

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research & Training)

MYSORE – 570006

December,2011

**“DEVELOPING AWARENESS AND IMPROVING MENTAL HEALTH
PROGRAMME FOR STUDENT OF 9thCLASS Z.P.HIGH SCHOOL,
CHERUKUPALLI, GUNTUR Dist; ANDHRAPRADESH”**

INTERNSHIP PROJECT REPORT

Submitted for the Course

INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC),2011

By

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IDGC 3M 127

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DECLARATION

I do hereby declare that the present internship report entitled “ *DEVELOPING AWARENESS AND IMPROVING MENTAL HEALTH PROGRAMME FOR STUDENT OF 9thCLASS Z.P.HIGH SCHOOL,CHERUKUPALLI,GUNTUR Dist; ANDHRAPRADESH*” was carried out by me during the year 2011 as a part of “*INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC)*” Course offered by *THE REGINAL 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 :

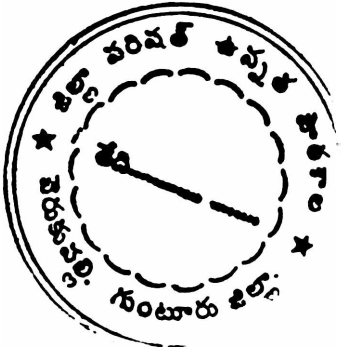
Date :

Signature 

**SHAMEEM KHATUN,
IDGC 3M 127.**

CERTIFICATE

This is to certify that Mrs SHAMEEM KHATUN has undertaken the internship project entitled ***“DEVELOPING AWARENESS AND IMPROVING MENTAL HEALTH PROGRAMME FOR STUDENT OF 9th CLASS Z.P.HIGH SCHOOL, CHERUKUPALLI,GUNTUR(Dist.),ANDHRAPRADESH*** and implemented in our institution during the year 2011 as a part of the ***“INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC)”*** course offered by ***REGINAL INSTITUTE OF EDUCATION (National Council of Educational Research & Training) MYSORE.***




Signature of the Head of the Institution

Head Master
Z.P. High School
CHERUKUPALLI

SK.Md.Ruhulla
Head Master
Z.P.High School
Cherukupalli.

PLACE:

DATE

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**“DEVELOPING AWARENESS AND IMPROVING MENTAL
HEALTH PROGRAMME FOR STUDENTS OF 9th CLASS
Z.P.HIGH SCHOOL, CHERUKUPALLI,GUNTUR DIST.,
ANDHRA PRADESH”**

INTRODUCTION

Nowadays, we are aware that there are many kinds of health problems which at times are not obviously visible e.g. depression, stress, etc. and are associated with behavioural symptoms like complaints of aches and pains, general lethargy, memory lapses, paralysis, etc. Some symptoms like memory lapses or physical symptoms such as paralysis can occur not only due to physical causes but also due to psychological causes. There are other types of mentally ill patients who are not physiologically deficient in any way but show behavioural symptoms like blindness, paralysis or loss of memory, etc. Such patients suffer from emotional disturbances or hysteria. There are categories of pathological behaviours which may not have organic origin and do not merit being called mental illness, such as tension, restlessness, excessive anxiety, nervousness, alcoholism, sexual deviance or immature behaviour. There are still other kinds of behavioural problems

which do not make people ill or ineffective but the person may not be leading a healthy and happy life. People with such behaviour may or may not be mentally or physically ill but their behaviour is grossly inadequate. Though such individuals are not mentally ill, psychologically and socially their behaviour may be far from adequate and may influence their peace of mind and relationships with people. People with such problems are not mentally ill but cannot be considered mentally healthy either. This may be due to lack of social and emotional competencies or the oppressive social environment, which renders them over anxious, tense and poor in self-esteem.

Mental health is not a mere absence of disease or illness. Present concept of mental health has been progressively conceived as a psychosocial process in which the positive aspect takes centre stage rather than average behaviour or illness. The Charter of World Health Organisation (WHO) (1978) has defined mental health as a multidimensional concept, which involves physical, mental, social, emotional and spiritual well-being.

According to the WHO Charter, mental health may be defined as the state of mind of the individual free from fears and anxieties, which enables him to be fully functioning, effective and capable of realising all potentials

inherent in the individual. Mental health is the feeling of well-being and an easygoing temperament. Mentally healthy people enjoy life and feel energetic are not excessively afraid. They are satisfied with their circumstances and achievements, and are generally cheerful and compassionate towards others. Since life is full of problems and conflicts, a healthy person is not free from all tensions and problems. However s/he feels capable of handling the ordinary difficulties and threats of life, and capable of bouncing back to health and tension free state when the crisis is over. Just as physically healthy persons may develop headache or feel tired at times but recover after rest and do not develop any serious ailment, similarly the mentally healthy person is not adversely affected by the challenges of daily life. Let us see some of the characteristics of mental health.

CHARACTERISTICS OF THE MENTALLY HEALTHY:

Mentally healthy people share the following characteristics to some degree-

- They have a healthy and easygoing attitude towards their own selves and others.

- They have realistic awareness of their own strengths and weakness, i.e. while they know the things they can do well, they are not unnecessarily upset over the things they cannot do.
- They are optimistic about life and future.
- They exercise good control over their own impulses, thoughts, habits and emotions in line with the expectations from their environment.
- They have a healthy lifestyle and take care of their physical health, looks, appearance, etc.
- They enjoy life and manage time well enough to relax and work.
- They are capable of getting along with people and develop healthy social relationships.
- They possess healthy social attitudes such as-
 - People are healthy social attitudes such as –
 - Caring and helpful attitude towards others
 - Give and take assistance whenever needed
 - Not overly possessive about other things.
- They have a healthy sense of humour can laugh at their own mistake and shortcomings. They do not make fun of others.
- They are able to solve the problems of daily life, resolve conflicts, and are ready to face challenges.

- They have the initiative to do things and complete their assignments.
- They have healthy work habits and attitudes towards work.
- They work hard and can adapt to the present requirements.
- They seek help when faced with difficult problems.
- They try to learn new things and develop their capabilities.
- They have wide ranging interests, healthy habits and lifestyle.
- They enjoy work, play, entertainment and relaxation/group activities.
- Mentally healthy individuals also have a sense of spirituality in line with their own cultural and religious beliefs.

All the above characteristics are not necessarily found among all mentally healthy individuals. Some may possess more than others. The more the positive characteristics possessed the better will be the mental health of the person. Mental health is like a continuum, the meaning of which is discussed in the next section.

MENTAL HEALTH AS A CONTINUUM

There are people with severe behavioural problems who are not able to manage themselves and are definitely not mentally healthy. Others are not so disturbed and appear to be normal but are not without their problems. Frustrations, anger, temper tantrums, disappointments, etc. are conditions,

prevalent among most of the people who may otherwise appear quite normal. Life is full of challenges and problems for every one, even who appears to be very resourceful and powerful. The state of mental health, described as freedom from tensions and worry, is an ideal state. But there would hardly be anyone without any tensions or anxiety. In the face of problems, some individuals fall prey to their tensions and develop serious abnormalities while others do not succumb to the pressures and manage to return to a happy, satisfied and healthy state. There are people who are relatively more tension free than others. Such people enjoy life better, irrespective of their circumstances like status, Achievements or possessions. Even so, the same individual may not remain tension free all the time. Then who are the individuals who can be considered mentally healthy?

Mental health is not an all-or-none situation. One cannot categorically state that one is either mentally healthy or otherwise. It is like a scale on which one could be very low, average, more than average, much more than average or very high. The state of health could be assessed in terms of various levels of mental health. Thus different individuals may be at different levels of mental health. But where exactly the individual will lie be on the scale of mental health depends on his own typical personal-social development. The physical, intellectual, emotional, social and spiritual development of the individual determines the

degree of mental health which could be attained by him/her, and also the extent to which s/he could withstand pressures. Status of mental health could be assessed through some indicators. These indicators are discussed next.

MENTAL HEALTH RELATED SKILLS.

Mental health and well-being of an individual are indicated by the level of self-awareness, maturity, and integration of self, the life skills and attitudes, development of a philosophy of life towards work, entertainment, career and morality. These indicators may serve as guidelines of assessing as well as enhancing the mental health related capabilities of individuals. The indicators provide guidance for equipping individuals with the kind of qualities, skills, and attitudes they need to become mentally healthy and happy. The programmes and interventions for promoting mental health could be based on the inputs suggested by these indicators as discussed below.

1. Self knowledge and self acceptance
2. self control
3. Integration and direction
4. Values and social responsibility
5. Sense of Humour and maturity
6. Developing Healthy habits and life styles.

7. Adaptability to Environmental change
8. Involvement with work and entertainment
9. Spiritual orientation to life.

Such challenging and trying times have to be endured by the individual. S/he has to develop spiritual orientation, within the religious and the cultural boundaries, which helps him/her to look beyond the present and plan again for future with hope and diligence. Spirituality is a very important quality of human beings that not only provides great endurance, but is therapeutic as well.

The concept of mental health has been described above in terms of various behaviours/criteria/indicators, which facilitate its development and assessment. However, in order to grow into a healthy and adequate individual there is a need for environmental conditions (both physical and psychological) to facilitate his development and enable him to acquire skills and competence. Creating the environment will lead to promoting better mental health. Let us look at how mental health could be promoted.

Group Counseling with Troubled Teenagers:

Gladding (2003) points out that adolescence, which he defines as the age span from 13 to 19, is a difficult period in the life of many young people.

Young adults during this time grow up physically and mature mentally, but they struggle with psychological anti social issues related to their growth and development.... Adolescents are expected to behave as adults in their relationships with their peers and adults. They are given some adult privileges, such as obtaining a driver's license and registering to vote. However, most adolescents experience frustration and stress in being independent, on one hand and yet dependent on their parents and school/community authorities on the other. Some of their turmoil may also be exacerbated by teens officially being denied some of the most tempting status symbols of adulthood such as sanctioned sex and the legal consumption of alcohol. (P.275).

Adolescents in the examples that follow have to deal with an extraordinary number of developmental tasks and issues. Malekoff (1997) describes them as follows:

- Separating from family: includes testing and experimentation in relationships with adults and authority figures, in pursuit of emotional independence, increased autonomy, and more intimacy with peers;

- Forging a healthy sexual identity: includes body image, self-esteem, capacity for making safe and healthy choices, developing social roles;
- Preparing for the future: including skill development, career exploration, relationship development and planning.
- Developing a moral value system: includes forming and assessing values and ethical beliefs to guide socially responsible behaviors.

The members of the group described next have to deal with all of these issues and at the same time address the stigma associated with mental illness and mental illness treatment. This stigma can be difficult for anyone at any age, but when one considers how important peer acceptance is during this period of developing one's identity and how intensely teenagers feel the impact of inclusion or exclusion from the peer group, accepting a psychiatric diagnosis is understandably difficult.

NEED AND IMPORTANCE:

The goals that provide guidance for ensuring mental health in the society have to do with the fulfillment of the needs of the various individuals, the need for food, safety, security, love, belongingness, etc. If these urgent basic needs of the individuals are not fulfilled adequately they cannot stay mentally healthy for long.

The society, therefore, should aim at providing basic amenities like clean water, food, shelter, etc. to all.

In the developing countries such as India, the basic needs of the children are not met as indicated by infant mortality, female infanticide, and malnutrition, etc. There are areas where drinking water is not available, people are living in constant fear of war, or face natural disasters, etc. The principles for promotion of mental health are aimed at satisfying the basic needs of the individuals such as hygienic conditions of living, security, affection, achievement and recognition. In majority of individuals, the fulfillment of these basic needs itself is different. Besides basic needs the psychological needs also create urgency for satisfaction. When basic needs are satisfied, self actualization takes place and overall development as a mentally mature individual is ensured. The promotion of mental health aims at ensuring healthy development of all aspects of the individual, viz. physical, mental, emotional, moral, and spiritual. It is important that individuals attain full development of their abilities, and realise the potential inherent in them. It is only human beings who are capable of moral and spiritual development.

