

4. Discern ways to strengthen school based practice



N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(Autonomous)
Guidance & Counselling Cell

Report on Community Extension & Outreach Activity
National Webinar on Managing Exam Anxiety amidst the Pandemic

CAUSES

- Fear of failure
- Poor testing history
- Unpreparedness
- Learned helplessness
- Negative thoughts

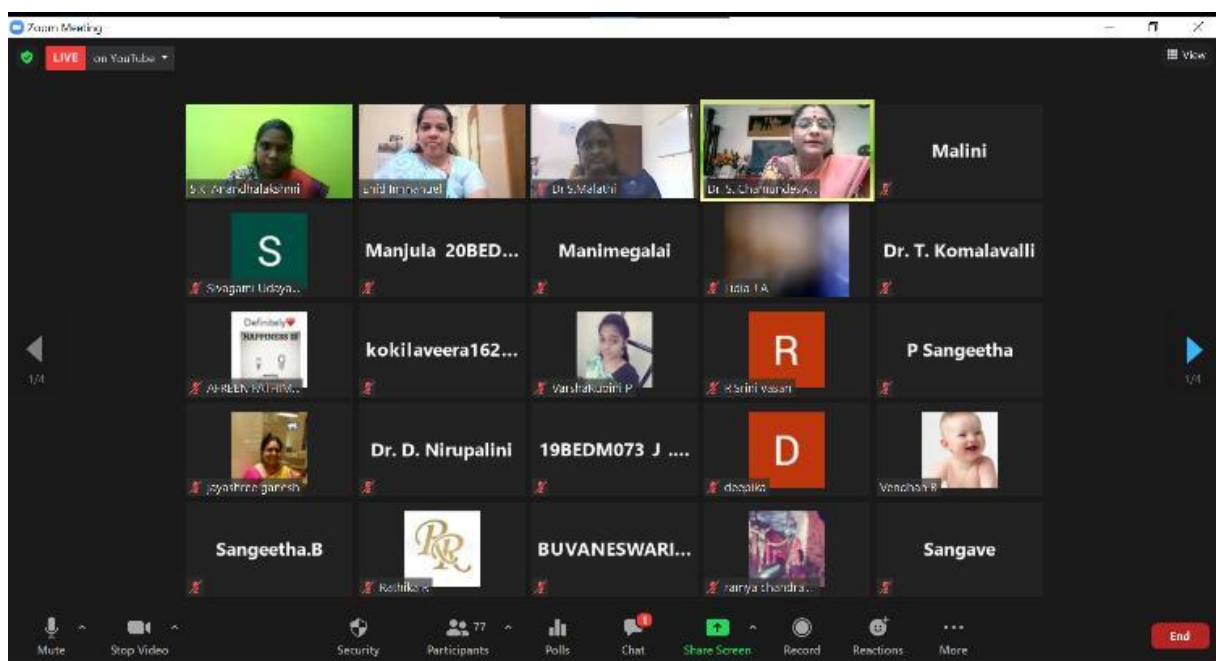
12th May 2021


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National Webinar on Managing Exam Anxiety amidst the Pandemic organized by the Guidance & Counselling Cell

Dr. S. Chamundeswari, the Principal of the College welcomed the participants and the Resource Expert of the day, Resource expert Ms. S.K. Anandhalakshmi, Lecturer, Department of Clinical Psychology, NIPMD, Chennai. For the National Webinar on Managing Anxiety amidst the Pandemic organized by the Guidance & Counselling Cell of the College

She addressed that the emergence of corona virus disease 2019 (COVID-19) forced the worldwide higher educational institutes to adopt distance learning mode. Further, remote electronic exams (E-exams) are today considered as mode of assessment that as created a lot of anxiety among students. As a result a stress-free environment is very essential to encourage students to adopt remote E-exams, particularly if the pandemic will take longer and awareness to manage examinations in general is very essential to all students. She placed on record her gratitude to the Honourable Secretary, Dr. M. Arumugam for all his unconditional support and guidance and appreciated the organizers of the outreach programme, Dr. S. Malathi, Dr. K. Vijaya and Mrs. A. Enid Ruth and welcomed the participants once again in the Online Platform and viewing through the YouTube Channel from different parts of the country.




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The Resource Expert was introduced to the participants by Dr. S. Malathi, Dean of Academics and the head of the Guidance & Counselling Cell.

Ms. S.K. Anandhalakshmi, addressed the gathering that exam anxiety is the experience of feeling an intense moment of fear or panic before and/or during an exam or assessment.

There are two types of anxiety:

- Low anxiety: students who experience low anxiety may feel a little nervous about an upcoming exam but are still able to focus their attention on their studies or the questions asked during the assessment. Usually low anxiety students are not struck with intrusive thoughts or feel debilitated by the exam.
- High anxiety: students who experience high anxiety show an immediate anxiety reaction when exposed to the feared test situation. They attempt to avoid the situation by not showing up to the exam, or may endure it but with extreme fear. High anxiety can tip some into a sense of panic: "I just really can't do this!"

Students with either high or low anxiety can respond to tests in different ways. But research shows that managing anxiety effectively can actually help with exam performance.

The challenge is to recognize when your anxiety has increased past an optimal level so that it starts to impact your ability to complete the exam - this is a high level of anxiety.

Some physical responses of high anxiety include a speeding heart, damp hands, shortness or rapid breath, and feeling queasy.

