



महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद
Mahatma Gandhi National Council of Rural Education
 Department of Higher Education, Ministry of Education, Government of India



SARTHAQ to be Guiding Star for Transformational Reforms in the Education Sector.. Union Education Minister **Shri Ramesh Pokhriyal Nishank** stated as he chaired a high level meeting on implementation of National Education Policy (NEP) 2020.



This was launched as part of Amrit Mahotsav Celebrations on 75 years of Indian independence. SARTHAQ plan is interactive, flexible and inclusive. In pursuance of the goals and objectives of the NE 2020 issued on 29th July, 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive Implementation Plan for School Education, called 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. The plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per

their needs and requirements. This implementation plan delineates the roadmap and way forward for implementation of NEP 2020 for the next 10 years, which is very important for its smooth and effective implementation.

Speaking on the occasion, Shri Pokhriyal urged all the stakeholders to use this plan as a guiding star to undertake transformational reforms in the education sector. He said that like the policy itself, the plan is also interactive, flexible and inclusive.. SARTHAQ takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner.

SARTHAQ has also been prepared as an evolving and working document and is broadly suggestive/indicative in nature and will be updated from time to time based on the inputs/feedback received from the stakeholders.

Following outcomes have been envisaged for entire education system after implementation of SARTHAQ:

New National and State Curriculum Frameworks for School Education, Early Childhood Care and Education, Teacher Education and Adult Education will be developed encompassing the spirit of NEP and will pave way for curriculum reforms

Increase in Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), transition rate and retention rate at all levels and reduction in drop outs and out of school children.

Access to quality ECCE and Universal Acquisition of Foundational Literacy and Numeracy by Grade 3. Improvement in Learning Outcomes at all

stages with emphasis on teaching and learning through mother tongue/local/regional languages in the early years.

Integration of vocational education, sports, arts, knowledge of India, 21st century skills, values of citizenship, awareness of environment conservation, etc. in the curriculum at all stages.

Introduction of Experiential learning at all stages and adoption of innovative pedagogies by teachers in classroom transaction.

Reforms in Board exams and various entrance tests.

Development of high quality and diversified teaching-learning material.

Availability of text books in Regional/local/home language.

Improvement in quality of Teacher Education Programmes.

Improvement in quality of newly recruited teachers and capacity building through Continuous Professional Development.

Safe, Secure, inclusive and conducive learning environment for students and teachers.

Improvement in infrastructure facilities including barrier free access and sharing of resources among schools.

Uniform standards in learning outcomes and governance across public and private schools through setting-up of an online, transparent public disclosure system through establishment of SSSA in states.

Integration of technology in educational planning and governance and availability of ICT and quality e-content in classrooms.

(online gov sources)



MoU with Ministry of Education sets the pace for MGNCRE's Annual Activity Plan for 2021-22

Mahatma Gandhi National Council of Rural Education Announces the Recipients of "One District One Green Champion" Awards! Swachhta Action Plan 2020-2021 Congratulations to the Winners!

The contents of the draft Memorandum of Understanding to be signed with the Ministry have been finalized by the Council. It gives a whole lot of positivity and encouragement to go ahead with our agenda of work for this year with renewed vigour and energy. The Council has already chalked out its annual plan of activities and ground work is afoot to overcome the challenges and meet the organizational goals.

The current year's action plan includes-Promotion of Rural Higher Education; Curriculum development (course/online resources); Development of Rural Management Course curriculum (including Nai Talim Teacher Education); Capacity building (workshops/ Faculty Development Programmes); Conducting Action Projects covering 50 Workshops (Offline/Online) on Nai Talim; Conducting Action Projects covering 20 Workshops (Offline/Online) on Rural Immersion Training Programmes; Conducting Action Projects covering 20 Workshops (Offline/Online) on Rural Management; Conducting 2000 Institutional workshops (Online); Internships; Action Research Projects; Online and Offline Faculty Development Programmes; 20 Ph.D Fellowships; Development of textbooks and audio visual resource material on BBA RM; disseminating information through 24 News Letters – Connect (English & Hindi); and Peer Reviewed Journal – Indian Journal of Rural Education and Engagement

MGNCRE announced One District One Green Champion Awards as part of its Swachhta Action Plan 2020-21. We announced 214 Higher Education Institutions as the recipients. MGNCRE congratulates these Swachhta Champions who have endured it all and ensured greenery, sanitation and hygiene in their campuses. This is a motivational factor for other HEIs and going forward, we wish to give out more such awards.

