## APPENDICES

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APEENDIX A

SEMI-STRUCTURED INTERVIEW SCHEDULE

Current Status of Guidance and Counselling Programmes in Schools.

A. Target groups: Teachers, Heads of Higher Secondary Schools.

B. Rapport & Assurance: Explain research and assure confidentiality.

C. To make an assessment of

- Current status of Guidance and Counselling Programmes in Schools.
- Need for Providing Guidance and Counselling Programmes in School
- Constraints for providing Guidance and Counselling Programmes in Schools
- Alternative paradigms for providing Guidance and Counselling Programmes in Schools

Background Details:

Name of the Teacher:

Name of post:

Years of experience:

Experience in the field of counselling:

Probes for Interaction

- **Current Status of Guidance and Counselling Programmes in Schools.**

1. What is the current status of Guidance and Counselling Programmes in Schools?

2. Do you have a school counsellor in your school?

3. If yes, what are the duties of school counsellor?

4. Is there any regular programme for imparting guidance and counselling?

- **Need for Providing Guidance and Counselling Programmes in School**
5. Do you think that Guidance and Counselling Programmes are essential for enhancing Life skills, personality development and vocational choices among students at Higher Secondary level.

6. What is your opinion about the significance of imparting Guidance and Counselling Programmes in Schools.

   - **Constraints for providing Guidance and Counselling Programmes in Schools**

7. Could you enumerate the challenges if any, confronted for providing Guidance and Counselling Programmes in Schools.

8. What are some of the constraints faced by the teachers for giving educational guidance and career counselling in school.

9. Do you think that the lack of availability of guidance personnel is a constraint for Guidance and Counselling Programmes in Schools.

10. Do you agree with the argument of rigid time table for completing syllabus is acting as a constraint for imparting Guidance and Counselling Programmes in Schools.

   - **Alternative Paradigms for providing Guidance and Counselling Programmes in Schools.**

11. What remedial measures could you suggest for providing Guidance and Counselling Programmes in Schools.

12. What facilitative strategies would you suggest in this regard?

13. What are your suggestions to overcome the constraints in the pathway for the smooth implementation of Guidance and Counselling Programmes in Schools.

14. To what extent are these Guidance and Counselling Programmes employed in actual classroom practices. Why?

15. Is there any provision for conducting guidance and counseling programmes in your schools in collaboration with any external agency like Souhrida club or other NGOs?
APPENDIX B

PERSONALITY DEVELOPMENT INDEX

Name : 
Class (Sub):

Please read the statements carefully and give your first response towards the views expressed. You may choose any one of the responses given: 1. Strongly disagree  2. Disagree  3. Uncertain  4. Agree  5. Strongly agree

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<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>People running old age home, Orphanages, and night shelters for street children render better service than scientists.</td>
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<tr>
<td>2.</td>
<td>I am disturbed because I didn’t get a proper guidance for choosing a right career.</td>
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<td>3.</td>
<td>Individual liberty of American culture is better than Indian culture.</td>
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<td>4.</td>
<td>I have leadership qualities.</td>
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<td>5.</td>
<td>I listen patiently to what others say and try to understand clearly.</td>
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<tr>
<td>6.</td>
<td>I am aware of my strengths and weaknesses.</td>
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<td>7.</td>
<td>I strongly feel that I am better than others.</td>
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<tr>
<td>8.</td>
<td>People consider me as a courteous person.</td>
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<td></td>
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<tr>
<td>9.</td>
<td>I think substance abuse is a social evil which cause many problems in the society.</td>
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<tr>
<td>10.</td>
<td>Examination is a stressful event in one’s life.</td>
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<tr>
<td>11.</td>
<td>I have difficulty in asking a help / favour to others.</td>
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<tr>
<td>12.</td>
<td>I tell lie for my personal benefits.</td>
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<tr>
<td>13.</td>
<td>In order to achieve results, a leader should command rather than be democratic.</td>
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<tr>
<td>14.</td>
<td>I like to share my knowledge with my friends because knowledge increase with sharing.</td>
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<tr>
<td>15.</td>
<td>I respect my parents, teachers and other elders.</td>
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<tr>
<td>16.</td>
<td>I have the habit of consulting and getting guidance from experts for success in a work.</td>
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<tr>
<td>17.</td>
<td>I need proper guidance to crystallise my life ambition.</td>
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<td></td>
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<tr>
<td>18.</td>
<td>I am always standing for my rights even though I have to face hardships.</td>
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<tr>
<td>19.</td>
<td>Family relationship in India compared to other countries is very valuable one.</td>
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</table>
20. My abilities (memory, intelligence and creativity) are adequate for achieving the goals.

21. I don’t usually compliment others.

22. I try to get more knowledge for doing things in better ways.

23. I always try to obey the rules and laws and mostly I go by my conscience.

24. For making an important decision, I used to consult others.

25. I am an emotionally balanced person.

26. I have an optimistic outlook of my future life.

27. Without any hesitation people come to me for help.

28. I believe in a supreme power / God

29. I mostly work for my power and status without consider others.

30. As I know the ill effects of smoking, alcoholism and drugs abuse I never use it.

31. Even if people are ungrateful I can accept them.

32. Crime in the society can be controlled by social control (ie. people working together, immediate and effective punishment).

33. I hate people who are after power and wealth.

34. I have an empathetic attitude towards the suffering people.

35. There are ways and means to achieve things even without corruption.

36. Discrimination due to caste, religion, rural-urban, sex etc disturbs me.

37. I don’t like the people who are having high morality and ideals.

38. I have the habit of meditation, prayer and relaxation exercises

39. Religious fanaticism, terrorism and other politics in the society disturbs me.

40. I am physically and mentally healthy.

41. I enjoy difficult and challenging task since they give me better experience.

42. Stealing from the rich without knowing others is not a crime.

43. I am very careful in not hurting others feelings.
44. I seem to be more anxious than many other people.

45. I blame others when bad events occurred in my life.

46. At times I get depressed for simple reason.

47. I always give priority to my own satisfaction than developing others.

48. The corruption in the society disturbs me.

49. Sometimes I feel jealous of people.

50. Often I use harsh words and get irritated with others.
Dear Student,

I am a research scholar in the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam. The topic selected for my study is “Developing a Strategically Aligned Guidance and Counselling Package with Special Focus on Life Skills Attainment, Personality Development and Vocational Choices of Students at Higher Secondary Level.”. The LAS given is prepared for collecting the data required for the study. I request your frank responses which will be kept confidential and used only for research purpose.

The booklet contains 60 items under the select five dimensions of life skills. Please read each item carefully. Each item has five choices. You put a tick mark on one of the options you feel best.

Viji K Ramakrishnan
Section (II)

LIFE SKILLS ATTAINMENT SCALE (DRAFT FORM)

Name :        Class (Sub):

Please read the statements carefully and give your honest response from the options provided. You may choose any one of the responses given: (Remember, this is not an examination and there are no right or wrong answers).

1. In a group activity, your group members are giving different opinion on a particular matter. If you are the leader of the group, how will you handle the problem?
   a) You will not listen to others’ views
   b) You will listen to the opinion of everyone but, take your own decision without considering others.
   c) You will seek guidance from more experienced person
   d) You will listen to the views of all members and analyse it and take the best one by convincing others the merits and demerits of all the views
   e) You will consider the opinion of the majority.

2. You noticed that one of your classmate is not bringing lunch most of the days. What will be your response?
   a) You will share your food.
   b) You will ignore it.
   c) You will tease him/her along with your friends,
   d) You will inform your class teacher,
   e) You will advise him to bring food every day

3. Students of one political party engage in strike for a silly cause and force other students to join them and make them a success. But the school authorities do not cooperate with the students. What is your response in this issue?
   a) Strike is not a remedy for any issue,
   b) Strike is essential if the issue is genuine,
   c) You are against school politics,
   d) You don’t have any opinion in this issue,
   e) You like strike, so you will also join them.
4. One of your classmates is physically handicapped and he is coming to school in wheel chair. One day he seeks your help to go upstairs, but you are very busy with something else. What will be your response?
   a) You will help him to go upstairs,
   b) You will ignore the request,
   c) You will seek the help of others,
   d) You will make an excuse to avoid him,
   e) You will inform it to the teacher.

5. One day you forgot to take the completed assignment. Your teacher had insisted that everyone should submit the assignment that day itself. Everybody would be punished if anyone didn’t submit. What will be your reaction?
   a) You will try to convince the teacher about the situation,
   b) You will ignore the problem,
   c) You will ask the teacher to let you go and get the assignment on the day itself,
   d) You will be happy because not only you but others also will be punished.
   e) You will become upset and cry.

6. You came to know about the smoking habit of your friend, but he requests you to don’t keep it a secret. What will you do?
   a) Try to convince him the ill-effects of smoking,
   b) Inform it to parents and teachers,
   c) Warn that if he repeats it, you will definitely inform to others,
   d) You will just ignore the issue,
   e) You will use this opportunity to expel him from the school by informing it to authorities.

7. You understood that your friend couldn’t buy text books because of poverty. If you have some pocket money with you, what will you do?
   a) You will help him to buy text books,
   b) Tell others about the matter,
   c) Give him money on the condition that it will be returned soon
   d) Ignore the issue
   e) You will share your text book with him till he buy it.
8. As part of social work, you students are assigned to clean a dirty slum area. What will be your response?

   a) You are not ready to clean a slum area,
   b) You are ready to clean,
   c) You don’t like it, but you will pretend as you are ready,
   d) You will express your opinion that you are ready if the place is changed,
   e) You will lie that you are not feeling well.

9. Your friend is a slow learner and he is getting low marks in all subjects, but he wants to improve his marks. What will be your response?

   a) You will ignore it
   b) You will advise him/her to join a tuition class,
   c) You will help him in his study,
   d) You will break your friendship with him,
   e) Encourage him to work hard.

10. Some students in your class are planning to go to newly released movie without taking the permission of the teachers and parents. They call you to join them. What will be your reaction?

    a) You will also join them,
    b) You will not go with them,
    c) You will try to make them understand that truancy is not a good habit,
    d) You will inform this to the class teacher and
    e) Actually you also want to go with them but you are afraid of the punishment of teachers.

11. One day, when you reach the class, you find that your classroom is very dirty with waste papers and materials. What will you do?

    a) You will call the school sweeper,
    b) You will complaint to the school authority
    c) You will clean the classroom without any hesitation
    d) You will ignore it
    e) Tell your class leader to clean classroom.
12. You find that, in the absence of teacher, some of your classmates are misbehaving while singing National Anthem.
   a) You will try to convince them the importance of national anthem,
   b) You will just ignore it,
   c) You will tell them that, if they repeat it you will inform your teacher,
   d) You will inform to the teacher without any discussion with them.
   e) You also join them.

13. You heard the discussion of your parents about sending your grandparents to an old age home. What will be your reaction?
   a) You will agree with them
   b) You will ignore it
   c) You will become angry and will cry,
   d) You threaten your parents that you will also want to go with them,
   e) You will warn them that they will also become old one day.

14. Some of your classmates engage in gang activities by calling nick names of teachers and students, creating problems in school. They invite you to join their gang. What will be your response?
   a) You will not join them,
   b) You will join them,
   c) You will try to make them realise that gang activities is bad,
   d) You will attack them
   e) You will threaten them by warning that you will inform your teacher and the principal.

15. Your parents always insist you to study and do not allow you to watch T.V and engage in other entertainments. Your neighbourhood friends call you to play. What will you do?
   a) You will go to play,
   b) You will seek permission from your parents,
   c) You will not go,
   d) You will get angry with your parents,
   e) You will threaten them that if they do not allow you to play, you will not study
16. Your teacher asks you to organize a drama to present in a class wise competition. What will you do?

a) You will take the initiative to organise it
b) You will ask some other students to take the leadership
c) You will inspire others to organize a team and assign roles to the team members.
d) You will escape from the responsibility saying that you want to study and don’t want to participate in any drama competition.
e) You will be under stress till the programme is over.

17. You give your instrument box to a student after finishing your work. When he returns it you find that some tools are missing. What will be your reaction?

a) You will quarrel with him
b) You will decide not to give anything to anybody.
c) You will just ignore it
d) You will advise him not to repeat such mistake while using other’s things.
e) You will demand a new instrument box.

18. You got lower marks in all subjects in the terminal examination than the previous examination. You know that your father will not sign your progress report. What will you do? Stress management

a) You will get it signed by your mother.
b) You will not show the progress report to your father.
c) You will show the progress report by promising that you will score good marks next time.
d) You will sign the report yourself.
e) You will cry

19. Your grandmother is suffering from cataract eye problem and she asks you to read the newspaper for her. What will be your response?

a) You will escape from her saying that you want to study.
b) You will read the newspaper.
c) You will ask your younger brother/sister to read
d) You will read only the titles
e) You will consider her problem and realize that you will also suffer the same problem when you become older.
20. An old woman comes to your home and begs for food and water. What will you do?
   a) You will provide food.
   b) You will ignore her.
   c) You will suspect her as a robber.
   d) You will give some coins and ask her to go
   e) You will ask her to go to nearby hotel

21. You got a chance to act a leading role in a famous director’s movie. At the same time you passed the entrance exam or any similar test with good rank. If you have to choose only one, what decision will you take?
   a) You will ask your parents and take a decision according to their suggestions,
   b) You will just decide any one which you prefer
   c) You will think about the pros and cons of all level and finally make a decision.
   d) You will toss the coin and take decision accordingly
   e) You will ask your teacher which one is suitable for you.

22. You find that your mother is affected by electric shock from the switch board. What will you do immediately?
   a) You will take a dry stick and try to separate
   b) You will disconnect the electricity immediately.
   c) You will hold her and try to save her.
   d) You will become upset and will cry
   e) You will call your father

23. Your blood is of a rare group and you come to know that one student in your school with same group is in need of blood for a surgery. What will you do?
   a) You will refuse the request
   b) You will be ready to donate blood without any hesitation.
   c) You will escape from the donation of blood by telling that you are not healthy.
   d) You will suggest that blood can be arranged from the blood bank.
   e) You want to donate blood, but you are afraid of taking blood.
24. You solve a problem in mathematics firstly. One of your classmates can’t solve it and he approaches you. What will you do?
   a) You will allow him to copy from your book,
   b) You will say that you don’t know
   c) You will explain each step until it is clear to that student.
   d) You will advise him to ask to the teacher
   e) You will clear doubts later.

25. When you are playing with your friend, he is bitten by a poisonous snake. What will you do?
   a) You will cry and be upset with fear.
   b) You will try to kill the snake
   c) You will give first aid
   d) You will go away for getting a taxi
   e) You will make a phone call to inform his/her parents.

26. Your friends bring mobile phone in your class and hide it in the pocket. You know that using mobile phones is strictly prohibited in the school. What will you do?
   Self awareness
   a) You will inform your teacher
   b) You will try to make them realize that the rule of prohibiting the use of mobile phones in the school is essential nowadays and you must obey the rule,
   c) You will demand a mobile phone from your parents.
   d) You will just ignore it.
   e) You will encourage them to bring the mobile

27. When you are going to school, a dog bites your leg. What will you do?
   a) You will attack the dog
   b) You will cry loudly
   c) You will return home and go to a hospital with your parent and take rabies vaccination
   d) You will not tell anybody about it because you are afraid of taking injection.
   e) You will collect the information about the vaccination of dog and observe the dog for one month.
28. When you are going to the market, you happened to witness a group of people kidnapping a stranger. What will you do? Inter-personal
   a) You just ignore it because he is a stranger
   b) You will note the number of vehicle and inform it to the police station.
   c) You will try to save him
   d) You will call others loudly
   e) You will follow the vehicle.

