

# **INTERNSHIP REPORT**

ENHANCING ACADEMIC ACHIEVEMENTS OF  
LOW ACHIEVERS IN CLASS VIII OF  
KENDRIYA VIDYALAYA, NARIMEDU, MADURAI  
THROUGH GUIDANCE AND COUNSELLING ACTIVITIES

**INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING  
(IDGC), 2009**

By

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REGIONAL INSTITUTE OF EDUCATION  
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MYSORE - 570006

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Submitted for  
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## DECLARATION

I do hereby declare that the present internship report entitled "ENHANCING ACADEMIC ACHIEVEMENTS OF LOW ACHIEVERS IN CLASS VIII OF KENDRIYA VIDYALAYA, NARIMEDU, MADURAI THROUGH GUIDANCE AND COUNSELLING ACTIVITIES" was carried out by me during the year 2009 as a part of the International Diploma in Guidance & Counselling (IDGC) Course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.

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

Place: MADURAI

Date : 18-12-2009

Signature

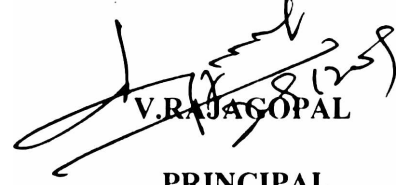
  
18/12/2009  
(V.KALYANARAMAN)

## CERTIFICATE

This is to certify that **Dr.V.KALYANA RAMAN** has undertaken the internship project entitled **“ENHANCING ACADEMIC ACHIEVEMENTS OF LOW ACHIEVERS IN CLASS VIII OF KENDRIYA VIDYALAYA, NARIMEDU, MADURAI THROUGH GUIDANCE AND COUNSELLING ACTIVITIES”** & implemented in our institution during the year 2009 as a part of the **“International Diploma in Guidance & Counselling (IDGC)”** course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.

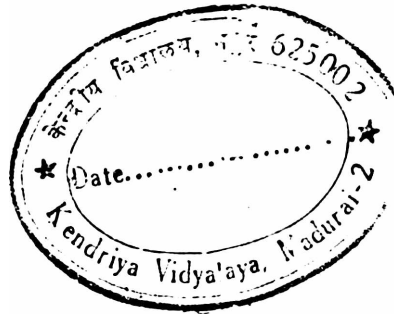
Place: *Madurai*

Date: *29/12/09*

  
V. RAJAGOPAL

PRINCIPAL  
KENDRIYA VIDYALAYA,  
NARIMEDU, MADURAI-2  
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(Office Seal)



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# **CHAPTER -1**

## **ABOUT THE PROJECT**

### **ENHANCING ACADEMIC ACHIEVEMENTS OF LOW ACHIEVERS IN CLASS VIII OF KENDRIYA VIDYALAYA, NARIMEDU, MADURAI THROUGH GUIDANCE AND COUNSELLING ACTIVITIES**

#### **1.1 INTRODUCTION**

It is very common to find slow learners in every class room. It is also very difficult to identify the slow learners in general. He/she is no different in appearance and can function normally in most situations. He/she usually has normal physical dexterity, has adequate memory for normal living and possesses common sense. That is the reason not only the teachers, and parents but also the students themselves wonder what makes them to come under the so called category “Under- achiever/ slow learner/ low achiever group.” It is also equally important for the teachers to cater the needs of high achievers. But Mostly Teachers have time only to take of the academic needs of children.

It is not enough if the teachers learn their subjects very well. But it is more important that how much they have understood their students. It is not only the size of uniform differs from student to student; but also learning styles.

At this competitive and challenging world, students are distracted by peer pressures and Medias. Present Nuclear family system provides little chance of guidance Ultimately Stress develops and the over all development does not take place in a right way in the way it has been expected for a healthy grow – up of students .

Teachers and parents need the services of counselors for bringing up their children in order to cope up with the situations and come out of problems by facing them in a challenging way.

It is widely accepted that the counselors can play a vital role in addition to the subject teachers in order to enhance the academic as well as non-academic domains of the children particularly in the cases of individuals who are likely to be low achievers through many guidance and counseling activities like Group Discussions/ workshops/ seminars/ Forums etc.

In this aspect Creating Parents Corners in the school premises / Providing counseling to the students, teachers and parents periodically / Organising various activities like Grand Parents Day, Fathers Day, Mothers Day, No bag day , Treking, Treasure Hunt, Anthyakshari, Story board, Dumb Charades, Outing to important worth seeing places in group provide ample opportunities to stabilize the learning outcomes in a very innovative way.

Career Talks / Motivation Talks / Career Exhibitions / Sharing Educational issues from the News papers and media are practically possible in every classroom transactions between the groups of students and facilitator through which career oriented informations could be shared periodically.

This Project covers all such aspects which are very much essential to cater the needs of low achievers through they can come up by enhancing their learning capabilities through various guidance and counselling activities without any burden.

## **1.2 NEED / IMPORTANCE / SCOPE OF THE PROJECT**

Parents send their wards to school mainly to learn the academics. They become happy when their children get good marks in all subjects. Academics is the main motto behind children coming to school. All the other activities are important for such activities boost the concentration / self esteem of the learners in order to make them to perform better in Academics.

This project is based on the academic performance of the Students of Class VIII of Kendriya Vidyalaya, Narimedu , Madurai where there are 180 students studying in Class VIII in all the four sections named A,B,C and D. Only such students are taken in



to the target group who are likely to be low achievers in Academics mainly. The marks obtained by them in the previous tests show their level of academic performance in the present year.

Such students are identified for this project where they can be motivated through many guidance and counselling activities towards enhancing them to identify their own strengths and to know such steps to overcome their difficulties in learning.

Students of this School belong to different backgrounds and different cultural set ups. It seems to be the reason why children of this target group *learn at different rates. Through various interaction with these children it is noticed that some children are slow to learn, but don't have a learning deficiency.* Perhaps the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject.

Today the emphasis is less on occupational learning and more on academic preparation. Thus, there is a growing need for help to remediate these children and provide them the best possible opportunities in a changing world. During this Internship two commonalities are noticed with the target group. . First, they need extra time to complete tasks. Secondly, the child must be offered appropriate incentives.

During the morning assembly programmes some students of Class VIII are unable to stand continuously for 10 minutes. It shows that they come to school without breakfast. Students have to understand that quality breakfast and proper sleep are the two best ways to improve their school performance.

During the tenure of Internship Project it is understood that 10 percent of class VIII studying in Kendriya Vidyalaya Narimedu Madurai are slow learners. It is normal for having a slow learning child is not unusual. But the teacher has to diagnose the student's weakness.

### **Characteristics of target group**

First, these children are frequently immature in their relations with others and do poorly in school. Secondly, they find it difficult to do complex problems and work very slowly.

They lose track of time and cannot transfer what they have learned from one task to another well.

They are not able to master skills easily that are academic in nature, such as the times tables or spelling rules.

They do not have long-term goals. They live in the present, and so have significant problems with time management probably due to a short attention span and poor concentration skills.

### **Remedy through Counselling Activities**

Therefore as per the counselling strategies, It is also kept in mind that just because a child is not doing well in one class does not make that student a slow learner. Very few children excel in all subject areas unless there is great deal of grade inflation at that school. So it's essential the parent or teacher examine in depth standardized tests scores to look for trends. Also, slow learners differ from reluctant learners. A slow learner initially wants to learn, but has a problem with the process. A reluctant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have learning disabilities. So Counselling activities alone is remedy in solving such problems in this area.

It is possible through Counselling the students, parents and teachers individually in a timely basis. In a school set up like Kendriya Vidyalaya Madurai it is easy to make the teachers through various formal and informal ways of meetings to be aware of the methods through which it is easy for the teachers to bring the slow learners to bring up the expected out come in academics. The following points are kept in mind.

Provide a quiet place to work, where the child can be easily observed and motivated.

Keep homework sessions short.

Provide activity times before and during homework.

Add a variety of tasks to the learning even if not assigned, such as painting a picture of a reading assignment.

Allow for success.

Ask questions about the assignment while the child is working.

Teach how to use a calendar to keep track of assignments.

Read to the child. explain it. draw a picture of it, and make the child to take notes on it.

Be patient but consistent. Do not reward unfinished tasks.

### **1.3 OBJECTIVES OF THIS PROJECT**

- To identify the low achievers of Class VIII of Kendriya Vidyalaya, Narimedu , Madurai
- To find the reasons for low achievements among these students.
- To conduct group guidance activities to the low achievers.
- To provide counselling intervention to the low achievers.
- To help the low achievers to be aware of their strengths.
- To help the low achieves to enjoy their schooling.
- To help the teachers of the target group in handling these students who are in adolescent stage.
- To help the parents of these students to bring them up in a better way.
- To enable the low achievers to be aware of the school learning resources like library, play ground, various clubs, Computer Lab, Gym, Assembly Hall, Resource Room. Audio Visual Hall etc to make use of in their learning activities.
- To help the low achievers to join in any of the activities like Yoga, Games, Sports, NCC, Scouts. Volunteering the Social activities, to take part in any of the cultural activities in a group.
- To help them to have a planned life style to be systematic and regular.

#### 1.4 DESCRIPTION OF THE TARGET GROUP

This target group consisting boys and girls in the early adolescent stage aged between 12 and 14. Generally, most of the girls look more matured than the boys in physical appearance since they attain puberty at this stage. Boys getting hair in their legs and entrant appearance of mustache is generally found among the boys of this class. Girls wear Skirt and Shirt where as boys wear Half pant and Sleeve Shirt.

Students converse in Tamil and English well in the school premises. They come to school at 8.20 in the morning and leave the school at 2. 40 in the noon. The students who have to attend the remedial classes stay back at the school for one more hour. The target group lies almost in the remedial category. Many students find it hard to converse in Hindi since this location Madurai is basically available in a traditional Tamil set up culture. That the reason some of the students are not able to score well in Hindi.

They study English, Hindi and Sanskrit as languages. Tamil is also taught as an additional language. Science, Social Studies and Mathematics are other academic subjects. Computer Education, SUPW, Arts, Yoga, Sports and Games are given due importance along with the other subjects. Spoken English is also taught exclusively.

Subject teachers pay individual attention on these children. Their parents are frequently asked to meet the class teacher and subject teachers in order to make them comfortable with learning.

Most of the Parents of the target generally belong to middle income group and live in individual single families. Some of the children's fathers work in a remote areas. Parents expect these children to learn on their own. They feel it is easy in sending their wards for private tuitions rather than sitting near the child to monitor / help in studies.

Many of these target group children do not make use of their time effectively in a fruitful manner. Their names are almost found in defaulters list. They irregularly submit their notebooks for correction. Their assignments and projects founds some important things missing in them.

Some children are exceptionally good in non academic areas like sports. They represent the school team at Regional Level. Girls are good at dancing. They are encouraged to take part in the dance competitions conducted on the occasion of the Regional Level Social Science Exhibition conducted by the Kendriya Vidyalaya Sangathan, New Delhi.

These children do not come forward in making attempts to appear for National Science Olympiads or NTSE conducted by NCERT or any such exams , due to low self esteem.

Only one second time repeater is available in this target group. This student is good at drawing. His father is professionally a sculptor in a reputed museum in Madurai. His mother is away from this student due to her official transfer to a nearby city. This boy is given counselling for his self-support and the strategies are adopted in such a way that he can cope up with the situation of the time being separation of his mother.

## 1.5 DESCRIPTION OF THE SCHOOL

Enrolment of the school is given below

| S. No.   | Class              | No. of Sections | Authorised Intake capacity | Total students enrolled | No of Boys | No of Girls |
|----------|--------------------|-----------------|----------------------------|-------------------------|------------|-------------|
| 1        | I                  | 4               | 160                        | 184                     | 104        | 80          |
| 2        | II                 | 4               | 160                        | 161                     | 73         | 88          |
| 3        | III                | 4               | 160                        | 179                     | 94         | 85          |
| 4        | IV                 | 4               | 160                        | 172                     | 110        | 62          |
| 5        | V                  | 4               | 160                        | 201                     | 112        | 89          |
| 6        | VI                 | 4               | 160                        | 196                     | 111        | 85          |
| 7        | VII                | 4               | 160                        | 205                     | 107        | 98          |
| <b>8</b> | <b>VIII</b>        | <b>4</b>        | <b>160</b>                 | <b>180</b>              | <b>101</b> | <b>79</b>   |
| 9        | IX                 | 4               | 160                        | 191                     | 111        | 80          |
| 10       | X                  | 4               | 160                        | 157                     | 75         | 82          |
| 9        | IX                 | 4               | 160                        | 191                     | 111        | 80          |
| 10       | X                  | 4               | 160                        | 157                     | 75         | 82          |
| 11       | XI Science         | 2               | 80                         | 95                      | 52         | 43          |
| 12       | XI Commerce        | 1               | 40                         | 32                      | 11         | 21          |
| 13       | XI Humanities      | 1               | 40                         | 13                      | 7          | 6           |
| 15       | XII Science        | 2               | 80                         | 76                      | 49         | 27          |
| 16       | XII Commerce       | 1               | 40                         | 40                      | 15         | 25          |
| 17       | XII Humanites      | 1               | 40                         | 11                      | 7          | 4           |
|          | Total              | 48              |                            | 127                     | 71         | 56          |
|          | <b>Grand Total</b> |                 |                            | <b>2093</b>             |            |             |

Other necessary information giving full picture of the school follows:

|                        |  |
|------------------------|--|
| Address:               | Kendriya Vidyalaya Madurai   |
| State:                 | Tamilnadu  |
| Pincode:               | 625002   |
| Phone:                 | 0452-2531361   |
| E-mail:                | Kvmadurainol@yahoo.co.in   |
| Website:               | <a href="http://www.kv1madurai.tn.nic.in">http://www.kv1madurai.tn.nic.in</a>  |
| Aim:                   | To impart integrated and comprehensive education which is formative and not merely informative.  |
| Objective:             | It lays emphasis on full growth of student's character and personality which shared normally lead them to self fulfillment and dedicated service to society. |
| Principal's name:      | Mr.V.Rajagopal   |
| Qualification:         | M.Sc. M.Ed. M.Phil   |
| Examination and board: | CBSE   |
| Number of students:    | 2093   |
| Number of staff        | 71   |

