ANNEXURES
APPENDIX –A

PERCEIVED STRESS QUESTIONNAIRE

INSTRUCTIONS

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by TICK MARK how often you felt or thought a certain way.

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>In the last month, how often have you been upset because of something that happened unexpectedly?</td>
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<td>2</td>
<td>In the last month, how often have you felt that you were unable to control the important things in your life?</td>
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<td>3</td>
<td>In the last month, how often have you felt nervous and “stressed”?</td>
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<td>4</td>
<td>In the last month, how often have you felt confident about your ability to handle your personal problems?</td>
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<td>5</td>
<td>In the last month, how often have you felt that things were going your way?</td>
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<td>6</td>
<td>In the last month, how often have you found that you could not cope with all the things that you had to do?</td>
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<td>7</td>
<td>In the last month, how often have you been able to control irritations in your life?</td>
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<td>8</td>
<td>In the last month, how often have you felt that you were on top of things?</td>
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<td>9</td>
<td>In the last month, how often have you been angered because of things that were outside of your control?</td>
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<tr>
<td>10</td>
<td>In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?</td>
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APPENDIX - B

COPING INVENTORY

INSTRUCTIONS

In our day to day life we all face some problems which sometime make us to feel psychological stress and strain (for example : Not able to get good marks in the exams or not able to play effectively in the play ground). In such situation each of us have our own way of handling the problems. Here below there are list of certain ways, which are used by people in handle their problems.

- If you accept these statement mark YES’ against the statement.
- If you don’t accept mark ‘NO’ against the statement
- If you are undecided mark ‘Undecided’ against the statements. Try to select either YES' or 'NO' and avoid the middle option as far as possible.

The data provided by you is being used for research and will kept absolutely confidential.

1. I try to identify the cause of the problem before solving it.
2. I gather more information about the problem before a solve it.
3. I am not bothered by the problem.
4. I divide the problem and pay attention to one aspect of the situation at a time in solving a problem.
5. I seek guidance and help from others to overcome the problems.
6. I try to stay emotionally stable by suitable other avagations.
7. I depend upon relevant past-experiences to solve a problem.
8. I don't stick to one way of overcoming a problem but try alternative ways and select the best way to overcome it.
9. I tell my self that I am master of the situations and stay emotionally stable.
10. I mentally rehearse the possible actions to be taken to solve the problems and their consequences.
11. I try to acquire new skills to solve a problem.
12. I feel 'time' will solve the problem.
13. I accept the reality of the situation/ problem and adjust to it.
14. I try to handle the problem directly rather indirectly.
15. I accept the situation as it is.
16. I try to see some good may come out of the problem and adjust to it.
17. I sometimes solve the problem through compromising with, what has happened to me.
18. I feel nothing can be done to change things.
19. I adjust to the situation by thinking that the things can be worse rather than what they are today.

20. When I am not able to solve the problem I change my goals and go in a different direction.

21. I submit to my fate.

22. I feel that I am better than many others in solving the problems.

23. I choose alternative methods of gaining satisfaction. If I am not able to overcome the problem.

24. I let off my emotional steam by crying.

25. I don't think that there is a danger in the situation and avoid it.

26. I feel like smoking when I am not able to overcome a problem.

27. I don't think about the problems at all.

28. I hit others when I am not able to solve my problem.

29. I try to avoid the problems.

30. I feel like using drugs to get away from the problem.
APPENDIX-C

MENTAL HEALTH ANALYSIS

INSTRUCTIONS

This questionnaire consists of questions related to you. Reach each question and if you feel that the question is applicable to you put a “√” mark under “Yes” in your answer sheet. If you feel that the question is not applicable to you put a “√” mark under “No” in your answer sheet.

