ANNEXURE-II

Acculturative Stress Scale

Directions:

In this questionnaire there are some statements related to stress you feel while moving to a new culture. In front of each statement strongly agree, agree, strongly disagree, disagree, not sure tick the sign of (✓), on the judgment (strongly agree, agree, strongly disagree, disagree, not sure) you have to mark only one answer or judgment for one statement. There is no right or wrong answer for the given statement. The information given by you will be kept confidential. Therefore without any shyness try to give your answer. Please attempt all the questions.

Kindly provide information:

Name: Gender:  
Country of origin: Course:  
Age: Marital Status:  
Family Income ->50,000-<=1,00000 ( ) Family Income >1,00000 ( )  
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<th></th>
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<th>Strongly agree</th>
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<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1.</td>
<td>Because I am different I do not get the credit for the work I do.</td>
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<td>2.</td>
<td>I feel biased most of time.</td>
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<td>3.</td>
<td>I feel ignored by people who are supposed to help me.</td>
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<td>4.</td>
<td>I have more barriers to overcome than other people</td>
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<td>5.</td>
<td>I do not have a sense of belongingness.</td>
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<td>6.</td>
<td>I am comfortable to adjust to new culture value.</td>
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<td>7.</td>
<td>I do not hesitate to make many new friends here.</td>
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<td>8.</td>
<td>People appreciate my cultural values here.</td>
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<td>9.</td>
<td>I fear of my safety because my culture is different from others.</td>
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<td>10.</td>
<td>I feel comfortable to acquire new academic skills here.</td>
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<td>11.</td>
<td>I am unable to adjust in new culture.</td>
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<td>12.</td>
<td>Knowing other people help me to understand my own problems.</td>
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<td>13.</td>
<td>I am able to manage one way or another.</td>
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<td>14.</td>
<td>I do not ask for assistance from others here.</td>
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<td>15.</td>
<td>Multiple pressures are on me here.</td>
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<td>16.</td>
<td>I try to manage various aspects of life here.</td>
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<td>17.</td>
<td>I often feel hurt when people don’t understand my cultural values.</td>
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<td>18.</td>
<td>Other ethnic people try to stop me from advancing.</td>
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<td>19.</td>
<td>I often hear negative things about my culture &amp; people.</td>
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<td>20.</td>
<td>It is hard to express myself before friend how I really feel.</td>
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<td>21.</td>
<td>I am interested to learn other culture.</td>
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<td>22.</td>
<td>I get pressure from others to become a part of their culture.</td>
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<td>23.</td>
<td>My educational &amp; technical skills will help me in getting job in my country.</td>
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<td>24.</td>
<td>I often miss my favourite food.</td>
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<td>25.</td>
<td>I am being stared at public places.</td>
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<td>26.</td>
<td>I am unable to seek help to adjust myself.</td>
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<td>27.</td>
<td>In looking for a job I feel that my culture background is limitation.</td>
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<td>28.</td>
<td>I feel guilty I am not doing something constructive for my country.</td>
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<td>29.</td>
<td>I often miss my favourite places.</td>
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<td>30.</td>
<td>My family expectations are very high.</td>
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<td>31.</td>
<td>Living on foreign land give me stress.</td>
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<td>32.</td>
<td>I am not comfortable to adjust to the food of host culture.</td>
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<td>33.</td>
<td>I am ready to change myself.</td>
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<td>34.</td>
<td>People are stereotyped about my culture.</td>
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<td>35.</td>
<td>I often think about my culture.</td>
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<td>36.</td>
<td>People stare at me when I practice my own customs.</td>
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<td>37.</td>
<td>It is hard for me to pay my tuition fee.</td>
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<td>38.</td>
<td>I get resources to grow here.</td>
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<td>39.</td>
<td>Teacher’s expectations are very different from me.</td>
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<td>40.</td>
<td>I feel uncomfortable when others make jokes on people of my culture.</td>
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<td>41.</td>
<td>I do attend events where I might get to know people from different cultures</td>
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<td>42.</td>
<td>I feel sad to leave my family and friends behind.</td>
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<td>43.</td>
<td>I do not feel at home here.</td>
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<td>44.</td>
<td>I am denied what I deserve.</td>
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<td>45.</td>
<td>I depend on my parents for money.</td>
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<td>46.</td>
<td>People show hate towards me verbally and nonverbally.</td>
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<td>47.</td>
<td>I get help for professional growth here.</td>
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<td>48.</td>
<td>I am treated here properly in various social situations.</td>
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<td>49.</td>
<td>It is difficult for me to feel close to a person from another culture.</td>
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<td>50.</td>
<td>I do not miss the people of my origin.</td>
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<td>51.</td>
<td>Here many places are not safe for me.</td>
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<td>52.</td>
<td>I feel my people are discriminated here.</td>
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<td>53.</td>
<td>I don’t find anything to laugh about.</td>
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<td>54.</td>
<td>I am treated differently because of my background.</td>
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<td>55.</td>
<td>I am treated differently because of my appearance.</td>
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<td>56.</td>
<td>I feel insecure here.</td>
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<td>57.</td>
<td>I do not participate in social activities due to insecurity.</td>
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<td>58.</td>
<td>I generally keep a low profile due to fear.</td>
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<td>59.</td>
<td>I can’t decide whether to stay here or go back to my country.</td>
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<td>60.</td>
<td>I am unable to express myself fully due to language problem.</td>
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<td>61.</td>
<td>People think me unsocial while I have trouble communicating in their language.</td>
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<td>62.</td>
<td>My different accent bothers me a lot.</td>
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<td>63.</td>
<td>I fear I am losing my cultural identity.</td>
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ANNEUXRE-III