The physical response is usually experienced in high levels of anxiety when the "fight or flight" response is triggered. This is how our bodies respond to a perceived threat – and while uncomfortable, it is not harmful.


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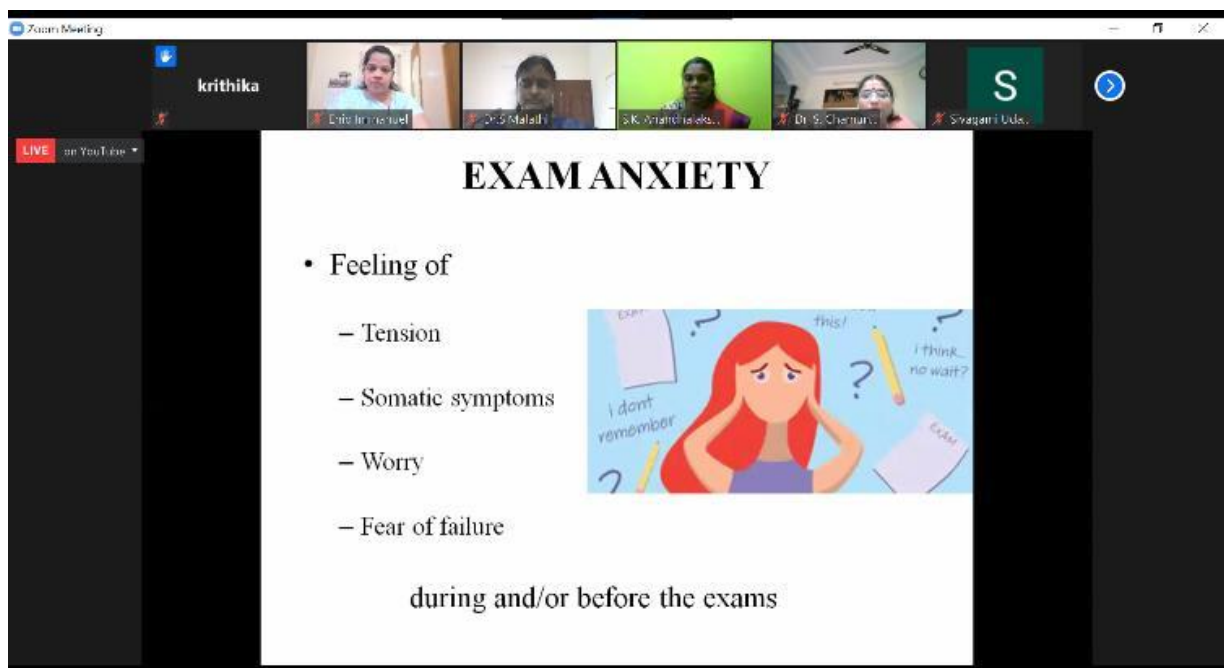
When Anxiety is (and isn't) Useful

Anxiety can be useful in certain situations - for example, if you are in danger (jumping out of the way of a car). It can also help to increase our attention to the threatening event and improve our response.

But it is not so helpful when the threat we are faced with is cognitive, like an exam.

The thoughts involved in exam anxiety usually include negative thinking about performance (also known as worry) and/or the physical reaction to thinking about the upcoming exam: "I'm going to fail", "I quit", "My heart is leaping out of my chest and I can't focus."

Impact of High Anxiety on Performance



The screenshot shows a Zoom meeting interface. At the top, there are several video thumbnails of participants. The main content area displays a presentation slide titled "EXAM ANXIETY". The slide lists the following points:

- Feeling of
 - Tension
 - Somatic symptoms
 - Worry
 - Fear of failure

Below the list, it says "during and/or before the exams". To the right of the text is an illustration of a person with red hair, looking stressed, with speech bubbles saying "I don't remember", "this!", "I think... no wait?", and "I don't remember".

Research has shown that people who experience high levels of anxiety in exams can also see their performance decline in evaluation situations.

These people tend to perceive exams as threatening and respond with intense emotional responses, making it difficult to focus on the task at hand.


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Assessment situations also evoke worry responses that interfere with effective performance on cognitive and intellectual tasks. This then impacts on the person's chance of performing their best on the exam.

Exam anxiety may also interfere with your ability to show your academic and cognitive capabilities.

Learning to work through your exam anxiety can have a number of positive effects including:

- Improved academic performance
- Reduction in stress and distress
- Increased sense of control and confidence
- Decreased frustration

Tips for Coping with Exam Anxiety

When getting ready for exams try to:

- Prepare ahead of time by working on sections of the content each day
- Use practice exam papers as an opportunity to manage anxiety
- Identify your anxiety early by noticing your physical responses
- Try replacing unhelpful thoughts with more encouraging self-talk by challenging your worried and negative thoughts
- Practice focusing your attention on the task at hand (mindfulness), rather than getting tangled in your anxiety and thinking of the "what if?"
- Learn a few skills for reducing your physical reactions of anxiety
- Remember good self-care: pay attention to your sleep, nutrition, exercise, relaxation routines, and reach out for social support

Programme Outcome and Feedback

The Outreach Programme was very useful to students throughout the country. It was felt that though exam stress and the pressure to do well in school, and secure admission in a good college are normal, it can cause students to feel anxious, which in turn can affect their sleep and concentration and lead to a poor performance. The first step to

deal with exam anxiety is to recognize the signs of stress. Second, parents, educators and the school must encourage an open and honest communication with the students to help them emerge stronger. Students understood how to deal with this issue:

Set realistic goals: Provide opportunities for students to set realistic and achievable short- and long-term learning goals. Involve parents to help align their expectations with their child's.

