skills. But he lacked confidence, when he presented anything in front of his classmates. He never came forward for any activity which involves speaking to a group of people. He is experiencing this problem for the past four years. Cause for the problem is just that nobody has stressed the importance of communication to him.

Case 2 : Vineetha (Name changed)

Vineetha had hidden talent for acting. But nobody helped her to identify this

talent and hence it / has gone unnoticed. On individual counselling, she also felt that, she has some talents, and that should be made public.

2.2.3) Interventions : Individual Counselling

Case 1 : Vinay

As Vinay did not have confidence to speak in front of his classmates behavioral interventions has to be used in improving his self confidence and thereby removing fears related to public speaking client was taught some relaxation techniques which would help him to reduce rapid heart beat that occurs before he speak in public. He was also taught social modelling. He was asked to listen and observe his teachers and news readers etc,. After that he was gradually asked to explain mathematical problems to his friends group, then to whole class. The client was given assertiveness training also. The appropriate strategies for expressing opinion based on his ideas were given.

Case 2 : Vineetha

Vineetha was a very quiet girl who has lot ideas of her own. But she never expressed her ideas. Always agreed to whatever her friends said. Self instruction and self praising techniques were taught to her.

2.2.4) Outcomes :

Termination is not a very difficult thing in both the cases because the trainee counsellor happens to be their class teacher. Achievement / Improvements are noticed in the behavior of both the clients. Both have confidence to face the crowd, talk and express their ideas and opinions. Both are voluntarily coming forward and participating in all school activities.

2.2.5) Follow-up planned :

As a follow up activity, both the clients are encouraged to participate in all school activities. They are also encouraged to participate in inter school activities also.

2.2.6) Interventions Group Counselling :

A group counselling session was organised to focus on different life skills like self awareness effective communication. In the class of 50 students, around 10 students who are confident enough and farewell in public speaking were excluded. The remaining students had a common problem i.e., stage fear. In the forming stage, all members introduced themselves. In the norming stage, each one described the kind of feelings when they are forced to face group of people. During working stage, members started sharing ideas and the leader / trainee counsellor also gave some ideas to overcome stage fear. In the terminating stage, leader helped them to assess what they have learned from the group.

2.2.7) Outcomes :

Every member was happy and confident at the end of the session. They felt that someone else, who has similar problem exists. They felt they have a platform to share their thoughts and feelings.

Follow up : Whenever time permits. Group members were asked to assemble together and share their experiences.

Conclusion : As new system of examination reforms are introduced by CBSE, children are to be graded on five point scale for different life skills like self awareness, effective communication etc,. Children feel quite happy and relaxed about counselling sessions they had and feels much confident.



CHAPTER - 3

RESULTS AND CONCLUSIONS

3.0) INTRODUCTION

The project titled "Guidance and Counselling interventions for enhancing personal social skills of Class IX students aimed at enhancing the personal social skills of Class IX students. Many children of the target group faced the problem of stage fear and low self esteem, eventhough they possessed many talents. They had some sort of fear, hesitation etc., to express their opinion in public. To address the above said concerns many guidance and counselling interventions were planned and implemented in three months time. Class talks, Career talk, group discussion, group guidance / counselling and individual counselling were all part of this project. Different activities were planned and implemented in a graded manner.

3.1) RESULTS

The outcome of the project was very good. Many children became more confident, and were ready to express their opinion and ideas in public. They became aware of their strengths and weaknesses. They developed positive outlook. Their interpersonal relationship improved.

3.2) DISCUSSION

The result / outcome of the project was encouraging. Provided more time i.e., instead of 3 months to 6 months, it would have been more effective. Since other school activities interfere with the conduct of the project it should have longer duration.

3.3) SUGGESTIONS

No.1 :

More time should be given for implementing the project.

No. 2 :

The project could have been undertaken at the beginning of contact programme in DMS school itself.

3.4) CONCLUSION :

Implementing the project was really a nice experience. The students as well as the trainee counsellor enjoyed the activities that were part of the project. CBSE has introduced reforms in examination system. The continuous and comprehensive evaluation involves grading of life skills also. Self awareness, effective communication etc., are part of it. So at the end of the project, students of Class IX B, are full of energy and confidence and are hopeful of getting high grades in life skills, which is graded on five point scale, and comes under co-scholastic areas in their new CCE cards.