Intervention Program for Acculturative Stress among International Students

Total time duration – approx. 24 hours (Approx. one hour session daily)

Subjects: International students and students of host culture

Components:

Modules I (Dealing with Dimensions Homesickness, Isolation)

Module II (Dealing with Dimensions Discrimination, Cultural Shock, hate, sad)

Module III (Dealing with Dimensions Poor Self image, Guilt)

Module IV (Dealing with Dimensions Academic Challenges, Safety, Social Support)

Module I (Dealing with Homesickness, Isolation)

Total time duration – Approx. 8 sessions of one hour

Subjects: International students

Introduction

Homesickness is the distress caused by an actual or anticipated separation from home. Experiencing an unfamiliar way of life due to immigration, students are distressed and separation of the individual from their world results into a feeling of lack of control. Isolation is the state of feeling of being isolated from the society. It means the separation of the individual from important aspects of the external world accompanied by a feeling of lack of control. The objective of this module was to counter these feelings. It will help them to make them feel at home.

The objectives of this module were:

• To make students aware that cultural stress is normal reaction to life.

• To develop a sense of belongingness.

• To raise the awareness among students that cultural diversity is healthy one.

• To improve the level of adjustment of students with new culture
Activities to be organized

- Map Plotting
- Diversity chain
- Talking something they love
- Meaning of name
- Inclusive holiday celebrations

Activity I: Map Plotting

Time allotted – 1 hour

Classroom Configuration: international students

Material Required: Large map, board, markers, colours

Objectives:

1. To understand group diversity.
2. To give away feeling of homesickness

Procedure:

1. Researcher will hang large map of world on the wall.
2. Researcher will ask the participants which countries they have visited and which they liked the most. Students will share their views.
3. Then researcher will ask them one by one to come and fill with some colour to the place of their origin on the map.
4. Researcher will ask them to look at the place which farthest and which is the nearest.

5. In this way whole group will share their feelings that everybody is far away from home.

**Outcome:** Participants will share their feelings and develop feeling that all are far from their home and homesickness is common among group.

**Activity II: Diversity Chain**

**Time allotted** – 1 hour

**Classroom Configuration:** international students and students of host culture

**Material Required:** Glue sticks, strips (6 for each participants)

**Objectives:**

1. To discover the ways in which one is similar or different from others in a group.
2. To recognize the ways in which each person is unique.