The current scenario of the pandemic scare has brought the need for Emotional Well-being to the fore. The emotional quality an individual experiences is influenced by a variety of demographic, economic, and situational factors. As per statistics, the onset of the COVID-19 outbreak has lowered emotional well-being by 72%. This has wide range implications of decreased

emotional well-being related to mental health concerns such as stress, depression, and anxiety. Consequently, these factors contribute to physical health concerns such as digestive disorders, sleep disturbances, and general lack of energy.

People with emotional distress are prone to low self-esteem, pessimistic, emotionally sensitive, very self-critical and people who need to constantly assert themselves through their emotions. They are found to be overly worried about the future, and focused on the past.

As Dr. Marisa Navarro says in her book *La Medicina Emocional (Emotional Medicine)*, "no one is safe from suffering this emotional state. It is a very serious problem that can result in constant states of anger, sadness, worry and even anxiety or depression."

For an organization to perform successfully, emotional well being of employees is crucial. Keeping this in view, MGNCRE has conducted a few workshops on Emotional Intelligence earlier on. Recently, a 2-day workshop on **Helpers' skills training to deal with Covid-19 clients** was conducted which focused on emotional dealing with the current COVID-19 elements. Our team participated enthusiastically in the program and reaped the benefits. The learnings from workshops on Emotional Intelligence, Mental Health and Coping up with the COVID-19 crisis are the aspects to be taken as components and topic areas for Institutional Workshops to be scheduled shortly.

With distressing news and negativity all around, mental health needs to be made more sound to cope up with the situation all around us. Enhanced emotional well-being is seen to contribute to upward spirals in increasing coping ability, self-esteem, performance and productivity at work, and even longevity. Thoughts determine our feelings. Feelings depend on thoughts and both determine attitudes and actions. Feelings need not depend on what is happening around us but rather on our interpretation about what is happening.

Good emotional health leads to better physical health, prevents diseases, and makes it possible to enjoy life and be

happier. As is seen around us, Medical Doctors and frontline medical personnel are battling it out on the pandemic foreground. In these conditions, we must take a holistic approach to patients by caring for physical, psychological, and social health. To that end, we need to become aware of the importance of emotional medicine in order to help others decrease and manage negative feelings that can damage their health and teach them to enhance the positive feelings that can prevent and help heal illness.

Dr. W G Prasanna Kumar
Chairman MGNCRE

A concept that has gained weight in recent past is having work-life balance which explains the ideal situation in which a professional can split time and energy between work and other activities related to social aspects. Through proper planning and time management you can easily make time for family, friends, self, spirituality, and other social activities, in addition to the effectively meeting out demands of the workplace.

Fear, worry, and stress are normal responses to perceived or real threats, and at times when we are faced with uncertainty or the unknown. So it is normal and understandable that people are experiencing fear in the context of the COVID-19 pandemic. Faced with new realities of working from home, temporary unemployment, home-schooling of children, and lack of physical contact with other family members, friends and colleagues, it is important that we look after our mental, as well as our physical health. Emotional intelligence is at the core of being able to make these behavioral shifts and ultimately helping you attain all those adjectives describing stellar leadership. We have a critical role in helping others get through these times. At the same time, the challenges they bring will shape us and allow us to grow as human beings. Emotional intelligence will be at the forefront of this growth and worth the investment.

Dr. Bharat Pathak
Vice Chairman MGNCRE

“True emotional healing doesn't happen without feeling. The only way out is through. Anger is a sentry, stalking the edges of our boundaries and standing ready to defend them. Emotional healing requires more than simply changing how you feel. Your emotions are merely symptoms of the problem - not the problem itself. Even when they hurt.”

