

**ENHANCING THE SCHOLASTIC AND NON-SCHOLASTIC
PERFORMANCE OF THE LOW ACHIEVERS OF CLASS IX
OF KENDRIYAVIDYALAYA, CRPF, HYDERABAD THROUGH
GUIDANCE INTERVENTIONS**

INTERNSHIP PROJECT REPORT

**INTERNATIONAL DIPLOMA IN GUIDANCE AND COUNSELLING (IDGC)
2009**

BY

**REDDY BRIJANAND REDDY
REGNO: IDGC/M-7/40**

SUPERVISOR

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**REGIONAL INSTITUTE OF EDUCATION
(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING)
MYSORE -570 006
DECEMBER, 2009**

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DECLARATION

I do hereby declare that the present internship report entitled “Enhancing the Scholastic and Non-Scholastic performance of the Low achievers of class IX of Kendriya Vidyalaya, CRPF, Hyderabad through **Guidance interventions.**” Was carried out by me during the year 2009 as a part of the International Diploma in Guidance and Counselling (IDGC) course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), and Mysore.

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

Place: Hyderabad

Date: 1st Jan 2010

R. Brijanand Reddy.

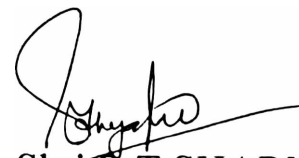
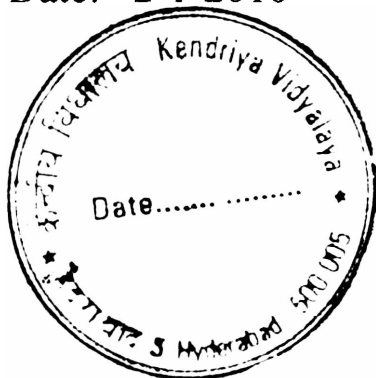
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MYSORE -570 006
DECEMBER, 2009

CERTIFICATE

This is to certify that Mr. **Reddy Brijanand Reddy** has undertaken the internship project entitled “Enhancing the Scholastic and Non-Scholastic performance of low achievers of class IX of Kendriya Vidyalaya, CRPF, Hyderabad through **Guidance interventions.**” and implemented in our institution 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), and Mysore.

Place: KV CRPF, Hyderabad
Date: 2-1-2010



Shri B.T.SHARMA
PRINCIPAL,
KENDRIYA VIDYALAYA
CRPF, BARKAS,
HYDERABAD, AP.

प्राचार्य PRINCIPAL

केन्द्रीय विद्यालय Kendriya Vidyalaya
के.वि.पु.ब.आर.कस, C.R.P.F. Barkas
हैदराबाद-500 005, Hyderabad 500 005

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I Mr. R.Brijanand Reddy IDGC trainee gratefully acknowledge the continued support and encouragement provided by Prof. B.Phalachandra, Director of IDGC at RIE Mysore, Dr. K. Anil Kumar and Dr. Swati Patra coordinators of IDGC at RIE Mysore. Their continued support all through the different stages worked as the driving force in the implementation of the Internship Project.

I am very thankful to Prof. B. Phalachandra for his visit to Hyderabad to supervise the implementation of the Internship project. The interaction with him during this period has made me to gain confidence in carrying out the project successfully. I express my deep sense of gratitude to Dr. K. Anil Kumar for his interaction through e-mail and cell phone. He was kind enough to respond to all my queries through out the Internship period. His timely response has enabled me to carry out my project very effectively.

I gratefully acknowledge Shri.B.T.Sharma, The Principal, Kendriya Vidyalaya CRPF, Barkas, Hyderabad, and A.P. for supporting, motivating and providing the required resources in the implementation of the Internship Project. I also thank all the members of the Guidance and Counselling Committee of the school in helping me to carry out the Guidance and Counselling interventions. I express a deep sense of gratitude to Dr.V.Sreenatha Chary, Asst. Professor, Palamur University, and External Supervisor of the Internship project. His timely supervision with thought provoking suggestions has made me gain confidence in carrying out the Internship Project successfully

I also thank Dr.M.L.Surya Prabha M.D. Osmania Medical College for the Guest Lecture on the Topic “Adolescent Health and HIV/AIDS. I also thank Smt. K.Radha Krishna Kumari, PGT (Bio), Smt.L.D.Sharada TGT (Social Sciences) And Mr. Y.Surender TGT (Science) for supporting and executing The Adolescent Education Programme. I thank all the Subject teachers of class IX in supporting the Internship Project. I also thank all the parents and the students involved in the Internship Project.

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CHAPTER-I

(About the Project)

1.1 INTRODUCTION:

Internship is an important part of any professional training. It is 'on the job experience' training towards the end of the course which enabled me to actually put into practice the knowledge and skills acquired by me during the Contact Programme. It made me to function independently as a professional in actual work setting. As a teacher counsellor I worked in a full fledged school, i.e., Kendriya Vidyalaya CRPF Hyderabad. As this school is my working place I had enough Resources at my disposal. The Internship is very much needed for the integrated guidance and counselling for the students of class IX, in order to create self awareness, provide professional assistance and facilitate effective self management among the Students.

The Internship proposal was taken up after a detailed discussion with Shri. B.T.Sharma, the principal of the school. He was of the opinion that the students are in dire need of Guidance and counselling to meet the needs of the students who lack proper parental guidance at home. Further when I discussed About this problem with Dr.K.Anil Kumar one of the coordinators of the IDGC at Mysore, he understood the need of the school and guided me in preparation of the Internship proposal. I presented the proposal in the seminar in the presence of Prof. B.Phalachandra, Director of IDGC at Mysore and Dr. K.Anil Kumar and all the IDGC participants during the Contact Programme with the title "Enhancing the Scholastic and Non.Scholastic performance of the low achievers of class IX of Kendriya Vidyalaya, CRPF, Hyderabad, A.P." After critical analysis. They suggested a couple of changes. Finally I presented it for ratification.

At the end of the Contact Programme my Internship proposal was finalized and approved. I returned from RIE, Mysore With a well defined Internship Project.

1.2 NEED/IMPORTANCE/SCOPE OF THE PROJECT

The students of Kendriya Vidyalaya, CRPF, Hyderabad, A.P. are mostly the wards of CRPF personals. Most of the fathers of these students are posted in the borders of the country. With the Lack of parental guidance at home and with a psychological emotion for want of parental love, these students need guidance and counselling to develop their personality and positive attitudes.

As a teacher counsellor the Internship has enabled me to plan and organize the guidance and counselling activities in the school and also apply the skills acquired during the training period. The institution that I have chosen is in great need for guidance and counselling interventions. Due to the lack of guidance at home, the parents and the management look forward towards the services of teachers in uplifting the students. During the PTA and VMC meetings they requested for effective guidance and counselling programme in improving the Scholastic and Non.Scholastic areas. The VMC chairman made a special request to the staff members to take care of the wards of the CRPF personals as a respect and regard for the services and sacrifices made by their parents in guarding the nation from terrorists and anti-social elements, leaving behind their families at the Head Quarters.

Thus the need of the students is taken into account for developing the Internship proposal in order to bring about the qualitative changes in the Scholastic and Non-Scholastic areas of the students; and also to guide them in choosing their careers and planning for the goals by understanding the diversity of work. The main need of the Internship project is to bring about qualitative improvement in academics and to guide the students to explore and understand the diversity of work and choose suitable career.

1.3 OBJECTIVES:

The main objectives of the Internship Project are as follows.

- (1) To establish a Guidance and Counselling Committee.
- (2) To orient the teachers and parents towards the target goals.
- (3) To identify the low achievers.
- (4) To analyze the causes for poor performance.
- (5) Planning Educational guidance programme for the target group.
- (6) Providing counselling support for the identified students.

1.4 DESCRIPTION OF THE TARGET GROUP

The target group (students) is of class IX, Kendriya Vidyalaya, CRPF, Barkas, Hyderabad, A.P. These students are:

- (1) Who are below average in academics.
- (2) Whose male parents are working in far-off places.
- (3) Who are in the stage of exploring the diversity of work.
- (4) Who need character Education.
- (5) Who need the skills for facing the adolescent stage.

There are around 30 students who are identified as low achievers. They are identified after studying the report given by the class teachers, subject teachers and parents. And also observations made during interactions and orientation. Initially there was resistance from many of the students, but after orientation they have volunteered to undergo the guidance activities. Parents have shown keen interest to see that their wards evolve themselves as better students. The main concern of the teachers and parent about these students is improvement in their scholastic tests and also develop self-discipline.

The target group is of adolescent stage, the physical growth and hormonal activity cause a lot of confusion and embarrassment. They are in the process of trying out their career options, dealing with attraction for opposite sex and asserting the capacities of independent decision making. I have planned to make them understand one's physique and the appearance, proper

behaviour towards the members of opposite sex and also to motivate them in the implementation of one's intellectual and emotional development for entry into a career.