**Procedure:**

1. Researcher will ask each participant to take six strips.

2. She will ask participants to write down three similarities and three differences (one in each strip) with reference to their appearance, birth date, the type of community in which they live, hobbies, interests, marital status etc.

3. Researcher will ask participants to share what they have written on their strips with the whole group.

4. Researcher will ask them to start a chain by gluing together the ends of strips of similar things in one chain and in another chain gluing together strips of different
traits. She will ask them to continue until all participants have added their strips to the chain.

5. Researcher will discuss with participants that there are many things they have in common as well as different.

6. Researcher will show chain of diversity to whole group so difference in each of us makes us unique.

**Outcome:** Researcher will tell that even though members of the group come from different backgrounds, in many ways they are the same. The chain of diversity will symbolize the common aspects and the uniqueness that each person contributes to the group.

**Activity III: Meaning of Name**

**Time allotted** – 1 hour

**Classroom Configuration:** international students

**Material required:** none

**Objective:**

1. To develop understanding of diversity of languages.

**Procedure:**

1. Researcher will ask one by one each participant to come forward and turn to group and explain the meaning of his/her name (if anything) and where it comes from.
2. Participants will reveal interesting information about their name and from where they come from and the meaning of their names.

3. All the participants will tell their names one by one and share its meaning.

**Outcome**

It will help students to understand meaning of different names in different languages. Sharing information will develop intercultural respect and understanding meaning of names in different languages among participants.

**Activity IV: Talking something they Love**

**Time allotted** – 1 hour

**Classroom Configuration:** international students

**Material required:** papers, pens, board and marker

**Objectives:**

- To work together with others.
- To provide environment in which can share their feelings.

**Procedure:**

1. Researcher will ask students to make groups of students of common culture.

2. He/She will ask the participants to choose something they love about their country (clothes, music, folk tales, craft items, jewelry etc.)

3. Researcher will ask the students to share their feelings with in group. She will ask one of the group members to write on the board what they have chosen that they love.
4. Each group leader will write and then read the passage to the group.

5. Students will come to know about various cultures and their important things.

**Outcome:** Students will have the opportunity to share their positive memories. This kind of activity will provide both language and a environment in which one can share their feelings.

**Activity V: Inclusive Days Celebrations**

**Time allotted** – 1 hour

**Classroom Configuration:** International and host culture students

**Material required:** Picture, flannel board, related material

**Objectives:**

1. To give educational experiences by talking about inclusive days.

2. To provide an opportunity to think beyond the particular culture.

**Procedure:**

1. Researcher will choose a specific day to talk and teach about bias, injustice and other social issues. (For example, Labour Day, Youth day, Human Rights day, Common Wealth day, Harmony day etc.)

2. Researcher will talk about these days and their importance as they are celebrated universally and not in any particular culture and will be celebrated in the class to give educational experiences to students.
**Outcome:** These would be inclusive and educational. It will provide an opportunity to think beyond the particular culture.


**Module II (Dealing with Discrimination, Cultural Shock, Sad, Hate)**

**Total time duration – approx. 5 sessions of one hour**

**Subjects: International students**

The prejudicial treatment of different categories of people on the ground of race, gender & background also cause distress to students. This generates a feeling of extreme aversion for something and feeling of unhappiness. The objective of this module was to develop positive emotions and to equip them with coping strategies to deal with discrimination, hatred and sadness. Cultural shock is the personal discrimination, a person may feel when experiencing an unfamiliar way of life due to immigration.

**The objectives of this module are:**

- To acquaint the students that many things are common with others regardless of background, race and culture.

- To equip them with coping strategies to deal with discrimination, hatred and sadness.

- To make them aware that cultural shock is normal.

**Activities to be taken**

- Role Playing

- Developing Positive Emotions

- Reducing Stress through Physical Activities

- Journal Writing
Activity I- Role playing

Time allotted - 2 hours

Classroom Configuration: international students

Material required: script, actors, board, marker, blue mask

Objectives:

- To develop strategies to deal with stressful situations.
- To raise awareness about cultural discrimination issues.

Procedure:

1. Researcher will create two situations which may cause and result in stress, especially for people from other cultures.