APPENDICES



Love

thy self

BRISHTI PRABHAKAR
IXth B
KV AKKULAM

IT'S ALL ABOUT MYSELF (MY LIKES AND DISLIKE'S) AND MY STRENGTH

- * 4 physical attributes that I like about myself are
 - my hair
 - my fingers
 - my smile
 - my eyes
- * 4 strengths as a student
 - leadership
 - personality
 - Helpful
 - Friendly (Supportive)
- * 4 good qualities as a brother or sister
 - Helpful
 - Caring
 - Understanding
 - Trustful
- * 4 good qualities as a good friend
 - Understanding
 - Friendly
 - Supportive
 - Helpful (talkative)

"I like myself,"

Four Physical attributes that I like about myself :-

- (i) confident
- (ii) playing foot ball
- (iii) I can walk fast.
- (iv) I am als a fast bowler.

Four strengths as a student :-

hardworking, drawing sketches, friendly, sincere

Four good qualities as a brother :-

I help my brother in studies

I am caring

I like to play with him

I am patient as far as I can

Four good qualities as a friend .

I help my friends .

I encourage them

I can make friends easily .

I clear there doubts .



Deepuchandran

std - 11th B

Roll No: 34

LOVE

TRICKY FRIEND

S - Sweet

H - Humble

A - Affectionate

M - mischievous

L - Loveable

E - Enjoyable

E - Energetic

N - Naughty

A - Amazing

B - Brilliant

E - Excellent

G - Good

U - Unique

M - Master mind.

— Smrutirekha. IX'B'

S	Sensitive
M	Meaningful
R	Rational
V	united
T	Talented
I	Intelligent
R	Respectful
E	Encourageable
K	kind
H	Honest
A	Admirable
B	Blazing
E	Enthusiastic
H	Honour
E	effective
R	Realistic
A	Amazing Amazing working worker

