

Consolidated Report of School Counselling and Remedial Education 2018-19 Program

Centre for Mental Health Services

Name	School	Area
Arhana	Jai Hind English Medium School	Wadgaonsheri
Divya Jain	Chaitanya English Medium School	Peth Area
Jefiya Babu	Chaitanya English Medium School	Peth Area
Joanna	Sant Ghadge Maharaj PMC School	Kondwa
Pearl H	Ideal English Medium School	Hadapsar
Shivani Singh	Jai Hind English Medium School	Warje
Sneha	PES English Medium School	Yerawada
Sushmita Yadav	NCA English Medium School	Wadgaonsheri
Vidhi	Sant Ghadge Maharaj PMC School	Kondwa
Vishali	PES English Medium School	Yerawada

About the Course

CMHS School Counselling and Remedial Education Program(SCR) 2018-19 aimed to provide training for counselling and other related skills. The students enrolled in this course were trained in one or more low income english medium schools in Pune, Maharashtra. The students were trained on areas of counselling, reporting, workshop development and basic aspects of remedial education.

Each student is assigned a school and must be present for 6 hours per week. During this period, the trainer and the fellows will provide supervision for the various student activities.

CMHS approached St. Mira College students for taking part in SCR 2018-19 based on the success of the course in the previous year i.e. SCR 2017-18. CMHS SCR 2018-19 involved students from four major colleges in Pune : St. Mira College, MIT, Fergusson and IGNOU

CMHS-SCR 2018-19 was conducted in 9 low income schools across Pune.

1. National Children's Academy
2. Sant Gadge Maharaj English Medium School
3. Sunrise English medium school
4. Ideal English Medium School
5. Utkarsh English Medium School
6. Shreekant Bhadke PMC School
7. Chaitanya English Medium School
8. Rashmi English Medium School
9. Epiphany School and NCA

Each student received their completion certificates in December 2019.

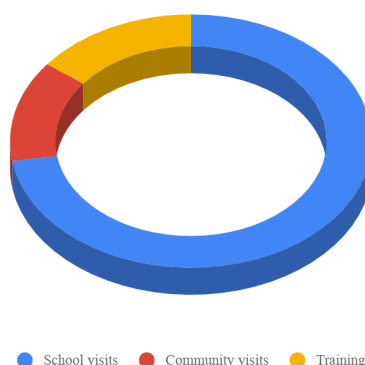
*Student refers to interns, Jr. Counsellors or trainees.

*Children refers to school students

Breakdown of Activities with reference to Time

The course began on 1st September 2018 and the course was completed on 1st September 2019. During this period, students had spent most of their time(72.5%) in the •school. The next chunk of their time was spent on •community visits(12.9%) and •training(14.6%).

Average time spent by a student at SCR 2018-19



Over the course of 1 academic year, every student had spent an average of •109.6 hours at school providing counselling, attending/managing meetings, conducting workshops and observation sessions. Each student had attended an average of •22.1 hours of training. The training sessions were set up for discussing various topics related to school counselling, developmental psychology, reporting and Diagnostic Statistical Manual V. Community visits included session for meeting parents and/or working with children around their houses. Initially, community sessions are set up for collecting basic demographic and other environmental information about the student. Each student has spent an average of •19 hours working with the community.

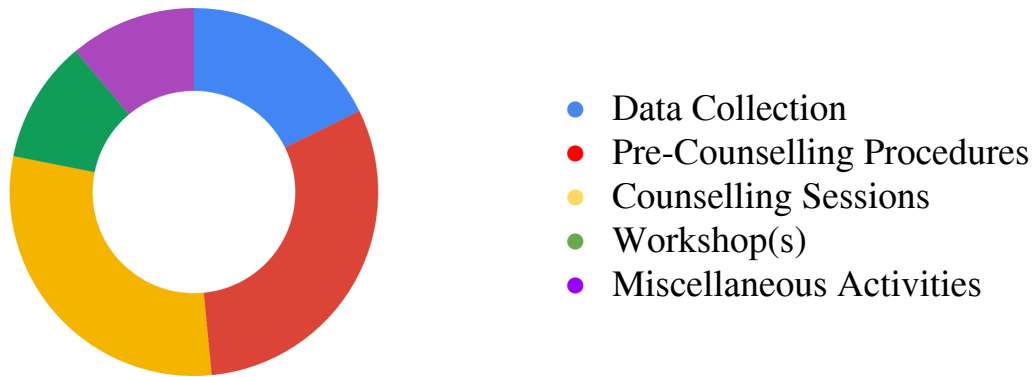
Cumulative(in hours)		Per Student(in hours)	
T.School Time	1863.6	Avg.School Time	109.6
T.Community Time	331.6	Avg.Community Time	19.5
T.Training Time	371.9		