Examples:

**Situation 1**. Researcher will ask the students to imagine that you are a new student. You are very unhappy because nobody wants to talk to you. You have promised yourself to be a friend of the most popular group in the institution. Do anything possible to talk to them.

**Situation 2**

1. A group of people are standing in a queue for theatre tickets. One person seems to be quite strange because of the way s/he is dressed. Just a group of people behind him start to make fun of her/him. He doesn’t keep silent and reacts.

2. Researcher will assign roles to students and prepare a script.

3. Students will act the roles assigned to them in each situation.
4. Researcher will ask learners to identify the problems that the people in the situation have. Researcher will ask them to write on slips.

5. Researcher will explain that when people have to deal with problems to adjust to a new culture, they often suffer “stress”.

6. Researcher will ask students to suggest solutions by which people can reduce the stress.

Researcher will write their suggestions on the board. Their ideas may include:

- Communicate with the people from other culture
- Make friends
- Practice relaxation exercises
- Develop reading habits

**Outcome:** Students will be acquainted with similar situation in which others may have suffered and learn coping strategies that can be helpful in cultural adjustments.

**Activity II: Developing Positive Emotions**

**Time allotted** – 1 hour

**Classroom Configuration:** international students

**Material Required:** chart, markers, coloured pencils, pictures

**Objectives:**

1. To help students to use techniques to deal with feeling of sadness

2. To develop multiple perspectives.

**Procedure**
1. Researcher will ask the participants to form groups of (3 or 4 students) belonging to different culture.

2. Researcher will give each group a chart paper with one of the above pictures shown.

3. She will ask them to change the unhappy situation in the picture to happy one. In other words, each group will turn the picture into a happy situation by drawing, coloring or using any other creative method. Researcher will allow them 25 minutes for this.

4. When the time is up, she will ask the groups to show their posters and explain how they turned the sad picture into a happy one.

5. She will ask participants if they have similar unhappy situations in their life. How they will turn them into pleasant situations. She will allow enough time for discussions and an exchange of experiences.

6. Researcher will write their suggestions on the board and discuss with whole group.

Outcome: Participants will come to know how changing the perspective will change situations.

Activity III-Reducing Stress through Physical Activity

Time allotted – one hour

Classroom Configuration: international students

Material required: balloons, threads

Objective:

- To reduce stress through physical activity

Procedure:
1. Researcher will give each student three balloons and thread and ask them to tie to their legs.

2. Researcher will ask the participants to run in a circle and they will tear the balloons of other participants while protecting their own.

3. At the end one who has saved his/her maximum balloons will be declared winner.

4. Researcher will show a video to do stress relieving exercise from the link- https://www.youtube.com/watch?v=m3-O7gPsQK0

5. Students will perform the exercise.

**Outcome:** This activity will give physical action, a form of exercise, contribute to a feeling of well-being as more oxygen enters the system and the endorphin increases. When they express their feelings (both positive and negative), they are more likely to be able to move on and not get stuck in negative emotions.

**Activity IV: Journal Writing**

**Time allotted – Approx 2 hours**

**Classroom Configuration:** international students

**Material required:** notebooks, pens, board, marker

**Objectives:**

- To share positive and negative feelings.

**Procedure:**

1. Researcher will provide each student a notebook.

2. Researcher will ask them to write as much as they want about their activities, issues that interest them, or simply whatever they are thinking about.
3. A conversation between the researcher and student in writing will be kept private.

4. Researcher will collect all the notebooks from the students. Researcher will write a response to what the student has written without grading or correcting.

**Outcome:** Sharing their feelings with teacher in writing will help the students to develop, appropriate strategies to communicate sensitive subjects. Teachers may sometimes observe strong emotions which could indicate a dangerous or crisis situation. Teachers need to think through ahead of time how she/he can deal with such problems.