1.5 DESCRIPTION OF THE SCHOOL:

Kendriya vidyalaya, CRPF, Barkas, Hyderabad, AP is one among the one thousand schools (Approximately) working under the nation's prestigious educational body Kendriya Vidyalaya Sangathan. It caters the educational needs of the wards of CRPF personal and other central Govt employees. It is a three section school, with strength of 1100 students from classes I to X and at plus 2 level it has only science stream. It is a full fledged school with complete physical infrastructure and required teaching and other supporting staff.

Apart from regular subjects and languages it gives wide scope for areas such as (i) Art (ii) Music (iii) Physical education (iv) Yoga (v) Work experience (SUPW) and (vi) Computers. The Kendriya Vidyalaya CRPF represents mini India with students and staff belonging to all regions, all languages and all communities working together evolving social harmony and national integration. It gives a wonderful experience to be a part of this organization. This multi cultural atmosphere enables the students in perfect socialization. With this kind of atmosphere students are socially and culturally well developed, but as mentioned earlier due to lack of parental care, the target group needs guidance and counselling to foster all the aspects of their personality and motivate them to achieve their target goals. The school has a yoga teacher, who is the member of guidance and counselling committee to help the students to develop spiritually and mentally.

CHAPTER-II

(Interventions planned and executed)

2.0 INTRODUCTION:

It is normally found that many children lack interest and motivation in studies, which leads to various problems and indiscipline. As a trained teacher in guidance I am able to identify the difficulties of the students and reasons for their lack of interest in studies. Then plan ways of increasing the motivation and interest of students towards school and studies. Further, assess and understand students as they interact in natural environments, processes of individual counselling, group counselling and guidance and also career development.

2.1 GROUP GUIDANCE INTERVENTIONS:

The guidance program is of Teacher Counsellor model. A comprehensive intervention plan is designed in the Internship proposal and implemented it in the specified period. Basically the much needed guidance and counselling committee was constituted. The teachers and parents were oriented to understand and analyze problems related to the students. The students who need guidance and counselling were identified with the help of the available academic records, observations and referrals.

After psychological tests the students were oriented, and then the action plan was put into force with the Class talks, Career talk, Group discussion, Workshop, Guest lecture, individual counselling

and Group counselling. As the Internship proposal was made under the guidance of esteemed faculty of the RIE, Mysore, It looked very realistic in the implementation and the school management's co-operation enabled me to implement the project as per the scheduled program. The programme was implemented with the co-ordination of the school principal and was supervised by Dr.V.Sreenatha Chary Asst.Professor, Palampur University, the external supervisor.

2.1.1 NEED ANALYSIS:

The internship project is based on the developmental needs of the of age 14 plus. The need of this age group is to understand and cope up with the rapid physical growth and psychological changes. They also have a need to explore a variety of interests. They face many academic and social pressures pushing them into stress. As a teacher counsellor studying the local needs I have planned the guidance programme on the requirements of the students at school.

The main focus is to enhance the scholastic and non-scholastic performance of the low achievers, who hail from weak socio-economic background, lack proper parental care, lack self-esteem and self concept. There is a need to change their attitudes refine critical thinking skills, decision making especially in the area of career exploration. There are many areas which need to be addressed but with the given period of 12-weeks, it is planned to focus on the improvement in scholastic achievement and skills for facing demands of the adolescent stage.

2.1.2 GUIDANCE AND COUNSELLING

COMMITTEE FORMATION: 05-10-2009

On my return from the contact programme at RIE, Mysore, I spoke to Mr. B.T.Sharma, The Principal, Kendriya Vidyalaya, CRPF, Hyderabad, and A.P. In detail about the Guidance and Counselling skills I have acquired and also briefed him about the Internship Project; and the need and necessity of Guidance and Counselling programme.

The Principal has constituted a Committee on 5th Oct.2009 to take up the programme immediately. He appointed me as the Co-ordinator and drawn the members from various faculties. The committee is as follows:

1. Mr.B.T.Sharma, The principal: Ex-Officio Chairman
2. Mr.B.Ramakrishniah, the Vice-Principal: Member
3. Mr.R.Brijanand Reddy: In charge: Co-ordinator
4. Mrs.Radha Krishna Kumari: PGT (BIO): Member
5. Mrs. L.D.Sharada: TGT (Social Sciences): Member
6. Mr. Ashok Kumar Gaur: Yoga Instructor: Member
7. Mrs. Solome Thangaraj: Head Mistress: Member
8. Mr.B.K.Krishnan, PRT: Member.

2.1.3 ORIENTATION FOR TEACHERS:

On 7.10.2009, an Orientation Programme was conducted for the teachers. The main issue was impressing the teachers to take up the Guidance and Counselling in order to be a successful teacher by achieving desired results of teaching. To be successful in teaching it is necessary to become a teacher counsellor.

The class teachers of the classes IX A and IX C were given guidelines to identify the low achievers of the respective classes to be referred for the Guidance and Counselling interventions. I myself being the class teacher of class IX B; identified the students on the basis of their academic performance, general observation, reports of the other teachers, interviews with the parents and interactions with the students.

2.1.4 CLASS TALK-I

16-10.2009

Class: IX

Topic: 'Effective Study Habits'

Introduction: For the students, studies are the most important and constructive activity. To perform well in academics it is very essential to improve study habits. To develop this quality the topic "Effective Study Habits" is taken up to bring about the awareness of effective studies.

Objectives:

1. To enable the students to inculcate effective study habits.
2. To make students understand the importance of effective study habits.
3. To develop the habit of a planned study.

Procedure: The topic for the class talk was introduced situationally and contextually. After quoting some examples of some good habits, then students will be explained the following points:

1. Selection of proper time and place to study
 2. Some tips of study, such as: SQ3R, Relax and Restart.
 3. Study time; 4. Students' priorities; 5. Regularity in studies, etc;
- the students will be asked to discuss about their difficulties in studies. To evaluate the understanding of the students, recapitulation was done; and the class talk came to an end with a positive note that, students will develop the skills of students very effectively.

Outcome: All the students in the class took active part in the class and resolved to take up the studies very effectively and make it a habit.

2.1.5 CLASS TALK-II

(30.10.2009)

Class: IX

Topic: 'Coping Skills of Adolescent Stage'

INTRODUCTION:

The stage of Adolescence is an age of all strangeness and confusion; due to experience spurt in growth and hormonal activity it brings out many physical and psychological changes; these changes cause a lot of confusion and embarrassment. To cope up with this stage a class talk was presented.

OBJECTIVES:

- (1) To enable the students to acquire accurate and adequate Knowledge about reproductive system and sex-education
- (2) To enable the students to accept one's physique and Appearance, establishing acceptable social behaviour In relation to opposite sex.
- (3) To enable the students to know about the ill-effects of Substance and sexual abuse.

PROCEDURE:

The topic for the class talk was introduced situationally and contextually. The students were explained about the physical and psychological development at the adolescent stage. The following issues were discussed in detail.

- (1) Physiology of the Human Body, in relation to the Reproductive system.
- (2) Social pressures to restrain the growing sexuality and Delay gratification till the early-adulthood.
- (3) Consequences of substance abuse.

OUTCOME:

All the students in the class talk took active part in understanding and sharing their feelings in respect to the identity crisis, rebelliousness, responsibility and acceptance of social norms.

2.1.6 CAREER TALK

20-10-2009

Class: IX

Topic: 'COMMERCIAL PILOT'

Introduction: In the group guidance, students will be exposed to the world of work. The talk on commercial pilot enable them to understand the nature of work and work environment. The job of commercial pilot is the most glamorous and exciting career in aviation. It is highly rated and one of the most adventurous careers.

Objectives: To enable the students (1) Understand about the career of pilot. (2) The personal characteristics and requirement of a pilot. (3) Know about the qualifications and training of a pilot. (4) Know about the work culture and environment of a pilot.

Procedure: After introducing the topic situationally and contextually. The talk was presented systematically using charts, picture and handouts. After explaining about the nature of work, work environment, qualifications and personal characteristics, training programme for different levels, i.e., student pilot licence, private pilot licence and commercial pilot licence.

The students have understood about the mode of selection, training centres, avenues and emoluments. After an interaction with the students about the doubts and clarification a recapitulation was done to evaluate their understanding.

Outcome: The students have received and participated in the career talk with great enthusiasm. They developed interest for this career. The handouts were very helpful for them to study more about the career of commercial pilot.

2.1.7 GROUP DISCUSSION

26-10-2009

Class: IX

Topic: 'Enhancing the Study Habits'

Introduction: Group discussion is a group activity that is conducted in a class to discuss about an issue or a topic of common problem that can be solved by collective effort. It is useful for the member participants to discuss actively without the fear or criticizing. All the members have the opportunity to participate. The topic chosen for the group discussion was 'Enhancing the Study Habits'.