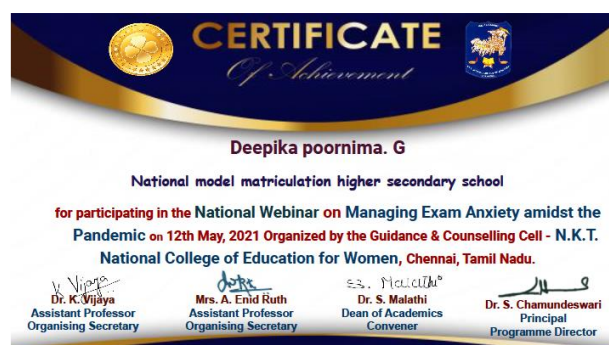
Time management: Students often get stressed when they feel that they are running out of time to complete something. Developing effective and simple structures around time-management can help them relax and stay focused. Help them create a plan — a written work schedule or breaking down of tasks into manageable chunks — to address the 'out-of-control feeling'.

Sleep: To deliver one's best performance, a person needs seven-eight hours of sleep. Also form the habit of sleeping and waking at the same time every day.

Positive self-talk: Anxiety often leads to negative thoughts and self-doubt. Educators should try to replace this with a positive thoughts. Make students look back at how far they have come and how much they have already achieved. Also reinforce that they have prepared well, and there should be no reason to worry.

Healthy mind-set: Reminding students that failure is an opportunity for growth and learning is a key aspect of success. In this unprecedented time of COVID-19, students have many unanswered questions about their future but it is imperative for to understand that change is the only constant. Apart from keeping one's physical body healthy, one must also enrich and nourish the mind. Simple breathing exercising, practising gratitude and mindfulness strategies will all help.

Principal addressed that it is very important to remind students that challenges will make them stronger and help them write unique success stories.



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Report on Community Extension & Outreach Activity
Promoting Herbal Garden in Schools



25th August 2018


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Report on Community Extension & Outreach Activity

Promoting Herbal Garden in Schools

25th August 2018



A herb is any plant that has culinary or curative uses. Most of the plants have edible or medicinal uses. The herb garden is often a separate space in the garden, devoted to growing a specific group of plants known as herbs. These gardens may be informal patches of plants, or they may be carefully designed. Herb garden are purely functional, or they may include a blend of functional or ornamental plants. The herbs are usually used to flavour food in cooking, though they may also be used in other ways, such as discouraging pests, providing pleasant scents or serving medicinal purposes.


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Promoting Herbal Garden in Schools organized by N.K.T. National College of Education for Women



To sensitize school students about planting herbal garden, the NKT Science Club organized the '*Maram Nadum Vizha*' on 25th August, 2018 to form a garden where they can grow all possible native herbals and learn about its medicinal values in order to encourage and promote Herbal Garden in Schools.

Around 50 students-teachers from the B.Ed. and B.Ed. Special Education Programmes along with 4 Faculty members and 3 Non-teaching Staff participated in the program to enlighten the School Children to identify different types of herbs and its uses by growing them in their home garden.

Student- teachers addressed the school students about the importance of growing herbs and highlighting its medicinal values. The main objectives of this programme are:


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- To encourage and promote 'Herbal Garden in schools' concept to schools and provide them an opportunity to work closely with herbal plants.
- To inculcate a sense of familiarity from childhood with surrounding biodiversity and its conservation, especially herbal plants
- To educate schoolchildren in identifying different types of herbs and their uses including growing them in a gardens.
- To encourage students to use herbs in food and
- To popularize the usefulness of commonly available and frequently used herbal plants and to conserve the associated traditional knowledge for future generations, in a fun and practical way

A herbal garden reflects the long-standing tradition of conserving and using plants products for health care and cooking. Some 80% of the world's people use herbs as the main form of medical plants from the Himalayas in the global herbal market. But while herbal plants are in demand, the traditions and culture associated with them are fading. Making a herbal garden is an opportunity to grow herbs for use, while spreading knowledge of their importance and traditional uses, and saving plants that are threatened. So why not make school's own little garden full of herbs around the campus. Also home gardening based on herbs contributes to household food security by providing direct access to food and herbal medicine as well that can be harvested, prepared and fed to family members, can be used for medicinal purposes. Even very poor, landless or near landless people practice herbal gardening on small patches of homestead land, vacant lots, roadsides or edges of a field, or in containers.

School students were encouraged to set up herbal gardens within their school complexes and free sapling were also distributed through this programme.

Programme Outcome and Feedback

The Programme was appreciated by the Headmistress of the NKT Girls Higher Secondary School and the school students promised to plant herbal plants in their houses wherever possible and also to motivate people close to their houses.


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The Principal placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the school students and thanked the Mrs. V. Shylashree, Headmistress, NKT National Girls Higher Secondary School for granting permission and the School Teachers for extending support for the smooth and successful conduct of the programme.