- Shanlerua Begum
K.B

PHOTOGRAPHS
OF

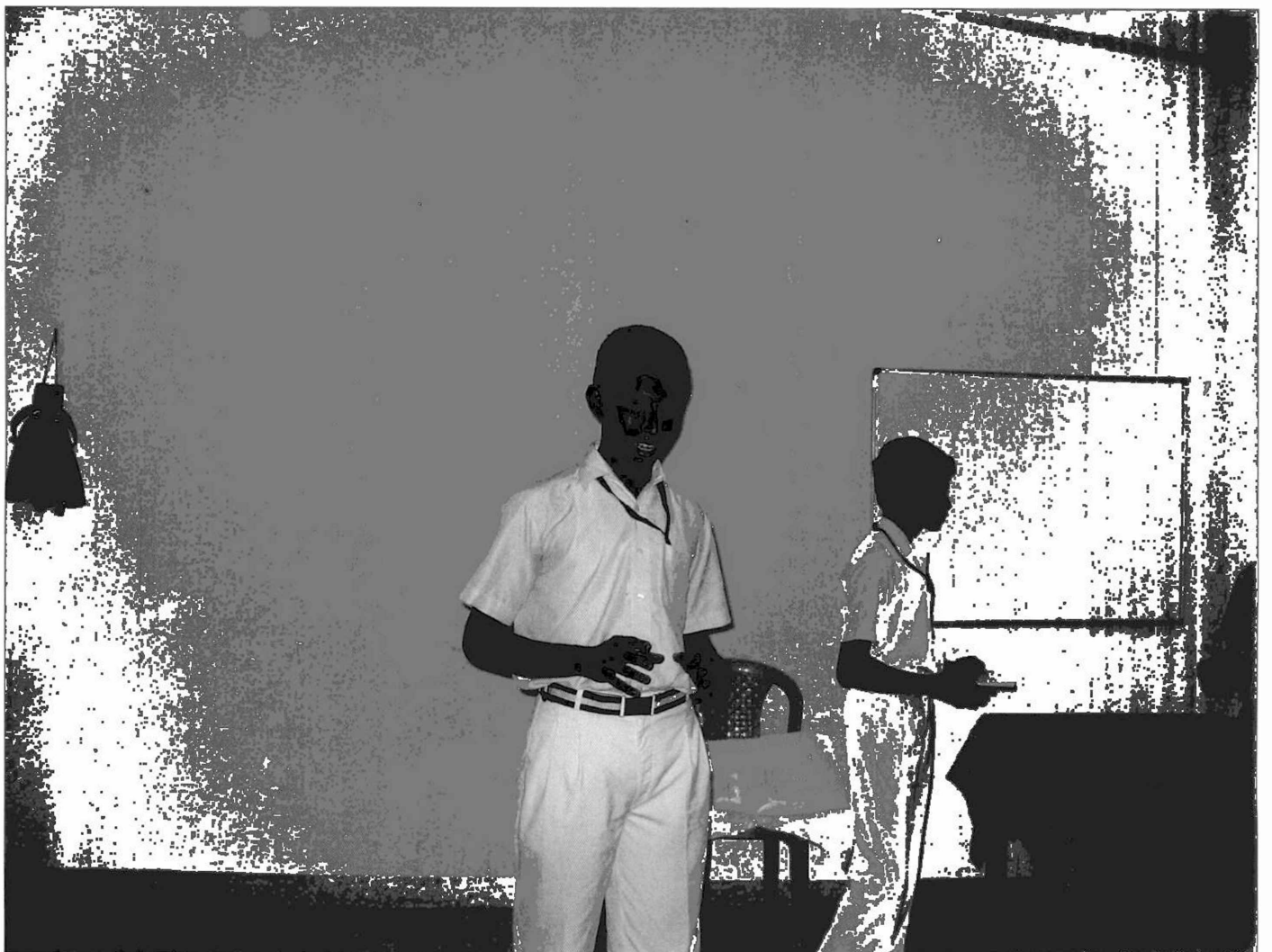
DIFFERENT

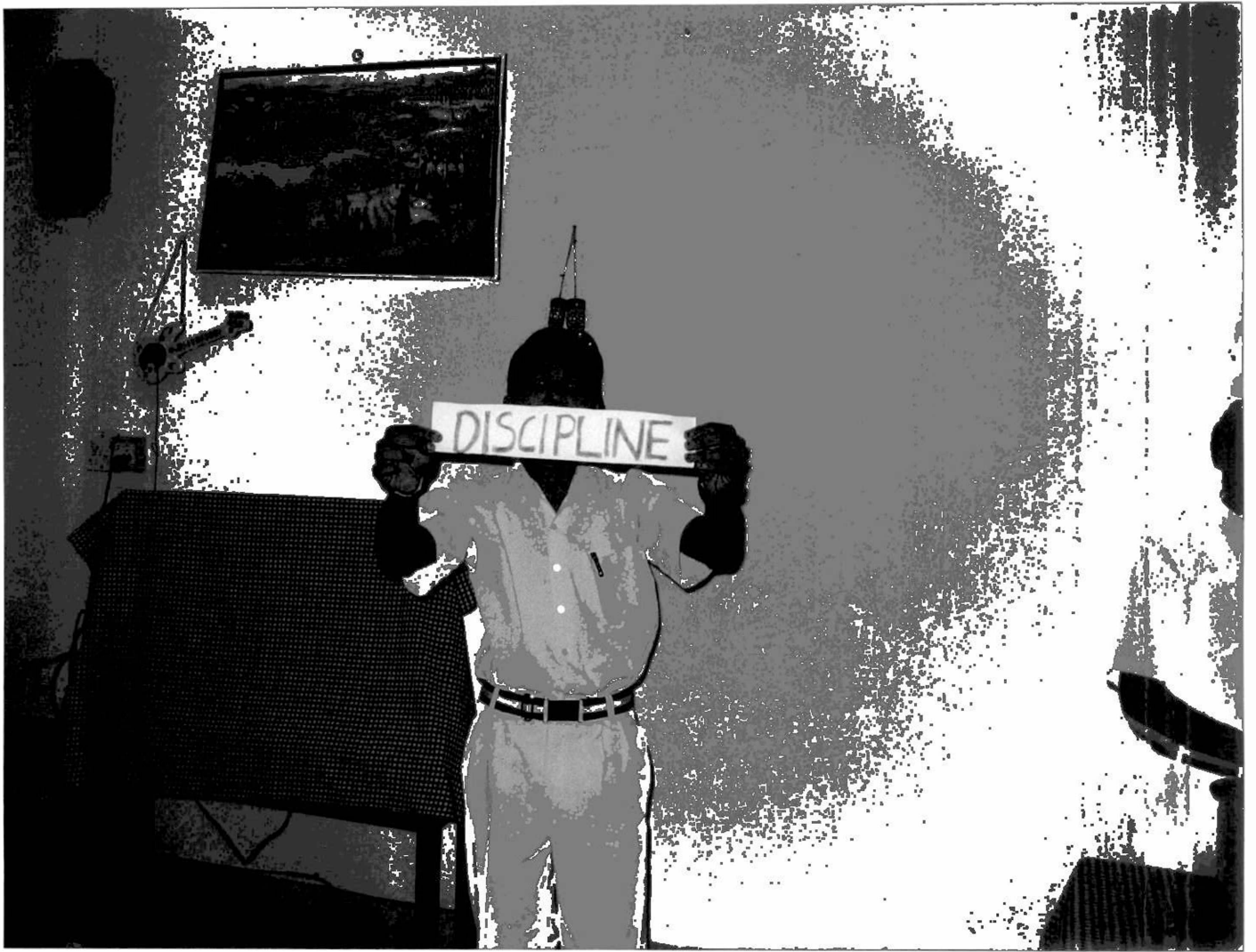
ACTIVITIES

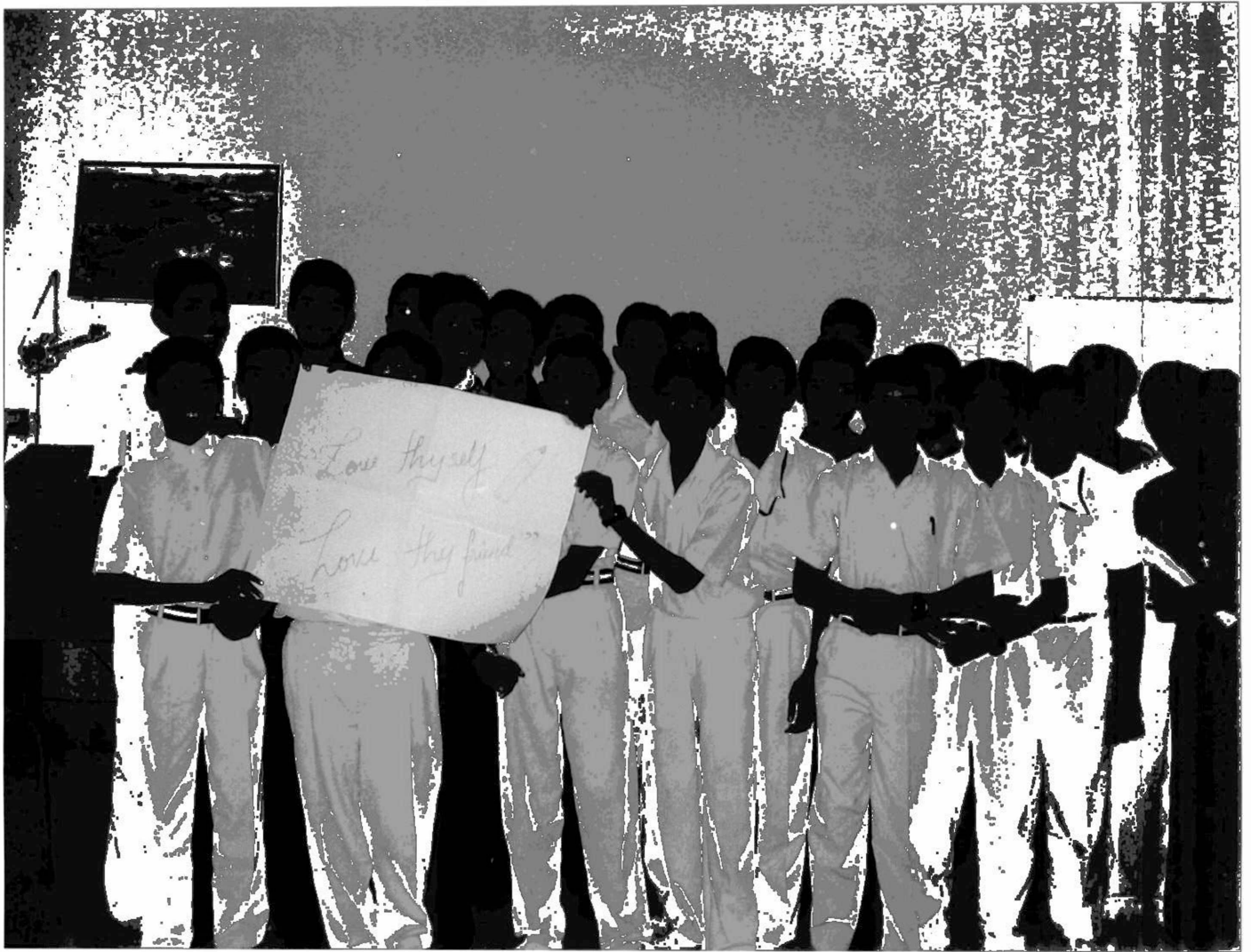












REGIONAL INSTITUTE OF EDUCATION
MANASA GANGOTHRI, MYSORE

(NCERT, NEW DELHI)

INTERNATIONAL DIPLOMA
IN
GUIDANCE AND COUNSELLING

RELATIONSHIP ORIENTED
COUNSELLING INTERVIEW

Trainee Counsellor :

DETAILS OF THE RELATIONSHIP ORIENTED INTERVIEW WITH THE CLIENT

I) Identification Data

- a) Client's name : *Arineetha (Name changed)*
- b) Address : *6/251, Dr. Nair Road
Vetlucad TVPM.21*
- c) Contact No. : *-*
- d) Age : *14 years*
- e) Sex : *Male / Female*
- f) Marital status : *Married / Unmarried*
- g) Occupation : *Student*

II) Primary / Secondary Problems

- a) Nature of the problem : *Stage fear*