#### **Infrastructure:**

|                                   |  |
|-----------------------------------|--|
| School building:                  | The school is spread over in heart of Madurai City with vast play ground |
| Fire safety system:               | Adequate fire extinguishers available.                                   |
| Transport facility:               | City buses feasibility   |
| Central air conditioning:         | No   |
| CCTV:                             | No   |
| Power backup:                     | One generator  |
| Cabel TV:                         | yes  |
| Furniture, fittings and fixtures: | The school is fully equipped with the requisite furniture and fixtures   |
| Toilets:                          | Adequate toilets separated for boys & girls are available.               |
| Water facility:                   | Stored as well as direct Jal Board tap water.                            |
| School clinic:                    | A sick room is available.  |
| Auditorium:                       | Yes Open Air   |
| Creche center:                    | No   |
| Theater:                          | No   |
| Music room:                       | One  |
| Canteen:                          | yes  |

|                             |                                      |
|-----------------------------|--------------------------------------|
| School band:                | Yes                                  |
| Gymnasium and health club:  | Yes                                  |
| Swimming pool:              | No                                   |
| Tracks and athletics:       | In the playground                    |
| Football and hockey fields: | Yes                                  |
| Tennis courts:              | yes                                  |
| Squash courts:              | No                                   |
| Cricket pitch / ground:     | Yes                                  |
| Badminton courts:           | Yes                                  |
| Basketball courts:          | No                                   |
| Volley ball courts:         | Yes                                  |
| Table tennis:               | Indoor facility to be made available |

### **Library:**

|                           |  |
|---------------------------|--|
| Books:                    | Class Room Library is also available in every classes.   |
| Audio / video / CD / DVD: | Audio/video cassettes are retained for various programs. |

### **Computers:**

|   |                  |
|---|------------------|
| Computer platforms:                     | Windows Xp       |
| Number of internet connected computers: | In all computers |
| Type of internet connection:            | VSNL broadband   |

|                                  |  |
|----------------------------------|--|
| Scouts and guide:                | yes  |
| Art education:                   | There are separate education in vocal, instrumental as well as clay modelling, tie & die, textile de   |
| Trip, excursions and camps:      | Regular students trips, excursion and camps are organised.   |
| Competitions and tournaments:    | The students participate in almost all the competitions & tournaments. The school has a vast playground where inter school cricket tournaments are played.   |
| Autumn, winter and summer camps: | Organises on regular basis.  |
| Sports activities:               | Atheletics, Football, Cricket, BasketBall, Badminton, Volley ball, Table tennis, Kho-Kho, Kabadi, Yoga, Pt, Trekking coaching camps are a regular feature and participation of selected students is campus |

|                                     |  |
|-------------------------------------|--|
| Literary and scientific activities: | The CBSE results of Xth classes have been outstanding. The students excelled in all streams : science, mathematics or commerce |
| Cultural activities:                | The children have been presenting culture day every year. National festivals are also celebrated with full enthusiasm.         |
| Spiritual and Social activities:    | The school respect all the religions and important events are celebrated wherein the students and teachers participate.        |

#### **Extra curricular activities:**

|         |  |
|---------|--|
| Clubs:  | The school has many clubs such as literary, Unesco, Science, Culture Club etc.               |
| Others: | The School conducts events from School Level to Regional Level both in Sports and Academics. |

#### **Counseling:**

|                          |   |
|--------------------------|---|
| Counseling for teachers: | Various workshops are attended by the school teachers from time to time to improve their teaching skills. |
| Counseling for students: | The teachers provide sufficient counselling to children for improving their performance.                  |
| Counseling for parents:  | Every month the parents are excepted to meet the concerned teachers of their wards for advice / progress. |

#### **TASK UNDERTAKEN BY THE GUIDANCE & COUNSELLING DEPT.**

- Collecting the list of slow learners from each class by interacting with the teachers.
- Focusing towards students with specific learning disabilities(dyslexia)
- Orienting with parents of primary & Secondary children with learning disabilities.
- Remedial measures & coping skills given for dyslexic children.
- Assessment report of the students sent to parents for their perusal.
- Discussing with parents about the professional attention the child needs to improve his or her performance in academics.
- Counseling given towards Behavior modification & to instill discipline in children.



- Imparting study skills in the children towards improving memory, concentration & perfect study method.
- Special modules & motivation given to students by emphasizing on approach towards exams, exam phobias, high scoring techniques, presentation skills and systematic study pattern.
- Career counseling & guidance given from the recent years.

## **CHAPTER -2**

### **INTERVENTIONS PLANNED & EXECUTED**

#### **2.0 Introduction**

The present project stands as an evidence for the guidance and counselling activities could be very well supplemented by the regular remedial teachings rendered by the subject areas for the students who are likely to be low achievers. The interventions strategies identified are found enjoyable and easy for the students. Some of them are Self Management Techniques. Self –Contract. Self-appraisal, Empty Chair etc.

On 5<sup>th</sup> October, 2009 all the students of the entire school community are given a briefing about Guidance and Counselling in general aspects. They are motivated to contact the school counselor whenever they need any help from the counselor. They are made aware of that all the issues will be kept confidentially.

#### **2.0.1 Students of Class VIII are taken for project for the reasons mentioned below.**

Class VIII is considered as the final Class of Primary Level according to the National Curriculum Framework, 2005. Even otherwise Class VIII lies in the Upper Primary Level. Academic performance in class VIII reflects the performance in Class IX. Normally It is found that the Students of Class IX face a lot of hardships since they undergo many pressures in Class IX for the reasons that this class is considered as the ladder for class X where the students have to face the CBSE/ Matric/State / ICSE Board Exams where marks are given due importance. Filtering the students in class IX is a common criteria in many schools in this locality.

When the student is made alert in Class VIII itself he can be more confident in the next classes. In the same way, Teachers of Class VIII are given some sort of autonomy in boosting the performance of the students by having a special moderation committee in the end of the academic year. It is obvious that the guidance and counselling strategies are practically possible in Class VIII comparing to the other

higher classes where they have many practical subjects resulting in less time for concentrating on the counselling intervention strategies and follow up there of. When the students are guided in an early stage , it is easy for them to follow the right direction further on their self supportive guidance.

The target group consists 16 in number out of 180 students of class VIII four students from each section. Many of them of identified by the counselor and a few had been brought by the other members of Counselling Committee with the request from the subject teachers where they felt the need of counselling in improving the performance of the student in a particular aspect desirably.

## **2.1 GROUP GUIDANCE INTERVENTIONS**

### **2.1.1 Need Analysis**

Students of Class VIII need a lot of guidance and support form the counselor side not only in the academic areas but also in areas such from medical to entertainment. To cater the needs of these students the following things were planned within the stipulated time span of three months duration between October to December 2009.in a priority basis.

Though there is no separate period allotted in the time table for the students, these activities had to incorporated with the other activities of the school calendar including the morning assembly problems and the extra periods allotted to the counsellor teacher as an engagement/ substitution. Some activities are conducted by the other teachers in keeping the guidance and counselling projects in mind.. All these strategies boost the confidence level of low achievers in one or the other way directly or indirectly since the learning is not just confined to the four walls of the class room. It is believed that these group guidance activities go along with the child a long way by shaping his future.

- Healthy Grow Up Session through Interaction with Experts in dealing with the problems of adolescents. Biology teachers are asked to take up the sessions keeping in mind of the target group.
- Understand Adolescence group discussion between students National Adolescence Education Trainers took the privilege of conducting separate sessions.
- Peer Pressure – Good / Bad – Debate under the supervision of the school counselor took place.
- Success Stories – story telling session was organized in language class where students narrated the stories of their rolemodels like Mother Teresa.
- Communicate Effectively Programme through Morning Assembly Programmes.
- Special Quiz programmes on issues related to academics. General knowledge, Sports, Teens Issues etc. students were given freedom to prepare and present.
- Talk about sessions for ventilating their adolescent problems in an informal ways where the students gather for club activities.
- Leadership training programme during the week end Saturday CCA Periods.
- Monitoring the leadership vested, time to time by self as well as Peer in a Sociometric way.
- Group Tasks in accomplishing the difficult problems like solutions to avoid reaching late to school.
- Role Plays to show the feeling of understanding others. Empathy, Care and share. Say No to Caste, Colour or Creed.
- Collecting the Advertisements of various jobs from the news papers.
- Preparing a write up regarding their long term goals.
- Planning activities for short term goals in order to achieve long term goals.
- Social Service Campaign with the help of Scouts and Guides Movements.
- Library book maintenance Activity in the school library
- Aids Awareness Programme with the help of Local NGO Teddy Trust.
- Observing Dumb Day in order to feel for the disabled by the English Department as a part of syllabi  
These activities were conducted successfully.

### **2.1.2. PRE TEST**

Scores secured by the students in the first unit test were taken as the criteria initially. But the counselor felt the need of Reliability and Validity of the tests since some students are able to answer better when the questions were made clear to them. In order to supplement the regular paper pencil test methodology , some questions were framed keeping the problems of the slow learners for conducting special tests for them.

#### **LETS TRY THESE QUESTIONS**

##### **Study Skill Checklist**

Read each statement and consider how it applies to you. If it does apply to you, check Y. If it does not apply to you, check N. The purpose of this inventory is to find out about your own study habits and attitudes.

( Questionnaire given in the Appendix)

- This helps the teacher to understand the unique personality trait of the individual concerned.

##### **Counselling Identification**

- This also helps children to be aware of their strength and recognize their own self esteem.

##### **Understanding children**

- It helps the counselor/ teacher to understand the children for establishing a better rapport.

### **2.1.3 Guidance Committee Formed**

The Guidance Committee is consists of Principal, Vice – Principal, Guidance Teacher, One Post Graduate Teacher, One Trained Graduate Teacher , One Special Teacher and a Primary Teacher. Apart from this panel, guidance activities are

conducted with the help of various other committees of the school like Scouts & Guides, NCC, NAEP Committee and Primary wing.

Periodical Medical Check up for all the children and staff with the help of a panel of doctors , Educational Tour to various parts of Tamilnadu are done time to time. Trecking and Adventure activities are also made available to the students. Films are shown to the children through Common Minimum Programme of Primary Wing. Entire school enjoys the community lunch in order to promote the universal brotherhood. All the national events are celebrated with zeal and enthusiasm in our school by organizing various programmes to the children: Class room library helps the children to take care of books and promote the culture of collection of important books. World Aids Day is organized with many programmes for the students and staff. Alumni of the school conducts guidance activities by inviting external resource persons for presenting career talks. Various private agencies promote the sense goal setting in the minds of X and XII students by introducing many newly designed courses which are likely to have more openings in the near future.

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## CONSTITUTION OF VIDYALAYA GUIDANCE COMMITTEE

|               |   |                        |               |
|---------------|---|------------------------|---------------|
| 1. CHAIRMAN   | : | Shri. V.RAJAGOPAL.     | PRINCIPAL.    |
| 2. SECRETARY  | : | Dr.V.KALYANA RAMAN     | TGT SANSKRIT  |
| 3. MEMBERS :- |   | Shri. M.PANNEER SELVAM | PET           |
|               |   | Shri. S.JAYACHANDRAN   | ART TEACHER   |
|               |   | Smt. G.VIDYA           | PARENT MEMBER |

### GUIDANCE CELL CORE GROUP MEMBERS.

|                       |                 |
|-----------------------|-----------------|
| Smt. FLORENCE         | PGT ( BIOLOGY ) |
| Smt. RAJALAKSHMI      | TGT ( ENG )     |
| Shri.R.NARAYANAN      | WET             |
| Smt.AMIRTHA ANBALAGAN | PRT             |

#### 2.1.4 Teachers/Parents Orientation

Orientation Programmes are planned and conducted separately for Teachers and parents at regular intervals. This is planned in such a way that orientation on different issues on Guidance activities and counselling has to be taken to the teacher community with in a year so that all the teachers will be able to handle any situation through guidance approaches.

During the last week in the month of October, November and December the orientation activities are conducted separately in Primary and secondary staff room respectively for Primary and Secondary teachers who could spare extra time in undertaking the guidance activities in the school. Teachers of Discipline committee and various class teachers found such orientation programmes can be conducted regularly.

Every month at the time of PTA Meeting all the parents are given orientation. The concepts are based on ideal parenting, promoting a good inter personal parent child relationship. Establishing better rapport with the teachers. Importance of volunteering in the school activities etc are Group discussion and Questions Answers Sessions were done.

### **2.1.5 Details about the Class Talks given**

Class XII A1 were given Group Guidance in Career Planning on 08-09-2009. Students were motivated to study their subjects with zeal and enthusiasm in order to attain very good marks in the forth coming Examinations.

- 1) Time management
- 2) Self responsibility
- 3) Focus on the world outside of themselves
- 4) Managing money
- 5) Communication skills
- 6) Learning to work responsibly and respectfully with and for others

Topics mentioned above are choosen for the class talks and god good response from the students opining that they made aware of such useful things which are beneficial for their future.

On 8<sup>th</sup> October, 2009 Talk on the topic , “TIME MANAGEMENT’ was presented with the help of flash sheets consisting the individual aspects of time management i.e How they can save time by clubbing the related tasks together and the importance of proper planning etc. With the interaction with students it was found that the talk was beneficial for them.

On 19.09.2009 Students were guided to enlist their talents and set goals. This activity is done for 10 minutes and they shared their views with other children of their class. .



Importance on WORLD MENTAL HEALTH DAY is discussed with the students of Class IX on 13.10-09. Newspapers clippings were taken as sources. Students felt the need of taking care of our mental health by giving same importance in the way it is given to our physical health. Out come is that the student agree to the point that Counseling strategies help them to cope up with stress and accept their limitations.

On 4<sup>th</sup> Nov, 2009 Students of Class IX B were given a group discussion on the topic **Exam Preparation and Follow Up**. Students were divided in to six groups. The members were asked to think on the topic and prepare a rough work. Then the leader selected by each group presented the views of all the members of his/ her team. It was found helpful for them.

Students of Class IX had a discussion forum on the 23<sup>rd</sup> Oct, 2009 on Mental Fitness. They discussed about the methods of taking care of their mental health. They came out with many ideas by discussing with each other about the significance of taking care of mental health.

On the 23<sup>rd</sup> Oct, 2009 Students of Class X had Group Guidance Programme in which they were imparted the self management strategies for enabling them to focus their concentration for a better preparation for the forth coming examination. They were given the techniques of relaxation, self rewarding, goal setting strategies, etc Empty chair technique impressed them a lot.

Group Guidance is done through Out side Agency. **Mrs. Grace from a NGO club** presented a talk on **HEART CARE** on 27<sup>th</sup> November, 2009. Her tips on the topic motivated students to be aware of the hazards of passive smoking, Laziness and inactivity etc. They realized the importance of doing physical exercise and Meditation.

#### **2.1.6 Details about the Career Talks given**

Many children are only aware of the small number of occupations to which they are exposed, for example doctor, dentist, teacher and whatever it is their parents and relatives do, exploring occupations is a great way to get them to realize there are many

options available to them. When one is young, the future's possibilities are endless. A pre-teen or teen can look at a variety of occupations without the critical eye one must have later on. There are many ways to explore occupations and parents are a key component in helping their children with this process.. That's why the following steps are taken in the form of Career oriented Activities.

