**MODULE III**

**ADJUSTMENT AND MENTAL HEALTH**

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**Adjustment**

We may have heard someone say that “somebody just doesn’t adjust to situation” or “somebody facing problem in adjustment”. Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual.

**Adjustment: Concept**

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his role properly and get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated.

**Adjustment: Definitions**

The dictionary meaning of the word “adjustment” is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other.

According to James Drever,“adjustment as the modification to compensate for or meat special condition”.

According to the Shaffer, L.S. “Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs”.

According toColeman, James C., “Adjustment is the outcome of the individual’s attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment”.

According to the Carter V Good, “adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment”.

Shortly “*Adjustment” can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment”.*

**Types of adjustment**

**1. Normal Adjustment:** When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.  
**2. Abnormal Adjustment:** Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

**Adjustment a Continuous process**

The process of adjustment is continuous. It starts at one’s birth and goes on without stop till one’s death. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual’s adjustment can be expected to change from situation to situation and according to Arkoff  (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us (Mangal, 2006).

**ADJUSTMENT MECHANISM**

Every individual has different types of needs and goals which he always attempts to attain. But due to some external or internal factors it is not possible for him to achieve these goals all the time. In such cases some times people may suffer from frustration. In such a situation an individual may react in different ways. He may attack physically the source of frustration to reduce his mental tension or he may destroy the object of frustration. He may use different mechanisms to beat his frustration and adjust himself to protect his ego. Thus adjustment mechanism is a device used to achieve an indirect satisfaction of a need in order to reduce his or her own tension. This mechanism is used by different individuals in their own ways. The types and frequency of the mechanism differ from individual to individual in his own ways. The types and frequency of the mechanism differ from individual to individual. As for example, suppose a student wanted to become a doctor, but he could not manage a seat for the course. In that case he may become frustrated as he could not be able to meet his need. In such case he may behave in the different ways. Either he may opt for a para-medical course or may give up his studies or he may even opt for Arts course.  
Generally, the normal people adopt a healthy mechanism, to protect his ego, which is more or less socially accepted.

Though there is no general agreement regarding the adjustment mechanism yet some common mechanisms are as follows:

1. **Compensation**
2. **Identification**
3. **Rationalization**
4. **Negativism**
5. **Day dreaming**
6. **Regression**
7. **Repression**
8. **Projection**
9. **Compensation:**

Compensation is a tendency of human being to make up the deficiency of one area or trait of development in another area. When a person fails in one area, he tries to compensate for his failure by trying to succeed in another area. The most potent example is Napoleon’s drive for power. Probably his short figure and feminine build created in him a sense of inferiority which in turn made him a power monger. Compensatory behaviour is always based on the feeling of inadequacy. Compensation may be of the following types-  
  
**Direct Compensation-** It is a process when an individual removes his specific weakness and frustration in the same field by unusual effort. For example, a boy who is poor in Mahts may compensate directly when he tries to become strong in Maths by doing hard labour.  
  
**Over compensation-** It is process when an individual moulds his outstanding weakness into an outstanding strength. Example-In spite of having early speech defect Demosthenes became a great orator by utilizing the mechanism of compensation.  
  
**Indirect Compensation-** Many parents directed their children into vocations that they themselves aspired for but failed to get. A weak student who is poor in academic achievement may compensate in game.

1. **Identification:**

It is a process by which an individual establishes a strong emotional tie

* With another person
* A group of persons
* Or an institutions

Through such ties, he achieves his satisfaction. He draws his strength from the strength of others.As an example, we may mention how Infants identify themselves with their father or mother.   
Adolescents identify themselves with some political leaders, youth leaders or actors or actress and attempt to acquire their characteristics. The Members of the family of a famous person usually identify themselves closely with him and so increase the feeling of their own importance.  
Identification is not desirable as it makes an individual lose his own identity and individuality. If this mechanism is used excessively, it is apt to affect the mental health of an individual.

1. **Rationalization:**

It is a mechanism by which an individual devises socially acceptable reasons for some socially unacceptable act or opinion, belief, faith etc. It is very difficult to have a wholly rational man. We generally colour our reasoning by emotional factors which impel us to rationalize in order that our actual behavior will appear in a better light in our eyes and in the eyes of others.  
There are generally two types of rationalization. These are:  
**(a)Sourgrapes**   
When an individual fails to attain his goals after repeated efforts, he may say that he did not want it any way. He adjusts to the frustration by denying the existence of any desire in him to attain the original goals. See the following examples:

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| 1. | A fox which could not reach the grapes and out of sheer frustration declares that grapes are sour. |
| 2. | A boy when he fails to qualify himself in the school football team rationalizes his failure by saying that he does not want to play. |

**(b)Sweet lemon**   
When an individual is not satisfied with his achievement or the situation he is in, then he uses this form of rationalization. The individual who uses this method tries to convince himself that what he has is exactly what he wants. The following examples make it clear.