29. Your place is suffering from jaundice, what precaution will you take in order to prevent the disease?
   a) You will not go anywhere
   b) You will drink boiled water only.
   c) You will ignore it.
   d) You will think that as it is not a dangerous disease, no need of precaution.
   e) You will try to understand the causes of disease, sources of epidemic and treatment options.

30. You are happened to see a person seriously wounded in an accident. What will you do?
   a) You will ignore him to avoid further consequences.
   b) You will take him to a nearby hospital.
   c) Try to possess his costly belongings
   d) You will leave the place thinking that ‘let others help’
   e) You will call others to help him

31. When you go for a trip from the school, you come to know that some students drank alcohol by neglecting teacher’s words. What will you do?
   a) You will inform the accompanying teachers
   b) You will try to make them realize that drinking alcohol is injurious to health.
   c) You will just ignore it
   d) You will also join them
   e) You will warn them that if they repeat it, you will inform teachers.
32. Your teacher punished you with a stick for a silly matter. Your hand bleeds, your friends insist you to complaint to the authorities which may result in the punishment of the teacher. What will be your reaction?
   a) You will complaint to the authorities,
   b) You will cry and get irritated,
   c) You will tell the teacher that it is not a serious issue to punish,
   d) You will just ignore the matter,
   e) You will bring your parents and warn the teacher not to repeat it.

33) Your family is suffering from financial constraints, and then you are getting a chance to earn more money through some illegal means, but simple effort. What will be your response?
   a) You will not do any illegal work even though you are suffering from deficit of money,
   b) You will take any risk for earning money,
   c) You will proceed if it is a secret dealing,
   d) You will inform the issue to authorities because there is a chance to victimize other students by them.
   e) You will not involve in it.

34. Your teacher is planning to punish your enemy for an incident. But you know that he is innocent in that incident and the person responsible for the same is your intimate friend. What will you do? Decision
   a) You will not respond,
   b) You will disclose the fact
   c) You will take this incident as an opportunity to blame your enemy,
   d) You will tell the teacher that your enemy is innocent in this incident, but you don’t reveal the actual person responsible for it.
   e) You will not tell anything but you will advise your friend

35. Teacher asks you to write the name of those students who are making noise in the class. But you find that, your friends are making more noise than others. You know that if you write the name, you will be expelled from your group. What will you do?
   a) You will write names without considering the friendship,
   b) You will not write name of anybody,
   c) You will not write name of your friends,
   d) You will warn them that, if they make noise you will write name,
   e) You will tell the teacher that you cannot do this job.
36. Teacher asks you to collect some information on a topic and submit it on the next day and teacher offers a reward to those submitting maximum and recent information. You collect information from the internet and some books. Your friends who do not collect, ask you to give them. What will you do?

a) You will give them to copy it,

b) You will provide information of the website from where you collected and reference books.

c) You will ignore their request,

d) You will first submit, and then give it to them.

e) You will say that everybody should collect their own.

37. Your mother suffers burns while cooking. Only you were there to rescue her. What will you do?

a) You will think that she will be OK without any treatment

b) You will shout loudly and call others,

c) You will pour cold water and apply first aid

d) You will cry

e) You will take her into a hospital immediately.

38. Your friend is suffering acne on his face and is not interested to attend any function due to this. What advice will you give to him to make him confident?

a) You will suggest a cream

b) You will take him to a dermatologist

c) You will tell that it is not a serious problem, it usually disappear after this adolescent period,

d) You will ignore the issue

e) You will advise to wash face 3,4,5,1,2

39. In the school ground, you see a golden chain lost by someone. You are alone, what will be your response?

a) You will take the chain and keep that with you till the enquiry come to you

b) You will take the chain and give it to principal

c) You will not take and leave it there

d) You will take and decide to sell and give money to some charity institution

e) You will take it and give as a gift to your dear ones. 2, 5, 3, 4,1
40. You are studying hard, but you are not getting good marks. What measures will be taken to score good marks?
   a) You will join a tuition class,
   b) You will spend more time without any entertainments
   c) You will study systematically as suggested by the teacher/school counsellor,
   d) You will become frustrated and become lazy,
   e) You will take some memory enhancing drugs available in the market

41. You are very shy to mingle with others, your class teacher tells you to improve your communication skill. What will you do?
   a) You will continue your attitude
   b) You will try to involve in group discussions
   c) You will change your attitude gradually
   d) You will ignore teacher’s advice
   e) You will consult a counsellor

42. You want to reduce your examination anxiety. What will you do for achieving this?
   a) You will extend your study time
   b) You will get up early in the morning
   c) You will reduce the sleeping time
   d) You will make a time table and follow that time-table
   e) You will plan to do malpractices in exam

43. One day, your teacher brings the students of other class for taking a seminar on some general topics. But your class do not have enough benches and desks to accommodate all the students. What will be your reaction?
   a. You will adjust with the situation by giving place to them
   b. You will not care them
   c. You will blame the teacher
   d. Tell them to bring benches from their class
   e. You will take initiative to bring benches from other classes with permission of teacher.
44. You are planning to go for a picnic from your school. You are not interested to go to the place decided, as you have already gone there with your parents. What will be your decision?
   a. You will also join them
   b. You will ask the permission of your parents
   c. You will not like to mingle with others
   d. You will ask them to change the place
   e. You will go only if your friends do

45. On the way to school, you are wounded with a rusted nail on your leg, what will you do?
   a) You will cry
   b) Ask help of others to wash it
   c) Ignore it and will go to school
   d) You will wash it and take a Tetanus vaccination and dress it properly
   e) You will return home and dress the wound yourself and will take rest till the wound is healed.

46. You start to do a project on an interesting topic. But later you come to know that another student has been doing the same project. Your teacher tells you that one should change the topic. What will you do?
   a) Request him to take another project
   b) You will ignore the words of teacher and go on with that project,
   c) You will take another project
   d) You will request your teacher to let you continue with that project
   e) You will get angry with him

47. In the school election, a candidate who belongs to a political party of your preference and another candidate who is very good in academic and with good leadership quality compete each other. Whom will you vote?
   a) You will vote to the candidate of your political preference
   b) You will vote to the most eligible candidate without thinking about the politics
   c) You will not vote
   d) You will vote according to your parent’s suggestion
   e) You don’t like school politics
48. After finishing your plus two course, you want to join a particular course. But your parents are insisting you to join a course of their choice. What will you do?
   a) You will stick on your decision
   b) You will obey your parents
   c) You will collect the detailed information about the two courses and decide it
   d) You will quarrel with your parents
   e) You will try to convince your parents and you will join the course of your preference

49. Your friend is suffering from diabetes mellitus (sugar problem) and he is very much depressed about this. What will you do to build confidence in him?
   a. You will make him realize that it is not a problem
   b. You will restrict him/her to have direct sugar.
   c. Advise him to consult a doctor and follow the prescriptions
   d. You will not ask anything about him
   e. You will feel relieved that your blood sugar level is normal

50. Your brother is suffering from chicken pox. What precaution will be taken in order to prevent the disease?
   a) You will try to avoid the direct contact with him
   b) You will take vaccination
   c) You will ignore the issue
   d) You will not stay at home
   e) You will insist others to leave him in an isolated place

51. In your class, the teacher leaves the classroom while taking a test paper on a tough topic. Some of your class mates start copying answers. You haven’t studied well. Then what will you do?
   a) You will also try to copy answers.
   b) You will say the students that copying is not a good habit,
   c) You will write test paper without caring others.
   d) You will warn them that you will tell the teacher
   e) You will inform your teacher
52. While you are watching cricket, you enter into a bet with your friend on the match. Suppose, you lose in the bet, what will you do?

a) You will keep your word in the bet.
b) You will suggest for another bet on the next match.
c) You will reveal that you didn’t consider the bet seriously.
d) You will react to your friend and quarrel with him/her.
e) You will congratulate your friend on his/her winning the bet.

53. You failed in one examination due to ill-health. If your teacher insults you, while giving the answer paper, how will you respond?

a) You will cry.
b) You will question the teacher.
c) You will take decision to score high marks in next test paper.
d) In order to avoid scolding from home, you will try to influence the teacher somehow to obtain the pass-mark.
e) You will inform the teacher about the real reason for low marks in the exam.

54. The teacher asks you to do a project on ‘environmental pollution’? The teacher asks you to take leadership on the project. What will you do?

a) You will take leadership but assign role to other students on the basis of their talents in script writing, acting etc.
b) You will wait until the teacher assigns roles to each student.
c) You will volunteer the leadership role and start practicing the skit according to your view.
d) You will request some others to take the leadership.
e) You will accept his idea and appreciate him

55. You work hard for getting good marks in the examination. But you do not get good marks as you have expected due to low memory. What will you do?

a) You will take rest and sleep more time
b) You will not work hard and write examination
c) You will practice yoga for relaxation of the mind
d) You will not write examination
e) You will study and revise the topics and write exam with confidence

56. Your class is engaged in a team work to do a mime for school youth festival and you are the leader of the work. When someone in the team proposes a creative idea that makes it more attractive, what will you do?

a) You will not consider other’s suggestions.
b) You will ignore him by saying that the idea is not good
c) You will ask others to think about a good idea
d) You will try to implement your own idea for the skit
e) You will accept his idea and appreciate him
57. You find that there is no unity among students in your class. What will you do?
   a) You will ignore it
   b) You will inform it to the class teacher
   c) Try to take advantage from the situation
   d) Try your level best to promote unity among students
   e) Try to change class 3, 4, 1, 5, 2

58. Your teacher expresses a bad opinion about your friend that causes a depression in him/her. But you are sure that your friend is innocent. What will be your reaction?
   a) Accept the opinion of the teacher
   b) You will express your dislike towards teacher
   c) You will try to prove his/her innocence
   d) You will try to get him relieved from depression
   e) Avoid the teacher thereafter

59. Some people ask you to donate your old books for the students in an orphanage. But you have decided to sell it for low-cost for collecting pocket money. What will you do?
   a) You will avoid them by saying some excuses
   b) You will donate books to them wholeheartedly as it is a chance for social activity
   c) You will donate only if you get some reward
   d) You will donate some books to them
   e) You will ignore them as you are not interested in social activities

60. You happened to witness a child drowning in a river, but you don’t know swimming. What will be your reaction?
   a) You will escape from there
   b) You will jump into the river
   c) You will call others to save the child
   d) You will drop a rope or cloth into water
   e) You will inform the police or fire-force
Section (III)

PILOT STUDY (FEEDBACK AND SUGGESTIONS)

This section requests you to provide your feedback and suggestions about the statements you have answered above. Your suggestions will be used to make the tool easier for other students to understand.

1. Did you understand all the statements in the scale? □ Yes □ No If your answer is “No”, please write the numbers of the statements you did not understand.

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2. Do you know all the words used in the statements? □ Yes □ No If your answer is “No”, please write all the words you don’t know.

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3. Did all the statements ask about the life skills of secondary school students? □ Yes □ No
If your answer is “No”, write the numbers of the statements that did not ask about the life skills of higher secondary students.

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4. What suggestions can you give to the researcher about the Life skills Attainment Scale:

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Section (IV)

SCORING KEY OF

LIFE SKILLS ATTAINMENT SCALE (DRAFT FORM)

For each question, a score is given on the following table in which 5 indicates very good, 4 indicates good, 3 indicates average, 2 indicates poor and 1 indicates very poor in life skills attainment. The maximum score is 300 and minimum score is 60.

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Section (V)

LIFE SKILLS ATTAINMENT SCALE (DRAFT FORM)

Item Analysis based on t-values

The following are the 60 items calculated with ‘t’-values. The questions selected for the final Life Skills Attainment Scale are denoted by * and the items discarded are denoted by ‘x’. 40 items were selected for the final test and all of them were statistically significant at 0.01 level.

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APPENDIX D

(Section 1)

LIFE SKILLS ATTAINMENT SCALE (FINAL FORM)

Name :        Class (Sub):

Please read the statements carefully and give your first response towards the views expressed. You may choose any one of the responses given:

1. In a group activity, your group members are giving different opinion on a particular matter. If you are the leader of the group, how will you handle the problem?
   a) You will not listen to others’ views
   b) You will listen to the opinion of everyone but, take your own decision without considering others.
   c) You will seek guidance from more experienced person
   d) You will listen to the views of all members and analyse it and take the best one by convincing others the merits and demerits of all the views
   e) You will consider the opinion of the majority.

2. You noticed that one of your classmate is not bringing lunch most of the days. What will be your response?
   a) You will share your food.
   b) You will ignore it.
   c) You will tease him/her along with your friends,
   d) You will inform your class teacher,
   e) You will advise him to bring food every day

3. Students of one political party engage in strike for a silly cause and force other students to join them and make them a success. But the school authorities do not cooperate with the students. What is your response in this issue?
   a) Strike is not a remedy for any issue,
   b) Strike is essential if the issue is genuine,
   c) You are against school politics,
   d) You don’t have any opinion in this issue,
   e) You like strike, so you will also join them.
4. One of your classmates is physically handicapped and he is coming to school in wheel chair. One day he seeks your help to go upstairs, but you are very busy with something else. What will be your response?
   a) You will help him to go upstairs,
   b) You will ignore the request,
   c) You will seek the help of others,
   d) You will make an excuse to avoid him,
   e) You will inform it to the teacher.

5. One day you forgot to take the completed assignment. Your teacher had insisted that everyone should submit the assignment that day itself. Everybody would be punished if anyone didn't submit. What will be your reaction?
   a) You will try to convince the teacher about the situation,
   b) You will ignore the problem,
   c) You will ask the teacher to let you go and get the assignment on the day itself,
   d) You will be happy because not only you but others also will be punished.
   e) You will become upset and cry.

6. You came to know about the smoking habit of your friend, but he requests you to don’t keep it a secret. What will you do?
   a) Try to convince him the ill-effects of smoking,
   b) Inform it to parents and teachers,
   c) Warn that if he repeats it, you will definitely inform to others,
   d) You will just ignore the issue,
   e) You will use this opportunity to expel him from the school by informing it to authorities.

7. One day, when you reach the class, you find that your classroom is very dirty with waste papers and materials. What will you do?
   a) You will call the school sweeper,
   b) You will complaint to the school authority
   c) You will clean the classroom without any hesitation
   d) You will ignore it
   e) Tell your class leader to clean classroom.
8. You find that, in the absence of teacher, some of your classmates are misbehaving while singing National Anthem.
   a) You will try to convince them the importance of national anthem,
   b) You will just ignore it,
   c) You will tell them that, if they repeat it you will inform your teacher,
   d) You will inform to the teacher without any discussion with them.
   e) You also join them.

9. You heard the discussion of your parents about sending your grandparents to an old age home. What will be your reaction?
   a) You will agree with them
   b) You will ignore it
   c) You will become angry and will cry,
   d) You threaten your parents that you will also want to go with them,
   e) You will warn them that they will also become old one day.

10. Your teacher asks you to organize a drama to present in a class wise competition. What will you do?
    a) You will take the initiative to organise it
    b) You will ask some other students to take the leadership
    c) You will inspire others to organize a team and assign roles to the team members.
    d) You will escape from the responsibility saying that you want to study and don’t want to participate in any drama competition.
    e) You will be under stress till the programme is over.

11. You give your instrument box to a student after finishing your work. When he returns it you find that some tools are missing. What will be your reaction?
    a) You will quarrel with him
    b) You will decide not to give anything to anybody.
    c) You will just ignore it
    d) You will advise him not to repeat such mistake while using other’s things.
    e) You will demand a new instrument box.
12. You got lower marks in all subjects in the terminal examination than the previous examination. You know that your father will not sign your progress report. What will you do? Stress management

a) You will get it signed by your mother.

b) You will not show the progress report to your father.

c) You will show the progress report by promising that you will score good marks next time.

d) You will sign the report yourself.

e) You will cry

13. You got a chance to act a leading role in a famous director's movie. At the same time you passed the entrance exam or any similar test with good rank. If you have to choose only one, what decision will you take?

a) You will ask your parents and take a decision according to their suggestions,

b) You will just decide any one which you prefer

c) You will think about the pros and cons of all level and finally make a decision.

d) You will toss the coin and take decision accordingly

e) You will ask your teacher which one is suitable for you.