WHAT NEXT AFTER SCHOOLING? Is the topic for the career talk given to the students of Class X on 26<sup>th</sup> October,2009. 50 students participated in that session and understood about various options of higher studies Most of the students after passing out S.S.C think of joining Higher Secondary Studies. But if a student is inclined for other alternative courses, he can all together take a new course in his life. Not just joining intermediate but, there are so many other courses, which leads to good career.

On 21<sup>st</sup> December Students of Class X participated in a Career Talk Session on Jobs in Films Industries. They could feel that career in this industry means lots of money and fame. But to mount the rungs of the ladder of this industry, one needs to be professionally trained in the concerned field.and other information provided to them about this career is the Film & Television Industry is on the look out for the entry of new professional talent: In India there are three prominent Film & Television Institutes offering Professional Diploma courses in Acting, Editing, Direction & Screenplay, Photography etc.

1. Film & Television Institute of India, Pune, Maharashtra.
2. Film & Television Institute of Tamilnadu.
3. Satyajit Ray Film & Television Institute of Calcutta.

There are a few Film & Television Institutes in the twin cities offering professional training to the young and enthusiastic aspirants of this filed. The main objective of these Film & Television Institutes is to bring out the dormant and intrinsic talents of the new entrants and convert them into professionals

### **2.1.7 Workshops organized**

Workshop on the topic **Ways to follow towards a successful School life** was organized on 28<sup>th</sup> October , 2009 in class IX A . Students were divided in to six groups. The members were asked to think on the topic and prepare a rough work. Then the leader selected by each group presented the views of all the members of his/ her team. It was found helpful for them. One group highlighted the importance of schooling , other on importance of having good school with all facilities and dedicated teachers. Similarly other group came with suggestion to make use of school in the best manner and finally the last group concluded the session by the techniques of developing knowledge and implementation there of .

On 16.11.2009 Work shop was conducted in Class IX A on the topic **IDEAL STUDENT TEACHER RELATIONSHIP** where students could get a chance of understanding the efforts taken by the teachers to impart knowledge to the students. The role of students in following the guidelines given by teachers were insisted for implementation from immediate effect.

### **2.1.8 Tests Administered**

It was not felt necessary to administer the test in this initial stage of Internship. But due care is taken in conducting test with the help of psychology department of Lady Doak College, Madurai which provide service to our students on voluntary basis. One more organization Chellamuthu Trust has also come forward in helping our students in counselling through their clinical psychologists.

### **2.1.9 Career Day/Career Exhibition organized (If any)**

Career Day is planned to be conducted in the month of January 2010 for the reason that Half yearly Examination and First Pre Board Examination had to be held in the Month of December, 2009. Preparation is on the process Invitation will be sent to all the schools in nearby places. Experts from various agencies will hi-light the salient features of their careers Eminent personalities in professional ,Management areas will be the special invitees. Different Colleges and Organizations in and around Madurai

will get opportunity to talk to our students regarding the emerging fields of studies/ courses which are run by them. Parents too will witness the programme. It will be conducted for two days.

On this occasion the participation of the students will be in many possible ways. The plan is given below:

Students of Class VIII and IX were given the following activities by which they can get informations about many occupations and it gives them an opportunity for self awareness of areas and potentials of their strength the areas where they can improve further.

1. **Chart Preparation** on any one career ( Information regarding any one particular occupation i.e educational qualification , Nature of Work, Job details, Salary Etc)
2. **Poster Preparation** on any one career ( Students can draw / collect and paste pictures related to any particular career)
3. **Article on the Topic** : My ambition in Life ( Students can get an idea of what they have to do to obtain the particular job)
4. **Alphabetically arranging the Occupations** they collect from various resources.

This activity will help the students to be aware of different types of occupations. They further can choose the career in their future

#### **2.1.10 Details of field visits**

##### **Visit to the Psychology Department of Lady Doak College, Madurai.**

Psychology Department of Lady Doak College , Madurai is visited by the members on guidance committee on 19.10. 2009 and talked to Mrs. Kusum Mary George. Lecturer who was a student of PGDGC of RIE, Mysore. Interaction with her motivated the members of committee to promote the activities of Guidance and Counselling at school. Various psychological tests are administered in the department.

Students of this school can avail such opportunity by having prior appointment with the head of the department of college.

Other students will be taken to field trip to different places in the month of February, 2010. Places identified are

Gandhi Niketan, T Kallupatti where students can find Khadi and Village Industries.

Sivakasi paper factories and fire works

Srishti – A special School run to cater the needs of disabled children.

Primary Children will be taken to Farm houses and Trade fares.

## **2.2 Counselling Interventions:**

The topic is based on Academic aspect. The target group consists 10 in total. All the students have similar problems like that they do not have proper study habit and unaware of self monitoring techniques. So this project is dealt with Self Management Strategies in general All the students are given counselling in group.

Only one boy student who is away from his parents is taken individually whose report is mentioned in details as far as this project is concerned.

### **2.2.1 Identification of Counselling cases**

X (name is kept confidential) is found sitting alone in the class. His works seems to be very casual look lacking seriousness without any attention. Through the other teacher it is understood that X has some problems which needs counselling immediately.

### **2.2.2. Nature of the Problem(s)/Cases**

The case of boy who misses his mother is given counselling for being very emotional. He is found sitting alone in the class. He has frustration with his family members. He says that his mother does not care for him. For the past 3 months this boy's behaviour is changed. The probable cause may be due to his adolescent problems or inter personal problems with teachers / parents/ friends. Etc.

### **2.2.3 Interventions: Individual Counselling**

**Empty chair technique** is introduced to this student He had to tell openly his feelings to the chair without any hesitation. Later on , He is introduced the technique of **Role reversal** where the counselor played the role of student and the boy played the role of his mother, and it is reversed. **Self Management** strategies were introduced. Self Observation is emphasized in this case. **Coping Skills** were made developed by practice. It took nearly two weeks in a every day basis. Since the teacher is able to be with the student for a long time much difficulty was not felt in supporting the client in handling and practicing the counselling intervention strategies. The role of counselor is to monitor the performance of the client regularly. Discussion with the class teacher and subject teachers were not much needed since the counselor is able to observe the client closely. But the discussion with the client's parent helped to solve the problem easily. The parent could understand that they have to see that their ward is taken care by them even when the mother is away by talking to him over telephone every day for some time.

### **2.2.4 Outcomes**

Termination is done when the student is able to keep himself cool by showing his good performance in his regular classroom activities and inter action with the family members has become quite alright , and the boy is happy that his mother talks to him over phone every day. Step by Step termination started from the first week of December 2009. It is totally stopped by the second week of December , 2009.

### **2.2.5 Follow-up**

The boy is able to stick to his words. If at all counselling is needed the parents are asked to consult the counselor.

### **2.2.6 Interventions : Group Counselling**

Students with academic problem are the cases in this project. So the Intervention for this group counselling is based on the following activities there are 15

students in this group. The time limit taken for every strategy is 4 days. The role of counselor is mere facilitator. Tests administered only in informal play way activity oriented method. Discussion with the subject teachers made this project successful. The details are given below in detail.

a. **Expression Activities**

- Students belonging to the target group are motivated to see such illustrations diagrams, pictures from newspapers, magazines, internet etc which are more or less related to their academics . They were helped to tell some points about what is understood by them.
- They were motivated to ask questions to their peer group.
- They get new ideas on their own and remember the points what is taught in their classes.
- They could enhance their reading capabilities through such strategies.
- Some Activity sheets were prepared and provided to them.

b. **Dramatization and Group Discussion**

- The target group find it interesting when they are engaged in groups for discussing about the lessons taught in their classrooms.
- They were asked to dramatize the lesson wherever it is possible.
- They try to remember a few points by handling memory techniques.
- Clue cards helped them to organize the lesson easliy.
- They found it funny .
- The students who are shy type were encouraged to do the activity with his / her team member.
- Guidance Counsellor just played the role of a facilitator, Observer and Motivator.
- The Students could develop the other lessons in this way.

**c. Language Flash Cards**

- Difficult words and spellings were learnt through these cards.
- On the spot it could be made available.
- These cards vary in sizes and colours.
- Children could choose such cards and prepare their own helping materials.
- Stars were awarded to them as incentives.
- Xerox copies of artistic things were also used.

**The objectives kept in mind are :**

- Developing the comprehensive abilities .
- vocabulary enrichment.
- Knowledge Source.
- Improve the analytical and reasoning abilities in a given concept..
- Objective type questions with a view to play quiz.
- Concepts are based on the questions frequently asked in tests.

**d. Social Studies**

Easy way to score marks in History as well as Geography are mapping skills. Children are able to identify themselves with the locations easily for the reason that children belong to Kendriya Vidyalayas belong to different parts of the country. Children were shown the maps and asked them to locate the places as per the text book activities.

- latitude and longitude for labeling
- Identifying a particular state.
- Locate the capitals of different states.
- Cross word puzzle type questions with clues.
- Finding out a country for each letter of the alphabet given.

Geographical climate identification.

In order to promote the confidence level of children some easy questions can be framed in the following way if they are taught Social Studies.



e. **India- Political**

(I) Complete the given exercises with the help of political map provided:

- a) Find states in India starting with alphabet 'A'-----
- b) Smallest state-----
- c) Biggest state-----
- d) Northern most state-----
- e) State with longest coastline-----
- f) States sharing border with Pakistan-----
- g) State whose capital is Chennai-----
- h) 2 states in south starting with letter 'K'
- i) Capital of Uttar Pradesh
- j) States sharing the capital Chandigarh

**Match the following :**

|                  |   |           |
|------------------|---|-----------|
| Capital of India | : | Bhopal    |
| Karnataka        | : | Srinagar  |
| Rajasthan        | : | Bangalore |
| Madhya Pradesh   | : | Jaipur    |
| Jammu Kashmir    | : | New Delhi |

**Science can be done in this way to also**

Solve the puzzle with clues given:

## SOLAR SYSTEM

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| S | I | F | C | R | Y | M |
| P | C | L | O | S | L | E |
| O | M | T | N | Q | M | R |
| C | S | N | S | E | N | C |
| E | A | R | T | H | O | U |
| S | J | B | E | X | S | R |
| T | U | A | L | M | A | Y |
| A | P | P | L | U | T | O |
| R | I | D | A | S | U | G |
| X | T | C | T | W | R | L |
| Y | E | S | I | H | N | R |
| W | R | Y | O | V | K | T |
| M | O | O | N | F | T | S |

- Shows North direction
- Satellite of Earth
- Blue Planet
- Biggest Planet
- Group of stars
- Smallest Planet
- Planet with a ring around
- Farthest Planet

### Library Activities

- In language tests questions are asked from Unseen passages. So the children are motivated to read the books, journals , magazines and news papers time to time in order to enrich their language
- Some activities are mentioned for reference and research purpose.
- Some other activities are prescribed for collection and preparation for the special programmes during literary club activities and morning assembly programmes.

### Undertaking Responsibility

- Children are made aware of the importance of being responsible in each and every deed. They are able to show responsible behaviour if they are given the chance.
- They take care of their own needs behave in a matured way.
- It helps the other students to correct their mistakes of being irresponsible.

- Children are made aware of the consequences of being irresponsible in class room activities.
- Irresponsible children are given important tasks to be taken care of.
- Each child is introduced a self monitoring chart where he has to record his responsible and irresponsible tasks.
- Each one has to set a goal for completing his responsibility as per his capacity in a realistic way.
- They are asked to have a check list.
- Goal setting strategies are life long process which is helpful to them always.

### **2.2.7 Outcomes**

Slow learners are given confidence by the end of the project. These students are capable of studying on their own and able to maintain their own time table and monitor self check list. The subject teachers are able to follow up there of since they also come to know about these type of methodologies through counselling intervention. Only a few children need more practice.

### **2.2.8 Follow-up**

Students of the target group will be taken care of themselves individually with the help of the peers, parents and teacher as well. There are also Follow Up Programmes designed in the way it is given below . This is planned till the end of this Academic Year.

**January – Group Learning Activities are conducted between 3.00 and 4.00 p m.**

Mondays – English

Tuesday – Maths

Wednesday – Hindi

Thursday – Social Studies

Friday – Sanskrit

Saturday – Science

During these meetings quiz, puzzle, role-plays, open book tests, easy sentence formations etc will be the strategies in order to enhance the academic performance. Sure It will be taken from the easy to difficult., simple to complex level.

## **February**

Weekly Revision will be done in a play way method using Self Prepared presentation and self question methodology. The time table will be framed by the students with the help of their subject teachers. It will be self monitored.

### **2.2 Post test**

Post tests are conducted in the form of interviews. Peers in pairs were made to conduct the interviews.

A sample Interview

X : Hi Y.. What is the difference you feel now?

Y: I feel that I am able to take care of myself. I feel self confident.

X : Can you show some examples of situations where you realized your self confidence?

Y: Why not..? I used to postpone the things earlier. Though I desired of doing things well, I used to postpone the things. But through Counselling I could measure the number of times I post pone. It helped me to reduce slowly the habit of postponing the tasks. Once I completed the task in time my parents and teachers felt happy. I too started getting more appreciation.

X : Do you mean that others appreciation makes you feel self confident?

Y: Not certainly always. I do self – rewarding for my self whenever I find myself successful. Whatever I do , It is for me.

X: I feel I too can learn some counseling techniques from you.

Y: We both can very well practice. That is also a good idea.

Self Monitoring Card

| <b>DAYS</b> | <b>TASK 1</b>   | <b>TASK 2</b>                             | <b>REMARKS</b>                                     | <b>SIGN OF TEACHER</b> | <b>SIGN OF PARENT</b> |
|-------------|---|---|--|------------------------|-----------------------|
| <b>MON</b>  | Read Loudly for half an hour                            | Singing the poems.                        | Not able to sing well. But I will practice.        |                        |                       |
| <b>TUE</b>  | Solve some simple mathematical problems                 | Mind mapping of the lessons learnt.       | Some problems can be done with the help of friend. |                        |                       |
| <b>WED</b>  | Learn simple questions and answers from Social Studies. | Map Practice                              | Can do some more practice.                         |                        |                       |
| <b>THU</b>  | Practise poems in Hindi                                 | Practise dialogues from language lessons. | Good   |                        |                       |
| <b>FRI</b>  | Write important formulae from Science                   | Simple grammar structures.                | It is easy to do small things.                     |                        |                       |
| <b>SAT</b>  | Do some computer works                                  | Any small answer type questions..         | Computer is easy.                                  |                        |                       |

## **2.4 Conclusion**

The objectives of this project are achieved through many counseling strategies in Academic Context. It helps not only the students , but also the subject teachers and parents. It gave more chances of Group Guidance Programme like Career Talks, Class Talks. Group Discussions and Several Workshops. Career Activities and Health related activities are planned through out the academic year. Guidance Programmes help the over all development of the students in general and much more a lot to the target group.