Objectives: 1. To discuss about the importance of possessing good study habits. 2. To know about their choice of study timings. 3. To know their 'way of preparing' for examinations. 4. To know what kind of facilities do they need to study well.

Procedures: At the outset the students were educated with the ground rules of group discussion, i.e. (i) Listening to other members. (ii) Not to interfere in others talk. (iii) Respond only if asked to do so. (iv) Follow the sequence of the discussion. The class was divided into 4 groups; out of each group, two students were chosen to take part in the discussion. The group leader initiated the topic, all the members of the group spoke freely and expressed their opinions. At the end the group leader summed up the discussion with the note that everybody has to look into his/her own resource in enhancing the study habits.

Outcome: The students unanimously felt that study habits have to be cultivated in order to achieve set goals of curriculum; they must have a definite programme for examination and certain facilities have to be provided for setting up a study atmosphere.

2.1.8 TESTING TOOLS: SOLAT-(Style of learning and thinking)
27-10-2009

In order to identifying hemisphericity dominance by way of studying the hemisphere functions. It indicates a student's learning strategy and brain hemisphere performance in problem solving.

Objective: To asses the preferred styles of student learning and thinking.

Administration: The students were ordered to be quite and make the decision – making process very clear. For each item, there are two statements, and the four ways of responding will be explained. The students examined their responses through to make sure that they have made firm mark which will enable to asses hemisphere dominance correctly.

Scoring: Done on three aspects

1. First count W
2. Second Count L
3. Third Count R

The scores were converted into sten score and hemisphericity dominance is determined on the highest score count.

Result Analysis: The result enabled the students to understand and asses the styles of students for developing intelligence. It is helpful to students in choosing particular career or job.

2.1.9 WORK SHOP

4-11-2009

Class: IX

Topic: 'Cultivating the Study Habits'

Introduction: Workshop is an activity under group guidance, a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. The topic for the workshop was 'Cultivating the Study Habits'.

Objectives: The objectives of the workshop is to facilitate the convergence of ideas on the topic 'Cultivating the Study Habits'.

Procedures: The class was grouped into four heterogeneous group. They were explained about the ground rules of the workshop. Each group was assigned the following themes.

- I. What are the Good Study Habits?
- II. Why do we need good study habits?
- III. How can we improve good study habits?
- IV. In what way good study habits help them?

All the groups were asked to discuss and write the points of convergence. After discussion, each group was initiated to present their views and drawn conditions. The group leaders presented their ideas and solutions drawn in a systematic way. They prepared charts and performed a role-play in depicting the importance of study habits.

Outcome: The students could come out with various aspects involving study habit, and the ways and means of improving study habits were very appreciable. They could analyze the issues related to study habits very effectively.

2.1.10 STUDY CAMP

12.11.2009

Introduction : As the Half yearly examinations were scheduled from 16th of November 2009. A study camp was organised on 12.11.2009. This is a regular feature in Kendriya Vidyalayas. As part of the Internship the study camp was conducted in order to prepare the target group to face the examinations with confidence.

Objective:

1. To prepare the students well and face the examinations with confidence.
2. To give tips in answering different types of questions.
3. To assess the guidance interventions in improving the scholastic performance.

Procedure: The students were divided into 2 groups and attached English language teachers for a duration of 45 minutes. These teachers spoke to them about the preparation for the examinations and gave tips in answering different types of questions. The students were given break of 15 minutes. After the break the students assembled, they were made to sit independently in different places and were asked to study comprehension passages and answer the questions that followed. This went on for 45 minutes. Then each student's performance was analyzed and gave suggestion to improve.

Outcome: The target group of students had a well supervised study camp, and enabled them to learn the art of understanding a comprehension passage.

2.1.11 GUEST LECTURE:

18-12-2009

The Guidance and Counselling Committee approached Dr.M.L.Surya Prabha for a guest lecture on a special topic which is needed to the students as part of the Guidance programme. After explaining her about the Internship project in detail, she has accepted to speak to the students on the topic “Adolescent Health and HIV/AIDS awareness”.

PROCEDURE AND PROCESS:

On 18.12.2009 Dr. M.L. Surya Prabha M.D. visited the school to present the guest lecture. We have organized her lecture in the Computer Department where all the technical aids are available. At the outset Mr.B.T.Sharma the principal, Kendriya Vidyalaya, CRPF, Hyderabad, welcomed her on behalf of the school and highlighted the issues of substance abuse and HIV/AIDS awareness.

Dr.M.L.Surya Prabha M.D., speaking at length on Adolescent Health in general and HIV/AIDS in particular laid emphasis on the following issues:

1. Substance abuse is the over indulgence in and dependence on drugs, alcohol, tobacco, and prescribed drugs; often students fall under peer pressure and consume.
2. Students must learn how to avoid substance abuse and say strictly ‘NO’ to drugs.
3. Substance abuse trigger health complications, including damage the Heart, Brain, Liver, etc.

4. When drug abuse combines with Illegal, Immoral and unhealthy sex, this will lead to HIV/AIDS and other infections.
5. The Human Immune deficiency virus leads to AIDS.
6. Counselling helps in prevention of further deterioration of AIDS, so as to remain Healthy and live longer.
7. In spite of any chaotic atmosphere, students should develop strong and positive Attitudes.
8. The age-old belief of “PREVENTION IS BETTER THAN CURE” is to be made the formula of life.

OUTCOME:

The lecture by Dr. M.L. Surya Prabha has made the students to think and act seriously upon the Drug Abuse. She enabled the students to understand the consequences and of experimentation and taking risk. The Statistics given by her about HIV/AIDS stunned the students how alarming the situation of the spread of HIV/AIDS. This will certainly create a sense of self-discipline among the students.

REFLECTION:

The lecture by Dr.M.L. Surya Prabha has brought a new life to the Guidance and counseling programme in my school. It gave me tremendous satisfaction in organaising such a resourceful lecture. Though I had planned one more guest lecture, due to time constrains and tight academic schedule I couldn't do so.

2.1.12. STUDENTS PROFILE

The total number of students identified for guidance and counseling programme is 30. They are identified by the class teachers of all the three section of class IX.. These Teachers have been handling them for the past three years. After having oriented the teachers related to the class IX, they have made a list of 30 students after studying their academic performance and consultations with the parents. The parents of these students Were called for general orientation. Most of them expressed their inability in guiding them. After the orientation they agreed to work upon the programme that is planned for the Internship.

As the students number is more , here I am mentioning only the names and the general problems related to them.

STUDENTS LIST:

- | | |
|-----------------|------------------------|
| (1) Harpreet | (16) Javed |
| (2) Harikrishna | (17) Sachin |
| (3) Ramakrishna | (18) Shiva srinivasulu |
| (4) Nidhin | (19) Sohail |
| (5) Dheeraj | (20) Tauqui |
| (6) Jasmine | (21) Habeeb |
| (7) Ghousiya | (22) Deepak |
| (8) Priya | (23) Pooja |
| (9) Sumi | (24) Jagruthi |
| (10) Prashanth | (25) Sunil |
| (11) Amal | (26) Nikhil |
| (12) Uha Rani | (27) Rohit |
| (13) Shanthi | (28) Naresh |
| (14) Abhin | (29) Avinash |
| (15) Arun Kumar | (30) Vishal |

PROBLEMS RELATED:

- (1) Their Scholastic performance is low.
- (2) Due to low achievement their self-esteem is also low.
- (3) Most of them are the wards of CRPF personal, and their male parent is posted in far off places.
- (4) They lack proper parental guidance.
- (5) Most of them belong to poor socio-economic background.
- (6) Due to low performance in academics they tend to spend their energies in perverted activities.
- (7) The constant pressure from the teachers and parents is putting them under stress.

COUSSELLING INTERVENTIONS

2.2.1 Introduction:

Counselling Interventions enabled me to apply the knowledge and understanding of theoretical principles and techniques to real life situations and acquire skills and competencies in real situations. This also imbibe the basic interactive skills to create a positive psychological atmosphere conducive for understanding and facilitating change. It has given me a real experience of difficulties faced and ability to evolve strategies to overcome them during the process of counselling.

The skills of empathy, paraphrasing, self disclosure and immediacy helped to establish effective communication with the client. It gave me the feeling of professionalism in identifying the student, and maintaining confidentiality and following ethical codes of conduct.

2.2.2. Identification of counselling cases:

On my return from Mysore after the contact programme. I found that one the students of class IX, Anshuman Mishra, a boy of 14 years had been in troubles because of his maladjustment behaviour. Unable to tolerate him he was almost recommended for withdrawal from the school. I took up this case for counselling, and on the principal recommendation transferred him from class IX A to IX B, As I happen to be the class teacher of IX B. After assessing his behaviour and inter-personal relations; I met the parents several times, who were much concerned about his behaviour. After gaining their confidence and consent I took up the case.