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|  | A teacher before joining the teaching profession tried his best to get a better job than teaching but when he fails, he accepts teaching as a very good profession and thus rationalizes himself. Every child passes through the stage of saying ‘No’ to any request even though later he may carry out the assignment. If this refusal continues and if it is accompanied by tempertentrums, there is a danger that a permanent negative mechanism is in the process of development. |

1. **Daydreaming :**

This mechanism is used mostly by all people. An individual may turn to day dreaming in order to satisfy a need which he is unable to satisfy. For example, an adolescent boy desires popularity but is not liked by his peer group. In that case he may imagine himself in his daydream as the centre of the group whom everybody admires.  
  
Day dream may be of two types:

* + 1. **Conquering hero type :**

In this type of daydream, the individual sees himself as confident and successful in all fields. For example, a person may see himself as a great musician who can make the audience spell bound.

* + 1. **Suffering hero type :**

In this type of daydream an individual develops sympathy for himself only. For example, a child who feels that he is being ill-treated at home may imagine himself as seriously ill.

1. **Regression:**

It is a form of adjustment which involves a retreat from the complexities of the present to an earlier and simpler form of behavior. As example: an individual when frustrated can cry like a child and can have temper tantrums. The desire to regress is common to everyone, one example of which is selective forgetting.

1. **Repression :**

In this mechanism an individual tries to repress the thoughts, experiences etc which are painful. Repression is an undesirable mental mechanism of adjustment because it is more tension producing than the tensionreducing.

1. **Projection :**

In this method an individual tries to defend himself against his repressed guilt feelings by projecting them into other things and people. Extreme use of projection is frequently observed in neurotic and psychotic personalities.

**The role of teacher in student adjustment**

The class room teacher plays the most strategic role to bring improvement in the class room environment and help the students in adjustment. He can perform the following role:

1. Provide a classroom environment where the children feel free to express themselves.
2. Develop in youngsters a sense self-respect and self-esteem by complements for work well done.
3. Accept the individual differences of students.
4. Develops comprehensive cumulative records by collecting information through classroom sitting.
5. Practices good mental health.
6. Participate and contributes to the effectiveness of case conferences.
7. Teacher himself should adopt democratic and respective behavior.
8. Help to develop self confidence among students.
9. Provide different situation to students in classroom for adjustment
10. Help to solve the adjustment problems among students.

**Conclusion**

Adjustment is not a simple term like adaptation or accommodation. It actually a behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. Normal and abnormal adjustments are the two types of adjustment. The class room teacher plays the most strategic role to help the students in adjustment. Adjustment can be interpreted as achievement process. Compensation, Identification,Rationalization,Projection,Day-Dreaming is the important adjustment mechanisms.

**MALADJUSTMENT**

Maladjustment is a process whereby an individual is unable to satisfy his biological, psychological or social needs successfully and establishes an imbalance between his personal needs and expectation of the society resulting in the disturbance of psycho-equilibrium.  It represents a condition or state in which one feels that one’s needs are not (or will not be) fulfilled and he has been a failure in establishing harmony with his self and the environment. Maladjustment always results from frustration caused by the non-satisfaction of the needs. Characteristics of a Maladjusted Person can include being withdrawn and timid, shy and self-conscious, fearful, having delusion, showing extreme aggression, tension, having unrealistically high aspirations, feeling of inferiority, emotionally disturbed, isolated, sensitivity and temper tantrums.

**Meaning of maladjustment**

The term ‘maladjustment ‘literally means faulty or unsatisfactory adjustment. In psychology, the term is used to mention the inability to adjust to the demands of interpersonal relationships and the stresses of daily living. Maladjustment refers to the degree of disharmony between the person and his environment. It indicates the failure of the individual to adjust to a situation. Maladjustment always results from the frustration and conflicts caused by the non-satisfaction of needs. When we are unable to provide situations in the school which can enable the child to satisfy his needs, maladjustment takes place.

**Causes of Maladjustment:**

One remains adjusted as long as his basic needs get satisfied or he has some hope for their satisfaction in future. The moment he is denied the satisfaction of his needs or gets despaired, he falls victim to the forces of maladjustment. The causes of one’s maladjustment to his self and the environment may include many factors.

