

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research & Training)

MYSORE - 570006

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**COUNSELLING INTERVENTIONS FOR LOW ACADEMIC ACHIEVERS
IN HIGH SCHOOL (VIII STANDARD)**

INTERNSHIP PROJECT REPORT

Submitted for the Course

INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC), 2010

By

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Reg.no. IDGC 2M 93

Supervisor:

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the need for counselling. We need to give some comfort, peace of mind to make them relaxed and feel happy, help them to realize their goals and achieve maximum in their life.

Need for guidance or assistance always exists in the form of advice, sort from parents or elders in the family. The increasing problems of life came to the realization that the school and the home is not in the position to provide the timely assistance to the growing children to meet the demand of living.

Most of the students with low health are belong to the low socio-economic status. So we need to literate the parents of these children. The teacher finds out the students with low achievement due to health or physical problems. Then he or she refers to the teacher counselor for counselling parents for providing provision of nutrition rich and balanced food and also general health care and treatment. The role of teachers and parents are to be made aware that they have guardian role to implement guidance oriented activities and responsibilities.

The main aim of education is to make a child literate and make positive living in the society. Problems arising at school are dealt with counselling and students are evaluated according o their performance. A counselor can help the student to make better adjustment in problems. The problems such as learning disabilities, attention problems, under achievement, memory problems poor motivation, indiscipline, and behavioral problems are to be depended on counselling skills by the teacher.

Society is made up of individuals .We can improve the quality of student through which we can change the entire society. The couselling is being discussed for the welfare of individuals through enrichment of the person so that he can contribute to the society The students are to be counselled for taking independent decision regarding understanding his behavior and himself, selection of subject of study, selection of carrier, selection of peers, adjustment with teachers, peers, parents, neighbors

DECLARATION

I do hereby declare that the present internship report entitled "COUNSELLING INTERVENTIONS FOR LOW ACADEMIC ACHIEVERS IN HIGH SCHOOL (VIII STANDARD)" was carried out by me during the year 2010 as a part of the "International Diploma in Guidance & Counselling (IDGC)" Course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.

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

Place: PURANATTUKARA

Date: 10 .01 .2011



(SURESH KUMAR C)

(IDGC 2M 93)

CERTIFICATE

This is to certify that Mr. SURESH KUMAR C has undertaken the internship project entitled "COUNSELLING INTERVENTIONS FOR LOW ACADEMIC ACHIEVERS IN HIGH SCHOOL (VIII STANDARD) & implemented in our institution during the year 2010 as a part of the "International Diploma in Guidance & Counselling (IDGC)" course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.

Place: PURANATTUKARA

Date: 12.01.2011

Signature of the
institution


VS HARIKUMAR

V.S. HARIKUMAR

HEAD MASTER
S.R.K.G.V.M.H.S.S.
PURANATTUKARA

SRKGVMHSS, Puranattukara



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CHAPTER-I

ABOUT THE PROJECT

COUNSELLING INTERVENTIONS FOR LOW ACADEMIC ACHIEVERS IN HIGH SCHOOL (VIII STANDARD)

1. INTRODUCTION:

Many students are not able to achieve good academic grades due to some psychological problems, even though they are normal. They may be facing emotional problems, physical problems, interpersonal problems or social problems. If the problems are identified early and the correct intervention is made, they can overcome their problems or cope with the problems effectively and they can achieve good academic grades.

Normally 8th standard students are having attained the average age of 13 years. There are certain physical and mental development is necessary for undergoing 8th standard. The transition from childhood to adolescence is also taking place during this time. A lot of physical and mental changes are also taking place within them. The students need a lot of understanding and adjustment for effective coping. The physical problems like headache, anemia, etc are mainly seen among these students due to lack of nutrition. Those who are from low socio economic background are coming under this category (lack of nutrition). These students get tired easily and they cannot complete their day to day academic activities. This causes the poor academic achievement.

Another group of students, they are compelled to work in morning hours or evening hours or both morning and evening hours and weekends because they compelled to support their families. Most of the cases the father is an alcoholic, sick, legally separated or died. These students are working in hotels, newspaper agency, as temple assistants, as workshop assistants, as carpenter assistants. The nature of work they are doing is age inappropriate. So they get tired easily and not able to concentrate in academic activities.

Some students are having low academic achievement from the beginning and not able to grasp the lessons taught in the classroom. This is because of learning disability and these students are not able to achieve academically.

Lack of attention and care by the parents creates deviation from the socially accepted manners. At this stage of development they are more likely to make relationship with strangers, friends from outside family and school. This relationship misleads the students to anti social activities and also becomes victims of abuses.

Some parents provide their children with modern gadgets like mobile phone, internet facility, e.t.c. without the awareness of the use and Parents are not able to monitor children's activities with these gadgets. The children are not able to communicate with their parents when they are in trouble with these gadgets. Those falls in these problems are usually not able to return to normal and they remain in this condition and become low academic achievers.

The comparison of child with other children in the family, neighborhood or in the class by parents or teachers results in self worthlessness and loss self confidence leads to low academic achievement.

Some children from well-to-do family are found over confidence, negativism and rebellion minded due to various reasons. Single child, overprotection or neglect from parents are the main reasons for this. All children need some extend of acceptance from parents, teachers, peers and other family members. Lack of this also leads negativism or rebellion mindedness. This also leads to low academic achievement.

In modern days the family disharmonies like divorce, separation and criminals among family members, who are very close to child e.t.c. are most common in nuclear family. The students from this family suffer more social and personal problems, like isolation, labeling e.t.c. This is also one of the causes of low academic achievement. Children are promoted every year without sufficient foundation in lower classes. When they reach higher classes, they are not able to follow the subject matter, so this leads to low achievement.

The teacher's attitude towards students is most important in creation of study atmosphere. Some teachers are having emotional problems in their personal and family affairs. This results in student's dislike towards that particular subject and teacher. The students who are low in studies are neglected or sidelined by teachers, peers, and also family members instead of motivating them.

The worst condition of low academic achievement is that these children are becoming a nuisance and problem for the family, society and law and order authority.

2. NEED/IMPORTANCE /SCOPE OF THE PROJECT:

"A Healthy mind in a healthy body".

The existing problem among students for the cause of low academic achievement is physical psychological and social problems. The problem was realized by parents and teachers. The students were referred to the teacher counselor. People who face problems require counselling for maximizing growth and potential. A teacher counselor provides the needed support and guidance to the growing children to facilitate the overall development of their personality.

There are major and minor problems among children at home, at school, with peers in general life. These circumstances have given rise to the need for counselling. We need to give some comfort, peace of mind to make them relaxed and feel happy, help them to realize their goals and achieve maximum in their life.

Need for guidance or assistance always exists in the form of advice, sort from parents or elders in the family. The increasing problems of life came to the realization that the school and the home is not in the position to provide the timely assistance to the growing children to meet the demand of living.

Most of the students with low health are belong to the low socio-economic status. So we need to literate the parents of these children. The teacher finds out the students with low achievement due to health or physical problems. Then he or she refers to the teacher counselor for counselling parents for providing provision of nutrition rich and balanced food and also general health care and treatment. The role of teachers and parents are to be made aware that they have guardian role to implement guidance oriented activities and responsibilities.

The main aim of education is to make a child literate and make positive living in the society. Problems arising at school are dealt with counselling and students are evaluated according o their performance. A counselor can help the student to make better adjustment in problems. The problems such as learning disabilities, attention problems, under achievement, memory problems poor motivation, indiscipline, and behavioral problems are to be depended on counselling skills by the teacher.

Society is made up of individuals .We can improve the quality of student through which we can change the entire society. The counselling is being discussed for the welfare of individuals through enrichment of the person so that he can contribute to the society The students are to be counselled for taking independent decision regarding understanding his behavior and himself, selection of subject of study, selection of carrier, selection of peers, adjustment with teachers, peers, parents, neighbors and relatives. When a student is trapped and abused by anyone he should be counselled for effective communication and disclosure, for overcoming those problems and return to the normal life. Helping the children in distress (such as abused neglected and violated) are to be brought out to normal life through counseling. Through counselling we can develop assertiveness good communication skills and listening skills.

Through counselling one can improve communication and listening skills and self observation and self understanding. Most of the students have communication and listening problems and lack of observation and self understanding. This is a prime hindrance to the academic achievement. Counselling help the student to understand themselves and determining their potentials, life goals and managing their own time, reduce their stress and strain and also dealing with emotional problems. In emotional problem counselling help the student deal with negative emotion such as anger, fear, sadness, aggression e.t.c. and developing positive emotion like love, care and emotional stability.

Counselling help the student to disclose their problem without any shy or fear and counselor help the student to solve their problems in a non-judgmental and non-threatening manner and help them to become smart and bright in studies and future life.

3. OBJECTIVES:

1. To improve the academic achievement at low achievers through counselling.
2. To conduct group guidance activities to improve the academic grades (like class talk, career talk, group discussion, work shop, e.t.c.)
3. To find out the students who need counselling support and providing counselling interventions.
4. To study the overall effect of the counselling services.

4. DESCRIPTION OF THE TARGET GROUP:

Eighth standard (VIIIth) students of Sri Rama Krishna Gurukulam Vidhya Mandhir Higher Secondary School (SRKQVMHSS), at Puranattukara, Thrissur District of Kerala. There are six divisions from A to F having average 45 students in each division. The average age of students is thirteen (13) years. All students are studying in Malayalam medium.

5. DESCRIPTION OF YOUR SCHOOL (CONTEXT):

The School founded by Brimad Tyagesananda Swamikal of Sri Ramakrishna Mission on 1st June 1927. (1st and 2nd standard classes started simultaneously). In the beginning the Manager was Maha Mahima Sri Ramavarma Appan Thampuram. The aim of starting this School was to literate the children of backward community of Puranattukara village. In this mission the School was a great success. The High school section was started in 1932. The first batch of BSLC was passed out on 1940.

Presently there are around 2500 students are studying in primary, upper primary, high school and higher secondary sections. There is around 100 permanent teaching staff working in this Government Aided School. This School is located at Puranattukara village, Thrissur District of Kerala. (Approximately 7 Kilometers from Thrissur Corporation limits).

CHAPTER-2

INTERVENTIONS PLANNED & EXECUTED

The student's problems are assessed through the circulation of exit and teachers. Most of the students were having problems of memory related problems, not able to understand, not able to concentrate in studies, lack of interest, some physical problems like head ache, pains and aches, etc.

The planned interventions were group guidance activities like class talks, career talks, group discussions, work shop, group counselling and individual counselling.

GUIDANCE INTERVENTIONS:

NEED ANALYSIS:

In the beginning of the Internship programme after rapport building, the students were asked to write their personal particulars, their liked and disliked subjects, their abilities and their ambition in each division of Eighth Standard.

The following format was used to collect the data from the students:

SRKGVMHSS, Puranattukara		
Name:		
Class: VIII	Division:	Age:
The subject most liked:		
The subject least liked:		
Abilities:		
Ambition in life:		
Current problems which affects their studies:		

From this student's data selection of topics for class talk, career talk, Group discussion workshop and Group counselling (memory related problems) were made. The problems of students are also known from this.

The blank paper was issued to all students and asked them to copy the format from the black board and asked to fill the details.

TEACHERS/PARENTS ORIENTATION:

TOPIC: GUIDANCE & COUNSELING

DATE: 12-10-2010

Explained the subject matter of the topic "guidance & counseling" with the help of OHP slides. The slides are given below.

GUIDANCE

Guidance is assistance made available by personally qualified and adequately trained person to a normal individual of any age to help, to manage his own activities, develop his point of view, make his own decisions and carry his own burdens.

GUIDANCE

A process of helping people to adjust

--to self

--to others

--to circumstances

--SKINNER

It is not mere suggesting, directing, advising or instructing.

BASIC CONCEPTS OF GUIDANCE

It is an integral part of education

It is a continuous service 'cradle to grave'

It is both generalised and specialised

It is meant for the 'whole' child and is not confine only to some specific aspects of his personality.

GOALS OF GUIDANCE

Self understanding

Self acceptance

Self direction

Self realization

-CROW & CROW

NEED FOR GUIDANCE

INDIVIDUAL NEEDS

Academic growth—development of abilities and skills

Career maturity—understanding of self, and the world of work, development of relevant skills, right attitude towards work

Personal and social development—adjustment to self and society

NEED FOR GUIDANCE

SOCIAL NEEDS

Guidance for better family life

Guidance for good citizenship

Guidance for conservation and proper utilisation of human resources—individual aspirations and social demands

Guidance for national service promoting unity and national integration

DIMENSIONS OF GUIDANCE --- Educational Guidance

--- Vocational Guidance

--- Personal-Social Guidance

EDUCATIONAL GUIDANCE-

Focuses on cognitive and scholastic devt.

Aiding pupils to orient themselves to the new purposes of education

Aiding pupils to orient themselves to the need for good planning

Aiding pupils to make wise choices of the subjects of study

Aiding pupils to make progress in their education by removal of subject difficulties and the development of good study skills

Aiding pupils to build a proper motivation for study

CAREER GUIDANCE

Helping pupils to know themselves

Helping pupils to know the world of work—Employment market: Surplus & Shortage, Self employment opportunities

Helping pupils to make a right choice basing on his personal assets & liabilities

Helping pupils to prepare for entry into the careers of their choice

Helping pupils to get suitable jobs for themselves in their chosen field

Helping pupils to undergo in higher education.

PERSONAL & SOCIAL GUIDANCE

Personal: Intra personal relationships
Social : Inter personal relationships
Helping children in better social adjustment
Helping children maintaining good family relations
Helping children to develop personality
Helping children to promote good health

SCHOOL GUIDANCE PROGRAMME

Orientation of students: for well adjustment and feel free to learn and grow
Pupil appraisal: through achievement data, interviews, anecdotal records, nominations
Educational & Career information: Career talk, career day, career corner, career exhibition, field trip, guest lectures etc.
Counseling service
Placement service
Referral service

COUNSELING

Counseling is the helping relationship that includes
—someone seeking help,
—someone willing to give help,
—who is capable or trained to help
—in a setting that permits help to
— to be given and received.

COUNSELING INVOLVES:

Responding to the feelings, thoughts, and actions of the client
Basic acceptance of the client's perceptions and feelings
Confidentiality and privacy
Voluntary expression by the client
Verbal & non-verbal communication

DIFFERENCE BETWEEN GUIDANCE AND COUNSELING	
GUIDANCE Comprehensive For group Educational & career Interview is not used Short time Normal relationship	COUNSELING Part of guidance For individual / group Personal Interview is used Long time Intensive relationship
QUALITIES OF AN EFFECTIVE COUNSELOR Competence Open mindedness Understanding Natural in contact Sensitivity Empathetic Listening Objectivity-Optimistic Right attitude	

STEPS IN COUNSELING Rapport building -Respect, trust, a sense of relative psychological comfort Introduce your self Let the client sit down and be comfortable Address the client by name Social conversation to reduce anxiety Understand the client's emotional state by his non verbal behavior Assessment of problem -Allow the client to describe his reason Let the client notice that you are actively listening and attentive Your behavior, attitude, promptness, attention to detail be similar in all sessions You must try to be yourself—similarity in your posture, feelings and words Goal setting Using interventions Termination and follow-up

SKILLS ASSOCIATED WITH RELATIONSHIP

Conveying Empathy	Verbal/Non Verbal
Conveying Genuineness	Verbal/ Non Verbal
Conveying Positive regard	Verbal/ Non Verbal

CONVEYING EMPATHY

Non-verbal attentiveness

Head nods, facial animation, body posture, distance, good eye contact.

Verbal encouragers, tracking or verbal following, Use of voice—pitch, tone, rate of speech, voice emphasis, verbal underlining

Paraphrasing: cognitive compound (thoughts & ideas), and reflecting: affective compound (emotions or feelings)

Non verbal pacing—mirroring patterns of client

Verbal pacing—using same adjectives, adverbs

CONVEYING GENUINENESS

Supporting non-verbal behavior—leaning towards the client, eye contact, smile

Congruence—good observer, matching

Openness and self disclosure

Immediacy—a special case of self disclosure to gain confidence

CONVEYING POSITIVE REGARD

Expression of caring and nurturance

Expression of warmth

Tone of voice, facial expression, posture, eye contact, touching,

Enhancing responses-verbal

CHAPTER 2

GROUP GUIDANCE ACTIVITIES

CLASS TALK-1

TOPIC - HOW TO MANAGE THE TIME EFFECTIVELY

CLASS-VIII -A to F

DATE: 13-10 - 2010 - class 8 E & D,

14 - 10 - 2010 - 8 C,

18 - 10 - 2010 - 8 B & F

19 - 10 - 2010 - 8 A

SCHOOL: SRKGMHSS, PURAHATTUKARA

DURATION-1 Hour Each Division

OBJECTIVES:

To enable the students to understand the need of the time management.

To provide tips on effective time management.

PLANNING

The topic selected for the class talk was "How to manage the time effectively". It talks about the needs of time management and the tips for the time management. I was in thought of the topic would be useful and motivating the students. Students are more conscious about the time. So the points are explained with the support of some photographs of popular personalities. I found very effective and useful for the students. I was very sure that the topic would be beneficial and interesting to the students. This class talk would be more informative and supportive to the students for their success in studies.

PREPARATION:

For making the successful completion of class talk, I spent time for preparatory works as the students are from Malayalam medium. The topic was selected as per the proposal given. To enrich the talk I prepared three posters and a chart. I discussed the needs and tips of the class talk with school teachers. The relevant materials are collected from books and internet. I prepare a short note on it and rehearsed the talk to boost the confidence.

PRESENTATION:

My class talk was on 13th Oct 2010 for class 8E & D, 14th for 8C, 18th for 8B & F, 19th for 8A at SRKGVHSS, Puzhakkara. After the initial interaction with students, the class topic started with the question related to time. All the students responded positively, there by the topic was introduced. With the help of photograph pasted on the chart papers and time chart the importance of time management, the value of time were presented. Students were given some activities to support the points of time consciousness etc. I could manage the class effectively. Calling the names of the students enhance the presentation.

After concluding the talk the students are asked to raise questions. In the discussion they are asked to tell how they are managing their time. Most of them participated in the discussion part.

REFLECTION:

During the evaluation I could observe the students responded correctly to the review questions. They also tried to identify the ways of managing time. The students are motivated to have the need of time management. I am satisfied with my presentation as per plan. I think I could achieve the objectives of my class talk. Still I could feel the necessity of giving more activities in the class. I have to read a lot of books to improve my vocabulary and knowledge, so I could make an effective talk.



PT USHA

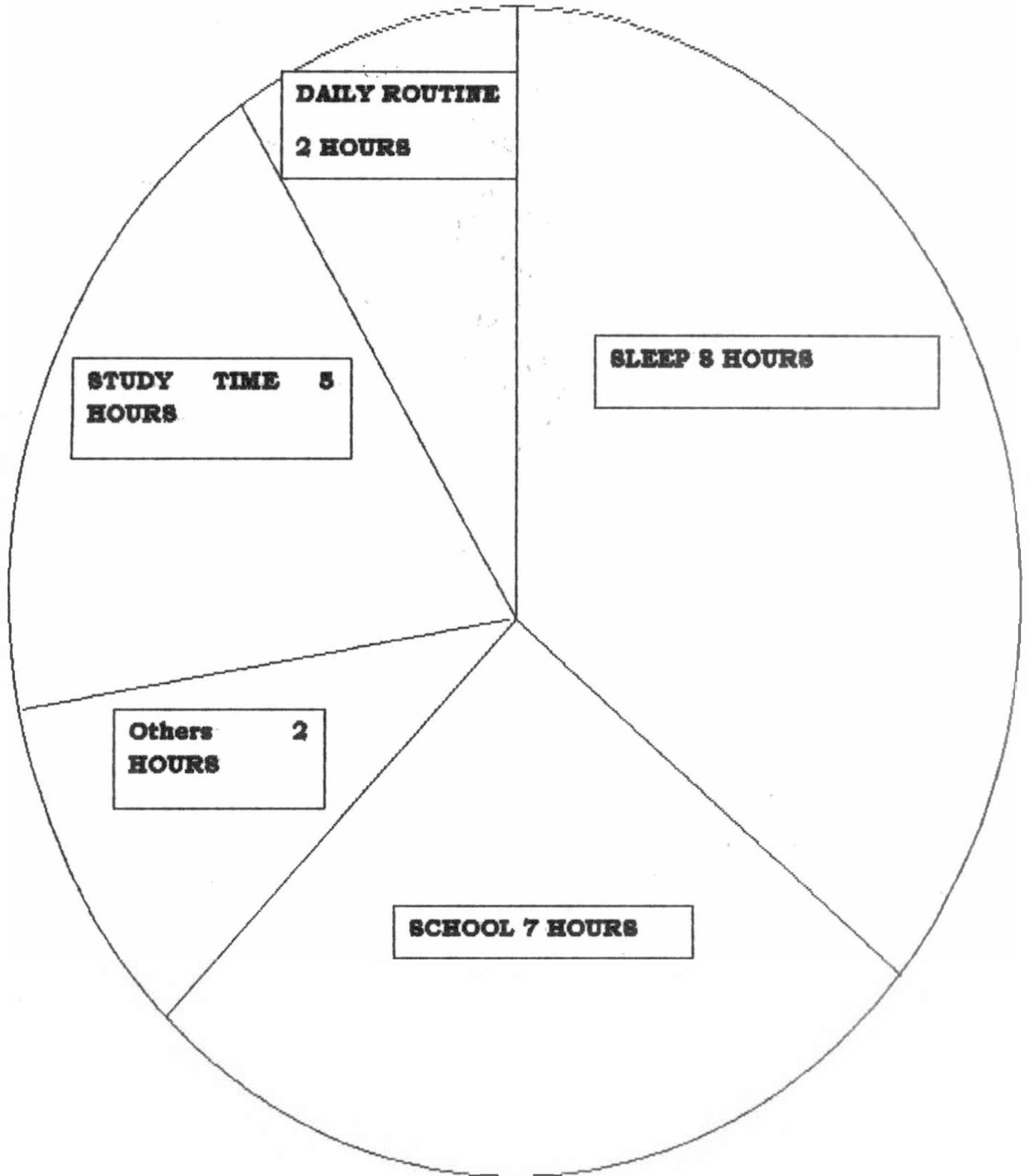
PRIOROTY WORKSHEET

PRIORITY	ACTIVITY



Mahathma Gandhiji

PIE CHART



ACTIVITY TABLE

WEEK ↓ TIME →	SUN	MON	TUE	WED	THUR	FRI	SAT
5:00 AM							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 AM							
9:00 PM							
10:00 PM							

CLASS TALK-2

.....
TOPIC - HOW TO IMPROVE POSITIVE MENTAL HEALTH

CLASS-VIII -A to F

DATE: 23 - 11 - 2010 - 8B

24 - 11 - 2010 - 8A

25 - 11 - 2010 - 8E

26 - 11 - 2010 - 8F

29 - 11 - 2010 - 8C

30 - 11 - 2010 - 8D

SCHOOL:SRKGVHSS, PURANATTUKARA

DURATION - 1 Hour Each Division

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OBJECTIVES:

**To enable the students to understand the need of the mental health.
To provide information on positive mental health.**

PLANNING:

The topic selected for the class talk was "positive mental health". It talks about the needs of mental health and the information for positive mental health. I was in thought of the topic would be useful and motivating the students. Students are less conscious about the health. So the points are explained in detail. I found very effective, beneficial and interesting to the students. This class talk would be more valuable to the students for their improvement of positive mental health.

PREPARATION:

For making the successful completion of class talk, I spent time for preparatory works as the students are from Malayalam medium. The topic was selected as per the proposal given. To enrich the talk I prepared charts. I discussed the needs and information of the class talk with school teachers. The relevant materials are collected from books and internet. I prepare a short note on it and rehearsed the talk to boost the confidence.

PRESENTATION:

My class talk was on 23rd Nov 2010 for class 8B, 24th for 8A, 25th for 8E, 26th for 8F, 29th for 8C and 30th for 8D at SRKOVVHSS, Furanattukara. After the initial interaction with students, the class topic started with the physical health. All the students responded positively, there by the topic was introduced. With the help of the charts the importance of positive mental health in studies was explained. I could manage the class effectively. Calling the names of the students enhance the presentation.

After concluding the talk the students are asked to raise questions. In the discussion they are asked to tell how they are going to improve their mental health. Most of them participated in the discussion part.

REFLECTION:

During the evaluation I could observe the students responded correctly to the review questions. They also tried to identify the ways of improve their mental health. The students are motivated to have the need mental health. I am satisfied with my presentation as per plan. I think I could achieve the objectives of my class talk. Still I could feel the necessity of giving more activities in the class. I have to read a lot of books regarding mental health to improve my knowledge, so I could make an effective talk.

CHARTS

MENTAL HEALTH:

It is the ability to satisfactorily to various strains of environment we met in life and Positive mental health means we take to assure this adjustment.

GOALS OF MENTAL HEALTH:

Realisation of potentials, self realization, and self awareness
Happiness
Harmonious existence (physical, mental and spiritual capacities)
Effective existence (useful and acceptable to society)

CHARACTERISTICS OF MENTALLY HEALTHY:

Healthy easy going attitude towards self and others
Realistic awareness of their own strength and weakness
Optimistic about life and future
Healthy life styles
Enjoy life and work
Developing healthy social relationships
Possessing healthy social attitudes
Initiative to do the things
Healthy sense of humor
Problem solvers and conform challenges in life

MENTAL HEALTH AND RELATED SKILLS:

Self knowledge and self acceptance
Self control
Integration and direction
Values and social responsibilities
Sense of humor and maturity
Developing healthy habits and life styles
Adaptability to environmental challenges
Involvement with work and entertainment
Spiritual orientation to life

CAREER TALK-1

.....
TOPIC: WHAT AFTER 10TH AICTE ENGINEERING COURSES IN POLYTECHNICS

SCHOOL:SRKGMHSS, PURAHATTUKARA

CLASS-VIII -A to F

DATE: 20 - 10 - 2010 - 8D

21 - 10 - 2010 - 8E & E

22 - 10 - 2010 - 8C & A

23 - 10 - 2010 - 8F

DURATION-1 Hour Each Division

.....
OBJECTIVES:

To enable the students to understand careers in engineering in general and engineering courses after 10th in particular.