The principles for promotion of good mental health are applicable at personal level as well as the societal level. At the personal level the aim is to

develop awareness about healthy life style and its importance, develop skills, habits and attitudes associated with healthy life. Individuals' awareness, about healthy habits and attitudes are influenced by the social environment. It is important that the social environment itself should be consciously oriented for nurturing among children such habits, attitudes and values which are associated with mental health.

The goals for mental health are pertinent for reorganizing and enriching social relationships in the home, family, school, work and worship places so as to enable everyone to enjoy positive feelings, happiness, a fulfilling and productive life. In order to create awareness among teachers and school staff about these practices, appropriate inputs have to be introduced in the curriculum and school processes. But without influencing home and community, the effort would not be successful.

There are three kinds of programmes that promote mental health:

- **Primary Prevention Programmes:**

Proactive or developmental programmes that are aimed at creating conditions that satisfy basic needs and develop healthy personal-social skill of children/youth (Primary prevention).

- Identification and Management Programmes:

Corrective programmes which focus on identification of those students who are already experiencing mental health related problems and offer interventions to bring them to normalcy (identification and management).

Follow-up Programmes:

Supportive programmes which focus on students who had fallen victims to mental illness earlier (follow-up).

OBJECTIVES

- To improve the mental health of the children.
- To help the children identify their strengths and weaknesses and thereby take their own decisions regarding life and career.
- To sensitize the teachers, students and the parents about the importance of Mental health.

Target Group:

- Students of 9th Class, Teachers & Parents.

DESCRIPTION OF THE CONTEXT

A leading Zilla Parishad High School at Cherukupalli, Guntur Dist, Andhra Pradesh which has been molding the character of the younger generation for the last twenty years. The school follows state syllabus. The school consists of 525 students and 25 staff. The students from all sections of the society are getting education here. It is one of the prominent schools in the district with 92% success in secondary examinations and also contributing many district rank holders in various entrance exams and talent exams. The school system follows the principles for the individual development.

Action Plan:

- Meeting with Head master and the teachers
- Orientation to the teachers
- Orientation to the parents
- Group guidance activities
- Counselling for selected students
- Evaluation.

Sl. NO	Month	Weeks	Activities.
1.	October	1 st 2 nd 3 rd 3 rd & 4 th	Meeting with the Head Master Meeting with the school committee discussion on the proposal Orientation to the parents Group guidance – Class talk counseling
2	November	1 st 2 nd 3 rd 2 nd & 4 th	Career talk on “Stream selection after 10 th ” Group discussion on “The importance of Curricular activities” Work shop on “The role of students in social reformation” Counseling
3	December	1 st 2 nd 3 rd 2 nd & 3 th 3 rd 4 th	Work shop presentation Career lectures by professionals Career exhibition Counseling Assessment – Questionnaire to students & teachers Report writing

Expected outcome:

- Better understanding among teachers, students and parents about the need and importance of guidance programme in the school.
- Improvement in the total mental health of the students.
- Improvement in the relation between the school and the society the school agencies.
- Awareness among students about the vast area of careers and the opportunities.

**GUIDANCE INTERVENTIONS MEETING AND DISCUSSION WITH
HEAD MASTER ON THE PROJECT.**

The project of “Developing awareness and improving Mental Health Programme for students of 9th Class, Zilla Parishad High School, Cherukupalli, GUNTUR-Dist. Andhra Pradesh” has been discussed with the Head Master Mr. Sk. Md. Ruhulla immediately after joining the school for doing the internship on 12th October, 2011. I had this detailed discussion with the Head Master who was also the supervisor of my internship project.

The Points of Discussion were:

- Need of guidance activity
- Action plan as in the project
- Guidance committee formation from teachers and parents
- Allotment of periods in 9th class.
- Proposed time and duration of activities

- Teacher's orientation.

In this discussion the H.M. suggested a few names of teachers and parents for guidance and counseling cell. He suggested to do some activities for the classes which were not included in the target group. Based on this discussion I Continued my preparation for the suggested action plan.

INTRODUCTION

The project title " Developing awareness and improving Mental Health Programme for students of 9th Class, Z.P. H. School, Cherukupalli, Guntur Dist. A.P. has provided a new perspective to the students and parents. The planned intervention and strategies were really to familiarise the guidance programme in a school setting. The various programmes provided a novel experience to the target group. For students a chain of opportunities to explore them selves and express freely, for parents and helping hand in giving proper guidance to their wards and for teachers a refined approach in handling children.

The planned Interventions were:

- Meeting with H.M
- Discussion on the project with authorities
- Guidance committee formation
- Orientation to the teachers
- Orientation to the parents
- Group Guidance activities
- Counselling for selected students
- Evaluation.

TEACHERS ORIENTATION

Based on the discussion with the Head Master I prepared for the orientation class for the teachers especially giving an overview about the concept of guidance and counseling and the activities that can be conducted in a school setting. The important stress was on the role of teachers in making the guidance activities effective in the school setting.

As in the discussion with the H.M. the date of orientation was on 19th October 2011. As an introduction I gave them an outline about the IDGC course and being one among the ambasedors of it I tried to motivate the teaching faculty to be the participants of IDGC for the betterment of entire teaching learning process. After this brief introduction the orientation on various topics.

- Concept of guidance and counseling.
- Formal and informal guidance
- Guidance goal
- Goal of teachers
- Major guidance functions and teachers role.

Along with the reflections I also gave the outline of the internship activities which are planned to conduct in the school.

OREINTATION TO THE PARENTS:

There were different orientation programmes already planned as per the regular activities of the school. Immediately after the exam there were separate meetings for parents of each section of students. In all these meetings some times specially spent for creating awareness about the present problems of children and the expected guidance from parents.

A part from these activities the guidance cell has plan to conduct a mass awareness programme for all parents and teachers during the intervention. This programme is to give awareness regarding the suicide attempts, drug addiction and other socially unaccepted behaviour among children at cherukupalli.

CHAPTER - 2

CLASS TALKS:

As a part of the group guidance activities. I have four class talks for 9th class. The Topic for the class talks are “To Promote self esteem”, “Coping with stress-suicide”, “Relationships-Parents”, “Time-management”,

SELF – ESTEEM

Objectives:

- To help the students to recognize their strengths and weaknesses.
- To help them to discuss a few ways of developing.

Self-Esteem is the value we provide to OURSELVES. It is the Self-Concept we have – what we think we are, how do we regard ourselves, how do we perceive others’ opinion about us, do we think we deserve it or not. Those of us who have high self-concept are positive about themselves. This often is evident in our abilities also. If we regard ourselves positively we also think that others regard us as a positive person. We are confident and also to stand up for our rights. Those of us with low self-esteem believe they are unimportant, are touchy and sensitive, avoid social interactions and remain isolated.

How is Self-Esteem Developed?

- The foremost requirement is the *recognition and awareness that one is a distinct, separate individual with his/her own identity.*
- Self-esteem also is influenced by what an individual senses and feels that others think about him/her. Those would include parents, friends, teachers etc. If these important people regard him her as capable and important then the self-esteem of the individual will reflect these characteristics. But,

if he/she is regarded as useless, stupid, then these aspects will become part of the image the person has of himself/herself.

- Self-esteem develops from close associations and interactions with people. Positive self-esteem will develop from reasonable praises, rewards that one receives from these associations.
- Adolescents have an ideal concept of whom they want to be like, this may be persons that the adolescent admires/knows, either in the family or among friends, or even a stranger. If the adolescent sees himself/herself to be similar to this ideal-concept, there is positive self-image.

Causes of Low Self-Esteem:

- Negative body image, Feeling inferior in contrast to someone else.
- Low self worth, felling inadequate
- Sense of hopelessness
- Lack of trust in one's own ability
- Comparisons with others
- Demand for perfection
- Self criticism – negative
- Constant criticism from others.
-

Impact of Low Self-Esteem:

- Poor mental health
- Low self/worth
- Feeling inadequate
- Unable to adjust socially
- Low achievement in academics

- Involving in high-risk behaviors like alcohol, drugs, excessive, eating, gambling, indiscriminate sexual behavior, compulsive shopping etc. – the person who does not find a 'high' in self and his/her abilities constantly searches for 'highs' outside.
- Often blaming one's own failure on others.

How to improve self esteem:

- Learning to accept oneself unconditionally is a key aspect in building self/esteem
- Learning to love yourself regardless of what others feel about you
- Realistically assessing strengths and weakness. Accepting limitations and making plan to improve weaknesses.
- Avoiding comparison with others
- Stopping worry about small issues.
- Following healthy life styles like meditation, exercises, socially relevant activities etc.

Expected outcome:

- Students accept their good and bad qualities as a whole and see themselves as unique.
- Understanding that it is through such skills that they can improve their self-esteem

CLASS TALK - 2

SELF-AWARENESS – COPING WITH STRESS – SUICIDE

Objectives:

- To consider alternatives in distressing and demanding situations.
- To help students recognize frustration, dejection, failures, stress in them during any essential life activity.

Face Sheet:

Life is never a smooth sail for any one of us. Sometimes we feel frustrated, rejected, isolated, helpless, dejected, powerless, hopeless due to disappointments and failures. Many stressful situations also make us feel so. While these experiences are common, most of us have learnt to effectively negotiate such situations and successfully cope with them. Such failures and stressful experiences have helped us to grow stronger and become mentally mature. Rarely, a person who is unable to cope with the stress sees no choice and ends his/her life.

Young people are at a higher risk for destructive acts like suicidal attempts and completed suicide in the context of adversity. This is because, adolescents have intense emotions and also have a very selective way of thinking about issues. Maturity of an adult in emotions, thoughts and behavior is not present in all adolescents – for that matter many adults also do not possess it. Therefore, adolescents in the face of stress, failure and disappointments resort to suicidal acts or other destructive acts like drinking.

Evidence suggests that suicide has increased in young people, especially adolescents. Every suicide is due to multiple reasons – in the adolescent, the family and the society. High expectations of self, inability to accept failures, inability to manage intense emotions, poor support and relationships with friends and parents are some of the factors in the adolescent. High parental expectations, high criticism in the context of unwanted behavior/poor achievement, absence of an accepting relationship with the adolescent, poor communication with the adolescent, poor sharing of feelings/opinions, family discord are some of the family causes for suicide in an adolescent. High competition, exam stress, promoting and glorifying suicide by media – in movies and stories, absence of professionals to counsel schools, teachers, parents and adolescents themselves are some of the societal causes.

Often adolescents attempt suicide impulsively – Failure in exams and love are the common causes. Shame and anger are the common emotions. Timely help, clarification in the contest of crisis situation, appropriate and adequate emotional support can prevent suicides in young people.

Rarely, suicide could be due to psychiatric disorders like depressive disorders, alcoholism and substance abuse. Early identification of the above mental health problems can result in prevention of suicide due to availability of effective and safe medical interventions.

The present module on suicide focuses on empowering young people to recognize negative emotions, talk about them to significant others in his/her environment, seek support, consider alternatives and develop a range of coping strategies.

1. **Expected outcome:** Students understand that ups and downs are common in life. One needs to face life in positive ways like seeking support, discussion and considering problem solving strategies.

Summarize:-

- ☛ Frustration, helplessness, stress, anger, depression, rejection, shame can lead to deliberate self-harm and suicidal behavior.
- ☛ Suicides are common in young people. The proportion of completed suicide are more common in adolescent boys compared to girls.
- ☛ Strong friendships, positive school atmosphere, supportive parents and teachers can be extremely useful in diffusing crisis in an adolescent's life.
- ☛ Developing good communications skills, understanding ones' strengths and limitations, willingness to share personal difficulties and failures with others, learning problem solving and considering alternatives can prevent impulsive acts like deliberate self-harm and suicides.