Parental and Teacher Orientation Programmes through the department and alumni play vital role in promoting guidance programmes. Out side agencies are approached to join hands with the school guidance cell for various programmes in this field. Field Trips to important places will be enjoyable to the children through which they can develop the qualities of understanding the feelings of others and develop the skills which are needed to work in groups.

## **CHAPTER-3**

### **RESULTS & CONCLUSIONS**

#### **3.0 Introduction:**

The intention of conducting this project is to help the slow learning students of class VIII of Kendriya Vidyalaya Narimedu Madurai through Guidance & Counselling activities. The objectives are framed in the beginning. The target group is obtained through observing the group of children in the school. The reason for selecting this particular group is found more significant because the guidance given in the right time can save the target group from so many unwanted worries in the future. These things were also described in Chapter-2 through adopting proper counselling strategies. The procedure is followed systematically. The students realized how they are helped by counselling and guidance activities in individual as well as in a group context. The teachers, parents and out side agencies and all the other members contributed many a lot in many forms whatever was expected from them.

#### **3.2 Results:**

The entire school atmosphere is now aware of counselling practices. The teachers started coming with a lot of enthusiasm to do better in handling the children and to do their level best both in personal and career set ups. Parents felt that counselling helps a lot in their transaction with their children in bringing them up; Students learnt to cope up with the stress and say no to peer pressure etc. The awareness programme on Sex Education through the doctors gave the right direction to the students about the knowledge on sex. They realized that physical development is a common phenomenon in human bodies. Class Talks , Career talks, Group Discussion , Workshops and various other activities based on guidance and counselling strategies had got their own identity. The Value of these activities are identified in a right way by one and all in the entire school family.

### **3.3 Discussions:**

Success in many ways are proven by observing the children carefully. The feedback given by themselves, teachers, parents and other members of school has made it clear that this project is successful in fulfilling the objectives through handling the target group by many a number of counselling strategies and group guidance activities systematically. It has created more interests in the minds of learners who were involved in these activities.

It was found very easy when these guidance activities are incorporated with the subjects and also through various other school calendar activities like children's day and Christmas etc where they get more opportunities to get more rewards for their performance which were learnt through guidance and counselling activities. For Example on the occasion of children's day they could feel that they are taken care by the elders and it is ultimately reached the minds of the children that they have to perform up to the expectation of their elders by showing their level best in all academic and non academic activities.

Limitations are also faced when the counselor has to look after the teaching activities mainly. Counselling is made as the additional responsibility of the teacher counselor. The students have to do both the counselling tasks along with their regular activities. A full time counselling job is totally different from the teacher counselor job. Other wise it could have been more colorful more reachable to many more people in many forms at all the possible levels.

### **3.4 Suggestions:**

The project is taken for Internship purpose. The Teacher Counsellor should be given adequate time to undertake many more project time to time. With in the three months both autumn and winter vacation took 20 days apart from the holidays on National holidays and public holidays.



The teacher counselor is sent for deputation weekly 3 days to a nearby city from November onwards. The teacher counselor has to take care of other core like completing syllabus for the X standard Board students apart from conducting Half Yearly and Preboard Exams plus Evaluation apart from all other duties of a teacher in a normal set up.

Time table of the teacher counselor should be made in such a way that he gets sufficient time for undertaking counseling activities. Separate Department with all the necessary infrastructure could be provided as it is given for a school counselor in schools like NCERT demonstration schools.

### **3.5 Conclusion:**

Teaching itself is a noble profession. He is the good teacher who is ready to sacrifice any thing for the sake of his students without any expectation. But , the job of counselling is above all great qualities because the counselor has to be empathetic. should come forward to feel for others leaving his Self.

This project is just a ladder for a tiny tot who is just putting his first step in order to reach the highest level.

Entire RIE Mysore family and K.V Madurai family are sincerely thanked on this great occasion of completing this project successfully. Hope the End of this project is the beginning of many more such other projects in guidance and counselling context.

# ***APPENDICES***

**Appendix-I :****Students' Profile**

| <b>SNo</b> | <b>NAME OF THE STUDENT</b> | <b>AGE</b> | <b>NEED HELP IN</b>  |
|------------|----------------------------|------------|----------------------|
| 1.         | D. KARTHIKEYAN             | 12         | MATHS & ENGLISH      |
| 2.         | PRASANNA KUMAR             | 12         | MATHS, SCIE &S.ST    |
| 3.         | JEYANTHI                   | 12         | MATHS, SCIE& S.ST    |
| 4.         | ABUTHAKIR                  | 13         | MATHS & SCIENCE      |
| 5.         | D.DEVENDRAN                | 12         | ALL EX.ENGLISH       |
| 6.         | SUBHAJEET CHOUDRY          | 12         | MATHS & S.ST         |
| 7.         | PRADEESH                   | 12         | HINDI \$ SCIENCE     |
| 8.         | M.VINITH                   | 12         | MATHS, SCI & HINDI   |
| 9.         | S.M.PRABHU                 | 12         | MATHS , HINDI , SST. |
| 10.        | MANORANJANI                | 12         | MATHS, HINDI & SCI   |
| 11.        | R.GOUTHAM                  | 12         | MATHS & HINDI        |
| 12.        | S.KRITHIGA                 | 12         | SOCIAL & HINDI       |
| 13.        | N.NARMADA                  | 12         | HINDI & S.ST.        |
| 14.        | V.KRISHNAKUMAR             | 12         | S.ST , SCI & HINDI   |
| 15.        | FRANCIS                    | 12         | SOCIAL & HINDI       |
| 16.        | K.PRAVEEN BALAJI           | 12         | MATHS                |

NOTE: SOLAT TEST IS RECOMMENDED FOR ALL THESE STUDENTS.

## **Appendix-II : Class Talks / Summary**

### **Time Management Tips For High School Students**

#### **It's 10 p.m.—Do You Know Where Your Homework Is?**

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

#### **1. Make a "To Do" List Every Day.**

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

#### **2. Use Spare Minutes Wisely.**

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

#### **3. It's Okay to Say "No."**

If your friend asks you to come to a movie on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

#### **4. Find the Right Time.**

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

#### **5. Review Your Notes Every Day.**

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

## **6. Get a Good Night's Sleep.**

Running on empty makes the day seem longer and your tasks seem more difficult.

## **7. Communicate Your Schedule to Others.**

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

## **8. Become a Taskmaster.**

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

## **9. Don't Waste Time Agonizing.**

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

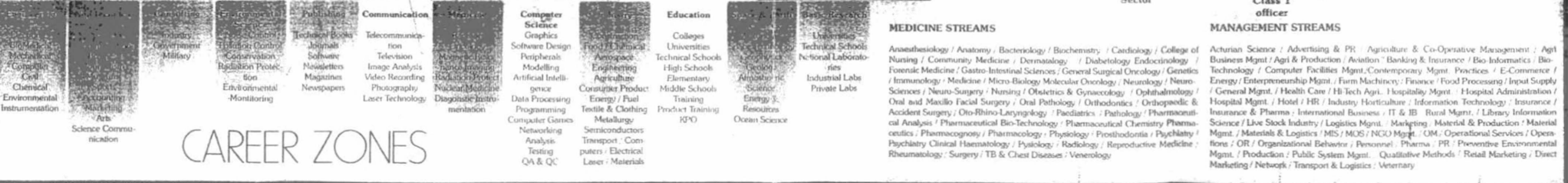
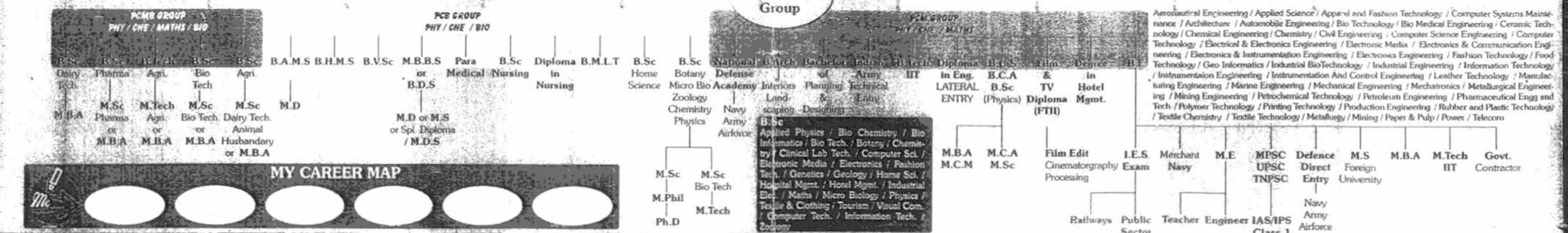
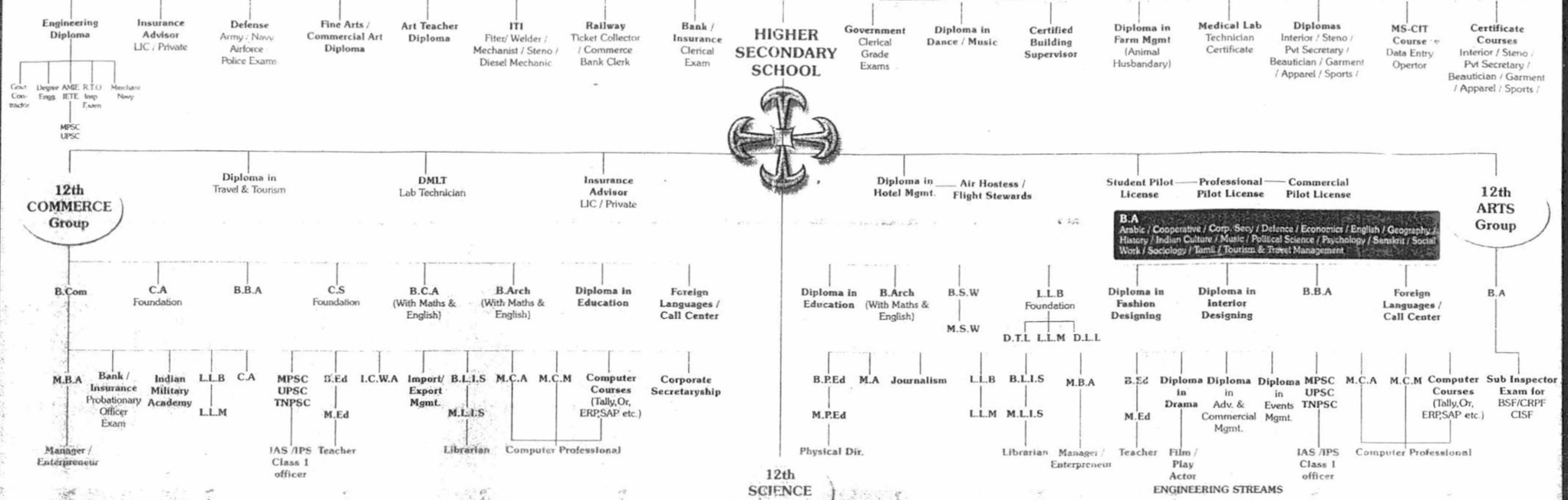
## **10. Keep Things in Perspective.**

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

# helikx CAREER MAPPING

www.helikx.com S.S.L.C



- SKILL BASED CAREER FINDER**
- VERBAL-LINGUISTIC: attorney, comedian, communications specialist, curator, editor in publishing, florist, journalist, lawyer, librarian, marketing consultant, newsreader, poet, politician, speech pathologist, talk show host, teacher, language translator, writer
  - LOGICAL-MATHEMATICAL: accountant, auditor, computer analyst, computer programmer, database designer, detective, economist, engineer, lawyer, mathematician, network analyst, physician, physicist, statistician, bookkeeper
  - VISUAL-SPATIAL: 3D modeling & simulation, architect, artist, computer technician, engineer, film animator, graphic artist, interior decorator, photographer, mechanic, navigator, outdoor guide, pilot, sculptor, strategic planner, surveyor, urban planner, webmaster
  - BODY-KINESTHETIC: actor, athlete, carpenter, computer games designer, computer operator, dancer, doctor of sports, firefighter, forest ranger, jeweler, mechanic, personal trainer, pilot, physical therapist, recreation specialist, surgeon, yoga instructor
  - MUSICAL: audiologist, choir director, conductor, disc jockey, music copy controller, music composer, musician, music critic, sound editor, sound engineer, musician, music publisher, music teacher, music therapist, music theorist, recording engineer, singer, songwriter, speech pathologist, voice actor
  - NATURALIST: air quality specialist, animal health technician, anthropologist, astronomer, biologist, dog trainer, environmental lawyer, farmer, forest ranger, geologist, landscaper, meteorologist, nature photographer, park naturalist, veterinarian assistant, wildlife ecologist, wilderness doctor, wilderness guide, wildlife illustrator
  - INTRAPERSONAL: doctor, administrator, communications manager, conflict resolution specialist, cruise director, customer service rep, dental hygienist, group mediator, human resources manager, marketing specialist, nurse, peace corps, politician, psychologist, religious leader, social director, social worker, teacher, trainer, facilitator, travel counselor, water/wastewater
  - INTERPERSONAL: actor, artist, career counselor, consultant, criminologist, energy healer, futurist or trend predictor, intelligence officer, personal counselor, philosopher, program planner, entrepreneur, psychic, psychologist, researcher, small business owner, spiritual counselor, therapist, therapist, water/wastewater engineer