- b) How much does the problem interfere with the client's everyday functioning? : *Very much interferes with daily life. Very difficult to face mike.*
- c) How does the problem manifest itself? (thoughts / feelings/ observable behaviour) : *When the client faces a group of people, or mike, she forgets what she had to say, and she starts shivering.*
- d) How often does the problem arise? : *Whenever she faces mike.*
- e) What are the patterns of events surrounding the problem? (When does it occur? / With whom? / What happens before and after its occurrence?) : *When she has to address group of people. After occurrence she feels she could have performed better.*
- f) What caused the client to decide to enter into counselling at this time? : *She developed some confidence in her teacher, and she thought she would be of help to remove her fear.*

III) Client's Current Life-Setting

- a) How does the client spend a typical day / week? : He gets up early. Spends time for prayer and reading school books and other books.
- b) Client's social / religious / recreational activities : Visits temple occasionally. Visits family members.
- c) Client's educational / vocational situation : Student.

IV) Client's Family History

- a) Family members' details :

Sl. No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1	Radakrishnar	41	Air force	father	Tall.
2	Rema Kumari	36	Housewife	Mother	Tall & Thin
3	Vineetha	14	Student	Self	Tall & Thin
4	Vinaya	11	"	Sister	Tall & dark.

- b) Is there any history of mental disturbance in the family : Yes / No
- c) Description of family stability (Jobs held / family moves) : Has lived in different places.