**Personal causes:**

These are the causes quite inherent in the nature and temperament of an individual. They can be due to

* Unrealistic aims, goals and ideals of life.
* Lack of social maturity and adjustment.
* Lack of emotional maturity and control over the emotions.
* Improper setting of the level of aspiration.
* Unresolved conflicts and contradictory desires.
* Frustrations and desperations

The individuals who are physically, mentally and visually handicapped react abnormally to the situation. When they cannot score well academically compared to their peers, they develop an inferiority complex. Finally they isolate themselves from others and indulge in day-dreaming

**Hereditary factors**: The individual may inherit the defective mental makeup due to physiological structure, color of the skin, constitutional defects, incapacities and it can make him feel depressed or inferior in the way of proper satisfaction of his basic needs.

**Physiological or Physical Factors** : Physical or physiological factors like poor health, lack of validity, physical deformities, physical ailments, chronic diseases and bodily defects, etc. may drift one towards maladjustment.

**Environmental forces**: In most of the cases, environmental forces are said to be the greatest or sole contributor in the generation as well as perpetuation of the cases of maladjustment prevailing in our society. The forces of environment begin to play their role right from the conception of the child in the womb of the mother in the form of defective nourishment available to him. The defective environmental conditions available in one’s family neighborhood, community and society which may put hurdles in the proper satisfaction of one’s basic needs or may force him to pick bad habits for paving the way of his maladjustment to his self and others.

**Family:**

The family as an institution has various functions to perform various causes e.g. social, economic and psychological contribute immensely to maladjusted behavior in children. Economic situation and the occupational status of parents, problems of unemployment, poverty and low-economic status breed maladjustment amongst children. Under such circumstances, parents are unable to satisfy the needs of their children which eventually lead to frustration, aggression and hostile behavior in growing children. It is significant to note that the psychological instability of parents is directly responsible for maladjusted behavior of their off-springs. If parents are over-possessive, highly authoritative, unrealistic in their expectations, incompatible, abusive and prejudiced, this will have a deleterious effect upon their children. When psychological needs are not met, children get frustrated and develop problems

**(a) Social causes:**

Gibbon says that the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, desertion, separation etc., are often maladjusted in their behavior. Such children feel insecure and become maladjusted.

**(b) Economic causes:**

The occupational status of parent’s problems of unemployment poverty and low economic status breed maladjustment amongst children.

**(c) Psychological causes:**

If parents are over-possessive highly authoritative, unrealistic in their expectations incompatible and abusive, this will have an adverse effect upon their children. When the psychological needs are not met, children get frustrated and develop problems like nail biting fear of dark, lack of self confidence.

**School-related causes:**

The defective and uncongenial environment available in the school in terms of the behavior of teachers, peers, defective curriculum and methods of teaching, lack of co-curricular   activities, too much rigidity or rules, punitive measures, etc. When growing children do not find ways and means to channelize their energy in a purposeful manner in the school they exhibit in maladjusted behavior.

**Teacher-related causes:**

If the teacher is unfair, biased or not involved with the student it certainly affects the mental health of the children in the school.

**Peer-group related causes:**

Another important factor that disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Normally, students ask earnestly for recognition from their peer group during later childhood and adolescence. However, popularity among the peer group depends on various factors, such as good looks, athletic abilities, social class, academic performance, and special talents. If the student lacks these qualities, he may fail to get status amongst his/her peer group and gets frustrated and maladjusted

**Symptoms of maladjustment**

The committee on maladjusted children (U.K) headed by J.E.A.Unnderwood, in its report in 1955 listed the following symptoms;

1. **Nervous Disorders**: Nervousness in the child is exhibited by habitual biting and wetting of lips, nail, biting, stammering, blushing, turning pale, constant restlessness, body rocking, nervous finger movements and frequent urination. It also includes, Fears – anxiety, phobias. timidity, oversensitivity, Withdrawal – unsociability, solitariness. Depression-brooding, melancholy periods. Apathy- lethargy, unresponsiveness, no interests. Obsessions – rituals and compulsions. Hysterical fits – loss of memory.
2. **Habit Disorders**:  Speech –stammering, speech defects. Movements – twitching, rocking, head-banging, nail biting. Excretion – in continuance of urine and faces. Nervous pains and Paralysis – headache. Physical symptoms – asthma and other allergic conditions.
3. **Behavior Disorders**: Unmanageable – defiance, disobedience, refusal to go to school or work. Aggressiveness – bulling, destructiveness, cruelty. Behavior – jealous, demands for attention, begging and stealing, lying and romancing. Truancy – wandering, staying out late. Sex difficulties – masturbation, sex play, homosexuality. The maladjusted child has behavior disorders which are generally seen in his antisocial behavior. He is cruel to others, bullies them, uses obscene language, shows undue interest in sex, tells offensive stories, dislikes school work, resents authority, reacts badly to discipline, runs away from the class, and shows complete lack of interest in school work suddenly.
4. **Organic Disorders**: Conditions following head injuries, encephalitis or central tumors, epilepsy, chorea.
5. **Psychotic Behavior**: Hallucinations, delusions, extreme withdrawal, violence.
6. **Educational and Vocational difficulties**: Backwardness not accounted for by dullness. Unusual response to school discipline, inability to concentrate, to keep jobs. The child who cannot adjust himself in the school environment shows exhibitionistic behavior. He tends to tease, push and shove other pupils; he wants to be too funny or over-conspicuous; he is either found bluffing, or refusing to accept any lack of personal knowledge; he agrees markedly with whatever the teacher says or does and shows exaggerated courtesy.
7. **Emotional disorders**: The child, having emotional disorders, is unable to work alone, and rely on his own judgment; he is suffering from complexes; he is unusually self- conscious or over-critical of others, either too docile or too suggestive; such are his characteristic traits exhibiting his emotional instability.
8. **Psychosomatic disturbances**: He has psychosomatic disturbances also. When he is emotionally distressed, he begins to vomit or develops constipation and diarrhea or tends to overeat and shows other feeling disturbances.