Reflection at Home by the student:

- 📖 I have the ability to face failure, stress and problems in life. Yes/NO
- 📖 I have one of the three to face failure and stress-very good friends, very supportive parents, sensitive and compassionate teachers- Yes/No

CAREER TALK

WHAT AFTER 10TH

Common streams

ARTS STREAM

COURSES AFTER + 2 ARTS STREAM

- ❖ 3D Animation
- ❖ Advance Diploma in Fashion Design
- ❖ Advance DIPLOMA IN Interior Designing
- ❖ Advance Hair Diploma Holder.
- ❖ Advance Diploma in Digital Animation
- ❖ Advance Diploma in Multimedia
- ❖ Advanced Editing
- ❖ Air Hostess
- ❖ Anchoring
- ❖ Animation Film Making.

ARTS STREAM

- ❖ Artistic – Basic Jewellery Design Programme
- ❖ BA Programme with Functional Hindi
- ❖ BA LLB
- ❖ B. Arch
- ❖ B. Des [Accessory Design]
- ❖ B. Des[Textile Design]
- ❖ B. law
- ❖ B.Sc. Electronics Media]
- ❖ B.Sc Digital Art & Technology
- ❖ B.Sc. Hospitality

ARTS STREAM

- ❖ B.Sc Mass Communication
Journalism & Advertising.
- ❖ B.Sc Games & Interactive Media

- ❖ B.Sc in Fashion, Interior and Textile Design
- ❖ B.A. Sociology
- ❖ B.A. Economics
- ❖ B.A. History
- ❖ B.A. English
- ❖ B.A. Journalism
- ❖ B.A. Media & Communication
- ❖ B.A. Psychology

ARTS STREAM

- ❖ B.A. Tourism, History & Journalism
- ❖ B.A. LLB
- ❖ B.A. Fine Arts.
- ❖ B.Sc. Mass Communication.
Journalism & Advertising
- ❖ B.Sc. Multimedia
- ❖ B.A. Philosophy
- ❖ B.A. Marketing
- ❖ B.A. Marketing Management
- ❖ Bachelor of Mass Communication
- ❖ Bachelor of Mass Media Bachelor of Visual Arts
- ❖ Bachelor in Journalism
- ❖ Background drawing & Photoshop
- ❖ Beautician Course
- ❖ Certificate in Cinematography
- ❖ Course in Editing
- ❖ Course in Production
- ❖ Creative Fabric Designing

- ❖ Design and pattern making.
- ❖ Diploma in Broadcast Journalism for Electronic.

ARTS STREAM

- ❖ Diploma in Event Management
- ❖ Graduate Diploma Programme in Design
- ❖ Graduate Diploma Programme in Film and Video Design
- ❖ International one year Programme in Film & Video
- ❖ International one year Programme in Photography
- ❖ One year International Diploma in Airport management
- ❖ One year International Diploma in Aviation, Hospitality & Travel management.

ARTS STREAM

- ❖ Producing
- ❖ Professional Editing and Compositing
- ❖ Radio Jockeying Sound Engineering
- ❖ Television Anchoring/News Reading.

COMMERCE STREAM

COURSES AFTER + 2 COMMERCE

- ⊙ B.Com Accounting and Finance
- ⊙ B.Com Banking and Insurance
- ⊙ B.A. Fashion Communication
- ⊙ B.B.A.
- ⊙ B.B.M.
- ⊙ B.B.M. Shipping
- ⊙ B.Com Computer Application
- ⊙ B.Com Financial Markets BFM
- ⊙ B.Com Corporate Secretary ship

- ⊙ B.Com in ecommerce
- ⊙ C.A. Chartered Accounting
- ⊙ B.C. Bachelor of Computer Applications.

COMMERCE STREAM

- ⊙ B.M.M [Mass Media]
- ⊙ B.Sc in Business Computing and information Systems
- ⊙ B.Sc. Economics
- ⊙ B.A. Marketing & Advertising Management
- ⊙ BBA Bachelor in Business Administration
- ⊙ B.Com and Cosmic Certified Accountant
- ⊙ BBA and Graduate Diploma in Retail Management.

COMMERCE STREAM

- ⊙ BBM Bachelor of Business Management
- ⊙ BBA – Hotel Management
- ⊙ Bachelor of Financial and Investment Analysis
- ⊙ Bachelor of Foreign Trade Management BFT
- ⊙ Bachelor of Hotel Managements catering Operations
- ⊙ Bachelor of Management Science BMS
- ⊙ Bachelor of Management Studies
- ⊙ Diploma in Stock Analysis and portfolio

COURSES AFTER +2SCIENCE

- ⊙ Advance diploma and Degree in Product Design
- ⊙ Advance Diploma and Degree of Arts [visual comm.]
- ⊙ Advanced Diploma in Digital Film Making
- ⊙ Advance Diploma in Pre-Production and Game Design
- ⊙ Aircraft Maintenance Engineering.
- ⊙ B.E. Mechanical Engineering.

- ⊙ B.Sc. Biotechnology
- ⊙ B.Sc Applied Physical Science

SCIENCE STREAM

- B.Sc. Life Sciences
- B.Tech Aerospace Engineering
- B.Tech Mechanical & Automation Engg
- B.A. M.S.
- B.Arch
- B.C.A
- B.D.S
- B.E Information Technology
- B.E. Manufacturing Processes and Automation Engineering.

SCIENCE STREAM

- ⊙ B.E. Aeronautical Engineering
- ⊙ B.E. Applied Marine Information Technology and Communication
- ⊙ B.E Automobile Engg
- ⊙ B.E. Biomedical Engg
- ⊙ B.E Biotechnology
- ⊙ B.E Civil Engg
- ⊙ B.E. Computer Sc. & Engg.
- ⊙ B.E Electronics & Communication.

SCIENCE STREAM

- B.E Petroleum and off-shore Engineering
- B.E. Mechanical Engg
- B.E. marine Engg

- B.E. Manufacturing
- B.M.R.Sc. Bachelor of Medical Record science
- B. Pharm
- B.S. Marine Engg.
- B.Sc. Botany
- B.Sc Computer Science
- B.Sc maths
- B.Sc. Zoology
- B.Sc Chemistry
- B.Sc Physics
- B.Sc Interior Design
- B.Sc Software Engg
- B.Sc Fashion Technology
- B.Sc Computer Games Development

SCIENCE STREAM

- B.Sc Medical
- B.Sc Nautical Science
- B.Sc Nursing
- B.Sc HNDC Hardware. Networking & Digital Communication
- B.Sc. in Animation
- B.Sc in Hospitality Studies
- B.Sc in Medical Technology – Xrays
- B.Sc Biological Sciences

SCIENCE STREAM

- B.Sc Biochemistry, Genetics
- B.Sc Electronics

- B.Sc Hotel Management, Catering technology & Technology
- B.Sc Medical Laboratory Technology
- B.Sc Microbiology
- B.Sc Multimedia Technology
- B.Sc Plant Biology & Plant Biotechnology
- B.Sc Bio-Chemistry

SCIENCE STREAM

- B.Sc Occupational Therapy
- B.Sc Physiotherapy
- B.Sc. Home Science
- B.Sc Aquaculture
- B.Sc. Nutrition & Food Tech
- B.Tech. Aerospace Engg.
- B.Tech. Metallurgical and Materials Engg
- B.Tech. Marine Engg
- B.Tech. Automobile Engg.

SCIENCE STREAM

- B.Tech Biotechnology
- B.Tech Chemical Engg
- B.Tech Civil Engg
- B.Tech Computer Science
- B.Tech Automobile Engg
- B.Tech Dairy Technology
- B.Tech Electrical Engg
- B.Tech Electronics & Communication Engg.
- B.Tech Telecommunications

SCIENCE STREAM

- B.Tech Mining Engg
- B.Tech Paint Tech
- B.Tech Textile Engg
- B.Tech Textile Manufactures
- B.Tech Bioinformatics
- B.Tech Agricultural and Food Engg
- Multimedia Standard
- One year international diploma in Retail & mall Management
- Production Design
- Web and Graphic Designing
- B. Tech in Energy Engg
- B.Tech Industrial Engg
- Bachelor of Design in Product Design
- Bachelor of Food Technology
- Bachelor of Pharmacy
- Bachelor of Physical Therapy
- B.Sc. HIA Health Information Administration
- B. Sc Nuclear Madicine Technology

SCIENCE STREAM

- B.Tech Applied Mechanics
- B.Tech Ceramic Engg
- B.Tech paper Technology
- B.Tech Environmental Engg
- DABM Diploma in Agribusiness Management
- Diploma in Beauty Therapy & Cosmetology

- Diploma in Computer Applications & Programming
- Diploma in Multimedia

SCIENCE STREAM

- Aeronautical
- Aerospace
- Agricultural
- Applied Electronics & Instrumentation
- Architecture
- Ceramic
- Chemical
- Civil
- Fire

ENGINEERING BRANCHES:

- Biomedical
- Biotechnology
- Biary Science
- Electronics and Communication
- Electrical and Electromics
- Instrumentation and Control
- Mechanical
- Industrial
- Automobile

ENGINEERING BRANCHES

ENGINEERING BRANCHES:

- Photonics
- Polymer Technology

- Rubber technology
- Printing Technology
- Production Plant
- Material and Metallurgical
- Mining
- Naval Architecture and ship Building
- Textile Technology

ENGINEERING BRANCHES:

- Software
- Plastic
- Footwear Technology
- Leather Technology
- Petroleum
- Gas
- Marine
- Sugar Technology
- Food Technology

TECHNICAL COURSES:

- Architectural Assistantship
- Chemical Engineering
- Computer Engineering
- Electrical Engg.
- Electronics and Communication Engg.
- Electronics Micro Processor
- Electronics and Telecommunication Engg.

TECHNICAL COURSES:

- Fashion Designing
- Garment Technology
- Information Technology
- Instrumentation Technology
- Interior Design and Decoration
- Leather Technology
- Library and Information Sciences
- Mechanical Engg.
- Medical Laboratory Technician

TECHNICAL COURSES:

- Plastic Technology
- Production and Industrial Engg
- Textile Design
- Textile Processing
- Textile Technology – Spinning
- Textile Tech – Weaving
- Textile Tech-Knitting.

TECHNICAL COURSES

- Diploma in Pharmacy
- Diploma in Ayurvedic Pharmacy
- Modern Office Practice
- Hotel Management and Catering Technology

TECHNICAL COURSES

- Civil Engg.
- Electrical Engg
- Mechanical Engg

CERTIFICATE COURSES AFTER MATRICS

- Skill Technician [Machine Maintenance]
- Skilled Technician [Machinist]
- Quality Assurance Inspector

POLY TECHNIC COURSES

- Civil Engg [3year]
- Construction Technology
- Architectural Artisanship
- Mechanical Engg
- Automobile Engg
- Packaging Technology
- Instrumentation
- Computer Engg
- Textile Tech

POLY TECHNIC COURSES

- Architecture
- Polymer Tech
- Tool & Die Making
- Fire & Safety Engg Diploma

I.T.I COURSES AFTER 10TH

- Tool & Die Making
- Draughtsman Civil
- Draughtsman Mechanical
- Architecture Assistant
- Electrician
- Electronics Mechanic

- Information Technology & Electronic System Maintenance
- Instrument Mechanic
- Machinist – grinder
- Mechanic – Motor Vehicle
- Radio & TV Mechanic.