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**Report on Community Extension & Outreach Activity
Invited Talk: Discipline & Values for School Children**



14th August 2019

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Report on Community Extension & Outreach Activity

Invited Talk: Discipline & Values for School Children

14th August 2019

Student discipline is indeed essential for a school to work well. Moreover, school is the first institution that children and youth enter in their lives, and here students must learn to obey the law, not because they are forced to, but because they should understand and appreciate the necessity of the rule of law. However, a system of permanent surveillance and sanctions is neither feasible nor desirable, as such a school teaches students an attitude of obedience, leaving them unable to take responsibility for the school community. Discipline is the word that implies a great meaning in everyone's life. It is a set of standard rules that is set up by scholarly individuals. It is a way of being honest, hard-working, motivated & encouraged throughout the life.

Values are invisible, but they appear in a person's behavior. To a large extent, discipline cannot be enforced, but must rather grow from within. Values cannot be preached, but are learned from good examples.

Invited Talk: Discipline and Values for School Children organized by N.K.T. National College of Education for Women

Mr. V. Palanichamy, IIS (Indian Information Service), Director, All India Radio, Chennai was invited by the College to address the school students of NKT Girls' Higher Secondary School, Chennai on the importance of values and discipline.

Discipline is an important behavior in life. It is a character trait which is crucial for expressing many other attributes in life. It refers to orderliness in life, which is essential for success in one's life. Additionally, it demonstrates respect to physical and moral laws in society. Students are the future assets of the nation. Discipline lays a good foundation of being selective, independent, punctual, focused, encouraged & organized in life. Self-discipline is very important that lies in inhibiting our headlong desires and passions. As compared to those who disregard discipline, a disciplined child takes an


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interest in studies. He/ she can choose subjects & his/ her career more easily & independently. It is rightly said that, Life without discipline is just like a ship without radar”.



Discipline plays an important role in building a nation & has a good impact on children's mind too. Discipline in school life is very important for students.

1. Being Focused

A person with strong goals is more focused and always keeps his work up on time in everyday life. While, anyone without discipline can't keep his mind focused on his work or goals due to disturbances.

An undisciplined person is not able to complete his work on time. In short, discipline helps you stay focus in the task you're performing.


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2. Lead Stress-Free Life

It becomes easier to stay in control of studies & personal lives as well. A well-disciplined person always remain happy by relieving stress one faces tension during exams or daily routine work. This is inner tension or unknown fear about the result of the work.

Staying disciplined helps to study well ahead of time and not just before exams, so he remains stress free. Because of discipline in a workplace, the work is planned well and executed in time. Discipline helps one stay stress-free and also get out of depression.

3. Better Academic Performance

Students who are disciplined tend to get much better scores & get more benefit from their classes as well. In a student life, discipline is very important for better education. Education becomes incomplete without learning discipline. Classroom discipline helps students to listen to the teacher well. There are various other advantages of being disciplined in life, i.e. coming to school on time, waking up early in the morning, have a bath and breakfast on time.

Discipline in Education is very important for better education. A disciplined student can achieve success. Likewise, an undisciplined teacher cannot be an ideal teacher.

4. Stay Active

Disciplined people, often stay healthy & active throughout the day. They know what is good & bad for them, which is a good time for doing a particular task. They do study, play, eat, sleep & wake up well on time, thus staying active the entire day. Hence, discipline encourages students to remain healthy, active & dynamic. It is useful for the development of the body as well as mind.



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5. Manage your Time Well

A disciplined person always takes out time to do extra chores. It becomes hard to stay motivated in studies if one is not disciplined. Good discipline is important for students to complete their assigned tasks in time.

If we miss work, then everything piles up, and it becomes harder to perform the next task. So, it is easier to stay disciplined later on by staying disciplined right from the start of our studies.

There are various ways to bring discipline to the life of students. A disciplined person always set a good example for others.

It becomes difficult to live a happy & secure life without proper discipline. If we try to live in our way, there will be indiscipline and chaos.




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Programme Outcome & Feedback



The Outreach Programme was great success. School teachers and students gave the feedback that discipline is typically thought to have a positive influence on both the individual as well as classroom environment. Utilizing disciplinary actions can be an opportunity for the class to reflect and learn about consequences, instill collective values, and encourage behavior that is acceptable for the classroom. Recognition of the diversity of values within communities can increase understanding and tolerance of different disciplinary techniques. In particular, promoting positive correction of questionable behavior within the classroom, as opposed to out-of-class punishments like detention, suspension or expulsion, can encourage learning and discourage future misbehavior. Learning to "own" one's bad behavior is also thought to contribute to positive growth in social emotional learning.

The Principal thanked the Resource Expert of the day, Mr. V. Palanichamy, IIS (Indian Information Service), Director, All India Radio, Chennai for his motivational talk to school students, Dr. M. Arumugam, Secretary of the Society and College for all his


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unconditional support and guidance and the School Headmistress and other Teachers for their cooperation in organizing the Programme. She placed on record her appreciation to the College Faculty members and students for arranging the Outreach Programme for the benefit of school students.




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Guidance & Counselling Cell

Report on Community Extension & Outreach Activity

**National Webinar on Emotional Wellbeing of
Teachers & Students amidst the Pandemic**

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Re-accredited with 'A' Grade (GPA 3.26/4.00) by NAAC
Affiliated to Tamil Nadu Teachers Educational University, Chennai, Tamil Nadu.