Personal Relations

<table>
<thead>
<tr>
<th>S.No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1</td>
<td>Do several people seem to think that you are making a stress of your work?</td>
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<td>2</td>
<td>Have you found that you can talk freely with one or more of the people with whom you are associate?</td>
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<td>3</td>
<td>Is someone willing to help you in choosing clothes and other personal effects?</td>
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<td>4</td>
<td>Do you have one or more close friends of your own sex?</td>
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<td>5</td>
<td>Do you feel that some of your neighbors deserve your friendship?</td>
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<td>6</td>
<td>Do you have a friend who will talk with you about your problems?</td>
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<td>7</td>
<td>Do you know someone with whom you can talk over your business or other problems?</td>
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<td>8</td>
<td>Are you usually consulted concerning things that members of your family are planning to do?</td>
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<td>9</td>
<td>Do you have a number of friends among members of the opposite sex?</td>
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<td>10</td>
<td>Have you found that it is surprisingly easy to hurt other people’s feelings?</td>
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<td>11</td>
<td>Do you have some close friends among your relatives?</td>
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<td>12</td>
<td>Do you feel that most members of your family think they well of you as they should?</td>
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<td>13</td>
<td>Do the members of your family seem to believe in your honesty and truthfulness?</td>
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<td>14</td>
<td>Do you often have good times at social gatherings in your home?</td>
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<td>15</td>
<td>If you were in need of financial assistance, do you know of someone who would help you?</td>
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<td>16</td>
<td>Do you have any brothers, sisters, or other close relatives who are as friendly to you as they should be?</td>
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<td>17</td>
<td>Do you know any people who can be trusted to keep your secrets?</td>
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<td>18</td>
<td>Do members of your family seem to like your friends?</td>
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<td>19</td>
<td>Is there someone to whom you can go if you are in trouble?</td>
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<td>20</td>
<td>Do you often talk over personal matters with other people?</td>
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## EMOTIONAL STABILITY

<table>
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<tr>
<th>S.No</th>
<th>Statements</th>
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<tbody>
<tr>
<td>1</td>
<td>Are conditions affecting you often so bad that you feel as though life is hardly worth living?</td>
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<td>2</td>
<td>Have you found that your feelings, or moods, about life frequently change?</td>
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<td>3</td>
<td>Are you often worried about possible dangers that you cannot control?</td>
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<td>4</td>
<td>Do you often feel as though you are held back from doing things that you would like to do?</td>
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<td>5</td>
<td>Do you often become so concerned with your own problems that you fail to notice the people around you?</td>
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<td>6</td>
<td>Have you found it difficult to settle on definite beliefs concerning life?</td>
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<td>7</td>
<td>Do you often find it necessary to defend your beliefs in the face of strong opposition?</td>
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<td>8</td>
<td>Do you enjoy helping people out of their difficulties?</td>
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<td>9</td>
<td>Do you often feel depressed without knowing the reason for your feelings?</td>
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<td>10</td>
<td>Have you often become so absorbed in personal thoughts that you failed to notice what was going on around you?</td>
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<td>11</td>
<td>Do you make a practice of going people credit for the things they know?</td>
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<td>Does it usually take you considerable time to get over disappointments?</td>
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<td>13</td>
<td>Have you often had the feeling that you do not get what is coming to you in life?</td>
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<td>14</td>
<td>Do you find it very difficult to relax and take things easy?</td>
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<td>15</td>
<td>Are you often concerned about what the future may have in store for you?</td>
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<td>16</td>
<td>Have you often felt that you have more than your share of bad luck?</td>
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<tr>
<td>17</td>
<td>Have you found that you often seem both to love and hate someone?</td>
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<td>18</td>
<td>Are you often tempted to give up trying to solve your many problems?</td>
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<td>19</td>
<td>Have you found ways of getting out of many of your unpleasant duties?</td>
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<tr>
<td>20</td>
<td>As a rule, do you prefer having people do things for you to doing them yourself.</td>
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పరీక్షణ పైకి జాబితా - 10 అంకాలు : 

1. కాని విని అనుసరించాలనును ఎంత సమయంలో గమనించాలను ముందు ఎంత ప్రత్యేకించాలను బిగించాలను? 
0) తెలుగు చరిత్ర 1) చదువు తెలుగు 2) తెలుగు వింతి 
3) చదువు తెలుగు 4) తెలుగు తెలుగు 

2. కాని విని మేలు అనుసరించాలను ఎంత సమయంలో గమనించాలను ముందు ఎంత ప్రత్యేకించాలను బిగించాలను? 
0) తెలుగు చరిత్ర 1) చదువు తెలుగు 2) తెలుగు వింతి 
3) చదువు తెలుగు 4) తెలుగు తెలుగు 