*Diversity activities and Ice Breakers retrieved from http://www.nwlink.com/~donclark/leader/diverse2.html*

**Module III (Dealing with Poor Self Image, Guilt)**

**Total time duration – 5 sessions of one hour each**

**Subjects: International students**

**Introduction**

The most effective policy is to be for kindness, for cooperation, for self esteem coming from not who is in and who is out but an appreciation for one’s own and therefore everyone’s uniqueness. A person with low self image has self criticism and dissatisfaction. The individual does not regard himself as valuable or lovable. They may be overwhelmed by defeat or shame. An immigrant also has guilt of leaving his country and family behind has also stressed. So the objective of this module will be to build their self worth and developing their abilities and capabilities.

**Objectives**

1. To appreciate their abilities to adjust and adapt

2. To make them responsible, productive and empowered

3. To develop self esteem.

**Activities**

1. Think and share
2. Having Definite Goals
3. Cooperative Learning
4. Fighting Bully

Activity I: Think and Share

Time allotted – 1 hour

Classroom Configuration: International students and students of host culture

Material required: Board, marker, papers and pens

Objectives:
1. To develop feelings of sharing.
2. To develop problem solving ability among students.

Procedure

1. Researcher will ask a question to class.
2. She will give 1-2 minutes to write answers.
3. Researcher will ask students to pair up with another student.
4. She will ask each student to explain his/her response to the other student.
5. Researcher will ask them if they disagree or agree with each other.
6. Researcher will observe how they react to each other’s point of view.
7. Researcher will tell how to take other’s point of view and look into context of it.

Outcome: It will help them to listen to others and be open towards discussing the issue and how to understand the context of the other point of view.
Activity II: Defining Goals

Time allotted – 1 hour

Classroom Configuration: international students

Material required: Board, marker, paper, pen

Objectives:

1. To develop passion to accomplish something in life.
2. To develop habit of staying focused.

Procedure

1. Researcher will ask the students to make groups of 3-4 students of different culture.
2. She will ask to discuss goal that members of group want to achieve.
3. After 15 minutes she will ask one member of each group to come forward and discuss what are common goals of members of group that they want to achieve.
4. Researcher will ask them to draw a flowchart indicating the steps to be taken for the achievement of their goals.
5. Researcher will discuss with each group the steps taken for achieving goals.
6. She will discuss with them how they can help each other in achieving these goals.
7. Researcher will give few suggestions in achieving their goals:
   - Have a clear goal
Stay focused
• Willingness to take challenges
• A set of exclusive skills required
• Identifying the resources to pursue a goal
• Willingness to invest time and energy to fulfill the goal
• Not giving up

**Outcome:** The students will come with solutions to manage their goals.

**Activity IV: Cooperative Learning**

**Time allotted** – 1 hour

**Classroom Configuration:** international students and host culture students

**Material Required:** Board, Marker, papers, pens

**Objectives:**
1. To develop collaborative learning.
2. To develop positive interdependence
3. To develop individual and group accountability

**Procedure:**
1. Researcher will ask the participants to make groups (3-4 students) belonging of different culture.

2. Researcher will give one assignment (Role of Culture in our lives) or project to each group.

3. Students will do the assignment with cooperation of each other

4. Students will take other point of view and discuss why he/she is right.

5. Researcher will ask to read out the assignment made and will appreciate the effort of cooperative learning.

**Outcome:** Participants will learn how to work in a group with cooperation of each other.

**Activity V: Fighting Bully**

**Time allotted** – 1 hour

**Classroom Configuration:** international students

**Material required:** bullies, victim, observer, teacher

**Objectives:**

1. To stand for oneself.
2. To develop feelings of self appreciation.

**Procedure**

1. Researcher will assign the role to be played by the students in advance.

2. Four students will play role of bullies. One of victim, four observers and one will play role of teacher.
3. Researcher will give the situation like “its break time and bullies are in playground and they spot a student who is dressed up differently. The four bullies tease student and then snatch his books. The boy starts crying. Then teacher came and bullies ran away. Teacher asked him what happened but he does not tell anything”.

4. Students will play their roles and rest of the group will observe. Researcher will ask them:
   - What did they observe in the role play?
   - Do you think student was right not telling anything?
   - Is there anything else that student could have done?
   - How would you tackle the same situation happened to you?