2.2.3 Relationship Building:

In the first week of October Anshuman Mishra was found lonely and isolated; He was not allowed into the class for about a week days. The parents were very concerned. After explaining them about my counselling programme and establishing the psychological comfort in the student-client the much needed counselling relationship was established. I initiated to transfer the boy into my section, and requested other subject teachers to co-operate in this task; This act enabled the parents to gain confidence.

2.2.4 Assessment:

1. Student Information Blank.
2. Family Information Blank
3. Intake Interview.
4. Revised Behaviour problem check list.
5. Problem definition Interview.
6. Adjunctive Data related to
 - (a) Standard Progressive Matrices.
 - (b) Interest Record
 - (c) Style of Learning and Thinking
 - (d) High School Personality questionnaire etc.

2.2.5 Appraisal Summary:

- 1.- Student Information Blank
 - Anshuman Mishra, 14 years, class IX
 - Likes English and Mathematics
 - Dislikes Social Studies
 - Wants to become an engineer and join Defence Service.

2. - Family Information Blank
 - Father - Govt Employee
 - Mother – House Maker
 - One Younger sister – Studying in class I
3. Revised Behaviour Problem check list
 - Uses filthy and foul language.
 - Involves in drawing nude persons.
 - Gets initiated by slightest provocation.

4. Intake Interview:

- (a) Identification Data : Anshuman Mishra
14 years, Class IX,
Kendriya Vidyalaya,
CRPF, Barkas, Hyderabad.
- (b) Presenting Problem:
 1. Situational conduct disorder.
 2. Becomes very angry on slightest provocation and involves in physical attack.
 3. Uses filthy language
 4. Emotional maturity below average level.
- (c) Current life setting:
 1. Isolated, made to sit in a separate place in the class.
 2. Not allowed to play outside in the evenings.
 3. Involves in Art & Creative work.
 4. His basic conflicts are rejection and neglect.

(d) Family History:

1. Parents and one younger sister.
2. Paternal uncles 2, one is drug addict, the other-one lives in very poor economic conditions and also an alcoholic.

(e) Personal History:

1. Odd among the boys. Frequently quarrels with every one. The class has stamped him as a trouble maker.
2. Lives lonely due to poor interpersonal relations
3. No previous counselling.

(f) Description of client during Interview:

1. Confident in his talk and free expressions
2. Expresses his anger and sad feelings for branding him as trouble maker.

(g) Summary and Recommendations:

1. Uncomfortable and guilty feeling.
2. Wants to do his best and prove himself worthy

5. Problem Definition Interview:

- I (a) Feelings: Feeling of guilty and uneasiness
(b) Cognitions: Fear of rejection and neglect
(c) Behaviours: 1.Situational conduct disorder
2. Inability in the control of anger.

(d) Interpersonal Relationships: Due to the angry behaviour he has no companion or friend.

II. Patterns of contributing events:

Feels angry and frustrated.

(i) When some one teases or irritates him.

(ii) Uses filthy & foul language

III. Intensity of the problem

He has been behaving rudely for the past 3 years

His behaviour is odd only in certain situation,
especially in school

Due to rude behaviour he is branded as trouble a maker.

IV. Client's coping skills, strength & resources;

Hopeful and ready to change his behaviour.

Above average in intellectual ability

Very optimistic

Needs counselling.

Adjunctive Data:

Above average Intellectual capacity.

Areas of Interests are Scientific and Business.

Average scholastic aptitude

Left Hemiphiricity dominance.

Abnormal behaviour.

Conclusion based on Integrations of the data:

Uncontrolled emotions and anger.

Emotional problem in the effective domains.

GOALS

Goal Settings

1. To help Anshuman to develop positive attitudes towards himself by the way of changing his emotions.
2. To help Anshuman to control his anger.
3. To help Anshuman to improve his Interpersonal relations by improving his behaviour and language.

Interventions:

Strategy Adopted: “Affective Intervention strategies”

1. Cognitive behaviour therapy
2. Self-Management Techniques
3. Anger control by yoga & meditations.

Result Achieved: Steady progress in the behavioural changes.

Termination & Follow up:

There is a steady progress in the client.

The full process of counselling is not yet completed; the counselling is still in progress.

The student is still undergoing the counselling process.

The counselling will continue till a desired result is achieved.

The client happens to be the student of my school. I shall follow up the process of counselling.

Recommendations for professional help:

Developed awareness about the need and importance of counselling. On the request of the parents for more professional counselling I recommended to consult Mrs Lakshmi Ravindra a practicing counsellor.

Skills Acquired:

1. Learned the real situation counselling by following scientific procedures of assessment, appraisal and counselling.
2. Learned the skills of sensitivity, empathy, positive regard, observance of ethics, critical thinking, relationship building, paraphrasing and reflections.

2.2.6. Group Counselling

Introduction

Some events need to be addressed in the class as a whole. Some students prefer to approach the counsellor in a group and some topics are better dealt with a group. Group counselling aims at modifying attitudes and behaviours with emphasis on total involvement. In group counselling students express in safe and empathic atmosphere, develop tolerance for individual difference. The group counselling help the students to solve common problems and resolve problem related to inadequate understanding of oneself or lack of self awareness.

Planning:

The group of students identified for guidance programme frequently complained that the reason for non-completion of their task is lack of time. This problem pointed towards the group counselling on the topic 'Time Management'.

OBJECTIVES:

1. To enable the students to know the value of time.
2. To enable the students to plan the time bound activities.
3. To use the available time to the best use.

Size of the group is of 15 students. The group activity was planned for one hour duration.

I planned the programme to be executed on 25-11-2009 at 11 am. The students were made to sit in groups.

Procedure & Process:

The introduction was made situationally and contextually and then purpose was outlined with set goals and rules. The stage was set to make the students feel comfortable. The leader of each group was given freedom to express their views clearly.

Each student spoke at cognitive level and the group leader expressed the general opinion of the each group.

The interactions between the groups was encouraged to share their opinion and clarify the conclusion drawn.

A hand out on the importance of time was distributed for discussion.

Conclusions:

The members gave feedback on conclusions drawn from self-report and check list on their feed back and final conclusions were made.

The concluding points are:

1. First priority to be given to the most urgent and important work.
Example: Preparing for examinations, which commence in a couple of days.
2. Second priority to take up important activity but not very urgent.
Example: Study in Advance for examination.
 3. Prepare scheduled time table for at least 15 days.
 4. Fix up time for games, chating with friends and watching TV.
 5. Remember that time is precious, time lost once can never be gained.

Outcome: All the students realize the importance of time and resolved not to waste the time and use it in a productive way.

Termination & Follow up: As I happened to be the teacher counsellor, I remain with the group to work with and follow up them for the next academic year also. This enables me and the group members to keep in touch and also find out the need for the follow up for further therapy. Then the termination is very open for follow up.

CHAPTER-III

RESULTS AND CONCLUSION

3.1 INTRODUCTION:

Internship is an important part of any professional training. It is 'ON THE JOB EXPERIENCE', training towards the end which enabled me to actually put into practice the knowledge and Skills acquired by me during the Contact Programme. It made me to function independently as a professional in actual work setting. As a teacher counsellor, I worked in a full fledged school i.e., Kendriya Vidyalaya, CRPF, Hyderabad, A.P. As this school being my working place I had the required resources at my disposal.

The Internship project that I prepared under the guidance of Prof.B.Phalachandra, Director of IDGC and Dr.K.Anil.Kumar Co-ordinator of IDGC at RIE,Mysore is a very comprehensive Programme. Studying the needs of my school the proposal was made. The need of the target group of students is to enhance the Scholastic and Non-Scholastic performance of low achievers. This group belongs to weak socio-economic background with lack of Proper parental guidance. The objective of the Internship is to raise the level of self-esteem and self-concept and to make them prepared for career exploration.

Kendriya Vidyalaya, CRPF, Hyderabad, A.P. has the necessity to have a functioning Guidance and Counselling Committee. The first task of the Internship was to constitute Guidance and Counselling Committee, Which is constituted under the Ex-Officio chairmanship of Mr.B.T.Sharma, the principal of

the school. My self as the co-ordinator of the Committee with 6 experienced teachers, it started functioning very effectively from the first week of October, 2009. The activities of the Committee were reviewed every fortnight.

As the teacher counsellor, I had taken up the following guidance and Counselling activities (Interventions) as per the Scheduled programme of the Internship project:

- (1) Formation of the Guidance and Counselling Committee.
- (2) Orientation to the teachers.
- (3) Identification of the target group(low achievers)
- (4) Orientation to the parents and students.
- (5) Discussing strategies for the improvement of the students with teachers and parents.
- (6) Class talks.
- (7) Career talk
- (8) Study camp
- (9) Group Discussion
- (10) Workshop
- (11) Guest Lecture
- (12) Group Counselling
- (13) Individual Counselling
- (14) Reviewing the project.