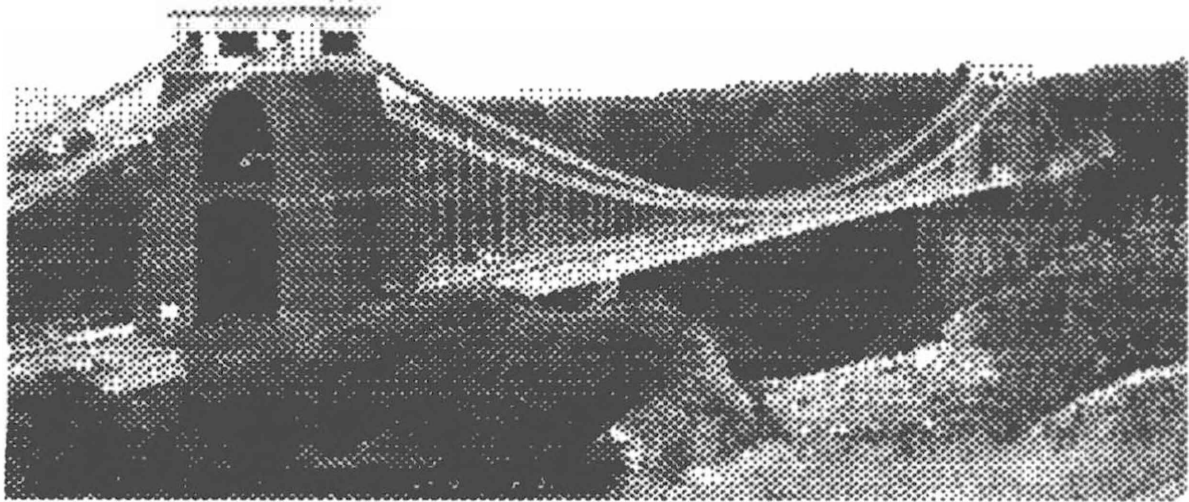
INTRODUCTION:

A brief introduction about the field of engineering and various branches of engineering (the existing and the emerging). The requirements of specialized manpower in the manufacturing and servicing sector. The impact of globalization in the field of engineering. Engineering, term applied to the profession in which a knowledge of the mathematical and physical sciences, gained by study, experience, and practice, is applied to the efficient use of the materials and forces of nature. The term "engineer" properly denotes a person who has received professional training in pure and applied science; however, there are also individuals such as technicians, inspectors, and drafters, who apply scientific and engineering skills to technical problems.

Scientific methods of engineering are applied in several fields not connected directly to manufacture and construction. Modern engineering is characterized by the broad application of systems engineering principles. The systems approach is a methodology of decision-making in design, operation, or construction that adopts (1) the formal process included in what is known as the scientific method;

(2) an interdisciplinary, or team, approach, using specialists from not only the various engineering disciplines, but also from legal, social, aesthetic, and behavioral fields; (3) a formal sequence of procedure employing the principles of operations research.

CIVIL ENGINEERING:

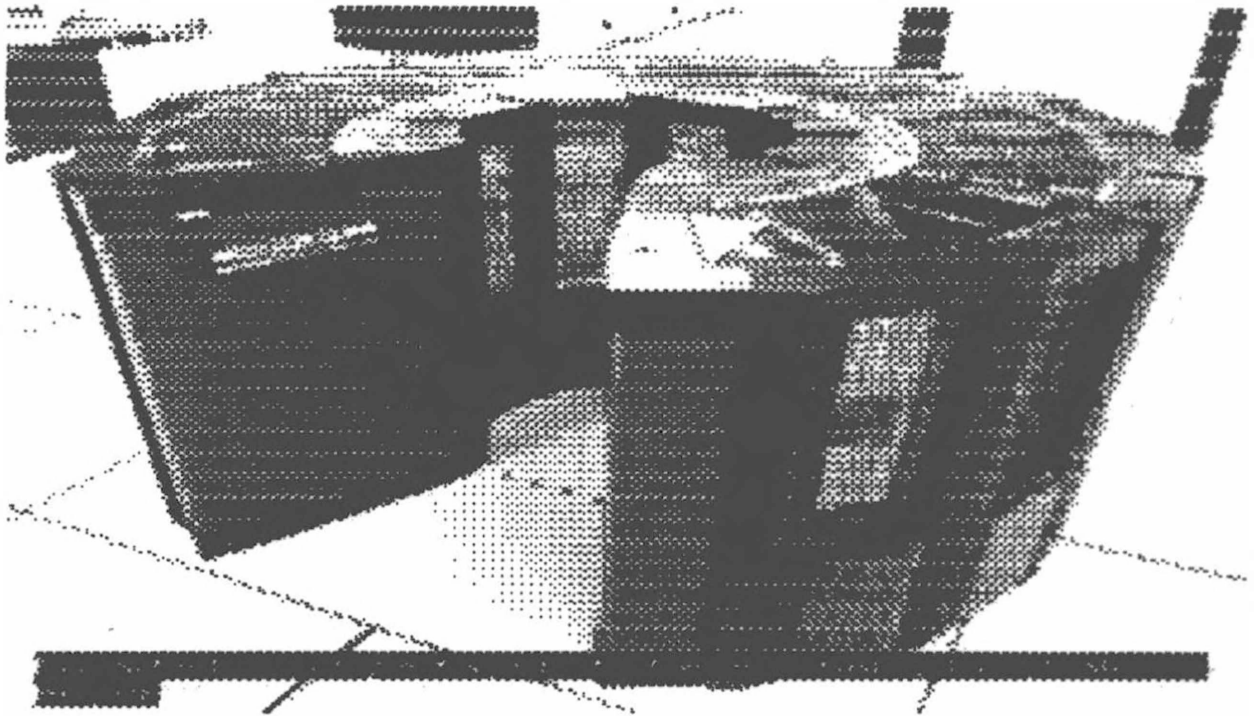


Surveying Team the civil engineer on the left peers through the eyepiece of a surveying theodolite at a marked rod held by a second engineer down the road. Surveying measurements include changes in ground elevation from the rod to the theodolite, horizontal distances, and both vertical and horizontal angles. The third member of the surveying team records the survey data. Photo-Researchers, Inc./Blair Seitz

Thames Flood Barrier the Thames Flood Barrier is a spectacular engineering accomplishment designed to protect London from flooding until at least the year 2030. About 51,000 tonnes of steel and 210,000 cu m (71 million cu ft) of concrete went into the building of the structure, which is the world's largest movable flood barrier. Corbis/Tim Hawkins/Eye Ubiquitous

Civil engineering deals with the creation, improvement, and protection of the communal environment, providing facilities for living, industry, and transport. The civil engineer must have a thorough knowledge of all types of surveying, of the properties and mechanics of construction materials, the mechanics of structures and soils, and of hydraulics and fluid mechanics.

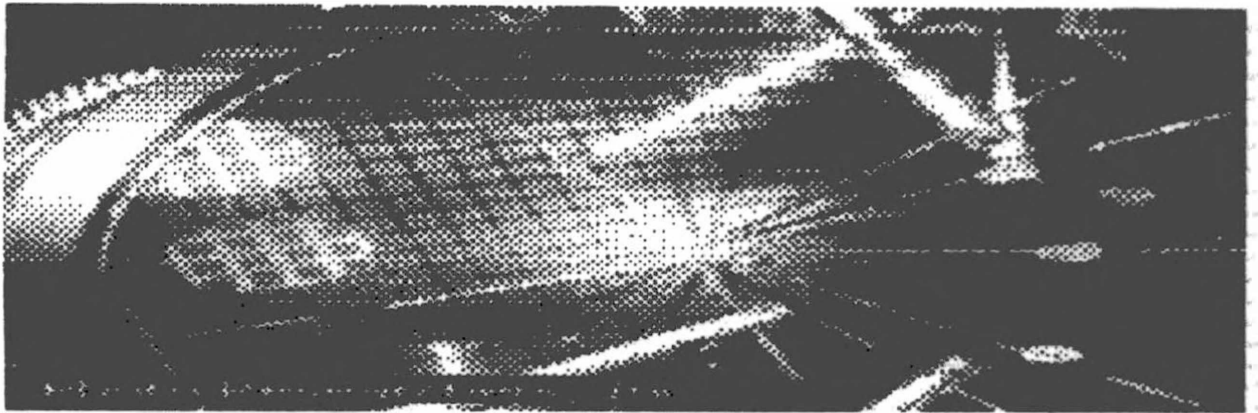
COMPUTERS AND SOFTWARE ENGINEERING:



Cray Supercomputer:

The large expensive computers of a few decades ago have been replaced by networks of personal computers (PCs). Electronics engineers are involved in this rapid rate of development through their work on CD-ROMs; reusable CDs; speech recognition systems; and neural networks. Developments in computing have also made possible medical advances such as computerized axial tomography and magnetic resonance imaging. In software design the fields of electronics engineering and computer science overlap. Software engineers write computer programs in a high-level language that can be easily understood. Because problems of reliability can arise from the complexity of the computer chip and the programs designed to control it, engineers design systems in modular form so that each module can be thoroughly checked for accuracy, as errors can have significant consequences.

ELECTRICAL AND ELECTRONIC ENGINEERING:



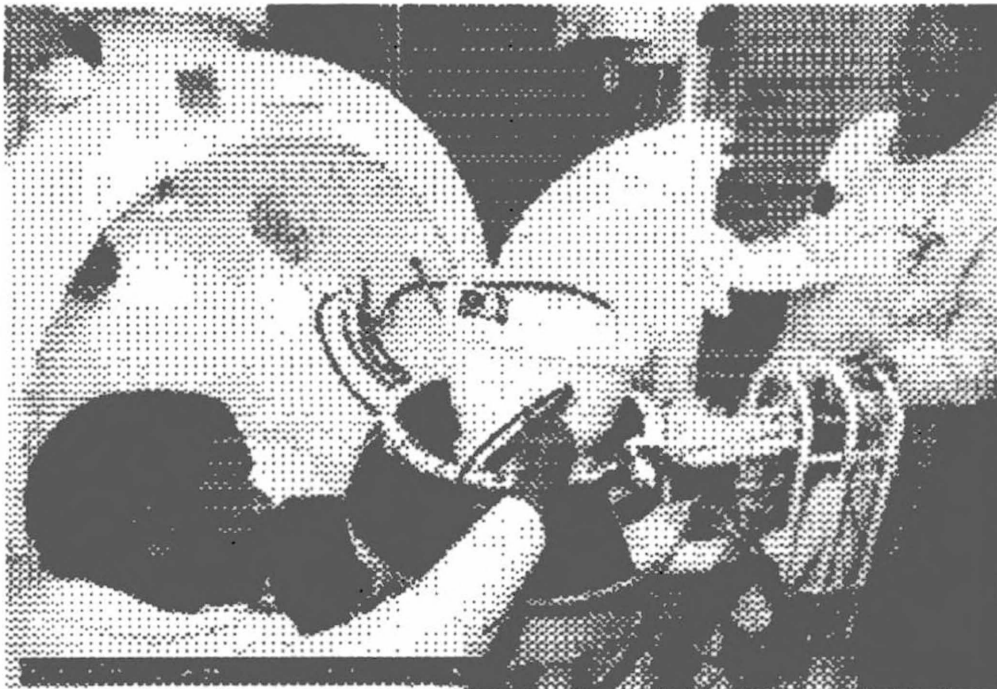
Testing an Integrated Circuit Wafer In its final stage of design, an integrated circuit wafer is tested by probes. Each gold square in the wafer is an individual integrated circuit. At one time, circuits consisted of separate electronic devices (such as inductors and capacitors) mounted on a chassis and strung together with wire. These circuits were easy to manipulate by hand, but they were extremely bulky. In contrast, integrated circuits incorporate all of the separate electronic components on a single board. Photo Researchers, Inc.

The largest and most diverse field of engineering is concerned with the development and design, application, and manufacture of systems and devices that use electric power and signals, electrical machinery, electronic circuits, control systems, computers, superconductors, solid-state electronics, medical technology, robotics, lasers, radar, consumer electronics, and fibre optics. See also Electricity Supply; Electric Motors and Generators.

Light Pen Light pens are electronic pointers that allow users to modify designs on-screen. The hand-held pointer contains sensors that send signals to the computer whenever light is recorded. The computer's screen is not lit up all at once, but traced row-by-row by an electron beam 50 or 60 times every second. Because of this, the computer is able to determine the pen's position by noting exactly when the pen detects the electron beam passing its tip. Light pens are often used in computer-aided design and computer-aided manufacture (CAD and CAM) technology because of the flexibility they provide. Here, an engineer uses a light pen to modify a technical drawing on a computer display screen. Photo Researchers, Inc. /Gary Guisinger

Electronic engineering deals with the research, design, integration, and application of circuits and devices used in the transmission and processing of information. Virtually unknown just a few decades ago, computer engineering is now the most rapidly growing field, and deals with the design and manufacture of memory systems, of central processing units, and of peripheral devices. Circuits are designed to perform specific tasks, such as amplifying electronic signals, adding binary numbers, and demodulating radio signals to recover the information they carry. Circuits are also used to generate waveforms useful for synchronization and timing, as found in television broadcasting techniques, and for correcting errors in digital information, as in telecommunications.

MECHANICAL ENGINEERING:



Engineers Test a Missile as engineers perform ultrasonic tests on the control vector nozzles of a Polaris missile, they also watch for other problems. A broad base of knowledge helps engineers to recognize potential malfunctions in a system, even though these problems may fall outside their areas of expertise:Phototake NYC/Tom Carroll

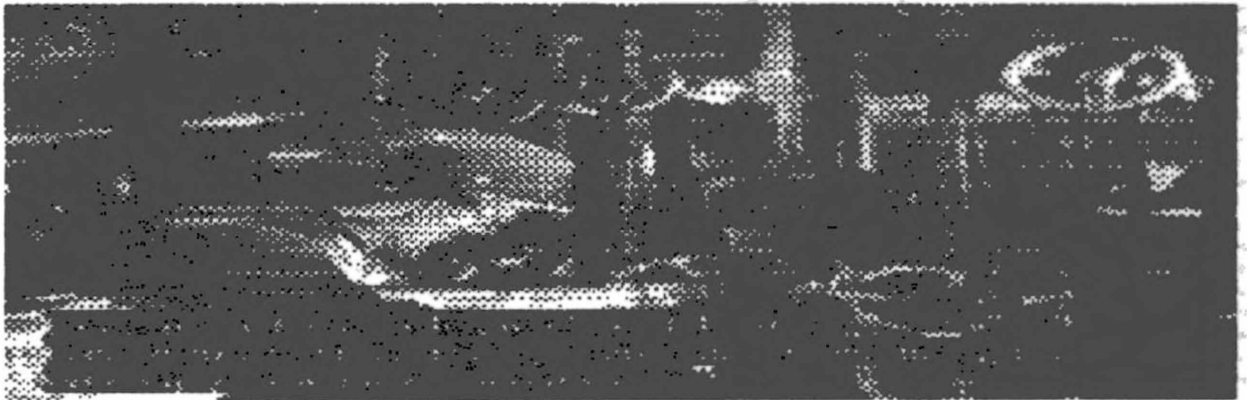
Engineers in this field design, test, build, and operate machinery of all types; they also work on a variety of manufactured goods and certain kinds of structures.

The field is divided into (1) machinery, mechanisms, materials, hydraulics, and pneumatics; and (2) work and energy, heat as applied to engines, heating, ventilating, and air conditioning. The mechanical engineer, therefore, must be trained in mechanics, hydraulics, and thermodynamics and must be fully grounded in such subjects as metallurgy and machine design.

CHEMICAL ENGINEERING:

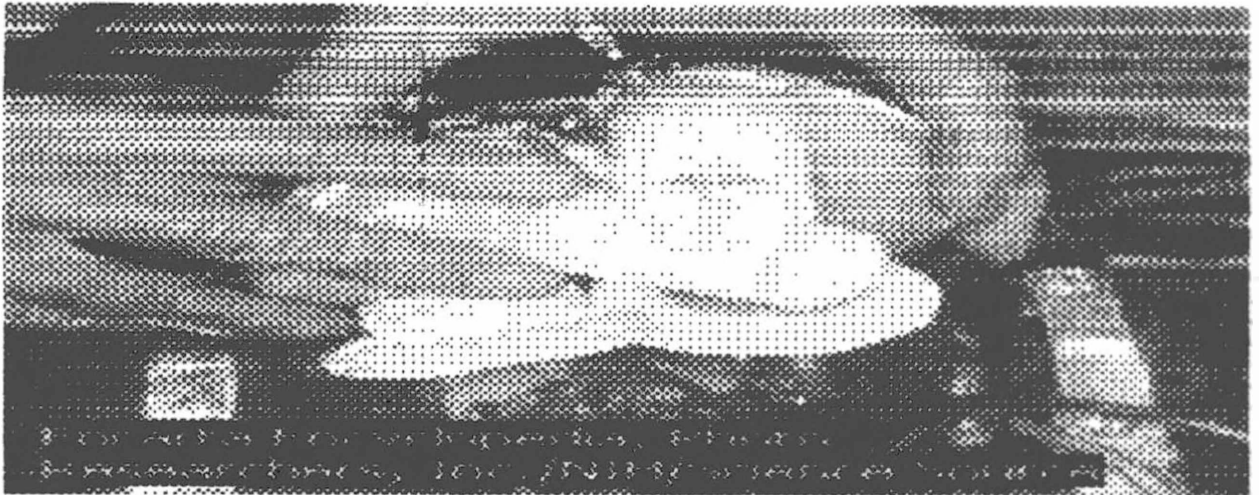
Chemical Engineering, branch of engineering dealing with the design, construction, operation, and maintenance of chemical installations, petroleum plants, and factories where production is based on chemical processes.

Production of Gases Chemical engineers deal with the design, construction, and management of factories in which chemical reactions are part of the central process. Here, a chemical engineer adjusts the valves on an industrial gas production line.



Chemical engineering is vital to many major industries, including petrochemicals, plastics, pharmaceuticals, textiles, and energy production. Chemical processes cause substances to go through changes in their composition, structure, and energy output, and chemical engineering deals with the application of these processes. A vast range of familiar products is the result: foods, paints, fibers, toiletries, fertilizers, and antibiotics. Other essential applications include materials recycling and the water supply and fuel industries. A major branch emerging in recent years is biochemical engineering, which is involved in producing pharmaceuticals, foods, and treating waste material.

BIOMEDICAL ENGINEERING:



Jarvik Artificial Heart during the early 1980s Dr William DeVries implanted the Jarvik-7 artificial heart into several patients. Although one patient with an implanted Jarvik-7 survived 620 days, this artificial heart caused many serious medical complications. Presently, artificial hearts are used only on a temporary basis, until a human heart becomes available. Photo Researchers, Inc./NIE/Science Source

In biomedical engineering, the musculoskeletal system of the human body is viewed as a mechanical structure that can undergo certain motions and stresses. Thus, it includes the analysis of human gait and the investigation of stresses on flesh and bone during accidents. Biomedical engineering is also concerned with the flow of blood, the mechanics of respiration, and energy exchange in the living human body.

Applications range from the development of protective vehicle safety belts to the design and operation of heart-lung machines. An important early development was the iron lung (a device allowing artificial respiration), which permitted some victims of poliomyelitis to survive. Biomedical engineering also forms the basis of reconstructive developments such as artificial implants and artificial limbs. For example, special artificial arms, driven by small electric motors and operated by bioelectrical signals from muscles, have given children born without limbs a nearly normal appearance and enough mobility for them to function socially and vocationally. Artificial hearts are also under development; since 1982 many patients have been treated with such devices, although with varying success.

WORK ENVIRONMENT:

Engineers in industry work not only with machines but also with the people using them... "Engineer" properly denotes a person who has received professional training in pure and applied science; however, there are also individuals such as technicians, inspectors, and drafters, who apply scientific and engineering skills to technical problems. Most of the engineers are working in workshops of the manufacturing industry. They usually work 8 hours shift in a day.

EARNINGS:

As per 6th Pay commission Report the Diploma Engineers are included in the Pay Band-II. Rs.9300-34200 with Grade Pay of Rs.4200 and other permissible Allowances.

ELIGIBILITY:

All candidates who have passed SSLC/TESLC (Technical) or any examination declared equivalent there to with eligibility for admission to a college affiliated to any University in Kerala subject to the fulfillment of the following conditions of merit.

Not less than 60% for Mathematics, Physics and Chemistry put together and not less than 50% separately for Mathematics and 50% for Physics and Chemistry put together.

2. Not less than 55% for Mathematics, Physics, Chemistry put together and not less than 55% for Mathematics and 50% for Physics & Chemistry put together for those who belong to Socially and Educationally Backward Communities.

3. Not less than 35% for Mathematics, Chemistry and Physics put together and less than 35% separately for Mathematics and 35% for Physics & Chemistry Put together for Scheduled Castes and Scheduled Tribes.

METHOD OF ENTERING THE JOB:

Examinations conducted for the post of Junior Engineer, Scientific Assistant, Supervisor, Overseer, Charge man in State Public Service Commission, Union Public Service Commission, Scientific Organizations, Military Organizations, Indian Railways, Manufacturing Industries, e.t.c.

LIST OF EDUCATIONAL INSTITUTIONS/POLYTECHNICS IN KERALA:

Sl.No.	INSTITUTION	COURSES	INTAKE
1. THIRUVANANTHAPURAM DISTRICT			
1.	Central Polytechnic, Thiruvananthapuram (Nodal Polytechnic)	1. Civil	50
		2. Mechanical	60
		3. Electrical	60
		4. Textile Technology	60
		5. Electronics	60
		6. Computer Engineering	60
2.	Government Polytechnic, Neyyattinkara (Courses under MPEC system)	1. Electronics & Avionics	50
		2. Electronics & Instrumentation.	50
		3. Computer Engineering	60
		4. Electronics & Communication	60
		5. Computer Application & Business Management	50
3.	Government Polytechnic, Attingal	1. Mechanical	40
		2. Automobile	40
		3. Computer Hardware Maintenance	60
4.	Women's Polytechnic, Thiruvananthapuram	1. Instrument Technology.	40
		2. Electronics	50
		3. Commercial Practice	60
		4. Computer Engineering	60
5.	Government Polytechnic, Nedumangad.	1. Computer Engineering	50
		2. Electronics	50

		3. Computer Maintenance	Hardware	50
II. KOLLAM DISTRICT				
1.	Bree Karayana Polytechnic, Kottiyam (Private) (Nodal Polytechnic)	1. Civil		70
		2. Mechanical		70
		3. Electrical		70
		4. Electronics		30
2.	Government Polytechnic, Punalur	1. Computer Engineering		50
		2. Electronics		50
		3. Computer Application and Business Management		40
III. PATHANAMTHITTA DISTRICT				
1.	Government Polytechnic, Vennikulam. (Nodal Polytechnic)	1. Civil		30
		2. Electronics		60
		3. Automobile		50
		4. Computer Engineering		60
2.	Government Polytechnic, Adoor	1. Mechanical		50
		2. Architecture		40
		3. Polymer Technology		40
3.	Government Polytechnic, Vechoochira	1. Computer Engineering		40
		2. Electronics		40
		3. Biomedical Engineering		40
4.	N.S.S Polytechnic, Pandalam (Private)	1. Civil		70
		2. Mechanical		70
		3. Electrical		70

		4. Electronics & Communication	30
		5. Computer Engineering	40
II. ALAPPUZHA DISTRICT			
1.	Government Polytechnic, Cherthala. (Nodal Polytechnic)	1. Computer Maintenance	Hardware 60
		2. Electronics & Instrumentation	50
		3. Electronics Technology	Production 60
2.	Carmel Polytechnic, Alappuzha (Private)	1. Civil	60
		2. Mechanical	60
		3. Electrical	60
3.	Women's Polytechnic, Kayamkulam.	1. Electronics	50
		2. Commercial Practice	30
III. KOTTAYAM DISTRICT			
1.	Government Polytechnic, Kottayam. (Nodal Polytechnic)	1. Civil	50
		2. Mechanical	60
		3. Electrical	50
		4. Electronics	60
		5. Polymer Technology	60
		6. Commercial Practice	50
2.	Government Polytechnic, Pala	1. Electronics	40
		2. Instrument Technology	20
		3. Computer Engineering	40
3.	Government Polytechnic, Koduthuruthy.	1. Computer Engineering	50
		2. Electronics	50

		3. Computer Maintenance	Hardware	50
IV. IDUKKI DISTRICT				
1.	Government Polytechnic, Muttom. (Nodal Polytechnic)	1. Civil		40
		2. Mechanical		50
		3. Electrical		50
		4. Computer Engineering		60
		5. Electronics		60
2.	Government Polytechnic, Kumaly	1. Computer Engineering		50
		2. Electronics		40
		3. Computer Application Business Management	&	40
3.	Government Polytechnic, Nedumkantam.	1. Computer Engineering		40
		2. Electronics		50
		3. Computer Maintenance	Hardware	50
4.	Government Polytechnic, Purappuzha	1. Computer Engineering		40
		2. Information Technology		40
V. ERNAKULAM DISTRICT				
1.	Government Polytechnic, Kalamassery (Nodal Polytechnic)	1. Civil		40
		2. Mechanical		50
		3. Electrical		50
		4. Automobile		50
		5. Chemical		50
		6. Computer Engineering		60
		7. Electronics Technology	Production	60

2.	Government Polytechnic, Kothamangalam.	1. Civil 2. Mechanical 3. Electronics 4. Computer Engineering	60 30 50 60
3.	Government Polytechnic, Perumbavoor	1. Mechanical 2. Computer Engineering 3. Electronics & Communication	40 50 50
4.	Women's Polytechnic, Kalamassery	1. Architecture 2. Electronics 3. Commercial Practice 4. Computer Engineering	30 60 50 60
VIII. THRISSUR DISTRICT			
1.	Maharajas Technological Institute, Thrissur (Nodal Polytechnic)	1. Civil 2. Mechanical 3. Electrical 4. Electronics 5. Computer Engineering	60 60 60 60 50
2.	Sree Rama Government Polytechnic, Thriprayar.	1. Civil 2. Mechanical 3. Electrical 4. Computer Engineering 5. Electronics	50 50 50 60 50
3.	Government Polytechnic, Koratty	1. Textile Technology 2. Electronics & Instrumentation 3. Polymer Technology	40 50 40