5. Students will tell their views. Researcher will analyze the views.

6. Researcher will give some suggestions to tackle this kind of situations like:
   - Appreciating himself/herself
   - Be confident
   - Making friends
   - Ignoring the bully. If one does not show reaction the whole purpose of bullying will be lost
   - Standing up for himself
   - Surround with friends and people who will stand up for you
   - Report to higher authority

**Outcome:** Students will learn how to face the situation if someone teases them.

Module IV (Dealing with Academic challenges, Social support)

Total time duration – Approx. 12 sessions of one hour

Subjects: International students

Students have to deal with academic and financial challenges when they immigrate. Many international students feel extensive pressure to perform well. Some may feel that they are representing their country and do not want to embarrass their nation by their poor performance. Language problems also lead to frustration. Sometimes international students may be treated as if they are less intelligent due to accent or difficulty in expressing their thoughts.

They also feel that they are burden on their parents and it is very difficult for them to meet their resources. Even they are worried about their reentry challenges that they will face in their country after completing their study. They have fear of personal safety and losing cultural identity. To counter these feelings they need social support. The objective of this module is to make the environment supportive and helping one.

- To equip them with few words of host language
- To address academic and career issues
- To enhance Social interaction

Activities to be organized

1. How to deal with academic issues
2. Knowing India
3. Cultural Kit
4. Cultural Food day
5. Learning few words of host language

Activity I: Dealing with Academic Issues

Time allotted – 1 hour

Classroom Configuration: international students

Material required: paper, pens, rating lists, quotes, flannel board
Objectives:

1. To help them to deal with academic and financial issues.
2. To develop feeling of oneness.

Procedure:

1. The aim of this activity is to deal with academic and financial issues of students.
2. Researcher will help students by satisfying their queries on different aspects of managing money like bank accounts, budgets, debits and credits and ideas on how to keep an eye on one’s money. How to applying for scholarships available in the institution and work in the summer to save money. Students will be encouraged to share their views also.
3. They will be asked to share their views on academic issues like how to improve study habits, developing an attitude to learn, developing listening skills, asking questions, making organized notes and participate in group discussion. Researcher will guide them also.

Outcome: Participants will share with each other common academic and financial issues, their solutions and will have feelings of oneness.

Activity II: To know India

Time allotted – 1 hour

Classroom Configuration: international students

Material required: chart paper, push pins, flannel board, markers, pens,

Objectives:

1. To make students familiar with Indian culture
2. To develop confidence for preparation of settlement in India
Procedure:

1. Researcher will divide the students into groups (four to five per group) from different cultures.

2. He/She will distribute a chart paper and a pen to each group.

3. Researcher will ask the groups to write down anything they know about India like its geography, famous people and places, weather, economic or political conditions etc. Researcher will make sure that each participant contributes something.

4. After 10-15 minutes when students are no longer writing further, ask each group to have a representative to read the things their group has written. Repeat this process with each group.

5. Now ask each group to write on the other side of their papers “what more they would like to know about the India.”

6. Give again 10-15 minutes and ask each group representative to read the things. Then collect all the papers and put them on the flannel board. Researcher will answer their questions what more they want to know about India.

7. Now ask the participants to write down the kind of assistance they expect to receive for resettlement in the India.
7. Researcher will write the points given by the participants on the board and with the help of students Researcher will tick those points in which they got assistance and cross in which they did not get assistance.

8. Researcher will try out to give assistance whatever he/she can provide.

**Outcome:** What the students already know about the India gives them a sense of confidence that they are not going into this settlement experience completely unprepared.

Their concerns about resettlement and other issues that they would like to address will show their expectations for assistance in the India. This will help to know the problems faced by students in resettlement.

**Activity III: Cultural kit**

**Time allotted** – 1 hour

**Classroom Configuration:** international students

**Material Required:** Basket, items related to culture of India like stamps, tools, utensils etc.

**Objectives:**
1. To make them familiar with Indian culture.
2. To make them aware that all cultures have similarities and differences.