The maladjusted child shows undue anxiety over mistakes, marked distress over failures, absent-mindedness, day-dreaming; he refuses to accept any recognition or reward, evades responsibility, withdraws from anything that looks new or difficult: he has lack of concentration, is unusually sensitive to all annoyances is suitable to work when distracted and has emotional tone in argument and feel hurt when others disagree; he makes frequent efforts to gain attention of the teacher. Such are the emotional over-reactions and deviations.  
**Detection of Maladjustment**

 Maladjustment must always be taken as a red signal as it may lead child towards serious behavioral problems, mental illness and diseases. It always better to have its early detection and finds ways and means for its rectification. It can be detected through the following methods.

1. Observation method.

2. Interview method.

3. Case history method.

4. Questionnaire and Inventory method.

5. Sociometric technique.

6. Projective technique.

Devices like adjustment inventories, projective techniques for the assessment of the personality characteristics may help us to detect maladjustment. With the help of such techniques we may not only come to know the extent of which one's behavior may be termed normal or abnormal but also the special areas of one's personality or behavior where one face difficulty in adjustment or malfunctioning. Projective techniques which can be used to measure maladjustment or anxieties include Thematic Apperception Test (TAT), Human-figure drawing (HFD), House-tree-person (HTP), Rorschach's Inkblot Test and sentence completion tests such as Rotter's Incomplete Sentence Blank (RISB).

The cases of maladjustment among the children in a class may be detected by the teachers by following two types of measures mentioned below:

1. Use of testing devices like adjustment inventory, mental health tests, youth\child problem inventory etc.

2. Use of non-testing devices like observation, interview, rating scale, checklist etc.

**Use of testing devices**

The cases of maladjustment can be better diagnosed with the help of suitable adjustment inventories. Such inventories are available for different age groups and areas of adjustment covering a wide range of people. With the help of their administration to the individual as well as the to the group, we can get the scores for being classified as adjusted or maladjusted on one or the other areas of their adjustment. Examples of these adjustment inventories are:

1. H.S. Asthana’s Adjustment inventory. (Available in two forms- students and adults)

2. Bell’s Adjustment Inventory. (Available in two forms – students and adults)

3. Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh

4. Mangal Teacher Adjustment Inventory (available in long as well as short forms)

**Use of Non- testing devices**

The use of non-testing devices for the detection of the cases of maladjustment rests on the principle that the cases of maladjustment may be better detected through the observation of the behavior of the students in real life situations. For this purpose, one may resort to the techniques of observation, rating scale, interview and check list being used to note down or take care of those behavioral characteristics of the students that may help in labeling them as adjusted or maladjusted. For illustration, we may name of the following qualities and characterizes observable in one’s behavior for typically identifying him as a maladjusted personality.

Lack of self-control.

Sense of inferiority.

Lack of personal security.

Nervousness and anxiety.

Cruelty and aggressiveness.

Lack of patience and tolerance.

Lack of the feelings of love, respect and affection.

Attention –seeking behavior.

Suffering from mental illness or diseases.