4.	Thingarajar Polytechnic, Alagappangar (Private)	1. Civil 2. Mechanical 3. Electrical	70 70 70
5.	Government Polytechnic, Kunnamkulam.	1. Tool & Die 2. Computer Engineering 3. Electronics & Communication	40 50 50
6.	Women's Polytechnic, Thrissur.	1. Computer Engineering 2. Electronics 3. Commercial Practice	60 60 60
7.	Government Polytechnic, Chekkara.	1. Computer Engineering 2. Electronics 3. Computer Maintenance	50 50 50
IX. PALAKKAD DISTRICT			
1.	Government Polytechnic, Palakkad (Nodal Polytechnic)	1. Civil 2. Mechanical 3. Instrument Technology 4. Electronics 5. Computer Maintenance	50 50 50 60 60
2.	Government Polytechnic & IPT, Shornur	1. Electronics 2. Computer Engineering 3. Printing Technology	50 60 70
X. MALAPPURAM DISTRICT			
1.	Government Polytechnic,	1. Civil 2. Mechanical	50 50

2.	Perinthalmanna	3. Electrical	50
	(Nodal Polytechnic)	4. Electronics	60
	Government Polytechnic,	1. Electronics	50
	Thirurangadi.	2. Computer Engineering	50
3.	S.B.M Polytechnic, Tirur (Private)	3. Electronics & Communication	50
		1. Civil	50
		2. Mechanical	60
		3. Electrical	60
		4. Electronics	60
		5. Automobile	50
4.	Women's Polytechnic, Kottackal (Courses under MPEC system)	6. Computer Engineering	40
		1. Computer Application and Business Management	40
		2. Electronics & Communication	40
XI. KOZHIKODE DISTRICT			
1.	Kerala Government Polytechnic, Kozhikode (Nodal Polytechnic)	1. Civil	50
		2. Mechanical	60
		3. Electrical	60
		4. Chemical	40
		5. Computer Engineering	60
		6. Tool & Die	50
2.	Women's Polytechnic, Kozhikode.	1. Electronics	60
		2. Commercial Practice	50
XII. KANNUR DISTRICT			

1.	Government Polytechnic, Kannur (Nodal Polytechnic)	1. Civil	50
		2. Mechanical	60
		3. Electrical	60
		4. Textile Technology	60
		5. Electronics	60
		6. Wood & Paper Technology	40
2.	Government Polytechnic, Mattannur	1. Electronics	60
		2. Mechanical	50
		3. Electronics & Instrumentation	50
3.	Residential Women's Polytechnic, Payyannur. (Courses under MPEC system)	1. Electronics & Instrumentation	60
		2. Computer Engineering	60
		3. Computer application and Business Management	50
		4. Electronics & Communication	60
XIII. WAYANAD DISTRICT			
1.	Government Polytechnic, Meenangadi. (Nodal Polytechnic)	1. Civil	60
		2. Mechanical	60
		3. Electrical	60
		4. Electronics	60
2.	Government Polytechnic, Mepady.	1. Computer Engineering	50
		2. Electronics	50
		3. Computer Maintenance Hardware	50
XIV. KASARAGOD DISTRICT			
1.	Government	1. Electrical	50

	Polytechnic, Kasaragod (Nodal Polytechnic)	2. Electronics 3. Computer Engineering 4. Mechanical	60 60 50
2.	Government Polytechnic, Thrikkaripur.	1. Computer Engineering 2. Electronics 3. Computer Application & Business Management.	50 50 40
3.	Swami Nithyananda Polytechnic, Kanhangad. (Private)	1. Mechanical 2. Automobile 3. Civil	50 50 50

PART- TIME DIPLOMA COURSES:

Part time Diploma Courses are conducted in Polytechnics at Thiruvananthapuram Kalamassery, Thrissur, Kozhikode Kottayam, Palakkad, and Kannur for the employees working in their appropriate fields.

The duration of the course is 4 years and the courses are offered in Civil, Mechanical, Electrical, Electronics and Computer Engineering branches, with a total intake of 1248 per year.

CAREER TALK-2

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WHAT AFTER 10TH NCVT TRAINING COURSES IN INDUSTRIAL TRAINING INSTITUTES

SCHOOL: SRINOVVESS, PURANATTURKA
CLASS-VIII -A to F

DATE: 01 - 12 - 2010 - 8A & F

02 - 12 - 2010 - 8B & D

03 - 12 - 2010 - 8E & C

DURATION-1 Hour Each Division

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OBJECTIVES:

To enable the students to understand careers in engineering trades in industrial training courses after 10th.

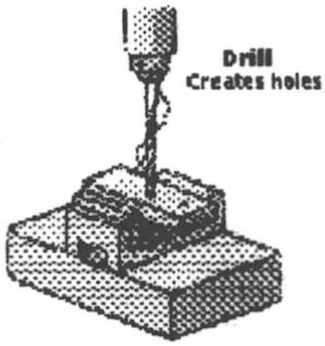
INTRODUCTION:

In modern world the opportunities are never ending for those pursuing in technical education and industrial training. Every day the scope for this field is multiplying.

The students who passed Tenth class in the School, for them this course provides knowledge and training in engineering and non-engineering trades. The duration for the courses is 3 year / 2 year / 1 year. There are 40 engineering and non-engineering trades are available in industrial training institutes. The certificate is issued by National Council for vocational Training (NCVT). This certificate holder is called "Tradesman". All these trades are job-oriented. There is also provision for loans from financial institution for self employment like setting up of workshops, industries etc. There is Mini Industrial estate / Industrial estate / Industrial Park in every Panchayath, Taluk, and District level for setting up industries / manufacturing Units with the Government support.

This trained manpower is the backbone of every industry / manufacturing firms. So a large number of tradesmen are required to run this. A lot of opportunities available at Gulf countries especially in UAE, Bahrain, Oman, Kuwait, etc.

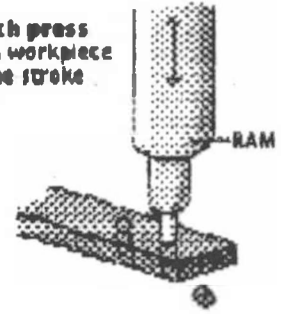
Total seats in 459 ITIs and ITCs in the state are 55,576.



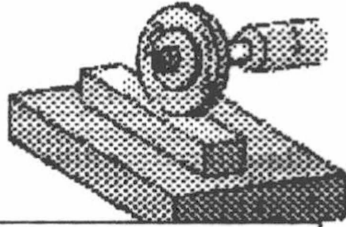
Drill
Creates holes



Boring machine
Enlarges holes with
single point cutter



Punch press
Shapes workpiece
in one stroke



Grinder
Removes metal with
rotating abrasive wheel

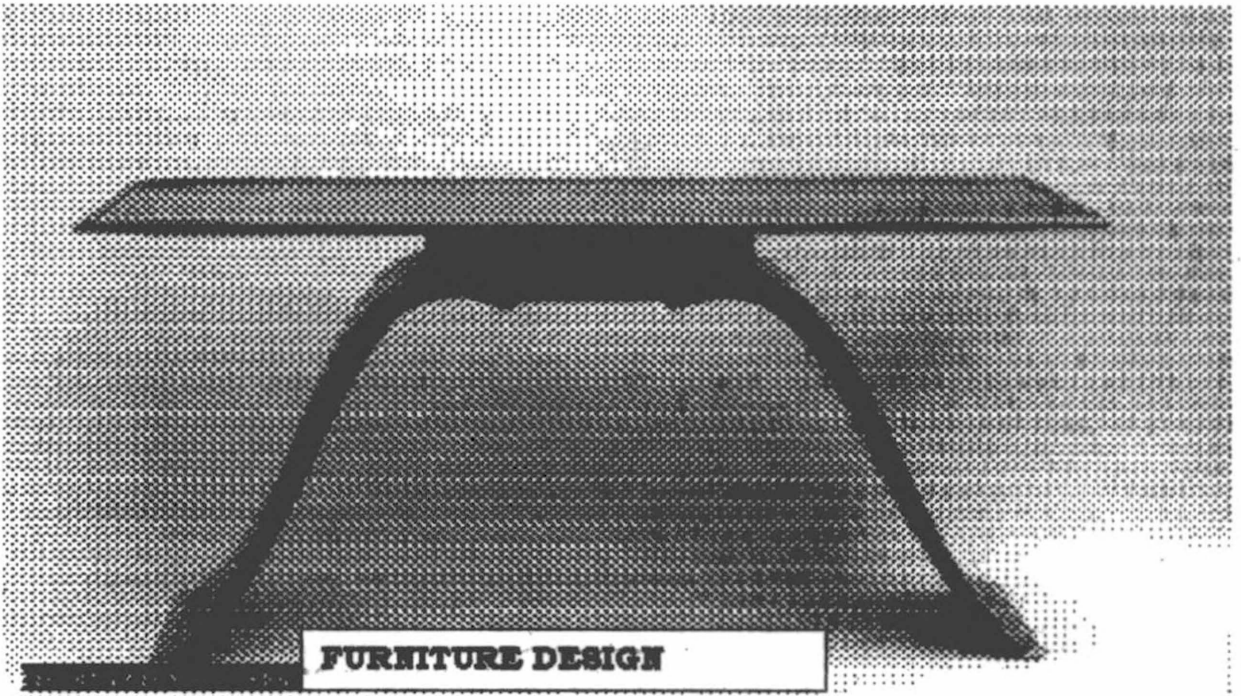
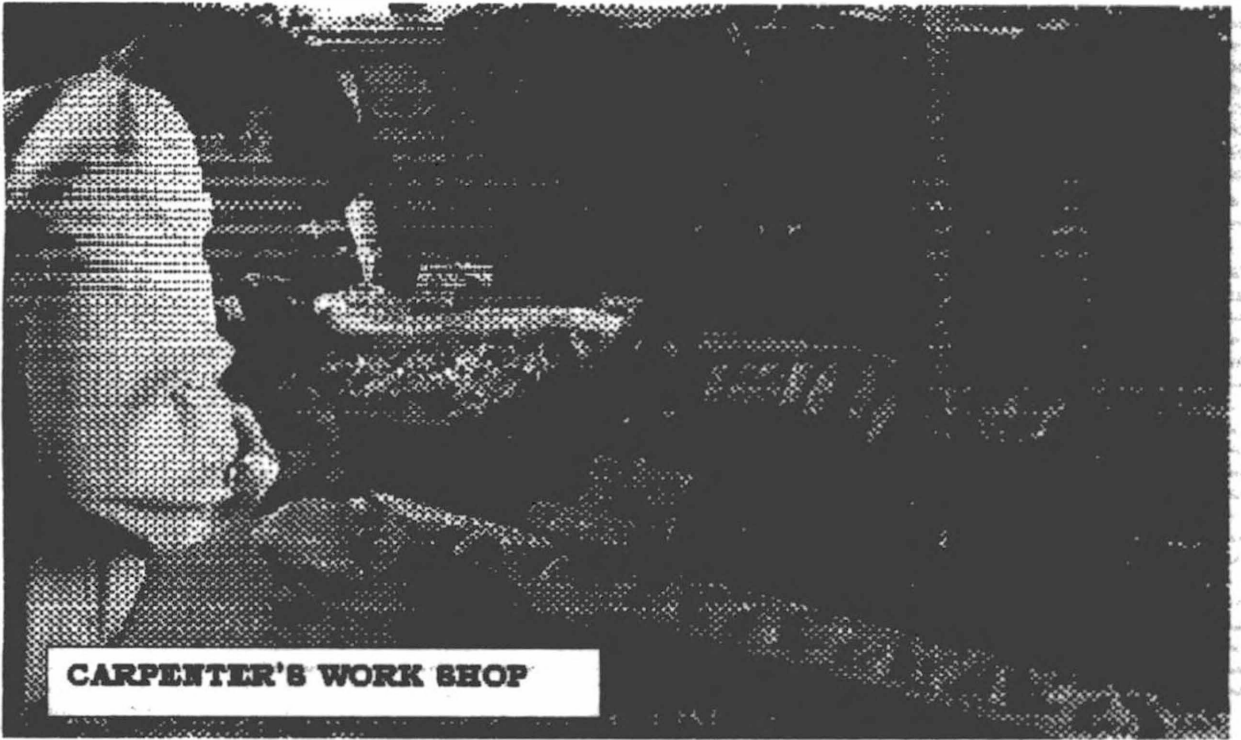
Surface grinder
Removes metal with
rotating abrasive wheel

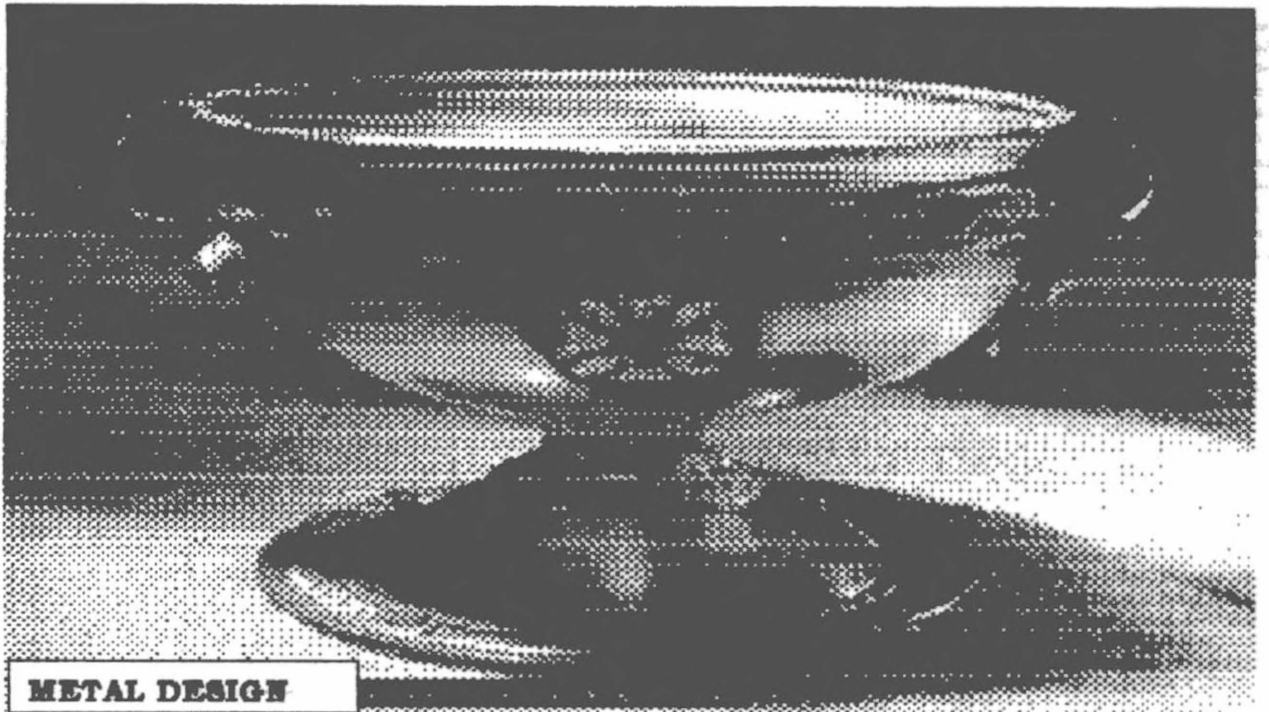


MACHINE TOOLS

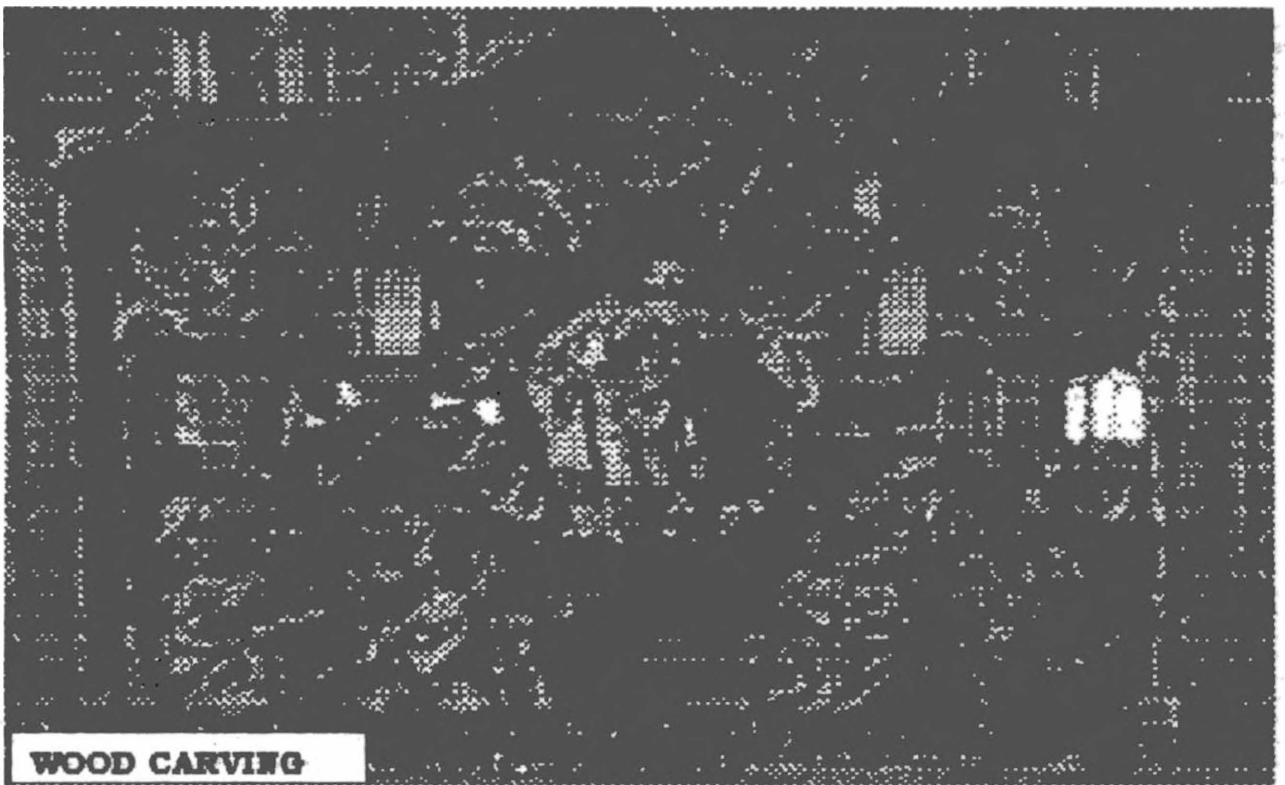


TRADEMAN IN ACTION



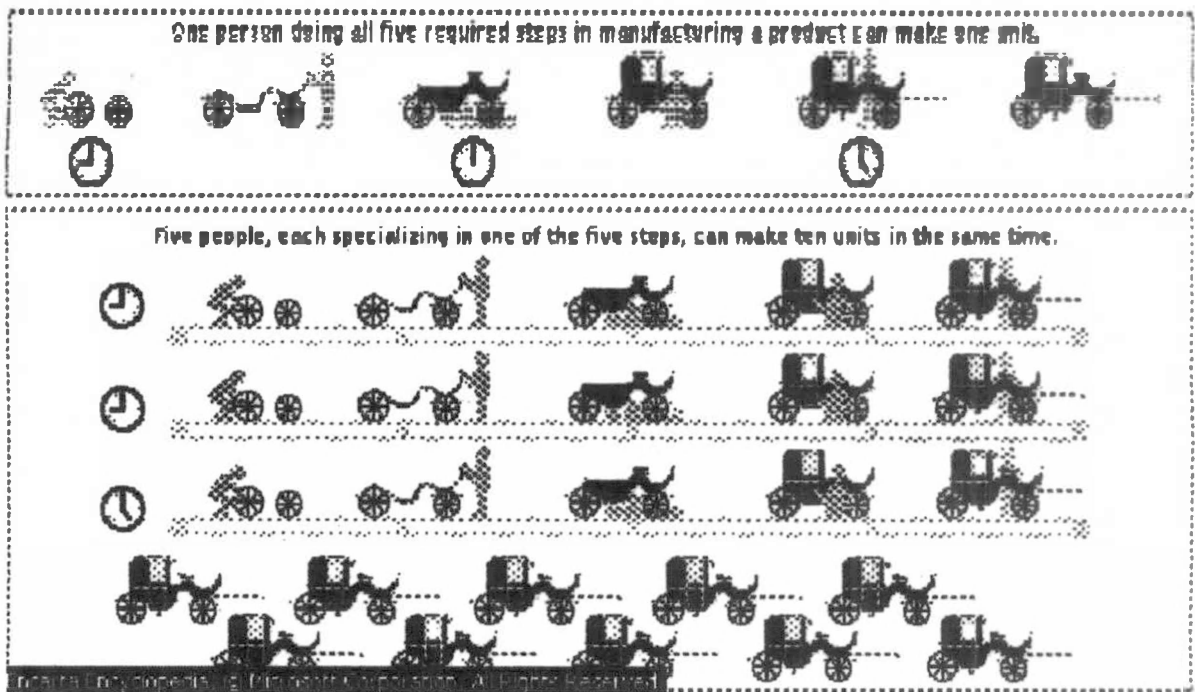


METAL DESIGN

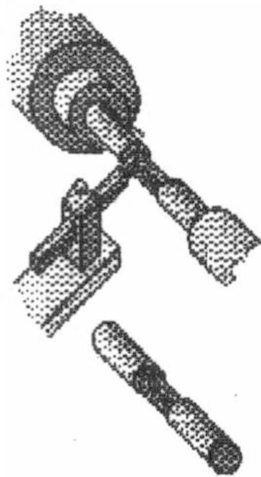


WOOD CARVING

MANUFACTURING A PRODUCT

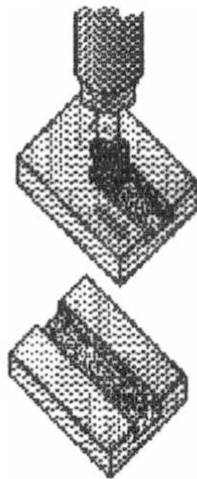


TURNER'S/ MAACHINIST'S JOB



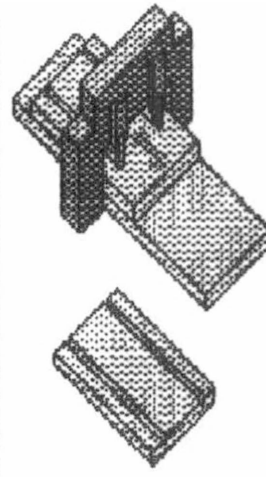
Lathe

Holds and rotates workpiece while cutting tool shapes it.



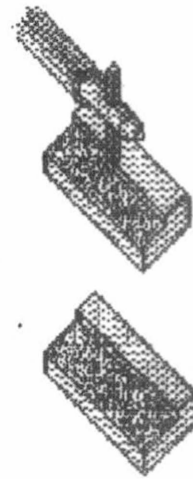
Milling machine

Creates flat or contoured surfaces by feeding workpiece into circular cutting.



Planer

Executes single or multiple cuts by moving the workpiece past a fixed tool.



Shaper

Produces flat surfaces by sliding sharp edge against stationary workpiece.



FORGING AND HEAT TREATER AT WORK

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION (UNIDO)

United Nations Industrial Development Organization (UNIDO), autonomous unit within the United Nations (UN), established in 1966 by the General Assembly on the recommendation of the Economic and Social Council. UNIDO was converted from an autonomous organization into a full UN specialized agency in 1985. UNIDO, with 169 member nations, furnishes advisory and technical aid to industries in developing countries. Projects are financed by funds pledged by member nations, with supplemental commitments from the UN Development Programme. Inadequate funding, however, has been an ongoing problem affecting UNIDO's industrial development programmes and technical assistance activities in Third World nations. Several important member states have left the organization in recent years, citing the need for reform: the United States left in 1996. The 1993 UNIDO General Conference recommended an internal reform programme, completed in theory in 1995, but reform was again discussed in the 1997 General Conference. UNIDO's headquarters are in Vienna. India is a member country in UNIDO.

NATURE OF DUTIES:

The tradesman usually works in factories, industrial units, manufacturing units, workshops or self employment. They usually work in shifts having 8 hours duration.

EARNINGS:

As per 6th Pay commission Report the Trades man are included in the Pay Band-I. Rs.5200-20200 with Grade Pay of Rs.2000 and other permissible Allowances.

ELIGIBILITY:

All candidates who have passed SSLC or any examination declared equivalent there to with eligibility for admission to a college affiliated to any University in Kerala subject to the fulfilment of the following conditions of merit.

A pass with not less than 50% aggregate for General and for those who belong to Socially and Educationally Backward Communities.
3. Not less than 35% aggregate for Scheduled Castes and Scheduled Tribes.

METHOD OF ENTERING THE JOB:

Examinations conducted for the post of different Trade /Tradesman in State Public Service Commission, Union Public Service Commission, Scientific Organizations, Military Organizations, Indian Railways, Manufacturing Industries, e.t.c.

PERSONAL ATTRIBUTES REQUIRED FOR ENTRY OR TO BE SUCCESSFUL:

Hard work, safety conscious, good communication skills, good inter-personal skills, willingness to work in shifts, e.t.c.

ADVANCEMENT PROMOTIONS:

All Trade Certificate / Tradesman can apply for Diploma in Engineering Courses. Promotions available up to Supervisor / Foreman / Charge man.