Jessica Moore (former Australian professional tennis player)



NIT Warangal organised a program on how to popularize Science in Telugu language at Indian Institute of Chemical Technology IICT auditorium, Hyderabad. About 50 science activists and Directors attended. Taking science to rural areas was the key focus of the program. Chairman MGNCRE Dr. W G Prasanna Kumar was a keynote speaker among other dignitaries.



MGNCRE Action Plan 2021-22

The Department of Higher Education in the Ministry of Education and Mahatma Gandhi National Council of Rural Education finalised MoU to align the activities of the MGNCRE to the educational agenda of the Ministry and make the action plan of the Council outcome oriented; maintain financial discipline and report performance of MGNCRE.

MGNCRE is principally and actively engaged in promoting core course and add-on curricular interventions for inculcating social responsibility through student engagement with rural communities, especially the villages in the proximity of the Universities/colleges where they are in interaction with. Promotion of such social responsibility is essential. MGNCRE has been instrumental in guiding and securing the objective of incorporating rural engagement into the curriculum of numerous HEIs nationwide, by working with the concerned HEIs and nurturing the process.

MGNCRE has in its portfolio diverse and unique accomplishments including contribution to Rural Management Education and

launching Swachhta related curriculum and manuals. The larger vision is to enable Higher Educational Institutions (HEIs) to recognise, promote and institutionalise rural community engagement as a field of study. The prime goal of MGNCRE is to reach out to 650000 villages in India.

Keeping the lockdown of the entire country in view, MGNCRE has embarked upon virtual work. We have successfully conducted Online Faculty Development Programmes and Workshops on Swachhta, Nai Talim—Gandhiji's Experiential Learning Methodology, Rural Management with Case Discussion Methodologies, and Mentoring and Facilitation Skills. These programmes will help in academic upgradation of teachers working in Universities and colleges; help in innovation and development in different areas of education; focus on the role of Faculty of Higher Education, their areas of responsibility, methods of experiential learning and rural engagement; and enable faculty to engage in Action Research based Teaching-Learning Process. With the unfolding of the global coronavirus pandemic leading to people being confined to their homes, borders being shut and economic instability, it can be hard not to feel overwhelmed by the state of the world at the moment. We have learnt that even in times of stress and anxiety, you can take proactive steps to be productive. The initial technical glitches of conducting virtual programmes were overcome all the time ensuring maximum participants and transacting quality resourceful programmes by engaging DOPT certified Resource Persons along with our own resource personnel. As part of its capacity building initiative, MGNCRE networked with HEIs in order to develop synergic convergence of human resources which are socially and economically just and inclusive for the

vulnerable sections of rural India. We very well connected the linkages of Work and Education. Rural Management course was propagated as an employment opportunity available in rural management sector. Efforts led to formation of Entrepreneurship Cells in HEIs. There is a need for Rural Management professionals for the country's growth.

MGNCRE's work on the lines of Experiential Learning, Community Engagement, Curriculum and Higher Education interventions finds resonance in the National Education Policy 2020. The Council's interventions in Gandhiji's Nai Talim – Experiential Learning have been recognized and approved for UNESCO Chair. The project meets the criteria set by UNESCO Chair Programmes of enhancing the capacities of higher education and research institutions through an integrated system of research, training, information and documentation activities related to rural community engagement, work education and experiential learning in teacher education and school education fields. MGNCRE has been involved in promoting Gandhian values of village self-reliance through Faculty Empowerment and Development activities in Central and State universities for the last 23 years. MGNCRE intends to work wholly as a facilitating and hand-holding agency in line with requirements and as per mutually identified needs.

As part of implementation of National Education Policy 2020, National Consultative Workshops were held with NCERT and the Directors of SCERTs earlier. The focus was on Experiential Learning, Gandhiji's Nai Talim and Vocational Education as part of school education curriculum. MGNCRE has a designated UNESCO Chair on Experiential Learning, Work Education and Community Engagement at MGNCRE. As part of the Chair activities the Chair is working on mainstreaming vocational education into the school curriculum.

More than 65 MoUs have been signed with Higher Education Institutions for sharing expertise in BBA Rural Management course. MOU was also entered with Federation of Indian Export Organization - FIEO to design suitable programs for Rural India and to invite relevant resource persons to join MGNCRE in organising training and Workshops.