Certificate | Diploma | BA | BSc | B.Com | B.L.S | B.Ed | B.P.Ed | B.Arch | B.Tech | M.A | M.Sc | M.Arch | MCA | MCA (A) | MCA (B) | MCA (C) | MCA (D) | MCA (E) | MCA (F) | MCA (G) | MCA (H) | MCA (I) | MCA (J) | MCA (K) | MCA (L) | MCA (M) | MCA (N) | MCA (O) | MCA (P) | MCA (Q) | MCA (R) | MCA (S) | MCA (T) | MCA (U) | MCA (V) | MCA (W) | MCA (X) | MCA (Y) | MCA (Z) | MCA (AA) | MCA (AB) | MCA (AC) | MCA (AD) | MCA (AE) | MCA (AF) | MCA (AG) | MCA (AH) | MCA (AI) | MCA (AJ) | MCA (AK) | MCA (AL) | MCA (AM) | MCA (AN) | MCA (AO) | MCA (AP) | MCA (AQ) | MCA (AR) | MCA (AS) | MCA (AT) | MCA (AU) | MCA (AV) | MCA (AW) | MCA (AX) | MCA (AY) | MCA (AZ) | MCA (BA) | MCA (BB) | MCA (BC) | MCA (BD) | MCA (BE) | MCA (BF) | MCA (BG) | MCA (BH) | MCA (BI) | MCA (BJ) | MCA (BK) | MCA (BL) | MCA (BM) | MCA (BN) | MCA (BO) | MCA (BP) | MCA (BQ) | MCA (BR) | MCA (BS) | MCA (BT) | MCA (BU) | MCA (BV) | MCA (BW) | MCA (BX) | MCA (BY) | MCA (BZ) | MCA (CA) | MCA (CB) | MCA (CC) | MCA (CD) | MCA (CE) | MCA (CF) | MCA (CG) | MCA (CH) | MCA (CI) | MCA (CJ) | MCA (CK) | MCA (CL) | MCA (CM) | MCA (CN) | MCA (CO) | MCA (CP) | MCA (CQ) | MCA (CR) | MCA (CS) | MCA (CT) | MCA (CU) | MCA (CV) | MCA (CW) | MCA (CX) | MCA (CY) | MCA (CZ) | MCA (DA) | MCA (DB) | MCA (DC) | MCA (DD) | MCA (DE) | MCA (DF) | MCA (DG) | MCA (DH) | MCA (DI) | MCA (DJ) | MCA (DK) | MCA (DL) | MCA (DM) | MCA (DN) | MCA (DO) | MCA (DP) | MCA (DQ) | MCA (DR) | MCA (DS) | MCA (DT) | MCA (DU) | MCA (DV) | MCA (DW) | MCA (DX) | MCA (DY) | MCA (DZ) | MCA (EA) | MCA (EB) | MCA (EC) | MCA (ED) | MCA (EE) | MCA (EF) | MCA (EG) | MCA (EH) | MCA (EI) | MCA (EJ) | MCA (EK) | MCA (EL) | MCA (EM) | MCA (EN) | MCA (EO) | MCA (EP) | MCA (EQ) | MCA (ER) | MCA (ES) | MCA (ET) | MCA (EU) | MCA (EV) | MCA (EW) | MCA (EX) | MCA (EY) | MCA (EZ) | MCA (FA) | MCA (FB) | MCA (FC) | MCA (FD) | MCA (FE) | MCA (FF) | MCA (FG) | MCA (FH) | MCA (FI) | MCA (FJ) | MCA (FK) | MCA (FL) | MCA (FM) | MCA (FN) | MCA (FO) | MCA (FP) | MCA (FQ) | MCA (FR) | MCA (FS) | MCA (FT) | MCA (FU) | MCA (FV) | MCA (FW) | MCA (FX) | MCA (FY) | MCA (FZ) | MCA (GA) | MCA (GB) | MCA (GC) | MCA (GD) | MCA (GE) | MCA (GF) | MCA (GG) | MCA (GH) | MCA (GI) | MCA (GJ) | MCA (GK) | MCA (GL) | MCA (GM) | MCA (GN) | MCA (GO) | MCA (GP) | MCA (GQ) | MCA (GR) | MCA (GS) | MCA (GT) | MCA (GU) | MCA (GV) | MCA (GW) | MCA (GX) | MCA (GY) | MCA (GZ) | MCA (HA) | MCA (HB) | MCA (HC) | MCA (HD) | MCA (HE) | MCA (HF) | MCA (HG) | MCA (HI) | MCA (HJ) | MCA (HK) | MCA (HL) | MCA (HM) | MCA (HN) | MCA (HO) | MCA (HP) | MCA (HQ) | MCA (HR) | MCA (HS) | MCA (HT) | MCA (HU) | MCA (HV) | MCA (HW) | MCA (HX) | MCA (HY) | MCA (HZ) | MCA (IA) | MCA (IB) | MCA (IC) | MCA (ID) | MCA (IE) | MCA (IF) | MCA (IG) | MCA (IH) | MCA (II) | MCA (IJ) | MCA (IK) | MCA (IL) | MCA (IM) | MCA (IN) | MCA (IO) | MCA (IP) | MCA (IQ) | MCA (IR) | MCA (IS) | MCA (IT) | MCA (IU) | MCA (IV) | MCA (IW) | MCA (IX) | MCA (IY) | MCA (IZ) | MCA (JA) | MCA (JB) | MCA (JC) | MCA (JD) | MCA (JE) | MCA (JF) | MCA (JG) | MCA (JH) | MCA (JI) | MCA (JJ) | MCA (JK) | MCA (JL) | MCA (JM) | MCA (JN) | MCA (JO) | MCA (JP) | MCA (JQ) | MCA (JR) | MCA (JS) | MCA (JT) | MCA (JU) | MCA (JV) | MCA (JW) | MCA (JX) | MCA (JY) | MCA (JZ) | MCA (KA) | MCA (KB) | MCA (KC) | MCA (KD) | MCA (KE) | MCA (KF) | MCA (KG) | MCA (KH) | MCA (KI) | MCA (KJ) | MCA (KL) | MCA (KM) | MCA (KN) | MCA (KO) | MCA (KP) | MCA (KQ) | MCA (KR) | MCA (KS) | MCA (KT) | MCA (KU) | MCA (KV) | MCA (KW) | MCA (KX) | MCA (KY) | MCA (KZ) | MCA (LA) | MCA (LB) | MCA (LC) | MCA (LD) | MCA (LE) | MCA (LF) | MCA (LG) | MCA (LH) | MCA (LI) | MCA (LJ) | MCA (LK) | MCA (LL) | MCA (LM) | MCA (LN) | MCA (LO) | MCA (LP) | MCA (LQ) | MCA (LR) | MCA (LS) | MCA (LT) | MCA (LU) | MCA (LV) | MCA (LW) | MCA (LX) | MCA (LY) | MCA (LZ) | MCA (MA) | MCA (MB) | MCA (MC) | MCA (MD) | MCA (ME) | MCA (MF) | MCA (MG) | MCA (MH) | MCA (MI) | MCA (MJ) | MCA (MK) | MCA (ML) | MCA (MN) | MCA (MO) | MCA (MP) | MCA (MQ) | MCA (MR) | MCA (MS) | MCA (MT) | MCA (MU) | MCA (MV) | MCA (MW) | MCA (MX) | MCA (MY) | MCA (MZ) | MCA (NA) | MCA (NB) | MCA (NC) | MCA (ND) | MCA (NE) | MCA (NF) | MCA (NG) | MCA (NH) | MCA (NI) | MCA (NJ) | MCA (NK) | MCA (NL) | MCA (NM) | MCA (NN) | MCA (NO) | MCA (NP) | MCA (NQ) | MCA (NR) | MCA (NS) | MCA (NT) | MCA (NU) | MCA (NV) | MCA (NW) | MCA (NX) | MCA (NY) | MCA (NZ) | MCA (OA) | MCA (OB) | MCA (OC) | MCA (OD) | MCA (OE) | MCA (OF) | MCA (OG) | MCA (OH) | MCA (OI) | MCA (OJ) | MCA (OK) | MCA (OL) | MCA (OM) | MCA (ON) | MCA (OO) | MCA (OP) | MCA (OQ) | MCA (OR) | MCA (OS) | MCA (OT) | MCA (OU) | MCA (OV) | MCA (OW) | MCA (OX) | MCA (OY) | MCA (OZ) | MCA (PA) | MCA (PB) | MCA (PC) | MCA (PD) | MCA (PE) | MCA (PF) | MCA (PG) | MCA (PH) | MCA (PI) | MCA (PJ) | MCA (PK) | MCA (PL) | MCA (PM) | MCA (PN) | MCA (PO) | MCA (PP) | MCA (PQ) | MCA (PR) | MCA (PS) | MCA (PT) | MCA (PU) | MCA (PV) | MCA (PW) | MCA (PX) | MCA (PY) | MCA (PZ) | MCA (QA) | MCA (QB) | MCA (QC) | MCA (QD) | MCA (QE) | MCA (QF) | MCA (QG) | MCA (QH) | MCA (QI) | MCA (QJ) | MCA (QK) | MCA (QL) | MCA (QM) | MCA (QN) | MCA (QO) | MCA (QP) | MCA (QQ) | MCA (QR) | MCA (QS) | MCA (QT) | MCA (QU) | MCA (QV) | MCA (QW) | MCA (QX) | MCA (QY) | MCA (QZ) | MCA (RA) | MCA (RB) | MCA (RC) | MCA (RD) | MCA (RE) | MCA (RF) | MCA (RG) | MCA (RH) | MCA (RI) | MCA (RJ) | MCA (RK) | MCA (RL) | MCA (RM) | MCA (RN) | MCA (RO) | MCA (RP) | MCA (RQ) | MCA (RR) | MCA (RS) | MCA (RT) | MCA (RU) | MCA (RV) | MCA (RW) | MCA (RX) | MCA (RY) | MCA (RZ) | MCA (SA) | MCA (SB) | MCA (SC) | MCA (SD) | MCA (SE) | MCA (SF) | MCA (SG) | MCA (SH) | MCA (SI) | MCA (SJ) | MCA (SK) | MCA (SL) | MCA (SM) | MCA (SN) | MCA (SO) | MCA (SP) | MCA (SQ) | MCA (SR) | MCA (SS) | MCA (ST) | MCA (SU) | MCA (SV) | MCA (SW) | MCA (SX) | MCA (SY) | MCA (SZ) | MCA (TA) | MCA (TB) | MCA (TC) | MCA (TD) | MCA (TE) | MCA (TF) | MCA (TG) | MCA (TH) | MCA (TI) | MCA (TJ) | MCA (TK) | MCA (TL) | MCA (TM) | MCA (TN) | MCA (TO) | MCA (TP) | MCA (TQ) | MCA (TR) | MCA (TS) | MCA (TT) | MCA (TU) | MCA (TV) | MCA (TW) | MCA (TX) | MCA (TY) | MCA (TZ) | MCA (UA) | MCA (UB) | MCA (UC) | MCA (UD) | MCA (UE) | MCA (UF) | MCA (UG) | MCA (UH) | MCA (UI) | MCA (UJ) | MCA (UK) | MCA (UL) | MCA (UM) | MCA (UN) | MCA (UO) | MCA (UP) | MCA (UQ) | MCA (UR) | MCA (US) | MCA (UT) | MCA (UU) | MCA (UV) | MCA (UW) | MCA (UX) | MCA (UY) | MCA (UZ) | MCA (VA) | MCA (VB) | MCA (VC) | MCA (VD) | MCA (VE) | MCA (VF) | MCA (VG) | MCA (VH) | MCA (VI) | MCA (VJ) | MCA (VK) | MCA (VL) | MCA (VM) | MCA (VN) | MCA (VO) | MCA (VP) | MCA (VQ) | MCA (VR) | MCA (VS) | MCA (VT) | MCA (VU) | MCA (VV) | MCA (VW) | MCA (VX) | MCA (VY) | MCA (VZ) | MCA (WA) | MCA (WB) | MCA (WC) | MCA (WD) | MCA (WE) | MCA (WF) | MCA (WG) | MCA (WH) | MCA (WI) | MCA (WJ) | MCA (WK) | MCA (WL) | MCA (WM) | MCA (WN) | MCA (WO) | MCA (WP) | MCA (WQ) | MCA (WR) | MCA (WS) | MCA (WT) | MCA (WU) | MCA (WV) | MCA (WW) | MCA (WX) | MCA (WY) | MCA (WZ) | MCA (XA) | MCA (XB) | MCA (XC) | MCA (XD) | MCA (XE) | MCA (XF) | MCA (XG) | MCA (XH) | MCA (XI) | MCA (XJ) | MCA (XK) | MCA (XL) | MCA (XM) | MCA (XN) | MCA (XO) | MCA (XP) | MCA (XQ) | MCA (XR) | MCA (XS) | MCA (XT) | MCA (XU) | MCA (XV) | MCA (XW) | MCA (XX) | MCA (XY) | MCA (XZ) | MCA (YA) | MCA (YB) | MCA (YC) | MCA (YD) | MCA (YE) | MCA (YF) | MCA (YG) | MCA (YH) | MCA (YI) | MCA (YJ) | MCA (YK) | MCA (YL) | MCA (YM) | MCA (YN) | MCA (YO) | MCA (YP) | MCA (YQ) | MCA (YR) | MCA (YS) | MCA (YT) | MCA (YU) | MCA (YV) | MCA (YW) | MCA (YX) | MCA (YY) | MCA (YZ) | MCA (ZA) | MCA (ZB) | MCA (ZC) | MCA (ZD) | MCA (ZE) | MCA (ZF) | MCA (ZG) | MCA (ZH) | MCA (ZI) | MCA (ZJ) | MCA (ZK) | MCA (ZL) | MCA (ZM) | MCA (ZN) | MCA (ZO) | MCA (ZP) | MCA (ZQ) | MCA (ZR) | MCA (ZS) | MCA (ZT) | MCA (ZU) | MCA (ZV) | MCA (ZW) | MCA (ZX) | MCA (ZY) | MCA (ZZ)

MCA (AA) 950288000

## **Appendix-III: Career Talk / Summary**

### **Fashion designing as a Career**

#### **Definition and Nature of the Work**

Every shoe, piece of clothing, and accessory on every hanger and shelf at every store has been designed by a fashion designer. Fashion designers examine trends in the kinds of clothing people are wearing, draw designs based on their ideas, choose colors and fabrics, and supervise the production of their designs. Fashion designers may have a specialty, such as clothing design, footwear design, or accessory design. Accessories are items like handbags, scarves, belts, and hats. In recent years, computers have changed the way many fashion designers do their work. A smaller number of fashion designers create custom designs for individual customers, specialty boutiques, or their own stores. These high fashion designers are usually self-employed and charge high prices for their designs.

#### **Education and Training Requirements**

Most employers expect fashion designers to have a two-year associate's degree or four-year bachelor's degree in fine arts with a focus on design. Fashion designers must have a strong background in textiles and fashion trends, and a keen eye for color and proportion. The most important requirement for many jobs is a good portfolio—samples of one's previous work—to show the employer.

#### **Getting the Job**

College placement offices can often provide information about how to find a job in this field. Internships with retailers or design firms may be available in your area. Two-thirds of fashion designers are employed in either New York or California, so relocating to one of those areas may be beneficial in breaking into this line of work.

## **Advancement Possibilities and Employment Outlook**

Because many people view fashion design as a glamorous occupation, competition for available jobs tends to be fierce, and only a small number of new jobs open up each year. According to the Bureau of Labor Statistics, the best job opportunities for fashion designers in the coming years will be at design companies that specialize in mass market clothing to be sold in department stores and other retail chains. However, overall employment of fashion designers is expected to grow more slowly than average through 2014.