SOURCES OF FURTHER INFORMATION:

Useful web sites;

www.cbse.nic.in/careerguidance www.isro.org BEL BHEL

www.indianairforce.nic.in INDIAN NAVY INDIAN ARMY

www.hal.nic.in

LIST OF INDUSTRIAL TRAINING INSTITUTES (ITIs) IN KERALA

THIRUVANANTHAPURAM DISTRICT				KOLLAM DISTRICT			
1	Government	ITI	Dhanuvachapuram	1	ITI	Chandanathoppe	
2	Government	ITI	Aryand	2	ITI	West Medayilmukku	
3	Government	ITI	Chakkka				
4	ITI		Kushakkootam West				
5	ITI		Attingal				
PATHANAMTHITTA DISTRICT				ALAPPUZHA DISTRICT			
1	ITI		Chennerkkara	1	ITI	Krishnapuram	Kayamkulam
				2	ITI	Michael Junction	Mavelikkara
				3	ITI		Chengannur
				4	ITI	Chengannur West	
KOTTAYAM DISTRICT				IDUKKI DISTRICT			
1	ITI		Ettumaanoor	1	ITI	Kattappana	
2	Government	ITI	Pallikkathode				
			Anikkad East				
ERNAKULAM DISTRICT				THRISSUR DISTRICT			
1	ITI		Kalamassery HMT	1	ITI	Chalakkudi	
2	ITI		Kalamassery West	2	ITI	Chalakkudi West	
				3	ITI	Maala Kuruvilassery	
PALAKKAD DISTRICT				MALAPPURAM DISTRICT			
1	ITI		Malampuzha	1	ITI		Areekode
2	ITI		West Malampuzha				
KOZHIKODE DISTRICT				WAYANAD DISTRICT			
1	ITI		Kozhikode	1	Government	ITI	Kalpetta
2	ITI		West Kozhikode				Kaniyankode
KANNUR DISTRICT				KASARAGOD DISTRICT			
1	ITI		Thottada	1	ITI		Kasaragod
2	ITI		Thottada West				

TRADES IN ITIs & ITCs IN KERALA

ENGINEERING TRADEs MATRIC 2 YEARS	ENGINEERING TRADEs MATRIC 1 YEAR
DRAUGHTSMAN (CIVIL)	CARPENTER
DRAUGHTSMAN (MECHANICAL)	FORGER AND HEAT TREATER
ELECTRICIAN	FOUNDARY MAN
ELECTROPLATOR	MECHANIC DIESEL
FITTER	PLASTIC PROCESSING OPERATOR
MACHINIST	SHEET METAL WORKER
MECHANIC ELECTRONICS	WELDER
MECHANIC INSTRUMENT	
MECHANIC MOTOR VEHICLE	

MECHANIC RADIO AND TELEVISION	
MECHANIC REFRIGERATION & A/C	
TURNER	
SURVEYER	
MECHANIC WATCH AND CLOCK	
MECHANIC MILLWRIGHT	
ENGINEERING TRADEs NON-MATRIC 2 YEARS	ENGINEERING TRADEs NON-MATRIC 1 YEAR
WIREMAN	PLUMBER
MECHANIC AGRICUL. MACHINERY	UPHOLSTER
PAINTER GENERAL	MECHANIC TRACTOR
NON-ENGINEERING TRADEs MATRIC 1 YEAR	
STENOGRAPHY (ENGLISH)	
STENOGRAPHY (HINDI)	
SECRETARIAL PRACTICE	
DRESS MAKING	
HAIR AND SKIN CARE	
PHOTOGRAPHER	
PRESERVATION OF FRUITS AND VEGETABLES	
ENGINEERING TRADEs MATRIC 3 YEARS	
TOOL AND DIE MAKING (JIGS AND FIXTURES)	
TOOL AND DIE MAKING (DIES AND MOULDS)	
MACHINE MACHANIC TOOL MAINTENANCE	
ENGINEERING TRADEs 1 YEAR (FOR +2)	
COMPUTER OPERATOR & PROGRAMMING ASSISTANT	
DESK TOP PUBLISHING OPERATOR	
INFORMATION TECHNOLOGY & ELECTRONIC SYSTEM MAINTENANCE	

7. GROUP DISCUSSIONS:

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TOPIC: POVERTY THE CHALLENGE FOR THE NATION

**SCHOOL:SRKGVMS, PURAHATTUKARA
CLASS-VIII -A to F**

DATE: 23 - 10 - 2010 - 8 F

26 - 10 - 2010 - 8 A & C

27 - 10 - 2010 - 8 B & E

28 - 10 - 2010 - 8 D

DURATION-1 Hour Each Division

.....
OBJECTIVES:

To sensitise the students that poverty is a challenge for the nation

CONTENT: Areas of discussion are:

To make the students aware of poverty in the country and its impact on the life of people and the growth and development of the nation

Causes of poverty

Role of the Government in solving the problems of poverty

Role of students to solve problems of poverty

PREPARATION:

The topic was introduced in the classroom after dividing the students into four groups and in each groups having 10 to 12 members. The object of conducting group discussions was explained to them in detail. The students were asked to elect two leaders from each group by themselves. The areas of the topic which are to be discussed in the discussion were explained in detail to make the students more aware of area to be prepared. They were motivated to collect live examples to make the group discussion more dynamic.

THE COURSE OF GROUP DISCUSSION:

As the beginning the seating arrangements were made in a semi-circle way and the leaders were asked to be seated. The facilitator gave an introduction with regard to topic and laid before them the general guidelines for the discussion.

GENERAL GUIDELINES FOR THE GROUP DISCUSSION:

Do not disturb while one group leader is speaking
Listening to the views of others
Discussing the viewpoints without individual attacks
Only one person will talk at a time
Reaching consensus or agreeing to disagree
Audience to voice their views after

PRESENTATION:

The facilitator started the group discussion by narrating the people living on sides of the roads and slums.

The students saw the poverty as the sin and they explained about the mental condition of the poor people and about their worries and unhappiness.

Another Team of students talk about the poverty stricken societies and also the approximate percentage. Some student talks about the causes of the poverty. Some students stressed about the "poverty and the employment are the two sides of coin".

Another team of students talk about the various aids for poverty eradication by government agencies like IRDP, employment guarantee scheme etc.

Some students talk about the various self employment schemes and bank loan for the poor people.

Some other students talk about the educational help and assistance for the poor students by the government.

Some team of students talk about the subsidized ration like one kilogram rice for two rupees up to 50kg per month.

When one team of students talk about the suggestion by the student towards poverty eradication, that they will collect clothes from houses and distribute to the poor student through Red Cross, NGOs, etc.

Another team speak about the reservations available for poor student at various educational and employment opportunities.

Some students talk about the free coaching for poor students to excel their academics.

The discussions were moderated and given direction by the facilitator. Each point concluded were read and summerised. At the end of discussions the facilitator summerised and concluded. The audiences were given ample chances to express their views.

CONCLUSION:

Students did good participation in the group discussions. They started their views with articulation. However there were occasions when they felt totally silent and needed a little probing to start again. On some occasions the facilitator had to speak few sentences before they caught up again. I could experience a better performance in some of the divisions.

7. GROUP DISCUSSIONS:

.....
TOPIC: EFFECTIVE STUDY HABITS

SCHOOL:SRKGVHSS, PURANATTUKARA

CLASS:VIII -A to F

DATE: 04 - 12 - 2010 - 8 A

06 - 12 - 2010 - 8 C

07 - 12 - 2010 - 8 B & F

08 - 12 - 2010 - 8 E & D

DURATION: 1 Hour Each Division

.....
OBJECTIVES:

To sensitise the student that good study habits improves the academic achievement.

CONTENT: areas of discussion:

Regular study of day to day lessons

Revisions of portions at weekends

Collateral reading.

Learn to select good study atmosphere

Follow the instructions from teachers

PREPARATION:

The topic was introduced in the classroom after dividing the students into five groups and in each groups having 9 to 10 members. The object of conducting group discussions was explained to them in detail. The students were asked to elect two leaders from each group by themselves. The areas of the topics which are to be discussed in the discussion were explained in detail to make the students more aware of area to be prepared. They were motivated to collect information to make the group discussion more interesting.

THE COURSE OF GROUP DISCUSSION:

As the beginning the seating arrangements were made in a semi-circle way and the leaders were asked to be seated. The facilitator gave an introduction with regard to topic and laid before them the general guidelines for the discussion.

GENERAL GUIDELINES FOR THE GROUP DISCUSSION:

Do not disturb while one group leader is speaking
Listening to the views of others
Discussing the viewpoints without individual attacks
Only one person will talk at a time
Reaching consensus or agreeing to disagree
Audience to voice their views after

PRESENTATION:

The facilitator started the group discussion by giving benefits of practicing study habits and quoting great personalities for their study habits.

Some team of students spoke about regular study of day to day lessons and memorising the daily portions which taught in the class. The mathematics portions are excelled by doing practice.

Another team of students talk about revisions of portions at weekends. At the moment of exam days never gives success. There for daily study of portions taught in the class is very much necessary. And at the same time regular revisions at weekends gives good relaxation and reduce the work load at the exam time.

Some team of students discussed the need of collateral reading. They stressed the benefits of reading books other than text books prescribed. A lot of information related to the study subjects are available at internet and some Television channel programmes like UGC programmes in the "Doordarshan".

Another team of students spoke about learns to select good study atmosphere like good ventilation, lighting, study room/ place, taking nutritious food, taking adequate water, keeping study time table, sitting posture, sitting direction, etc.

Some team students talk about the requirement of taking / following instructions from Teachers. The Teachers are the authority in their teaching subjects. Teachers can make the students understand according to the individual student's capacity.

The discussions were moderated and given direction by the facilitator. Each point concluded were read and summerised. At the end of discussions the facillitator summerised and concluded. The audiences were given ample chances to express their views.

CONCLUSION:

Students did good participation in the group discussions. They started their views with articulation. However there were occasions when they felt totally silent and needed a little probing to start again. On some occasions the facillitator had to speak few sentences before they caught up again. I could experience a better performance in some of the divisions.

WORKSHOP

.....
TOPIC: PROTECTION OF FOREST - PROTECTION OF LIFE

SCHOOL: SRKGVHSS, PURANATTUKARA

CLASS: VIII -A to F

DATE: 29 - 10 - 2010 - 8 E

30 - 10 - 2010 - 8 D

06 - 11 - 2010 - 8 F

11 - 11 - 2010 - 8 A

12 - 11 - 2010 - 8B & C

DURATION: 1 Hour Each Division

.....
OBJECTIVES: To sensitise the student that good study habits improves the academic achievement.

SUB-TOPIC FOR THE GROUP:

- + Ecological Balance.
- + The impact of de-forestation
- + Importance of afforestation
- + Sources of water and its protection.

OBJECTIVES:

To bring awareness among students regarding protection of forest and make them to think of de-forestation on the earth and to brainstorm them with regard to strategies to control the use of forest reserves / resources and to enhance more forest cover on the earth.

PLANNING:

The topic and the sub-topic were introduced to the students well in advance. The students were divided into four groups and assigned the groups with the sub-topics.

The groups were

Sindhu- Ecological balance

Kaveri-The impact of de-forestation

Ganga- Importance of afforestation,

Krishna - sources of water and its protection.

PRESENTATION:

Before presentation the students were given 40 minutes time to sit in groups and discuss on their topic. A lot of motivations in the form of inputs were given.

Each group presented their topic very well including lot of activities as per the plan like charts, photographs, newspaper articles, etc.

CONCLUSION:

Concluded the workshop with left out points.

GROUP COUNSELLING

.....
TOPIC: MEMORY RELATED PROBLEMS

SCHOOL:SRKOVHSS, PURAHATTUKARA

NUMBER OF NUMBER OF CASES: 30 students from VIII -A to F

DATE: 15 - 11 - 2010 - 8 A, C, E (15 students)

18 - 11 - 2010 - B, D, F (15 students)

DURATION: 3 Hour Each day

.....
OBJECTIVES:

To counsel the students having problems of the common nature - memory problems.

PLANNING:

The student's problems were identified through the chits collected from the them before the commencement of the class talks and selected 30 students those were having memory related difficulties from the 8th standard divisions A to F. This group was further divided in to two (15 students each) for conducting group counselling in two days (3 hour each day). The students were seated in circular formation in a hall at 09:00 AM on (15th and 18th of November 2010) both days after free them from other commitments. The hall was made free from other disturbances.

SELECTION:

The student's problems were identified through the chits collected from them and selected 30 students those were having memory related difficulties. All students selected were informed to attend group counselling programme.

PROCESS:

First up on made an initial introduction and explained the purpose. A warming up (get to know each other) exercise was introduced. The teacher counselor reassembled the group after getting to know each other and asked the members to introduce each other. It made the members comfortable and familiar each other. After introduction the teacher counselor could give opportunity to each member to share their problems and related ideas and their feelings related to the memory problem.

The first attempt would be to understand the causes for the memory problems. After that participants talked about emotional experiences related to the issue of low memory power.

In the next process they enumerate the strategies used to overcome their difficulties.

CONCLUSION:

In the end the session contributory suggestions would be evaluated and drawn on a few methods.

IDENTIFICATION OF COUNSELLING CASES

There are 5 cases were identified, The Teachers were referred the cases. All of them were having low achievement in their study subjects.

NATURE OF THE PROBLEM(S) / CASES:

COUNSELLING INTERVENTIONS:

CASE No. SRK801:

SRK801 a 13 years old boy he lives with his parents and one elder brother. He is studying in eight standard. His father is a daily worker in the Corporation and his mother a sweeper in a private office. They live in a colony / semi Slum area which is located 7 Kilometers from the school. He was referred to me by his Class teacher. Up on discussing with other teachers, I collected information that he fears everybody. The client is an active, energetic, healthy boy. He does not have medical problems and do his parents have any mental health problems. What the parents earned is sufficient for four member family and has less social life and mostly confined to home. Once in a while they visit Grandparent's house, which is 12 kilometer away from his house. He was not much talking when I met him for the first time. So I decided to take him to the counselling place. (I set up a small space at the end of veranda, which is enclosed and found suitable for counselling). I initiated a casual conversation to know his interests, day's schedule, hobbies, etc. He gave quick reply to all questions. He said he like sports more than studies. After school time he stays back start playing football with senior students and reached home late in the evening. After reaching home he takes dinner and goes to bed. Most of the time he avoids family members because of their criticism about his activities.

His father did not like these activities of his son. The Client Fears his teachers, peers, parents because they disliked and teased him due to the poor achievement in the study subjects.

The problem has existed for some times now and get worse in the last six months. His parents could not spend much time with him because of other domestic affairs. There was no one to correct his maladaptive behaviors. The teachers too busy with their curriculum activities and could spend much time with client.

When I tried to quiz him, he kept saying his teachers and parents got behind him and he has not been giving them any problems. His friends too, he said not understanding and helping.

According to his teachers he was not showing any interest in studies and was a low achiever, come late to school, not completing home assignment on time, lying etc.

12 sessions of one hour each.

The probable causes for this were the client's association with the company of senior students from other school and playing football up to late evening.

CONTENT AREA:

- ⇒ Behavioral - lying, come late to school
- ⇒ Affective - Sad, upset about his behavior and its effect on himself.
- ⇒ Interpersonal - His class mates keep him away, fear at home with parents
- ⇒ Contributing Factors - Bad company

OBSERVATIONS MADE BY ME:

He was upset that he was not showing interest in his studies and wasting a lot of time in playing games in a bad company and causing pain to his parents. He was looking down most of the time when he was talking. He said he want to become an Engineer and earn money for his parents.

GOAL SETTING:

I sat with the client and asked him whether he was happy with his activities. He answered in negative. I asked him whether he wanted to change the things better and he said "yes". I further added that he has to suggest how he wants to change the things rather than my suggesting because he may not do it. I asked him what he wanted to do when he grew up and his reply was: i) I want to become an engineer. ii) Want to earn lot of money. iii) Want to keep my parents happy. iv) Continue to play football. Then I asked him what the things he needed to realize his dream are. He said i) study hard, ii) complete work on time and iii) get good marks in examination. I asked him to reflect on this and tell me whether he is able to achieve all this. He answered negative. At this point, I gave him examples of some successful personalities and asked him what was special about them that he cannot achieve the same success. He answered they did well in studies. Since he could not elaborate, I helped him with answers.

The successful personalities were:

- i) Hard working
- ii) Punctual
- iii) Good in academics
- iv) Not wasting time

the client was:

- i) not hard working
- ii) always late
- iii) not good in academics
- iv) wasting time in games alone

Now I asked him to compare his own qualities with the successful personalities. Then he came up with his own list. Then he realized what he was doing was wrong and he wanted to correct himself. Since he has made his own feelings, he realized and promised to change himself.

FINALISING GOALS:

- ◆ Coming to school on time
- ◆ Stop telling lies
- ◆ Improve relation with classmates
- ◆ Concentrate on academics

INTERVENTION STRATEGY:

To correct his late coming to school, asked him to make time management table so that starts early from home and reaches school on time. I asked him to make self contract for himself and he should log in every day and the days when he makes it on time; He should reward himself in the form of spending half an hour time either in watching TV or with friends. His mother told him that she would help him to maintain the record. First three days he could not make it on time. On the fourth day onwards he managed to reach on time and found he was feeling happy. Time management table was made and followed by the client.

SELF MONITORING AND MANAGEMENT

DAYS	WHEN SPEAK LIES	REWARD/PUNISHMENT
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

To work with his mother

Positive reward technique for correcting his behavior of telling lies. I asked him when does he usually lie? With whom does he lie? and why does he lie? He said he lies to his teacher when he was not finished his home work. He lies because he is scared of his teacher beating him. He lied to his parents whenever he reaches home late. I asked him whether he feels good about lying to teachers and parents. He replied negative and he asked me what he would do correct to this. Each time he tries to correct himself, he should give himself a pat or collect points and buy himself some articles. He promised to do that with the help of his supportive mother.

OUT COME AND EVALUATION:

As the client was able to realize his problems and wanted to change for a better, I could find a lot of positive changes in him. He was managed to pass the class tests. His mother also told me that now a day he is spending more time for studies. Father also started spending time with him.

I informed the client about the termination before 10th session. Since, the case was referred to me by class teacher; I had discussed with her about client and also requested her to do the follow-up and help the student whenever the need arises. I had given my Telephone Number and e-mail Id for further communication.

SKILLS USED:

Information gathering, integrating the data, problem finding question, goal setting, enquiry, making association with facts, recording information, forming hypothesis, evaluating the outcomes of the counselling process and confidentiality are the skills.

2.4 CONCLUSION:

The client was able to manage his day to day activities and he out the bad company of friends, got back his peer group (class mates). Not telling lies because he is able to complete his home assignment on time. He is seriously concentrating in his studies. The class teacher is assigned with the follow up.

COUNSELLING INTERVENTIONS:

CASE NO. SRK802

SRK802, a 13 years old boy he lives with his parents and one younger brother. He is studying in eighth standard. His father is a worker in the Co-operative milk Society and his mother a house wife. They lives in an independent house which is located 1 Kilometers from the school. Father's parents also were living in the same house. He was referred to me by his Class teacher. Up on discussing with other teachers, I collected information that he got irritated easily. The client is an active, energetic, healthy boy. He does not have medical problems and do his parents have any mental health problems. What the parents earning was sufficient for four member family and has moderate social life. He was not much talking when I met him for the first time. So I called him to the counselling room. I initiated a casual conversation to know his day to day activities, interests, hobbies, etc. He gave quick reply to all quires. He said he like playing, watching TV more than studies. After reaching home he sits doing nothing and then dinner and goes to bed. His father comes late in the evening and less bother about the activities of his son.

The Client was aggressive to others and his class mates because they teased and bullied him and the teachers also targeted him due to the poor achievement in the study subjects.

The problem has existed for some times now and get worse in the last nine months. He was very quite at home and his parents scolded him every time that he was not scoring well and asking him to study. His grandfather, who is a retired engineer, also insisted him to study and extend help. But then the client was refused to take help from him because he used to insult him whenever there was family get together or family functions.

When I tried to probe him, he kept saying his teachers and parents got behind him and he was not studying and his friends used to tease him for his poor studies. His friends soared of him because he used to attack his classmates whenever they tease the client.

According to his teachers he was showing least interest in studies and was a low achiever, he was fighting and beating his peers.

12 sessions, one hour each.

The probable causes for his behavior were poor academic achievement and due to this he was targeted by teachers and bullied by the peers.

CONTENT AREA:

- Behavioral - Attack others, peers
- Affective - Sad, upset about his behavior and its effect on himself.
- Interpersonal - His class mates scared of him because he beats them
- Contributing Factors - At home and also in the school the client was targeted and insulted in the presence of other.

OBSERVATIONS MADE BY ME:

He was upset that he was attacking his class mates and causing pain to them and not showing interest in his studies and wasting a lot of time in playing and watching TV which was causing concern to his parents. He was looking down most of the time when he was talking. He also said he want to become an Engineer and earn money.

GOAL SETTING:

I sat with the client and asked him whether he was happy with his activities. He answered in negative. I asked him whether he wanted to change the things better and he said "yes". I added that he has to suggest how he wants to change the things. He replied i) I want to study seriously and want to become an engineer. ii) Want to make friendship with class mates irrespective of their teasing. Then I asked him what the things he needed to realize his dream are. He said i) study hard, ii) get good marks in examination and iii) stop fighting with class mates. I asked him to reflect on this and tell me whether he is able to achieve all this. He answered negative. Since he has made his own feelings, he realized and promised to change himself.

FINALISING GOALS:

- Stop fighting with class mates
- Improve relation with classmates
- Concentrate on academics and study hard
- Get good marks in examination

INTERVENTION STRATEGY:

To correct the client's fighting behavior I used self management technique. I asked him to self monitor and record the days when he was not fought with anybody even though he was bullied and targeted. He should reward himself in the form of spending half an hour time for drawing or painting or watching TV or with friends. First few days he could not make it possible. After a week he managed to control himself and found he was feeling happy. I also taught him relaxation technique and given assertiveness training.

Self Monitoring and management

DAYS	WHEN NO FIGHTING	REWARD
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<u>DAYS</u>	<u>WHEN NO FIGHTING</u>	<u>REWARD</u>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

OUT COME AND EVALUATION:

As the client was able to realize his problems and wanted to change for a better, I could find a lot of positive changes in him. He was managed to get average marks in the class tests. His class teacher also told me that now a day he is serous in his studies.

I informed the client about the termination before 10th session. Since, the case was referred to me by class teacher; I briefed about the client with her and also requested her to do the follow-up and help the student whenever the need arises. I had given my Telephone Number and e-mail Id for further communication.

SKILLS USED:

Information gathering, integrating the data, problem finding question, goal setting, enquiry, making association with facts, recording information, forming hypothesis, evaluating the outcomes of the counselling process and confidentiality are the skills. I could also learn the peer influences in academics.

CONCLUSION:

The client was managed to control his aggressive activities and he is having company of class mates. He is seriously concentrating in his studies because he wants to become engineer. The class teacher is assigned with the follow up.

COUNSELLING INTERVENTIONS:

CASE NO. SRK803

SRK803, a 14 years old boy he lives with his parents and one younger sister. He is studying in eight standard. His father is a farmer and his mother a house wife. They lives in an independent house which is located 3 Kilometers from the school. Father's mother is also living in the same house. He was referred to me by his Class teacher. I collected information that he is always looking sad and sitting idle in the class and not mingling with his peers. He does not have medical problems and do his parents have any mental health problems. Theirs is a Middle class family and has moderate social life. I called him to the counselling room. I had initiated a casual conversation with him after sufficient rapport building to know his day to day activities, interests, hobbies, etc. He gave elaborate reply to all quires. He said he like Malayalam and Hindi more than any other subjects. He likes reading story books and writing stories. After reaching home he used to read story books and pay little attention to study subjects. If anyone asks about this, he starts crying.

The Client was always feeling sad. The problem started from last year results declared that were from last four months. When I tried to probe him, he failed once last year due to his poor academic performance and feels sad about his activities. He is also anxious about, this year annual results. According to his teachers he was always looking sad and was sitting quite and thinking of something.

12 sessions, one hour each.

The probable causes for his behavior was poor academic performance and due to this he was anxious and feeling sad about self.

CONTENT AREA:

- > Affective - Guilty feeling, unworthy, hurt and neglected.**
- > Cognitive -Low acceptance due to poor performance.**
- > Interpersonal - Not mingling with peers**
- > Contributing Factors - At home no one was taking care of him.**

OBSERVATIONS MADE BY ME:

He was upset that he was not able to promote to higher class and not showing interest in his studies and wasted a lot of time in reading and writing stories. He found sitting idle in the class and not mingling with his peers. He was having the desire to change for the better.

GOAL SETTING:

I sat with the client and asked him how he is going to get out of this and whether he was happy with his present activities. He answered in negative. He replied i) he wants to accept his failure due to his poor performance, so he want to study seriously and want to become a writer ii) Want to mingle with friends and take help from them. Then I asked him what the things he needed to realize his dream are. He said i) accept failure ii) reduce negative feelings, iii) work hard vi) feeling worthy. Since he has made his own feelings, he realized and promised to change himself.

FINALISING GOALS:

- > Reduce negative feelings
- > Develop interpersonal relationship
- > Concentrate on academics and study hard
- > Get good marks in examination

INTERVENTION STRATEGY:

To correct the client's behavior I used self management technique. I asked him to self monitor and record the days when he was feeling sad. Thought postponement training was also given. After a week he managed to control himself and found he was feeling happy and feeling positive. I also taught him relaxation technique.

Self Monitoring and management

DAYS	WHEN NO SAD FEELING	REWARD
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

OUT COME AND EVALUATION:

As the client was able to realize his problems and wanted to change for a better, I could find a lot of positive changes in him. He was managed to get better marks in other subjects than in languages in the class tests. His class teacher also told me that he is concentrating in his studies.

I informed the client about the termination before 11th session. Since, the case was referred to me by class teacher;

I briefed about the client with her and also requested her to do the follow-up and help the student. I had given my Telephone Number and e-mail Id for further communication.

SKILLS USED:

Information gathering, integrating the data, problem finding question, goal setting, enquiry, making association with facts, recording information, forming hypothesis, evaluating the outcomes of the counselling process and confidentiality are the skills. I could also learn the effect of emotions in academics.

2.4 CONCLUSION:

The client was managed to control his activities and he is having good interpersonal relations with his class mates. He is seriously concentrating in his studies because he wants to become a good writer. The class teacher is assigned with the follow up.