Text Books for MBA Waste Management and Social Entrepreneurship (9) and 30 Text Books for transaction of BBA Rural Management Course have been developed. More than 400 Audio-Video resource material have been developed for transaction of BBA Rural Management Course.

MGNCRE's e-Learning Centre has developed the infrastructure for conferencing and training facilities which include training programs, skill building sessions and workshops with state of art studio and video conferencing equipment, LCD projectors, public address system, white boards, flip charts, photocopy facilities, laptops, and other required equipment. We intend to use this facility for video linking the entire country and share online educational resources for rural community engagement and development.

- 110618 Students participated in 2496 Workshops on Vocational Education-Nai Talim-Experiential Learning, Social Entrepreneurship, Swachhta and Rural Engagement, Rural Entrepreneurship Development, and Swachhta Action Plan
- 9967 Institutional Cells Formed
- 57593 Action/Business Plans were formed
- Students and Faculty were sensitized on the need for Public Hygiene in COVID 19 times.

For providing an institutional identity to the Rural Entrepreneurship Development (RED) activities, MGNCRE is encouraging Higher Educational Institutions across India to set up Rural Entrepreneurship Development Cell (REDC). The role of REDC is to provide internship and apprenticeship with rural enterprises, initiate rural entrepreneurship, form network with rural manufacturers, develop rural technological interventions, and groom students to be rural entrepreneurs by inculcating the spirit of entrepreneurship in their minds.

MGNCRE's One day Online Institutional Workshops on "Vocational Education-Nai Talim- Experiential Learning (VENTEL) Action Plan' have created the required impetus for the need for Vocational Education as a means of Productive work with Economic value and its integration with the 4 methodologies of Science, Mathematics, Social Studies and Language. These workshops have been the ground for preparing Action Plans for activities in the four identified areas of VENTEL Action Plan - Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement. Social Entrepreneurship, Swachhta and Rural Engagement Cell Action Plan Cells (SESREC) workshops focus on developing social enterprise business plan using the activities of Swachhta and community engagement. Social entrepreneurship also differs from the broader concept of corporate social responsibility (CSR), which aims to assist businesses in fulfilling economic and social responsibilities. Social entrepreneurship education strategically focuses on bringing about social change and is a collective and organized movement of change making which works towards developing and scaling sustainable solutions to social challenges.

Action Research Projects were conducted in Vocational Education, Social Entrepreneurship and Rural Entrepreneurship. The Action Research Projects include - action to implement the planned improvement; monitor and describe the effects of the action; evaluate the outcomes of the action; and plan an improvement in practice. Introductory workshops on 4 aspects of Swachhta state wise were conducted and the areas of knowledge sharing included aspects of Swachhta in Campus; Campus Jal Shakti (Water Conversation in campus); and Campus-Post Covid 19 Sanitation Plan. Consequently Swachhta Action Plan Committees were formed.

MGNCRE has done remarkable work as an RCI conducting voluminous Workshops, Village activities, PRA, PLA, Rural Immersion Programmes and several student-village activity programmes which have been well documented. The process of sustainable development through UBA will help check the problem of migration of people from rural areas to urban locales, while giving scope for reverse migration. The student community is expected to take the lead in implementing the programme so as to make it a national movement.

MGNCRE Action Plan 2021-22

A. Curriculum design, Development and transaction

MGNCRE is focused on engaging with the Universities, Degree & PG colleges (B.Ed, D.Ed, M.Ed) and other reputed Institutions across the country in promoting rural concerns as part of Higher Education.

The Current agenda of MGNCRE is focused mainly on the Curriculum Development for transacting various courses on Rural Engagement and Management.

Curriculum Development

1. Task: Establishing contact with university, rapport building and networking relationship

2. Task: Conducting core group meeting
3. Task: Preparation for transactable module with resource material
 4. Task: Mentoring programme for faculty members for introducing courses in rural community engagement, Nai Talim and Rural Management.
- B. **Faculty Development Programmes** which are five day programmes for faculty members involved in teaching courses in Nai Talim, Rural Immersion and rural management, including
- C. Two day workshop, two days class room practice training and one day field exposure, incase they are conducted online with a Project Component.