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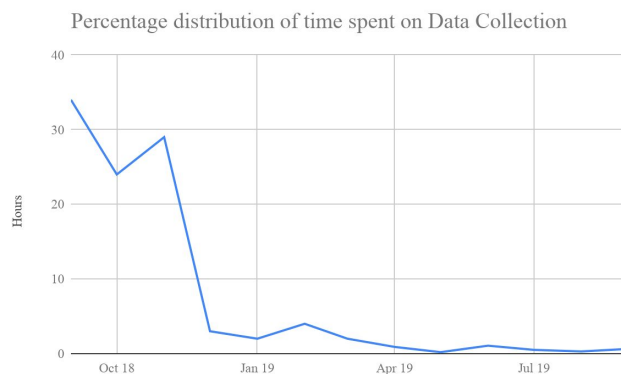
	<table border="1"> <tr> <td style="padding: 5px;">Avg. Training Time</td> <td style="padding: 5px;">21.9</td> </tr> </table>	Avg. Training Time	21.9
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Every student performs the following activities in school:



Data Collection

Before the students can provide counselling and pre-counselling services, adequate information about the school, the staff and the children needed to be collected. To understand the functioning of the school, the students conducted meetings and classroom observation sessions. During the meetings, the students discussed the need of the school, the classroom & children. Furthermore, the observation and the meetings helped the students to understand the classroom and school culture. Each student spent an average of •19.5 hours collecting data over a period of 1 year. On average, this constituted 17.8% of time spent in school by each student. Overall, •331 hours were spent collecting and analyzing data.



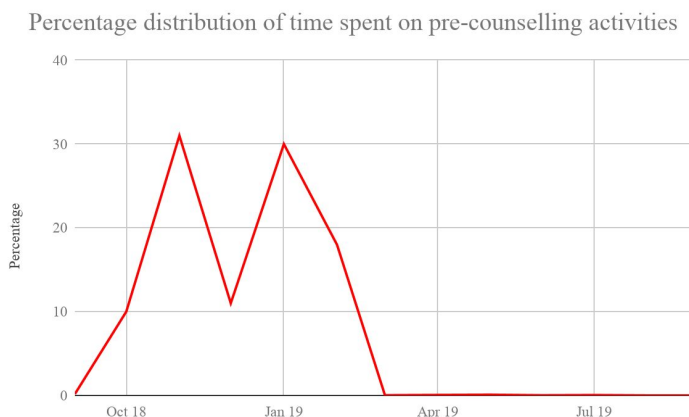
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As seen on the graph, most data collection activities were conducted in the first few months of the program. These included classroom observations, creating priority and student lists, finding out the classroom and the school needs. In the subsequent months, the focus shifted to updating the information in the pre-existing reports.

Pre-Counselling Activities

Each student spent •33.7 hours on pre-counselling activities. These activities included setting up the sessions, screening/testing, active listening sessions, meetings with the trainer about counselling sessions. In the academic year 2018-19, the students spent •572.4 hours in pre-counselling activities. It accounted for 30.7% of the time spent in school.



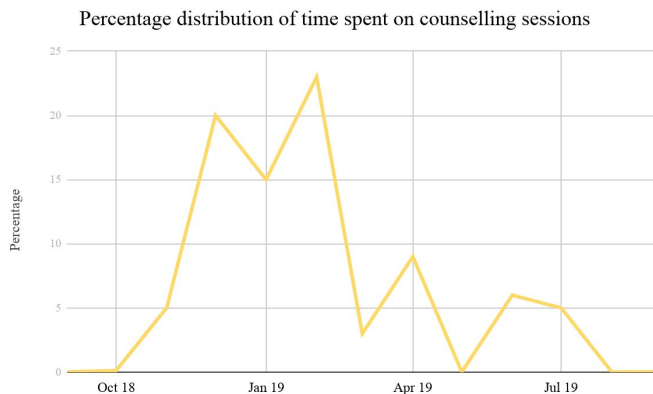
More than 60% of the total overall time spent in pre-counselling activities were spent between the second and fourth month of the program. No pre-counselling activities were undertaken after march on account of exams and summer holidays.

Counselling Sessions

As the title suggests, counselling sessions refer to sessions wherein, the student and the child/children explore socio-emotional difficulties and work towards solving them. A counselling session can mean a broad range of activities based on goals, resources, progress of the child. In the year 2018-19, each student had spent an average of •32.5 hours conducting counselling sessions. These values are collected by analysing data from worklogs at school and the student's online worklog. Each student spent an average of 29.7% of their time in the school in counselling sessions. A total of •552.7 hours of counselling sessions were conducted in the year 2018-19.

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More than 60% of the total time counselling was spent between November 2018 to February 2019. Most sessions during July 2019 were closing sessions that were missed out before summer holidays.