**Treatment of maladjustment**

   A well adjusted individual is an asset to himself and a boon to the society where as a maladjusted personality brings, misfortune to one’s self and discomfort to others. Maladjustment can be treated by following ways,

1. Balanced growth and development: Child’s physical, emotional, mental, social and aesthetic development should be properly attended to. There should be perfect harmony and balance between the different aspects of growth and development.
2. Satisfaction of the basic needs: We must provide opportunities and give necessary assistance to the child for the solution of his basic needs. The degree of one’s adjustment is directly proportional to one’s feelings of satisfaction with regard to one’s varying needs.
3. Awareness of strength and weakness: The child should be helped in realizing his strength as well as weaknesses and his limitations and shortcomings.
4. Setting a proper level of inspiration: The child should be helped in setting a proper level of aspiration, ideals and ambitions for going ahead in life.
5. Developing tension tolerance: We should be help children in developing tension tolerance in them they may not succumb under stresses and strain while facing the odds of life.
6. Harmony with the demands of Society and Culture: In order to help children in adjusting with the demands of the society and culture, teachers and parents should themselves try to practice the right ways and good habits.
7. Providing healthy Environment: Maladjustment is the product of faulty upbringing and uncongenial environment at home, school and other place of social contact . Therefore proper care should be taken by the teachers, parents and other responsible members of the society to provide healthy environment to the children.
8. Provision of Guidance and Counseling:  In many cases children needs proper guidance in making right decisions or choices and proper selection with respect to their education, vocation and personal world. There should be proper arrange for the guidance and counseling in schools for helping children in adjustments with their problem.

  Maladjustment refers to the degree of disharmony between the person and his environment. A maladjusted person solves his problems usually in a destructive way and in this process disturbs social harmony. So curriculum should be life oriented and flexible to suit individual requirements. Methods of teaching should be selected based on the level of the people.

**Mental hygiene** is a Science which deals with the process of attaining mental health and preserving mental health in the society. The term mental health is closely related with the term mental hygiene as the main objective of mental hygiene is to attain mental health. In other words, mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is the end.

**Definitions of Mental Hygiene**

1. American Psychiatric Association: “Mental hygiene consists of measures to reduce the incidence of mental illness through prevention and early treatment and to promote mental health”.
2. **Crow & Crow:** “Mental Hygiene is a science that deals with human welfare and pervades all fields of human relationship”.
3. Encyclopedia Britannia: “mental hygiene as the science of maintaining mental health and preventing the development of psychosis, neurosis, or other mental disorders”.
4. It is the science, which deal with

* The prevention of mental illness,
* The preservation of mental health, and
* The care of mental illness.

**Aims and Objectives**

1. Mental hygiene provides an opportunity to the individual to realize and develop his potentialities to the maximum.
2. Harmonious development of physical, mental and spiritual capacities of the individual.
3. To develop positive attitude towards life
4. It is responsible for effective existence
5. It is to prevent mental disorders or illness.
6. Preserve the mental health of the individual in group.
7. It is to discover and utilize therapeutic measure to cure mental illness.
8. Rehabilitation of mentally disturbed
9. To deal social problems

**Functions of Mental Hygiene**

Mental hygiene has four important functions. These are:

1. Prevention or preventive –The most important function of mental hygiene is to prevent mental health problems by developing some programmes
2. Creative – Another function of mental illness is to develop programme like counselling, psychotherapy to treat an individual or a group or to treat a mental patient.
3. Preservative- Not all people are mentally ill; rather of them possess sound mental health. So the third function is to develop programme through education for preserving mental health.
4. Training- Another function of mental hygiene is to train a set of personnel who can help the people with psychological problem by trying to understand their problems and then helping them to meet their needs.

**Principles of Mental Hygiene**

To formulate general principles of mental hygiene is a really difficult task as there is a wide range of differences among the individuals. Some of the reasons for this are:

1. Human beings have multiple needs which grow in the course of development. These needs are contradictory in nature.
2. There is no single, also absolute standard to judge human behaviour or action. However, in spite of these difficulties, we can formulate some general principles. These are
3. **Adjustment in home:** Every child should develop such type of behaviour at home so that he can adjust himself in any type of situation. Parents should take utmost care because the behaviour patterns that develop in early childhood leave permanent impression on the child. Parents should try to develop the desirable traits in their children and develop competence, security, adequacy, self esteem and discipline by catering to their basic needs.
4. **Adjustment in school:** After home, school plays an important role in the development of personality. The school through its various activities can go a long way in creating an environment for the children to preserve and develop their mental health.
5. **Adjustment to Society:** Man is a social animal and he has to adjust himself with the society. Without proper social interaction, harmonious development of personality cannot occur. Hence, parents, teacher and society must provide socially acceptable channels for the release of pent up emotional feeling so that the children and adolescents develop healthy personality.
6. **Adjustment to work-** According to Freud, one is mentally healthy, if one can work successfully. School through its programme, should develop the proper mental state towards work in child.

**Elements of Mental Hygiene:**

Generally mental hygiene has the following elements:

1. Physical health.
2. Intellectual health.
3. Emotional health.
4. Interest and aptitude.
5. Good environment.

Mental hygiene deals with these principles of living which would serve as a guide to human adjustments. It consists of those patterns of living which promote the development of wholesome and socially adequate personalities.