3. కాని విని విని అనుసరించాలను ఎంత సమయంలో గమనించాలను ముందు ఎంత ప్రత్యేకించాలను? 
0) తెలుగు చరిత్ర 1) చదువు తెలుగు 2) తెలుగు వింతి 
3) చదువు తెలుగు 4) తెలుగు తెలుగు
4. గంగా సౌతు లేని తినిపించి లాంటి కొందరు మంచిపోతాం నలువు సాధనానికి నేలను నిర్ధారించండి?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

5. గంగా సౌతు అభివృద్ధి కాలంలో మీకు ఎందుకూ కొందరు పడివచ్చును?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

6. గంగా సౌతు మీ కుదల హోస్టు లేదా నీటి నించాలి నేను శుధ్యారాధ్యం?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

7. గంగా సౌతు అభివృద్ధి కాలంలో మీకు ఎందుకు కొందరు పడితున్నారు?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

8. గంగా సౌతు అభివృద్ధి కాలంలో మీ నీటి నించాలి నేను శుధ్యారాధ్యం?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

9. గంగా సౌతు మీకు తినిపించి మంచిపోతాం నలువు సాధనానికి నేలను నిర్ధారించండి?
   0) తీవ్రం  
   1) భయం తీవ్రం  
   2) రక్తం తీసేది  
   3) కంటిగా తీవ్రం  
   4) కంటిగా తీసేది స్వాధీనం

10. గంగా సౌతు మీకు తినిపించి మంచిపోతాం నలువు సాధనానికి నేలను నిర్ధారించండి?
    0) తీవ్రం  
    1) భయం తీవ్రం  
    2) రక్తం తీసేది  
    3) కంటిగా తీవ్రం  
    4) కంటిగా తీసేది స్వాధీనం
**COPING INVENTORY:**

1. మనం సధారణంగా యాదాద్రి సమయంలో మనం ప్రత్యేక ఉదాహరణలు ఉంటే గొప్ప ప్రారంభం చేసే విధానాలకు లభిస్తామి. అందుకే యాదాద్రి సమయంలో మనం ప్రత్యేక ఉదాహరణలు ఉంటే గొప్ప ప్రారంభం చేసే విధానాలకు లభిస్తామి. 3 ప్రాంతాలు సిరిమిద్దింది:
   1) మనం ఉండాలాడు విశేషాల కార్యాలను చేసినా మనం “చేసి” చే ప్రారంభం చేసినా.
   2) మనం ఉండాలాడు విశేషాల కార్యాలను చేసి చేసినా “నేను” చే ప్రారంభం చేసినా.
   3) మనం ఉండాలాడు విశేషాల కార్యాలను చేసినా నేను చేసినా “నేను నిఱబితాడు” చే ప్రారంభం చేసినా.

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<td>16.</td>
<td>పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి యుగానికి నిర్ధారించడానికి అంశం లేదు. ( ) ( ) ( ) ( )</td>
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<td>పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి నిర్ధారించడానికి అంశం లేదు. ( ) ( ) ( ) ( )</td>
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<td>భాషాభాసం ప్రమాణం కంటే మరని ప్రమాణం ఆశ్చర్యం చేశానికి నిర్ధారించడానికి ( ) ( ) ( ) ( )</td>
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<td>కవాతి పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి నిర్ధారించడానికి ( ) ( ) ( ) ( )</td>
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<td>పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి నిర్ధారించడానికి ( ) ( ) ( ) ( )</td>
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<td>నిర్మాణ సంఘం చిత్రాలు నిర్ధారించడానికి ( ) ( ) ( ) ( )</td>
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<td>పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి నిర్ధారించడానికి అంశం లేదు. ( ) ( ) ( ) ( )</td>
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<td>నిర్మాణ సంఘం చిత్రాలు నిర్ధారించడానికి అంశం లేదు. ( ) ( ) ( ) ( )</td>
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<td>పాత్రప్రతి కవాతి ఆరణ్య ప్రయాణం చేయడానికి నిర్ధారించడానికి ( ) ( ) ( ) ( )</td>
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Mental Health Analysis:

1. తాను తయారుచెందినానే కండమన మనం నిర్భోత నియత కాసరించారను?