## **Working Conditions**

Fashion designers who work for design firms, manufacturers, or wholesalers can expect to work regular hours in a well-lit, comfortable setting. Self-employed designers may work in more variable conditions, which may change from one short-term job to the next. They must also adjust their work hours to meet the client's needs and deadlines.

## **Colleges / Universities where courses available in Fashion Designing**

Alagappa University Karaikudi

Bharatiyar University, Coimbatore

Madras Institute of Fashion Designing

Manonmaniyam Sundaranar University Tamilnadu

Salary : 10000/ - per month initially.



**Appendix- IV :**

**COUNSELLING IDENTIFICATION DATA  
( FOR EACH INDIVIDUAL)**

**COUNSELLING IDENTIFICATION**

.....

NAME OF THE COUNSELLOR    Dr. V.Kalyanaraman

NAME OF THE CLIENT    xyz

**RAPPORT RELATIONSHIP :**

1. *List specific issues that may arise with this client in terms of establishing rapport and an effective helping relationship*

Meeting the client in the morning assembly programmes and other formal situations in the school context and informal situations like on the way to home and school etc.

2. *How might this particular client respond initially to the counselor?*

The client was not open in the beginning. He felt ashamed problem

3. *How might this client respond to the counselor after several sessions?*

He started coming with his own ideas to solve the problem

***ASSESSMENT OF PROBLEMS***

1. *List what seem to be the major problem areas to the client? Consider the affective, behavioral, cognitive and interpersonal dimensions.*

He had to be away from his mother who is on transfer to a nearby town. The client being the elder son of the family has to look after his other two siblings. He has to satisfy his parents, himself, his siblings and also his teachers and friends.

2. *What seems to be the client's main strengths, resources and coping skills?*

*Strength areas* – Very good at drawing , matured behaviour

*Resources* - He is able to deal with the situations if proper training is given.

*Coping Skills* - He has good communication abilities.

3. *Can you identify any probable payoffs of the client's dysfunctional or problematic behaviour?*

He tries to be free from his responsibilities and demands love from his mother. He feels that his mother is paying less attention on him when he compares himself with his sibling who is younger to him.

### **GOAL SETTING**

1. *What might the client seek or expect from counseling?*

Methods for controlling his emotions. He has to see that he won't displease other members of his family in any way.

2. *What seem to be the ideal outcomes of this person?*

He must be able to tolerate the things as they happen. He has to concentrate on his studies without any worry. He has to understand that his mother is working somewhere else only for the welfare of his family.

3. *How different might your choice of outcomes for this client be from the client's choice of outcomes? If the difference is great, what impact might this have on the helping process?*

The client would be made it clear whatever happens will happen. We have to accept the things when they are not in our control. Losing our emotions will lead only to distraction. So take care of self and others. Accept life and prepare yourself to enjoy the rest.

## ***INTERVENTION STRATEGIES***

1. *Develop a list of possible intervention strategies that might be most useful in working this particular client. Provide a rationale for your selection.*

**Empty chair technique** is introduced to this student He had to tell openly his feelings to the chair without any hesitation. Later on , He is introduced the technique of **Role reversal** where the counselor played the role of student and the boy played the role of his mother, and it is reversed. **Self Management** strategies were introduced. Self Observation is emphasized in this case. **Coping Skills** were made developed by practice. It took nearly two weeks in a every day basis. Since the teacher is able to be with the student for a long time much difficulty was not felt in supporting the client in handling and practicing the counselling intervention strategies

2. *What theoretical approach underline each of the intervention strategies on your list.*

**Self - Management** strategies are found as the best theoretical aspect in this particular problem

**Cognitive approach** some what needed when he has to concentrate on the academics.

**ABC modeling** is also found useful for making the client to understand the problem and consequences there of.

3. *Would you generally favor using affective, cognitive, behavioral or systematic strategies with this person? Why?*

All the symptoms show that the client has some problem mainly with his behaviour. His behaviour has to be modified. So favor the behavioural strategy.

## ***TERMINATION AND FOLLOW UP***

1. *What are some indications you would look for that suggest this client is ready to terminate counseling?*

The facial expression of the client in the recent times is not as it was in the beginning sessions of the counselling. It is now clear that the client is not having as many problems as he had in the beginning.

2. *How would you help this client plan for transfer of learning from the counseling situation to the person's actual environment? What potential obstacles in his / her environment need to be anticipated?*

The client is clear about his potential and the situations about his surroundings. He is self supportive now. He has the ability to plan by keeping short term goals having to – do list every days. He is aware of the consequences.

3. *How would you follow up on the process of this client once helping process is terminated?*

Both the client and the counsellor belong to the same school. So it is to observe from distant.

## Appendix-V

### Questionnaire

#### Study Skill Checklist

Read each statement and consider how it applies to you. If it does apply to you, check Y. If it does not apply to you, check N. The purpose of this inventory is to find out about your own study habits and attitudes.

1. Y\_\_ N\_\_ I spend too much time studying for what I am learning.
2. Y\_\_ N\_\_ I usually spend hours cramming the night before an exam.
3. Y\_\_ N\_\_ If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
4. Y\_\_ N\_\_ I usually try to study with the radio and TV turned on.
5. Y\_\_ N\_\_ I can't sit and study for long periods of time without becoming tired or distracted.
6. Y\_\_ N\_\_ I go to class, but I usually doodle, daydream, or fall asleep.
7. Y\_\_ N\_\_ My class notes are sometimes difficult to understand later.
8. Y\_\_ N\_\_ I usually seem to get the wrong material into my class notes.
9. Y\_\_ N\_\_ I don't review my class notes periodically throughout the semester term in preparation for tests.
10. Y\_\_ N\_\_ When I get to the end of a chapter, I can't remember what I've just read.
11. Y\_\_ N\_\_ I don't know how to pick out what is important in the text.
12. Y\_\_ N\_\_ I can't keep up with my reading assignments, and then I have to cram the night before a test.
13. Y\_\_ N\_\_ I lose a lot of points on essay tests even when I know the material well.
14. Y\_\_ N\_\_ I study enough for my test, but when I get there my mind goes blank.

15. Y\_\_ N\_\_ I often study in a haphazard, disorganized way under the threat of the next test.

16. Y\_\_ N\_\_ I often find myself getting lost in the details of reading and have trouble identifying the main ideas.

17. Y\_\_ N\_\_ I rarely change my reading speed in response to the difficulty level of the selection, or my familiarity with the content.

18. Y\_\_ N\_\_ I often wish that I could read faster.

19. Y\_\_ N\_\_ When my teachers assign papers I feel so overwhelmed that I can't get started.

20. Y\_\_ N\_\_ I usually write my papers the night before they are due.

21. Y\_\_ N\_\_ I can't seem to organize my thoughts into a paper that makes sense.

If you have answered "yes" to two or more questions in any category, look at our Study Skills Self-help Information for those categories. If you have one "yes" or less in a category, you are probably proficient enough in these areas that you don't need Self-help Information. Feel free, however, to get information in areas that you may have special interests, even if you scored well.

Time Scheduling - 1, 2, and 3.

Concentration - 4, 5, and 6.

Listening & Note taking - 7, 8, and 9.

Reading - 10, 11, and 12.

Exams - 13, 14, and 15.

Reading - 16, 17, and 18.

Writing Skills - 19, 20, and 21.

## QUESTIONNAIRE FOR COUNSELLING IDENTIFICATION

1. Do you think you need more help from your teachers, parents and friends?
2. Don't you like / dislike a particular subject for which you want to find out reasons.?
3. Do you take much time in academic activities? Do you feel that you are distracted..?
4. Do you worry about your quarrelling parents..?
5. Do you worry about your future.?
6. Do you wish to be appreciated by others..?
7. Do you find your parents complaining that you have to do far better in studies and all other activities..?
8. Do you often become vulnerable to your teachers..?
9. Do you have any problem with your dear friends these days..?
10. Do you wish to know the methods of satisfying parents and teachers ?
11. Do you want to know how to relax yourself..?
12. Do you feel that all are talking about yourself...?
13. Don't you want to know the person whom you can trust..?

## Questionnaire for Teachers

### UNDERSTANDING CHILDREN

1. Common source of physical discomfort for the children is
  - a. Long way to school
  - b. Corporal punishment
  - c. Heavy school bags
  - d. **All the above**
  
2. Teacher is a
  - a. Boss
  - b. Leader
  - c. **Facilitator**
  - d. All the above
  
3. The purpose of evaluation is not
  - a. to motivate children to study under threat
  - b. to label the children as slow learners
  - c. to identify child who need remediation
  - d. **All the above**
  
4. A teacher should understand the children within
  - a. Social context
  - b. Cultural context
  - c. political context
  - d. **All the above**
  
5. Educational technology should be viewed as
  - a. **Supplement**
  - b. Substitute
  - c. all in all
  - d. None the above
  
6. Convention on the rights of child says that partnership is our strength such as
  - a. school – community
  - b. school- teachers
  - c. teachers – children
  - d. **All the above**
  
7. Disability is a social responsibility
  - a. **accept it**
  - b. reject it
  - c. avoid it
  - d. None of the above
  
8. Craft should be taught as
  - a. subject
  - b. **project**
  - c. class room exercise
  - d. All the above



9. The stress related problems of the students can be removed through
- Teaching
  - guidance and counseling**
  - commanding
  - All the above
9. Tagore say that we achieve our greatest happiness when ..
- We are being appreciated
  - We earn lot of money
  - We realize ourselves through others
  - None of the above
10. The social context of education means
- Education does not function in isolation from society.
  - Caste, economic status, cultural diversity influences the participation of children in school.
  - Unequal gender relations also effects the education.
  - Al the above.
11. Ethical development means
- Imposition of do's and don'ts
  - Forcing disagreement of what is wrong
  - Devising means to help children to make choice between the right and the wrong
  - Writing set pattern of rules and asking children to follow them
12. Teaching values include
- Mere lecture methods
  - Suppression if improper and unacceptable feelings
  - Using hostile body language
  - Meaningful discussions of experiences and reflections
13. Assessment and examinations should
- Assess children's ability to recall textbook language
  - Assess according to the answers given in guidebooks
  - Assess children's ability to use his knowledge for problem solving and application in the real world
  - Assess by fixed rules of marking and ranking
14. Classrooms can be brighten up by
- Ensuring adequate natural light inside
  - Displaying children's work on the classroom walls
  - Display of drawing art & craft work
  - Doing all the above.

## Appendix-V: Photographs of Events

### Photos – guidance activities undertaken



Dr.Kalyanaraman addressing parents



Career Conference in Kendriya Vidyalaya Madurai



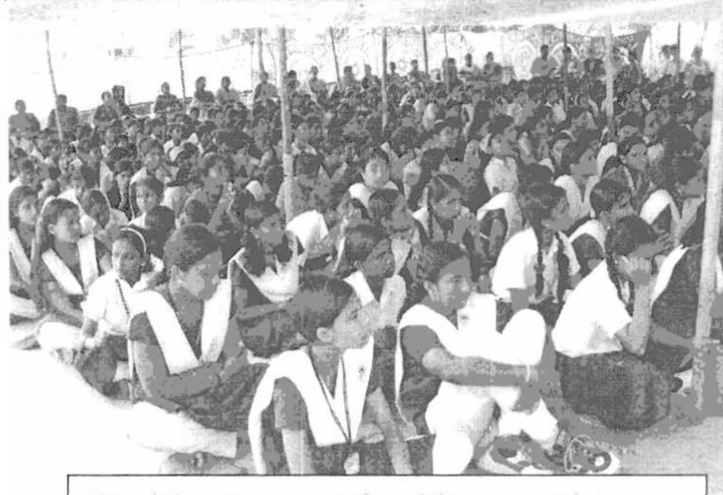
Group guidance activities in front of parents for the target



Slow learners' learning style is enhanced through counseling



Talents differ from person to person. Counselling for all-round development through physical activities.



Special programmes for girls separately.



**Career Activities for primary children – Role play session**



**Group guidance in morning assembly programme**



**Evidence for enhancement through counseling**



Incorporating Career Guidance through subject teaching  
'People who help us' at primary classes..  
Fancy Dress Competition - 'My ambition' Fancy Dress activity.  
Inculcating Career guidance

## **Appendix-VII: Report of Career Exhibition/Career Day/Schedule**

### **Plan for Career Exhibition/Career Day/Schedule**

1. **Chart Preparation** on any one career ( Information regarding any one particular occupation i.e educational qualification . Nature of Work. Job details, Salary Etc)
2. **Poster Preparation** on any one career ( Students can draw / collect and paste pictures related to any particular career)
3. **Article on the Topic** : My ambition in Life ( Students can get an idea of what they have to do to obtain the particular job)
4. **Alphatically arranging the Occupations** they collect from various resources.

### **VOCATIONAL COURSE**

The following list is shown to the Target Group enabling them to under stand there are many courses can be done after completing 10<sup>th</sup> Standard.

#### **Engineering Technology**

1. Surveyor & Estimator
2. Roads & Building Construction Technician
3. Water Supply & Sanitary Engineering Technician
4. Watch & Clock Repairing Technology.
5. Radio & T.V.Technician
6. Electrical (Domestic) Appliances & Rewinding
7. Electrical Wiring and Contracting
8. Rural Engineering Technician
9. Automobile Engineering Technician
10. Computer Science
11. Air Conditioning and Refrigeration Technician
12. Sugar Technology

**Agriculture**

1. Crop Production
2. Sericulture
3. Dairying
4. Fruit Preservation
5. Poultry and Swine Production
6. Fisheries

**Health and Paramedical Sciences**

1. Dental Hygienist
2. Dental Technician
3. Medical Lab Assistant
4. Diploma in Pharmacy
5. Nursing
6. X-ray Technician
7. Ophthalmic Technician

**Home Science**

1. Bakery and Confectionery
2. Creche and Pre-School Management
3. Commercial Garment Making
4. Interior Designing

**Business & Commerce**

1. Office Assistantship
2. Accounting & Taxation
3. Office Automation
4. Book Keeping

**List of ITI COURSES:****6 Month Courses**

1. Data Preparation Assistant

**One Year Courses**

1. Moulder
2. Hand Compositor
3. Forger & Heat Treater (Blacksmith)
4. Cutting & Tailoring
5. Diesel Mechanic
6. Sheet Metal Works
7. Welder
8. Carpenter
9. Book Binding
10. Plumber
11. Wireman
12. Console Operator cum Programme Assistant
13. Letter Press Machine Operator
14. Winder
15. Mason
16. Stenography (English)

**2 Year Courses**

- a. Plastic Processing Operator
- b. Draughtsman Civil
- c. Draughtsman Mechanical
- d. Fiber Reinforced Plastic Course
- e. Radio & T.V. Mechanism
- f. Turner
- g. Fitter
- h. Motor-vehicle Mechanic
- i. Electronics Mechanic
- j. Machinist (Grinder)
- k. Electrician
- l. Refrigerator & Air Condition Mechanic



**Appendix-VIII:**

**Any other materials supplied to the Students/Parents/Teachers etc.,**

**KENDRIYA VIDYALAYA, NARIMEDU, MADURAI  
GUIDANCE AND COUNSELLING    Date: .....**

---

---

**Name of the Child:..... Class: ..... Sec.....**

Dear Parent.