Guidance & Counselling Cell
Cordially invites you for a
National Webinar
On
**'Emotional Wellbeing of
Teachers and Students amidst
the Pandemic'**

MAY 19 2021
3 p.m

Resource Expert

Mr. K. Veerapandian
Consultant Psychologist

CLICK HERE
Join the webinar
through ZOOM

Organizing Committee

Dr. S. Malathi
Convener
Dean of Academics

Dr. S. Chamundeswari
Principal
Programme Director

Organizing Secretaries

Mrs. S. Rajamani
Assistant Professor
Organizing Secretary

Mrs. A. Enid Ruth
Assistant Professor
Organizing Secretary

**Also Connect through
NKT Channel**

19th May 2021

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Guidance & Counselling Cell
Report on Community Extension & Outreach Activity
National Webinar on Emotional Wellbeing of
Teachers & Students amidst the Pandemic

19th May 2021



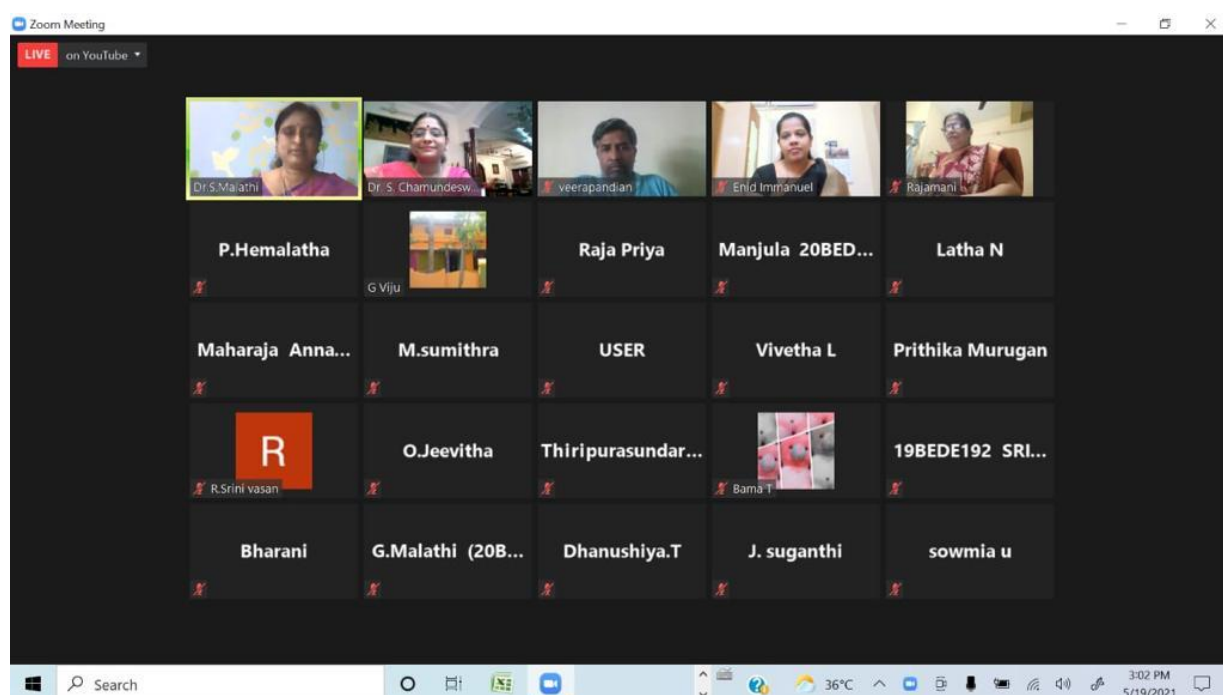
In the face of the global COVID-19 pandemic, schools have confronted unprecedented challenges as they moved to quickly shift classes to an online format, provide equitable access for all students, support teachers' and students' educational needs, and make plans amidst great uncertainty. The pandemic itself has caused much worry, stress, and grief. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may experience preexisting mental health challenges.

Some of the typical indicators teachers may use to identify students experiencing mental health difficulties may not be available. Some teachers may not be meeting with students in person. Some teachers may not have the same student drop-ins. Some teachers may not be able to read students' masked faces. As such, teachers may wonder how students are doing or the degree to which they are struggling, particularly with respect to emotional problems.


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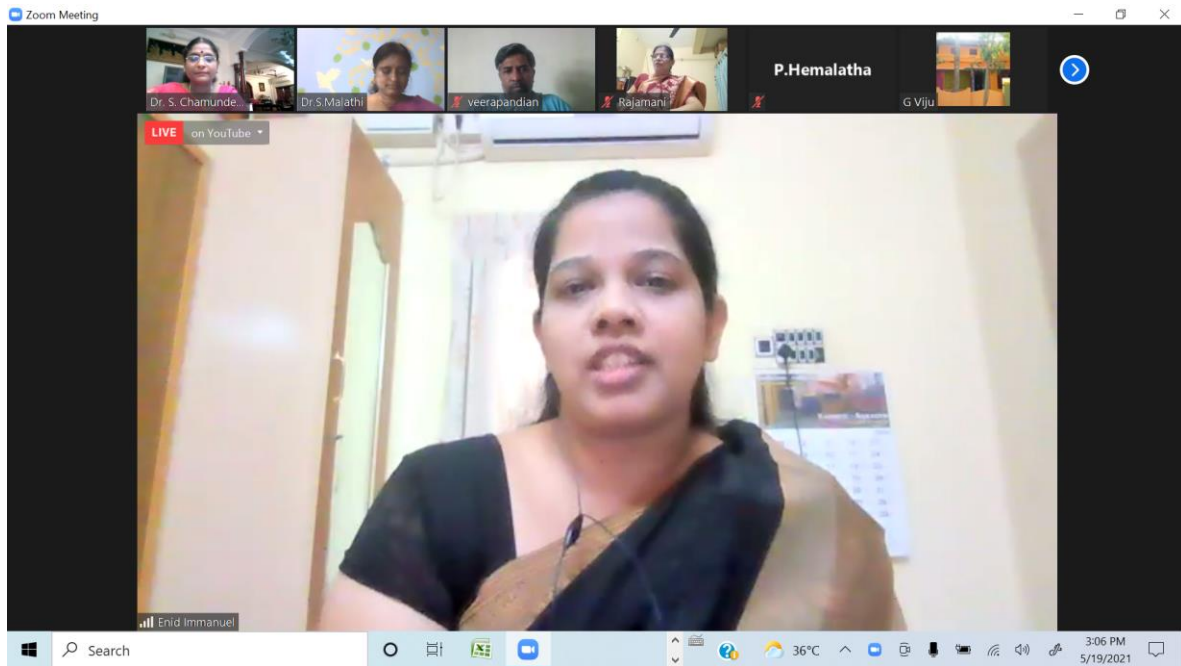
Here we address how teachers can use existing processes in schools to identify students who may need extra support—especially regarding anxiety and depression, which can often go undetected even under the best of circumstances.