2. నిలిచ అంటాయ, కార్యత్వంలో పడాయ నిలిచ కండమన నిర్భోత నియత కాసరించారను?

3. యాంత్రిక సంఘర్షము ఉంటాయను నిలిచ నిర్భోత నియత కాసరించారను?

4. యాంత్రిక సంఘర్షము ఉంటాయను నిలిచ నిర్భోత నియత కాసరించారను?

5. యాంత్రిక సంఘర్షము ఉంటాయను నిలిచ నిర్భోత నియత కాసరించారను?

6. యాంత్రిక సంఘర్షము ఉంటాయను నిలిచ నిర్భోత నియత కాసరించారను?

7. యాంత్రిక సంఘర్షము ఉంటాయను నిలిచ నిర్భోత నియత కాసరించారను?

Emotional Instability:

1. నీ తాను తయారుచెందినానే కండమన మనం నిర్భోత నియత కాసరించారను?

2. నీ అంటాయ, కార్యత్వంలో పడాయ నీ నిలిచ కండమన నిర్భోత నియత కాసరించారను?

3. నీ యాంత్రిక సంఘర్షము ఉంటాయను నీ నిలిచ నిర్భోత నియత కాసరించారను?

4. నీ యాంత్రిక సంఘర్షము ఉంటాయను నీ నిలిచ నిర్భోత నియత కాసరించారను?

5. నీ యాంత్రిక సంఘర్షము ఉంటాయను నీ నిలిచ నిర్భోత నియత కాసరించారను?

6. నీ యాంత్రిక సంఘర్షము ఉంటాయను నీ నిలిచ నిర్భోత నియత కాసరించారను?

7. నీ యాంత్రిక సంఘర్షము ఉంటాయను నీ నిలిచ నిర్భోత నియత కాసరించారను?
8. మీ అంగ పద్మ పూండు జాతి అంగంతో కొనసాగి కొనసాగి అంగం చెప్పండి? 
   ఏందుకు / కాదు

9. ఎందూ పురుషార్ధం మీ అంగం అంకేందుకు కాలం అంగం ఉందని 
   కావలసినం? 
   ఏందుకు / కాదు

10. దారుఖండి కారణం, మధ్యాత్మకంగా నిర్మించిన పండుగ గమనంపేదు? 
    ఏందుకు / కాదు

11. మీ కందు మామిడది, వ్యాధిప్రమాదం కారణంగా అంగం ఇండ్స్ట్రీయుడి 
    భాగాన్ని 
    కావలసినం? 
    ఏందుకు / కాదు

12. మీ మామిడది అంగం లేదు, ఎందుకందు చెప్పండి? 
    ఏందుకు / కాదు

13. మీ సన్నితంగా అంగంలేదు, మామిడది కారణంగా మామిడది అంగం 
    కావలసినం? 
    ఏందుకు / కాదు

14. మీ విశాలంగా మామిడది సందర్భంలేదు, మామిడది అంగం? 
    ఏందుకు / కాదు

15. మీ సన్నితంగా మామిడది కారణంగా మామిడది అంగం? 
    ఏందుకు / కాదు

16. మీ మామిడది సందర్భంలేదు, మామిడది కారణంగా మామిడది అంగం? 
    ఏందుకు / కాదు

17. మీ మామిడది సందర్భంలేదు, మామిడది కారణంగా మామిడది అంగం? 
    ఏందుకు / కాదు

18. మీ సన్నితంగా మామిడది కారణంగా మామిడది మామిడది అంగం? 
    ఏందుకు / కాదు

19. మీ మామిడది సందర్భంలేదు, మామిడది కారణంగా మామిడది అంగం? 
    ఏందుకు / కాదు

20. మీ మామిడది సందర్భంలేదు, మామిడది కారణంగా 
    మామిడది అంగం? 
    ఏందుకు / కాదు
Close Personal Relations

1. మరియు యావచ్చునా మనం విశేషం నిర్ణయించాలి అనేముంది?
   అన్ని / పాటు

2. మే సూంతో మరియు వాయిదా కాలంలో హోటెలు చేసుకోవాలి మచిరి
   నిమిషాలు మనం మలించుకోవాలి అనుకుంటోండి?
   అన్ని / పాటు