These are aimed at imparting knowledge and skill for transacting courses in vocational education, rural community engagement and rural management. Further, the faculty members need to be given specialized stream-based training in areas of teacher education, management, communication and social work by forming exclusive groups.

- D. **Action Research:** Action Research on Rural Management, Rural Engagement and Nai Talim, Community Engagement and Corporate Social Responsibility, Teacher Education, Experiential Learning, rural economy and ecosystem, vulnerable sections of society, livelihoods and associated problems, natural and manmade disasters, and measures for mitigation, rural and local institutions, including Panchayati Raj system, social capital and community based and asset-based community development. Development interventions by the Government

Field based research methodology, participatory research methodology, PRA (relevant basket of tools, techniques, and methods of participatory data collection).

- E. Promoting five months Mahatma Gandhi Internship Programme for students pursuing post graduation in Education/Rural Management in the Universities/HEIs across the country through guiding, mentoring and visiting the field as part of UNESCO Chair activities. This will have pre and post internship interaction component by MGNCRE.
- F. Development of textbooks and audio-visual resource material on BBA Rural Management

Promotion of Rural Higher Education

- A. Curriculum development (course/online resources)
 - a. Development of Rural Management Course curriculum (including Nai Talim Teacher Education)
- B. Capacity building (workshops/ Faculty Development Programmes)
 - a. Conducting Action Projects covering 50 Workshops (Offline/Online) on Nai Talim
 - b. Conducting Action Projects covering 20 Workshops (Offline/Online) on Rural Immersion Training Programmes.
 - c. Conducting Action Projects covering 20 Workshops (Offline/Online) on Rural Management.
 - d. Conducting 2000 Institutional workshops (Online)
- C. Internships
 - a. **30** Mahatma Gandhi Internships
- D. Research & Flagship programme
 - a. **30** Action Research Projects.
 - b. **30** Faculty Development Programmes (FDPs) (online and offline)
 - c. **20** Ph.D Fellowships
 - d. Development of textbooks and audio visual resource material on BBA RM
- E. Publications
 - a. **24** News Letters – Connect (English & Hindi)
 - b. **2** Issues of Peer Reviewed Journal – Indian Journal of Rural Education and Engagement

“What helps you persevere is your resilience and commitment.”

***— Roy T. Bennett
The Light in the Heart***

Ongoing Activities

MoUs Signed in April 2021

1. **Samarth Group of Institutions, Behle, Pune, Maharashtra**
2. **G T N Arts College, Dindigul, Tamil Nadu**
3. **Gauhati University, Guwahati , Assam**

The MoUs were signed for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise.

1. Seven Roundtable meetings were held to introduce courses related too BBA/MBA in Rural Management.
2. Two Guest lectures on sensitizing and motivating on Rural Entrepreneurship were conducted



**ST. JOSEPH'S
DEGREE & PG COLLEGE**
Gunfoundry, Abids, Hyderabad - 500 001.

**FDP ON
SENSITIZING
'ENTREPRENEURSHIP'**

16th April, 2021 2:00 pm onwards

Speakers:



Fr. Dr. D. Sunder Reddy
Principal



Dr. W. G. Prasanna Kumar
Chairman, MGNCRE



Mr. Ch. Chetan Babu
Director, MGNCRE



Dr. C. LALITHA
Associate Professor
Director, EDC.



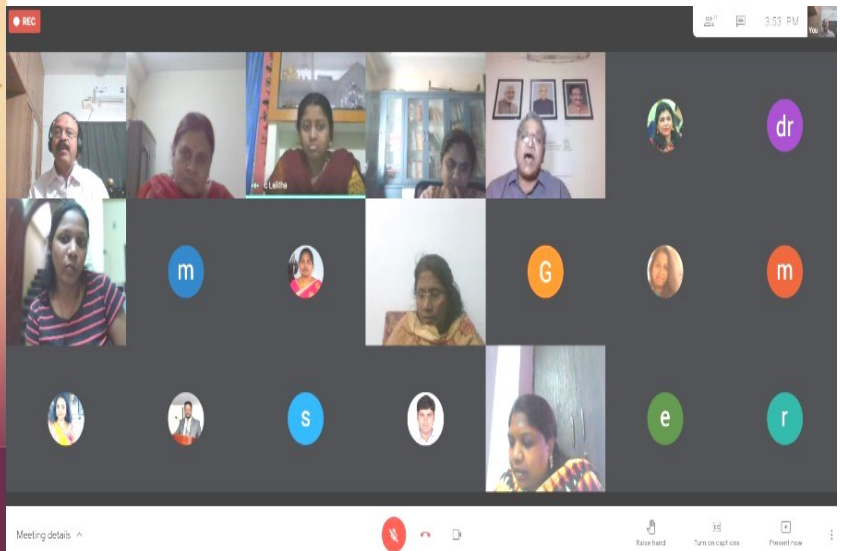
Mr. Ganesh Anand P
Assistant Professor
Member, EDC.