14. You find that your mother is affected by electric shock from the switch board. What will you do immediately?

a) You will take a dry stick and try to separate

b) You will disconnect the electricity immediately.

c) You will hold her and try to save her.

d) You will become upset and will cry

e) You will call your father

15. Your blood is of a rare group and you come to know that one student in your school with same group is in need of blood for a surgery. What will you do?

a) You will refuse the request

b) You will be ready to donate blood without any hesitation.

c) You will escape from the donation of blood by telling that you are not healthy.

d) You will suggest that blood can be arranged from the blood bank.

e) You want to donate blood, but you are afraid of taking blood.
16. You solve a problem in mathematics firstly. One of your classmates can’t solve it and he approaches you. What will you do?
   a) You will allow him to copy from your book,
   b) You will say that you don’t know
   c) You will explain each step until it is clear to that student.
   d) You will advise him to ask to the teacher
   e) You will clear doubts later.

17. When you are playing with your friend, he is bitten by a poisonous snake. What will you do?
   a) You will cry and be upset with fear.
   b) You will try to kill the snake
   c) You will give first aid
   d) You will go away for getting a taxi
   e) You will make a phone call to inform his/her parents.

18. Your friends bring mobile phone in your class and hide it in the pocket. You know that using mobile phones is strictly prohibited in the school. What will you do? Self awareness
   a) You will inform your teacher
   b) You will try to make them realize that the rule of prohibiting the use of mobile phones in the school is essential nowadays and you must obey the rule,
   c) You will demand a mobile phone from your parents.
   d) You will just ignore it.
   e) You will encourage them to bring the mobile

19. When you are going to school, a dog bites your leg. What will you do?
   a) You will attack the dog
   b) You will cry loudly
   c) You will return home and go to a hospital with your parent and take rabies vaccination
   d) You will not tell anybody about it because you are afraid of taking injection.
   e) You will collect the information about the vaccination of dog and observe the dog for one month.
20. Your place is suffering from jaundice, what precaution will you take in order to prevent the disease?

a) You will not go anywhere
b) You will drink boiled water only.
c) You will ignore it.
d) You will think that as it is not a dangerous disease, no need of precaution.
e) You will try to understand the causes of disease, sources of epidemic and treatment options.

21. You are happened to see a person seriously wounded in an accident. What will you do?

a) You will ignore him to avoid further consequences.
b) You will take him to a nearby hospital.
c) Try to possess his costly belongings
d) You will leave the place thinking that ‘let others help’
e) You will call others to help him

22. When you go for a trip from the school, you come to know that some students drank alcohol by neglecting teacher’s words. What will you do?

a) You will inform the accompanying teachers
b) You will try to make them realize that drinking alcohol is injurious to health.
c) You will just ignore it
d) You will also join them
e) You will warn them that if they repeat it, you will inform teachers.

23) Your family is suffering from financial constraints, and then you are getting a chance to earn more money through some illegal means, but simple effort. What will be your response?

a) You will not do any illegal work even though you are suffering from deficit of money,
b) You will take any risk for earning money,
c) You will proceed if it is a secret dealing,
d) You will inform the issue to authorities because there is a chance to victimize other students by them.
e) You will not involve in it.
24. Your teacher is planning to punish your enemy for an incident. But you know that he is innocent in that incident and the person responsible for the same is your intimate friend. What will you do? Decision
   a) You will not respond,
   b) You will disclose the fact
   c) You will take this incident as an opportunity to blame your enemy,
   d) You will tell the teacher that your enemy is innocent in this incident, but you don’t reveal the actual person responsible for it.
   e) You will not tell anything but you will advise your friend

25. Your mother suffers burns while cooking. Only you were there to rescue her. What will you do?
   a) You will think that she will be OK without any treatment
   b) You will shout loudly and call others,
   c) You will pour cold water and apply first aid
   d) You will cry
   e) You will take her into a hospital immediately.

26. In the school ground, you see a golden chain lost by someone. You are alone, what will be your response?
   a) You will take the chain and keep that with you till the enquiry come to you
   b) You will take the chain and give it to principal
   c) You will not take and leave it there
   d) You will take and decide to sell and give money to some charity institution
   e) You will take it and give as a gift to your dear ones. 2, 5, 3, 4,1

27. You are studying hard, but you are not getting good marks. What measures will be taken to score good marks?
   a) You will join a tuition class,
   b) You will spend more time without any entertainments
   c) You will study systematically as suggested by the teacher/school counsellor,
   d) You will become frustrated and become lazy,
   e) You will take some memory enhancing drugs available in the market
28. You are very shy to mingle with others, your class teacher tells you to improve your communication skill. What will you do?
   a) You will continue your attitude
   b) You will try to involve in group discussions
   c) You will change your attitude gradually
   d) You will ignore teacher’s advice
   e) You will consult a counsellor

29. You want to reduce your examination anxiety. What will you do for achieving this?
   a) You will extend your study time
   b) You will get up early in the morning
   c) You will reduce the sleeping time
   d) You will make a time table and follow that time-table
   e) You will plan to do malpractices in exam

30. One day, your teacher brings the students of other class for taking a seminar on some general topics. But your class do not have enough benches and desks to accommodate all the students. What will be your reaction?
   a) You will adjust with the situation by giving place to them
   b) You will not care them
   c) You will blame the teacher
   d) Tell them to bring benches from their class
   e) You will take initiative to bring benches from other classes with permission of teacher.

31. You start to do a project on an interesting topic. But later you come to know that another student has been doing the same project. Your teacher tells you that one should change the topic. What will you do?
   a) Request him to take another project
   b) You will ignore the words of teacher and go on with that project
   c) You will take another project
   d) You will request your teacher to let you continue with that project
   e) You will get angry with him
32. In the school election, a candidate who belongs to a political party of your preference and another candidate who is very good in academic and with good leadership quality compete each other. Whom will you vote?
   a) You will vote to the candidate of your political preference
   b) You will vote to the most eligible candidate without thinking about the politics
   c) You will not vote
   d) You will vote according to your parent’s suggestion
   e) You don’t like school politics

33. After finishing your plus two course, you want to join a particular course. But your parents are insisting you to join a course of their choice. What will you do?
   a) You will stick on your decision
   b) You will obey your parents
   c) You will collect the detailed information about the two courses and decide it
   d) You will quarrel with your parents
   e) You will try to convince your parents and you will join the course of your preference

34. You failed in one examination due to ill-health. If your teacher insults you, while giving the answer paper, how will you respond?
   a) You will cry.
   b) You will question the teacher.
   c) You will take decision to score high marks in next test paper.
   d) In order to avoid scolding from home, you will try to influence the teacher somehow to obtain the pass-mark.
   e) You will inform the teacher about the real reason for low marks in the exam.

35. The teacher asks you to do a project on ‘environmental pollution’? The teacher asks you to take leadership on the project. What will you do?
   a) You will take leadership but assign role to other students on the basis of their talents in script writing, acting etc.
   b) You will wait until the teacher assigns roles to each student.
   c) You will volunteer the leadership role and start practicing the skit according to your view.
   d) You will request some others to take the leadership.
   e) You will tease the teacher by commenting that teacher is simply wasting time without teaching.
36. Your class is engaged in a team work to do a skit for school youth festival and you are the leader of the work. When someone in the team proposes a creative idea that makes it more attractive, what will you do?

a) You will not consider other’s suggestions.
b) You will ignore him by saying that the idea is not good
c) You will ask others to think about a good idea
d) You will try to implement your own idea for the skit
e) You will accept his idea and appreciate him

37. You find that there is no unity among students in your class. What will you do?

a) You will ignore it
b) You will inform it to the class teacher
c) Try to take advantage from the situation
d) Try your level best to promote unity among students
e) Try to change class 3, 4, 1, 5, 2

38. Your teacher expresses a bad opinion about your friend that causes a depression in him/her. But you are sure that your friend is innocent. What will be your reaction?

a) Accept the opinion of the teacher
b) You will express your dislike towards teacher
c) You will try to prove his/her innocence
d) You will try to get him relieved from depression
e) Avoid the teacher thereafter

39. Some people ask you to donate your old books for the students in an orphanage. But you have decided to sell it for low-cost for collecting pocket money. What will you do?

a) You will avoid them by saying some excuses
b) You will donate books to them wholeheartedly as it is a chance for social activity
c) You will donate only if you get some reward
d) You will donate some books to them
e) You will ignore them as you are not interested in social activities
40. You happened to witness a child drowning in a river, but you don’t know swimming. What will be your reaction?

a) You will escape from there

b) You will jump into the river

c) You will call others to save the child

d) You will drop a rope or cloth into water

e) You will inform the police or fire-force
LIFE SKILLS ATTAINMENT SCALE (FINAL FORM)

Section (II)

SCORING KEY

For each question, a score is given on the following table in which 5 indicates very good, 4 indicates good, 3 indicates average, 2 indicates poor and 1 indicates very poor in life skills attainment. The maximum score is 300 and minimum score is 60.

The details of the number of items retained under each dimension in the Life Skills Attainment Scale

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<th>Sl.No</th>
<th>Dimension</th>
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**SCORING KEY**

For each question, a score is given on the following table in which 5 indicates very good, 4 indicates good, 3 indicates average, 2 indicates poor and 1 indicates very poor in life skills attainment. The maximum score is 200 and minimum score is 40.

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Vocational Choice Scale (VCS) consists of 112 vocations come under eight areas viz. Teaching, Medical, Engineering, Central Govt, State Govt Employ, Artistic, Conventional and miscellaneous. You can prefer five vocations according to their 1st, 2nd … 5th preferences.
### APPENDIX: E
### VOCATIONAL CHOICE SCALE

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<th>Teaching</th>
<th>Medical</th>
<th>Engineering</th>
<th>Central Govt</th>
<th>Artistic</th>
<th>Govt. Employ</th>
<th>Conventional</th>
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APPENDIX F

SCHOOL PRINCIPAL’S INFORMED CONSENT AND APPROVAL

FOR THE STUDY

I have read the research proposal being submitted by Ms. Viji K. Ramakrishnan, and we have discussed it. I understand that she is conducting this research under the supervision of Prof (Dr) A. Sudharma, Dean, Faculty of Education and former Director, School of Pedagogical Sciences, Mahatma Gandhi University Kottayam. I understand that the study “Developing a Strategically Aligned Guidance and Counselling Package (SAGCP) with special focus on Life Skills attainment, Personality development and Vocational choices of students at higher secondary level will be useful for students in this institution. I understand the methods by which she proposes to collect data from the sample of students in this school. I know that the students’ participation is voluntary, and they will also provide their individual consent. I further understand that, if I have any concerns about the student’s participation, I can withdraw them from the study at any time before, during, and after the data collection.

I agree to allow this study to be conducted in this school. I also agree on behalf of management, parents/guardians, to the participation of the students selected, since acquiring parental consent is not possible at this time.

Name and Signature of Principal: ………………………………….

Date:……………………..
CONSENT FORM OF STUDENT

Investigator: Viji K. Ramakrishnan
Department: School of Pedagogical Sciences, MG University, Kottayam

1. Purpose of this research

You are being invited to take part in the research study on “Developing a Strategically Aligned Guidance and Counselling Package (SAGCP) with special focus on Life Skills attainment, Personality development and Vocational choices of students at higher secondary level. Duration of research is 6 months. The proposed research is intended to nurture Life Skills, develop Personality and enable you to select right choices of Vocation.

2. Procedures

The research procedures will be conducted at your school during class hours. Mostly group counselling methods employed by using interesting strategies. I request you all to co-operate with this endeavour. You will be asked to share your experiences of participation in each activity and session. Initially you will be filled some questionnaires, Scales and some sentence completion tests as pre-test to understand your current knowledge regarding life skills, personality and vocational choices. After the programmes also you have to fill the same tools as post-test.

4. Benefits

No financial benefit is promised for your participation in this study. However you may derive intellectual and academic benefits from the study. Your participation in this study will contribute for the better implementation of the package at your institution and it is expected to equip you for enhancing your life competencies to lead a successful life.
5. Confidentiality of Information

No risk is anticipated on any period of the study. Participants will be informed of their rights to not answer any question and to withdraw from the study at any time. Your filled tools or interviews will be kept to maintain confidentiality of information. The filled tools, audio and videotapes will be stored under lock and key at my residence. After the research all things will be disposed off. Your names and indentifying information will not be revealed in the published results. The information furnished by you will be used only for research purposes.

Please read the following and if you agree, you should indicate your agreement:

I have read all of the above information and I agree to take part in this programme.

Name of the student & Signature

Class and School:
APPENDIX H

PERSONAL DATA SHEET

Fill in the blanks

Name of Student: .................................. ................................ .............. .............. .................. ..

Name of School: ........................................... ................................................... ........

Class & Division: ........................................... ................................................... ........

Type of School (Govt or Aided): ................................................... ........

Optional subject: ........................................... ................................................... ........

Age: ......................

Gender        : boy or girl

Place................................. ................................................... ........

Parent/guardians’ occupation and highest level of education (e.g. university, college,

high school, primary, none)

Father: ........................................... ................................................... ........

Mother: ........................................... ................................................... ........
STRATEGICALLY ALIGNED GUIDANCE AND COUNSELLING PACKAGE SAGCP

FOR STUDENTS AT HIGHER SECONDARY LEVEL

Developed by
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Supervised by
DR. A. SUDHARMA

Professor and Dean

SCHOOL OF PEDAGOGICAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM
“None of us are free until we learn to do our own thinking and gain the courage to act on our own personal initiative” - Napoleon

Strategically Aligned Guidance and Counselling Package (SGCP)

Strategically Aligned Guidance and Counselling Package SAGCP is developed by the investigator for higher secondary school students under the instructions of research supervisor is aiming for enhancing their life skills, promoting abilities for selecting right vocation and developing personality. There are four stages in package development. These are: planning, designing, implementation and evaluation.

PHASES OF THE SAGCP

The Strategically Aligned Guidance and Counselling Package SAGCP divided into three parts- 1. Career Guidance, 2. Life Skills Training and 3. Personality Development Counselling. Career guidance has given separate programme. But the activities on life skills Attainment and personality development has given as integrated approach. Because each activity helps the students to enhance many aspects. The attainment of life skills also enables them for developing personality. The Package comprises of five phases prelude phase, Initiation Phase, Training phase, Assimilation phase and Evaluation phase. Each phase sets out objectives and activities for small and large groups.: The total duration of the package is 6 months (48 hours).

1. Career Guidance (7 ½ hours)

2. Life Skills Training

3. Personality Development Counselling 40½hrs
Career Guidance Programme (7 ½ hours)

Objectives

- To develop insights into the world of work and provide an occupational orientations.
- To equip the students for selecting right preferences of vocations.
- To empower students to plan their educational choices and in making decisions about future career.

The career guidance programmes consists of five phases.

General instructions

- Every session start with clapping exercises as warm-up
- Students should maintain a journal in which they have to note the activities and events which happened during the counseling sessions and also expect to write in-depth views and reflections about ‘why’ and how’.
- Students can clarify their doubts at any time during the sessions or afterwards.
- Each and every students must participate actively in all the sessions
- If the students feel any difficulty, they may approach the facilitator and discuss the problem.
- Duration of each session was 1 ½ hours. (A session comprises of two activities with 45 minutes)

1. Career guidance Programme

Session 1- ice breaking

Objective: To develop rapport among the participants and between investigator and participants.

Warm up: Clapping exercises: Ask them to clap in different pattern.