These patterns of living help an individual to get along with himself and with his fellowmen, to cultivate desirable attitudes, to avoid conflicts that bring about maladjustments, and to pursue intelligent, rational behaviour. These principles have been drawn from philosophy, psychology, religion, ethics, sociology, biology, physiology, medicine, psychiatry and common-tense.

**The three purposes of mental hygiene are:**

1. The prevention of mental disorders through an understanding of the relationship that exists between wholesome personality development and life experiences;
2. The preservation of the mental health of the individual and of the group, and
3. The discovery and utilisation of therapeutic measures to cure mental illness.

Of these three approaches, preventive, preservative and curative, the most significant and modern approach is the preventive approach. This approach is very much influenced by principles of public health. According to Kaplan and Baron, this approach ” is based on the principle that the best way to insure well-adjusted individuals is to surround them with environmental influences which will enable each person to develop his full potentialities, to attain emotional stability, and to achieve personal and social adequacy”. Preventive mental hygiene begins in the home, and its principles are important even in the school and other areas.

**Preventive Measures**

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| The most important function of mental hygiene is to prevent mental health problems by developing some programmes. |

The main aims are;

1. To make aware of the factors which are responsible for poor mental health are the hereditary factors, the constitutional factors or physiological factors and environmental factors.
2. To make aware of the various causes of maladjustment – personal as well as social.
3. To make aware of the personal needs, drives, motives, conflicts, frustrations, conflicts etc
4. To make aware of the ways and means of achieving emotional and social adjustment.
5. To make individuals aware of their potentialities and inner resources.
6. To make them aware that every individual is responsible for his own life and he has the right to make his own choice in life.
7. To make individuals aware to accept and take responsibility for their circumstances and be courageous enough to take whatever initiative is necessary to creatively work their way through or around the challenges.
8. To make individual aware that he is creative force of his life.
9. To help the individual to develop healthy human relationship and group interactions.
10. To help the individual to develop good leadership which is plural- is a team effort

**Constructive measures**

Not all people are mentally ill; rather of them possess sound mental health. The enormous increase of interest in the mental life of childhood is leading to the recognition at a much earlier period than formerly of those factors which endanger mental health. Education must be fundamentally altered to fit the needs of subnormal children and those with special difficulties of adaptation. So numerous and so disastrous are the results of failure to make the modifications in teaching which these children require that the whole educational system might well be examined with reference to their special needs. Constant and increasing efforts should be made to determine the individual requirements of school children and the attention of the best educators should be given to devising means for furnishing such children with equipment which will fit the individual child to live successfully, the average child being, for the moment, forgotten. Special classes exist now only for mentally defective children. They should be provided for all kinds of atypical children, intellectual defect representing only one and not perhaps the most important cause of imperfect mental adjustment.

**Curative measures**

The priority of mental health should be to prevent and sustain good mental health. But in reality we come across that life is not all that easy and people fall victim to mental illness and disorders. So mental hygiene aims to treat the mental diseases and disorders.

1. To give necessary knowledge regarding the types of mental illness, disorders and diseases.
2. To suggest various forms of therapy for the treatment and curing of specific mental illness and disorders.
3. To suggest the means for rehabilitation and readjustment of the maladjusted, mentally disturbed and mentally ill persons.

In this way, the ultimate aim of mental hygiene is, “to assist every individual in the attainment of fuller, happier, more harmonious and more effective existence”.

It seems essential that, notwithstanding the complexity of some of the questions involved, the prevention of mental diseases and mental deficiency should be considered in the general advance which is being made against all diseases, for it is very closely related to all the other fields of preventive medicine. Recent advances in the field of psychiatry have given grounds for encouragement, for if the outlook in some directions is not bright the accuracy with which the part played by certain causes is being defined promises much. The fact that it has been definitely determined that there are certain essential causes of mental disease and mental deficiency, and that some of these essential causes are entirely controllable, makes it imperative that preventive measures should be energetically promoted. At the same time the great advantages in the promotion of mental efficiency which may result from better understanding of the nature and importance of mental conflicts and of the means by which more successful adaptations may be made, should lead to developments in the constructive phases of mental hygiene which, in the end, may prove the greatest service to mankind of this branch of hygiene.