I.T.I COURSES (One Year)

- Refrigeration & AC Mechanic
- Surveyor
- Automobile Engg
- Production & Manufacturing section
- Electrical sector
- Fitter Mechanist

I.T.I COURSES

- Turner
- Auto Electrician
- Computer Hardware & Networking
- Spray painting
- Mechanic Diesel
- Plastic Processing Operator
- Scooter & Auto Cycle Mechanic
- Steel Fabrication
- Book Binder

I.T.I COURSES

- Commercial Art
- Food Production
- Interior Decoration

- Litho Offset Machine
- Steward
- Cookery, Catering and Home Management
- Hair and Skin Care
- Textile Designing

I.T.I COURSES (Six Months)

- Event Management Artist
- Office Machine Operator
- Data Entry Operator

REHABILITATION PROFESSIONAL COURSES

- Audiologist and speech therapist
- Clinical Psychology
- Hearing Ear Mould Technician
- Rehabilitation Engineer & Technician
- Special Teacher for Educating and Training the Handicapped
- Vocational Counselor
- Employment Officer/Placement Officer
- Multipurpose Rehabilitation Therapist/Technician.

REHABILITATION PROFESSIONAL COURSES

- Speech pathologist
- Rehabilitation Psychologist
- Rehabilitation Social Worker
- Rehabilitation Practitioner in Mental Retardation
- Orientation and Mobility Specialist
- Community Based Rehabilitation Professional
- Rehabilitation Counsellor/Administrator

- Prosthetists and orthotists
- Rehabilitation Workshop Managers

HOSPITALITY AND TOURISM

- Diploma in Food and Beverage Service
- Diploma in Bakery Confectionary
- Craftmanship Course in Food Production
- Diploma in Coockey
- Diploma in House keeping
- Diploma in Restaurant & Counter Service
- Diploma in Hotel Reception and Book keeping
- Travel & Tourism and Airport Handing
- Basic Course in Travel Fare & Air Ticketing

HOSPITALITY AND TOURISM

- Basic Course in Computerized Reservation system – Air Ticketing
- Basic Course in Airlines Travel Agency & Tour operation
- Airhostess, Fight Stewards and Cabin Crews
- Diploma in Airhostess & Flight Stewards

VOCATIONAL COURSES

- Survey or & Estimator
- Road & Building Construction Technician
- Water Supply & Sanitary Engineering Technician
- Water & Clock Repairing Technician
- Radio & TV Technician
- Electrical Appliances & Rewinding
- Electrical wiring and Contracting.

VOCATIONAL COURSES

- Rural Engineering
- Automobile Engineering Technician
- Computer Science
- Air-Conditioning and Refrigeration Technician
- Sugar Technology

VOCATIONAL COURSES

- Crop Production
- Sericulture
- Dairying
- Fruit preservation
- Poultry and Swine Production
- Fisheries

VOCATIONAL COURSES

- Dental Hygiene
- Dental Technician
- Medical Lab Assistant
- Diploma in Pharmacy
- Nursing
- X ray Technician
- Ophthalmic Technician

VOCATIONAL COURSES

- Bakery and Confectionary
- Creche and Pre – School Management
- Commercial garment Making
- Interior Designing

VOCATIONAL COURSES

Humanities

- Photography

BUSINESS & COMMERCE

- Office Assistantship
- Accounting & Taxation.

CLASS TALK - 3

Theme : RELATIONSHIPS - PARENTS

Objective :

To indicate to the students that they need to have trust and confidence in a relationship for it to be successful.

FACT SHEET:

Adolescence represents an intermediate phase between childhood and adulthood. This means that there is a dramatic shift from being protected and dependent to being free and independent. Inability to understand this issue is a major cause for frequent friction between children and parents. Parents provide their children with socio-economic, educational, professional and religious background. Parents also usually provide unconditional support, encouragement and security to their children. The capacity to play a successful parental role varies from one parent to another. This does not mean that those parents who are not successful in their parenting do not love their children or neglect them. Family situations, personal style of parenting, job demands, financial needs of the family, moral, ethical, social and religious values, expectations of parents and children are some of the important factors, which come in the way of the relationship between children and parents.

Development of a mutually trusting relationship between parents and children is very essential for the healthy development of children. A trusting relationship with parents provides a child/adolescent with the necessary skills to handle other relationships in their lives including friends. Here 'trusting' includes respect, love, support, and a willingness to be interdependent. At a pragmatic

level it is important for adolescents to recognize the role of parents in their lives and strive to build a satisfying bond with them. Being attached to parents does not mean being daddy's boy or mommy's girl' and neither does it mean following their orders without a second thought. It is a willingness to understand their strengths and weaknesses, acknowledge agreement in views, negotiate differences and be connected to them in spite of the need to become independent.

Adolescents have to recognize that undue expectations from parents, unwillingness to negotiate with them on issues, boredom, rebelliousness, feeling isolated, lack of confidence, anger and helplessness are some of the common problems that spark frictions or conflicts.

The present module 'parents' Cradle to Grave' focuses on development of trust, self-awareness and effective communication using a game.

Name of the Activity:

Parents – Cradle to Grave:

- To indicate to the students that they need to have trust and confidence in a relationship for it to be successful.

Expected Outcome:

Students understand and attempt to develop trusting relationships especially with their parents even if their views are different from that of the parents.

Group Discussion

Topic : “Measures to overcome the fear of public speaking”

1. Planning :

The topic. For the group discussion in my class was “Measures to overcome the fear of public speaking”. The selection of the topic was done keeping in mind the “class-talk” where I had given them some tips on “How to become a good communication”. I thought that the points given here could be of use to them, to take up the group discussion. After the topic was selected it was presented with it’s objectives, in the class to the co-participants and the supervisors. The topic was found to be relevant for the students of std. IX and hence it was finalized.

2. Preparation:

Keeping in mind the objectives to be achieved, I prepared an outline for the group discussion. I listed down the various aspects which were to be discussed during the session one after another.

“Measures to overcome fear of public speaking”

Students should be able to discuss on

- ★ Reasons for their fear of public speaking.
- ★ The various consequences of this fear
- ★ Ways and means to overcome the fear of public speaking.

I made small hand outs containing these aspects for distribution among students, so that they could use it during the session.

3. Presentation:

As the felicitator of the group discussion, I introduced the topic and made them understand the topic and also jotted down the various aspects on which they required to discuss. The rules of the session were explained to the students.

(Rules)

- ★ Only one will speak at a time
- ★ Wait for your turn.
- ★ Group leaders should be very conscious to express the views of the group rather than their personal ones.
- ★ Be very attentive when another person is speaking.

The group leaders along with their group-mater were allowed to discuss the various points for 5 minutes. Then the representatives of the groups were called to come forward and were allotted seats to form a semi-circle. In front of the class.

Then with the initiation from the facilitator the group discussion began. There were some very good points brought out by the leaders after discussion with their groups. Some of the points brought out were.

1. Fear of speaking in the public arises due to over expectation from oneself.
2. Inadequate preparation by the speaker adds to the fear.
3. The barrier due to language is another factor for the fear.
4. Not knowing the audience, again causes hurdles in public speaking.
5. Trying to impart too much information at a stretch brings in stress for the speaker.
6. Trying to please everyone is another factor which brings in stress to the speaker.
7. The consequences of the fear were cited to be heart beats faster, mouth gets dry, nauseating feeling, legs start trembling, mind goes blank
8. The various means which can be adopted to over come fear is by being prepared, rephrasing frequently, connecting to the audience, and by

giving them what they need and also by involving them in the course of the presentation.

Group Discussion (Outline)

Topic:

Measures to overcome the fear of public speaking.

Objectives:

To enable students to

- (i) list out the reasons for the fear of public speaking and their consequences.
- (ii) Over come the fear of public speaking.

Dimension:

Students should be able to discuss on

1. reasons for their fear of public speaking
2. the various consequences of this fear.
3. ways and means to overcome the fear of public speaking.

CLASS TALK – 4

Topic:

Importance of time management

Objectives:

At the end of class talk children will able to know the importance of time management.

Components:

Plan ahead

Prioritize tasks

Avoid overload

Be flexible

Have a vision

Materials :

Charts (Major time wasters. Minor Time wasters)

Hand Out :

Time setting cards

CLASS STALK

Topic :

Importance of Time management.

Objectives:

To know the importance of Time management.

Components :

1. Plan Ahead :

Determine if big task can be broken down into smaller tasks that may be easier to schedule (Such as studying for exams and visiting the library as part of an assignment to write a term paper)

2. Prioritize Tasks :

Use an A-B-C rating system for items on your "To-do" list with 'A' items being highest priority (2) set goals for both the short term and long term as to what you want to accomplish.

(3) Avoid Overload : (1) Include time for rest, relaxation, sleep, eating, exercise and socializing in your schedule.

(2) Take short breaks during study and work periods.

Be Flexible:

Know how to re-arrange your schedule when necessary (so it doesn't manage you – you manage it) know who to ask for help when needed.

To have a vision :

(Why are you doing all of this Don't forget the "big picture" why are you doing the task is it important to your long term personal goal? (2) know what is important to you (3) Have a positive attitude.

The importance of Time Management:

- (1) Time Management is a talent that every student has to acquire.
- (2) Students must take the essential steps and plan their approaches in order to be successful and more fruitful.
- (3) If students manage their time effectively they can accomplish all that they want to attain.
- (4) By this students will get greater satisfaction and accomplishment.

Materials : Charts with Major Time wasters

Minor Time wasters.

Hand out :

- Step – 1 : Define your goal
- Step – 2 : Set your monthly goal
- Step – 3 : Schedule your weekly time.
- Step – 4 : Adopt it daily
- Step – 5 : Act on it, Now.

PROMOTING MENTAL HEALTH AND WELL BEING:

Mental Health:

- Is the ability to adjust satisfactorily to the various strains of the environment we meet in life, &
- Mental Hygiene is the means we take to assure this adjustment.

Goals of Mental Hygiene:

1. Realization of potentialities (Maslow)
2. Happiness (Seligman)
3. Harmonious existence (physical, mental and spiritual capacities)
4. Effective existence (useful and acceptable to society)

Mental Health : Approaches

- (1) Medical approach: Heal and illness approach (18th and 19th centuries)
- (2) Normative approach: Principle of normality which is society specific, Cultural context. Inter-societal variations possible.
- (3) Psycho-social approach Who (1978) Mental Health as a multi-dimensional concept which involves physical, mental, social, emotional and spiritual well-being.

Characteristics of Mentally Healthy People.

They have:

- (1) Healthy easygoing attitude towards their own selves and others.
- (2) Realistically aware of their own strengths and weaknesses.
- (3) Optimistic about life and future.
- (4) Can exercise good control over their impulses, thoughts, habits and emotions.

- (5) Healthy life styles.
- (6) Enjoy life, relax and work
- (7) Develop healthy social relationships
- (8) Possess healthy social attitudes
- (9) Healthy sense of humour
- (10) Problem solvers and can face challenges in life
- (11) Initiative to do things.
- (12) Healthy work habits and attitudes to work
- (13) Try to learn new things and develop capabilities.

Mental Health and related skills

1. Self knowledge and self acceptance
2. Self control
3. Integration and direction
4. Values and social responsibility
5. Sense of humour and maturity
6. Developing Healthy habits and lifestyles.
7. Adaptability to environmental change
8. Involvement with work and entertainment
9. Spiritual orientation to life.

Programmes for promotion of Mental Health and well being

1. Primary prevention Programmes: These are developmental programmes personal-social skills of children/youth.

(2) Identification and Management Programmes:

Are corrective programmes which focus on identification of those individuals experiencing mental health problems and offer interventions to bring them to normalcy.

(3) Follow up programmes:

Supportive programmes which focus on students who have fallen victims to mental illnesses earlier (Follow up)

Organizing environment for Mental Health and well being

Two Conditions:

- (a) Personal Conditions
- (b) Environmental Conditions.
- (c)

Personal Conditions:

1. Satisfaction of basic needs (Maslow)
2. Health and physical Development
3. Intellectual developments

Developing Coping Skills:

Stress refers to those circumstances that threaten or are perceived to threaten one's well being and thereby tax one's coping abilities.