(Every session start with clapping exercises)
Activity 1: Self introduction:
Invite students to come in front of the class and introduce himself/herself. This will help them to reduce the hesitation to face a group and also understand each other.

Activity 2: Story telling
Teacher starts a story by saying a sentence and gives some clues of the theme about the story and each student trying to add a sentence and continue till the end of story.

By the end of this session, a good rapport can be created among the students and also between the investigator and counsellor.

Session :2 Career guidance- introduction

Phase-one: Prelude phase

Activity :3 : Sentence completion test

1. I like my school because....................................................................................
2. I love my parents because....................................................................................
3. I want to study hard because....................................................................................
4. I don’t like to come to school because....................................................................................
5. I will try to behave in good manner because..................................................
6. I am not obedient because....................................................................................
7. I love my country because....................................................................................
8. I don’t like my teachers because....................................................................................
9. ................................................................................................................................
10. ................................................................................................................................

Activity : 4- Vocational choice-introduction

Objective: To empower students to realize the significance of the proper selection of vocation.
Strategy: career talk

In this phase the investigator makes good rapport with the students and provide an orientation about the programme and explain the objectives of the career guidance programme. This help to empower students to understand the significance of the proper selection of vocation.

- Overview of the programme
- Awareness about the objectives
- Significance of selection of career

By this session the students will be able to understand the significance of the proper selection of vocation.

Phase-two : Initiation phase

Session 3-Pretest

During this phase, the investigator collect the present choices of vocation by administering Vocational Choice Scale as pre-test. In order to obtain detailed information about the choice of vocation, an open ended questionnaire ‘vocational Competency questionnaire’ also to be filled. The investigator check the anecdotal record and collected teacher’s opinion to understand each student in detail.

Activity: 5-Administration of pre-test

Objective: To understand the current level of information about vocational choices of higher secondary students.

Materials: Vocational Choice Scale

Investigator administer Vocational Choice Scale as pre-test

Activity: 6: Vocational competency

Objective: To collect information of on Vocational competency through administration of Vocational competency Questionnaire
**Strategy: Filling questionnaire**

**Materials: Vocational Competency questionnaire**

**Name of the School:**

**Name of the student:**

1. *Have you attended any career orientation programme to understand the nature of the career of your interest?*
2. *On what basis you select your future career?*
3. *Do your teachers provide any information regarding the choice of vocation?*
4. *Do you want to choose your vocation according to your parents’ choice?*
5. *Have you started to think about your future career?*
6. *Do you like to choose your vocation according to the new trend?*
7. *Could you enumerate the need for taking the right choice of occasion?*

*By this session the investigator can have a deep understanding of vocational competency of students.*

**Session: 4**

**Phase-three : Training Phase (3 hours)**

Objective: To capacitate students for the proper selection of vocations by providing information on world of work, courses, qualification and nature of work

Materials: Vocational choice Scale, handouts

This is the third phase during the implementation of SAGCP. Both the third and fourth phases constitute the nucleus of the career guidance programme. This phase is divided into three.

- Description
- Small group discussion
- Presentation

**Activity : 7 Description**

Objective: To disseminate career information among students
Strategy: Career talk

During Description phase the investigator made a detailed career talk on different careers. The students got information about various vocations, qualifications for each vocation, the nature of work, the salary benefits and other fringe benefits, challenges and risks of the job etc.

Activity 8: Small group discussion

Objective: To develop the attitude of sharing knowledge and ideas

During this phase the students divide into groups and allow them to discuss about the vocations. Based on the description of the investigator, they discuss and share their knowledge.

Presentation: During the presentation phase, the group leader present their views aroused during discussion. They also pose some doubts regarding various vocations. The investigator collected the questions from all groups.

This session helps the students to understand the various aspects of career selection

Session: 5- Clarification

Phase-four: Assimilation phase (1 Hour)

Activity: 9- Clarification of doubts

Objective: To clarify the doubts of students regarding choice of vocation

This is the fourth phase during the implementation of SGCP. In this phase the investigator clarify all the doubts of students and enlighten them for the final selection of a right career according to their inclinations, aptitude and interest.

- Clarification of doubts
- Conflict resolution
- Final selection
Activity: 10 Evaluation

Phase-five: Appraisal phase (1 hour)

Materials: Vocational Choice scale

This is the last phase in the career guidance programme. This is the appraisal phase in which students evaluate the programme. A post-test also conduct to find out the effectiveness of the programme.

*By this session students will be able to clarify all the doubts and equip them for final selection.*

**Personality Development and Life Skills Training Programme**

Life skills are the abilities to face the day to day complex situations successfully and adjust with them efficiently. Life skills are the skills to change one’s life so that he/she is able to dream, determine, incubate, create and direct his/her own thoughts and environment. Our environments can include families, schools, workplaces, neighbourhoods and communities.

"Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations and behaviours, in various situations. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence our expectations, self-perceptions, values and attitudes, and predicts our reactions to people, problems and stress.

**Objectives**

- To make aware of the significance of imbibing various life skills and to assimilate good habits in life.
- To provide training to the students for solving various problems systematically.
- To embolden students to take proper decision at proper time.
- To strengthen their awareness in different walks of life.
To make familiar with different strategies of stress management

To develop inter-personal skills of students and elaborating their communication skills.

To enrich students in their social concern and commitment.

To provide training to the students for emotional adjustment.

To make assertive students to face all challenges in this multifaceted society.

To make aware of the significance of imbibing various social values and to assimilate good habits in life.

To cultivate leadership skills among students

To strengthen self-confidence of students

Session: 6- Inter-personal relation

Objective: To develop interaction among students and also understand the creativity of students

Duration: 45 minutes

Activity: 11 Paired interview

Ask students to form pairs and provide 10 minutes for interview each other and ask them to explain the details of interview.

Activity: 12 Story writing

Ask students to write a story about a family in which definitely a father, mother, minimum of two children and grand parents must be included. Appreciate the student who would write the story nicely with a moral lesson by shaking hands and provide a gift

*Through this session the investigator can have deep understanding of each student.*

*Other life skills and personality dimensions covered: Creative thinking, communication skills,*

Session 7: Decision making

Objective: To understand the student’s wishes and to develop the capacities of planning,

Warm up:
Activity 13: Write your wishes

For today: I wish to.........................................................................................................................

For tomorrow: I wish to......................................................................................................................

For future: I wish to............................................................................................................................

What you have achieved or what you hope to achieve

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<th>After 60 years</th>
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<th>Between 25-60 years</th>
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<th>15-25 years</th>
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<th>0-15 years</th>
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Warm-up: Clapping exercise
Activity-14 Jump the hurdle

Objective: To equip students to handle problematic situation

Ask the students to write one hurdle situation and how did you jump that hurdle. Give 30 minutes to write it individually and let them present it individually.

The investigator consolidate the idea with a message “Change your mind and attitude. Identify the hurdles in your way, find out the causes, make possible solutions to jump hurdles and then implement the most appropriate solution”. The investigator explains some steps in taking decisions systematically.

Decision-Making Steps

- The **first step** - Outline your goal and outcome. This will enable decision makers to see exactly what they are trying to accomplish and keep them on a specific path.
- The **second step** - Gather data. This will help decision makers have actual evidence to help them come up with a solution.
- The **third step** - Brainstorm to develop alternatives. Coming up with more than one solution able you to see which one can actually work.
- The **fourth step** - List pros and cons of each alternative. With the list of pros and cons, you can eliminate the solutions that have more cons than pros, making your decision easier.
- The **fifth step** - Make the decision. Once you analyze each solution, you should pick the one that has many pros (or the pros that are most significant), and is a solution that everyone can agree with.
- The **sixth step** - Immediately take action. Once the decision is picked, you should implement it right away.
- The **seventh step** - Learn from, and reflect on the decision making. This step allows you to see what you did right and wrong when coming up, and putting the decision to use.

Assignment: Find out one situation when decision making is very essential and how you going to make decision.

*By this session the students will be able to solve a difficult situation and to take decision in a systematic manner.*

*Other life skills and personality dimensions covered: communication skills and, problem solving*

**Session 8- Values and culture**

Clapping exercise

Strategy: Group discussion

While reflecting I reviewed the situation using LEARN (Source: CNO, 1996 as quoted in Maich, Brown and Royle, 2000, p.312)

**LEARN: guidelines for reflection**

- Look back; play the experience backing your mind
- Elaborate and describe the experience in writing
- Analyze why things occurred as they did
- Revise your plan for a future similar situation
- New trial; implement you revised plan

Can you make your idea for ‘LEARN’

**Activity: 15 - Film show-Gandhi**

Objective: To develop nationalism and patriotism among students and to provide an awareness of freedom struggle under the leadership of Mahatma Gandhi.

Ask students to write an appreciation on movie.
Before the show the investigator introduce the movie by narrating the qualities of a great leader and father of our nation - Mohandas Karamchand Gandhi.

Gandhi movie is universally acclaimed for its portrayal of one of the greatest advocates of non-violence - Mahatma Gandhi. The movie is an epic biographical film based on the life of Mohandas Karamchand Gandhi who won the non violent resistance movement against British colonial rule in India. The film was directed and produced by Sir Richard Attenborough and stars Ben Kingsley as Gandhi. The film and the director won the academy awards for their work on the film. The film won the Best Picture, winning eight academy awards. It depicts the independence movement of India which was spearheaded by Gandhi. The life of Gandhi is a powerful influence to generations of Indians. The movie passes on the message that great men never die. (The investigator specifically selected the movie ‘Gandhi’ realising the importance of Gandhiji in Indian lives and the movie had.)

Activity : 16- Think-pair-share

Group discussion on “Why value erosion is increasing day by day.....”

Ask students to form pairs and discuss about the issue. After the pair discussion, ask the pairs to form pair again and share their thoughts and ideas. After 30 minutes, ask them to present their views on the topic.

By the end of the session the investigator consolidate the views presented each group and wind up the session by giving a message on the significance of nurturing good values among children by citing examples of current affairs.

Other life skills and personality dimensions covered: Inter-personal relations, social concern, communicative skills,

Session : 9- Health Awareness

Strategy: Seminar, LCD show

Ice breaking–Passing the parcel

Start with a game passing the parcel and find a winner. Congratulate the winner and announce that he/or she will be the leader of the day.

Activity: 17

Ask the students to form groups and discuss about the common diseases. After discussion list the diseases, causes, symptoms, prevention etc.
COMMON DISEASES

1. Malaria An insect-borne tropical disease.
   - **Cause:** Malaria parasite (Plasmodium) which enters the blood through a mosquito bite (female anopheles).
   - **Symptoms:** Shivering, fever, repeated attacks lead to enlargement of spleen. Also leads to anaemia, pigmentation of the face, and general weakness.
   - **Cure/Prevention:** Administration of quinine or plaudrine. Prevented by keeping the surroundings free of mosquitoes.

2. Tuberculosis An infectious and endemic disease, both air-borne and caused by food, unhealthy living and working conditions.
   - **Cause:** *Mycobacterium tuberculosis* (detected by Robert Koch in the mid 19th century), a type of bacteria. It attacks a person suffering from malnutrition, weak chest, unhealthy living and working conditions.
   - **Symptoms:** General weakness, regular fever (generally in the evening and not very high), coughing, bloodstained sputum.
   - **Cure/Prevention:** Streptomycin and surgery. Prevented by BCG inoculation and healthy living and working atmosphere.
   - **BCG** The vaccine was developed in 1922 by Leon Calmette and Camille Guerin in Paris and called BCG after them. (Bacillus Calmette-Guerin).

3. Cholera An acute epidemic, water and food-borne disease. Cause Cholera vibrio or Vibricholerae which attacks during exposure to chill, when stomach is empty for a long duration, eating of unripe or overripe fruits, and stale food.
   - **Symptoms:** Vomiting, stomach ache, frequent loose stools followed by fever and unconsciousness.
   - **Cure/Prevention:** Avoiding consumption of cut fruits exposed to flies, and contaminated water. Anticholera drugs are administered.

4. Tetanus
   - **Cause:** Bacillus tetanus and Clostridium tetani which live in soil, dust, cow and horse dung. It attacks an open wound exposed to dust and soil.
   - **Symptoms:** Painful contraction of muscles, usually of neck and jaws, followed by paralysis of thoracic muscles.
   - **Cure/Prevention:** Preventing exposure of wounds to dust and administering of Anti-Tetanus (ATS) injection.

5. Diphtheria An acute infectious disease of the throat.
   - **Cause:** Acute infection by diphtheria bacillus/corynebacterium diphtheria causing infection of throat.
   - **Symptoms:** Inflammation of throat where a grey membrane (a false membrane on mucous surface) is formed. Pain and swelling of throat, with fever.
   - **Cure/Prevention:** Immunisation vaccine of diphtheria antitoxin within 12-24 hours of appearance of symptoms.

   - **Cause:** Salmonella typhi bacillus transmitted through contaminated food and water, either directly by sewage or indirectly by hands and faulty hygiene.
   - **Symptoms:** Temperature, slow pulse, abdominal tenderness, rosecoloured rash.
   - **Cure/Prevention:** Rest and administration of chloromycetin, proper sanitation, protection of eatables.
7. **Plague** A contagious disease which takes the form of an epidemic.

- **Cause** Pasteurella pestis, spread by infected rats. Transfer of infection from rat to man through flea bite or accidental contact with infected rats.
- **Symptoms** Acute body ache, reddish eyes, sudden rise in temperature, inflammation of neck glands and glands in armpits, and thighs.
- **Cure/Prevention** Antiplague inoculation, isolation of patient, disinfection of patient’s clothes and utensils, burning of killed rats. Sulpha drugs and streptomycin administration.

8. **Pneumonia**

- **Cause** Diplococcus pneumonia
- **Symptoms** Chills, pain in chest, rusty sputum, rapid breathing, abdominal pain.
- **Cure/Prevention** Antibiotics

9. **Gonorrhoea** A venereal disease. **Cause** Neisseria gonorrhoea, through sexual intercourse with infected person.

- **Symptoms** Redness, swelling, pus discharge through urethra, painful urination.
- **Cure** Penicillin G, tetracycline.

10. **Syphilis**

- **Cause** Treponema pallidum transmitted through sexual contact.
- **Symptoms** A hard painless sore on the genitalia, skin eruption.
- **Cure/Prevention** Penicillin, protected sexual intercourse.

11. **Whooping** Chiefly occurs among infants **Cough** and children.

- **Cause** Nemophilus pertussis transmitted through air.
- **Symptoms** Severe cough, usually at night.
- **Cure/Prevention** Immunisation of infants with immunity serum

12. **Jaundice** (also known as icterus, from the Greek word ἰκτερός; adjectival form, icteric) is yellowish pigmentation of the skin, the conjunctival membranes over the sclerae (whites of the eyes), and other mucous membranes caused by hyperbilirubinemia (increased levels of bilirubin in the blood).

- This hyperbilirubinemia subsequently causes increased levels of bilirubin in the extracellular fluid. Concentration of bilirubin in blood plasma is normally below 1.2 mg/dL (<25µmol/L). A concentration higher than 2.5 mg/dL (>50µmol/L) leads to jaundice.
- The main symptom of jaundice is a yellow discoloration of the white part of the eyes (sclera) and of the skin. Jaundice itself is not a disease, but rather a sign of one of many possible underlying pathological processes that occur at some point along the normal physiological pathway of the metabolism of bilirubin in blood.

13. **Chickenpox** can cause problems for pregnant women, newborns, teens and adults, and people who have immune system problems that make it hard for the body to fight infection. Chickenpox usually isn’t a serious health problem in healthy children. But a child with chickenpox needs to stay home from school.

- Chickenpox is caused by the varicella-zoster virus. It can spread easily.
- You can get it from an infected person who sneezes, coughs, or shares food or drinks. You can also get it if you touch the fluid from a chickenpox blister. Chickenpox is most easily spread from 2 to 3 days before the rash appears until all the blisters have crusted over.
Activity 18: First aids

Objective: To provide awareness with various first aid treatments and preventive measures for common problems such as snake bite, burns, dog bite and electric shock.