Workshops

In the beginning of the course, each student is expected to conduct classroom observations, active listening sessions and other similar tasks to understand the need of the school. Using this information, the students created and conducted various workshops in the school such as Anger Management workshop. No Bad Touch Workshop is conducted mandatorily in every school. Each student spent about •11.8 hours or •10.8% of their time conducting workshops. Overall, •200.72 hours were spent in conducting workshops.

Miscellaneous Activities

Other activities such as PTA meetings, annual day, sports day celebrations or any activity which is not a part of the aforementioned categories, are counted in miscellaneous activities. Each student has spent about •12.17 hours or •11.1% of their time taking part in these activities. Overall, •207 hours were spent in miscellaneous activities.

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Besides, school activities, students spent time at the community and at training sessions.

Community Visits

Students may visit the children's homes for a variety of reasons. In the first few months, students visited the community for data collection and creating a rapport with the parents. During these visits, the school teacher accompanied the student. In the following months, students visited the community for updating the parents about their child's progress or working with the parents and their child on one or more issues. Student's spent an average of 19.5 hours on community visits. Overall, 331.6 hours were spent on community visits. The frequency of community visits were higher during the Winter and Summer holidays.

Training Sessions

Training sessions were conducted at school grounds, at Golden Wings office and other locations. These sessions were conducted by Tanmay Banerjee, Tenzing Palmo, Anand Mendoza. These sessions were designed to discuss the theoretical basis of school counselling and remedial education. Each student had spent an average of 22.1 hours in training. Overall 372 hours were spent in training. This constituted approximately 19% of time spent in the course.

Activity	Overall Time spent in hours	Average Time spent by each student in hours
Data Collection	330.8	19.5
Pre-counselling	572.4	33.7
Counselling	552.7	32.5
Workshop	200.7	11.8

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Evaluations, Assignments and Assessments

Each student has to complete a number of assignments and assessments to pass the course. Assignments were put up in google classroom and assessments involved onground evaluation. After evaluating the assignments, St. Mira students scored an average of 56.78%(max:83.39%; min:39.4%). Most students received a grade B in their assignments.

Reporting was evaluated based on the following parameters:

1. Punctuality
2. Planning and Execution
3. Communication

Students are scored out of 10 every month on this parameter. Average score for reporting for students from St. Mira is 5.9/10 or 59%(max: 78%;min: 32%)

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Month Wise description of Activities

Over the course of 12 months, the students enrolled in School Counselling and Remedial Education Program 2018-19 performed over and beyond what was expected of them.

In the initial months of the program the major focus was to acquaint the students with the needs of the school. The students achieved this by conducting classroom observation sessions in each school. Based on the classroom observation, a priority list was created and tallied against the priority list provided by the fellows and the teachers from the school. By November 2018, the students had begun counselling sessions with children from the priority list.

From the month of November, 2018, the frequency of community visits was increased. The students met the children's parents to document the social, financial and familial issues with regards to the student's difficulty. There was a significant drop in the number of counselling sessions in the community due to the Christmas holidays. The sessions were resumed in January 2019.

From January 2019 onwards, the major goal was to create focus groups to reach a wider number of children facing similar issues. The secondary goal was to create support systems for these children. In the first trials in the month of February, the children were reluctant to discuss their difficulties with their peers. During this period, the students continued their one to one counselling sessions. In the month of March, the students successfully conducted a number of focus group sessions. The goal during this period was not only to work on the child's psychological issues but also related academic difficulties because some children and parents were concerned about the student's academic scores.

After the month of March 2019, the students conducted community visits and closing sessions with the students.

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Learnings and implementations

CMHS-SCR 2018-19 program did face a number of challenges that could not be addressed during the course of the program. Learnings from these challenges will be discussed in this section.

Based on reviews from students and teachers, its evident that the communication procedures needed improvement. Lack of standard communication protocols lead to the following problems:

1. No ownership of a certain task or activity
2. Delays in executing certain tasks such as training sessions, school workshops.
3. Misunderstanding the student's needs and difficulties.

This was pointed out by St. Mira College and IGNOU in meetings with the HOD for Psychology Department.

Based on the reviews and complaints, the following measures were undertaken in year 2019-20

1. Reducing the number of schools that the students are trained in. From the year 2019-20, all trainings are offered in 3 schools: National Children's Academy, Epiphany English Medium School, Sunrise English Medium School.
2. Differentiating Trainer and School Counsellor roles. Thus, providing more work time to the trainer to work with students.
3. Using standard templates and worklogs for all students. This would remove the need to create a new template every year.
4. Each school can run the program independently based on school need and the student's training requirements.

The pilot will be conducted in the year 2019-20. Based on the pilot, these changes will be officially implemented in CMHS-SCR 2020-21.

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