National Webinar on Emotional Wellbeing of Teachers & Students amidst the Pandemic organized by Guidance & Counselling Cell

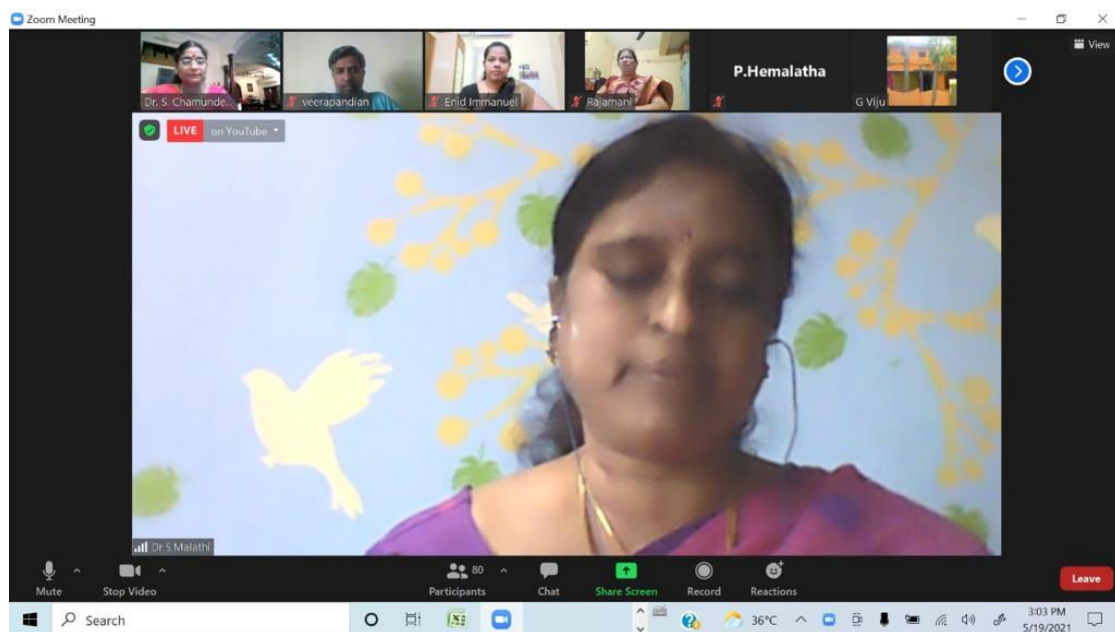


The National Webinar on Emotional Wellbeing of Teachers & Students amidst the Pandemic organized by Guidance & Counselling Cell for the benefit of all student-teachers in the community. The Principal, Dr. S. Chamundeswari, welcomed the Resource Expert of the day, Mr. K. Veerapandian, Consultant Psychologist, Faculty Members, Non-Teaching Staff, Students and all participants from the community. She said an established method to identify students who may have difficulties with anxiety or depression is through systematic screening of the school population. For elementary school students, screening involves teachers and students completing brief questionnaires regarding students' emotions and classroom behaviors. At the middle and high school levels, screening primarily relies on student questionnaires regarding the frequency or severity of any emotional concerns. She placed on record her gratitude to Honourable Secretary, Dr. M. Arumugam, and appreciation to the Organizing Team, Dr. S. Malathi, Mrs. A. Enid Ruth and Mrs. S. Rajamani.


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The Resource Expert was introduced by Dr. S. Malathi and the session started.



Resource expert stated that teachers also may be asked to nominate students who appear to be excessively anxious or frequently sad. Students can complete questionnaires using paper-and-pencil surveys or, more appropriately for online instruction phases, through online, secure questionnaires. School mental health professionals (e.g., counselors, school psychologists) use scores on these questionnaires to identify students who appear at risk for anxiety or depression difficulties. Sometimes, these at-risk students are asked to complete the questionnaire


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again a few weeks later to determine whether their mental health challenges are enduring.

Ways teachers can continue supporting students during the COVID-19 era

Students are in a crisis. Over the past several months, their schools have suddenly closed, cutting them off from their teachers, peers, and school support systems. In addition to COVID-19, students have had increased exposure to the extent of racism and racial injustice in our society and the associated unrest it has elicited. And now that the school year is over, many students are unsure of what the summer or next school year will hold.