Ask the students to discuss in groups about the first aid for snake bite, burns, dog bite and electric shock. After 20 minutes let each group present it. Finally the investigator consolidate it with providing additional information.

First aid for snake bite

Prevention

Snakes are most likely to bite when they feel threatened, are startled, are provoked, or have no means of escape when cornered. Encountering a snake is always considered dangerous and it is recommended to leave the vicinity. There is no practical way to safely identify any snake species as appearances may vary dramatically.

Treatment

It is not an easy task determining whether or not a bite by any species of snake is life-threatening. The outcome of all snakebites depends on a multitude of factors: the size, physical condition, and temperature of the snake, the age and physical condition of the person, the area and tissue bitten (e.g., foot, torso, vein or muscle), the amount of venom injected, the time it takes for the person to find treatment, and finally the quality of that treatment.

Snake identification

Identification of the snake is important in planning treatment in certain areas of the world, but is not always possible. The three types of venomous snakes that cause the majority of major clinical problems are vipers, kraits and cobras. Knowledge of what species are present locally can be crucial, as is knowledge of typical signs and symptoms of envenomation by each type of snake. A scoring system can be used to try to determine the biting snake based on clinical features, but these scoring systems are extremely specific to particular geographical areas.
First aid

Snakebite first aid recommendations vary, in part because different snakes have different types of venom. Some have little local effect, but life-threatening systemic effects, in which case containing the venom in the region of the bite by pressure immobilization is desirable. Other venoms instigate localized tissue damage around the bitten area, and immobilization may increase the severity of the damage in this area, but also reduce the total area affected; whether this trade-off is desirable remains a point of controversy. Because snakes vary from one country to another, first aid methods also vary.

However, most first aid guidelines agree on the following:

1. Protect the person and others from further bites. While identifying the species is desirable in certain regions, risking further bites or delaying proper medical treatment by attempting to capture or kill the snake is not recommended.
2. Keep the person calm. Acute stress reaction increases blood flow and endangers the person. Panic is infectious and compromises judgment.
3. Call for help to arrange for transport to the nearest hospital, where antivenom for snakes common to the area will often be available.
4. Make sure to keep the bitten limb in a functional position and below the person's heart level so as to minimize blood returning to the heart and other organs of the body.
5. Do not give the person anything to eat or drink. This is especially important with consumable alcohol, a known vasodilator which will speed up the absorption of venom. Do not administer stimulants or pain medications, unless specifically directed to do so by a physician.
6. Remove any items or clothing which may constrict the bitten limb if it swells (rings, bracelets, watches, footwear, etc.)
7. Keep the person as still as possible.
8. Do not incise the bitten site.

Dog bite

Children between the ages of 5 and 9 are the most frequent dog bite victims. Children are also more likely than adults to be injured by a dog bite. Although strange dogs can bite,
most of the time people are actually bitten by a dog they know, which could be a friend's dog or even the family pet.

To prevent dog bites:

- When choosing a dog for a family pet, pick one with a good temperament.
- Stay away from any dogs you don't know.
- Never leave young children alone with a dog -- especially an unfamiliar one.
- Don't try to play with any dog that is eating or feeding her puppies.
- Whenever you approach a dog, do so slowly, and give the dog the chance to approach you.
- If a dog becomes aggressive, do not run away or scream. Stay calm, move slowly, and don't make eye contact with the dog.

**Dog Bite Treatments**

Although you can provide first aid for a dog bite at home, it's very important to consult a doctor, especially if an unfamiliar dog bite you, the bite is deep, you can't stop the bleeding, or there are any signs of infection (redness, swelling, warmth, pus). Dog bites can cause infections that need to be treated with antibiotics.

To care for a dog bite injury at home:

- Place a clean towel over the injury to stop any bleeding.
- Try to keep the injured area elevated.
- Wash the bite carefully with soap and water.
- Apply a sterile bandage to the wound.
- Apply antibiotic ointment to the injury every day to prevent infection.

When you visit the doctor, be prepared to answer a few questions, including:

- Do you know the owner of the dog?
- If so, is the dog up to date on all vaccinations, including rabies?
- Did the bite occur because the dog was provoked, or was the dog unprovoked?
- What health conditions do you have?
People with diabetes, liver disease, illnesses that suppress the immune system, and other health conditions may be at greater risk for a more severe infection. Your doctor will examine the injury to see whether the bite was deep enough to damage muscles, tendons, nerves, or bones.

First Aid: Burns

What causes burns?
You can get burned by heat, fire, radiation, sunlight, electricity, chemicals or hot or boiling water. There are 3 degrees of burns:

- **First-degree burns** usually heal in 3 to 6 days.
- **Second-degree burns** usually heal in 2 to 3 weeks.
- **Third-degree burns** usually take a very long time to heal.

How are burns treated?

The treatment depends on what kind of burn you have.

See a doctor if:

- A first- or second-degree burn covers an area larger than 2 to 3 inches in diameter.
- The burn is on your face, over a major joint (such as the knee or shoulder), on the hands, feet or genitals.
- The burn is a third-degree burn, which requires immediate medical attention.

First-degree burn
Soak the burn in cool water for at least 5 minutes. The cool water helps reduce swelling by pulling heat away from the burned skin. Treat the burn with a skin care product that protects and heals skin, such as aloe vera cream or an antibiotic ointment. You can wrap a dry gauze bandage loosely around the burn. This will protect the area and keep the air off of it.

Take an over-the-counter pain reliever, such as acetaminophen (one brand name: Tylenol), ibuprofen (some brand names: Advil, Motrin) or naproxen (brand name: Aleve), to help with the pain. Ibuprofen and naproxen will also help with swelling.

Second-degree burn
Soak the burn in cool water for 15 minutes. If the burned area is small, put cool, clean, wet cloths on the burn for a few minutes every day. Then put on an antibiotic cream, or other creams or ointments prescribed by your doctor. Cover the burn with a dry nonstick dressing (for example, Telfa) held in place with gauze or tape. Check with your doctor's office to make sure you are up-to-date on tetanus shots.

Change the dressing every day. First, wash your hands with soap and water. Then gently wash the burn and put antibiotic ointment on it. If the burn area is small, a dressing may not
be needed during the day. Check the burn every day for signs of infection, such as increased
pain, redness, swelling or pus. If you see any of these signs, see your doctor right away. To
prevent infection, avoid breaking any blisters that form.

**Third-degree burn**

For third-degree burns, go to the hospital right away. Don't take off any clothing that is stuck
to the burn. Don't soak the burn in water or apply any ointment. If possible, raise the burned
area above the level of the heart. You can cover the burn with a cool, wet sterile bandage or
clean cloth until you receive medical assistance.

**Is there anything I shouldn't do when treating a burn?**

Do not put butter or oil on burns. Do not put ice or ice water directly on second- or third-
degree burns. If blisters form over the burn, do not break them. These things can cause more
damage to the skin.

**Electrical and Chemical Burns**

A person who has an electrical burn (for example, from a power line) should go to the
hospital right away. Electrical burns often cause serious injury to organs inside the body. This
injury may not show on the skin.

**Electric shock**

Electrical shocks always need emergency medical attention -- even if the person seems to be
fine afterward.

The 911 emergency personnel may instruct you on the following:

1. **Separate the Person from Current's Source**

**To turn off power:**

- Unplug an appliance if plug is undamaged or shut off power via circuit breaker, fuse
  box, or outside switch.

If you can't turn off power:

- Stand on something dry and non-conductive, such as dry newspapers, telephone book,
or wooden board.
- Try to separate the person from current using non-conductive object such as wooden
  or plastic broom handle, chair, or rubber doormat.

If high voltage lines are involved:

- The local power company must shut them off.
- Do not try to separate the person from current if you feel a tingling sensation in your
  legs and lower body. Hop on one foot to a safe place where you can wait for lines to
  be disconnected.
• If a power line falls on a car, instruct the passengers to stay inside unless explosion or fire threatens.

2. Do CPR, if Necessary
When you can safely touch the person, do CPR if the person is not breathing or does not have a pulse.
• For a child, start CPR for children

3. Check for Other Injuries
• If the person is bleeding, apply pressure and elevate the wound if it's in an arm or leg.
• There may be a fracture if the shock caused the person to fall.

Session 10- Health programme –
Objective: To equip them by providing an idea about multiple intelligence.

Activity 19-Multiple Intelligence

The investigator asks the students to come and fill the chart.

<table>
<thead>
<tr>
<th>APTITUDE AND TALENTS</th>
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<tbody>
<tr>
<td>Name of students</td>
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<tr>
<td></td>
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<tr>
<td>singing</td>
</tr>
<tr>
<td>dancing</td>
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<tr>
<td>acting</td>
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<tr>
<td>mimicry</td>
</tr>
<tr>
<td>speech</td>
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<tr>
<td>Write poem</td>
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<tr>
<td>Story writing</td>
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<tr>
<td>Craft</td>
</tr>
<tr>
<td>social.</td>
</tr>
<tr>
<td>sports</td>
</tr>
<tr>
<td>studying</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>other</td>
</tr>
</tbody>
</table>

By this session the students become aware of the skills and talents of them. Each everyone has skills and talents. They must try to maximize their talents and try to improve other skills. Try to concentrate your strength, not on weaknesses.

Activity: 20-Substance abuse

Objective: To provide awareness about the ill-effects of smoking, alcohol and drugs abuse

Strategy: Dramatization, LCD show

Warming up: Clapping and breathing exercise

Group activity on following topics:
• What are the ill effects of using drugs, smoking and alcohol?

• How can you wipe out it from the society

Divide the students into groups of six students. Ask them to make a script on ill-effects of smoking, alcohol and drugs abuse. After 20 minutes each group will be presented the script. Congratulate each group and the best script can be presented in the class or school assembly.

*By this session the students get the idea about the ill-effects of smoking, alcohol and drugs abuse.*

*Other life skills and personality dimensions covered: Creative thinking, communication skills, problem solving, stress management etc*

*SOW A WORK AND GET A HABIT, SOW A HABIT AND GET A CHARACTER, SOW A CHARACTER AND GET A FORTUNE-BROADMAN*

**Session-11 – Critical thinking, communication skills**

Warm up : Clapping and breathing exercise

Objective : To enable the students in using proper gestures in communication

Activity : 21- **Dumb share Arts**

Ask students to form two groups (boys and girls) and by acting or using gestures the other groups have to identify the name of cinema or anything they want.

**Activity :22: Debate**

**Objective: To develop critical thinking among students**

Debate on dowry system between boys and girls.

Ask students to form two groups (boys and girls). One student select as moderator. The moderators can give clues to each team and they must control the debate.

*By the end of the session the investigator conclude with the importance of reducing the system of dowry in our society.*

*Other life skills and personality dimensions covered: Critical thinking, communication skills, Assertiveness, social concern, values and culture*
Session-12- Values and culture

Activity 23- FIGHTING ! ! ! ! - The reasons for fight

Fights happen when people;

<table>
<thead>
<tr>
<th>TEASE</th>
<th>GOSSIP</th>
<th>TELL TALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEAT</td>
<td>STEAL</td>
<td>SHOVE</td>
</tr>
<tr>
<td>BULLY</td>
<td>LIFE</td>
<td>HIT</td>
</tr>
</tbody>
</table>

See if you can find these words in the square below and circle them and say the consequences of these events

Can you think any more reasons why fights happen?

By this session the students will be able to identify the occasion when fight occurs, and thus can avoid the situation.

IF YOU CAN’T SAY SOMETHING NICE- DON’T SAY ANYTHING AT ALL

Activity: 24 : A Nice citizen written by Abraham Lincoln

Ask the students to form pairs and provide instruction to read the letter carefully and answer to the following questions:
He will have to learn, I know,
that all men are not just,
all men are not true.
But teach him also that
for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader...
teach him that for every enemy there is a friend,
steer him away from envy,
if you can,
teach him the secret of
quiet laughter.
Let him learn early that
the bullies are the easiest to lick...
Teach him, if you can,
the wonder of books...
But also give him quiet time
to ponder about the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In school teach him
it is far honourable to fail
than to cheat...
teach him to have faith
in his own ideas,
even if everyone tells him
they are wrong...
Teach him to be gentle
with gentle people,
and tough with the tough.

Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen all men...
but teach him to filter
all he hears on a screen of truth,
and take only the good
that comes through.
Teach him if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,
Teach him to scoff at cynics
and to beware of too much sweetness...
Teach him to sell his brawn
and brain to the highest bidders
but never to put a price-tag
on his heart and soul.
Teach him to close his ears
to a howling mob
and to stand and fight
if he thinks he’s right.
Treat him gently,
but do not cuddle him,
because only the test
of fire makes fine steel.
Let him have the courage
to be impatient...
Let him have the patience to be brave.
Teach him always
to have sublime faith in himself,
because then he will have
sublime faith in mankind.
This is a big order,
but see what you can do...
He is such a fine fellow
my son!

Discuss

1. Do you think that it is an ordinary letter? If yes, why? If not how is it different?
2. What did Abraham Lincoln want his son’s teacher to do? Do you think that a teacher
can develop all these qualities in his/her students?

Teacher—the Maker of a Better Citizen.

Make use of the following hints:

- Teachers influence students/society
- students respect teachers
- student’s character is developed by his/her teachers
- society is shaped in the classroom

Assignment: Imagine that you are a teacher. You have read the letter carefully and felt
fascinated by it. You want to communicate Lincoln’s views to your students. Prepare a
speech in your own words.(homework)

Investigator conclude the session by providing information about the author Abraham
Lincoln

Abraham Lincoln (1809-1865) was one of the truly great men of all time. As president he
preserved the American Union during the Civil War and proved to the world that democracy
can be a lasting form of government. In 1834, Lincoln was elected to the legislature. He had
become better known by this time. He worked to make the nation’s ideals come true.He
became the sixteenth president of United States on 4th March 1861. By late summer of 1862,
President Lincoln was convinced that time had come for a change in policy towards slavery.
He abolished the system of slavery on 1 January 1863. As president, Lincoln was bitterly
criticised. After he was shot dead, even his enemies praised his kindly spirit and selflessness. Millions of people called him “Father Abraham”.

**Assignment**: Explore the life of “the father of our Nation” with special focus on his views on education and teacher.

*By this session the students are able to understand the role of teacher moulding student’s character and the society is shaped in the classroom.*

*Other life skills and personality dimensions covered: Creative thinking, communication skills, problem solving, values,*

**Session 13-Social concern, Leadership quality**

Strategy: Jigsaw method of co-operative learning

**Ice breaking: find out good qualities**

Shuffle students randomly and the students are requested to form pairs and give 10 minutes to interact with them and ask them to say 2 good qualities of the other one. Through this activity the students will have an attitude to say positives of others.

**Activity 25: Fight against Corruption**

Divide students in to groups and ask them to discuss about the situation and places where the corruption occurs.....

- Government offices
- Medical fields
- Tax
- Police station
- Excise, forest
- Sports (IPL cricket)
- .........................

What are the factors that cause corruption?

- Greed of people
- Political interference
- Attitude of ‘short cut’
- .........................
- .........................
Ask students to suggest some measures to prevent corruption in our society.

LCD show on some clips of movie which reveal the corruption and the impact.....

**Activity 26- Co-operative learning**

Communication involves the concept of transfer, meaning and information. It is used as a process, which involves various elements through which two more persons share meaning among them. Effective communication is the ability to convey the intended thoughts, ideas, feelings and expectations and plans skillfully, meaning fully, politely and assertively to others.

Objective: To improve the communication skills and leadership quality among students

- To encourage them to participate in affairs which need social interaction.
- To reduce the chance of becoming an isolate.