COUNSELLING INTERVENTIONS:

CASE NO. SRK804

SRK804, 13 years old boy he lives with his parents and he is a single child to his parents. He is studying in eighth standard. His father is an office superintendent and his mother is a clerk. They live in an independent house which is very close to the school. He was referred to me by his Class teacher. I collected information that he was having very low attention span, lack of concentration and poor academic performance. He does not have medical problems and do his parents have any mental health problems. Theirs is a high middle class family and has moderate social life. I started with rapport building and had initiated a casual conversation with him to know his day to day activities, interests, hobbies, etc. He gave little reply to quires. He said that he was not able to concentrate on studies and also in the class.

The Client was not able to concentrate in his studies. The problem started from last year. When I tried to probe him, he told me that when he reaches home after school and tuition, he had to be lonely there till his parents arrive. If they arrive they start quarrelling among themselves for even petty issues. His parents spent very less time with him. Most of the time he feels lonely and insecure. In the home he used to play video games or watching TV. His parents rarely enquire about his studies. He was upset about his poor academic performance and feels sad about his activities. He also anxious about, this year end result. According to his teachers he was having poor attention in the class.

12 sessions, one hour each.

The probable causes for his behavior were parental discord and insecurity feeling.

CONTENT AREA:

- > Cognitive -low attention and concentration leads to poor academic performance.**
- > Contributing Factors - parental discord, neglecting.**

OBSERVATIONS MADE BY ME:

He was upset that he was not able to attend in the class and not showing interest in his studies. He found less mingling with his peers. He was having the desire to change for the better.

GOAL SETTING:

I sat with the client and asked him how he is going to solve his difficulties. He answered in negative. He replied i) he wants to reduce his anxiety and improve his academic performance, so he want to study seriously and want to become a medical doctor ii) Want to good relation with friends. Then I asked him what the things he needed to realize his dream are. He said i) accept the situation ii) reduce negative feelings, iii) work hard. Since he has made his own feelings, he realized and promised to change himself.

FINALISING GOALS:

- > Reduce anxiety
- > improve on academics and study hard
- > Get good marks in examination
- > Develop interpersonal relationship

INTERVENTION STRATEGY:

I trained him breathing exercise and relaxation technique for reducing his anxiety. After 4 sessions I observed him, that he was managed to control himself and found he was feeling happy and feeling positive. I also gave assertiveness training to tackle the domestic issues.

OUT COME AND EVALUATION:

As the client was able to realize his problems and wanted to change for a better, as I trained him the breathing exercise and relaxation technique, he was able to overcome his difficulties and study hard to get better marks in the class tests. His teachers also told me that he is concentrating in his studies.

I informed the client about the termination before 10th session. Since, the case was referred to me by class teacher; I briefed about the client with her and also requested her to do the follow-up and help the student. I had given my Telephone Number and e-mail Id for further communication.

SKILLS USED:

Information gathering, integrating the data, problem finding question, goal setting, enquiry, making association with facts, recording information, forming hypothesis, evaluating the outcomes of the counselling process and confidentiality are the skills. I could also learn the effect of family relations in academics.

CONCLUSION:

The client was able to overcome his difficulties and work hard to achievement. He is seriously concentrating in his studies because he wants to become a medical doctor. The class teacher is assigned with the follow up.

-X-

COUNSELLING INTERVENTIONS:

CASE NO. SRK805

SRK805, 13 years old boy he lives with his mother and elder sister. He is studying in eighth standard. His father died when he was 5 years old. His mother is working as a domestic helper. They live in a small house which is nearby to the school area. He was referred to me by his Class teacher. I collected information that he was sleeping in the class time and was poor in academic performance. He does not have medical problems and do his parents have any mental health problems. He is appeared to be lean and thin. Theirs is a low class family and has less social life. I started with rapport building and had initiated a casual conversation with him to know his day to day activities, interests, hobbies, etc. He gave little reply to quires. He said that he get tired very often and not able attend the class.

The Client was sleeping in the class time and not able to attend in the class. The problem started from last 3 months. When I tried to probe him, he told me that he was working in a restaurant kitchen in the mornings and evenings for supporting his family. After his work he comes to school without taking adequate rest. After school time again he goes to the restaurant kitchen for work. His mother rarely enquires about his studies. He was upset about his poor academic performance and feels sad about his activities. He was also anxious about, this annual result. According to his teachers he was sleeping and least attentive in the class.

12 sessions, one hour each.

The probable causes for his behavior were working in a restaurant kitchen for solving family financial problems and no one to help them out.

CONTENT AREA:

- > Physical - Working as an adult leads to low energy and got tired easily**
- > Contributing Factors - poorness in the family, father is no more and no one to help.**

OBSERVATIONS MADE BY ME:

He was upset that he was sleeping in the class time, not able to attend in the class and not showing any interest in his studies. He was having the desire to change for the better.

GOAL SETTING:

I sat with the client and asked him how he is going to solve his difficulties. He replied he wants to reduce work time in school days that is he work only in the evenings and improve his academic performance, so he want to study seriously and want to become a teacher. Then I asked him what the things he needed to realize his dream are. He said i) accept the situation ii) work only in evening time, iii) study hard. Since he has made his own feelings, he realized and promised to change himself.

FINALISING GOALS:

- > Reduce work time
- > improve on academics and study hard
- > Get good marks in examination

INTERVENTION STRATEGY:

I trained him breathing exercise and relaxation technique for improving concentration. After 4 sessions I observed him, that he was managed to control himself and found he was feeling happy.

OUT COME AND EVALUATION:

As the client was able to realize his problems and wanted to change for a better, as I trained him the breathing exercise and relaxation technique, he was able to overcome his difficulties and study hard to pass in the class tests. His teachers also told me that he is not sleeping in the class time and concentrating in his studies.

I informed the client about the termination before 10th session. Since, the case was referred to me by class teacher; I briefed about the client with her and also requested her to do the follow-up and help the student. I had given my Telephone Number and e-mail Id for further communication.

SKILLS USED:

Information gathering, integrating the data, problem finding question, goal setting, enquiry, making association with facts, recording information, forming hypothesis, evaluating the outcomes of the counselling process and confidentiality are the skills. I could also learn the effect of going to work in academics.

CONCLUSION:

The client was able to overcome his difficulties and work hard to achievement. He is seriously concentrating in his studies because he wants to become a teacher. The class teacher is assigned with the follow up.

-X-

CHAPTER-3

RESULTS & CONCLUSIONS

INTRODUCTION:

The problems are poor academic achievement which is mainly due to physical, emotional, interpersonal and social in nature. The planned interventions are class talks, career talks, group discussions, workshop, group counselling sessions and individual counselling. All these interventions were executed.

RESULTS:

From the words of students, peers, parents and teachers there is some noticeable change in the students behavior. The students could gain insights and are able to understand themselves. They start concentrating on their academics.

3.3 DISCUSSIONS:

There is a little progress in the positive side. The follow up is required for some more time. Some more changes to be brought on the parental attitudes. There is a need of counselor in the school.

3.4 SUGGESTIONS:

Some more Class talks and Career talks could have conducted.

Field trip could have arranged.

Guest lectures of Personalities who are successful in their field might have arranged.

3.5 CONCLUSION:

I could make a good attempt. There is a clear indication that there is a change in the total behavior of students. The Head Master and the entire teacher were very co-operative and helpful. The students they really need a guidance counselor.

INITIAL INTAKE INTERVIEW

NAME OF COUNSELLOR TRAINEE : Suresh Kumar C

PERSONAL INFORMATION OF COUNSELLEE

DATE: 18.10.2010

NAME: SRK801 CLASS: VIII - A

FATHERS NAME: Sunny

MOTHERS NAME: Alphonsa

DOB/AGE: 13

SCHOOL: SRK GVM HSS, Puranathubara

TYPE OF FAMILY: Nuclear

NUCLEAR FAMILY JOINT FAMILY REFERRED BY:

CLASS TEACHER SUBJECT TEACHER COUNSELLOR SELECTED STUDENT

REFERRED PROBLEM TYPE class Teacher referred

BEHAVIOURAL: Lying, late to school EMOTIONAL: sad, upset, fear

INTER PERSONAL: keep away ACADEMIC: poor

INFORMATION RELATED TO PROBLEMS

1 Who is your class teacher?

Mr. Sasi

2 What does she teach?

Malayalam

3 Can you tell about her and the subject.

good, helpful, punishing

4 Incidental point which you remember.

Death of grandmother

5 Ability of child identified.

Drawing, singing

6 Present life situation. ~~low~~ upper class, less social, home - school - home.

7 Extended family. —

8 Background to the problem. - Company of senior students from other school

9 Daily work of child - getting @ 7 AM, daily routine, school, home.

10 Relationships of child - Father - less contact
Mother - OK
Brother - Family good

11 Description of behaviour and appearance of child.
- slim, average built, less fat, active, energetic

12 Other Observable behaviour: upset, less interest in studies, interest in
Play.
Temperament: Not hurting anybody, good.

Traits : (fearful) emotional

Personal relationship with:

Mother: OK

Father: less like

Grand parents: —

Relatives: —

Friends: less friends/peers

Difficulties.
13 Problems in studies : Yes. poor academic results

14 Problems in social behaviour : Less contact with peers. Limited relations
(only senior students)

15 Competencies of child espily strengths

Drawing, Singing

16 List out problems of the child as per problem check list.

17 PRIMARY PROBLEM/SECONDARY PROBLEM

1 Nature of problem. Lying, Late to school (always), Poor academic results

2 How much does the problem interfere with clients every day functioning.

Reaching home late^{evry} after playing with friends.
(Senior students of same other school)

3) How does the problem manifest itself?

Poor academic result, lying, late coming to school

d) How does the problem arise?

since the bad compangis' relationship started (senior boys)

e) What are the patterns of events surrounding the problem. (When does it occur, with Whom, What happens before and after its occurrence)

Last six months, coming home late evening, lying to parents.

f) What caused the client to enter the counselling at this time.

He want to get rid of his company and want to concentrate on studies.

18 CLIENTS CURRENT LIFE SETTING

a) How does the client spend a typical day/week?

07.00 Am getting up after routine, to school, after school playing up to late evening, having dinner, watching TV goes to bed.

b) Clients social/religious/recreational activities.

Limited friends, less social with neighbour, religious minded, playing foot ball.

c) Clients educational/vocational situation.

average/poor in lower classes.

18 CLIENTS FAMILY HISTORY

Sl no	Name	Age	Occupation	Relation	Personality
01	Sunny	50	worker	Father	Reserved
02	Alphonsa	42	Sweeper	Mother	Caring
03	Xavier	20	College Student	Brother	Loving

b) Any history of mental disturbance in the family : No

c) Description of family stability : Fairly good

d) Client's Personal Goals in life : want to become an Engineer

19 DESCRIPTION OF CLIENT DURING INTERVIEW

(Physical appearance/gestures/expressions/
responses/abilities displayed/thoughts)

Looking fearful, sitting intensed, not giving much
information, avoiding,

20 SUMMARY AND RECOMMENDATIONS

Self management techniques can be used
Self monitoring and Record
Time management chart.
Positive reward technique.

(Connection between the clients expression and the problem/type of suitable counsellor/realistic goals for counselling/probable duration of the counselling)

fearful with everybody, he want to hide something from everybody. Lying he want to cover his weakness like home assignment, etc. reason for late going home etc.

10 - 12 sessions of one hour duration.

Trained him time management
Self management technique used
Self monitoring and record.

- goals

- coming home on time
- stop telling lies
- Improve relations with peers
- concentrate on academics

INITIAL INTAKE INTERVIEW

NAME OF COUNSELLOR TRAINEE : Suresh Kumar C

PERSONAL INFORMATION OF COUNSELLEE

DATE: 18.10.2010

NAME: SRK 802 CLASS: VIII F

FATHERS NAME: Thankappan

MOTHERS NAME: Susha

DOB / Age / 13 years

SCHOOL: SRK GVM HSS, Puranathuram

TYPE OF FAMILY :

NUCLEAR FAMILY

JOINT FAMILY REFERRED BY:

CLASS TEACHER SUBJECT TEACHER COUNSELLOR SELECTED STUDENT

REFERRED PROBLEM TYPE : class teacher referred

BEHAVIOURAL : Fighting EMOTIONAL : Sad

INTER PERSONAL : poor less relations ACADEMIC : Poor

INFORMATION RELATED TO PROBLEMS

1 Who is your class teacher?

Mrs Usha

2 What does she teach?

mathematics

3 Can you tell about her and the subject.

Very tough, hard

4 Incidental point which you remember.

One of his Aunt provoked his father told him

5 Ability of child identified.

Music, singing

6 Present life situation.

Getting up @ 6.30 Am, Routine, school-home, playing, watching TV, early to bed.

7 Extended family.

—

8 Background to the problem.

No one is accepting him & helping him every one peers, teachers and also parents & relatives bullying & teasing him. →

9 Daily work of child

getting up @ 6.30 Am, routine, school, home. playing watching TV, sleep.

10 Relationships of child:

only few peers who also like him.

11 Description of behaviour and appearance of child.

average built, active, energetic, little fat, healthy boy

12 Other Observable behaviour

Temperament: good nature

Traits : angry / emotional

Personal relationship with:

Mother: good

Father: fairly good

Grand parents: OK

Relatives: —

Friends: few friends

Difficulties

13 Problems in studies: poor academic results

14 Problems in social behaviour

Less relations with peers, neighbours.

15 Competencies of child espily strengths

music & singing

16 List out problems of the child as per problem check list.

17 PRIMARY PROBLEM/SECONDARY PROBLEM

1 Nature of problem. fighting with others, poor academic results

2 How much does the problem interfere with clients every day functioning.

Sad & upset about his behaviour.
Poor in academics.

3) How does the problem manifest itself?

Poor academic results

d) How does the problem arise?

He was in thought of studying less when in 7th std.
→ that much effort is sufficient for 8th std. But the results
shown him his ability, since the parents start
scolding him.

e) What are the patterns of events surrounding the problem. (When does it occur, with Whom, What happens before and after its occurrence)

Last 9 months. Less work for studies, only playing
→ watching TV

f) What caused the client to enter the counselling at this time.

He wants to get out of these situations and wants to
study well.

18 CLIENTS CURRENT LIFE SETTING

a) How does the client spend a typical day/week?

get up. 0630 Am, after routine, to school - after school
playing, watching TV and early to bed.

b) Clients social/religious/recreational activities.

Limited friends, neighbours, less social
religions minded
playing cricket, music, singing.

c) Clients educational/vocational situation.

Average in lower classes.

18 CLIENTS FAMILY HISTORY

Sl no	Name	Age	Occupation	Relation	Personality
01	Thankappan	40	worker	Father	Caring
02	Sudha	35	House wife	Mother	Caring, friendly
03	Sunil	10	student	brother	Caring
04	Raman	70	—	Grand father	Caring
05	Malini	68	—	Grand Mother	Caring
06					

b) Any history of mental disturbance in the family *NO*

c) Description of family stability
Family good

d) Clients Personal Goals in life
want to become an Engineer

19 DESCRIPTION OF CLIENT DURING INTERVIEW

(Physical appearance/gestures/expressions/
responses/abilities displayed/thoughts)

*fighting with peers, getting upset easily, emotional,
getting information easily, good.*

20 SUMMARY AND RECCOMENDATIONS

*Self management techniques
Self monitoring & Record
Relaxation techniques*

(Connection between the clients expression and the problem/type of suitable counsellor/realistic goals for counselling/probable duration of the counselling)

fighting with everybody, early get upset,
Emotional, talkative. ~~not~~ Don't like teasing,
bullying etc

10-12 sessions of one hour duration

- Self management
- Self monitoring & Record
- Relation Techniques

goals

- Stop fighting with peers
- Improve relations
- Concentration in studies

INITIAL INTAKE INTERVIEWNAME OF COUNSELLOR TRAINEE : *Suresh Kumar C*PERSONAL INFORMATION OF COUNSELLEEDATE: *20-10-2010*NAME: *SRK803* CLASS: *VIII-B*FATHERS NAME: *Rajin*MOTHERS NAME: *Shobhana*DOB / Age: *14 years*SCHOOL: *SRK Gum H.S.S., Paramathikara*

TYPE OF FAMILY :

NUCLEAR FAMILY

JOINT FAMILY REFERRED BY:

CLASS TEACHER SUBJECT TEACHER COUNSELLOR SELECTED STUDENT

REFERRED PROBLEM TYPE *Class teacher referred*BEHAVIOURAL: *-* EMOTIONAL: *sad, feeling negative*INTER PERSONAL: *less* ACADEMIC: *poor*INFORMATION RELATED TO PROBLEMS

1 Who is your class teacher?

Mrs. Smita

2 What does she teach?

English

3 Can you tell about her and the subject.

helpful and tough subject

4 Incidental point which you remember.

Last Annual results time

5 Ability of child identified.

writing stories

6 Present life situation.

Getting up 0600 AM, Routine, School-home, watching TV
watching stories, sleep.

7 Extended family.

8 Background to the problem.

when he ^{declined} the annual results last time he got
failed in the same class VIII. He could not accept this

9 Daily work of child

Getting up 0600 AM Routine, school-home, watching TV
watching stories, sleep.

10 Relationships of child

only few peers in the class

11 Description of behaviour and appearance of child.

Average built, less active, little fatty, -

12 Other Observable behaviour

Temperament:

good nature

Traits

: (Sad) emotional

Personal relationship with:

Mother:

Caring, loving

Father:

loving

Grand parents:

good to him

Relatives:

-

Friends:

-

Difficulties
13 Problems in studies

Poor

14 Problems in social behaviour

Less social

15 Competencies of child esply strengths

writing stories

16 List out problems of the child as per problem check list.

17 PRIMARY PROBLEM/SECONDARY PROBLEM

1 Nature of problem. sad, negative feelings, poor academics

2 How much does the problem interfere with clients every day functioning.

it interfere his activities and relations with others
(with draw)

3) How does the problem manifest itself?

Poor academic results

d) How does the problem arise?

when ever he feels difficulty in study subject he feels bad
and think negatively, and not able to concentrate on
studies.

e) What are the patterns of events surrounding the problem. (When does it occur, with Whom, What happens before and after its occurrence)

Last few months, less effort for studies interested only in writing stories and reading story books & watching TV

f) What caused the client to enter the counselling at this time.

He want to free from his state.

18 CLIENTS CURRENT LIFE SETTING

a) How does the client spend a typical day/week?

Waking up 0600 AM, after routine, school → home back reading story books, writing stories, watching TV, sleep.

b) Clients social/religious/recreational activities.

Less social
Religious minded
Reading stories, watching TV

c) Clients educational/vocational situation.

average in lower classes.

18 CLIENTS FAMILY HISTORY

Sl no	Name	Age	Occupation	Relation	Personality
01	Raja	45	farmer	father	loving
02	Shobana	42	Mother H.W	Mother	Caring, loving
03	Raji	11	student	sister	loving
04	Gouriamma	70	—	Grand mother	loving

b) Any history of mental disturbance in the family

no

c) Description of family stability

fairly good

d) Clients Personal Goals in life

want become a writer (story)

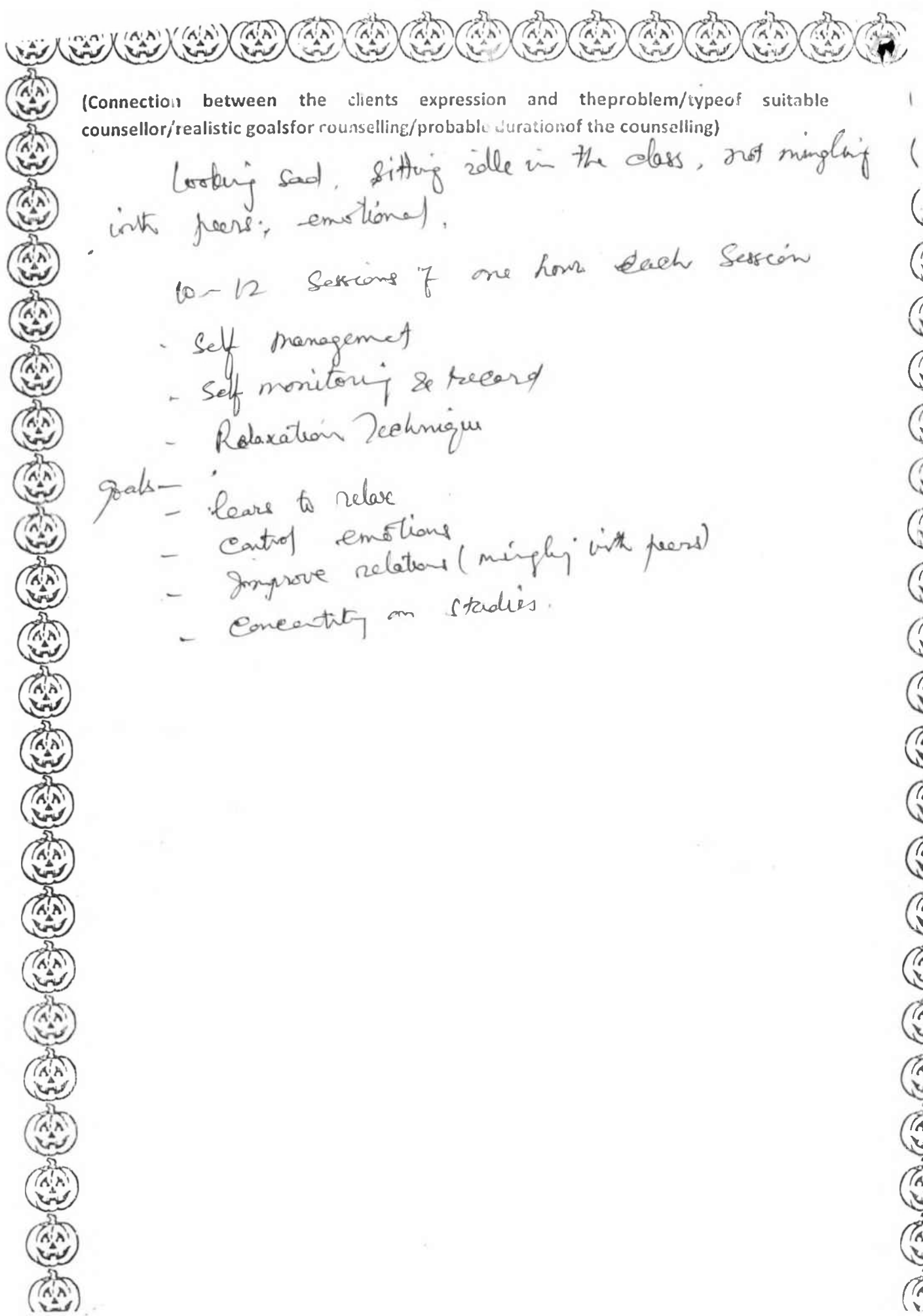
19 DESCRIPTION OF CLIENT DURING INTERVIEW

(Physical appearance/gestures/expressions/
responses/abilities displayed/thoughts)

Looking sad, idle not mingling with peers.
for #

20 SUMMARY AND RECCOMENDATIONS

Self management
Self reading & monitor
Thought post placement training
Relaxation techniques



(Connection between the clients expression and the problem/type of suitable counsellor/realistic goals for counselling/probable duration of the counselling)

Looking sad, sitting idle in the class, not mingling with peers; emotional.

10-12 sessions of one hour each session

- Self management
- Self monitoring & record
- Relaxation Technique

Goals-

- Learn to relax
- Control emotions
- Improve relations (mingling with peers)
- Concentration on studies.

INITIAL INTAKE INTERVIEW

NAME OF THE COUNSELLOR / TRAINER:

Sunesh Kumar @

PERSONAL INFORMATION OF THE COUNSELLEE

DATE: 22-10-2010

CLASS:

VIII-D

NAME: S RK 804

DATE OF BIRTH:

Age - 13 years

NAME OF THE SCHOOL:

SRE GVM HBS, Purnanathubara

FATHER'S NAME:

Priya Kumar

MOTHER'S NAME:

Bindu

TYPE OF FAMILY: NUCLEAR FAMILY / JOINT FAMILY / SEPERATED FAMILY

REFERRED BY: CLASS TEACHER / COUNSELLOR / STUDENT SELF initiated

REFERRED PROBLEM TYPE:

Class Teacher referred

BEHAVIOURAL:

EMOTIONAL:

feeling insecure

INTER PERSONAL:

less social

ACADEMIC:

poor

INFORMATION RELATED TO PROBLEMS:

1. Activities/ things the client likes?

~~doing~~ watching TV

2. Activities/ things the client don't like?

reading hindi, being in the house alone.

3. Incidental point which the client remembers:

Last Quarrel among parents

4. Ability of child identified:

good in Mathematics

5. Present life situation.

Getting up 0545 AM, Routine, Tuition, School-home, watching TV early to bed

- 6. Extended family. —
- 7. Background of the problem. since ^{last} one year, he feels lonely at home
- 8. Daily work of the child. 0545 Am getting up, tuition, school home watching TV, early sleep
- 9. Relationships of the child. only few friends
- 10. Description of behavior and appearance of the child. active, healthy, energetic
- 11. Other observable behavior.
 - a) Temperament good nature
 - b) Traits emotional
- Personal relationship with:
 - Mother: loving & caring
 - Father: good
 - Grand parents: —
 - Friends: only few good friends
 - Relatives: —
- 12. Difficulties in studies: poor in academics
- 13. Any other difficulties expressed: feeling lonely at home, not able to concentrate, not able to ~~be~~ attentive in class
- 14. Problems in social behavior: Less sociable
- 15. Competencies of child especially strengths: Good in speaking English

16. List out problems of the child as per the problem check list:

PRIMARY PROBLEM / SECONDARY PROBLEM.