Etymologically:

Stress is derived from a Latin term 'Stringer' meaning hardship strain, adversity.

Definition of stress

Acc to seyle, (1974), Stress is the 'non-specific response of the body to any demand made upon it.

A non specific response refers to the adaptation required to resume normal bodily functioning. Which is triggered by stressors, either internal or external.

Types of Stress :

- (1) **Eustress:** is that type and condition which is positive and challenging to an individual.
- (2) **Distress :** is that type and condition, caused due to unpleasant events, which can destabilize an individual.

Seyle's General Adaptation Syndrome:

It is three stage model

- (a) **Alaram Reaction stage:** Initial shock and Counter shock phase.
- (b) **Resistance Stage :** Maximum adaptation occurs here.
- (c) **Exhaustion stage :** When adaptation is not possible.

Potential Effects of (Dis) Stress :

- (1) Impaired task performance
- (2) Disruption of cognitive functioning
- (3) Burn out (Physical and emotional exhaustion)
- (4) Post – Traumatic stress Disorder (PTSD)
- (5) Psychological problems and disorders
- (6) Physical illness (Psycho-somatic disorders)

Environmental Conditions:

1. Home and family (broken-physical, psychological)
2. School
3. Teacher pupil relationships
4. Cultural influences on mental health

Managing Cultural Diversity for Adjustment:

What is Culture?

Culture is what we are. It includes our styles of eating food, dress, language etc. which are transmitted from one generation to the others. Culture is what generations have preserved.

Characteristics of culture

1. It is learned through socialization
2. It determines the way needs are satisfied.
3. It is collective and shared
4. It is sum total of social heritage.
5. It is an intergrated system (Attitudes, beliefs and values)
6. Language is the chief vehicle of culture.

Cultural influences on Adjustment:

Cultures evolve through various changes brought about by such influences as technology, migration, social, revolutions, etc.

(1) Information and Technology:

Fast working powerful technologies have changed the experience of time and space. People need to adjust.

(2) Pace of life:

Traditional slow pace of life is now replaced by fast moving life. Life will keep moving faster and faster day by day. People need to adjust to it.

(3) Social Recorganisation:

Social roles and dynamics are changing. Ex. Women are taking active part in social reorganization. We need to adjust.

Five essential habits for Stress Control:

- (a) Develop your relaxation skills.
- (b) Pay attention to physical health.

- (c) Become a time manager.
- (d) Exercise regularly
- (e) Prioritize Commitments and responsibilities.

General guidelines to reduce Stress:

- (a) Avoid getting over tired. Keep a balance between activity and rest.
- (b) Create an environment to have good comfortable sleep.
- (c) Cultivate the habit of saying 'No' if an assignment is going to over burden you.
- (d) Do not hesitate to admit your limitation. If it demands.
- (e) Use ' Dairy writing' as an activity of 'Catharsis'
- (f) Try to confide in your best and dependable friend your tensions frankly and share them to get stress reduced.
- (g) Do not have unrealistic aspirations in life.
- (h) Try to analyze situations critically.

Implications for Teachers and Counsellors:

1. Identify and understand student's abilities.
2. Set goals in tune with the abilities of learners.
3. Do not compare one child with the other.
4. Appreciate individual variations.
5. Discriminate positively.
6. Appreciate individuality and uniqueness.

Behavioral Consequences:

- Arguments and fights
- Over dependence
- Uncommunicative
- Unreasonableness
- Lack of interest etc.

Coping with stress:

- (a) Task oriented coping
- (b) Defense-oriented coping

(a) Task – oriented coping:

- Attack
- Withdrawal
- Compromise

(b) Defense-Oriented Coping

- Defense-Oriented Coping Repression Rationalization, Projection, Introjections Displacement, Identification etc.
- Escape-Oriented Coping Denial of reality Fantasy, Intellectualization. Regression. Escape by illness etc.

Behavioral Consequences:

- Arguments and fights
- Over dependence
- Uncommunicative
- Unreasonableness
- Lack of interest etc.

Coping with stress:

- (a) Task oriented coping (Functional coping)
- (b) Defense-oriented coping (Dysfunctional coping)

(a) Task – Oriented Coping:

- a. Compromise
- b. Compromise
- Attack
- Withdrawal

- Compromise

(b) Defense-Oriented Coping

- Defense-Oriented Coping Repression Rationalization. Projection.
Introjections, Displacement, Identification etc.

Seven Styles of Coping with Stress:

- Avoiding the stressor
- Blaming others or the system
- Asking others for help
- Engaging in indirect stress reducing activities
- Collecting information
- Acting opposite of the way one feels
- Minimizing the importance of the stressful event.

Stresses are inevitable parts of human life. Therefore we must:

- (a) Accept them as a part of our reality.
- (b) Try to understand their sources and cope up with them
- (c) Learn to win and handle our stresses.

Kinds of Pressures:

There are two kinds of Pressures.

- (a) Pressure to Perform
- (b) Pressure to Conform

Pressure to Perform:

Refers to those pressures where the individual is expected to perform in a desirable manner.

- Ex. (a) A salesman has a target of some sales per quarter
- (b) A Teacher has the target of completing portions and expecting 100% result.

Pressure to Conform

Refers to those pressures where an individual is expected to conform to certain norms, pressures and regulations which may contradict one's preferences and life styles.

Ex. An unwilling teacher in a residential set up.

Consequences of Stress:

- (a) Psychological Consequences
- (b) Behavioural consequences
- (c) Behavioural consequences

(a) Psychological Consequences:

- Anxiety
- Depression
- Hopelessness
- Anger
- Helplessness and such.

(b) Psychosomatic consequences:

Refers to physical problems generated out of psychological stress. Many problems are psychosomatic in nature. They are:

- Ulcers,
- Bronchial asthma
- Headache
- Constipation etc.

Positive Effects of (Eu) Stress:

- (1) Provides challenges
- (2) Enable one to grow
- (3) Prepares for future stress.

Factors Influencing Stress Tolerance:

- (1) Social Support Network
- (2) Hardiness
- (3) Optimism and Conscientiousness

Hardiness Syndrome:

Is a syndrome marked by commitment, challenge and control that is purportedly associated with strong stress resistance.

Sources of Stress:

Three important sources of stress are:

- (a) Conflicts
- (b) Frustrations, and
- (c) Pressure

Conflicts:

Conflicts refer to 'clash of two or more motives of equal strength from which, one has to be selected'.

Kinds of conflicts:

- (a) Approach-Approach conflicts (Plus-plus conflicts)
- (b) Avoidance-avoidance conflicts (Minus-minus conflicts)
- (c) Approach-avoidance conflicts (plus-minus conflicts)
- (d) Multiple approach avoidance conflicts.

(a) Approach - Approach Conflicts

Refer to those conflicts where 'two or more attractive motives of equal strength clash of which the individual has to choose one.'

Ex. (a) complementary pass for music concert and brother's drama

(b) Blue sweater V/S grey jacket

(b) Avoidance – Avoidance conflicts:

Refer to those conflicts where 'two or more unattractive motives of equal strength clash of which the individual has to choose one'.

Ex. (a) Unemployment V/s disturbing job

(b) Entertaining an unwanted guest V/s attending a gathering.

© **Approach – Avoidance conflicts:**

Refer to those conflicts where 'one gets attracted as well as repelled equally well from the same motive.

Ex: (a) a diabetic may want to have sweets but afraid of consequences.

(b) A child may like to use the blackboard as well as wants to avoid.

(d) Multiple approach – avoidance conflicts:

Refer to those conflicts where 'one gets attracted as well as repelled equally well from the same motive on several counts.'

Ex: A girl may like to approach as well as avoid a marriage due to may plus and minus points.

Frustrations:

Are a result of impediment in the motivated state of an individual.

Reactions to frustration:

(a) Frustration – Aggression hypothesis (Dollard & Miller, 1940)

(b) Frustration regression hypothesis (Barker, Dembo and Lewin, yale group)

© **Pressure:**

Refers to those imposed expectations of demands from the other individual.

COUNSELLING CASE - I

PERSONAL DATA

- NAME : Case 1 – Female
- AGE : 14
- GRADE : IX
- SCHOOL : XYZ, Cherukupalli
- Interests : Singing.
- AMBITION : Accountant.

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RD

373-1713

K45

FAMILY BACKGROUND

- **FATHER** : Mr. Electrician, PUC.
- **MOTHER** : Ms. House wife B.Com.
- **SIBLING** : Younger sister, age 10.
- **SOCIAL SETTINGS** : Normal.
- **RESIDENTIAL** : Rural

- **SETTINGS FAMILY SES** : Lower Middle Class

PERSONAL HISTORY

- **MEDICAL HISTORY** : Nothing significant.
- **MENTAL HISTORY** : Nothing Significant.
- EDUCATIONAL HISTORY** : Average. RPM=

PROBLEM DEFINITION

- **UNHAPPY TO COME TO SCHOOL**
- **ANGER AT THE SCHOOL
SYSTEM/TEACHERS**
- **JEALOUS OF A HIGH ACHIEVING
CLASSMATE**
- **FEELS TEACHERS ARE PARTIAL
TO CLASSMATE**

PROBLEM COMPONENTS

- **BEHAVIOUR**
Flights with high achiever,
Groupism with other like minded peers.
- **Affective/Feelings**
Angry to come to school
Unhappy in class
Hurt that though she is in school since LKF, she is not as popular as high achiever amongst teachers and others.
- **Cognitive**
Teachers are partial towards high achiever and neglect her.

DURATION OF PROBLEM : Since 1 year – Since arrival of High achiever.

INTENSITY OF THE PROBLEM : Acute as she hates to come to school due to the problem

CONTRIBUTING EVENTS

- **She is not as high an achiever as the classmate.**
- **She is not as popular as the classmate who is more popular especially among boys.**
- **She is not given attention/ importance. By teachers who prefer her classmate over her.**
- **Lack of self awareness.**

CLIENT COPING SKILLS, STRENGTHS, RESOURCES

- Can articulate well
- Is motivated to find solution
- Is co-operative.

GOAL SETTING

- **Long Term Goals (specific Goals):**

1. To become well adjusted
2. To be happy to come to school.

- **Short Term Goals (Prioritization):**

1. To enhance self awareness
2. Develop coping skills

COUNSELLING TECHNIQUES USED [continued..]

2. BEHAVIOURAL :

Social Modeling.

Observe the high achiever and try imitate her behaviour which is desirable by teachers and others.

2. RATIONAL EMOTIVE BEHAVIOURAL : ABCD Technique and component.

- **Teacher calls high achiever for everything. She is also popular especially among boys.**
- **B – BELIEF**
- **Teacher is partial, I cannot be popular – Irrational Beliefs**
- **C – CONSEQUENCE**
- **Jealous, unhappy, Angry.**

ABCD Technique and components [continued.]

- **D – Disputing Irrational Beliefs:**
- **Why is she called? Why is she popular?**

Rational Beliefs	Irrational Beliefs
Teacher prefer deligent Students. Eg Doing home on same day, helping others	Teachers are partial, they shall NEVER call me for anything And call only who they like.
I can also be popular If I work on it	I can Never be popular.

ACTIVITIES DONE BY CLIENT.

- **Affective – Empty chair for peer, for teacher (to get their perspective on her situation).**
- **Behavioural – Social Modeling – observed the popular peer and imitated her.**
- **Cognitive – Disputing irrational thoughts – I can also be liked by teacher if I am a good student, I can also be popular.**

GOALS ACHIEVED

- **Catharsis – She felt unburdened. She was bottling her resentment which got an outlet.**
- **Self awareness**
Awareness and changing of faulty thoughts:
Teachers can like her also if she becomes diligent like the classmate. By liking diligence, the teacher does not become partial. She started doing homework on time, helped her classmates and teacher is now happy with her also.
- **Ability to see others point of view.**
She practiced empty chair technique which made her realize the view point of her classmate as also the teacher.
- **Social Modeling – She observed the classmate and imitated her behaviour which made her also to be liked by her teacher.**

Both Short and Long Term Goals were Achieved.