Greetings. We would like to invite you for an Orientation Programme on ..... in Room No..... at ..... to discuss with you regarding the academic development of your ward studying in class .....

Kindly avail this opportunity and attend the same without fail.

Thanking you

GUIDANCE COUNSELLOR

CLASS TEACHER

PRINCIPAL

---

---

**CIRCULAR**

All the teachers may avail the support of the Guidance and Counselling Committee in order to supplement the remedial care taken by them towards improving the progress of their students in academics as well as behavioural areas.

Teachers are requested to create an awareness of Counselling to the students, since Counselling helps the individuals to take care of their mental health. Undergoing Counselling Session is just like doing physical exercise / yoga practice etc. that any normal person needs to do towards a healthy living.

All the Class teachers are hereby requested to identify and refer the students who need counselling and encourage the students to get the counselling support. Teachers may also inform parents during the parent – teachers meet to get the help from the Guidance and Counselling Committee.

Kindly fill in the prescribed proforma for each case.

**GUIDANCE COUNSELLOR**

**PRINCIPAL**

## **CIRCULAR**

There will be an Orientation Programme for Teachers in PEER COUNSELLING AND GROUP GUIDANCE / COUNSELLING on.....at ..... in ..... Teachers who are interested in this programme may mention YES against their names and acknowledge this circular.

GUIDANCE COUNSELLOR

PRINCIPAL

**KENDRIYA VIDYALAYA, NARIMEDU, MADURAI**  
**GUIDANCE AND COUNSELLING    Date: .....**

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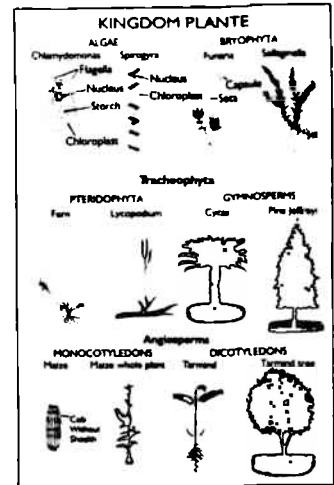
### **COUNSELLING CASE REFERAL PROFORMA**

**CLASS:/ SECTION .....**                      **REFERRED BY.....**

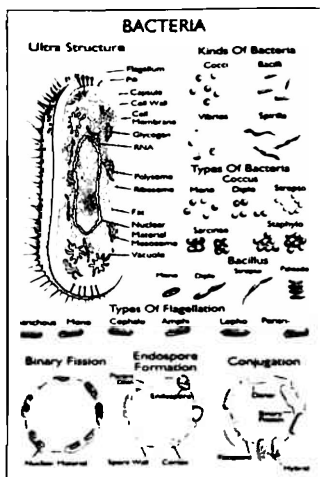
1. NAME OF THE STUDENT
2. NATURE OF PROBLEM :
3. DURATION OF THE PROBLEM :
4. PROBLEM LEVEL : MILD / MODERATE/ PROFOUND
5. CAUSE :
6. TEACHER'S HELP IN SOLVING THE PROBLEM:
7. TEACHER'S OPINION ABOUT THE STUDENT
8. PARENTAL SUPPORT:
9. IS THE STUDENT WILLING FOR COUNSELLING ?

**SIGNATURE OF REFERAL TEACHER**

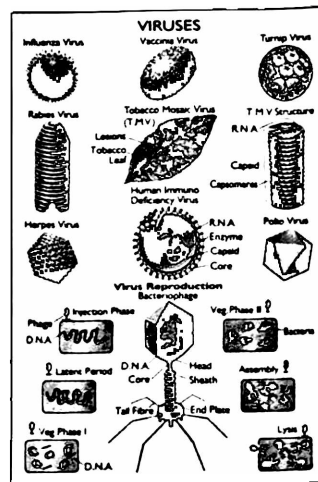
# Biology



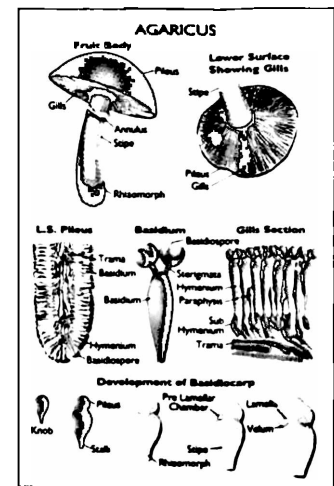
+26 Kingdom Plants



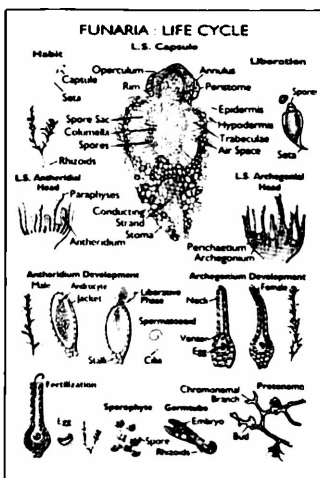
+27 Bacteria



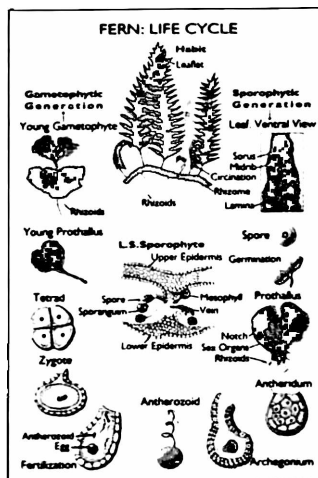
+28 Viruses



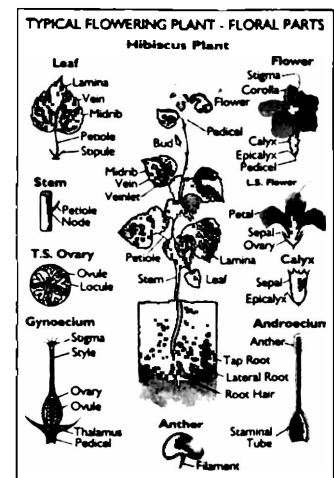
+30 Agaricus



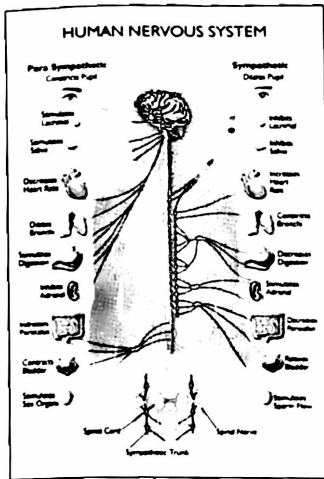
+31 Funaria : Life Cycle



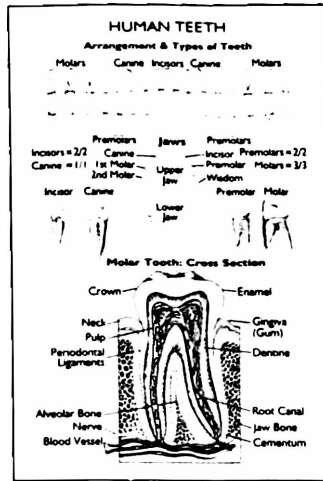
+32 Fern: Life Cycle



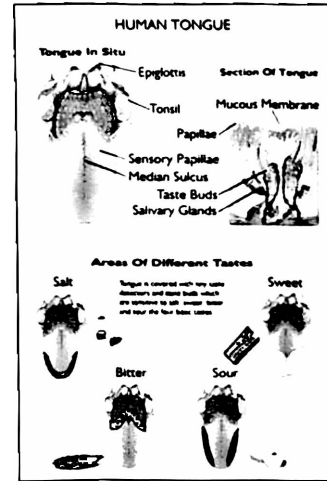
+33 Human Skin



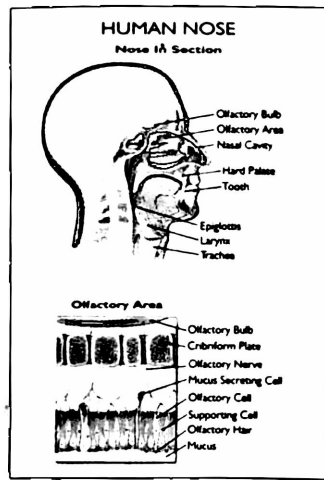
+17 Human Nervous System



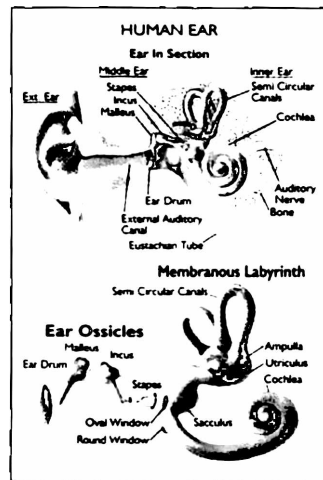
+18 Human Teeth



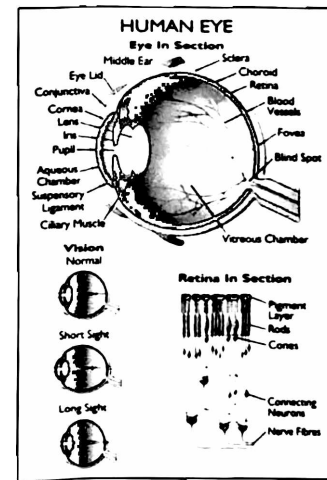
+19 Human Tongue



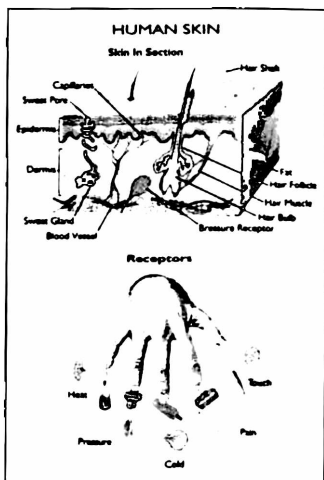
+20 Human Nose



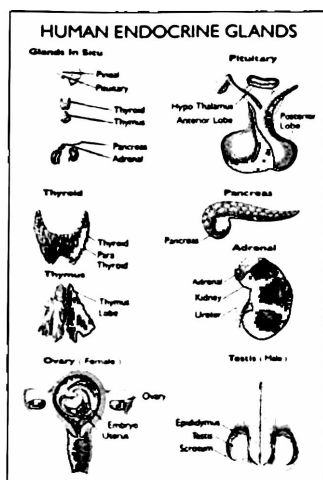
+21 Human Ear



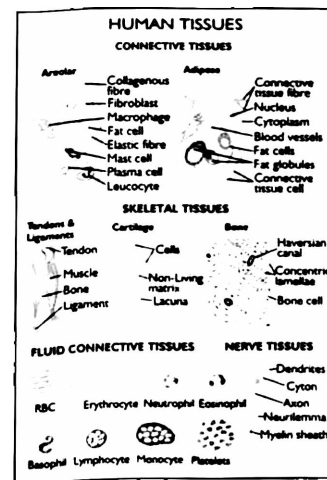
+22 Human Eye



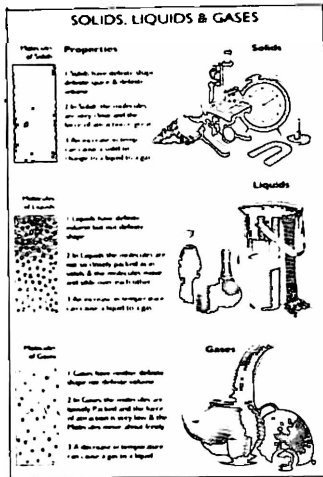
+23 Human Skin



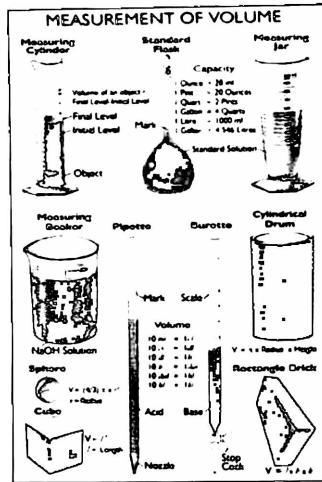
+24 Human Endocrine Glands



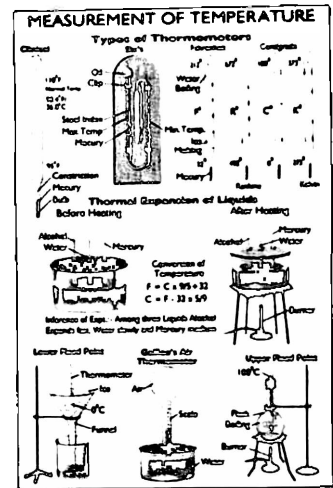
+24 Human Tissues



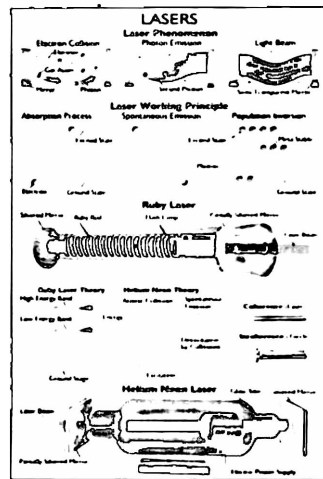
+64 Solids, Liquids & Gases



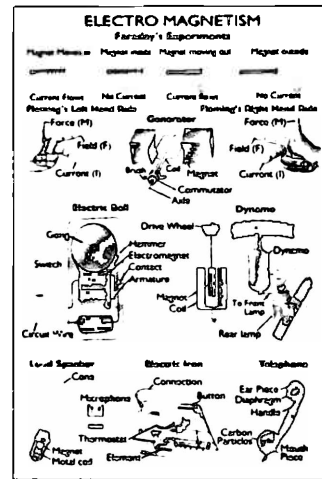
+65 Measurement of Volume



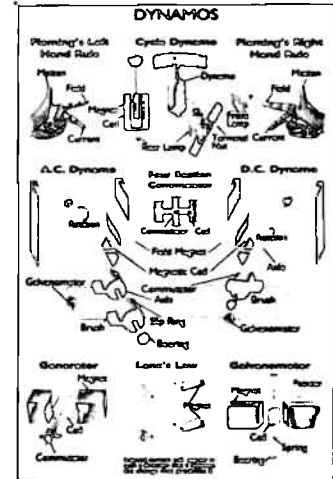
+66 Measurement of Temperature



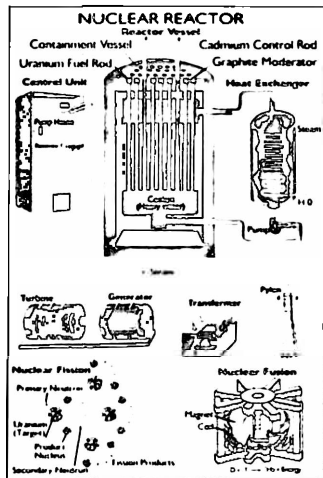
+67 Lasers



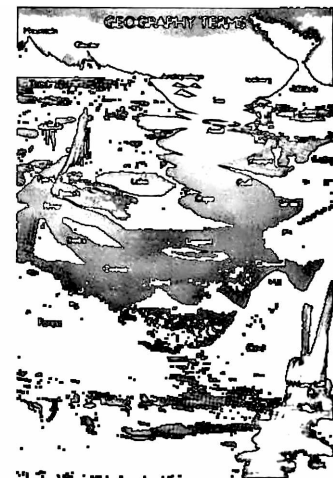
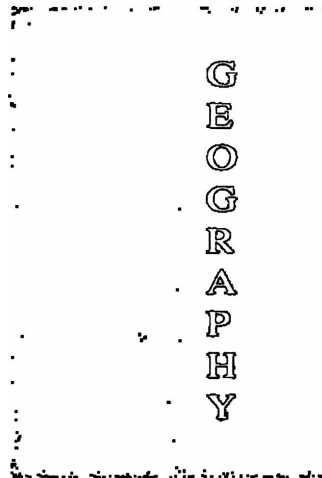
+68 Electro Magnetism