Mr. Jyothi Kalyan
Assistant Professor
Member, EDC.



Dr. H. Vani
Associate Professor
Director, SOC.



"Entrepreneurship is a skill and it develops by practice. Not big money from banks and big investors, but small money from savings of self will yield better learning and practice opportunities. From the day student joins management education, every class in every course of a Business Management Program should have 10-15 minutes atleast focusing on Entrepreneurship in that domain drawing life experiences of students and faculty members which act as live cases" was the learning from the Faculty

Development Program on 'Sensitizing Entrepreneurship' which was held at St. Joseph's Degree and PG College Hyderabad on 16th April. Chairman MGNCRE Dr. W G Prasanna Kumar along with Sri Chetan Chittalkar spoke about different types of entrepreneurship, the steps and paths towards success, and how to start a small venture and make it big. Twenty Faculty Members attended the program. They were sensitized about case/caselet methodologies and were asked to share their experiences.

Workshop – Helpers' Skills Training to Deal with Covid-19 Clients

A 2-day Workshop on Helpers' Sills Training to deal with Covid-19 Clients was held on 28-29 April. The COVID-19 pandemic has had a major effect on our lives. Many of us are facing challenges that can be stressful, overwhelming, and cause strong emotions in adults and children. Public health actions, such as social distancing, are necessary to reduce the spread of COVID-19, but they can make us feel isolated and lonely and can increase stress and anxiety. Learning to cope with stress in a healthy way will make you, the people you care about, and those around you become more resilient.

This training module was prepared by Smt. B. Vijayalalitha Srinivas, Founder and Director,

Esteem Consultancy for Psychological Counselling and Training in Human Relations, Hyderabad.

The key areas of knowledge sharing were -

Objectives and the expectations of the training

What is Covid-19

Clinical features

People at risk

Mode of transmission

Global, National scenario.

Testing

Prevention

Guidelines for home quarantine

Hospitalization

Myths and misconceptions on Covid-19

Different vaccines - Availability

Who can take who cannot take

Myths and misconceptions

The role of Helper

Rapport building - statements

Trust building

Listing of emotions

Don't-judge

Don't interpret

Don't react

Skills practice

Sharing information on Food supply, work, free medical supply, testing, temporary shelter, funeral duty, sponsors, blood and

plasma donors, on list Doctors and their details, ambulance, bed availability etc. (addressing all kinds of social needs of infected and affected with Covid-19)

Skills

1.Attentive Listening

2.Empathy

3.Supportive

4.Exploring

5. Open ended

6.Feeling oriented

7.Fact oriented

8.Closed ended

9.Respect

10.Genuine

11.Concrete

12.Accurate empathy (4 levels of empathy)

Skills Practice

13)Alternative frame of reference

14) feedback

15)Follow-up session

16)Referral

5-R's... to cope with Covid-19

Relate

Relax

Review

Routine

Rebound

Professional helping relationship

Make statements for positive thinking

The agenda was -

- **What is Covid-19**
- **Prevention of Covid-19**
- **Management of Covid-19**
- **What is vaccine? How does it help?**
- **Helper –definition**
- **Rapport building**
- **Communicational skills**
- **Skills practice**
- **Information sharing on Social support systems**
- **Skills**
- **Positive thinking and 5-R's**
- **Self care of helper**

OBJECTIVES OF HELPING

To make self reliant decisions To handle and reduce the stress
 To develop a positive integrated view of life, of one's own place in one's social network of relationships.
 To relax, to attain the balance in one's life crises, to assert oneself to progressively bring the focus of control of ones living to the inner self.