TERMINATION OF COUNSELLING TARGET BEHAVIOUR ACHIEVED.

- Client seemed happy, confident and well adjusted when seen last. She was directed to approach the school counselor for any future problems if any.

SKILLS ACQUIRED BY THE TRAINEE COUNSELLOR

- Rapport building.
 - Information Gathering.
 - Analysis and synthesis of client data, both verbal and non verbal.
 - Problem definition.
 - Goal setting.
 - Techniques of Cognitive, Affective and Behavioural Approaches
 - Selection of appropriate counseling intervention approaches and strategies.
 - Maintaining Confidentiality.
- Closure.

COUNSELLING SKILLS LEARNT AND APPLIED BY COUNSELLOR.

- **Listening and Responding.**
- **Observing.**
- **Suspend judgment**
- **Paraphrasing and reflecting.**
- **Empathy.**
- **Understanding verbal/nonverbal cues.**
- **Genuineness.**
- **Being factual and matter of fact.**
- **Self disclosure.**
- **Sharing.**
- **Positive regard to client.**

Teachers orientation

Guidance & Counselling

What is Guidance?

“Help and advise how to do some thing or about how to deal with problems connected with your work, education or personal relation ships”

“advice or information aimed a resolving a problem or difficulty”

Goals of guidance:

- Self understanding : of one’s strengths, limitations and other resources.
- Self acceptance : of things one can’t change.
- Self Direction : ability to solve problems.

Make choices and decisions on one’s own.

Why Guidance?

- Increasing complexities
- And
- Increasing opportunities.

Role of Teachers:

FACILITATORS: Provide sufficient understanding of self provide sufficient understanding of the situation.

Guidance is for:

INDIVIDUAL NEEDS:

- Educational growth
- Career maturity

- Psycho – social development

Societal Needs:

- For good family life
- Good citizenship
- Channelization of man power requirements.

Major Guidance functions:

- Research and Evaluation.
- Career information and guidance
- Individual inventory
- Orientation
- Prevention
- Consultation
- Placement

Orientation to students:

- New school situation
- School building
- Curricula offered
- School rules and regulations
- Examination
- Co-curricular activities

Cumulative Record card:

- Personal data
- Family background
- Schools last attended
- Schools achievement
- Health and physique

- Psychological test data.
- Personality assessment
- Other activities in the school
- Activities outside school
- Future planning.

CARRER IN FORMATION:

- Work is becoming more and more complex
- Youngsters not above to get a job of their liking.
- Variety of new job opportunities
- Large number of positions lying. Vacant for want of workers.

Counselling: "Counselling is the process" of 'help' or 'Assistance' provided by a trained counselor to an individual facing a 'problem' by making her/him understand her/his 'Assets' and 'Liabilities the situation in which she/he is placed and then arrive at some 'Decision or solution'".

Counselling on four Domains:

EFFECTVIE: Emotional (Sad, anger, fear etc)

Behavioural : Maladaptive behaviours, anxiety aggressiveness, inferiority complex.

Poor self esteem etc.

COGNITIVE: Related to thoughts faulty thoughts.

Inter Personal : Problem related to others.

Teachers Role : Create a positive attitude towards all kinds of work.

- Career talks
- Connecting subject matter to possible careers.
- Orientation to the students about the career options in a particular subject area.

- Help the students explore opportunities give full support and encouragement to counseling programme.
- Create a motivating environment.
- Facilitate relation between school and home.
- Facilitate relation between parents and students.
- Keen observation of lack of interest and motivation in attentiveness.
- Communicating with parents about the guidance programme.
- Work for reducing factors which may cause stress.
- Identify stress – Prone groups such as children of divorced or single parents.
- Provide special assistance and attention for promoting their health and well being.
-

CLASSTALK

TIME MANAGEMENT:

“It is not necessarily about getting lots of stuff done. Because much more important than that is making sure that you are working on the right things, the things that truly need to be done.

It is doing a few vital projects that will really make a difference, rather than spending all the time doing many trivial things that don't really matter all that much.

Good Time MANAGER:

- Feels more relaxed
- Focused
- In control of life
- Feels a strong sense of accomplishments.

- Able to make time for the people and activities that he/she loves.

A Poor time manager:

- Less productive
- Gets a lot less done
- Feels much more stressed
- Overwhelmed
- Struggles to find time to spend with the people he/she care about, and to do things he/she enjoys.

For Better Time Management:

- Always be punctual.
- Reschedule any engagement by advancing it by half an hour.
- Calibrate your clock/watch to be 5min. fast
- Value your time and also other's time.
- Avoid postponing your work.
- Overcome procrastination.
- Never fall in to the trap of TV/cinema.
- Minimize computer games/internet.
- Don't indulge in Gossip

TIPS FOR TIME MANAGEMENT:

- Spend 10 min. everyday for organizing the whole day's engagements.
- Have a systematic study planning
- Find out where you are wasting time.
- Create time management goals.
- Write things down
- Plan your week.
- Combine several activities.

- Learn to say 'No'
- Don't be a perfectionist.
- Evaluate regularly how you are spending your time.
- Don't waste time in waiting, Always take something to do with you.

CAREER TALK

Psychology : Introduction

Psychology is a branch of science that deals with mental processes and behavior. It is the systematic study of human and animal behaviour, mind and thought. To pursue the career of a psychologist, one should have a genuine desire to help other human beings.

Psychology is mainly concerned with the way the mind works.

Psychologists study the processes, motives, reactions, feelings and nature of the human mind. Their treatment is based on changing the behavioural patterns of the patients without medication. They do counseling and help people by bringing about changes in their thought process, thus improving their quality of life.

Psychologists need not have a medical degree. But they have to study several years to specialise in various aspects of psychology. One can pursue Psychology at the plus two level, graduate, post graduate and doctorate level. There are specializations in many fields of psychology such

as social psychology, child psychology, occupational psychology, clinical psychology, educational psychology, experimental psychology, etc.

Psychologists teach, practice and do research or work in one of the many branches of applied psychology. They apply their knowledge and techniques to a wide range of endeavors, including human services, management, education, law and sports.

Eligibility & Course Areas

Psychology is offered as a subject at the Plus Two or equivalent level with a combination of other social sciences and statistics. At the graduate level, one can study psychology as an Honors subject in most universities. After graduation, one can opt for an MA or MSc in Psychology, Social work or Counseling. Specializations in the subject can be pursued at the post graduate level or at the doctoral level- M.Phil or Ph.D, after post graduation. At the master's and doctoral level, education becomes increasingly specialized.

Post graduate courses in psychology are offered only to students who have graduated with psychology. Post graduate and doctoral degrees in Psychology puts emphasis on research. If your interest is in practice, i.e

helping people with problems (counseling) you could opt for Psychology-related graduate programs such as education and social work

For those who do not wish to put in too many years of study, there are one year Diploma courses in Special Education or Mental Retardation.

Educational :

For Bachelor programme in psychology - 10+2

For Post graduate courses in psychology - Bachelor degree in psychology

For Ph.D./ M.Phil - PG or Diploma in psychology

Duration :

Graduation in psychology is a 3 year programme.

Post graduation is of 2 years duration and during the course, specialization in a special branch of psychology is possible.

M.Phil or Ph.D. is of 2 year duration.

Personal Skills :

Good communication skills, patience, ability to work with all kinds of social/ cultural and age groups are the essential qualities of a psychologist. They

should have a genuine interest in people, their behaviour and have empathy for their problems. They have to be sensitive and caring and also have the ability to understand people of very different backgrounds and upbringing.

Coursearea

Study of psychology includes a diverse range of activities such as the processes of thinking, learning and perceiving, remembering, forgetting, physiology of the nervous system, development of children, social relationships and their effect on personality development, mental disorders, applications of psychology to the study of society, industry, education etc., techniques of experimenting and testing, and statistics. There is a wide variety of topics in the professional study of psychology and some overlapping occurs between the different specialized branches. Good at science, math, critical reading and writing.

Job Prospects & Career Options

The nature of work of a psychologist is influenced most by the areas of specialisation in the subject. They work in a number of different settings, including universities and colleges, primary and secondary schools,

government agencies, private industry, hospitals, clinics, and private practices. They are also employed in social welfare organizations, research establishments, rehabilitation centres, prisons, child/ youth guidance centres, advertising industry and in a variety of other set-ups.

Psychologist with master's degree, work under the supervision of one or more doctoral level psychologists. Those with bachelor's degree are eligible for jobs in community health centers and vocational rehabilitations and as administrative assistants.

Career Options

Career prospects in Psychology depend on the area of specialization. There are variety of options for psychologists. They can specialise in various areas such as,

Clinical Psychologists - Clinical Psychologists work in counseling centers, independent or group practices, hospitals, community health centers or clinics. They help mentally and emotionally disturbed clients adjust to life and may help medical and surgical patients deal with illnesses or injuries. Areas of specialization within clinical psychology include health psychology, neuro psychology, and gero psychology.

Counseling Psychologists - Counseling is the skill of helping normal people, through discussion, to decide how best to cope in specific situations. Counseling psychologists deals with people who have serious emotional and personal problems. They use various techniques, including interviewing and testing, to advise people on how to deal with problems of everyday living.

Social Psychologists - Social psychologists work with social organisations and institutions in research, systems design or other applied psychology fields. They seek to understand the nature and causes of individual behaviour with others and with the social environment.

Educational Psychologists - They work in schools and colleges with teachers, students, parents and administrators to resolve students learning and behaviour problems. They may evaluate the effectiveness of academic programs, behavior management procedures, and other services provided in the school setting.

Industrial Psychologists - Industrial psychologists work for business, industry or government. They apply psychological principles and research methods to the workplace to improve the working conditions and productivity

of employees. They also advise companies on ways of getting consumers interested in products and services.

Research psychologists: As researchers, psychologists proceed like scientists. They investigate the physical, cognitive, emotional, or social aspects of human behavior. They use laboratory experiments and various kinds of tests, interviews, questionnaires and surveys. Prominent areas of study in experimental research include motivation, thought, attention, learning and memory, sensory and perceptual processes, effects of substance abuse, and genetic and neurological factors affecting behavior.

Developmental psychologists - They study the physiological, cognitive, and social development that takes place throughout life. Some specialize in behavior during infancy, childhood, and adolescence, or changes that occur during maturity or old age.

Remuneration

The work of a professional psychologist is challenging and highly remunerative. Earnings depend on qualification, area of specialization and experience. The highest-paying position is for psychologists having M.Phil and Ph.D degree. Remunerations in the corporate sector are the highest,

though salaries vary according to the level of involvement and the job profile. At the entry level the remuneration varies approximately from Rs. 7000/- to Rs.10000/-. Established consultants in any of the fields of specialization can earn at an average between Rs.10000 to Rs.15,000 or even more. Those are in private practice have much more earnings.

Institutes

B.A. (Hons) Psychology

» B.A. Psychology

» B.Sc. Psychology

» Certificate Course in Child Psychology

» Integrated M.Phil-Ph.D in Psychology

» M.A. Psychology

» M.Phil. Psychology

» M.Phil. Rehabilitation Psychology

» M.Sc. Applied Psychology

» M.Sc. Holistic Psychology

- » M.Sc. Psychology
- » Ph.D. Clinical Psychology
- » Ph.D. Psychology
- » Post Doc. in Psychology
- » Post Graduate Diploma in C.A.H Psychology
- » Post Graduate Diploma in Child Psychology care and Management
- » Post Graduate Diploma in Clinical and Community psychology(CCP)
- » Post Graduate Diploma in Counseling Psychology
- » Post Graduate Diploma in Human Resource Development (HRD)

Psychology

CONCLUSION:

Having met the H.M. First time to conduct internship in their school, he gave me permission to take classes and he allotted 9th class. I conducted many counseling classes in the part of classes I was dealing with not only counseling classes but also class talks and career talk. During these classes children very interested to listen to the classes. After listening to the classes they got inspired and they were trying to recognize their abilities. After conducting the talks and all interventions during this three months internship programme came to end.