No two students or families have been affected by the COVID-19 era in the same way, but all need the support of the important adults around them, including teachers. Now more than ever, teachers are an important part of facilitating student learning, well-being, and growth.

Whether teaching summer school remotely or teaching next school year remotely, in person, or in a hybrid model, teachers can continue supporting students through these crises. Teachers can also play an important role in identifying students who may need to meet with school mental health professionals.

How might children exposed to crisis behave?

Across a multitude of situations, students may respond to the crises that they have experienced by showing abrupt changes in personal hygiene, sleep routines, weight, school performance, mood, disruptive behavior, and/or participation in activities.

Pre-K and kindergarten students may appear sleepy, withdraw from friends and typical routines, display a reluctance to attend school or participate in activities, or cling to parents or caregivers once they arrive. In addition, a teacher may observe a regression in a student's behavior in the form of thumb-sucking, incontinence, or separation anxiety.

Elementary students may be more irritable, aggressive, quiet, or clingy. They may have nightmares, avoid school, or withdraw from activities and friends. Children may show increased worry about family members or friends.

Middle and high school students may display sleeping and eating disturbances, physical complaints, delinquent behavior, or an increase in conflicts. They may have trouble concentrating or become agitated easily.



What can teachers do?

No matter the setting—virtual or in-person, during summer break, or while teaching summer school—here are 8 ways teachers can continue supporting their students through COVID-19:

Do	Don't
Show caring by noticing changes in behavior. For example: "You don't seem like yourself lately. Is there something going on?" Invite students to connect via email, by calling their parents, or by mailing a note to their homes with a self-addressed stamped envelope for them to write you back.	Push for information or ask pointed questions.
Schedule regular check-ins with students/families you are concerned about, either virtually or in person.	Assume that no response to a check-in means you are not still needed.
Lend an ear. Give a casual invitation like, "Let's talk."	Ignore concerns or minimize what has happened.


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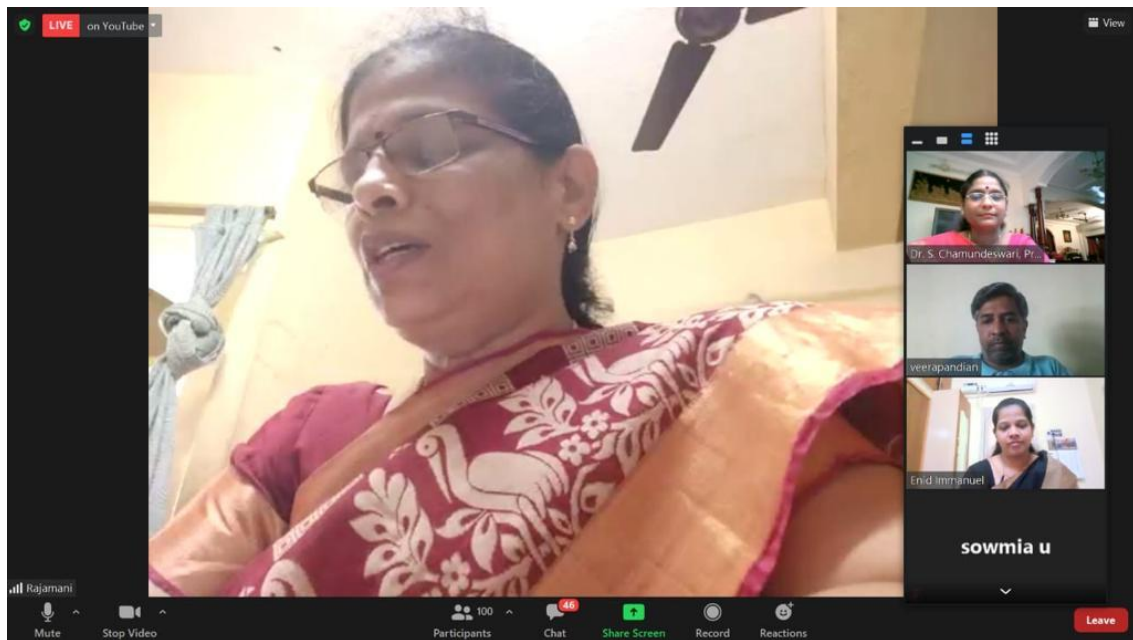
Do	Don't
Let students know you are one of the adults here to keep them safe.	Tell children everything will be fine or the same.
Do more listening than talking.	Dominate the conversation.
Provide opportunities for students to express their feelings. Invite them to write or draw about their experiences and feelings.	Recount explicit traumatizing details of the events.
Remain calm in referring to and discussing the events.	Describe these events as a catastrophe or disaster.
Keep to routines as much as possible.	Give surprise assignments or make last-minute schedule changes.

Programme Outcome and Feedback

The Programme was a very useful organized by the Guidance & Counselling Cell of the College, as the programme was felt by the participants on interaction that it had created a great awareness on the emotional wellbeing among the student & teachers. They were able to:

- Be aware of your emotions and reactions.
- Express your feelings in appropriate ways
- Think before you act.
- Manage stress.
- Strive for balance
- Take care of your physical health
- Connect with others
- Find purpose and meaning
- Stay positive.


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Principal once again appreciated the organizing Team of Faculty members and the formal vote of thanks was proposed by Mrs. S. Rajamani.