- A) Nature of problem: not able to concentrate, not able to be attentive in the class
- B) Onset of the problem: Feels lonely from last year.
- C) How much does the problems manifest itself?
His studies, his relations with peers
- D) How does the problem arise?
When the parents quarrel each other (parental discord)
- E) What are the patterns that surround the problem (when does it occur/ with whom / what happens before and after its occurrence)
not able to study well, poor results in exam.
- F) What caused the client to enter the counseling at this time?
He want to concentrate on studies
17. Clients current life setting: getting up 05:45 AM, Routine, Interim school-home watching TV and early sleep.
- a) How does the client a typical day / week

b) Clients social / religious / recreational activities

Less social
Religious mild
watching TV

c) Clients educational / vocational situation

poor in studies

18. Clients family history

(A)

Sl. no	Name	Age	Occupation	Relationship	Personality
1	Prigateman	43	Office Supt.	Father	less caring
2	Bader	38	clerk	Mother	very caring
3					

(B) Any history of mental disturbance in the family:

NO

(C) Description of family stability:

not so good

(D) Clients personal goal in life:

want to become a doctor

19. Medical History:

NO

20. Educational History:

Academic progress:

Average in Low- to average classes

Extra curricular interests:

Relationship with peers:

not so good
only few friends

21. Description of client during interview: (physical appearance / gestures / expressions / responses / abilities displayed / thoughts)

active,
in attentive,
not much talkative

22. SUMMARY AND RECOMMENDATIONS:

(Connection between the clients expression and the problem / realistic goals for counseling / type of suitable counseling / probable duration of counseling)

low attention
less concentration
feeling lonely
10-12 Sessions (1 hour)

Breathery exercise Training
Relaxation Technique Training
Assertive Training

Goals

Reduce anxiety
Develops relations with peers
Improve studies
want to become a doctor

INITIAL INTAKE INTERVIEWNAME OF THE COUNSELLOR TRAINEE:

Suresh Kumar

PERSONAL INFORMATION OF THE COUNSELLEE

DATE: 21-10-2010

CLASS: VIII - E

NAME: SRK GUM HSS

DATE OF BIRTH: Age 13 years

NAME OF THE SCHOOL: SRK GUM HSS, Juvankulakara

FATHERS NAME: Gajatharan (Late)

MOTHERS NAME: Subadra

TYPE OF FAMILY: NUCLEAR FAMILY / JOINT FAMILY / SEPERATED FAMILY

REFERRED BY: CLASS TEACHER / COUNSELLOR / STUDENT SELF initiated

REFERRED PROBLEM TYPE: Referred by class teacher

BEHAVIOURAL: Sleeping in the class

EMOTIONAL: sad

INTER PERSONAL: good

ACADEMIC: poor

INFORMATION RELATED TO PROBLEMS:

1. Activities/ things the client likes? playing
2. Activities/ things the client don't like? studies
3. Incidental point which the client remembers: Mother's sleeping in class and get caught by Head Master
4. Ability of child identified: Good worker
5. Present life situation. 0530 Am getting up, Routine, goes to restaurant kitchen, School - Home - Restaurant kitchen - sleep

6. Extended family. —

7. Background of the problem. *poor mass, supporting the family*

8. Daily work of the child. *0530 AM, routine, work in school home, work sleep*

9. Relationships of the child. *— good in social relations*

10. Description of behavior and appearance of the child. *lean and thin, weak, talkative*

11. Other observable behavior.

a) Temperament *good nature*

b) Traits —

Personal relationship with:

Mother: *loving, ca* Father: —

Grand parents: —

Friends: *good* Relatives: —

12. Difficulties in studies: *poor studies*

13. Any other difficulties expressed: *no*

14. Problems in social behavior: *no*

15. Competencies of child especially strengths

good worker

A15

16. List out problems of the child as per the problem check list:

Sleeping in the class
poor in academics

PRIMARY PROBLEM / SECONDARY PROBLEM.

- A) Nature of problem: sleeping in the class
- B) Onset of the problem: last 3 months
- C) How much does the problems manifest itself?
get tired ~~not~~ very soon, not able to be alert in class
- D) How does the problem arise?
After work he used to come to the class, as soon as the teacher starts lessons, he starts his sleeping
- E) What are the patterns that surround the problem (when does it occur/ with whom / what happens before and after its occurrence)
in the class mostly in the morning (sessions/ periods)
- F) What caused the client to enter the counseling at this time?
want to get rid of this sleeping in the class

17. Clients current life setting:

a) How does the client a typical day / week

b) Clients social / religious /recreational activities

good among friends & neighbours
religious minded
No/less recreation.

4.16

c) Clients educational / vocational situation

good in lower classet

18. Clients family history

(A)

Sl. no	Name	Age	Occupation	Relationship	Personality
01	Sulodra	40	House maid	Mother	loving & caring
02	Sandhya	14	student	Sister	loving

(B) Any history of mental disturbance in the family:

no

(C) Description of family stability:

good

(D) Clients personal goal in life:

want to become a teacher

19. Medical History:

no

AIF

20. Educational History: ✓

Academic progress:

It was good in lower classes

Extra curricular interests:

none

Relationship with peers:

good

21. Description of client during interview: (physical appearance / gestures / expressions / responses / abilities displayed / thoughts)

lean, thin, less fatty,
giving answers exactly to the questions
feeling re looking weak
was feeling sleepy.

22. SUMMARY AND RECOMMENDATIONS:

(Connection between the clients expression and the problem / realistic goals for counseling / type of suitable counseling / probable duration of counseling)

Sleeping in the class time,
less alert
poor in academics

Breathing exercise
Relaxation Techniques
Reduce work time

Goals -

- Reduce work time
- Improve academics
- Get good marks in exams
- want to be a teacher

External Supervisor
Dr. PT Sasi PhD
Clinical Psychologist
Innervision,
Ayyanthole
Thrissur
Kerala.

A 19

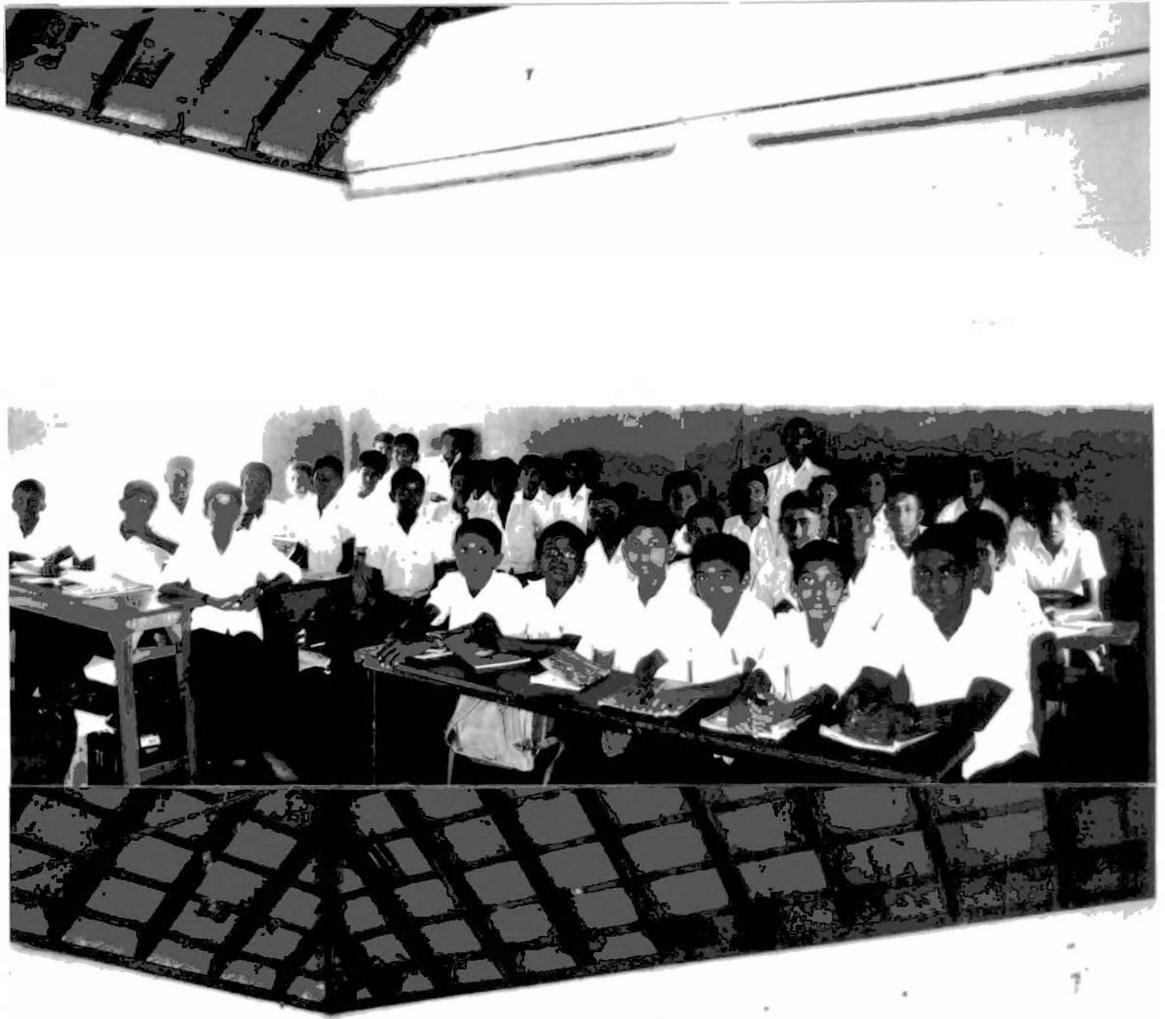
Class 8A Career Class in progress.



Class 8B Career Class in progress.

A20

Class 8C Career Class in progress



Class 8D Career Class in progress.

A21

Class 8E Career Class in progress



Class 8F Career Class in progress

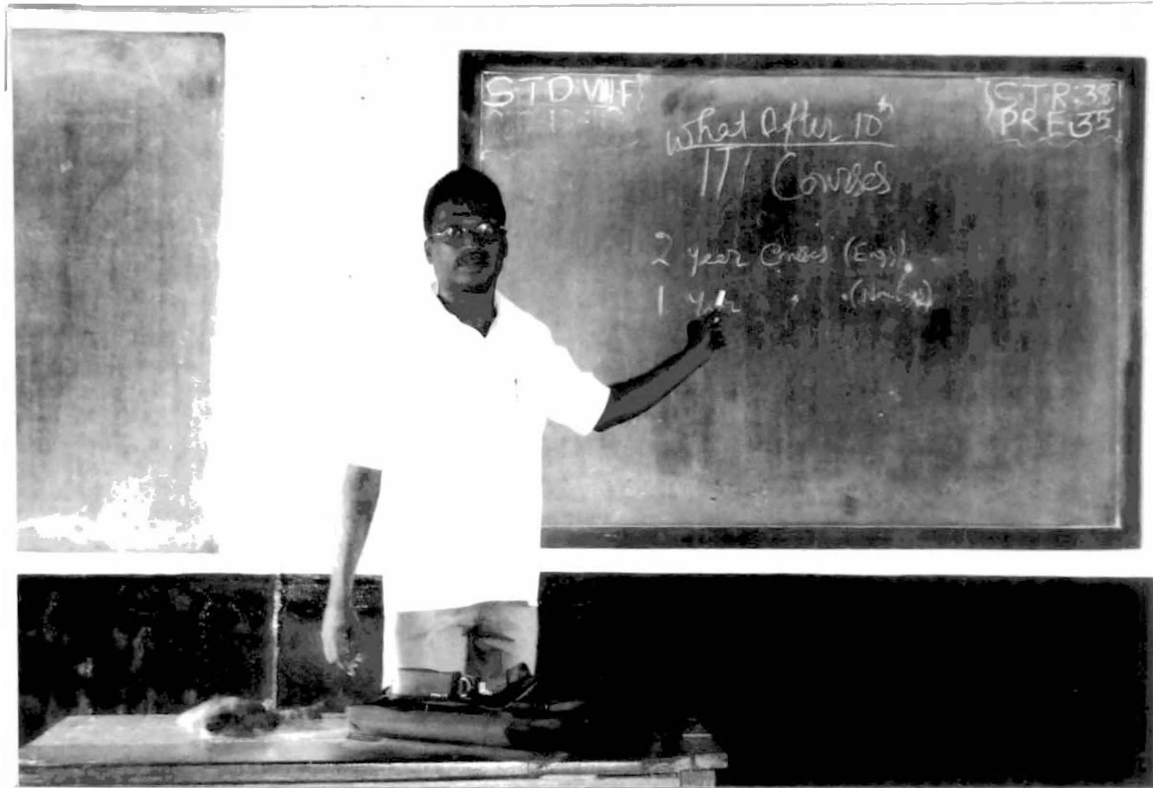
A 22
Class - BD work shop in progress



Counselling Session in progress.

A23

Carrer class in progress



8.D Group discussion in progress.

Students' feedback A24

സ്കൂളിൽ എന്റെ പഠിക്കൽ വർദ്ധിക്കാൻ അത് പഠിക്കാനും
എന്റെ അദ്ധ്യാപനങ്ങൾ മനസ്സിലാക്കാനും പഠിക്കാനും
അർത്ഥം വെച്ചുവെക്കാനും ഉപയോഗിക്കാൻ അദ്ധ്യാപനങ്ങൾ
ഉപയോഗിക്കാൻ പഠിക്കാനും എന്റെ സഹായം
വഹിക്കാൻ എന്ന് അത് എന്റെ പഠിക്കൽ
സമയം കൂടി എന്റെ പഠിക്കൽ സമയം
കൂട്ടി എന്റെ പഠിക്കൽ സമയം

എന്ന്

നിഖിൻലാൽ.സി

VIII F

Nikhilal

Students' feedback

201,
A25

Anjo Antony

VIII B

ഞാൻ അന്യമായി മാറ്റിത്തന്ന കമ്പൽ വിതരണ ഉടൻതന്നെ ജീവിതത്തിൽ അന്നു വലിയ വ്യതിയാനം ഉണ്ടായി. പാതിസന്ധിക്കുള്ള ഉടൻതന്നെ അന്നും വെച്ചുതന്നതും ലോകവാദത്തോടു കൂടിയും അന്നു പഠിച്ചിട്ടുള്ളതും അതിൽ അതിയായ സന്തോഷം ഉണ്ട്. അതുകൊണ്ട് വിനോദം വേണ്ടതല്ല. ഉടൻതന്നെ വെച്ചുതന്ന എനിക്ക് maths ഉടൻതന്നെ പഠിക്കണം എന്ന് പറഞ്ഞതും എനിക്ക് ഉടൻതന്നെ എനിക്ക് എനിക്ക് ഉടൻതന്നെ ഉണ്ടാകും ഉണ്ടാകും ഉണ്ടാകും

എന്ന്

എൻ്റെ അമ്മ അമ്മ

Student's Feed Back

A26

അമ്മൻകോട് ടീം. ഐ.ഐ. VIII.C

നന്നായി പഠിക്കാൻ പഠിപ്പിക്കുന്നു. ഭാഷിക
വി. പഠിപ്പിക്കാൻ അറിയിക്കുന്നു. പഠിക്കാ
ൻ അറിയിക്കുന്നു.

Amal

നിർദ്ദേശങ്ങൾ.

1. എൻ്റെ പാഠ്യപുസ്തകങ്ങൾ
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.
 എൻ്റെ പഠനത്തിന് ഉപയോഗിക്കാൻ.

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Students' feedback

A 29

PAGE NO.
DATE

അയിക് കൃഷ്ണൻ

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സർവ്വോപയോഗിച്ച് സാർ ഒരു മനുഷ്യനിൽ
പിന്നെ എനിക്ക് യാദൃച്ഛികമായി
ഒരു റിപ്പോർട്ട് എഴുതി, പ്രവർത്തി, പരിചയം
പ്രദാനം ചെയ്തു, പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ
സീട്ടിൽ സമ്മതം പരിഹാരങ്ങൾ
എന്നത് മൂലം പരിഹരിക്കാൻ
പരിചയം പ്രദാനം ചെയ്തതിൽ
ഒരു മനുഷ്യൻ പരിഹാരം സർവ്വോപയോഗിച്ച്
കാണാൻ

എന്നിട്ട്
അയിക്
ദേശ്വരൻ

അരങ്ങം - N.B

VIII - F

സർവ്വകലാശാലാധികാരികളുടെ
 പിന്നെ മനസ്സ് വിട്ടുപോകാതെ ഉണ്ട്
 ഇപ്പോൾ, ഹിന്ദി, സാഹിത്യം മനസ്സിലി
 രക്ഷയുടെ പലിക്കൽ പരിശീലനങ്ങൾ
 ഉൾപ്പെടെ മാനസികകാര്യങ്ങളിൽ പിന്നെ
 മനസ്സ് ഈ മനസ്സ് വിട്ടുപോകാതെ
 അനന്തര ഹിന്ദിമനസ്സ് കഴിവുമാർഗ്ഗം
 മനസ്സ്

അരങ്ങം
A.V.

Expt No. _____

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കുടുംബശ്രീയുടെ

സംവിധാനം

അഭയ വിദ്യാഭ്യാസ മന്ത്രാലയം ഉൾപ്പെടെയുള്ള വിവിധ സർക്കുലർ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം.

കുടുംബശ്രീയുടെ സംവിധാനം വിവിധ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം. കുടുംബശ്രീയുടെ സംവിധാനം വിവിധ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം.

കുടുംബശ്രീയുടെ സംവിധാനം വിവിധ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം.

കുടുംബശ്രീയുടെ സംവിധാനം വിവിധ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം.

കുടുംബശ്രീയുടെ സംവിധാനം വിവിധ വിഭാഗങ്ങളിലെ വിദ്യാർത്ഥികൾക്ക് സാമ്പത്തിക സഹായം നൽകുന്നതിനായി കുടുംബശ്രീയുടെ സംവിധാനം.

Teacher's Signature : _____

ഗവൺമെന്റ് പാവങ്ങൾക്കാടി ചെയ്തുകൊടുത്തുനന്ത്.

ഗവൺമെന്റ് പാവങ്ങൾക്കാടി ചെയ്തുകൊടുത്തുനന്ത്

:-

ഗവൺമെന്റ് പാവങ്ങൾക്കാടി ഇന്ന് ഭരണൻ വിനാ-
 തം ചെയ്യുന്നുണ്ട്. 2 രൂപക്ക് തൊടി, മൂല മരത്തുണ്ണ
 മൂല സിദ്ധനങ്ങൾ കൊടുത്തുനന്ത്. നെ. കൃഷി കൂടി കൂടെയിൽ
 പെട്ട് പാർപ്പിടം നന്ദം ചെയ്യുവാൻ വിട്ട് വയ്ക്കുകൊടുത്ത്
 കൊടുത്തു പട്ടം കൊടുത്തുകൊടുത്തു ചെയ്യുന്നു. കർഷി-
 കലോത്തുടൻ, മൂല പൊതുവായിട്ടുണ്ട് എന്നിവ
 പാവങ്ങൾക്കാടി ഗവൺമെന്റ് ഇന്ന് പറ്റിക്കൊടുത്തി-
 യിട്ടുണ്ട്. വാങ്ങേ ഇന്ന് സമ്പന്നു ചിരിയ്ക്കുകയും
 സമ്പന്നു നന്നം നന്ദിക്കുന്നുണ്ട്. പറ്റിക്കൊടുത്തു
 കൊടുത്തിട്ടുണ്ടാകുകയും ചെയ്യുന്നുണ്ട്. പറ്റിയ, സിദ്ധന-
 തങ്ങൾക്കും നിങ്ങളുമാണ് ചെയ്യുന്നത് ഗവൺമെന്റ്
 പറയുന്നത്. സ്വയം തൊഴിൽ വായ്പ,
 100 ദിവസം കോലിടും ദിവസം 190 രൂപ
 കൂലിടും ഗവൺമെന്റ് ഇന്ന് തന്നെ വരിയ്ക്കി-
 ട്ടുണ്ട്...

ശ്രീമാൻ കൃഷ്ണൻ. A. U

ദിവിദേത്തിന്റെ വിവിധ മുഖങ്ങൾ

ദിവിദേത്തിന്റെ വിവിധ മുഖങ്ങളാണ്:-

പട്ടിണി, ക്ഷാരം, നവനവകൃഷി, ജ്യോതിഷം.....

ദിവിദേത്തിൽ അനുഭവിക്കുന്ന ആളുകൾ എല്ലാവരും ജ്യോതിഷങ്ങളാൽ പട്ടിണിയായി പട്ടിണി കിടന്ന് നമ്മുടെ ജാതിയുള്ള പലരും മരണമടയ്ക്കിയത് ദൈവദേഹത്തിൽ വേണമെങ്കിൽ എല്ലാവരും ജ്യോതിഷം അനുഭവിക്കാൻ മരണമടയ്ക്കുന്നത്, പിന്നീട് മരണ സാധ്യതയുള്ള കാരണം വേദങ്ങളാണ്. വേദങ്ങൾ ചിന്തിക്കുന്നത് കഠിനമായിട്ടാണ് ആളുകൾ നമുക്കിടയിൽ നിന്നും വിശ്വസിക്കുന്നു. മരണമേ മരണമേ എന്നിങ്ങനെയുള്ള പെട്ടെന്ന് മരണമടയ്ക്കുന്നവർക്ക് കിടന്നത് ഒരു പാർലിമെന്റ കഴിഞ്ഞത് ദൈവമേ ജ്യോതിഷം ഇവർക്ക് ആളുകൾ സമൂഹത്തിൽ ഒരു വിലയും കണ്ടെത്തിക്കുന്നില്ല എന്ന്; ആശ്ചര്യപ്പെടുന്നതിൽ ഇവർക്ക് ദൈവമേ കഴിഞ്ഞുള്ള കാര്യങ്ങൾ ചെയ്യുന്നത് കണ്ടെത്തുക. മരണമേ ക്ഷാരം ഉണ്ടാകാൻ പിന്നീട് അങ്ങനെ ജ്യോതിഷവിലെ അന്ന് വേദങ്ങളുള്ളതു...

എല്ലാ കൃഷി A.U

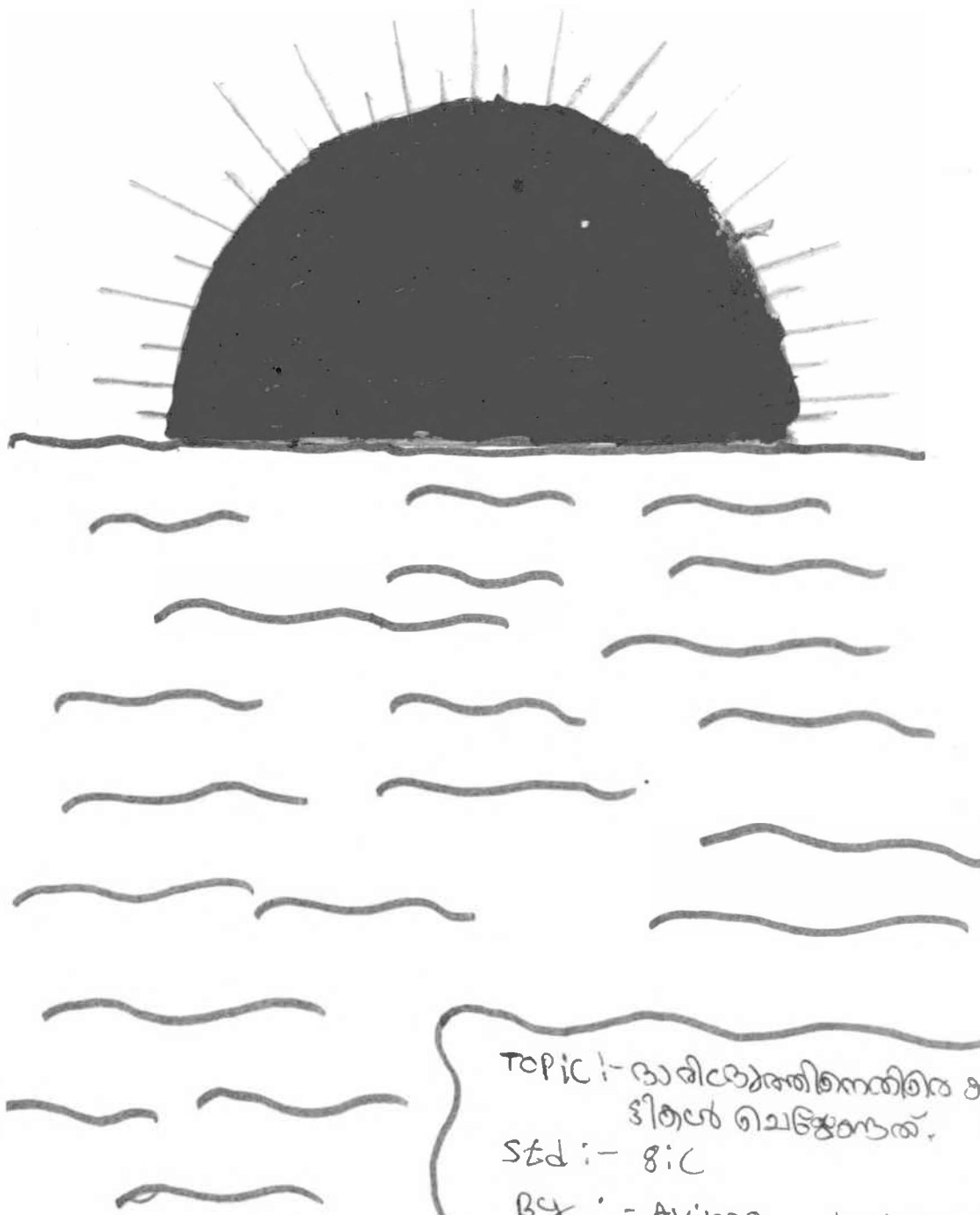
ഗവൺമെന്റ് വിദ്യാഭ്യാസ ഓക്സിജനാർജ്ജിതമാക്കുന്ന പ്രവർത്തനങ്ങൾ

ഗവൺമെന്റ് വിദ്യാഭ്യാസ മേഖലയിൽ നിന്നും ഉദ്യോഗാർത്ഥികൾക്ക് തിരഞ്ഞെടുപ്പിന് തയ്യാറെടുക്കാനും വിദ്യാഭ്യാസ മേഖലയിൽ തൊഴിലുടമകളായും സേവനങ്ങൾ നൽകാനും സാധിക്കുന്ന വിധത്തിൽ പ്രവർത്തനങ്ങൾ നടത്തേണ്ടതുണ്ട്. വിദ്യാഭ്യാസ മേഖലയിൽ തൊഴിലുടമകളായും സേവനങ്ങൾ നൽകാനും സാധിക്കുന്ന വിധത്തിൽ പ്രവർത്തനങ്ങൾ നടത്തേണ്ടതുണ്ട്. വിദ്യാഭ്യാസ മേഖലയിൽ തൊഴിലുടമകളായും സേവനങ്ങൾ നൽകാനും സാധിക്കുന്ന വിധത്തിൽ പ്രവർത്തനങ്ങൾ നടത്തേണ്ടതുണ്ട്.