+69 Dynamos

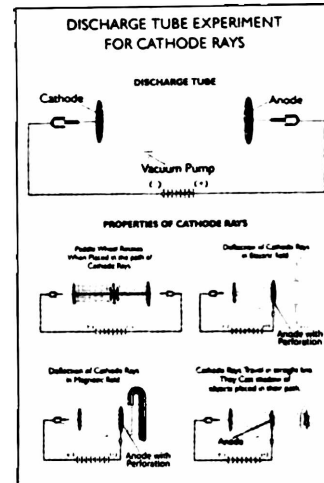


+70 Nuclear Reactor

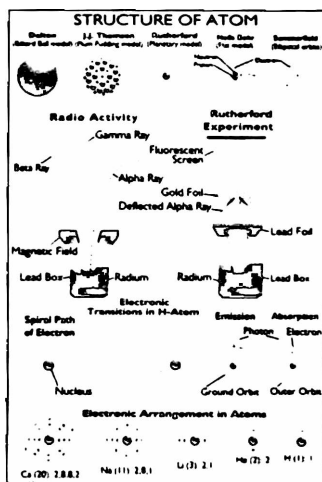


+71 Geography Terms

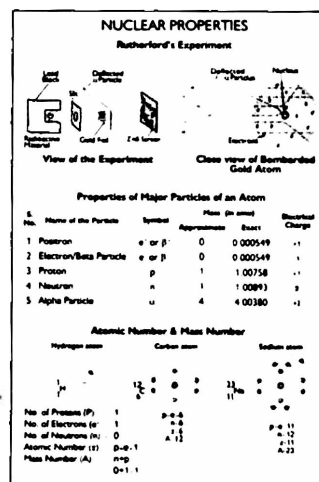
# Physical Sciences



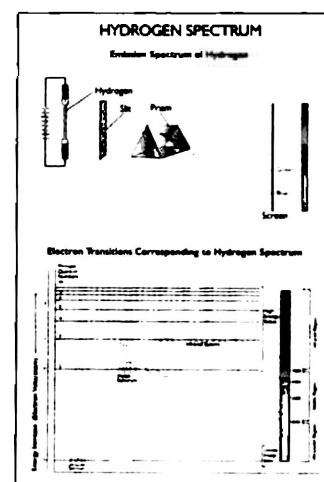
+54 Discharge Tube Experiment



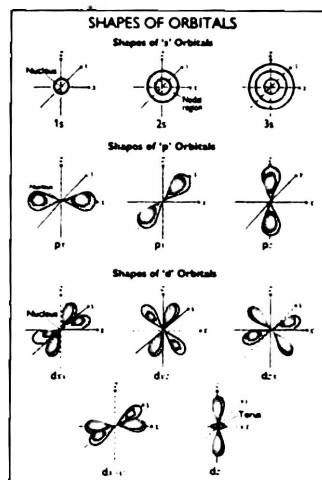
+55 Structure of Atom



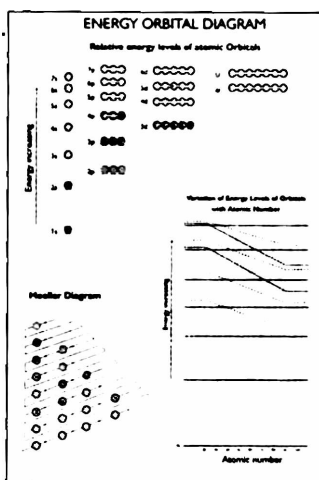
+56 Nuclear Properties



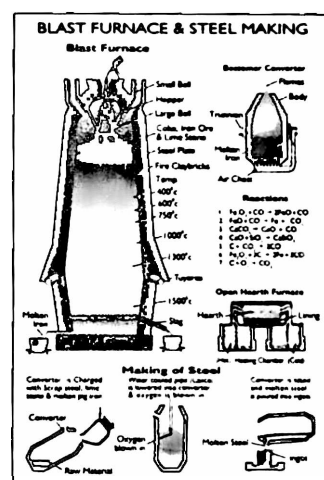
+57 Hydrogen Spectrum



+58 Shapes of Orbitals



+59 Energy Orbital Diagram



+60 Blast Furnace & Steel Making

Family Information Blank

1. Child's Name: \_\_\_\_\_

2. Class \_\_\_\_\_

3. Age \_\_\_\_\_

4. Gender \_\_\_\_\_

5. Educational Qualification

Occupation

Income

Mother \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Father \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Guardian \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Relationship of the Guardian to the child. \_\_\_\_\_

7. Number of brothers and Sister

Age

Gender

Grade

1

2

3

4

8. Leisure time activities (hobbies, interests etc) of your child. \_\_\_\_\_

9. Number of hours spent at home in study by your child. \_\_\_\_\_

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

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

If yes to the above, please mention the plan- \_\_\_\_\_

12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. \_\_\_\_\_

12 a. Number and name of the newspaper subscribed at home. \_\_\_\_\_

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

a) Mother \_\_\_\_\_

b) Father \_\_\_\_\_

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

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

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

| <i>Preference</i>               | <i>Rank</i>              |
|---------------------------------|--------------------------|
| f) <i>Money</i>                 | <input type="checkbox"/> |
| g) <i>Status in the society</i> | <input type="checkbox"/> |
| h) <i>Stability</i>             | <input type="checkbox"/> |
| i) <i>Happiness</i>             | <input type="checkbox"/> |
| j) <i>Power</i>                 | <input type="checkbox"/> |



CONTRACT

**Date:**

This is a contract between..... and.....The contract begins on.....and ends on..... It will be reviewed on .....

The terms of the agreement are.....will .....and..... will .....

If ..... fulfills her/his part of the contract, she/he will receive the agreed upon reward.

If ..... Fails to fulfill her/his part of the contract, the reward will not be given.

.....  
Signature of the counselor

.....  
Signature of the client

ACADEMIC Project work by \_\_\_\_\_

C. RISHI  
VIII 'D'

V. KRISHNA KUMAR  
VIII 'D'

KARTHICK RAJAN. D  
VII 'D' ✓

M. J. PRASANNA KUMAR  
VIII 'D'

| ENGLISH |        | MATHS |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 17      | 20     | 6     | 22     | 9       | 24     | 3      | 17     | 6     | 28     | 31       | 19     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 11      | 18     | 9     | 5      | 16      | 12     | 15     | 13     | 8     | 10½    | 23       | 25     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 16      | 16     | 9     | 1      | 7       | 11     | 7      | 10     | 13    | 23     | 15       | 24     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
|         |        |       |        |         |        |        |        | 13    |        |          |        |

*[Signature]*

Teacher's Signature

Abuthakir

VIII "C"



Cibi

VIII "C"

Vinoth

VIII "C"

Francis

VIII "C"

| ENGLISH |        | MATHS |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 15      | 16     | 11    | 11     | 12      | 22     | 18     | 14     | 20    | 29     | 23       | 32     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 18      | 13     | 26    | 28     | 26      | 30     | 13     | 12     | 14    | 11     | 29       | 18     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 20      | 18     | 22    | 10     | 25 1/2  | 25     | 14     | 16     | 20    | 25     | 28       | 28     |

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 19      | 17     | 13    | 19     | 18      | 23     | 21     | 19     | 23    | 20     | 24       | 19     |

| English    | Maths      | Science    | Social     | Hindi      | Sanskrit   |
|------------|------------|------------|------------|------------|------------|
| I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT |
| 10         | 17 9       | 26 20      | 21 10      | 24 25      | 25 17      |

| English    | Maths      | Science    | Social     | Hindi      | Sanskrit   |
|------------|------------|------------|------------|------------|------------|
| I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT |
| 28         | 20 11 7    | 21 19      | 28 23      | 13 20      | 20 19      |

| English    | Maths      | Science    | Social     | Hindi      | Sanskrit   |
|------------|------------|------------|------------|------------|------------|
| I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT |
| 25         | 22 15 13   | 12 14      | 18 9       | 14 16      | 30 17      |

| English    | Maths      | Science    | Social     | Hindi      | Sanskrit   |
|------------|------------|------------|------------|------------|------------|
| I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT | I.VT II.VT |
|            |            |            |            |            |            |

S. Subhojeet chowdhury

VIII - "C"

K. Praver Baraji

VIII - "C"

Bhagavati Rajan

VIII - "C"

# Class VIII - B Week Student Impairment

## Project

R. MANO RANJANI

| ENGLISH |        | MATHS |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.O.T   | II.O.T | I.O.T | II.O.T | I.O.T   | II.O.T | I.O.T  | II.O.T | I.O.T | II.O.T | I.O.T    | II.O.T |
| 26      | 18     | 8     | 26     | 13      | 12     | 11     | 14     | 3     | 21     | 28       | 29½    |

DEYANTI AROCKIA

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.O.T   | II.O.T | I.O.T | II.O.T | I.O.T   | II.O.T | I.O.T  | II.O.T | I.O.T | II.O.T | I.O.T    | II.O.T |
| 17      | 10     | 7     | 17     | 10      | 7      | 5      | 7      | 3     | 18     | 25       | 19     |

CHRISTINA

P. PRABHA VATHI

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.O.T   | II.O.T | I.O.T | II.O.T | I.O.T   | II.O.T | I.O.T  | II.O.T | I.O.T | II.O.T | I.O.T    | II.O.T |
| 25      | 27     | 18    | 37     | 24      | 15     | 16     | 22     | 9     | 26     | 37       | 33     |

K. Alem Imran Khan

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.O.T   | II.O.T | I.O.T | II.O.T | I.O.T   | II.O.T | I.O.T  | II.O.T | I.O.T | II.O.T | I.O.T    | II.O.T |
| 16      | 16     | 07    | 16     | 02      | 19     | 07     | 8      | 06    | 8      | 15       | 13     |

Return

D. Devendran

| English |       | Maths |       | Sanskrit |       | Hindi |       | Science |       | S.S.T |       |
|---------|-------|-------|-------|----------|-------|-------|-------|---------|-------|-------|-------|
| UT I    | UT II | UT I  | UT II | UT I     | UT II | UT I  | UT II | UT I    | UT II | UT I  | UT II |
| 16      | 14    | 13    | 12    | 19       | 18    | 5     | 8     | 6       | 9     | 14    | 2     |

P. Pradeesh

| English |       | Maths |       | Sanskrit |       | Hindi |       | Science |       | S.S.T |       |
|---------|-------|-------|-------|----------|-------|-------|-------|---------|-------|-------|-------|
| UT I    | UT II | UT I  | UT II | UT I     | UT II | UT I  | UT II | UT I    | UT II | UT I  | UT II |
| 21      | 25    | 9     | 18    | 28       | 31    | 3     | 16    | 8       | 12    | 15    | 13    |

S. KIETHIGAR

| ENGLISH |       | MATHS |       | SCIENCE |       | SOCIAL |       | HINDI |       | SANSKRIT |       |
|---------|-------|-------|-------|---------|-------|--------|-------|-------|-------|----------|-------|
| UT I    | UT II | UT I  | UT II | UT I    | UT II | UT I   | UT II | UT I  | UT II | UT I     | UT II |
| 20      | 20    | 19½   | 24    | 14      | 14    | 8      | 8     | 16    | 24    | 26       | 21    |

N. NARAYAN

| ENGLISH |       | MATHS |       | SCIENCE |       | SOCIAL |       | HINDI |       | SANSKRIT |       |
|---------|-------|-------|-------|---------|-------|--------|-------|-------|-------|----------|-------|
| UT I    | UT II | UT I  | UT II | UT I    | UT II | UT I   | UT II | UT I  | UT II | UT I     | UT II |
| 27      | 25    | 20    | 35    | 16½     | 21½   | 6      | 20    | 5     | 31    | 22       | 31    |

# Academic Project

By,  
R. Akshay  
S. Latha  
Sankarji

M. Vinith

VIII 'A'

| ENGLISH |        | MATHS |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 13      | 12     | 6     | 14     | 7       | 16     | 11     | 14     | 10    | 11     | 14       | 19     |

S. Marikanda Prabhu

VIII 'A'

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 20      | 10     | 5     | 8      | 19      | 14     | 10     | 8      | 2     | 7      | 14       | 22     |

R. Gowtham

VIII 'A'

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 20      | 17     | 5     | 8      | 13      | 19     | 15     | 19     | 10    | 16     | 16       | 21     |

J. Tejaswathi

VIII - 'A'

| English |        | maths |        | Science |        | Social |        | Hindi |        | Sanskrit |        |
|---------|--------|-------|--------|---------|--------|--------|--------|-------|--------|----------|--------|
| I.U.T   | II.U.T | I.U.T | II.U.T | I.U.T   | II.U.T | I.U.T  | II.U.T | I.U.T | II.U.T | I.U.T    | II.U.T |
| 19      | 21     | 14    | 24     | 13      | 17     | 16     | 14     | 13    | 16     | 27       | 24     |