3.2RESULTS:

The Objective of my Internship is to bring about qualitative improvements in academics and guide the students to explore and understand the diversity of work and choose a career. This is to be executed under a Guidance and Counselling Committee.

The results of the Internship project are as follows in short.

(1) Constitution of Guidance and Counselling Committee: For The first time the guidance and counselling committee was constituted, it laid foundation for:

- (i) Orientation Services;
- (ii) Career Information services;
- (iii) Presentation service (like talks, Guest Lectures, etc,)
- (iv) Adolescent Education;
- (v) Counselling services;
- (vi) Regulatory and Accounting services;

- As the coordinator I am able to implement the Guidance and Counselling Intervention very effectively.

2. ORIENTATION:

The Internship enabled me to orient the students, parents and teachers. This resulted in helping the students by pre-empting problems faced by the students in the school system; and also the need and importance of Guidance services are realized. The school management also realized that the functioning of Guidance and Counselling committee has a key role in the school development.

*As a teacher counsellor I could make the students and the parents To understand and utilise the guidance services.

3. CLASS TALKS:

The class Talks on the topics “Effective Study Habits” and “Coping skills of Adolescent Stage” have given a positive result. The students have resolved to take up the studies very effectively and make it a habit. They have also understood the problems related to Adolescent stage, and cope up without any confusion and embarrassment.

- The class Talks have contributed a lot for my professional Enrichment.

4. CAREER TALK

The career talk on the topic “Commercial Pilot” enabled the students to understand about the personal characteristics requirements of a pilot and the work culture and environment of a pilot.

- While processing the career talk I could experience a kind of Professional excellence.

5. Group discussion:

The students felt that study habits have to be cultivated in order to achieve set goals of curriculum.

- * As the facilitator the Group Discussion it helped me to stimulate The students’ ideas with mutual interaction.

6. WORKSHOP:

The students could come out with various aspects involving study habits and analyse the issues related to study habits very effectively.

- I realized the intricacies behind organizing a work- shop. My Experience has enriched me to organise many more work - shops.

7. CAREER DAY:

The Career Day programme helped the students to know about the world of work and laid a foundation for their career choice.

- It was a challenge to coordinate career day, as I had to seek Help of the members of the Guidance and counselling committee in preparation about the various career avenues.

8. STUDY CAMP:

The Study Camp has proved to be very successful as the performance of the students has improved a lot.

- * I have gained experience in organizing study camp, which is a Part of the school activity.

9. GUEST LECTURE:

The Guest Lecture by Dr. M.L.Surya Prabha M.D. Prof. Osmania Medical College has helped the students to create a sense

of self-awareness and self-discipline among them, and also follow the old principle of “Prevention is better than Cure”. After the Guest Lecture I have decided to work more effectively in imparting the Adolescent Education and save the students from health hazards.

10. COUNSELLING INTERVENTIONS:

As a teacher counsellor I have come across many students who need individual counselling as well as group counselling. With given time duration I have taken only limited cases, and the result of counselling is very encouraging. The student clients are progressing by changing their behaviour and attitudes steadily.

- The counselling interventions have given me very professional experience and developed a sense of professionalism.

3.3 DISCUSSIONS

The goal of education is to bring out and develop the inherent potentialities of an individual. Guidance has an important contribution in achieving these goals. Guidance and counselling are part of education to meet the educational, social, personal and career needs of individuals. The Internship Project was designed to meet the needs of Kendriya Vidyalaya, CRPF, Barkas, Hyderabad.

The Internship gave me an opportunity to put into practice the knowledge and skills acquired by me during the online and contact programme. As a teacher counsellor I worked in the school where I am employed, for 12-week period and implemented all the

guidance and counselling interventions. In fact the time spent by me on this project is more than the prescribed 210 hours.

Here I present the results of my Internship in detail, where the successes and limitations are discussed.

1. After briefing the Internship Proposal about guidance and counselling programme the Principal of Kendriya Vidyalaya, CRPF, Hyderabad, agreed for the implementation with full faith and confidence and gave me the required freedom.

The very first step of constituting the Guidance and Counselling Committee on 05.10.2009 was a success. All the members of the committee readily agreed to work unitedly. As the co-ordinator of the committee I got full cooperation from the members in carrying out the Guidance and Counselling activities.

2. Orientation programme for teachers, parents and students gave satisfactory results, as they understood the need of Guidance and Counselling at the school level.
3. The Identification of students for Guidance and counselling was not much difficult as myself being the class teacher of class IX B, and also knew the students of other sections I could easily identify the low achievers with the help of the academic records, consultations with other teachers, interaction with the students and parents. Though the students were hesitant to undergo the guidance programme, I could convince them during the orientation class.

4. Class Talks, Career Talk, Group Discussion, Workshop

Group counselling was carried out continuously as per the scheduled programme. All these activities helped the students to understand the importance of studies. As my objective of the Internship Project is to enhance the study habits and skills, the desired results were achieved as the academic results of the students in Half-Yearly Examinations have marginally improved.

5. Guest lecture and career day were organized taking many pains in coordinating the entire process, with this I realized the intricacies behind organizing the programme involving specialists.

6. Identifying the student-client for the individual Counselling was a big task. Though there were a number of referrals from the fellow teachers. I have taken up the case of only one student due to the limitations of time. I would take up the other cases at a later stage, in the year 2010.

Out of all the activities of the Internship I can say with Confidence that the Individual counselling gave me full satisfaction. As the client is in dire need of counselling, by taking up the responsibility of the student I gained the Confidence of the parents. The student client showed Reasonable positive change in his behaviour. I felt a Sense of professionalism in this case. This gave me the Confidence to deal many more cases as a teacher Counsellor.

7. The main reason for the success of the Internship project was, Choosing the working (host) school, where in all the facilities and support is at my disposal.

LIMITATIONS:

1. I faced some difficulty in implementing the guidance and counselling Interventions as per the scheduled programme because the students were busy with their:
 - (a) Regular Academic work.
 - (b) Remedial classes.
 - (c) Sports meet.
 - (d) Scouts and guides activities.
 - (e) Half-Yearly examinations.
2. Target group students belong to three different sections of class IX, so I had to co-ordinate and reschedule my guidance activities without disturbing the regular classes, for this I had to work over-time.
3. The external supervisor of my Internship Project Dr.V.Sreenatha Chary, Asst. Prof. Palamur University was very kind enough to spare time from his regular work to supervise my activities, but I could sense the pains he had taken to do so.
4. Counselling cases need lot of time in identification, case study and interventions. With given time I could take up only one case for individual counselling, though there are many referrals.

5. In arranging guest lectures, I had to approach a number of specialists in the field of education, psychology and health. Being themselves busy with their regular work; when ever they gave time; the students were involved either with examinations or camps. But some how I managed to arrange the guest lecture by Dr.M.L.Surya Prabha; fortunately it was well received by the students with active participation.

6. Implementation of the Internship project on one hand and carrying out the regular teaching and other school activities on the other hand had made me to work over-time.

7. Non – availability of personal computer is a great draw back on my part. Frequent visits to Internet centre has wasted a good amount of time.

The other draw back of not possessing a PC is my interaction with fellow IDGC participants was limited. And I had to speak more on cell phones than on e-mail. Therefore I personally feel that a teacher counsellor had to posses a PC for effective and systematic work.

8. Non-Availability of testing tools at the school level has hampered the assessment process.

3.4. Suggestions: The objective of internship is to face an exposure to real life situation. This will help the trainee to acquire confidence to evolve a personal philosophy of guidance and counselling. To achieve this objective choosing the venue for internship is crucial. Luckily as a teacher I could choose my working (host) school. But during my interaction with other IDGC participants especially the persons who are not teachers, faced difficulty in choosing the school, and adjust to the new conditions not knowing much about the infrastructure and human resources of the school.

Therefore my suggestion is that, all the IDGC participants had to choose school or any institute and get acquainted with the local needs and conditions. This has to happen before the contact programme. This will help in formulating the Internship proposal perfectly.

2. Before the Internship proposal I planned to study the needs of the chosen school and interact with the Head of the Institution and other staff members; and also find out the available resources.

3. For a teacher counsellor like me; it is very difficult to carry the Internship along with regular school duties. Therefore my personal suggestion is that it would be better to give some kind of concessions in the regular time table. And this had to be done as a condition before the deputation acceptance is given. This decisions have to be taken at the higher level by the policy makers.

4. Testing tools to be made available at the school, in order to use them for assessment of the counselling cases.

5. For individual counselling the time given i.e., 12 weeks is not enough; As in a school set up it is difficult to carry out the case study because students are involved in various activities and unless we work beyond the school hours the interventions and termination are difficult to be completed in the given time.