ഈ സ്ട്രിംഗിനെ പൊതിഞ്ഞു കൊണ്ട് പറഞ്ഞു
 എന്ന് 4 മണിക്ക് ഉണ്ട് അതും ഭൂമി വസം
 വെളിച്ചം കഴിച്ച് ഒന്നു പറഞ്ഞു നമ്മൾ
 ഉണ്ടായിരുന്ന കേന്ദ്രം അതിൽ നൽകി
 ഈ സ്ട്രിംഗിനെ നമ്മൾ നല്ലതും വരും എന്ന്
 പറഞ്ഞു ഈ സ്ട്രിംഗിനെ പൊതി.

ഇതേ രീതിയിൽ ഒന്നു പറഞ്ഞു വെളിച്ചം വെളി.
 ഭൂമി വസം ഇതേ വിധത്തിൽ തന്നെ യാചിക്കുന്നു.
 അതിൽ ഇതിനെ കഴിഞ്ഞു കഴിയാം എന്ന്
 എനിക്ക് അറിഞ്ഞു കഴിയാം. സാധാരണ കൈവില
 കഴിയുന്നതിനാൽ കർമ്മങ്ങൾ കൃത്യമായി പൂർ
 ത്തില്ലാതെ കരം രഹിതമായിരിക്കണം എല്ലാ
 രംഗം ഇതിൽ നിന്നും കരകയറും എന്ന് അറി
 പ്പാകുന്നതാണ്. ഇതിനൊരു കാരണമെന്നാൽ
 തന്നെ തന്നെ വിധിയാൽ എന്ന് വിചാരിക്കുന്നു.
 അതോ പറഞ്ഞു നമ്മൾ നമ്മൾ നമ്മൾ നമ്മൾ
 കരു വെളിച്ചം കഴിയാം കൊണ്ടുവന്ന് നിൽക്കുന്ന
 സമയത്ത് എല്ലാവരും ഭൂമി വരണം. അതിൽ
 അതിൽ കേൾ അതിൽ നൽകുന്നു എന്ന്
 ഇതേ രീതിയിൽ ഭൂമി വസത്തിൽ 1, 2 തവണ മാത്രം
 കേൾ കഴിഞ്ഞു നമ്മൾ

ഉപേക്ഷിക്കുന്നതിന് തയ്യാറെടുക്കുന്നതിനും
അനുബന്ധമായിട്ട് ഭേദിച്ചിട്ടുള്ള കാര്യങ്ങൾ മേൽ
മുഖത്തോടുകൂടി കൈമാറ്റം ഉണ്ടാകുന്നതിന് മുമ്പേ
അതിനെക്കുറിച്ചും അറിയാതെ കൈമാറ്റം നടത്തുന്നതിനും
അതിനും പരിഹാരം കാണാനും കഴിയുന്നതിനും



TOPIC :- ദാരിദ്ര്യത്തിനെതിരെ
കീഴ്ച ചെയ്യരുത്.
Std :- 8C
By :- Avinas , kailas
midhan.

ദാരിദ്ര്യരഹിതനത്തിന്റെ കുടുംബം വെളിച്ചം.

നമ്മുടെ നാടിൽ വ്യാപിക്കുകയുണ്ടാകുന്ന ഒരു-
ണ് ദാരിദ്ര്യം. ഇതിനെതിരായി ഗവൺമെന്റ് ധാരാളം
തൊഴിലുറപ്പ് നടപ്പിലാക്കുന്നുണ്ട്. അതിലൂടെ ഗവൺമെന്റ്
കുടുംബങ്ങൾക്ക് മേന്മ നേടാനാകാൻ സഹായിക്കുകയും
സാധിക്കും.

കുടുംബങ്ങൾക്ക് ഭവനം ഒരു സഹായം

അപ്രകാരമായ ഭവനങ്ങൾ നൽകാൻ സാധിക്കും.
ദാരിദ്ര്യം അനുഭവിക്കുന്നവർക്ക് കുടുംബങ്ങൾക്ക്
ഒരു വസ്തുതയായിത്തീരും. പാവപ്പെട്ടവർക്ക് കുടുംബ-
ത്തെ വർദ്ധിപ്പിക്കാൻ പറ്റാത്തതിനാൽ മാത്രം സാ-
ധനങ്ങൾ വാങ്ങിയിട്ടില്ലാത്തതാണ്.

ഇക്കാരണത്താൽ കുടുംബങ്ങൾക്ക് വെളിച്ച-
ൻ സാധിക്കും.

ദാരിദ്ര നിർമ്മാർജ്ജന നിയമം

ദാരിദ്ര നിർമ്മാർജ്ജന പദ്ധതി

ദാരിദ്ര രേഖയ്ക്ക് താഴെപ്പറയുന്ന കർമ്മങ്ങൾ ചെയ്തുകൊടുക്കുന്നതിനായി സർക്കാർ വിവിധ തരം പദ്ധതികൾ നടപ്പിലാക്കിയിട്ടുണ്ട്. ഇവയിൽ പ്രധാനമായും സർക്കാർ ഉടമസ്ഥതയിൽ ഉള്ള സ്ഥലങ്ങളിൽ താമസിക്കാൻ സൗകര്യം ഒരുക്കുകയാണ് ഈ പദ്ധതി വിഭാഗം ചെയ്യുന്നത്.

ഇൻ ഫ്ലാറ്റിംഗ് പദ്ധതി

ദാരിദ്ര രേഖയ്ക്ക് താഴെപ്പറയുന്ന കർമ്മങ്ങൾ ചെയ്തുകൊടുക്കുന്നതിനായി സർക്കാർ വിവിധ തരം പദ്ധതികൾ നടപ്പിലാക്കിയിട്ടുണ്ട്. ഇവയിൽ പ്രധാനമായും സർക്കാർ ഉടമസ്ഥതയിൽ ഉള്ള സ്ഥലങ്ങളിൽ താമസിക്കാൻ സൗകര്യം ഒരുക്കുകയാണ് ഈ പദ്ധതി വിഭാഗം ചെയ്യുന്നത്.

വനിതാ മൃഗാർജ്ജന പദ്ധതി [ട്രീപ്പിംഗ്, കർമ്മങ്ങൾ]

സാമൂഹിക ജീവിതത്തിൽ സ്ത്രീകൾ നേരിടുന്ന പ്രശ്നങ്ങളെക്കുറിച്ച് വിവിധ തരം പദ്ധതികൾ നടപ്പിലാക്കിയിട്ടുണ്ട്. ഇവയിൽ പ്രധാനമായും സർക്കാർ ഉടമസ്ഥതയിൽ ഉള്ള സ്ഥലങ്ങളിൽ താമസിക്കാൻ സൗകര്യം ഒരുക്കുകയാണ് ഈ പദ്ധതി വിഭാഗം ചെയ്യുന്നത്.

നിർണ്ണയ പരിപാലന പദ്ധതി

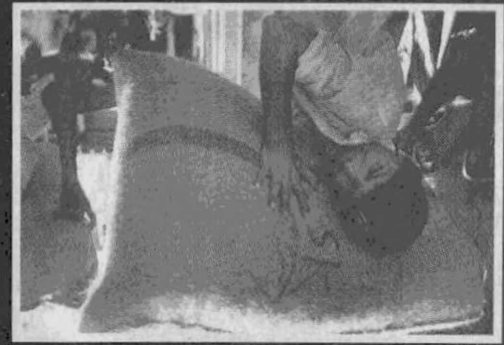
സംസ്കൃതമായ വികസനം ലക്ഷ്യമാക്കി കൊണ്ടു ലഭ്യമായ ഭൂ-ജല-ബജറ്റ് വിഭവങ്ങളുടെ അപരിഷ്കൃതമായ അതിരുകൾ കണ്ടെത്തി പാലി സംരക്ഷിക്കുകയും പരിപാലിക്കുകയും പരിപോഷിപ്പിക്കുകയും പരിശുദ്ധീകരിക്കുകയും ചെയ്യാൻ നാണയകാര്യവകുപ്പിന്റേതിൽ ചികിത്സാ സഹായമായി വിനിയോഗിക്കുകയാണ് ആ പദ്ധതിയെന്ന് ഉപാധ്യക്ഷ വർദ്ധനവും സമഗ്രവും സംസ്കൃതമായ വികസനം സാധ്യമാക്കുകയാണ് ഇതിന്റെ ലക്ഷ്യം.

ഇന്റർ-സ്റ്റാമ്പ് യോജന

ദേശീയതലത്തിൽ അഴുതിച്ചു പാടിപ്പോയി പാടി പർപ്പു വിഭാഗക്കാർക്കും മുൻകൈയടിയും സജ്ജമായി വിട്ടുപോയ നൽകാൻ ഉദ്ദേശിച്ചു പദ്ധതിയാണ് ഇത് ഭവന രവിനരം നെൽ സുന്ദരമായി മെമ്പർ ഭൂമിബജറ്റിലും ഉദ്ദേശ്യമാണ് സമഗ്ര വഴി ഇതിന്റെ ഗണ്യ ഭാഗം നൽകി നിരന്തരമായി നൽകുന്നത്.

ഘട്ടനങ്ങളിലെ അപമാനം നിഴലാക്കിയ ഭൂമി

മനുഷ്യത്വം നഷ്ടപ്പെട്ട
കാലാവസ്ഥയിലെ മനുഷ്യർ



വേലയിൽ തളരുന്ന ബാ

- സുരക്ഷിതമായ കൂട്ടംബാന്തരീക്ഷത്തിൽ ജീവിക്കുകയും സ്കൂൾ വിദ്യാഭ്യാസം ചെയ്യുകയും ചെയ്യുന്ന കുട്ടികൾക്ക് ലഭിക്കുന്ന മാനസികോല്ലാസം ബാല്യത്തിൽ ലഭിക്കുന്ന കുട്ടികൾക്ക് ലഭിക്കുന്നില്ല.
- പിൻക്കാലത്ത് ഉയരങ്ങൾ കീഴടക്കാൻ പ്രചോദനമേകുന്ന പ്രോത്സാഹനങ്ങൾക്കകലം പകരം പകരം തൊഴിലുടമയുടെ ആജ്ഞയും ഭീഷണിയും ശിക്ഷകളുമാണ് ഉയരക്കൂട്ടികൾക്ക് ലഭിക്കുക. ഇത് അവരുടെ മാനസികവികാസത്തെ ബാധിക്കും. കൂട്ടായ്മയുള്ള പ്രവർത്തനങ്ങൾ, സഹകരണം, പരസ്പരധാരണ, സന്ദേഹം എന്നിവ അന്യമാവുന്നു.
- ഒറ്റപ്പെടൽ (നല്ല സൗഹൃദങ്ങളുടെ അഭാവം) അവരിൽ പക, വെറുപ്പ്, അകാരണമായി വിവില്ലായ്മ, ആത്മവിശ്വാസക്കുറവ്, കുറ്റവാസന, ശരിതെറ്റുകൾ വിവേചിച്ചറിയാൻ കേട് എന്നിവ സൃഷ്ടിക്കുന്നു.
- നേതൃത്വം ഏറ്റെടുക്കാൻ, അച്ചടക്കം, മറ്റുള്ളവരുമായി ഇടപെടുന്ന രീതികൾ, സാക്ഷരതയുടെ അടിസ്ഥാനപരമായ മാനദണ്ഡത്തിൽ പരിശീലിക്കാനുള്ള അവസരങ്ങൾ ലഭിക്കുന്ന വിദ്യാഭ്യാസം ഇല്ലാത്തതിനാൽ കൂടുതൽ നല്ല തൊഴിലവസരങ്ങൾ ഇവർക്കൊരുകുന്നില്ല.
- ഉയർന്ന കായികക്ഷമത ആവശ്യമുള്ളതും അന്താരാഷ്ട്രകരമായ സാഹചര്യങ്ങൾ ഉണ്ടാകാൻ കൂട്ടികളുടെ ആരോഗ്യത്തെയും ബാധിക്കുന്നു.

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ECOLOGICAL BALANCE



MILITARY

VIII - 0

പേകൃതികളുടെ സന്ന്യലനാവസ്ഥ

പേകൃതിയിൽ സ്വയം രൂപപ്പെടുവരുന്നവ സന്ന്യലനാവസ്ഥകളാണ് ജീവന്റെ നിലനിൽപ്പിനു തന്നെ ആധാരം. പേകൃതിയിൽ അനുനിമിത്തം ധാരാളം മാറ്റങ്ങൾ നടന്നു കൊണ്ടിരിക്കുന്നു. ഇവയിൽ സ്വാഭാവികമായ ഗ്രഹണശക്തികളായ) മാറ്റങ്ങൾ; മനുഷ്യൻ കൃത്രിമമായി നടത്തുന്നവയുമാണ്. സ്വാഭാവികമാറ്റങ്ങളോട് പേകൃതി വേഗത്തിൽ ഇണങ്ങിച്ചേരാനും നിർവ്വിക്കുന്ന കൃത്രിമ പദ്ധതികളോടൊപ്പം മാറ്റങ്ങളോടൊപ്പം ഇണങ്ങിച്ചേരാനും ഒരു പരിധിവരെ പേകൃതിക്ക് സാധിക്കാറുണ്ട്. എന്നാൽ പരിധികൾ ലംഘിക്കപ്പെടാൻ തക്കച്ചതുടർച്ച അടർച്ചകളോടൊപ്പം വിചിത്രമായ വിചിത്രമായ കാരണങ്ങളിലും ഏകദേശം വിചിത്രമായ കാരണങ്ങളിലും ഏകദേശം വിചിത്രമായ കാരണങ്ങളിലും പേകൃതികൾ ഉണ്ടാകാറുണ്ട്. പേകൃതിക്ക് വിചിത്രമായ പൊന്നവസ്തുക്കൾ അതിവേഗം കെട്ടിടങ്ങളിലോ അല്ലെങ്കിൽ പേകൃതികളുടെ സന്ന്യലനാവസ്ഥയെ ധൈര്യമായി സ്വാധീകരണം. ഇതിന് ഉദാഹരണമാണ് - സൂനാമി, ഭൂകമ്പം മുതലായവ

ശുദ്ധ ജലസ്രോതസ്സുകൾ

മൃ

സമുദ്രങ്ങളിൽ നിന്നും മറ്റും ജല സ്രോതസ്സുകളിൽ നിന്നും വേനൽ കാലങ്ങളിൽ ജലം സൂര്യന്റെ ചൂടേറ്റ് നിരാവിധായി ചെർന്നു അതുകാലത്തിൽ വെച്ച് തണുത്തു മേഘമായി മാറുന്നു. പിന്നെ മറ്റും തണുത്തു അതു ജലം ഭൂമിയിൽ പതിക്കുന്നു. ഈ പ്രതിഭാസമാണ് മഴ. ഭൂമിയിലെ ഹൈദ്രജം വലിയ ശുദ്ധ ജല സ്രോതസ്സ് മഴയാണ്.

മണ്ണ്

പർവ്വത പ്രദേശങ്ങളിലാണ് മണ്ണ് ധാരാളമായി കാണപ്പെടുന്നത്. വേനൽ കാലങ്ങളിൽ മണ്ണ് മൂക്കി നദികളിൽ ധാരാളം ശുദ്ധജലം മങ്ങാകുന്നു.

പുഴ

കാടുകളിലൂടെയും മലകളിലൂടെയും വരുന്ന ചെറിയ-ചെറിയ അരുവികൾ ചേർന്നാണ് പുഴ മങ്ങാകുന്നത്. തോടുകളിൽ 44 പുഴകൾ ഉണ്ട്. പുഴകളുടെ സമീപത്ത് ജീവിക്കുന്ന ജനങ്ങൾക്ക് പുഴ വലിയൊരു അനുഭവമാണ്.

നദി

നദികൾ നല്ലൊരു ജലസ്രോതസ്സാണ് ചർച്ചകളിൽ നിന്നാണ് നദികൾ ഉൽഭവിക്കുന്നത്.

കിണർ

കോളത്തിലെ ദൂരിദാഗം മനങ്ങളും ചിട്ടിലെ തിരുവല്ലത്തിനുള്ള ജലം കിണറിൽ നിന്നാണ് ഉപയോഗിക്കുന്നത്. ചെങ്കുട്ടിയിലെ കിണർ വൃത്താകൃതിയിൽ തിരുന്ന് തണുപ്പിച്ചാണ് ദിനം കിണറുകൾ ഉണ്ട്. കൂടുതൽ കിണറും സാധാരണ കിണറും.

കായൽ

മുഴകാലങ്ങളിൽ ചാലുകുളികളും തോടുകളിലൂടെയും ഒഴുകി വരുന്ന ജലം ചേർന്നാണ് കായലുകൾ രൂപപ്പെടുന്നത്. കോളത്തിലെ മറ്റൊരു ചെറിയ കായലാണ് വേമ്പനാട്ടുകായൽ.

തടാകം

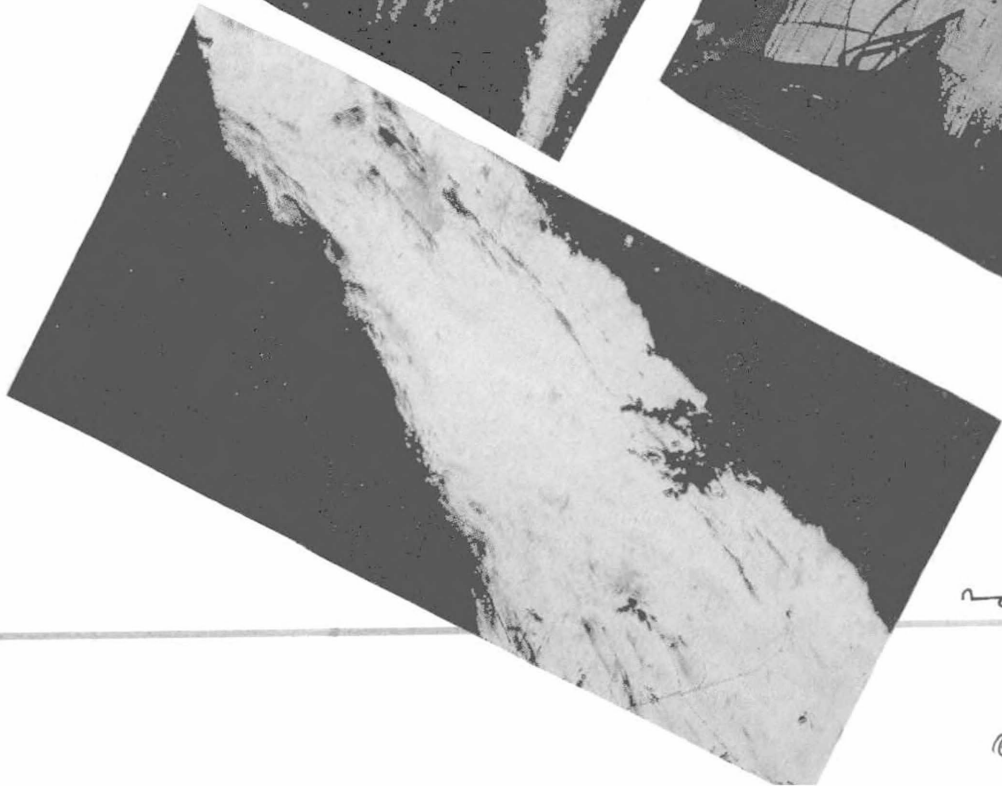
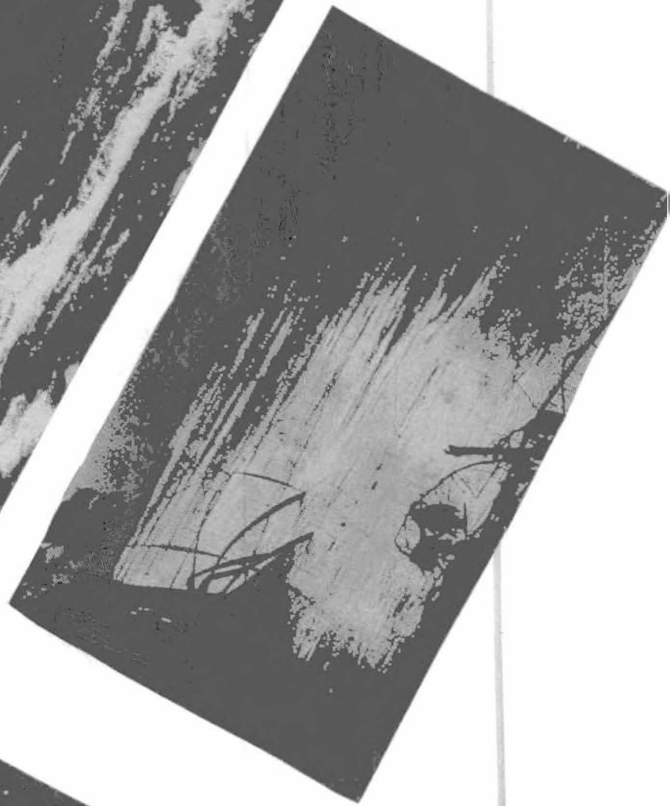
ജലം ഒഴുകി പോവാതെ, മണ്ണിൽ അഴിഞ്ഞുപോകാതെ ധാരാളമായി തടയുന്നതാണ് തടാകങ്ങൾ രൂപപ്പെടുന്നത്. തടാകങ്ങൾ വർഷങ്ങൾ കഴിയുമ്പോൾ വനദീപോകാറുണ്ട്. ഒരു തടാകം വനദീപോകാൻ തടാകം മറ്റൊരു തടാകം രൂപപ്പെടാറുണ്ട് തടാകം നല്ല ഒരു ഗുണമുള്ള ജലസ്രോതസ്സാണ്.

കേരളത്തിലെ പ്രസിദ്ധീകരണ മേഖലയിലെ പ്രമുഖരായ എഡിറ്ററുമാരുടെയും പ്രസിദ്ധീകരണ സ്ഥാപനങ്ങളുടെയും പ്രതിനിധികളുടെയും സാന്നിധ്യത്തിൽ കേരള പ്രസിദ്ധീകരണ മേഖലയുടെ ഭാവനയും ഭാവനയുടെ ഭാവനയും സംബന്ധിച്ചു ചർച്ചകൾ നടന്നു. കേരള പ്രസിദ്ധീകരണ മേഖലയുടെ ഭാവനയും ഭാവനയുടെ ഭാവനയും സംബന്ധിച്ചു ചർച്ചകൾ നടന്നു.

പ്രസിദ്ധീകരണ

കേരള പ്രസിദ്ധീകരണ മേഖലയുടെ ഭാവനയും ഭാവനയുടെ ഭാവനയും സംബന്ധിച്ചു ചർച്ചകൾ നടന്നു. കേരള പ്രസിദ്ധീകരണ മേഖലയുടെ ഭാവനയും ഭാവനയുടെ ഭാവനയും സംബന്ധിച്ചു ചർച്ചകൾ നടന്നു.

കേ.പ്ര.പ.

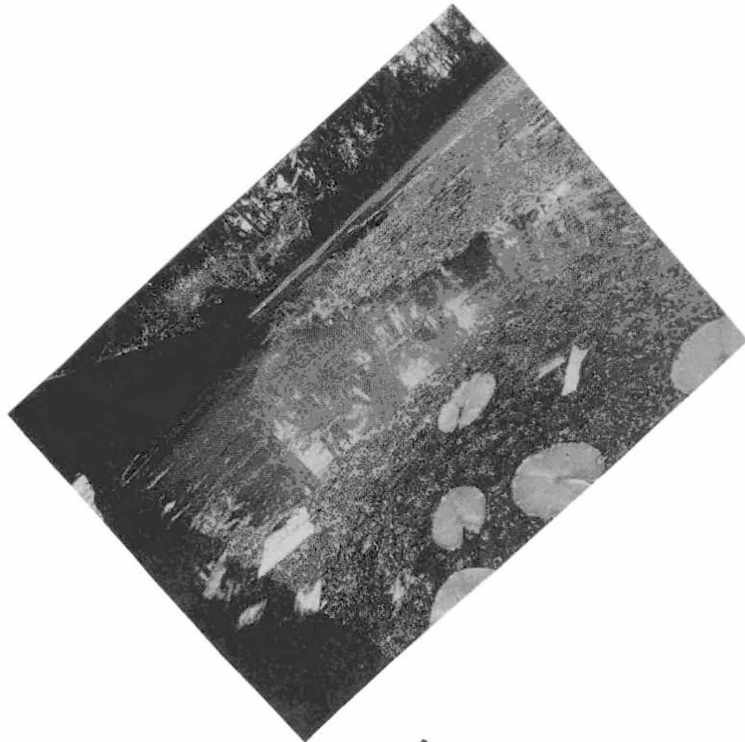


203

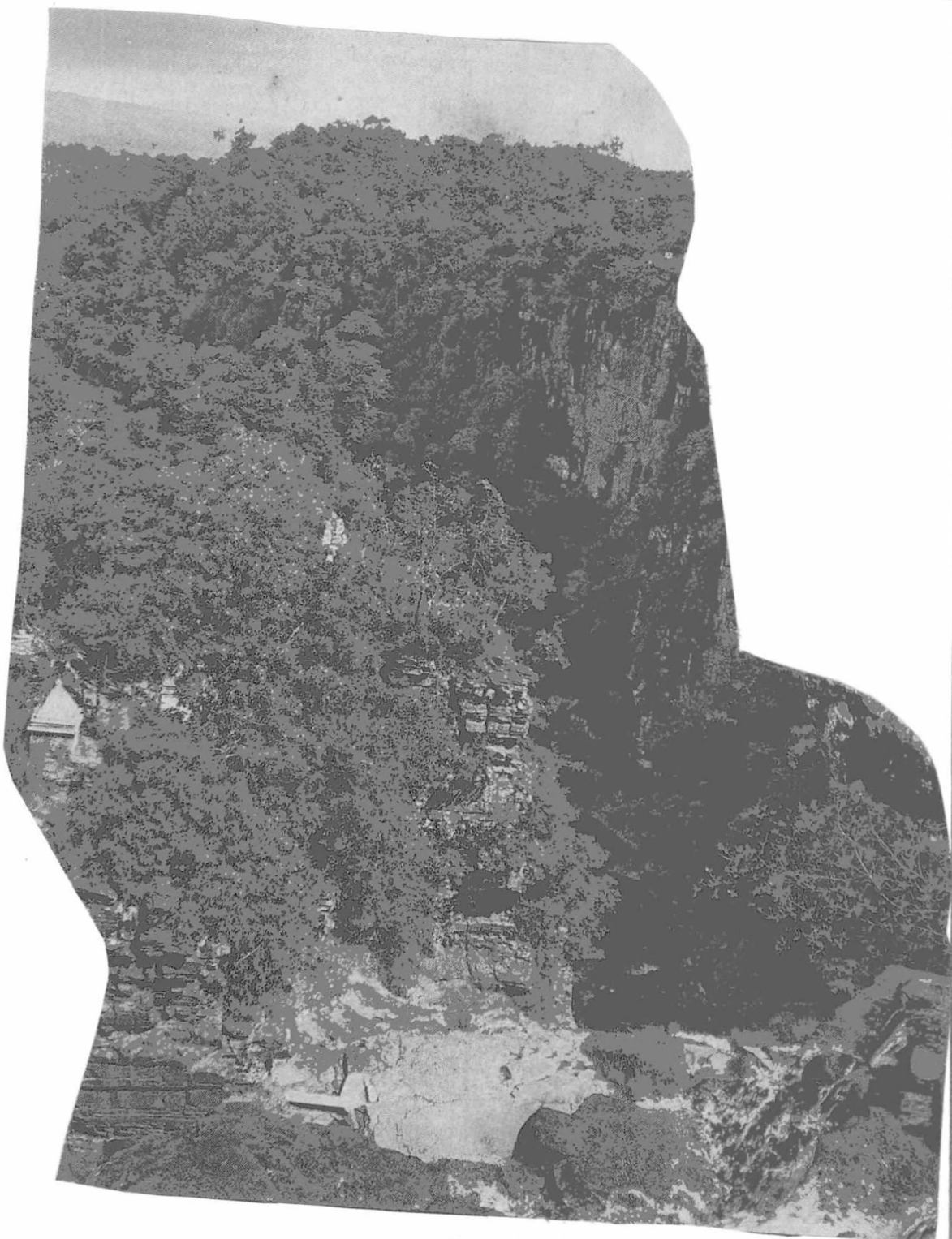
അമിൻ (203)
P.