Co-operative learning- Jigsaw method

The students are divided into group of five students. This group is called **base group**. Asked students to find a social issue that adversely affect our society and discuss the causes and suggest remedial measures to solve the issue. Let them discuss topic for 30 minutes. After discussion, the students of each group then divided again so that at least one student in the base group should be reached in the new group. The new group was termed **expert group**. In the expert group each student is expert in the particular issue that they have discussed in the base group. In the expert group each student presented the issue that they discussed in the base group. After discussion the students returned to the original base group. There also the students discussed the topics they have discussed in the expert group and clarified all the doubts. Then one student from each group came in front of the class and discussed the topic. Congratulate the group those presented well.

The social issues arises during discussion were, exploitation of women, Terrorism, Substance Abuse, Misusing electronic media, Increasing old age home etc.

*By this session the students will be empowered to take leadership in any activity.*

*Other life skills and personality dimensions covered: Creative thinking, communication skills, problem solving and values*
Session 14- Stress Management

Ice breaking

Similarity and difference game

Objective: To provide awareness to students about the similarity and differences among people

The investigator asked the students to come and fill the chart.

<table>
<thead>
<tr>
<th>Students</th>
<th>hobby</th>
<th>father</th>
<th>mother</th>
<th>No.of brother&amp; sister</th>
<th>Teacher you like most</th>
<th>Vocational choice</th>
<th>food</th>
<th>play</th>
<th>subject</th>
<th>Hero&amp; heroine</th>
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Through this activity the students will be able to understand the similarities and differences among them.

Activity:27: Stress coping

Objective: To encourage students to apply healthy strategies to cope with stress and to avoid the unhealthy ways for coping with stress.

Strategy: Talk, LCD show

Stress is an unpleasant state of emotional and physiological arousal that people experience in situations that perceive as dangerous and threatening to their well-being. National Mental Health Association cites 10 characteristics of people who are mentally healthy.

1. They feel good about themselves
2. They do not become overwhelmed by emotions such as fear, anger, love, jealousy, guilt or anxiety
3. They have lasting and satisfying personal relationships
4. They feel comfortable with other people
5. They can laugh at themselves and with others
6. They have respect for themselves and for others even if there are differences.

7. They are able to accept life’s disappointments

8. They can meet life’s demands and handle their problems when they arise.

9. They make their own decisions

10. They shape their environment whenever possible and adjust to it when necessary

**Stress management strategies**

1. **Avoid unnecessary stress**

   Not all stress can be avoided, and it’s not healthy to avoid a situation that needs to be addressed. However, by the number of stressors in your life that can eliminate.

   - **Learn how to say “no”** – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you’re close to reaching them. Taking on more than you can handle is a surefire recipe for stress.
   - **Avoid people who stress you out** – If someone consistently causes stress in your life and you can’t turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
   - **Take control of environment** – If the evening news makes you anxious, turn the TV off. If traffic’s got you tense, take a longer but less-traveled route.
   - **Avoid topics get upset** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it’s the topic of discussion.

2. **Alter the situation**

   If one can’t avoid a stressful situation, try to alter it. Figure out what can do to change things so the problem doesn’t present itself in the future. Often, this involves changing the way of communication and operate in daily life.

   - **Express feelings**. If something or someone is bothering you, communicate your concerns in an open and respectful way.
   - **Be willing to compromise**. When you ask someone to change their behavior, be willing to do the same.
- **Be more assertive.** Don’t take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them.

- **Manage time properly.** Poor time management can cause a lot of stress. When you’re stretched too thin and running behind, it’s hard to stay calm and focused.

3. **Adapt to the stressor**

   If you can’t change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

   - **Reframe problems.** Try to view stressful situations from a more positive perspective.
   - **Adjust your standards.** Perfectionism is a major source of avoidable stress. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
   - **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.
   - **Adjusting Your Attitude.** How you think can have a profound effect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true.

4. **Accept the things you can’t change**

   Some sources of stress are unavoidable. You can’t prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it’s easier than railing against a situation you can’t change.

   - **Don’t try to control the uncontrollable.** Many things in life are beyond our control— particularly the behaviour of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
• **Look for the upside.** When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

• **Share your feelings.** Talk to a trusted friend or make an appointment with a therapist. Expressing what you’re going through can be very cathartic, even if there’s nothing you can do to alter the stressful situation.

• **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

**Activity 28 : Relaxation Exercise**

These exercises can do by four steps. If it practice twice in every day the body and mind will get relax.

*First step:* Close your eyes

*Second step:* Take a deep breath from your diaphragm.

*Third step:* Hold it for 3-5 seconds

*Fourth step:* Breathe out slowly.

This exercise repeated again for ten times without break.

*By this session the students will be able to do relaxation exercises that help to relax mind and body.*

**Session-15 –Study habits**

**Warm up-Story on ‘dharma’- narrated by Swami Vivekananda**

Once upon a time a monk was meditating under a peepal tree. He was disturbed by the chirping of birds sitting on the branches of the tree. He became very angry and looked at those birds in rage. The rage of the monk transformed the birds to ash. Then the monk came to know about his powers. He then thought himself as the most powerful.

After sometime he awaked from his meditation and go for alms as he did every day. He reached a house and asked for food. The housewife told the monk -“Wait for a minute. After
serving for my husband and children, I will serve you”. This made the monk very angry. “Do you know who am I?”-the monk raged.

“Like you made the birds into ashes because of your mystic powers, you cannot transform me to ashes”- woman replied without any anger or fear. The monk was very shocked on hearing this. He was very surprised and thought how this poor housewife could come to know about his mystical powers. This made lowliness in the monk within one second.

The housewife said-“I don’t have any knowledge or grandstand as you. I am trying to do all the responsibilities in my life without any fall. This is my largest talent and power. God gave me many responsibilities. In those my most important duty is to take care of my husband and children without any loss. You reached here when I was doing my duty. So I haven’t done anything wrong to you. I only asked you to wait for some time. I was doing my duty without expecting any rewards, so I got the talent to understand the thoughts in your mind.”

The monk got enlightenment. Our biggest duty is ‘to do the responsibilities’ that God gave us without expecting any rewards. Now the monk understands the importance of lowliness and politeness.

Activity: 29 Proper Study Habits

Objective : To cultivate proper study habits among students

Strategy : seminar, Group discussion

What are the factors that cause academic retardation? How can you overcome this?

Factors:

- Lack of clear goals
- Laziness
- Procrastination
- Overwhelming
- low memory
- low I.Q
- lack of systematic learning
- Lack of motivation
- Improper method of learning (mugging)
• Lack of daily plans
• Poor study environment
• Lack of concentrate

Ask students to discuss about the methods to overcome

Methods to overcome
• Set clear goals
• Achievement motivation
• Effectively organize daily activities
• Make a time table and try to follow it
• Avoid procrastination behaviour
• Revise topics as far as possible
• When you study write important points
• Do not study on bed it will cause sleepy mood
• Make the environment become favourable
• Concentrate in studies
• Develop aspiration for success
• Have a healthy diet
• Set an ambition- What you want to become, try maximum to reach
• Without study no one can be successful
• Study more time either on night or morning based on your comfort

AN IDLE MAN’S MIND IS DEVIL’S WORKSHOP

Activity: 30- Tips for reducing examination anxiety

Objective: To familiarize with some tips for reducing examination anxiety.
**Tips for reducing examination anxiety**

- Study all topics Systematically
- Do not skip topics
- Revise the topics as far as possible.
- Make the answers as points.
- Try to memorise the points after study.
- The day before examination try to go through the points.
- Make some strategies to remember points.(for eg. VIBGYOR for colours according to wave length).
- Sleep well previous night of examination.
- Do some exercise for relaxing mind.
- Avoid over anxiety about the examination.

*This session enable the students to nurture proper study habits and understand the strategies for reducing examination activity.*

*Other life skills and personality dimensions covered: communication skills, problem solving, stress management*

**Session-16- Moral values**

**Objectives : To nurture values through a game**

**Ice breaking**

**Easy way of knowing the name of others:** Students are asked to tell their name and a word that describes his/her one quality stating with the first letter of the name. The game starts with investigator,

Eg: I’m Viji, I want *victory* all the time.

I’m Smitha, I like to smile all the time

**Activity:31: Eminent personalities**

Identify these eminent personalities with their contribution to the society
Activity: 32 STORY OF MUSHAHARI

Objective: To realize the value of real friendship and helping mentality

This is not the story of Sreenivasan’s movie ‘Katha parayumbol’. But it is a real story of Meghalaya Governor and retired DGP in Kerala, Honourable R. S. Mushahari. He was not narrating a story when he was talking about his friend Dutt in a school Jubilee programmes.

He was born in a small village in Assam. For college education he went to Shillong. For attending his degree classes he could not find money due to poverty of his family. He worked during day time in a press and attended evening classes. After completion of his graduation, he passed civil service examination and he had to attend the training for IPS. But he was not able to pay the huge amount of Rs. 1500. He shared his problem with his friend. Mr. Dutt, basically a Bengali, who was ready to help him and gave his all earnings. Mushahari joined for IPS training with this ‘little big help’.

After he became an IPS officer, Mushahari was very much busy in his profession that he couldn’t greet his friend Dutt even once. He was posted as the DGP of Kerala Police. Mushahari posted letters to Mr Dutt and sent his money as money order. But the letter returned without reaching the addressee. He realised that Dutt’s address had changed.
As the years passed Mushahari retired from the service. He became the Governor of Meghalaya at same place where he spent his college life. When he reached there, he wanted to meet his old friend Dutt. But he couldn’t trace out the address of him. But a surprising event happened. He received a birthday card with the sign of Dutt on his birthday. But there was no address or phone number on the card. Mushahari realized that his friend didn’t forget him. He has given advertisement on Bengali news papers. His friendship and obligation to Dutt was a news for all news papers in Assam, Meghalaya and Bengal. But he didn’t hear the ‘call of his old friend’.

Finally while attending a jubilee function conducted by a school, Mr. Mushahari narrated the story about his deep friendship with his friend Dutt and his help for his IPS life. A teacher who attended the function said that “there is a man named Dutt who lives near my place, but I don’t know whether it is the same one whom you mentioned about”. That person was his old friend and he was living in a small house with his family. Mushahari met his friend and his eyes were filled with tears. It was a moment of satisfaction and a big dream came true.

Ask students to form groups and to discuss the theme in the story based on following question.

What lesson you learnt from this story?

What is the significance of this story in the present scenario?

*By this activity the students will be able to understand the importance of true friendship without any selfish gain.*

*A FRIEND IN NEED IS A FRIEND INDEED*

*Other life skills and personality dimensions covered: values, communication skills, and social concern.*

**Session-17- EMOTIONAL ADJUSTMENT**

**Warm-up - I’M COOL**

Objective: To enable the students develop a positive self concept which will help them for better emotional adjustment
Activity: 33-Words game

Objective: To familiarize some words which are essential for personality development

Ask students to form groups and write maximum words providing moral values/qualities with letter ‘A’. After 10 minutes call one student from each group and ask to write their answer on the blackboard. Congratulate the group who has written maximum words.

- Affection, alert, altruism, approval, agreeableness, assertive, advise, adventure, advance, alarm, almighty, alternative, attitude, attraction, appearance, appreciate, approachable, aspiration, attendance, attempt, attainment, adjustment, acquisition

**4-H:** A program carried out by the United States Department of Agriculture in connection with land-grant universities. The program emphasizes a four-fold developmental approach of enhancing life skills involving the Head, Heart, Hands, and Health.
Activity: 34 - Balance your body and mind

Objective: To provide some tips for balancing body and mind

**Adopt a healthy lifestyle**

You can increase your resistance to stress by strengthening your physical health. Don’t get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Exercise Regularly:** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.

- **Eat a Healthy Diet:** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.

- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you’ll feel more relaxed and you’ll sleep better.

- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don’t avoid or mask the issue at hand; deal with problems head on and with a clear mind.

- **Get Enough Sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

*By this session the students will get an idea about the strategies for emotional adjustment.*

*Other life skills and personality dimensions covered: Creative thinking, communication skills, and stress management*

**Session- 18- Interpersonal relation, communication,**

Warm up: Clapping exercise

**Activity: 35- Reward yourself**

We often don’t realize that we can be proud of many of the things we do or say. In each of the shields below, write or draw something you feel proud of, and could tell somebody about.
at School

at Home

With Mother

With Dad

With brother/sister

With Teacher

With friends

today

tomorrow
By this session the students will be able to think some positives about family and friends and the dreams or expectations of today and tomorrow.

Activity: 36 Interview

Strategy: Simulation

How will you face an interview?

Mock interview:
- Arrange an interview board
- Train the panel of interview
- Prepare questions
- Conduct interview

By this session students will be able to face an interview and enable them to prepare for appearing interview in future

Other life skills and personality dimensions covered: Creative thinking, communication skills, and assertiveness

Session -19- Communication, inter-personal relationship

Activity: 37-Hobbies

Objective: To realize the students about the importance of creative hobbies in order to escape from boredom

Strategy: situational test

Situation: It’s a holiday. Your sister/brother complains that she/he is bored and there is nothing interesting to do. How would you help her beat her boredom? What hobby would you suggest her? Name few interesting and exciting activities and how you are going to do?

Activity: 38- Role play

Objective: To develop skills in communication and interpersonal relations, social concern

Strategy: Role play

1. Divide children into groups of three. Ask one of the groups to be an observer. The group prepares a 10-minute role play on an argument such as those below.

- Husband comes drunk. Wife is angry with him. Husband blames the wife
• Father is angry with son/daughter because s/he does not hand in homework on time and is often out with friends

• Woman standing in bus with a baby on her back complains that the young people do not offer her a seat

2. Ask all the observers to come together in a group. Ask half of them to count the number of times the word ‘YOU’ used in each role-play and the other half to count how many times the word ‘I’ is used.

3. Groups do their role-plays. At the end of each one, ask the observers to say how many times YOU or I was used in each drama.

4. Explain to the people that YOU statements tend to be judgement statements which are often full of blame. They do not consider the point of view of the other side so they cause more conflict. I statements usually try to clarify your point of view about a situation rather than to blame the other person. I statements help to find a way to a solution.

5. Explain the steps in I statements.

• The action: When ...Make a specific and non-judgemental statement, for example, ‘When you come home late at night ...’ NOT ‘When you finally decide to come home’

• The response: I feel...Your feelings are a fact and cannot be argued. For example...’I feel sad and hurt...’ NOT, ‘I think you don’t care’. ‘I think’ can cause more conflict if the other person disagrees with you.

• The reason: because...You can add an explanation but make sure that it is still a positive one and not a blaming statement, for example ’...because I like to have some time with you in the evening.’ NOT ‘because you never do anything for me.’

• The suggestion: What I’d like is...Make a statement of the change you would like, for example, ‘What I’d like is to discuss this with you.’

You can take a break here

Remind the children of the ‘I’ statements. In pairs, ask the children to discuss one of the conflict situations and to think of the ways in which the characters could use ‘I’ statements to avoid conflict and resolve the situation, for example: Father is angry with son/daughter because s/he never does homework and is often out with friends  I statement:
When you do not do your homework, I feel disappointed because I want you to do well at school. What I’d like is to discuss why you do not want to work at home?

“T’M SORRY” is a very valuable statement for a good personality. Ask the students to find out the statements which can be used for apology.

- I admit my mistake........
- I’ll try not to do that again........
- I regret................
- I was wrong.............
- I feel guilt................
- I need some more time.........
- I accept your apology.........

By this session the students will be able to understand the significance of creative hobbies and the value of ‘admitting mistakes in life’.

*Other life skills and personality dimensions covered: Creative thinking, communication skills, and assertiveness and values*

**Session-20 - Health Awareness (2hrs)**

**Activity : 39: Welcome**

One of the students delivers the welcome speech.