3.5. CONCLUSION:

I have been working as a teacher for the past 25 years. In spite of being trained and qualified teacher, there had been a severe deficiency in understanding the psychological needs of the students. Though we have definite curriculum with set goals, there is a gap in understanding the fast changing socio economics, ethics and cultural affiliations of the students.

To understand the change and meet the needs of the latest trends, teachers have a challenging task in orienting themselves and keep them updated. After undergoing the IDGC course, I have equipped myself with guidance and counselling skills and interventions to meet the needs of adolescents to enable them to have strong identities, secure image, ability to cope with the stress and solve problems, deal with joys and sorrow of life, feel loved and cared for, treat others with care and compassion.

The Internship project in particular and the IDGC course in general has evolved me into a teacher counsellor to integrate guidance philosophy and principles to make my regular teaching work and interventions with students more effectively. Now I am prepared to facilitate students in academics, career, personal and social development.

The Internship project implementation has provided me experience to function as the co-ordinator of the guidance & counselling committee. Some of the functions I performed are as follows.

1. Plan guidance programme for school.
2. Asses guidance and counselling needs and problems of the students.
3. Provide individual and group counselling.
4. Follow ethical and moral standards during interactions with students, parents and teachers.
5. Capability of functioning independently as professional in actual work setting.
6. Use communication skills for facilitating teacher pupil interaction and creating healthy class room atmosphere.
7. With the support of the guidance & counselling committee I am able to solve many petty issues (like small thefts and quarrels) in the school.

Reflections: In total the Internship of guidance & counselling programme has made me the co-ordinator of the guidance counselling committee at the school level. Students and parents call me a counsellor. This designation, though it is unofficial has elevated my positions and I have become a person wanted by everyone; this new atmosphere and social status have motivated and inspired me, now I shall try to become full time counsellor. Thanks to IDGC programme and thanks to the faculty of RIE, Mysore.

Appendices

Appendix- I	Student profile
Appendix-II	Class talk /summary
Appendix-III	Career talk /summary
Appendix-IV	Handout on career talk
Appendix-V	Student Information Blank
Appendix-VI	Family Information Blank
Appendix-VII	Psychological tests
Appendix-VIII	Photographs
Appendix-IX	Work shop /summary
Appendix-X	Handout on Group Counseling .

STUDENTS PROFILE

The total number of students identified for guidance and counseling programme is 30. They are identified by the class teachers of all the three sections of class IX.. These Teachers have been handling them for the past three years. After having oriented the teachers related to the class IX, they have made a list of 30 students after studying their academic performance and consultations with the parents. The parents of these students were called for general orientation. Most of them expressed their inability in guiding them. After the orientation they agreed to work upon the programme that is planned for the Internship.

As the students number is more , here I am mentioning only the names and the general problems related to them.

STUDENTS LIST:

- | | |
|-----------------|------------------------|
| (1) Harpreet | (16) Javed |
| (2) Harikrishna | (17) Sachin |
| (3) Ramakrishna | (18) Shiva srinivasulu |
| (4) Nidhin | (19) Sohail |
| (5) Dheeraj | (20) Tauqui |
| (6) Jasmine | (21) Habeeb |
| (7) Ghousiya | (22) Deepak |
| (8) Priya | (23) Pooja |
| (9) Sumi | (24) Jagruthi |
| (10) Prashanth | (25) Sunil |
| (11) Amal | (26) Nikhil |
| (12) Uha Rani | (27) Rohit |
| (13) Shanthi | (28) Naresh |
| (14) Abhin | (29) Avinash |
| (15) Arun Kumar | (30) Vishal |

PROBLEMS RELATED:

- (1) Their Scholastic performance is low.
- (2) Due to low achievement their self-esteem is also low.
- (3) Most of them are the wards of CRPF personal, and their male parent is posted in far off places.
- (4) They lack proper parental guidance.
- (5) Most of them belong to poor socio-economic background.
- (6) Due to low performance in academics they tend to spend their energies in perverted activities.
- (7) The constant pressure from the teachers and parents is putting them under **STRESS**.

2.1.5 CLASS TALK-II (30.10.2009)

Class: IX

Topic: 'Coping Skills of Adolescent Stage'

INTRODUCTION:

The stage of Adolescence is an age of all strangeness and confusion; due to experience spurt in growth and hormonal activity it brings out many physical and psychological changes; these changes cause a lot of confusion and embarrassment. To cope up with this stage a class talk was presented.

OBJECTIVES:

- (1) To enable the students to acquire accurate and adequate Knowledge about reproductive system and sex-education
- (2) To enable the students to accept one's physique and Appearance, establishing acceptable social behaviour In relation to opposite sex.
- (3) To enable the students to know about the ill-effects of Substance and sexual abuse.

PROCEDURE:

The topic for the class talk was introduced situationally and contextually. The students will be explained about the physical and psychological development at the adolescent stage. The following issues were discussed in detail.

- (1) Physiology of the Human Body, in relation to the Reproductive system.
- (2) Social pressures to restrain the growing sexuality and Delay gratification till the early-adulthood.
- (3) Consequences of substance abuse.

OUTCOME:

All the students in the class talk took active part in understanding and sharing their feelings in respect to the identity crisis, rebelliousness, responsibility and acceptance of social norms.

2.1.6 CAREER TALK

20-10-2009

Class: IX

Topic: 'COMMERCIAL PILOT'
(Heights of Sourcing and Earning)

Introduction: In the group guidance, students will be exposed to the world of work. The talk on commercial pilot enable them to understand the nature of work and work environment. The job of commercial pilot is the most glamorous and exciting career in aviation. It is highly rated and one of the most adventurous career.

Objectives: To enable the students (1) Understand about the career of pilot. (2) The personal characteristics and requirement of a pilot. (3) Know about the qualifications and training of a pilot. (4) Know about the work culture and environment of a pilot.

Procedure: After introducing the topic situationally and contextually. The talk was presented systematically using charts, picture and handouts. After explaining about the nature of work, work environment, qualifications and personal characteristics, training programme for different levels, i.e., student pilot licence, private pilot licence and commercial pilot licence.

The students have understood about the mode of selection, training centres, avenues and emoluments. After an interaction with the students about the doubts and clarification a recapitulation was done to evaluate their understanding.

Outcome: The students have received and participated in the career talk with great enthusiasm. They developed interest for this career. The handouts were very helpful for them to study more about the career of commercial pilot.

COMMERCIAL PILOT

The job of commercial pilot is the most glamorous and exciting career in aviation. It is highly rated and one of the most adventurous career which requires intensive training. The most important person on an aircraft is the pilot. Pilots are highly trained personnel who fly airplanes and helicopters.

Nature of work:

Captain or chief pilot holds command of the aeroplane, assisted by the co-pilot. The job is highly specialized and technically skilled and requires intense training. The most complicated aspects of flights are taking off and landing.

Work environment:

The pilots have to spend long hours in cockpit in a seated position. Flight delays due to bad weather or other difficulties contribute irregular working hours. They have to stay in the hotel or Airport.

Personal characteristics:

The work of a pilot involves great responsibility both, for the aircraft and the safeguard of the passengers and crew.

Flying Requires:

1. Presence of mind
2. Courage
3. Determination
4. Physical Fitness
5. Self-confidence
6. Good Communication Skills.

Eligibility:

Age 18 to 30 years.

Qualification: 10+2,(Maths and Physics)

Medical Fitness Certificate from AFCME New Delhi, IAM Bangalore.

Entry:

Written Examination conducted by the Flying Clubs.

Avenues and Emoluments:

A CPL holder can work in any Airlines like Indian Airlines, Jet Airways, Sahara, Kingfisher, Deccan, etc. Starting pay will be Rs.40000/- to Rs. 1, 50,000/-. Later depending on the experience the pilots are earn 2 to 3 lacs per month.

Training centers in India:

1. Andhra Pradesh flying club , Hyderabad
2. Bangalore Aeronautical technical services , Mysore
3. Coimbatore flying club, Coimbatore Tamilnadu
4. Indhira Gandhi udan academy, Raibareli, UP
5. Operations at civil aerodrome , Ponducherry

Useful websites:

1. Indian pilot training – www.indianpilot.com
2. Airline pilot training – www.cptprogram.com
3. Directorate general of civil aviation web site
4. Air fleet training school – www.airfleettraining.com

Students Information Blank

1. Name Anshuman mishra

2. Class / section IX B

3. School K V CRPF Barkes

4. Age 14 Yrs

5. Gender: a) Boy Girl

6. No. of brothers/sisters 1

7. Parents Qualifications a) Father Intermediate b) Mother mettuculation

8. Parents Occupation a) Father HC/BO in CRPF b) Mother House maker

9. Guardians Name _____ Relationship _____

10. Which are the subjects you like most? Science, Bio, Zoology, compic
SST - Math most

11. Which are the subjects you do not like (put a cross in the box, it could be more than one)

a) English b) Maths c) Science d) Social science e) Kannada

f) Sanskrit g) Hindi

12) How many hours do you study at home? 3-4

12 a. In what extra- curricular activities such as games, sports, debates, etc do you take part?