TYPES OF HELP

- ☑ Supportive (Emotional/Psychological)
- ☑ Educational (Information sharing on social issues)
- ☑ Reconstructive Counselling (deeper issues and needs to refer to trained counsellor)

PREREQUISITES OF HELPING

- Availability
- Rapport building
- Exploration
- Dealing with the issues
- Intervention
- Monitoring
- Follow-up

PROCESS OF HELPING

- Ensure passing on of correct information
- Provide support at times of crises
- Encourage change when change is needed for the prevention
- Help the clients focus and identify for themselves their immediate and long term needs
- Propose realistic action suitably adapted to the different clients and circumstances.
- Assist clients to accept and act on information on health and well being.

HELPERS SKILLS

COMMUNICATION SKILLS

- ☑ There are 4 element of communications
- ☑ Expression
- ☑ Listening
- ☑ Response
- ☑ Reaction

EXPRESSION

☑ This is first element of inter personal communications. Express is of two types
 Verbal
 Non Verbal. Non verbal (includes tone, gestures, body language)
 Verbal -7% Gestures – 58 % Tone- 35 %



LISTENING

- ☑ Superficial listening
- ☑ Partial listening
- ☑ Serious / Active listening

SUPPORTIVE RESPONSE

- ☑ To reassure, To encourage, as to minimize the intensity of the feelings of the counslee
- ☑ Eg. Saying don't worry, I am with you, giving relevant human touch
- ☑ Helper should give more of supportive responses to the client.

PROBING RESPONSE

- ☑ To seek further information
 - ☑ To explore further discussion
 - ☑ To explore the feeling of the client
- E.g. : Can you tell me more about what had happened on that day ? How did you feel about it ?
 Open ended questions are more helpful

TYPES OF QUESTIONS

☑ Open ended questions
 Open-ended questions are those which require more thought and more than a simple one-word answer.
 Eg. Can you tell more about your family, Can you tell about yourself.
 ☑ Closed ended questions
 Closed-ended questions are those which can be answered by a simple "yes" or "no".
 Eg. What is your name , your age, etc.
 ☑ Fact oriented questions
 Fact oriented questions are those which ask for the facts and information
 ☑ Feeling oriented questions
 Feeling oriented questions are asked to understand the feelings of the client.



PROBING SKILL

- ☑ Helper should use more of open ended, feeling oriented and relevant fact oriented probing responses.
- ☑ Helper should limit the usage of closed ended probing response

UNDERSTANDING RESPONSE

- ☑ Conveying the understanding of the client's feelings, problems and perceptions
- ☑ Mostly picking up the words and feelings of the client (Identical content)
- ☑ Rephrasing in fresh words the gist without changing the meaning and feeling (Paraphrasing content)
- ☑ Primary level of understanding means identifying the feelings of the client and communicating back the same .
- ☑ Counsellor should use more and more of understanding responses.

Steps to remember while using Basic Counselling Skills
 OBuilding rapport
 OEnsuring trust issues and confidentiality
 OAttending
 OListening
 OResponding
 OShowing genuiness
 OProviding Empathy

RESPONSES

Responding skills

- Don't interrupt
- Ask appropriate questions
- Accurately paraphrase
- Provide well-timed responses
- Provide usable information
- Avoid unnecessary details
- Be descriptive rather than evaluative

POINTS TO REMEMBER

- ☑ Communication ensures trust and the quality of trust ensures the success of the helping.
- ☑ Our expressions generate trust and listening accelerate deeper trust
- ☑ Clients become defensive to evaluative and interpretative response but become more responsive and feel comfortable with SPU responses
- ☑ More understanding, limited probing, adequate supportive responses will enhance the quality of helping .

SKILLS OF EMPATHY

REACTION

- ☑ Positive
- ☑ Negative



SKILL OF RESPECT

- ☑ Accepting the person as he/she is...
- ☑ Respect is a quality which needs to be expressed through words, attitude and behavior .
- ☑ The way the counsellor speaks shows the esteem towards the client.