**Activity 40: Health awareness**

**Objective : To promote health awareness of students**

*A talk on reproductive health awareness for both girls and boys has to be taken by urologist. After the talk an interactive session also can arrange. The students can ask questions by writing their doubts in a paper without reveal their name.*

*By this session the students can have a thorough understanding on the health problems they encountered with their age. The students can clarify their doubts in Question-answer session.*

**Session: 21-Emotional adjustment, Values**
Activity: 41-CRIME & PUNISHMENT

Objective: To enable the students to avoid bad behaviours which may cause severe painful consequences

Here is a list of behaviour. Some are worse than others. The really bad behaviours would probably result in severe consequences.

- Rearrange the list in order of the worst to the mildest
- On your list, write the punishment or sequence, which you believe fits the ‘crime’.

<table>
<thead>
<tr>
<th>CRIME</th>
<th>MY LIST</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gossiping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back-chatting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hitting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
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<tr>
<td>Interrupting</td>
<td></td>
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<tr>
<td>Disobeying</td>
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<tr>
<td>Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name calling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping secrets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling tales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing your mind</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through this activity the students will be able to avoid bad behaviours which may cause severe painful consequences

Activity: 42- Association words

Question: Can you write some words starting with ‘co’ essential for personality development.

Essential ‘co’ s for personality Development

Commonsense: Use your commonsense

Competence: Try to be competent in your area.

Complete: Try to complete your work properly at right time.

Compliment; Always compliment others for their achievement.

Compromise: Try to compromise with anything as early as possible.
Concentrate: Try to concentrate in your work.

Confident: Always be confident.

Conscience: Keep your conscience and do things according to your conscience.

Consider: Consider others in every action.

Consult: Seek consultation from the experts for better result.

Co-operation: Co-operate with others in every affairs.

Correct: Try to correct your mistake as early as possible.

Courage: Be courage in doing things

Comprehension: try to comprehend all matters at all level.

**Dont ‘co’ s for personality development**

Competition: Don’t compete with others

Complaint: Avoid complaints

Complex: Don’t make situations more complex.

Confuse: Avoid confusion as far as possible.

Corruption: Don’t engage in corruption.

Complicate: Don’t complicate

Contaminate: don’t contaminate anything

*By the end of this session the students will be able to familiar with some good qualities essential for personality development.*

**Session -22-VALUES, social concern**

**Ice breaking: Matching words**
WORD ASSOCIATION CARDS

<table>
<thead>
<tr>
<th>Love</th>
<th>Hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Distrust</td>
</tr>
<tr>
<td>Future</td>
<td>Wish</td>
</tr>
<tr>
<td>Mum</td>
<td>Angry</td>
</tr>
<tr>
<td>Past</td>
<td>Hope</td>
</tr>
<tr>
<td>School</td>
<td>Favourite</td>
</tr>
<tr>
<td>Scared</td>
<td>Present</td>
</tr>
<tr>
<td>Overcome</td>
<td>Play</td>
</tr>
<tr>
<td>Hopeless</td>
<td>Best</td>
</tr>
</tbody>
</table>

Activity : 43-Warning

Objective : To cultivate moral values among the students

(‘Mobile phone is injurious to health’)

Do you agree with this statement? Why?

(Show some clippings from various movies that reveals the dangerous impact of misuse of mobile phone).

Ask the students to think about the advantage and disadvantage of mobile phone and let them present their views.

Some instructions to use mobile phone in an effective way

- Use it for necessary situation
- Talk in a minimum voice
- Do not use mobile phone for a long time in public places like, theatre, bus, function etc.
- Do not attend unknown calls
- Do not entertain “wrong number calls”
• Use internet facility only for collecting information on academic and knowledgeable purposes.

• Do not use unethical comments or pictures in the mobile phone

• Your mobile phone messages can be traced out from the cyber cell, so ‘be alert’

• Continuous use of mobile phone may cause headache and other distress

**Activity :44-Inspiration**

Objective : To cultivate moral values among the students

Invite students to come in front of the class and mention the name of a person who inspires him/her in life. Why?

*By this session the students will be able to express their thoughts about their model personality and get an awareness about the use of mobile phone.*

**Session-23: Time management (TIME IS PRECIOUS)**

**Activity: 45 -A time-table for students:**

<table>
<thead>
<tr>
<th>SCHOOL DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>START</td>
</tr>
<tr>
<td>Go out of bed at 5am</td>
</tr>
<tr>
<td>Repeat the time table</td>
</tr>
<tr>
<td>Go to sleep prayer</td>
</tr>
<tr>
<td>START</td>
</tr>
<tr>
<td>Go out of bed at 5am</td>
</tr>
<tr>
<td>Repeat the time table</td>
</tr>
<tr>
<td>Go to sleep prayer</td>
</tr>
</tbody>
</table>

What would you like to change?

Follow-up activity

Make a daily time-table and a week-end time table suitable for you.
Activity 46: Keys to time management

Objective: To equip students with some keys for the management of time.

The following are some keys for the management of time:

- Planning of daily actions, weekly actions, monthly actions and so on.
- Do not always trust your memory
- Things may forget the matters due to stressful situation
- List the things that you have to do at home and school
- Keep a time table for every action
- For remembering matters, use diary, alarm clock, reminder etc.
- Motivation and commitment to time management
- Set goals firstly
- Choose the priorities
- List the actions in a manner that what is important right now, tomorrow and so on.
- Try to remove internal barriers
- Avoid ‘procrastination’- (means putting off the things that you should be doing now)

Activity: Ask students to discuss in groups about the factors that cause procrastination behaviour in your studies and how you would overcome those barriers for effective time management.

Let the students to write each point on the blackboard and suggest remedies.

Session-24-Money management

Activity: 47- Budget

Objective: To provide insight into the importance of proper money management

Materials: poster

Activity: Ask students to discuss in groups about the factors that cause suicide of many people.

Activity: 48 –Make a budget
Situation: You are managing the account in your family. Your monthly income is 10,000/month. Make a budget for one month. Consider your family consists of six people (father, mother, two children, grand parents). You have one bike/car and your brother/sister is studying for a professional course.

*By this session the students will get an insight on the importance of proper money management*

**Session-25- EMPATHY**

Clapping exercise

Strategy: game

Warm-up: game lottery

The students count 1,2,......6. and repeat it till the last student. Thus the students get the number from one to six. Students are requested to form six groups according to the number they got. Then take ‘lot’ of these numbers. If get ‘2’ number the students got ‘two’ group will be eliminated from the game. The last group remain will be the winning group.

**Activity : 49: Situational test**

Objective: To develop empathy among students

**Some situational tests given to students**

Situation 1: One of your friends is going through a bad phase due to family problems. How would you help him?

Situation 2: One of your classmates is learning disabled and feels very inferiority complex due to his disability. Can you help him in his studies? How?

Ask students to write honest answer to the above question. After that, ask them to write “if you are the person suffering above mentioned problems, what will you expect from your friend”. Compare the two answers

**Activity :50 Reduce negative feelings**

**Strategy: Role play**

Programme for Acne-Doctor-patient-Role play

Doctor sits in the consultation room. A student with some acne on his face comes and he present his problem of acne with intolerable distress and depression. Then a cancer patient
of his age come who was taking chemotherapy and radiation, he has underwent three surgical procedures. When the acne person happens to meet and talk with the second person he realizes that his problem of acne is not at all a problem. He goes to home with satisfaction and he said thanks to God.

Question: What lesson you learnt from this activity?

By this session the students develop a empathetic attitude and helping mentality towards suffering people.

Other life skills and personality components covered: Social concern, values and stress management.

Session -26, Health awareness, Social concern

Activity: 51- Environmental Awareness

Strategy: seminar, Experiential learning

Objective : To promote environmental awareness among students

The following matters will have to be discussed

- Pollution control measures
- Afforestation Programmes
- Vegetable cultivation
- Cleaning day (October 2\textsuperscript{nd})
- Endosulphan
- Koodamkulam thermal plant

Experiential learning : Visit an agricultural farm to develop an attitude towards cultivation of fresh vegetable without using pesticide or other chemicals

Activity:52- Quiz Programme based on environmental issue

Objective: To enable the students to fight against environmental issues
Quiz Programme based on environmental issues like global warming, endosulphan, throw plastics carelessly, pollution. Divide the students into groups and ask them to prepare questions on a particular theme. The investigator collects questions and select same number of questions from each team and also prepares questions on some recent issues. Conduct quiz as two students from each team with several rounds.

*By this session the students will be able to understand the environmental issues and the means to protect our environment*

*Other life skills and personality components covered: values, inter-personal relations, stress management, leadership quality and health awareness and communication skills*

**Session-27- Emotional adjustment, Stress management**

Warm up-Clapping exercises

Ice breaking

Investigator narrates the story of a farmer

Joseph was a farmer lived in a village. Joseph had an OX that helped him to carry things to market. One day Joseph lost his ox. He searched it everywhere but couldn’t find it. People said-“What a bad luck!” After some days the ox came to the house with a cow. Then people said-“What luck!” Later, Joseph’s son fell down somewhere and broke his leg. People said-“What a bad luck!” After a day the king ordered to send all the young men of the country to participate in the battle. Most of the soldiers died in the war. Joseph’s son was not in the battle as his leg was broken. Then people said-“What luck!”

Like this many things continued to happen in Joseph’s life. Though people were calling them as luck or bad luck, Joseph didn’t mean to call them as luck or bad luck. He said-“Bad luck turn into luck once.”

Ask students to discuss about the lesson of the story.

**Activity: 53 Challenge these statements**

**Objective: To promote the positive attitude and responses of students**

**Materials: Activity sheet**
Give out the ‘Challenge these statements’ activity sheet and explain to the students that they have to try to think of an alternative positive response to the statements on the sheet. Explain to participants that if we think negatively about a situation this can lead us to feeling powerless and a spiral of negative thinking, but we think about the validity of our thoughts and check the reality around us then we can often break the cycle of feeling negative.

<table>
<thead>
<tr>
<th>Challenge these statements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>People must love me or I will be miserable</td>
<td><em>I am responsible for my own happiness</em></td>
</tr>
<tr>
<td>Making mistakes is terrible</td>
<td><em>I learn from my mistakes</em></td>
</tr>
<tr>
<td>My emotions can’t be controlled</td>
<td></td>
</tr>
<tr>
<td>It is too difficult to be self-disciplined</td>
<td></td>
</tr>
<tr>
<td>I can’t stand the way others act</td>
<td></td>
</tr>
<tr>
<td>Every problem has a solution</td>
<td></td>
</tr>
<tr>
<td>I can’t change what I think</td>
<td></td>
</tr>
<tr>
<td>If others pay attention to me I must have done something wrong</td>
<td></td>
</tr>
<tr>
<td>I must never show any weakness</td>
<td></td>
</tr>
<tr>
<td>Healthy people don’t get upset</td>
<td></td>
</tr>
<tr>
<td>People shouldn’t act the way they do</td>
<td></td>
</tr>
<tr>
<td>You can’t tell me anything about me that I don’t know</td>
<td></td>
</tr>
<tr>
<td>I should be happy all the time</td>
<td></td>
</tr>
<tr>
<td>It is other’s responsibility to solve my problem</td>
<td></td>
</tr>
</tbody>
</table>

The investigator demonstrate **some possible answers** as following

<table>
<thead>
<tr>
<th>Challenge these statements (some possible answers)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>People must love me or I will be miserable</td>
<td><em>I am responsible for my own happiness</em></td>
</tr>
<tr>
<td>Making mistakes is terrible</td>
<td><em>I learn from my mistakes</em></td>
</tr>
<tr>
<td>My emotions can’t be controlled</td>
<td>I can decide how to respond if I feel</td>
</tr>
<tr>
<td>It is too difficult to be self-disciplined</td>
<td>I can learn skills to be self-disciplined</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>I can’t stand the way others act</td>
<td>Others actions are their responsibility. If I don’t like the way someone is acting I can remove myself</td>
</tr>
<tr>
<td>Every problem has a solution</td>
<td>There are no perfect solutions just solutions which might work</td>
</tr>
<tr>
<td>I can’t change what I think</td>
<td>I have control over my own thoughts</td>
</tr>
<tr>
<td>If others pay attention to me I must have done something wrong</td>
<td>People pay attention to others for all sorts of reasons both good and bad</td>
</tr>
<tr>
<td>I must never show any weakness</td>
<td>Being open about my feelings and asking for support when I need it means I am more likely to it</td>
</tr>
<tr>
<td>Healthy people don’t get upset</td>
<td>Healthy people have a range of emotions that they are not afraid to show</td>
</tr>
<tr>
<td>People shouldn’t act the way they do</td>
<td>I can ask people to help me but they have the right to refuse</td>
</tr>
<tr>
<td>You can’t tell me anything about me that I don’t know</td>
<td>I learn a lot about myself through my interactions with others</td>
</tr>
<tr>
<td>I should be happy all the time</td>
<td>I will take the opportunity to be happy as much as possible but I am aware that sometimes life is distressing</td>
</tr>
<tr>
<td>It is other’s responsibility to solve my problem</td>
<td>I am responsible for my own wellbeing but this does not mean that I cannot ask for help</td>
</tr>
</tbody>
</table>

**Activity:54-Positive thoughts**

Investigator introduces the activity by saying the importance of positive thoughts and the impact of negative feelings and thoughts. Then practice this technique by giving some instructions:

“You just close your eyes and imagine a cold morning with small breeze is touching your body. You are sitting in a garden with a lot of flowers, you are experiencing the smell of jasmine and rose flowers. There is a pond with clear water in the garden and you are washing your face in the cold water. There is another pond with full of lotus flowers and a water fountain in it. Another beautiful thing is the naturally made aquarium with different kinds of fishes. So you are in a world with full of energy. Now you think about your positives like, you have a million reasons to be positive,

- I am not blind. I can see the beauty of earth.
- I am not deaf, I can hear all sounds
• I have legs to move independently without depending on others.
• I am intelligent in several matters.
• I am not handicapped.
• I am healthy
• So I’m O.K and perfectly happy and I can improve better.”

By this session the students are able to convert negative feeling into a positive one.

Other life skills and personality components covered: Social concern, values and stress management.

Session-28 -ASSERTIVENESS

Objective: To teach persons appropriate strategies for identifying and acting on their desires, needs, and opinions while remaining respectful of others.

Assertiveness is a way of thinking and behaving that allows a person to stand up for his/her rights while respecting the right of the others. A person with assertive attitude recognises that each individual has rights and expresses his/her rights or needs.

Features of Assertiveness

• Feeling confident
• Making one’s own decision
• Having the right to say yes or no
• Expressing himself
• feeling control of life
• Respecting others
• having self-esteem

Activity: 55-Situational test

Activity: Ask students to come forward and share the situation to express assertive behaviour in their life
Through this activity, the students will be able to stand up for his/her rights while respecting the right of the others.

Activity: 56 Assertive Quiz

Assertiveness Quiz

The facilitator gives out the assertiveness quiz to the participants and asks them to complete it individually. The facilitator then goes through the assertive answers and asks the participants to note the answers on their sheet. The facilitator then explains why these are assertive responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you buy things you do not want because you are afraid to say no to the salesperson?</td>
<td></td>
</tr>
<tr>
<td>2. When you do not understand the meaning of a word, do you ask about it?</td>
<td></td>
</tr>
<tr>
<td>3. Do you feel responsible when things go wrong even if it is not your fault?</td>
<td></td>
</tr>
<tr>
<td>4. Do you look directly at others when you talk to them?</td>
<td></td>
</tr>
<tr>
<td>5. Do people often ask you to speak more loudly in order to be heard?</td>
<td></td>
</tr>
<tr>
<td>6. Do you feel intimidated by people in authority?</td>
<td></td>
</tr>
<tr>
<td>7. Do you generally have good posture?</td>
<td></td>
</tr>
<tr>
<td>8. Do you often feel so angry you could scream?</td>
<td></td>
</tr>
<tr>
<td>9. Do you know how to ask for help without feeling dependent?</td>
<td></td>
</tr>
<tr>
<td>10. If someone cuts in front of you in a line, do you usually tell them off?</td>
<td></td>
</tr>
</tbody>
</table>

Assertive Answers


Explanation of answers to the assertiveness quiz

1. The assertive person is not afraid to say no. She or he feels free to make choices.
2. The assertive person takes responsibility for getting his or her needs met. Fear of seeming ignorant doesn’t prevent the assertive person from asking questions.
3. The assertive person takes responsibility for his or her own behaviour but not take responsibility for the behaviour of others or for situations, which are beyond his or
her control. To feel responsible for things beyond your control lead to unnecessary feelings of guilt.