CHAPTER - 3

RESULTS & CONCLUSIONS

The project of "Developing awareness and improving mental health programme for students of 9th class, Zilla Parishad High School, Cherukupalli, Guntur Dist. Andhra Pradesh was mainly intended to sensitize the teachers, students and parents about the importance of guidance in the present world. To improve the mental health of the students reduce the problems and difficulties of children, help children identify their strengths and weaknesses and make use of the resources in the society for the benefit of children.

Each and every objective of my project had its place in the activities conducted during these three months and to an extent we were able to achieve them by conducting career talks and class talks. All the programmes were conducted in order to achieve the needs of children and make them create novelty. Students, teachers and parents were really attracted to it. And made use of all programmes. Now the students as well as the parents feel the necessity of a professionally trained guidance for success in life. The feedback from the Headmaster, teachers, parents and students proved that the guidance activities were inevitable in a school setting. We had got wholehearted support from all categories. Students found variety, novelty in the programmes. Children were really motivated by class talks as well as career talks. Personality development camps had enormous influence on students. The class talks as well as personality development classes gained applause from all students teachers and parents.

One of the main objectives of this project was to minimize the emotional, behavioural, behavioural, cognitive and interpersonal problems of children. To an extent within the limited time it was able to tackle the problems of some students

and it will be continuing in the future. The parents really felt solace for getting an opportunity in the school to share their feelings regarding their wards to one who spends him complete time for improving the mental health of children.

After conducting these programmes the society brought to school. As I had taken all examples from the real life situation, I could see the change in them. While conducting programmes, Media also gave sufficient importance to the guidance programmes by writing articles in the papers.

SUGGESTIONS:

We had a plan to give special lectures and valuable suggestions to students to improve mental health by psychologists and psychiatrists. But we could not give, because lack of time.

If I had taken 10th class in the target group, it should have been very nice. Because of public examinations I could not include it.

If we had some test materials that could have enriched our counseling sessions and career guidance.

Instead of being a part time teacher counselor it is essential to have a full time counselor to conduct various types of programmes for the improvement of students.

CONCLUSION

The internship project 'Developing awareness and improving mental Health Programme for students of 9th class, Zilla Parishad High School, Cherukupalli, Guntur Dist, Andhra Pradesh.' Was absolutely an exciting experience for me. As the programmes had its own creativity and novelty the students accepted them whole heartedly. Almost all the programmes were a success due to the sincere participation and cooperation of the Head Master, teachers and parents. Though we had experienced some drawbacks in the coming years we will come out of it

and show case a full fledged guidance cell in zilla parishad High School, Cherukupalli. Here I extend my sincere gratitude to the honourable Head Master cum Supervisor Sri Sk. Md. Ruhulla the teachers and parents and finally all the students for making this. Project a fabulous success.

Students Information Blank

1. Name Case No. 1

2. Class / section VIII A

3. School - X Y Z School

4. Age 13 yrs

5. Gender: a) Boy Girl

6. No. of brothers/sisters One sister

7. Parents Qualifications a) Father P.U.C

b) Mother B.Com

8. Parents Occupation a) Father Electr^{ci}an

b) Mother House-wife

9. Guardians Name Jayaram Relationship Father

10. Which are the subjects you like most? Maths and science are the subjects which I like most

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

a) English b) Maths c) Scier.ce d) Social science e) Kannada

f) Sanskrit g) Hindi

12) How many hours do you study at home? Four hours

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

I take part in games, sports and debates everything that in the school and outside the school.

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

In My leisure time activities I watch T.V
I Read story book and sing songs.

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

I have no difficulty in participating in the activities of my interest.

15. Which degree you would like to pursue?

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

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

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

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

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

Preference	Rank
a) Money	<input checked="" type="checkbox"/>
b) Status in the society	<input type="checkbox"/>
c) Stability	<input type="checkbox"/>
d) Happiness	<input checked="" type="checkbox"/>
e) Power	<input type="checkbox"/>

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

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

RBPC

Revised Behavior Problem Checklist-PAR Edition Test Booklet by Herbert C. Query, PhD, and Donald R. Peterson, PhD

Please indicate which of the following are current problems, as far as this child is concerned. Please complete every item.

Tick 0 if the item does **not** constitute a problem or if you have had no opportunity to observe or have no knowledge about the item.

0 1 2
✓

Circle 1 if an item constitutes a **mild** problem.

0 1 2
 ✓

Circle 2 if an item constitutes a **severe** problem.

0 1 2
 ✓

For example, if the child has a mild problem with being restless and unable to sit still, you would circle 1 for this item, like this

Restless; unable to sit still

0 1 2
 ✓

If you make a mistake or want to change your answer, do not erase. Cross out the wrong answer with an "x" and then tick the correct answer, like this:

0 ~~x~~1 2✓

	Not a problem	Mild problem	Severe problem
1. Restless; unable to sit still	0	1 ✓	2
2. Seeks attention; shows off	0	1 ✓	2
3. Stays out late at night	0 ✓	1	2
4. Self conscious; easily embarrassed	0 ✓	1	2
5. Disruptive; annoys and bothers other	0	1 ✓	2
6. Feels inferior	0 ✓	1	2
7. Steals in company with others	0 ✓	1	2
8. Preoccupied; "in a world of his or her own," stares into space	0 ✓	1	2
9. Shy; bashful	0 ✓	1	2
10. Withdraws; prefers solitary activities	0 ✓	1	2
11. Belongs to a gang	0	1 ✓	2
12. Has repetitive speech; says something over and over	0 ✓	1	2
13. Has short attention span; poor concentration	0 ✓	1	2
14. Lacks self confidence	0 ✓	1	2
15. Inattentive to what others say	0	1 ✓	2

16. Has incoherent speech; what is said doesn't make sense	0 ✓	1	2
17. Fights	0 ✓	1 ✓	2
18. Loyal to delinquent friends	0 ✓	1	2
19. Has temper tantrums	0	1 ✓	2
20. Truants from school, usually in company with others	0 ✓	1	2
21. Hypersensitive; feelings are easily hurt	0 ✓	1	2
22. Generally fearful; anxious	0	1 ✓	2
23. Irresponsible; undependable	0 ✓	1	2
24. Has "bad" companions, ones who are always in some kind of trouble	0 ✓	1	2
25. Tense; unable to relax	0	1 ✓	2
26. Disobedient; difficult to control	0 ✓	1	2
27. Depressed; always sad	0 ✓	1	2
28. Uncooperative in group situation	0	1 ✓	2
29. Passive, suggestible; easily led by others	0 ✓	1	2
30. Hyperactive; always on to go	0	1	2 ✓
31. Distractible; easily diverted from the task at hand	0 ✓	1	2
32. Destructive in regard to own and /or other's property	0 ✓	1	2
33. Negative; tends to do the opposite of what is requested	0 ✓	1	2
34. Impertinent; talk back	0 ✓	1	2
35. Sluggish; slow moving, lethargic	0 ✓	1	2
36. Drowsy; not wide awake	0 ✓	1	2
37. Nervous, jittery, jumpy; easily startled	0 ✓	1	2
38. Irritable, hot-tempered; easily angered	0	1 ✓	2
39. Expresses strange, far-fetched ideas	0 ✓	1	2
40. Argues; quarrels	0	1 ✓	2
41. Sulks; pouts	0 ✓	1 ✓	2
42. Persists and nags; can't take "no" for an answer	0	1 ✓	2
43. Avoids looking others in the eyes	0 ✓	1	2
44. Answers without stopping to think	0 ✓	1	2
45. Unable to work independently; needs constant help and attention	0 ✓	1	2
46. Uses drugs in company with others	0 ✓	1	2
47. Impulsive; starts before understanding what to do, doesn't stop and think	0	1 ✓	2
48. Chews on inedible things	0 ✓	1	2
49. Tries to dominate other; bullies, threatens	0	1 ✓	2
50. Picks at other children as a way of getting their attention; seems to want to relate but doesn't know how	0	1 ✓	2
51. Steals from people outside the home	0 ✓	1	2
52. Expresses beliefs that are clearly untrue (delusion)	0 ✓	1	2
53. Says nobody loves him or her	0 ✓	1	2
54. Freely admits disrespect for moral values and laws	0 ✓	1	2
55. Brags; boasts	0	1 ✓	2
56. Slow; not accurate in doing things	0 ✓	1	2
57. Shows little interest in things around him or her	0 ✓	1	2

58. Does not finish things; gives up easily, lacks perseverance	0 ✓	1	2
59. Is part of a group that rejects school activities such as team sports, clubs, projects to help others	0 ✓	1	2
60. Cheats	0 ✓	1	2
61. Seeks company of older, more experienced companion.	0 ✓	1	2
62. Knows what's going on but is listless and uninterested	0 ✓	1	2
63. Resists leaving mother's(or other care taker's) side	0 ✓	1	2
64. Has difficulty in making choice; can't make up mind	0 ✓	1	2
65. Teases others	0	1 ✓	2
66. Absentminded; forgets simple things easily	0 ✓	1	2
67. Acts like he or she were much younger; immature, childish	0 ✓	1	2
68. Has trouble following direction	0	1	2
69. Lies to protect his or her friends:	0	1 ✓	2
70. Afraid to try new thing for fear for failure.	0 ✓	1	2
71. Selfish; won't share, always take the biggest piece.	0 ✓	1 ✓	2
72. Uses alcohol in company with others.	0 ✓	1	2
73. School work is messy, loopy.	0 ✓	1	2
74. Does not respond to praise from adults	0 ✓	1	2
75. Not liked by others; is a "loner" because of aggressive behavior.	0	1 ✓	2
76. Does not use Language to communicate.	0 ✓	1	2
77. Cannot stand to wait; wants everything right now.	0	1 ✓	2
78. Refuses to take direction; won't do as told.	0 ✓	1	2
79. Blames others; dines own mistake.	0	1 ✓	2
80. Admire and seeks to associate to "rougner" peers	0 ✓	1 ✓	2
81. Punishment doesn't affect his or her behavior.	0 ✓	1	2
82. Squirms; fridges	0 ✓	1	2
83. Deliberately cruel to others.	0 ✓	1	2
84. Feels he or she can't succeed	0 ✓	1	2
85. Tells imaginary things as though true; unable to tell real from imagined.	0 ✓	1	2
86. Affectionless; does not hug and kiss members of family	0 ✓	1	2
87. Runs away; is truant from home	0 ✓	1	2
88. Openly admires people who operate outside the law	0 ✓	1	2
89. Repeats what is said to him or her; 'parrots' others' speech.	0 ✓	1	2

Sejaya Lakshi AA



CARE JUNIOR COLLEGE

(R.K. EDUCATION SOCIETY)

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To whom so ever it may concern

Dt. 29.12.2011

It is to ^{inform} confirm that there was an excellent 'Guest Lecture' on the topic Motivational Techniques to Senior Intermediate students.

It was very useful and beneficial to our Senior Intermediate students on "How to come out of problems in teenage". Smt SHAMEEM was invited to our college on 16th Dec 2011 and gave a guest lecture from 4pm to 4:30pm in our conference hall. She was working as a teacher in M.P.P school Cherukupalli and has been trained in International Guidance and Counselling Diploma in Mysore.

She was really eminent speaker indeed. The way she approaches and touched the young hearts by her soothing words regarding their career development and Motivation.

She has given very apt examples by the topics, Positive Thinking , Motivation , responsibility , relation with parents and coping skills etc. For every topic , She has given practical examples , especially happened in her life and so on. It makes the listeners more enthusiastic.