V) Client's Personal History

- a) Was there any unusual or relevant illness or injury from parental period to present? : No
- b) Educational History (academic progress / extracurricular interests / peer relationships) : Academically good
Very much skilled to participate in activities. Friendly with peers . . .
- c) Military service record : —
- d) Vocational details : —
- e) Marital details : —
- f) Previous counselling history : NIL
- g) What are the client's personal goals in life? : To become astronaut

VI) Description of the client during the interview
(Physical appearance / gestures / expressions / reponses / abilities displayed / thoughts)

Cheerful but tensed. She is interested in participating all school activities. But some sort of fear prevents her. The fear that someone will tease, was always there in her mind.

VII) Summary and recommendations
(Connection between the client's expressions and the problem / type of the suitable counsellor / realistic goals for counselling / probable duration of the counselling)

She herself could find out what her problem was. So it is easy to help her. She should be given assertive training. Self praise and self motivation was required. She has the talent for acting. This can be nurtured. If she is counselled for 5-6 sessions, she can come out of her problem.

REGIONAL INSTITUTE OF EDUCATION
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INTERNATIONAL DIPLOMA
IN
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COUNSELLING INTERVIEW

Trainee Counsellor : RAJI SANKAR

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(NCERT, NEW DELHI)

INTERNATIONAL DIPLOMA
IN
GUIDANCE AND COUNSELLING

RELATIONSHIP ORIENTED
COUNSELLING INTERVIEW

Trainee Counsellor : RAJI SANKAR

IDENTIFICATION ORIENTED INTERVIEW WITH THE CLIENT

I) Identification Data

- a) Client's name : Vinay.
- b) Address : 20/3, KVS Quarters
Poonchi Road, TVPM.
- c) Contact No. : .
- d) Age : 14
- e) Sex : Male / Female
- f) Marital status : Married / Unmarried
- g) Occupation : Student.

II) Primary / Secondary Problems

- a) Nature of the problem : Very difficult to speak in front of group of people.
- b) How much does the problem interfere with the client's everyday functioning? : It interferes with his daily routine.
- c) How does the problem manifest itself? (thoughts / feelings/ observable behaviour) : He shivers when he speaks through mike. Voice does not come out.
- d) How often does the problem arise? : Whenever he faces a group of people.
- e) What are the patterns of events surrounding the problem? (When does it occur? / With whom? / What happens before and after its occurrence?) : It occurs when he is with a group of people.
- f) What caused the client to decide to enter into counselling at this time? : He was confident of getting help from counsellor.

(PTO)

III) Client's Current Life-Setting

- a) How does the client spend a typical day / week? : Gets up early. He goes for walking. Reads books, plays tabla.
- b) Client's social / religious / recreational activities : Visits temple
Watches T.V. and attends music programmes.
- c) Client's educational / vocational situation : Academically good.

IV) Client's Family History

- a) Family members' details :

Sl. No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1.	Gopalan	47	Teacher	father.	
2	Sridhu	42	Housewife	Mother	
3	Vassha	10	Student	Sister.	

- b) Is there any history of mental disturbance in the family : Yes/No

- c) Description of family stability (Jobs held / family moves) : Visited many places due to transfer

V) Client's Personal History

a) Was there any unusual or relevant illness or injury from parental period to present? : —

b) Educational History (academic progress / extracurricular interests / peer relationships) : —

c) Military service record : —

d) Vocational details : —

e) Marital details : —

f) Previous counselling history : NIL

g) What are the client's personal goals in life? : To become an engineer

VI) Description of the client during the interview
(Physical appearance / gestures / expressions / responses / abilities displayed / thoughts)

Very nervous. Wants to excel in everything. But stagefear is a barrier in all activities.

VII) Summary and recommendations
(Connection between the client's expressions and the problem / type of the suitable counsellor / realistic goals for counselling / probable duration of the counselling)

Needs counselling for behaviour modification. Assertiveness training required.



CATALAN DRAGONS

**GIVE HOPE! CLIMB ROPE!!
BECOME TOP!!!**

We the members of the Catalan dragons ie- (Binto, Thomas, Justin, Vineeth.S, Sarath, Deepu, Nikhil, Aman and Vineeth.V.A) presented a skit showing how much our friend Nikhil can do. Though handicapped he also participated and helped us in making this skit a great success. Nikhil is a very talented child and this was our very best opportunity to reveal it.