4. Direct eye contact is assertive and suggests sincerity, self-confidence and the expectation that others will listen.

5. An assertive person wants to be heard.

6. An assertive person does not allow status to intimidate him or her.

7. Good posture communicates a positive self-image. When posture is limited by a disability, good eye contact and facial expression can be used to express a positive self-image.

8. The assertive person works to get his or her needs met and does not let situations build to the point of crisis.

9. The assertive person is able to ask for help without feeling dependent because he or she maintains a strong sense of self worth and self-respect.

10. Telling someone off is an angry, aggressive response. The assertive person would state that he or she is irritated by the unfairness and ask the person to move to the end of the line.

By this session the students will be able to act on their desires, needs, and opinions while remaining respectful of others and enable them to stand up for his/her rights while respecting the right of the others.

Other life skills and personality components covered: Social concern, values, emotional adjustment and stress management

Session – 29 SELF CONFIDENCE

Warm up-

Meera: Teacher, today I saw a poster in the principal’s room. It was quite impressive. There was a picture of a bird flying high along with the statement,” I do so, because I believe I can”

Teacher: Meera, in the posture, the confidence of the bird has been portrayed. The bird says that it is able to fly so high because of the faith it has in its own abilities

SELF CONFIDENCE IS THE BELIEF IN ONE’S OWN ABILITIES; IT IS THE KEY TO SUCCESS
Ask the students to comment on above conversation. Write a paragraph on this.

Activity: 57 ACCOMPLISHMENT

This is very interesting combination of words that is very essential for both life skills attainment and personality development.

A - ACCEPT  അക്കെപ്റ്റ്
C - COMMITMENT കമ്മിറ്റ്മെൻറ്റ്
C - COMPLIMENT കോമ്പ്ലിമെൻറ്
O - OBEDIENT ഓബ്ഡിയനറ്റ്
M - MAGNETIC മാഗനേറ്റിക്
P - PROUD പ്രൂഡ്
L - LONG ലോൺഗ്
I - IDEALISTIC ഇഡെയ്ലിസ്ടിക്
S - SPIRITUAL സ്പിറ്റ്യൂളറൽ
H - HAPPY ഹാപ്പീ
M - MANIFEST മാനിഫെസ്റ്റ്
E - ENLIGHTEN എൻലൈറ്റണ്ണ്
N - NEEDY നീഡ്ഇ
T - THINK ടിംക്

Students divide into groups and ask them to write an interpretation of meaning of each letter. After 30 minutes, present the answers from each group. Congratulate the group who will present well.

By this session students will be able to understand the importance of self confidence for success.

Other life skills and personality components covered: Social concern, leadership quality, values, stress management, self awareness, self concept, communication skills

Activity: 58- I'M POSSIBLE

Objective: To develop self confidence among students
Activity: The students are asked to read the poem and comment on it

**IT COULDN’T BE DONE** - EDGAR A GUEST

Somebody said it couldn’t be done,
But he with a chuckle replied
That ‘maybe it couldn’t,’ but he would be one
Who wouldn’t say so till he tried.
So he buckled right in with the trace of a grin
on his face. If he worried he did it.
He started to sing as he tackled the thing
That couldn’t be done, and he did it.
Somebody scoffed: ‘Oh, you’ll never do that;
At least no one ever has done t’;
But he took off his coat and he took off his hat,
And the first thing we knew he’d begun it.
With a lift of his chin and bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn’t be done, and he did it.
There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
just take of your coat and go to it;
Just start to sing as you tackle the thing
That ‘cannot be done’ and you will do it.
Question: What is the poet’s advise to readers?

*By this session the students will be able to realize the importance of self-confidence on success of any action*

**THE MOST IMPORTANT INGREDIENT TO SUCCESS**

*IS FAITH IN YOURSELF- NAPOLEON HILL*

*Other life skills and personality components covered: values, self awareness, self concept, communication skills*

**Session – 30: HEALTH AWARENESS**

Warm up-Clapping exercise

Materials: Hand out, LCD show

Strategy: Talk, Dramatization

**Activity:59 : Talk on STD(Sexually Transmitted Diseases)**

The following points to be discussed

- What are STD
- Modes of Transmission
- Preventive measures
- Symptoms

**Activity : 60- Dramatization**

Objective : To provide an introduction about the importance of self-confidence on success

Activity:Divide students into groups of six members. Ask them to make script on AIDS. After 20 minutes each group will be presented the script. Congratulate each group and the best script can be presented in the class or school assembly on 1st December-World Aids Day.
By this session, Students will get a deep understanding on the ‘horrible disease’ Aids, its mode of transmission and preventive measures. They also realize that there is no effective treatment for these diseases. Once, affected it will persist throughout their life.

Session:31- “WHERE THERE IS A WILL, THERE IS A WAY”

Objective: To embolden students to faces the difficulties with courage and confidence to acquire success.

Ice breaking: Story of ‘Guru and Sishya’

Long years ago, the children educate in the home of ‘Guru’. For this, they had to leave their homes and live in their Guru’s home until they finish their studies. After their training, the students would give a tribute to their Guru (teacher) and return to their homes.

It was the time for a group of ten students to say goodbye to their Guru. Out of ten students nine of them returned very happily. But the tenth one named Ramu stood in front of him desperately and said:“Guru, I am not intelligent, beautiful or rich. I don’t have anything of my own to be proud of and I am of no value.” Then Guru replied:“Ok. I will show you something that would blow your sadness away. Guru called his son. He was blind and paralysed. The boy was helping his mother by cutting vegetables and he was very happy. By seeing this Ramu thought that “If a blind and paralysed boy can help his mother and be so happy, why I couldn’t be?” Ramu understood his value. He returned and with his immense hard work, he led a successful life.

Ask the students to discuss the importance of this story.

Activity: 61- Face all challenges

Materials: Poster of two Disabled people

Ask the students to read the news of two disabled people who faced all challenges in life and defeated their fate with courage and confidence in order to lead successful life.

Ask students to write “what you have learnt from the news”?

Conclude the activity by giving a message that “You are healthy, you are intelligent, you are blessed with a family, then why don’t you utilize your potential? You should try your level best in each and every endeavour.

Activity :62-Answer to the question

The students are asked to write
1. “What are the qualities of a good personality?

2. List the life skills you attained through this programme.

3. What is your ambition in life?

Session: 32-FEED BACK

Phase-four: Assimilation phase (2 Hours)

This is the fourth phase during the implementation of SGCP. In this phase the investigator has given some follow-up activities in order to clarify their level of imbibitions of the things trained during the training phase.

Ice breaking

Sing a song: The students divide into two groups. A healthy competition between two groups on Malayalam film songs. In this, one group will give a word, the other group should sing a song start with that word. This will continue for 45 minutes and then wind up the session by announcing the winning team. If both the teams score equal points, that will be more fair.

For example: The word: ‘Thamara’-Thamarakkumbilallo mamahridayam.............................

Activity: 63-feed back

Strategy: Jigsaw

Materials: Activity sheet

Ask students to form groups of six members. Each group was given one question. Groups paired up and interviewed each other taking in turns to answer and ask the questions. They then move on until every group has interviewed or been interviewed by every other group. They noted the questions and answers. The whole group discuss and share their experience.

- What did you think about the program at the beginning?
- In relation to the regular activities in school, how do you think this programme is different?
- What was your favorite part of the programme? Why?
- What was the most important thing you learned about the program? Why?
- What was the biggest success of the program?
- What would you like to do different this year, in relation to the program?
- What is the biggest change in your school/grade as a result of the program?
- What new things would you like to do/discuss as part of the program?
Activity : 64-Post test

Phase-five : Appraisal phase

This is the last phase in the Life skills Training programme. This is the appraisal phase in which students evaluate the relevance of the programme. The students also evaluate the discussion made in the group. Overall evaluation done by administering Life Skills Attainment Scale as post-test.

There are two types of evaluation
Formative and summative evaluations are both important, since decisions are needed in the early and final stages of a programme. The early decisions are needed for programme improvement, while the final decisions help to check its worth.

- Administration of Post-test
- Reflection from students
- Overall appraisal of programme

Ask students to fill the life skills Attainment Scale, Personality development Index as post test. An evaluation tool (Package Appraisal Proforma) also to be filled in order to collect feedback on the effectiveness of package.

<table>
<thead>
<tr>
<th>ASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Ask, you will receive</td>
</tr>
<tr>
<td>S - Seek, you will find</td>
</tr>
<tr>
<td>K- Knock, it will be opened</td>
</tr>
</tbody>
</table>
### JUDGEMENT SCHEDULE FOR VALIDATING SAGCP

**Name & Designation:**

**Academic qualifications:**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Quality Norms</th>
<th>Dimensions</th>
<th>Ratings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low</td>
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<tr>
<td>1</td>
<td>Selection of Variables</td>
<td>Rationale</td>
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<td></td>
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<td>Goal setting</td>
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<td></td>
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<td>Precision</td>
<td></td>
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<td>2</td>
<td>Selection of components</td>
<td>Necessity</td>
<td></td>
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<td></td>
<td></td>
<td>Path finder</td>
<td></td>
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<td></td>
<td></td>
<td>Outcome based</td>
<td></td>
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<tr>
<td>3</td>
<td>Selection of strategies</td>
<td>Need based</td>
<td></td>
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<td></td>
<td></td>
<td>Appropriate for each component</td>
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<td></td>
<td></td>
<td>Dynamic &amp; Interesting</td>
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<tr>
<td>4</td>
<td>Organization</td>
<td>Systematically Planned</td>
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<tr>
<td></td>
<td></td>
<td>Sequentially arranged</td>
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<tr>
<td></td>
<td></td>
<td>Bridging concepts and ideas</td>
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<tr>
<td>5</td>
<td>Authenticity</td>
<td>Based on literature review</td>
<td></td>
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<td></td>
<td></td>
<td>Assessment tool</td>
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<td></td>
<td>Theoretical frame work</td>
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<tr>
<td>6</td>
<td>Uniqueness</td>
<td>Novelty</td>
<td></td>
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<td></td>
<td></td>
<td>Challenging</td>
<td></td>
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<td></td>
<td></td>
<td>Outcome based</td>
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</table>

**Suggestions and Recommendations**

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..............................................................................................................................................................................Signature
## APPENDIX K

### PACKAGE APPRAISAL PROFORMA

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENTS</th>
<th>To a greater extent</th>
<th>To a certain extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAGCP endowed me to enhance the skill in articulating and crystallising the knowledge of various vocation.</td>
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<tr>
<td>2</td>
<td>SAGCP demonstrated the growing awareness and self confidence in choice of vocations.</td>
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<tr>
<td>3</td>
<td>SAGCP helped me to enhance the clear expressions of thoughts regarding the vocational choices.</td>
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<td>4</td>
<td>SAGCP provided an opportunity for self judgment and self analysis in the process of selection of vocation.</td>
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<td>5</td>
<td>SAGCP enabled me to fulfil the general vocational expectations.</td>
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<tr>
<td>6</td>
<td>SAGCP highlights the impact of selecting wrong choice of vocation.</td>
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<td>7</td>
<td>SAGCP made me to broaden my occupational horizon.</td>
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<td>8</td>
<td>SAGCP delineated faulty selections and their influencing factors.</td>
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<td>9</td>
<td>SAGCP made me to engage in the intellectual selection procedures in vocational choices.</td>
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<td>10</td>
<td>SAGCP endowed me to deploy the understanding of the world of work.</td>
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</table>

### LIFE SKILLS TRAINING

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENTS</th>
<th>To a greater extent</th>
<th>To a certain extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>SAGCP provided orientation towards the significance of imbibing various life skills to lead a successful life.</td>
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<tr>
<td>12</td>
<td>SAGCP equipped me for enhancing awareness about the first aids for snake bite, electric shock, dog bite and burns.</td>
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<td>13</td>
<td>SAGCP threw a light on proper orientation on STDs such as AIDS, Hepatitis etc.</td>
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<td>14</td>
<td>The multiple training strategies used in the SAGCP was very effective and interesting.</td>
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<tr>
<td>15</td>
<td>SAGCP helped to reduces my stress level and enable me to</td>
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<td>manage stressful situation.</td>
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<td>16.</td>
<td>SAGCP enabled me to solve the problems scientifically in a systematic way.</td>
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<td>17.</td>
<td>SAGCP helped me to develop an empathetic attitude towards suffering people.</td>
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<td>18.</td>
<td>SAGCP empowered me to take proper decision in right time in a proper manner.</td>
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<td>19.</td>
<td>SAGCP scaffold me to develop communication skills and more sophisticated interpersonal skills.</td>
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<td>20.</td>
<td>SAGCP helped me to amplify the capacity to interact with others without any hesitation.</td>
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<tr>
<td>PERSONALITY DEVELOPMENT</td>
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<td>21.</td>
<td>SAGCP helped to take a strong decision to adopt values in my life.</td>
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<tr>
<td>22.</td>
<td>SAGCP enabled me to interact with my peers in fruitful discussions.</td>
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<td>23.</td>
<td>SAGCP provided ample opportunity to consider the viewpoints of others.</td>
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<tr>
<td>24.</td>
<td>SAGCP equipped me to have a diversified vision and move towards proper direction and face challenges in a fruitful manner.</td>
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<tr>
<td>25.</td>
<td>SAGCP enlightened me to motivate to achieve maximum by using my capacities and abilities in a proper way.</td>
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<tr>
<td>26.</td>
<td>SAGCP endowed me to realize the various aims of education help me live as a socially benefited citizen.</td>
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<tr>
<td>27.</td>
<td>SAGCP made me assertive and embolden me to express my opinion without any hesitation.</td>
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<td>28.</td>
<td>SAGCP integrated the experiences through creating a self awareness and thus improve my self confidence.</td>
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<tr>
<td>29.</td>
<td>The experiences through the SAGCP effected a personal transformation of emotional maturity and I have developed a habit of regularly assessing my emotional behavior.</td>
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<tr>
<td>30.</td>
<td>Guidance and Counselling Programme can make me confident and reasonable which will enable me to lead a successful life.</td>
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</tbody>
</table>
APPENDIX L

LIST OF EXPERTS CONSULTED

Dr. K.R Sivadasan, Former Dean and director, Department of Education, University of Kerala.

Dr. V.T Jalajakumari Assistant Regional Director, IGNOU, Kochi

Dr. N.K Arjunan Principal, John Mathai Centre, Thrissur

Dr. A Sukumaran Professor, School of Behavioural Sciences, Mahatma Gandhi University, Kottayam

Smt. Sajitha School counsellor, Govt HSS, Arpookara

Smt. Rejani School counsellor, Govt HSS, Edakkochi

Ms. Akhila School counsellor, Govt HSS, Kallil

Dr Joseph Willi Psychiatrist, St. James Hospital, Chalakkudy

Dr. K. Mohandas Psychiatrist (retired) Govt. Mental hospital, Thrissur

Dr. G Unnikrishnan Urologist Dept. of Urology, Medical College, Kottayam