3. మే మధు గాంధీ కురుము, వాయిదా కాలంలో మనం మలించుకోవాలి మచిరి
   నిమిషాలు?
   అన్ని / పాటు

4. మే సూంతో మరియు వాయిదా కాలంలో హోటెలు చేసుకోవాలి మచిరి
   నిమిషాలు మనం మలించుకోవాలి?
   అన్ని / పాటు

5. మే సూంతో మరియు వాయిదా కాలంలో హోటెలు చేసుకోవాలి మచిరి
   నిమిషాలు?
   అన్ని / పాటు

6. మే సూంతో మరియు వాయిదా కాలంలో హోటెలు చేసుకోవాలి?
   అన్ని / పాటు

7. మే సూంతో మరియు వాయిదా కాలంలో హోటెలు చేసుకోవాలి?
   అన్ని / పాటు
8. మీ సించుకొన మండలం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

9. మీ కార్యకర్త వాతావరణం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

10. మీ కార్యకర్త వాతావరణం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

11. మీ కార్యకర్త వాతావరణం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

12. మీ కార్యకర్త వాతావరణం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

13. మీ కార్యకర్త వాతావరణం మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా

14. మీకు అందును అంటే అంటే అంటే అంటే అంటే మండలం మండలం మండలం మండలం మండలం? అంచనా / అన్నా


Proceedings of National Seminar on
SOCIAL REFORM AND EDUCATION - A TOOL OF
WOMEN EMPOWERMENT - SOME REFLECTIONS
18th & 19th March 2012

Sponsored by
University Grants Commission
SERO, HYDERABAD
Organized by
Dr. P. ABEL RAJA BABU
Director & Organizing Secretary, Department of History

SREE KANDUKURI VEERESALINGAM THEISTIC COLLEGE
RAJAHMUNDRY
East Godavari Dist., Andhra Pradesh
INTRODUCTION: Each since the advent of women in development literature in the 1970s, many researchers have argued that women’s empowerment is closely linked to positive outcomes for families and societies (Presser and Sen, 2000). Nowhere has the argument been more important than in the literature on child health (Mason, 1986).

The 'Word' prisoner gives some negative feeling among us. The last punishment of the victim is given by the society is imprisonment. They separated from the society. They have long been annunciates with punishment, deprivation and poor conditions, but it is only recently that prison have been linked to the treatment of human rights violations of prisoners. Prison culture is based on the principles of punishment, security and control, which conflicts with a health services emphasis on welfare and care. The prison regime was developed to provide a punishment that removes offenders from society.

People differ not only in the life events they experience but also in their vulnerability to them. A person’s vulnerability to stress is influenced by his or her temperament, resilience, coping skills and available social support. Vulnerability increases the likelihood of a maladaptive response to stress. All prisoners are not doing any wrong. Unfortunately, according to their situations only they come to the prison. So they feel more stress. There are no of factors... consists of any event in which environmental demands internal demands or both tax or exceed the adaptive resources of an individual social system of tissue system. The term ‘prisoner’ often refers to a situation that causes people to react in a particular way. Not of all factors is caused by external factors, it can also be self generated. Cognitive symptoms are memory problems, inability to concentrate, poor judgments, seeing only negative, racing thoughts, constant worrying. In India, the factor for imprisonment is domestic problems of families, caste and community. Sometimes some prisoners are come to the prison for their abnormal behavior.

METHODOLOGY:

To assess the intensity of prisoners problems used DSI inventory and COPING inventory and interviews. There are 90 prisoners are present in state jail for women, Rajahmundry.

Subjects and methods of investigation to determine whether prisoners face more stress than others, one need an in depth study of the earlier studies. But the review of earlier studies gave a heuristic value of the concept of stress and coping for understanding prisoners reaction to stress events, its relative absence from the literature of Indian prisons research in puzzling data for the study were collected in several steps, starting with seeking permission from the authorities concerned to involve prisoners in the present study.

Almost all the jail staff agreed to co-operate in the study. In the next step the prisoners who are involved in this study was enumerated along with their name, gender, education qualifications, length of stay in prison, and they are allocated randomly to the specific age group which they belong to. Next, after establishing good rapport and explaining the aims and objectives of the study clearly, they requested individually to participate in the study.