I like to take part in games sports.

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

my hobbies are - to think about new, small or big
invention that i could do. interest in wildlife conservation
and bio scientific. wildlife photography

14. Write below if you have any difficulty in participating in the activities of your interest?

yes, I have lack of confidence that if I will
take part I will lose it. I have a question in
my mind that can I do it?

15. Which degree you would like to pursue?

a) Pure science b) Arts c) Commerce d) Engineering e) Law

f) Medicine g) Agriculture h) Not decided i) Any other _____

16. What job you would like to take up after completing your studies? wildlife photographer

17. What job you do not like to take up after completing your studies? doctor

18. What do you expect from the job (Assign 1 to 5 ranks, first rank to the first preference?)

Preference	Rank
a) Money	<input type="text" value="4"/>
b) Status in the society	<input type="text" value="1"/>
c) Stability	<input type="text" value="2"/>
d) Happiness	<input type="text" value="3"/>
e) Power	<input type="text" value="5"/>

19. Where do you want to work (put a tick)

A	a) Out door	<input checked="" type="checkbox"/>
	b) Indoor	<input type="checkbox"/>
B	a) With in the state	<input type="checkbox"/>
	b) Out side the state but within the country	<input type="checkbox"/>
	c) Out side the country	<input checked="" type="checkbox"/>

Family Information Blank

1. Child's Name: ANSHUMAN MISHRA

2. Class IX

3. Age 15

4. Gender male

	<u>Educational Qualification</u>	<u>Occupation</u>	<u>Income</u>
Mother	<u>metriculation</u>	<u>-</u>	<u>-</u>
Father	<u>Intermediate</u>	<u>H/DA</u>	<u>20,000</u>
Guardian	<u>-</u>	<u>-</u>	<u>-</u>

6. Relationship of the Guardian to the child. -

7. Number of brothers and Sister

	<u>Age</u>	<u>Gender</u>	<u>Grade</u>
1	<u>6</u>	<u>Female</u>	<u>B+</u>
2			
3			
4			

8. Leisure time activities (hobbies, interests etc) of your child. Art & new innovations

9. Number of hours spent at home in study by your child. 2 hrs

10. Any special behavior /quality/ability of the child.(you have noticed)

Trabes one

11. Have you thought of any future education and occupation plan for your child Yes or No

If yes to the above, please mention the plan- To put him in Business.

12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. Hindu & स्वतंत्र वार्ता

12 a. Number and name of the newspaper subscribed at home. 2 - Hindu & स्वतंत्र वार्ता

13. Average Number of hours spent by you with the child in a day.

a) Mother 7

b) Father 3-4

14. Which are the areas in which you usually interact/discuss with the child?

A) Study b) Career c) General news d) Culture

15 What do you expect your child to have in his or her occupation? (assign 1 to 5 ranks first rank to the first preference)

Preference	Rank
f) Money	<input type="text" value="5"/>
g) Status in the society	<input type="text" value="1"/>
h) Stability	<input type="text" value="4"/>
i) Happiness	<input type="text" value="2"/>
j) Power	<input type="text" value="3"/>

SOLAT

NAME : Anshuman Mishra AGE : 15 SEX : male

CLASS : IX B SCHOOL : K.V CRPF Barak DATE : _____

DIRECTIONS

Please read the following statements carefully. Each statement has two parts 'a' and 'b', followed by boxes in the end. Put a tick mark in the box whichever statement is true for you. You may tick both the statements in a pair if both are true for you or you may leave both the statements if none of them are true for you.

(NOTE: LEAVE BOTH THE STATEMENTS BLANK ONLY IF IT IS IMPOSSIBLE FOR YOU TO DECIDE).

- | | |
|---|---|
| 1. I understand clearly the information passed through by actions.
I understand clearly the information passed through by words | a <input checked="" type="checkbox"/>
b <input type="checkbox"/> |
| 2. I have the habit of talking while reading or writing.
I need complete silence while reading or writing. | a <input type="checkbox"/>
b <input checked="" type="checkbox"/> |
| 3. I can learn best in the class when the instructor uses visual presentation.
I can learn best in the class when the instructor uses verbal presentation. | a <input checked="" type="checkbox"/>
b <input type="checkbox"/> |
| 4. I like to draw pictures.
I like to write and talk. | a <input checked="" type="checkbox"/>
b <input type="checkbox"/> |
| 5. I like to express my feelings through dance, drama, poetry and songs.
I like to express my feelings openly in words. | a <input type="checkbox"/>
b <input checked="" type="checkbox"/> |
| 6. I like to learn things by handling light tools and electronic items in a laboratory.
I like to learn things by handling machines in industries. | a <input checked="" type="checkbox"/>
b <input type="checkbox"/> |
| 7. I like modifications of lessons without planning for learning apart from syllabus.
I like planned lessons for learning as per syllabus. | a <input type="checkbox"/>
b <input checked="" type="checkbox"/> |
| 8. I like to learn lessons by main ideas.
I like to learn lessons by detailed and specific facts. | a <input type="checkbox"/>
b <input checked="" type="checkbox"/> |
| 9. I like to write, imaginative stories.
I like to write essays and articles. | a <input checked="" type="checkbox"/>
b <input type="checkbox"/> |
| 10. I like to learn through exploration.
I like to learn through examination. | a <input type="checkbox"/>
b <input checked="" type="checkbox"/> |

11. I get clarity while learning experimentally. a
 I can learn easily through logical reasoning, without experiment. b
12. I understand things when a matter is analysed as a whole. a
 I understand easily when a matter is analysed in parts. b
13. I understand lessons easily when taught through examples. a
 I understand lessons easily when taught through concepts or summary. b
14. I take time to understand and follow habits. a
 I easily understand and follow habits. b
15. I am not interested in games and sports. a
 I am interested in games and sports. b
16. I can give various answers in different forms and ways to a particular question. a
 I can give only one answer to a particular question. b
17. I can concentrate on several things at a time. a
 I can concentrate on things one by one. b
18. I like to try to be better than other students. a
 I do not like always trying to be better than other students. b
19. I like to work by myself. a
 I like to work in a group. b
20. I can work by myself, by adjusting with other in the class. a
 I cannot adjust or tolerate in the class which I dislike. b
21. I like to invent something new in an imaginative way. a
 I like to improve upon the existing one. b
22. I like to solve complex problems smoothly. a
 I like to solve simple problems. b
23. I am interested in artistic and aesthetic works. a
 I am interested in worldly affairs. b
24. I am interested in knowing activities and characters of men. a
 I am interested in knowing activities and characters of women. b
25. I am interested in funny things. a
 I am not interested in funny things. b

26. When I think about a matter I think about it as a whole unit. a
When I think about a matter I think it in segments and its merits and demerits. b
27. I can remember my friends through faces rather than their names. a
I can remember my friends through names rather than their faces. b
28. I can remember and recall shapes and figures. a
I can remember and recall languages and numerical figures. b
29. I can identify a person through his voice. a
I can identify a person through his speech. b
30. I can organise and express the ideas with examples. a
I can organise and express in a sequence as they occur. b
31. I can find out theory through facts and examples. a
I can find out facts through theory. b
32. I like to solve problems through independent thinking. a
I like to solve problem with the opinion of others. b
33. I think deep while leaning down. a
I think deep while sitting erect. b
34. I can easily find out directions even in unfamiliar places. a
I can easily find out directions only in familiar places. b
35. I like to guess results. a
I am not interested in guessing results. b
36. I think creatively to solve problems. a
I think intellectually to solve problems. b
37. I like to pre-plan things which I have to do. a
I like to day-dream things which I have to do. b
38. I like to solve problems by analysing the reasons through internal feelings. a
I like to solve problems by analysing the reasons through intelligence. b
39. I judge things through experience and internal inspirations or feelings. a
I judge things through logical reasons. b
40. I like to solve problems in a playful way. a
I like to solve problems in a business like approach. b

41. I forget things which I have to do. a
 I never forget things which I have to do. b
42. I hope that everything will be all right. a
 I feel that everything will be a failure. b
43. I do not have the nature of punishing others, when things go bad for me. a
 I have the nature of punishing others when things go bad for me. b
44. I am always peaceful even when facing problems. a
 I get aggressive and angry easily when facing problems. b
45. I have strong determination and ambition to be successful in every matter. a
 I hope or feel to be successful in every matter. b
46. I have strong memory and remembrance for images and pictures. a
 I have strong memory and remembrance for voices. b
47. I can do things by imagination. a
 I can do things after knowing and analysing. b
48. I have the ability to tell the characteristic features of an object by touching. a
 I have no ability to tell the characteristic features of an object by touching. b
49. I can imagine and summarise matters. a
 I can give outline of matters. b
50. I can imagine incidents occurred in the past. a
 I can analyse details of incidents occurred in the past. b

FOR OFFICIAL USE ONLY

SOLAT SCORES

R SCORE

L SCORE

W SCORE

HEMISPHERICITY
(Brain Dominance)

Left Hemisphere



INTEREST RECORD

उत्तर-पत्र

संख्या No. 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135

संख्या No. 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168

संख्या No. 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168

Answer Sheet

उत्तर-पत्र

नाम Name: Anshuman Mishra, रोल नं. 13, Roll No. 13

कक्षा Class: IX, Section: B

विद्यालय School: K.V.S.R.P.P. Park Road

स्थान Place: A.P., City: Hyderabad

तिथि Date: 15

SCORE

Table with columns for Page, Score, and Marks. Rows 1-5 show scores of 4, 6, 5, 5, 2 respectively.