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Report on Community Extension & Outreach Activity

Invited Talk: Attitude & Emotional Management among Adolescents



14th October 2019


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FOR WOMEN (AUTONOMOUS),
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Report on Community Extension & Outreach Activity
Attitude and Emotional Management among Adolescents
14th October 2019



The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later.

Boys and girls are very emotional in the beginning of adolescence. Their emotions are, therefore, easily hurt. It is traditionally believed that the period of adolescence is a period of 'storm and stress'. Stresses and storms maybe largely due to the changes in the environment, when the youth goes out to earn his living, or wishes to be thought as


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grown up, and revolts against the formal home discipline but there is general agreement that the maturing of the sex impulses and interest as a fundamental cause. Moods often very between elation and dejection dreams of future greatness maybe followed by thoughts of running away from home or even suicide.

Invited Talk: Attitude and Emotional Management among Adolescents organized by N.K.T. National College of Education for Women



The Guidance and Counselling Cell of the College organized and Invited Talk on Attitude and Emotional Management among Adolescents for the benefit of the students of the model school, N.K.T. National Girls' Higher Secondary School, Chennai who are in their teens.

Teen is not something most of us would like to repeat. It's difficult to manage the various changes that happen all at once—physical changes, emotional changes, life changes. During the teen years, the brain develops at such a rapid pace that it puts


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the limbic system into fight, flight, or freeze mode. When the brain is in this mode, it is less able to access executive functions such as reason, logic, or the ability to use good judgment.

In addition to that, it's also essential to consider the many things life throws in a teen's path that can result in trauma, anxiety, depression, or general distress. In trying to navigate social situations, bullies and other stressors, school, various other responsibilities, and home life, as well as beginning (or continuing) the process of self-discovery, teens have a full plate indeed.

Developing Skills to Manage Emotions

Fortunately there are skills teens can learn to help manage their emotions and the many changes they are facing. Managing emotions is one of the most important life skills a person can develop. Many adults become stuck in adolescence while trying to learn to manage their emotions and as a result, they find their adult relationships difficult to navigate at times.

The most important strategies to develop in managing emotions is the ability to identify feelings. Sometimes teens find it difficult to let themselves know what they are feeling, or perhaps they simply don't know how to identify their feelings. Once they are able to identify and articulate their feelings, vulnerability comes into play, but often the vulnerability piece is avoided because of fear of rejection. Defense mechanisms such as criticism, defensiveness, blaming others, shutting down, or using anger to intimidate are some of the strategies teens may resort to in order to save face.

Learning to Accept Feelings

It is of great importance for teens to learn how to accept their feelings. Emotions are not necessarily reality. Emotions can cloud the big picture, and when teens succumb to their emotions, they may lose perspective on what is real. I often encourage teens


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to pay attention to their self-talk. What do they say to themselves about their feelings? Self-talk is very powerful, and most of us engage in more negative self-talk than positive self-talk. Teens are no exception. But I encourage teens to give themselves permission to have their feelings, to stay in the moment (stay present) and to “be” with their feelings, even the ones that are uncomfortable. Doing so requires teens to learn to be mindful and intentional in processing their feelings and also to learn how to self-soothe.

Teens are often faced with things that are beyond their control, and this can result in anxiety, which is based in fear. What cannot be controlled may produce fear. The ability to discern what can be controlled and what cannot be controlled is important, and teens may find it beneficial to learn how to discern and then let go of what cannot be controlled. Admittedly, this is much easier said than done!

There are appropriate ways to express their feelings, negative and positive. Feelings must be released somehow, and the key for teens is to find ways to express them using techniques that will not harm them or anyone else.

There are numerous appropriate techniques teens can use to express their feelings:

- Teens can write about their feelings.
- Teens can express their feelings through art.
- Music helps many teens both realize and express their feelings.
- Physical activity can be productive in helping teens release their feelings.
- Crying is very beneficial at times; teens should know it’s okay to cry.
- Talking and processing emotions with someone trusted can be helpful for both releasing feelings and gaining perspective.
- Sometimes teens need to take some pressure off of themselves and “just be.” This should be allowed and encouraged.
- The empty chair technique, which I discuss below, can be very cathartic.


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Finally, self-care is an important skill for both teens and parents to learn. What do they need to take care of themselves? Exercise? A long bath? Rest? Healthy food? What do they need from another person they can trust? A hug, words of encouragement, or a shoulder (all without judgment) can be very healing. Teens and parents must learn to allow themselves to be vulnerable enough to reach out when they need emotional support and to practice self-acceptance while still remaining open to change.

Programme Outcome & Feedback



The Outreach Programme was great success. School teachers and students gave the feedback that managing emotions and developing good attitude is very important for them who are in their teens. It was well understood by teachers that adolescents are much influenced by society in general and friends in particular. Most of the adolescents develop friendship and they want to live in groups. They like the peer age very much


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and they have very good opinion about their friends. They are much interested in spending their time with their friends. So the elders and teachers should help the adolescent students to get good friends. Sometimes the friends may discuss some topics which are valuable to the life and it is our duty to guide them properly and help them to understand the realities or facts.

The Principal thanked the Resource Expert of the day, Dr. S. Malathi, Dean of Academics and IQAC coordinator, in-charge of the Guidance & Counselling Cel of the College and her team, the talk to school students, Principal thanked the School Headmistress and other Teachers for their cooperation in organizing the Programme. She placed on record her appreciation to the College Faculty members and students for arranging the Outreach Programme for the benefit of school students.




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