SKILLS OF GENUINENESS

- ☑ This is a skill of being real and true, it is based on having the right mindset.
- ☑ Avoiding exploitation.
- ☑ Maintaining confidentiality.

☑ Accepting the limitations and refer if need be and being supportive.

SKILL OF EMPATHY – PRIMARY LEVEL

- ☑ Understand what the client says and how he feels about himself. See the clients world from his frame of reference.
- ☑ Communicating same to the client verbally and non verbally with appropriate natural tone and gestures.
- ☑ Identical
- ☑ Paraphrasing
- ☑ Accurate Mostly picking up the words and feelings of the counselee

SKILL OF CONCRETE

1. Facilitating the client to precisely identify and define the issue.
2. Arrive at concrete issues by way of probing and summarizing.
3. Asking the duration , frequency and intensity of certain issues.
4. Choose one issue if multiple issues presented
5. Helping the client to assign certain objectively.

SKILL- ADVANCED EMPATHY

- ☑ Communicating and understanding
- ☑ Not only what the client says but also what is implied
- ☑ What is being hinted and non-verbally communicated
- ☑ Cannot invent or add anything new
- ☑ Use feeling words under these umbrella words Glad, Sad, Bad, Mad

SKILL OF ALTERNATIVE FRAME OF REFERENCE

- ☑ To provide an alternative frame to view the behaviour.
- ☑ Helps in getting better clarification of the situation and to see alternate possibilities

CHALLENGING NEGATIVE THOUGHTS

- ☑ Is there any alternative way of looking at the situation? Is there an alternative solution?
- ☑ How would someone else think about the situation?
- ☑ Is your judgment based on how you feel rather than what you did?

DIARY MAINTENANCE AND DAILY RECORD OF NEGATIVE THOUGHTS		
Situation	Negative thoughts	Emotion
Actual event leading to unpleasant experience	<ul style="list-style-type: none">• Record thoughts which preceded emotions• Assess the beliefs the client holds for these automatic thoughts belief in these automatic thoughts	<ul style="list-style-type: none">• Specify emotions• Rate degree of emotion

SKILL OF INFORMATION SHARING

- ☑ To give additional information to help to handle the issues.
- ☑ To empower the client with knowledge on the support system.
- ☑ To see and mobilize external resources if required.

SKILL OF ENCOURAGEMENT

- ☑ To provide supportive response
- ☑ To generate optimism
- ☑ To up keep the clients interest
- ☑ Identification of issues by the client

- ☑ Implementation of the plan by the client
- ☑ Means to achieve the goal
- ☑ Feedback
- ☑ Follow up
- ☑ 5-R's... to cope with Covid-19
- ☑ Relate
- ☑ Relax
- ☑ Review
- ☑ Routine
- ☑ Rebound

5-WAYS TO BECOME RESILIENT

- 1) Relate
Share your feelings and thoughts with others or write it down
- 2) Relax
Do deep breathing exercises or adopt any other method by which you feel relaxed.
- 3) Review
Look at your thoughts .. Are you thinking negatively, if so ...replace them with positive thinking
- 4) Routine
There are changes in our day to day routine, try to make new adjustment in adopting new habits such as washing hands, wearing a masks, be prepared to listen sad news but don't give up... Trust we shall overcome...
- 5) Rebound
We may Recover or...we might loose...let us accept what's happening with us.

What we are facing now in the midst of this pandemic is acute traumatic stress. In other words, COVID-19 is a direct threat to our life or the lives of others we know. We are all either vicariously witnessing trauma, through media or through supporting others, or directly experiencing trauma, by becoming ill, isolated, or experiencing the plight of close others. We all know, in some vague way, that "normal" has changed and the world will never be the same. Even more, frontline providers are at risk of developing traumatic stress symptoms. These acute stress reactions are natural, but it is important to promote self-care, social support, and sleep, in order to prevent prolonged psychological consequences such as post-traumatic stress disorder and depression. These serious reactions are more likely to occur in people with a history of trauma, especially childhood trauma, but we can take steps to protect ourselves and minimize the negative consequences. Resilience and healing from trauma is something that happens best in the context of supportive relationships.



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