योग Total: 22, 19, 31, 27, 28, 19, 18

नाम

- Norms: 1. Put a x in the box in the proper column. 2. You must choose one alternative from each pair. 3. You must leave no pair unmarked. 4. If you want to change an answer, cut it like X

- 1. टिक खाने में वर्ग के छन्दर X का चिह्न बनाओ। 2. प्रत्येक जोड़े में एक क्रिया प्रत्यय चुननी है। 3. किसी भी जोड़े को बिना उत्तर के नहीं छोड़ना है। 4. यदि तुम्हें कोई उत्तर बदलना हो तो इस प्रकार काटो।

उदाहरण Example: क B, ख C, ग D, घ E, ङ F, ज G

X

योग/Total

योग/Total

सर्वाधिकार सुरक्षित ©

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Smt. R.K. Sharma, 26/46, Shakti Nagar, Delhi 7.

(1)		(2)							(3)											
संख्या No. A	क B	ग C	घ D	च E	छ F	ज G	संख्या No. A	क B	ग C	घ D	च E	छ F	ज G	संख्या No. A	क B	ग C	घ D	च E	छ F	ज G
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	69	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	70	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	37	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	74	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	41	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	43	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	44	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	81	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	51	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	86	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	87	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	88	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	89	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	91	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	92	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	94	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	62	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	96	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	98	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	65	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	99	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	67	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	68	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	102	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
कुल/Total		कुल/Total							कुल/Total											

**STANDARD
PROGRESSIVE MATRICES
SETS A, B, C, D, & E**

Name Arshoman mishra

Ref. No. _____

Place 24P-05 (A.P)

Date 20.10.2009

Age 15

Birthday 8/12/1995

Test begun 11.30 a.m.

Test ended 12.20 p.m.

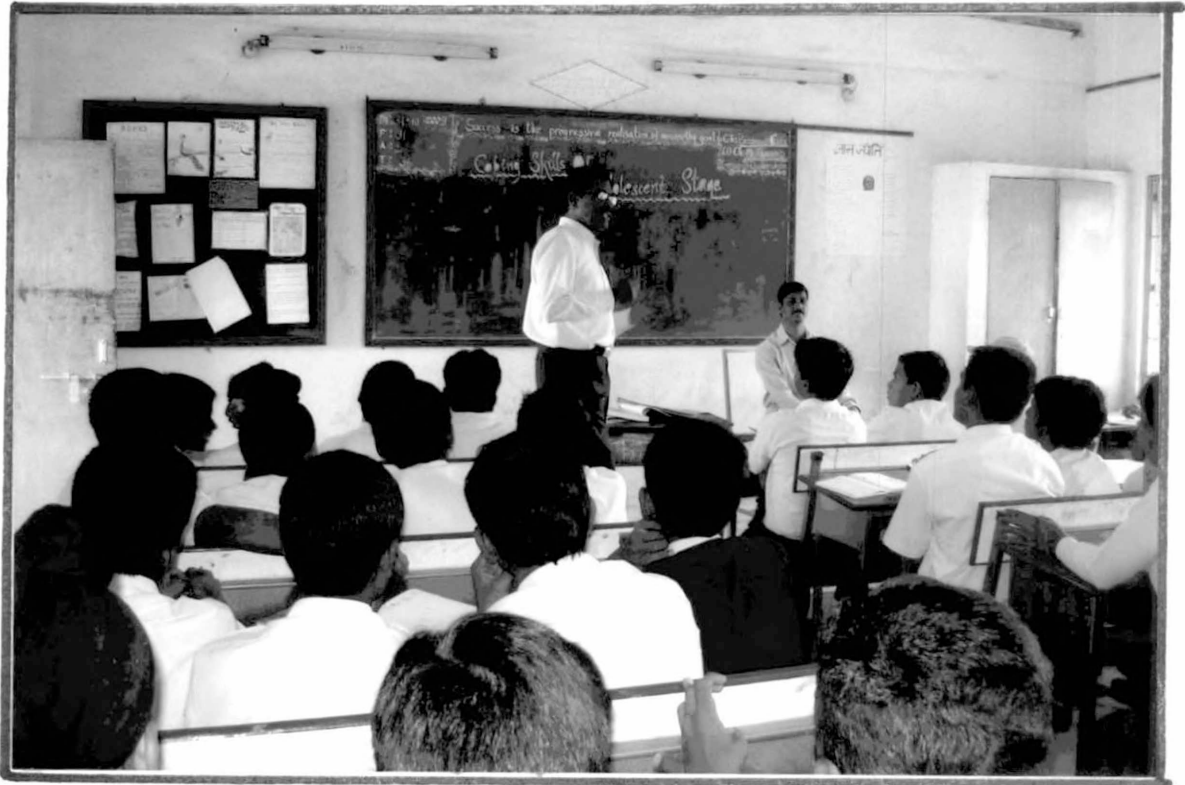
	A			B			C			D			E					
1	4	✓		1	2	✓		1	8	✓		1	3	✓		1	7	✓
2	5	✓		2	5	✓		2	2	✓		2	6			2	3	
3	2			3	3			3	3	✓		3	4			3	8	✓
4	2	✓		4	4			4	8	✓		4	7	✓		4	6	
5	2			5	1	✓		5	7	✓		5	8	✓		5	5	
6	6			6	3	✓		6	4	✓		6	4			6	5	✓
7	6	✓		7	6			7	5	✓		7	6			7	8	
8	3	✓		8	6	✓		8	6			8	7			8	6	✓
9	2			9	5			9	7	✓		9	3			9	3	✓
10	2			10	3	✓		10	6	✓		10	2	✓		10	4	✓
11	6			11	3			11	5	✓		11	1	✓		11	4	✓
12	5	✓		12	5	✓		12	4			12	4			12	2	

Time	Total	Grade
40mt	34	

Notes

Tested by R. Bijanand Reddy

PHOTOGRAPHS



CLASS TALK BY REDDY BRIJANAND REDDY
TOPIC "COPING SKILLS OF ADOLESCENT STAGE"



CLEARING THE DOUBTS OF THE GIRL STUDENTS
- Mrs. Radha Krishnan Kumari
PAT. (Bio)

2.1.9 WORK SHOP

4-11-2009

Class: IX

Topic: 'Cultivating the Study Habits'

Introduction: Workshop is an activity under group guidance, a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. The topic for the workshop was 'Cultivating the Study Habits'.

Objectives: The objectives of the workshop is to facilitate the convergence of ideas on the topic 'Cultivating the Study Habits'.

Procedures: The class was grouped into four heterogeneous group. They were explained about the ground rules of the workshop. Each group was assigned the following themes.

- I. What are the Good Study Habits?
- II. Why do we need good study habits?
- III. How can we improve good study habits?
- IV. In what way good study habits help them?

All the groups were asked to discuss and write, the points of convergence. After discussion, each group was initiated to present their views and drawn conditions. The group leaders presented their ideas and solutions drawn in a systematic way. They prepared charts and performed a role-play in depicting the importance of study habits.

Outcome: The students could come out with various aspects involving study habit, and the ways and means of improving study habits were very appreciable. They could analyze the issues related to study habits very effectively.

TIME IS PRECIOUS

If you want to know the value of *one year*,

Ask a student who failed in the final examination.

If you want to know the value of *one month*,

Ask a mother who delivered a baby in the eighth month.

If you want to know the value of *one week*,

Ask a sub-editor who could not release his weekly.

If you want to know the value of *one day*,

Ask a daily labourer who could not get his daily wages.

If you want to know the value of *one hour*,

Ask a person who is waiting for his lover.

If you want to know the value of *one minute*,

Ask a passenger who missed his train.

If you want to know the value of *one second*,

Ask a person who missed an accident.

If you want to know the value of *one micro second*,

Ask a champion who missed the gold medal in the Olympics.

* * *