**Procedure**
1. Researcher will bring items like tools, stamps, currency, utensils, clothes, books, toys, and musical instruments belonging to Indian culture.
2. Researcher will ask students to pick one item
3. She/he will explain the item in context of Indian culture.

**Outcome:** The objects in the cultural kit will help them to familiar with actual physical life of India.
Activity IV: Cultural Food Day

Time allotted – 1 hour

Classroom Configuration: international students

Material Required: Table, Chairs, and dishes of different culture

Objectives:

1. To make students familiar with dishes from different culture and especially with Indian food.
2. To promote Socialization.

Procedure:

1. Students will bring their favourite food belonging to their culture (They will be informed before hand).
2. They will tell about the food—where it is from, what is in it, how it is made etc.
3. Researcher will also bring food of Indian culture and tell the same to students.
4. Students will taste all the food and tell how it was.

Outcome: Students will be familiar with the cultural food and also familiar with Indian food and it will also develop socialization.
Activity V: Few words of host culture language

Time allotted – 8 sessions of one hour each

Classroom Configuration: international students

Material Required: Board, Marker

Objectives:

1. To acquaint students with common words/phrases in Hindi.

2. To help them to make their cultural adjustments easy.

Procedure:

3. Researcher will write following words/phrases in English and their pronunciation and meaning in Hindi.
**English Hindi**

Hello    
Good morning!    
Good evening!    
Welcome! (to greet someone)    
How are you?    
I'm fine, thanks!    
And you?    
Thank you (very much)    
I missed you so much!    
What's new?    
Nothing much    
Good night!    
See you later!    
Good bye!    

**Asking for Help and Directions**

I'm lost    
Can you help me?    
I'm looking for someone

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Hum kho gaye, हम खो गये हैं।
Kya aap meri madad kar saktey hain? क्या आप मेरी मदद कर सकते हैं।
Meinkisikodhoondhrahaa/rahi(female)hoo.n. मैं ----- को दूँ रहा-रही हूँ।
How much is this?

Yeh kaisey diyaa?

Excuse me! (to pass by)

Kshama keejeeae...

Come with me!

Mere saath aaeeyé!

**How to Introduce Yourself**

What's your name?

Aapka naam kyaa hai?

My name is ...

Meraa naam ...hai.

Mr./ Mrs./ Miss...

Shree../Shreematee../Kumaari../Kumar (Master)

Nice to meet you!

Aapsey milkar khushi huee!

Where are you from?

Aap kahaan sey hain?

I'm from -----

Mein (----) se hoon.

Where do you live?

Aap kahaan rehtey hain?

I live in (--------)

Mein(-----)mein rehtaa/ rehtee (female) hoon.

Did you like it here?

Kyaaaapko yahaan accha lagtaa hai?

How old are you?

Aapkee umar kyaa hai?

I'm (...) years old.

Mein (...) saal ka hoon/ ki hoon (female)

I have to go

Mujhey jaana hogaa

I will be right back!

Mei turant laut key aaoongaa/ aaoongi (female)
**Wish Someone Something**

Good luck!  
Shubh Kaamnaayein शुभकामनाएँ

Happy birthday!  
Janamdin kee shubhaechaen जनम दिन की शुभेच्छाएँ

Happy new year!  
Naaey saal kee shubhaechaen नए साल की शुभेच्छाएँ

Congratulations!  
Badhaaee ho! बधाई हो

**Solving a Misunderstanding**

I'm Sorry! (if you don't hear something)  
Kyaa aap issey dohraa saktey hain? क्या आप इसे दोहरा सकते हैं

No Problem!  
Koei baat nuhee कोई बात नहीं।

Can You Say It Again?  
Kyaa aap issey dohraa saktey hain? क्या आप इसे दोहरा सकते हैं

Write It Down Please!  
Kripayakarkey yeh likkh deejeeae. कृपया करके यह लिख दीजिए।

I Don't Understand!  
Mujhey samajh mein nahi aataa. मुझे समझ में नहीं आता।

I Don't Know!  
Mujhey nahi maloom मुझे नहीं मालूम

Don't worry!  
Chinta mat karo! चिंता मत करो