"The study was conducted by using stratified random sampling method" Commonly used dimensions of empowerment in household, community and broader arenas:

**Household:**

Economic: Women's control over income; relative contribution to family support; access to and control of family resources.

Socio-Cultural: Women’s freedom of movement; lack of discrimination against daughters; commitment to educating daughters.

Familial/Interpersonal: Participation in domestic decision-making; control over sexual relations; ability to make childbearing decisions, use contraception, obtain abortion; control over spouse selection and marriage timing; freedom from violence.

Legal: Knowledge of legal rights; domestic support for exercising rights.

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Political: Knowledge of political system and means of access to it; domestic support for political engagement; exercising right to vote.

Psychological: Self-esteem; self-efficacy; psychological well-being.

Community:
Economic: Women's access to employment; ownership of assets and land; access to credit; involvement in representation in local trade associations; access to markets.

Socio-Cultural: Women's visibility in and access to social spaces; access to modern transportation; participation in extra-familial groups and social networks; shift in patriarchal norms (such as son preference); representation of the female in myth and ritual.

Familial/Interpersonal: Shifts in marriage and kinship systems indicating greater value and autonomy for women (e.g. later marriages, self-selection of spouses, reduction in the practice of dowry, acceptability of divorce); local campaigns against domestic violence.

Legal: Community mobilization for rights; campaigns for rights awareness; effective local enforcement of legal rights.

Political: Women's involvement or mobilization in the local political system; campaigns for specific candidates or legislation; representation in local government.

Psychological: Collective awareness of injustice, potential of mobilization.

Broader Arenas:
Economic: Women's representation in high paying jobs; women CEO's, representation of women's economic interests in macro-economic policies, state and federal budgets.

Socio-Cultural: Women's literacy and access to a broad range of educational options; positive media images of women, their roles and contributions.

Familial/Interpersonal: Regional/national trends in timing of marriage, options for divorce; political, legal, religious support for (or lack of active opposition to) such shifts; systems providing easy access to contraception, safe abortion, reproductive health services.

Legal: Laws supporting women's rights, access to resources and options; Advocacy for rights and legislation; use of judicial system to redress rights violations.

Political: Women's representation in regional and national government, strength as a voting bloc; representation of women's interests in effective lobbies and interest groups.

Psychological: Women's sense of inclusion and entitlement; systemic acceptance of women's entitlement and inclusion.

GENDER DIFFERENCES: Prisoners are mainly divided into two groups. They are male prisoners and female prisoners. There are so much differences present in various aspects. A woman who becomes a prisoner has to deal with major changes in her life style. She must cope with totally new situations. Already the individual faced so many difficulties. The main their past experiences follow them in prison. Results showed that the more a prisoner had been exposed to physical ill treatment, sensory deprivation or bombardment the more he suffered from re-experiencing, withdrawal, numbness and hyper arousal, existential of imprisonment, health problems during the period harassment during arrest, after release, family problems, marriage problems, children, health problems, opposition party problems and various problems present when the woman was in the imprisonment. Such as finding a new life in prison and establishing new special relationships.

Even when emphasis turned to studying long-term chronic events, it was mostly in the field of health and illness, (e.g., Klein and Hill, 1979; Mc Cubbin et al., 1979; Cleveland, 1980). None of the studies dealt with such stigmatizing events as a prisoner involvement leading to her imprisonment and its effect on family coping. Understanding how women deal with the stress of imprisonment, the type of problems they and their families encounter, and the resources they draw upon can provide an insight into the several position of women in modern society and shed light on this neglected area of study. The way that a society treats its women and the status it gives them is often revealed when the customary protective mechanism afforded by family breaks down and societal sanctioned role of
woman is alerted. Moreover, investigating different means of coping with separation resulting from the families about the overall processes of individual coping with potential. No normative crisis events. This, in turn, can have important policy and planning implications for service delivery, as well as providing guidelines for direct work with women prisoners.

Female criminality India has been a neglected subject of study. Due to low incidence of female criminality there is less emphasis on research in this field. However, there has been increasing academic interest on female criminality since the recent past growth of female criminality.