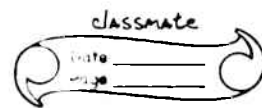
In our documentary we had a skit in which we had an imaginary story by Thomas Paul which was some what as the same in Nikhil's life.

Our groups name was an idea put into work by our leader who is a great fan of the Spanish club "F.C. BARCELONA". Catalan dragons is the nick name of this team.

We are very happy that our best friend is now well known due to his talent in drawing and painting. And now we are happy with its results.

Thank You





Catalan Dragons

Remark : During our 9th class session madam conducted many activities related to personality development. These activities also mainly aim that abolishing stage fear. In many activities we were asked to interact with our friends and ~~as~~ know them better. These activities have helped us a lot and developed our personality. We are very thankful to you for your support in our development.

Remark :

Group Echo hearts

As part of our class Teacher Mam Mrs. Raji Shankar, we team Echohearts were blessed to take part in the programme. 'Love thy self love thy neighbours' a programme aimed at increasing self awareness among the children. Our team presented our thoughts on one of our ~~colleague~~ classmate, Srisha, through a few skits & expressing the thoughts which was inculcated from each skit after presenting each skit. At the end of this discussion we held a discussion with audience, arising certain questions on developing good qualities. The session was very interactive with the audience giving a good response. We were contented that the audience mingled well with us, expressing their feelings.

Comments

The students taking part as audience & as participants understood well about developing good qualities & extracting good good qualities from others. Our team members as participants developed a much higher confidence level. They were also successful in learning the art of presentation

KNOW THY FRIEND

Summary ⇒

Our class teacher had organised a programme which was aimed to increase confidence. The class was divided into teams of eight. I, Mahesh Prabhakar, had my most trusted friends as my team mate. They were: Prashanth, Anvitha, Sanjay, Yashika, Ali, Aaravneetha and Saichu.

We were asked to present a team members' talents and qualities. I was chosen to be represented. We did this in the form of a cookery show and several advertisements stereotyping my qualities. The audience found this extremely amusing and hilarious.

Remark ⇒

As this programme's objective to increase confidence and friendship, I and my team mates believe that this programme succeeded in this and exceeded itself.

Thanking you
Mahesh Prabhakar

wise

der the guidance of Raji Shankar
am, our class was divided into
ent groups & we were given a task
king a commercial on one of the
members. For popularising one of our
members we wrote a speech
rating his qualities & out of the ordinary
abilities.

ers of the Group

ers of the Group

Ranjan Ray

Ranjan Ray

Mahur

Mahur (The person whom we are
popularising)

Ranish

Ranish

abu

abu

he best

Raj is a

h goes something like this

Katke

Good morning teachers & my
nds Today I am going to introduce
very good friend of mine Parkaj
his is beyond doubt that you all
acquainted with him, but still you
less about him Today I am going
you the side of Parkaj which
have witnessed We all know

I am a student in Kendriya Vidyalaya for the last 4 years. And a student of K.V Akkulam for the last 1 & half years. I consider myself one of the luckiest kid to stay under the guidance of Raji Shankar Madam. She has whole heartedly supported us in many ways. She not only teaches us mathematics, but also teaches us other moral skills, good attitude etc. She has arranged a set of activities to enhance our personality. This included many interactive sessions with friends. She also gave sessions on adolescents & helped us face our personal problems & study troubles. I thank her a lot for her sincerer effort in making us face our ordeals.



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In our class, a programme was conducted by Raji Mam. The name of the programme was 'Love Thy Self Love Thy friend'.

There were 5 teams. It was interesting and helpful in the overall personality development, stage fear, communication skill and it gave great confidence to us. Our team name was 'Secret Seven'. We were seven members.

They were: Deepika, Meeyaba, Chithira, Vaishagi, Kasturi, Shanleena, Aishwarya.

The programme was like this, "To find out the positive qualities of our friends and we represented Meeyaba. It was successful for all group members. In our team all worked very hard and found her good qualities. My team help me in a very good manner. We were all united and work hard for this project. It really gave a satisfaction & confidence