ബ്രോമ കെട്ടി



കുളം



വെള്ളച്ചാട്ടം

A 509

അനീഷ് പി.എ
8A



...അന്ധർ വെട്ടേഴ്ചേർ

എസ്.എസ്.സി

Date: 16/11/2020
Thursday

കാട് നശിക്കുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങൾ



കാടുകൾ മരണമടിയ്ക്കുന്ന പനകളും, മറ്റുപനകളും ഒന്നി

നാളിയ പനകളാണ് കാട് നശിക്കാൻ പറ്റാത്ത

നിന്നും, നിന്നപ്പോൾ ജീവിക്കുന്ന പനകളാണ് കാട്,

അവിടെ നിന്ന് രണ്ട് ഭാഗങ്ങളായി രണ്ട് മറ്റുപനകളും

മറ്റും നശിക്കുകയും ചെയ്യുന്നു. ഇപ്പോൾ

കുടുംബങ്ങൾ കാടുകൾ നശിക്കാൻ അവിടെയെല്ലാം

ഒരേപോലെ കട്ടി നിർമ്മിക്കുകയാണ് ഉന്നതതരം ജന-

ങ്ങൾ. ചുറ്റുമുള്ള നമ്മുടെ നാട്ടിൽ

വളരെ ഭാഗങ്ങളെ പറ്റുകയാണ്. ഇത് നമ്മുടെ

ശ്രദ്ധയോടെ നൽകേണ്ടത് പറ്റുകയുള്ളൂ, സമ്പ-

കൾ ചെയ്യേണ്ടത്. ഇവയെല്ലാം നശിക്കുന്നതിനെ

അതിവേഗം തടയാൻ പരിശ്രമം വിലയിരുത്തേണ്ട

വേണ്ടത്. ഇവയെല്ലാം നശിക്കുമ്പോൾ നമ്മുടെ



മരണശിക്ഷ നിലനിർത്തിയിട്ടുള്ളവർക്കെതിരെ

നിയമങ്ങൾ നടപ്പാക്കാൻ.

* നിയമങ്ങൾക്കു കീഴടങ്ങണം.

* മരണശിക്ഷ വെട്ടേറിയിട്ടുള്ളവർക്കെതിരെ ഉടൻതന്നെ നടപടിയെടുക്കണം.

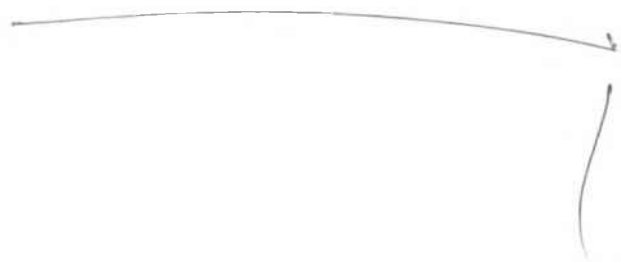
* മരണശിക്ഷിക്കണം.

* ശിക്ഷാ വാർഡ് ലഭിക്കാതെ വരുന്നു.

* മരണശിക്ഷിക്കണം.

* മരണശിക്ഷിക്കണം - മരണശിക്ഷിക്കണം വരുന്നു.

* മരണശിക്ഷിക്കണം മരണശിക്ഷിക്കണം വരുന്നു.



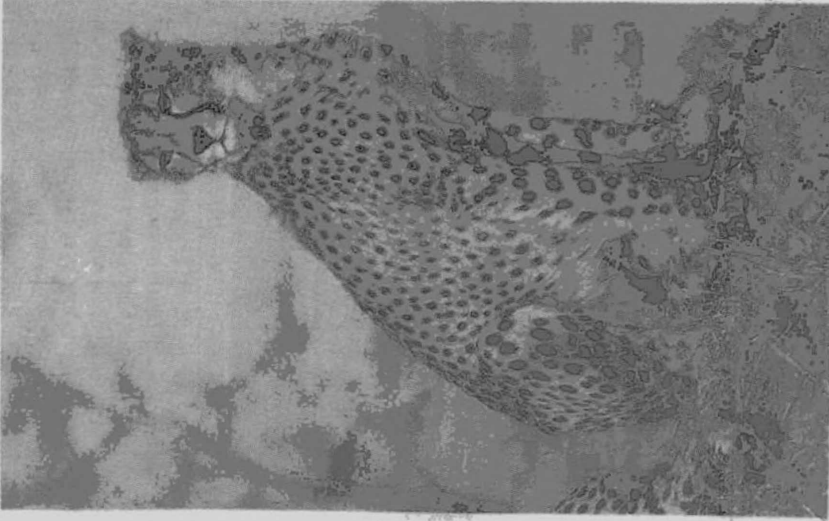
നവകാശി.പി.വി

VIII A

Reg. No :- 41

കെടോബർ രണ്ടു മുതൽ എട്ടു വരെ വന്യജീവി വാരമാണ്. ഭൂമിയുടെ ശ്വാസകോശമായ വനവും അതിലെ വിസ്മയസൃഷ്ടികളായ വന്യജീവികളും മനുഷ്യൻ കാരണം അനുഭവിക്കുന്ന ബുദ്ധിമുട്ടുകളെക്കുറിച്ചു അവബോധമുണ്ടാക്കുന്നതിനാണ് ഈ വാരം.

വേട്ടയാടി നമ്മൾ ഇരകളായപ്പോൾ...



ചിറ്റച്ചിരി

മനുസത്തിനു, കൊഴുപ്പിനു, വേണ്ടി യുള്ള മനുഷ്യന്റെ വിവേചനരഹിതമായ വേട്ടയാടൽ അമേരിക്കയിലെ സഞ്ചാരിപ്രാവൃകളുടെ ക്യാല, മുട്ടിച്ചു. അവസാനത്തെ സഞ്ചാരിപ്രാവായ 'മാർത്ത' അമേരിക്കയിലെ 'സിൻസിനാറ്റി മുഗ്ര ശാല'യിൽ 1914ൽ വീടപറഞ്ഞു.

മനോഹരമായ രോഗാവരണമുണ്ടെന്ന ഒറ്റക്കാണത്താൽ മാർജാത്വം അതിൽപെട്ട കടുവ, പൂലി മുതലായ ജന്തുക്കൾക്കു രക്ഷയില്ലാതായി. കൊമ്പിന്റെ വീല ആഗ്രഹിക്കയില്ല. ഇന്ത്യയിലും ആന്യയുടെ ഭാവിക്ക് ഭീഷണി ഉയർത്തുന്നു. കലമാൻകൊമ്പിനു, പൂലിനഖത്തിനു, കാട്ടുപോത്തിന്റെ തലയ്ക്കും വിപണിയിൽ നല്ല ഡിമാന്റാണ്. മുതലത്തോലിനുവേണ്ടിയുള്ള വേട്ട മുതലകളുടെ വംശനാശത്തിനു കാരണമാകുന്നു. പാർസിബാഗ്സുകൾ നിർമ്മിക്കുന്നതിനുള്ള തോലെടുക്കാനാണ് ഒട്ടകപ്പക്ഷികളെ അതുംകൊലചെയ്യുന്നത്. മയിലിനും പാലരൈഡസ് പക്ഷിക്കും വിനയായത്

അവയുടെ മനോഹരമായ തൂവലുകളോ കസ്തൂരിമാനിന്റെ കസ്തൂരിസഞ്ചികളും കരടിയുടെ പിത്തസഞ്ചികളും കാണാമുഗ്രത്തിന്റെ കൊമ്പിനും ഔഷധമുഖ്യം ആരോഗ്യപ്രദമായും വേട്ടയാടുന്നു. മനുസത്തിന് ഔഷധഗുണമുണ്ടെന്ന തെറ്റിദ്ധാരണയാണ് കരിങ്കുരങ്ങുകളുടെയും വംശനാശത്തിനു കാരണമാകുന്നത്. നക്ഷത്ര ആയുർവേദജ്യോഷയും ഇരുതലമുരിയും അന്ധവിശ്വാസത്തിന്റെ രക്തസാക്ഷികളാകുന്നു. ഇങ്ങനെ മനുഷ്യന്റെ ആർത്തിപൂരണത്തിനു വേണ്ടി ഹോമിക്കപ്പെടുന്ന ജീവിവർഗങ്ങൾ എത്രയെത്ര!

വേട്ടയാടലിനപ്പുറം, വന്യജീവികളോട് മനുഷ്യവർഗം ചെയ്ത ഏറ്റവും വലിയ അപരാധം അവയുടെ നൈസർഗികമായ വാസസ്ഥലങ്ങളെയും അതിലൂടെ ആവാസ വ്യവസ്ഥയെയും (ഇക്കോസിസ്റ്റം) തകർത്തു എന്നുള്ളതാണ്. ജലം, പ്രകാശം, താപനില, മണ്ണ്, ഇതുമുഖ്യം

നില തുടങ്ങിയവയും ജീവജാലങ്ങളും തമ്മിലുള്ള പരസ്പരപ്രവർത്തനങ്ങളുടെ ഘടനയെ വ്യക്തമാണ് ആവാസവ്യവസ്ഥ കൂട്ടം, തടാകം, പുൽത്തടികൾ, വനം, സമുദ്രം, മരുഭൂമി എന്നിവയെല്ലാം ആവാസ വ്യവസ്ഥകൾക്ക് ഉദാഹരണങ്ങളാണ്. പ്രകൃതിക്കുമേൽ ആധിപത്യം സ്ഥാപിക്കാനുള്ള മനുഷ്യന്റെ ചെമ്പുതകർ ജനസംഖ്യവർദ്ധന, വനനശീകരണം, മരുഭൂമിവാൽക്കരണം, അശാസ്ത്രീയമായ ഭൂവിനിയോഗം, മലിനീകരണം എന്നിങ്ങനെ ഒന്നൊഴിയാത്ത ദുരന്തങ്ങളായി വേട്ടയാടിയപ്പോൾ ആവാസ വ്യവസ്ഥകൾ തകർന്നു.

വന്യജീവികളുടെ ആവാസകേന്ദ്രങ്ങൾ ഇല്ലാതായി. മുളകാടുകളുടെ താഴെ പാണ്ടുകളുടെയും ജാകപ്പെൻ എന്നുമാർത്തിന്റെ നാശം, കിർട്ടലാൻ വാർബ്ബി എന്ന പക്ഷിയുടെയും യുകാലിപ്പറ്റന്റെ അഭാവം, കോലകരടികളുടെയും വംശനാശത്തിന് ഇടയാക്കുന്നതായി ഇതിനുള്ള ഉദാഹരണങ്ങളാണ്.

ജി.ജി.ഡി.എസ്

Ujith Arjahan
VIII C
Roll No : 3

രക്ഷിക്കണം!

ജീവികളുടെ വംശനാശ ഭീഷണി നിലനിൽക്കുന്ന ആദ്യ 10 രാജ്യങ്ങളിൽ ഒന്നാണ് ഇന്ത്യ.

96 സ്പീഷീസ് സസ്തനികളും 75 പക്ഷികളും 25 ഉരഗങ്ങളും 65 ഉഭയജീവികളും 64 മത്സ്യങ്ങളും 113 നട്ടെല്ലില്ലാത്ത ജീവിവർഗങ്ങളും 247 സസ്യങ്ങളും രണ്ട് കകു വർഗങ്ങളും ഇവിടെ ഭീഷണിയുടെ നിഴലിലാണ്.

സിംഹം (Indian Lion), വെള്ളക്കടുവ (White Tiger), ചീറ്റപ്പുലി (Cheetah), ഹിമപ്പുലി (Snow leopard), കടുവ (Spotted leopard), പാണ്ട (Lesser Panda), കൃഷ്ണമുഗ (Black buck), കടലമാ (Sea turtle), ഉറുമ്പു തീനി (Indian pangolin) തുടങ്ങിയവ ഇന്ത്യയിലെ പരിരക്ഷിത വന്യജീവികളിൽപ്പെടുന്നു.

കേരളത്തിലാകട്ടെ ട്രാവൻകൂർ ടോർടിസ്, മലബാർ സാപ് ഇൗൽ, മലബാർ ട്രോപ്പിക്കൽ ഗോൾ, മലബാർ വെൽക്, ഹനുമാൻ കൂരങ്ങ്, മലയ റ്റൂൺ തുടങ്ങിയവ റെഡ് ലേറ്റാ ലിസ്റ്റിൽ ഇടം പിടിച്ചുകഴിഞ്ഞു.



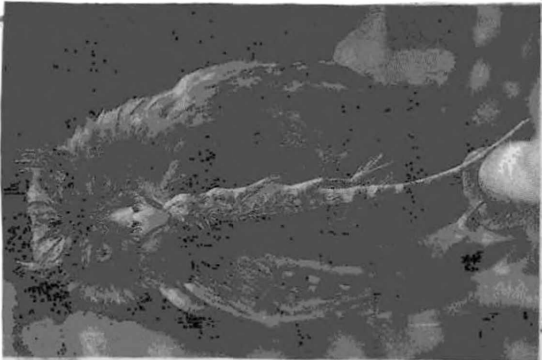
പ്രകൃതിയുടെ അപൂർവ്വ സൗന്ദര്യം

വിന്യസരഭാതെ പോയ മാതൃകകൾ...

ബീസി 300-മാണ്ടിൽത്തന്നെ ഇന്ത്യയിലെ ചില പ്രദേശങ്ങളിൽ വൃക്ഷങ്ങൾ വെട്ടുന്നതും ജന്തുക്കളെ വേട്ടയാടുന്നതും നിയമമില്ലാതെ നശിപ്പിച്ചിരുന്നു. വന്യജീവികളെ സംരക്ഷിക്കാൻ 'അഭയാരണ്യങ്ങൾ' സ്ഥാപിക്കുന്നതിന് അർഥശാസ്ത്രത്തിൽ വ്യവസ്ഥയുണ്ട്. ചുവടുവഴികളുടെ അടിസ്ഥാനത്തിൽ വന്യമൃഗങ്ങളുടെ സുസ്ഥിതിവിവരക്കണക്കെടുക്കാനും വികളിൽ ആരിലൊരു ഭാഗത്തിനെ തിരികെ സ്വതന്ത്രമായി വിടുന്നതിനും കൗടില്യൻ (ചരണകൃന്) നിർവ്വേദിച്ചിരുന്നു.

അശോക ചക്രവർത്തിയുടെ ശിലശാസനങ്ങളിൽ വനങ്ങളുടെയും വന്യജീവികളുടെ

യും സംരക്ഷണം ഉറപ്പുവരുത്തിയിട്ടുണ്ട്. തന്നെ, മൈന, പാമ്പ്, കാണ്ടാമൃഗം എന്നിവയെ വേട്ടയാടുന്നതും കെണിവാച്ചി പിടിക്കുന്നതും അനുശിക്ഷാർഹമായിരുന്നു. വന്യജീവി സംരക്ഷണത്തിനുവേണ്ടി ഇന്ത്യ 1952ൽ ഒരു 'വന്യജീവി ബോർഡ്' രൂപീകരിച്ചിട്ടുണ്ട്. ഇതിന്റെ മുഖ്യലക്ഷ്യം വന്യജീവി സംരക്ഷണത്തെപ്പറ്റി പൊതുജനങ്ങളെ ബോധവാൻമാരാക്കുക എന്നുള്ളതാണ്. 1973ൽ പ്രാബല്യത്തിൽവന്ന വന്യജീവി സംരക്ഷണ നിയമം വന്യജീവികളെ സ്വകാര്യമുഖമില്ലാതെ സർക്കാർ കൃമിയിലോ ആയിരുന്നാലും പൊതുസ്വത്തായി പ്രഖ്യാപിച്ചിട്ടുണ്ട്.



മുങ്ങിയൊഴുതായി

റോഡിനെക്കാൾ വലുതാണ് കൊക്കി

വാഗ്ദാനം, സംഭവിക്കാൻ സാധ്യ സിദ്ധിപ്പി സംസ്ഥാനത്തെ തീരപ്രദേശങ്ങളിൽ 666 ജന്തുക്കൾക്കും സസ്യങ്ങളും അമേരിക്കൻ ഗവൺമെന്റ് സംരക്ഷണം നൽകുന്നു. അവർക്ക് ഉപദ്രവമുണ്ടാക്കുന്ന തരത്തിൽ പെരുമാറുന്നവർക്ക് ഒന്നര ലക്ഷം രൂപ പിഴയും ഒരു വർഷത്തെ തടവുമാണ് ശിക്ഷ. കൊക്കികളുടെ വാസസ്ഥലമെന്നതിന്റെ പേരിൽ ഇ

കെ. ബി. അജീത്കുമാർ

A 64

PROJECT

TOPIC :- ~~संसाधनों का उपयोग~~

Std :- 8 C

By :- Avinas , Karishma,
Midhan.

മലിനജലവും കാരണങ്ങളും.

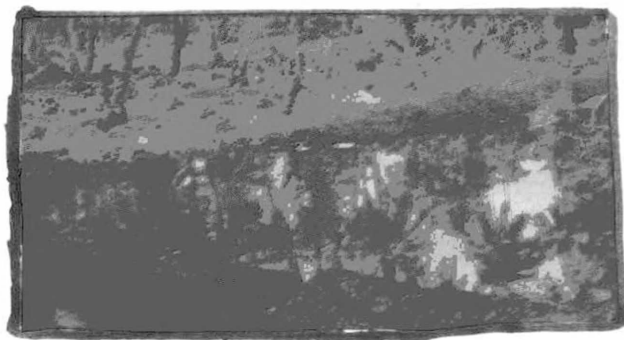
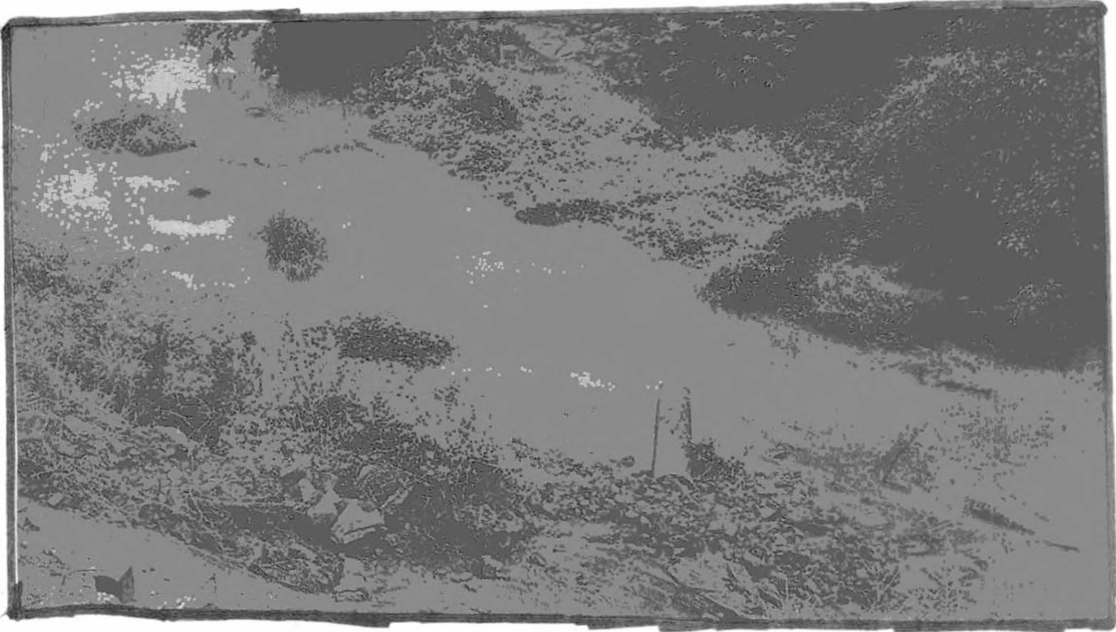
നമ്മുടെ നദികളെല്ലാം തന്നെ ഇന്ന്

മരണ ഭീഷണിയിലാണ്. ഒരു കാലത്ത് നിത്യജീവിതത്തിന് അത്യാവശ്യമായിരുന്ന നീരു ഇന്നൊരു മരണപദാർത്ഥമായി മാറിയിരിക്കുന്നു. നദികളുടെ ഈ അവസ്ഥകളിൽ കാരണങ്ങൾ നിരവധിയാണ്.

അമിതവും അനിയന്ത്രിതവുമായ

മരണ പാൽ മൂലം നദികളുടെ ജലസാധാരണശേഷി കുറയുന്നു. മരണ ഹിട്സ്കോപ്പും നദികളുടെ നട്ടുമാറ്റംകൊണ്ടിരിക്കുന്നു. ഇതിന്റെ ഫലമായി ജലവിതാനം താഴും. മഴിനീടിടലുകളിൽ വെള്ളത്തിന്റെ വീചാർജിങ്ങും (പ്രദാനസാധാരണ) കുറയുന്നു. ഇതിന്റെ ഫലമായി ഇൻ കൗണ്ടിംഗിലും മിന്നിംഗിലും സമീപം പലപ്പോഴും വെള്ളം

പരിസ്ഥിതിയുടെ ഭൗമപരമായ മാറ്റം



നഗ്നീകരണങ്ങൾക്കുപേരിട്ടിട്ടുള്ള നിർമ്മാണ-
 രീതികൾക്കുപേരിട്ടിട്ടുള്ള 12 പേരിൽ നിന്നും തിരഞ്ഞെടുക്കുന്നതി-
 ന്നു മുമ്പായിട്ട് പരസ്പരം തമ്മിൽ നല്ലൊരു ഭാഗം
 തിരഞ്ഞെടുക്കുന്നതിനും ഉപയോഗിക്കുക.

ഉപയോഗിക്കുന്നതിനും തിരഞ്ഞെടുക്കുന്നതിനും നല്ലൊരു
 ഭാഗം തിരഞ്ഞെടുക്കുന്നതിനും ഉപയോഗിക്കുക.

മിസ്സർമാരിൽ മൂന്നു കൊണ്ട് 4 ശീതകർമ്മ നന്നായി ൫
 ചെയ്തു. ശീതകർമ്മ പഠിക്കുന്നവരുടെ താല്പര്യം
 പരിശീലിക്കാൻ സഹായകമായി. പ്രവർത്തികൾ
 ശീതകർമ്മ പഠിക്കാൻ മിടുവാൻ സഹായകമായി.
 പ്രവർത്തിനായി ശീതകർമ്മ ഇതിൽ അവർക്ക്
 വിഷയങ്ങൾ മനസ്സിലാക്കുക കഴിഞ്ഞു പ
 ന്നം മനസ്സിലാക്കു പഠന കാര്യത്തിൽ സഹായം
 സഹായകമായിരുന്നു. വിദ്യാലയ കാര്യങ്ങൾ ൫
 അവർക്ക് വിഷയങ്ങൾ മനസ്സിലാക്കി, രാജീനാക്കളുടെ
 വിവരങ്ങൾ പഠനം ശീതകർമ്മ പഠിക്കുന്നവരുടെ ൫
 അറിവുകൾ മിടുവാൻ തോന്നിയിരിക്കുന്നു
 മിസ്സർമാരിൽ സഹായം നൽകാൻ.
 മിസ്സർമാരിൽ മൂന്നു തരം മിടുവാനായി
 ശീതകർമ്മ പഠിക്കുക മറ്റും മിടുവാനായി
 നന്നായി ചെയ്തു.

സഹായം മിസ്സർമാരിൽ മൂന്നു തരം
 8D മിടുവാനായി. ശീതകർമ്മ നൽകിയിരിക്കുന്നു
 മിടുവാനായി. താല്പര്യമായി മിസ്സർ
 മൂന്നു മിടുവാനായി മിടുവാനായി മിടുവാനായി
 മിടുവാനായി. അതേസമയം മിസ്സർമാരിൽ

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 Gopakumar
 class
 VIII
 SRKGVMAHS
 Puzhakkal.