Since in the recent past growth of female crimes has shown upward trend importantly, imprisonment of mother with dependent young child is a problematic issue. The effect of incarceration can be catastrophic on the children and closely to the state in terms of providing for their care. Children should not be allowed to stay in jails because jails are not the place to bring up children. The children of women prisoners living with them in jails are being deprived of their basic rights, entitlements and amenities for their development. Against this, present study purpose to review the status and suggesting policy measures for their development of coping.

SPECIAL PRISONS FOR WOMEN: There are two exclusive prisons for confining women at Rajahmundry and Hyderabad in Andrapradesh. The Special Prisons for Women at Rajahmundry was earlier functioning under the administrative control of Superintendent, Central Prison, Rajahmundry till 1994, whereas the Special Prisons for Women at Hyderabad was originally a separate annexed attached to Central Prison, Hyderabad. In 1994, they were declared independent institutions under the control of a Women Superintendent. The particulars regarding their location and ‘Year of Establishment’ are given below:

The locations and ‘Year of Establishment’ of the Special Prisons for Women at Rajahmundry in 1955.

Women Prisoners are taken care by the Women Staff in accordance with model prison manual. All convoluted prisoners including life convoluted prisoners and death sentenced prisoners belonging to Telangana Districts are confined at Special Prisons for Women, Hyderabad, while convoluted Prisoners from Rayalaseema Districts and Coastal Andhra Districts are confined in Special Prisons for Women, Rajahmundry. Besides convoluted prisoners, Under trial prisoners concerned in the local courts are also confined in these prisons.

Children of Women Prisoners are allowed to stay with their mother till the age of 06 years. Children between the ages of 03 to 06 years are sent to local schools for their education with a view to provide healthy environment for their normal upbringing. Creches are provided in these 2 prisons. Children after attaining the age of 06 years are either handed over to the relatives of their parents or admitted in Government hostels.

TYPES OF PERIOD OF IMPRISONMENT:

Various types of imprisonment are present in Prison or jails. According their types of imprisonment or period of imprisonment influences them in various aspects. They are lifers and non lifers. Involved in the prison circumstances effort are also frequently confronted with prison related problems. Most of the prisoners problem includes life threat, being bombarded with others shot at, threatened, or displaced, being confined to one’s home, being a loved one or family member, suffering from financial hardships and having restricted access to resources such as food, water, other supplies…particularly horrific problems experienced by some prisoners during prison include torture, beating, forced witnessing sexual abuse of violence toward a family member, and mock execution.

Women face many social challenges in the current demand age whether it be securing an income for her family or raising children amidst the harsh economic crisis, a woman plays many roles. Women are after one worked and women’s sights are still very much an issue in many parts of the world. In India, women are forced to use fields and spaces for defecation and have had to withstand chronic health problems due to their situations.

Discussions:

THE EMPOWERMENT OF WOMEN IN PRISON: The empowerment of women has been widely acknowledged as an important goal in international development; but the meanings and terminologies associated with this concept vary, and methods for systematically measuring and tracking changes in levels of empowerment are not well established.
EMPOWERING WOMEN SOCIALLY AND ECONOMICALLY IN PRISON: The Art of Living programs provide a solid spiritual foundation that nurtures the inner strength, creativity and self-esteem of women from all walks of life. With this foundation, women are able to go out into the world, prepared to handle any challenge with skills, confidence and grace. They come to the forefront, where they become agents of peace and positive social change for themselves, their families, other women, and their society.

How to acquire Economic Independence in prison: Women are faced with several challenges in their path to economic independence, from acquiring the required skills and sourcing materials to finding a market for the product. They have to deal with the absence of financial backing needed to initiate a project and learned skills required to sustain it. Low levels of self-esteem, confidence, and community spirit are also challenging factors. According to their interests, the prisoners have chance to learn stitching, printing, making jute mats, weaving threads and clothes. Embroidery of the clothes and etc. The skills influence them to decrease their stress about their lives and they develop self confidence after their release after imprisonment. So they strengthen among their selves.