She has commanding and sweet voice which comforts the young hearts and their problems in a wonderful way. All together more than half-an-hour she gave the speech. And all the thirty minutes, students along with the lectures all were in spell bound by her words.

For positive mind, she has given an example of our students, how they prepare their mind towards, 'this Guest lecture' whether to attend by preparing their mind to learn new things or reluctant nature towards Guest lectures.

She has touched all the areas. Generally all students how they suffer or struggle with. Certainly in my view she is going to be the 'eminent personality' in giving Guidance and Counseling in International level very shortly.


I must congratulate the college faculty and authorities in preparing her in this most communicative pattern certainly credit goes to the college where she did her course in Guidance and Counseling.

Our students motivated in a wonderful way and they took her phone number to invite her to their homes for more Counseling.

We have been interested a lot and we would like to take her help in now and then to make congenial atmosphere in our school and college as our's is 'Stress Free Education' . We need many counsellors like her for our institutions. I wish her all the best as a good Counsellor and useful for umpteen students.

Thanking

yours sincerely


T. SYLVESTER B. SAGAR
M. A. B. U. (M. Ed.), M. Phil.
(Principal) PRINCIPAL
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Motivation class for 12th class at Care institute of Education.





Motivation class at care.

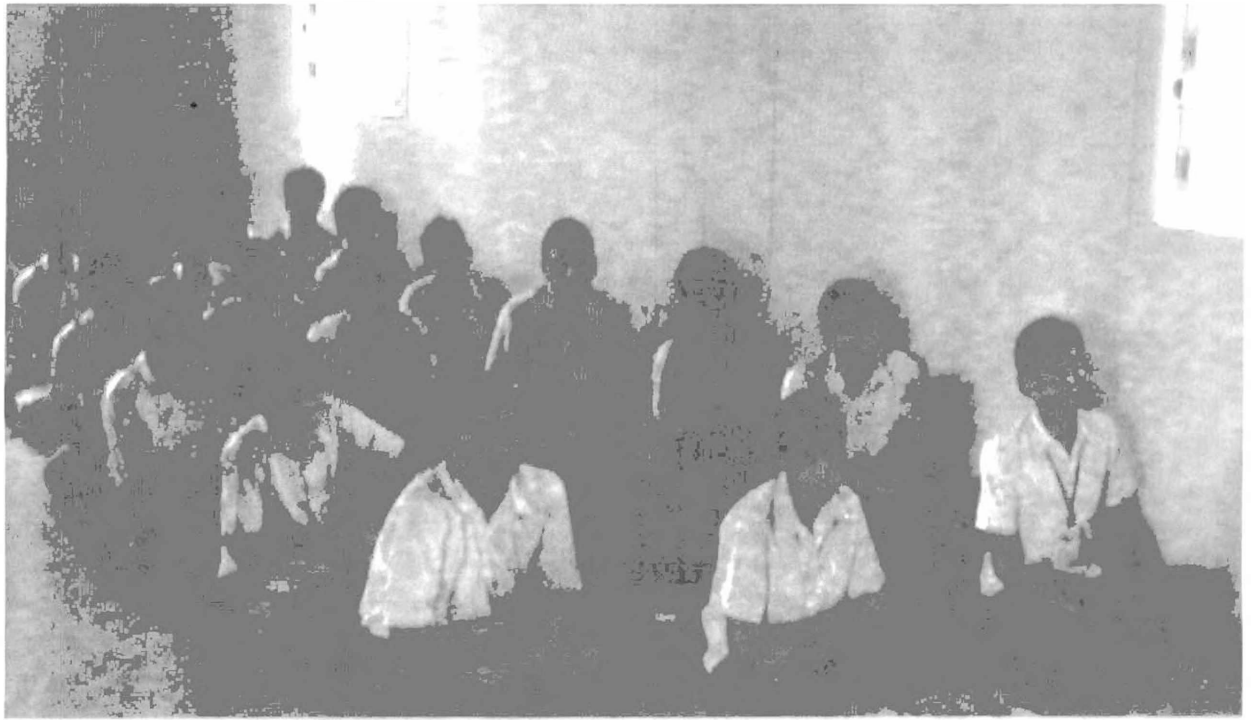


Motivation class at care.





class talks for 9th students of Z. P. H. school
Cherukupalli



Class talks for 9th students at Z.P.H. School Cherukupalli
Under the supervision of MD. Rahulla.



Orientation to the teachers at Cherkupalli



Orientation to the teachers at Cherkupalli.

లైఫ్ స్కీల్స్ పై అవగాహన సదస్సు

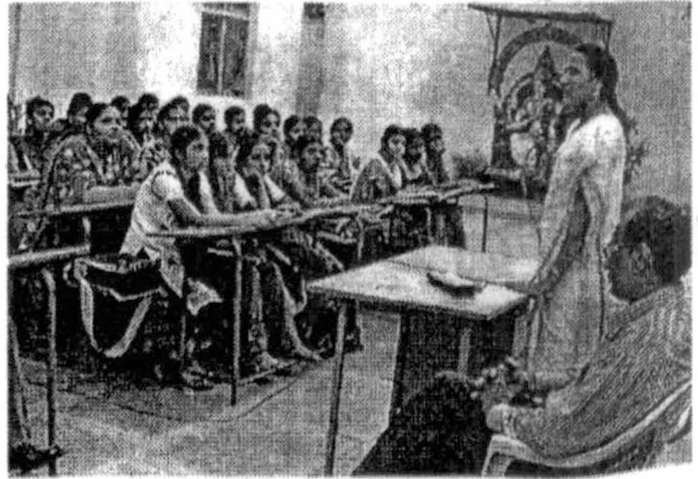


సమావేశంలో మాట్లాడుతున్న షమిమ్

బాపట్ల, డిసెంబర్ 22 (ఆన్ లైన్): పట్టణంలోని జెనిసిస్ కళాశాలలో గురువారం సాయంత్రం మోటివేషన్ ఆన్ లైఫ్ స్కీల్స్ అనే అంశంపై అవగాహన సదస్సు జరిగింది. కళాశాల డైరెక్టర్ టీవీ సుబ్బారావు అధ్యక్షతన జరిగిన ఈ కార్యక్రమానికి డిప్లమో ఇన్ గైడెన్స్ అండ్ కౌన్సిలింగ్ షమిమ్ ముఖ్యఅతిథిగా పాల్గొన్నారు. ఈ సందర్భంగా ఆమె మాట్లాడుతూ విద్యార్థులపై ఒత్తిడిని, ప్రణాళికాపతనం వల్ల వచ్చే ఇబ్బందులు, తల్లిదండ్రులతో నత్నంబంధాల వల్ల వచ్చే ప్రయోజనాలు గురించి వివరించారు. ప్రిన్సిపాల్ జి.కోటేశ్వరరావు, అధ్యాపక, అధ్యాపకేతర సిబ్బంది పాల్గొన్నారు.

తల్లిదండ్రులే స్నేహితులు

బాపట్ల, డిసెంబర్ 22 ప్రభాత వార్త : విద్యార్థులలో మానసిక వత్తిడిని తగ్గించి వారిలో నూతనోత్సాహాన్ని కలిగించడానికి వారి తల్లిదండ్రుల స్నేహం ఎంతో దోహద పడుతుందని ఇంటర్నేషనల్ కేరీర్ కౌన్సిలర్ షమీమ్ ఆన్నారు. జెనిసిస్ కళాశాలలో, గురువారం విద్యార్థుల వ్యక్తిగత సమస్యల పరిష్కారంపై ఒకరోజు శిక్షణా తరగతులు నిర్వహించారు కార్యక్రమంలో తిమ్మరాజు సుబ్బారావు, కోటేశ్వరరావు, మోహన్, శ్రీకాంత్, ఏడుకొండలు పాల్గొన్నారు.



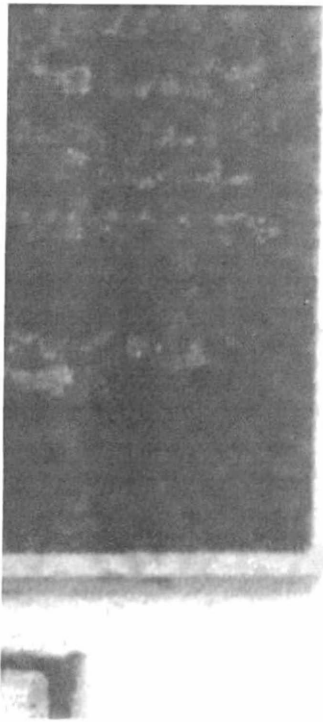
సదస్సులో మాట్లాడుతున్న ఇంటర్నేషనల్ కేరీర్ కౌన్సిలర్ షమీమ్

"Eenadu" News Paper cutting.

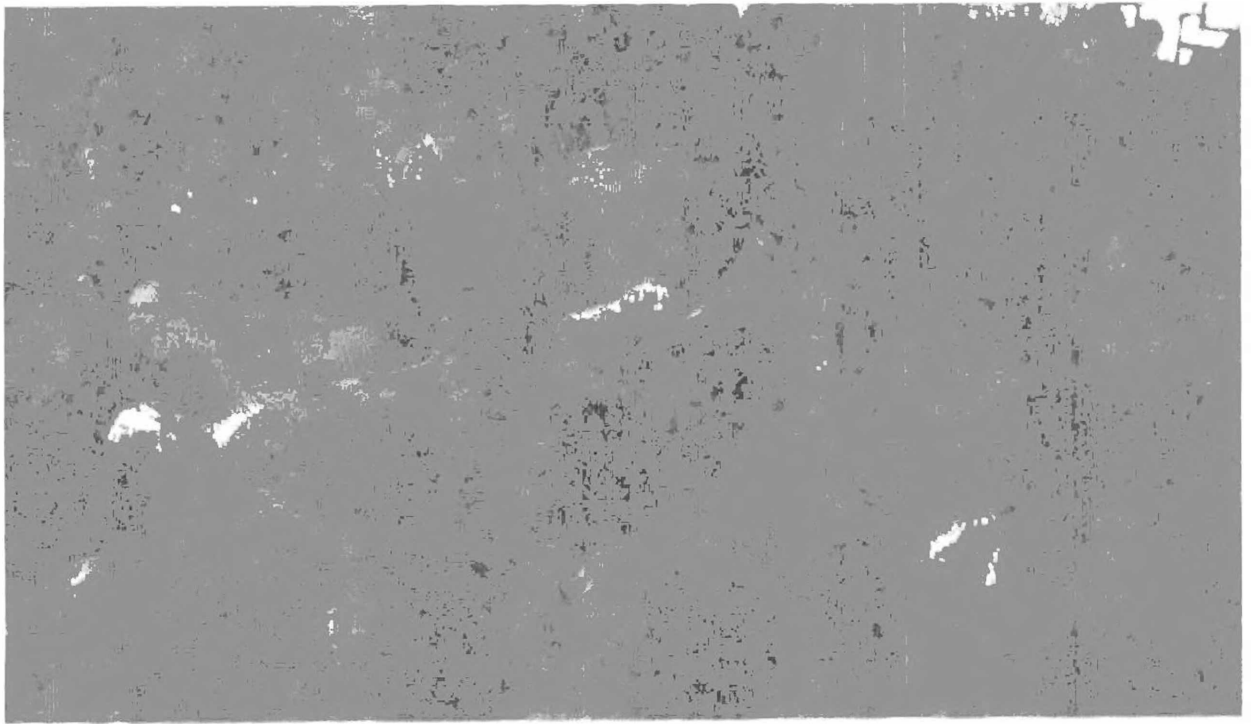
Indhra Jyothi
News Paper cutting



Rank obtaining programme at district level
With D.E.O and Deputy D.E.O.
106
[District Employment officers]



To develop self-esteem before exams ^{in the children} at Bapatla
in Guntur.



Class talks at cherukupalli z. p. H. school.