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Psychotherapy aims to increase each individual's [well-being](https://en.wikipedia.org/wiki/Well-being) and [mental health](https://en.wikipedia.org/wiki/Mental_health), to resolve troublesome behaviours, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social functioning.  Any non-invasive psychological technique designed to bring about a positive change in a person’s behaviour, personality or adjustment could be termed psychotherapy. It is termed as non invasive because unlike biological therapy or shock treatment, in psychotherapy the therapist interacts with the patient listens to him/her and helps in resolving conflicts.  **Definitions**  The term [psychotherapy](https://en.wiktionary.org/wiki/Psychotherapy) is derived from [Ancient Greek](https://en.wikipedia.org/wiki/Ancient_Greek) [psyche](https://en.wiktionary.org/wiki/psyche) (meaning "breath; spirit; soul") and therapeia (“healing; medical treatment").  The [**Oxford English Dictionary**](https://en.wikipedia.org/wiki/Oxford_English_Dictionary) defines it now as *"The treatment of disorders of the mind or personality by psychological methods.”*  **The**[**American Psychological Association**](https://en.wikipedia.org/wiki/American_Psychological_Association) adopted a resolution on the effectiveness of psychotherapy in 2012 based on a definition developed by [John C. Norcross](https://en.wikipedia.org/wiki/John_C._Norcross): *"Psychotherapy is the informed and intentional application of*[*clinical methods*](https://en.wikipedia.org/wiki/Clinical_psychology)*and*[*interpersonal stances*](https://en.wikipedia.org/wiki/Interpersonal_relationship)*derived from established psychological principles for the purpose of assisting people to modify their behaviours, cognitions, emotions, and/or other personal characteristics in directions that the participants deem desirable".*  **Types of Therapy** Therapy can be given in a variety of formats, including:  * **Individual:** This therapy involves only the patient and the therapist. * **Group:** Two or more patients may participate in therapy at the same time. Patients are able to share experiences and learn that others feel the same way and have had the same experiences. * **Marital/couples:** This type of therapy helps spouses and partners understand why their loved one has a mental disorder, what changes in communication and behaviours can help, and what they can do to cope. * **Family:** Because family is a key part of the team that helps people with mental illness get better, it is sometimes helpful for family members to understand what their loved one is going through, how they themselves can cope, and what they can do to help.  Approaches to Therapy **Psychologists generally draw on one or more theories of psychotherapy.**  A theory of psychotherapy acts as a roadmap for psychologists: It guides them through the process of understanding clients and their problems and developing solutions.  Approaches to psychotherapy mainly fall into five broad categories:   1. **Psychoanalysis and psychodynamic therapies**.   This approach focuses on changing problematic behaviours, feelings, and thoughts by discovering their unconscious meanings and motivations. Psychoanalytically oriented therapies are characterized by a close working partnership between therapist and patient. Patients learn about themselves by exploring their interactions in the therapeutic relationship. While psychoanalysis is closely identified with **Sigmund Freud**, it has been extended and modified since his early formulations. Psychoanalytic therapies have a strong research base confirming their efficacy.   1. **Behaviour therapy**.   This approach focuses on learning's role in developing both normal and abnormal behaviours.   * + **Ivan Pavlov** made important contributions to behaviour therapy by discovering **classical conditioning**, or associative learning. Pavlov's famous dogs, for example, began drooling when they heard their dinner bell, because they associated the sound with food.   + "**Desensitizing**" is classical conditioning in action: A therapist might help a client with a phobia through repeated exposure to whatever it is that causes anxiety.   + Another important thinker was **E.L. Thorndike**, who discovered **operant conditioning**. This type of learning relies on rewards and punishments to shape people's behaviour.   + Several variations have developed since behaviour therapy's emergence in the 1950s. One variation is **cognitive-behavioural therapy**, which focuses on both thoughts and behaviours.  1. **Cognitive therapy**.   Cognitive therapy emphasizes what people think rather than what they do.  Cognitive therapists believe that it's dysfunctional thinking that leads to dysfunctional emotions or behaviours. By changing their thoughts, people can change how they feel and what they do.  Major figures in cognitive therapy include **Albert Ellis** and **Aaron Beck**.   1. **Humanistic therapy**.   This approach emphasizes people's capacity to make rational choices and develop to their maximum potential. Concern and respect for others are also important themes.  Humanistic philosophers like **Jean-Paul Sartre**, **Martin Buber** and **Soren Kierkegaard** influenced this type of therapy.  Three types of humanistic therapy are especially influential.  a. **Client-centred therapy** rejects the idea of therapists as authorities on their clients' inner experiences. Instead, therapists help clients change by emphasizing their concern, care and interest.  **b. Gestalt therapy** emphasizes what it calls "organismic holism," the importance of being aware of the here and now and accepting responsibility for yourself.  **c. Existential therapy** focuses on free will, self-determination and the search for meaning.   1. **Integrative or holistic therapy**.   Many therapists don't tie themselves to any one approach. Instead, they blend elements from different approaches and tailor their treatment according to each client's needs.   1. **Implosive therapy**   This approach regards neurotic behaviour as involving the conditioned avoidance of anxiety arousing stimuli.   