The Place of Education in Women Prisoners Empowerment: Education is the total sum of experiences that a person acquires in partaking in everyday activities and how these experiences have served to make individual a better person. It is regarded as a sine qua non to any Meaningful process of development. It is the only social leveller that can pierce through any social barrier that has been in existence through all other structures of the society. The only effective way to contribute to the empowerment of women in prison is to open and widen the access to education. Creating access to quality formal education at any level for women prisoners would give them a sense of belongingness and that of individuality more so when the education allow for choices and alternatives that could make them to take to trade out and get them integrated into the larger society anytime they are out of incarcerations. Education generally, is a realistic for survival especially when it is highly relevant to the needs and environment of the learners. Definitely, the impact of whichever kind of education acquired by a woman prisoner would enhance her self-confidence and self-worth, reshape her thinking and be more realistic with life. This is corroborated by Olakulehin and Oyo (2006) when they observed that it is incontrovertible to state that the family of an educated, women tend to appear healthier than that of an un-educated woman.

The prison for women in Rajahmundry, the Govt appointed for a teacher for prisoners. Most of the prisoners are literates and ignorant their behavior. Most of the prisoners don’t write their name also. When they come in prison, all are must learn their names. It gives some support to them.

Open and Distance Education as option for Women Prisoner Empowerment: The basic impediment in the attempt to get prison inmates educated lies in the limitation in the access to educational opportunities which revolve round the inability of these inmates and their tutors to be in a face-to-face contact. This is also applicable to the (supposed) learners who are free of incarcerations but are disadvantaged like the prison inmates for example, women in purdah. As indicated by UNESCO (2002), there are about 850 million illiterate adults the world over who have been deprived of access to education because they are required to be present in the four walls of a conventional classroom before they can gain access to quality education. But going by the reality of time, the futility of this face to face arrangement becomes clearer to some discerning educational planners as the knowledge based society of the twenty first century demands continuously more effective methods of knowledge dissemination. It is also obvious that the limitations in both human and financial resources have incapacitated the traditional approach of classroom teaching especially in countries like Nigeria where the population of her people, Open University for 10th class and Dr-Ambidekar University for Graduation and post graduation courses are introduced. Its empower the women in prison. Benefits of Libraries to improve women empowerment in prison: Responses on questions on why the women used the libraries and what they benefited from use of the libraries were related. They were therefore grows in geometric progression. This observation and realities have made imperative for alternative approach to education a hence the need for Open and distance learning system that could cater for all and sundry, the
disadvantaged people be it women prisoners, State jail for women, Rajahmundry combined in this section. When asked why they used the libraries and how the libraries have empowered them, the women gave various responses as indicated in the quotes under the headings that follow:

- Widen knowledge and understanding
- Build Confidence and high self-esteem
- Health awareness and improvement
- Boredom and stress management
- Personal development
- Equipment with entrepreneurial skills

One inmate and mother had this to say: I have been able to spend more time with my baby getting to know each other through teaching him how to read.

The responses indicated that libraries are very important sources of information for the women in prisons regarding their health, social interactions and current news about their count and beyond. (The above matter taken from IFLA 2011).

Activities in prison: Conducted workshops, national festivals, religious festivals, seminars, and awareness programs to improve empowerment in prison avoid false beliefs, superstitions, and ignorance of their lives. Provide medical facilities and health programs for the women. The prison only takes care of the who ages below six years. They send the schools from the outside of the prison. Avoid alcohol, smoking, drug abuses in prison. Arrange recreation programs available television, newspaper for them. Arrange pastoral counselors to the prisoners. This helps them to improve mental health. Prisoners read the Holy and religious books. Books like Bible etc.......

Conclusion: The study increases the understanding of women empowerment in prison. The prison service's increased emphasis on security and control has generated many obstacles for the effective delivery of physical, psychological, and social care to prisoners. The self-regulations and self-control of women prisoners to maintain striving for health goals. Individuals need to take care of their short-term frustrations and distraction that otherwise might interfere with goal-directed behavior.
HISTORICAL MONUMENTS OF SREE KANDUKURI VEERESALINGAM

The Residential House of Sree Kandukuri Veerasingam, Vankayalavami Street, RAJAHMUNDY.

Town Hall, Rajahmundry.

Kalyana Mandapam on Ananda Gardens Campus where widow Remarriages are performed.

Smt. Rajyalakshmi Nivas, Ananda Gardens.

Home for Women & Children.

VT High School.