1. **Aversion therapy**   This approach regards modification of undesirable behaviour by the old fashioned method of punishment.  **Techniques and process**  There are 4 basic techniques   1. **Free association**   Individual sets comfortably in a relaxed position and allows his mind to wander freely, giving are running account of his thoughts, feelings and desires. The therapist takes a position behind him, so as not to be a distraction or disrupt the free flow of associations.   1. **Dream interpretation**   This is the procedure for uncovering unconscious material. When a person is asleep repressive defences are lowered and forbidden desires and feelings may find an outlet in dreams.  A dream has 2 kinds of content.  Manifest content – which is the dream as it appears to the dreamer.  Latent content- composed of the actual motives which are seeking expression but so painful. The actual process by which the late content of the dream is transformed in to the less painful manifest content is called dream work. In dream interpretation therapist to uncover disguised meanings by studying symbols that appear in the manifest content of the dream.   1. **Analysis of resistance**   During the process of free association an individual may evidence resistance- an unwillingness to relate certain thoughts motives or experiences.eg: he may be talking about an important area in his life and then suddenly switch topics. Since resistance prevents painful and threatening material from entering awareness. It must be broken down if the individual is to face his problems and conflicts and deal with them in a realistic manner.   1. **Analysis of transference**   As patient and therapist interact, the relationship between them may become complex and emotionally involved. By recognising the transference relationship, the therapist may provide the individual with the experience of having a good father. It helps to overcome feelings of hostility and self devaluation stemming from his father’s rejection.  **Goals of psychotherapy**   * Increased insight in to one’s problems and behaviour * A better delineation of one’s self identity * Resolution of handicapping or disabling conflicts * Changing of undesirable habits and reaction patterns * Improved interpersonal or other competencies * Modification of in accurate assumptions about oneself and one’s world * Opening of a path way to a more meaningful and fulfilling existence   **Advantages**  Psychotherapy helps people with a mental disorder to:   * Understand the behaviours, emotions, and ideas that contribute to his or her illness and learning how to modify them. * Understand and identify the life problems or events -- like a major illness, a death in the family, a loss of a job, or a divorce -- that contribute to their illness and help them understand which aspects of those problems they may be able to solve or improve. * Regain a sense of control and pleasure in life. * Learn coping techniques and problem-solving skills.   In general psychotherapy aims toward personality growth in the direction of maturity, competence and self actualisation. Therapy involves evaluating your thoughts and behaviours, identifying stresses that contribute to your condition, and working to modify both. People who actively participate in therapy recover more quickly and have fewer relapses.  Therapy is treatment that addresses specific causes of mental illness; it is not a "quick fix." It takes longer to begin to work than medication, but there is evidence to suggest that its effects last longer. Medication may be needed immediately in cases of severe mental illness, but the combination of therapy and medicine is very effective.  **TRANSACTION ANALYSIS**  Transactional Analysis is a theory developed by Dr. Eric Berne in the 1950s. Transactional Analysis (TA) is an understanding of personality for personal growth. It offers a model of personality and the dynamics of self and its relationship to others that makes possible a clear and meaningful discussion of behaviour.  Transactional Analysis is the method for studying social interactions between individuals.  Eric Berne developed this theory and he defined a transaction as the fundamental unit of social interaction.  Transactional analysis is a technique used to help people better understand their own and others behaviour, especially in interpersonal relationships.  Transactional Analysis is a social psychology and a method to improve communication.  A transaction consists of a transactional stimulus (TS) and a transactional response (TR). TS are the behaviour (verbal or nonverbal) produced by one person in acknowledgement of the presence of others when two or more people encounter each other. TR is the response to TS by another person.  Transactions that take place on an interpersonal and intrapersonal basis.  Intrapersonal transactions are interactions that a person has with themselves in their own mind.  Interpersonal transactions are interactions that take place between two or more individuals.  Transactional analysis is a psychoanalytic therapy wherein social transactions are analyzed to determine the ego state of the patient (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour.  Berne defined an ego state as “a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour. Berne ultimately defined the three ego states as: Parent, Adult, and Child. “It will be demonstrated that Parent, Adult, and Child are not concepts, like Superego, Ego, and Id, but phenomenological realities. Freud’s ego states are unobservable, theoretical states; but Berne’s three ego states can be confirmed with observable behaviours.Berne’s theory was based on the ideas of [Freud](https://en.wikipedia.org/wiki/Freud) but were distinctly different. Freudian psychotherapists focused on patient’s personalities. Berne believed that insight could be better discovered by analyzing patients’ social transactions.  Transactional analysis is primarily concerned with following:   1. Analysis of self awareness 2. Analysis of ego state 3. Analysis of transactions 4. Script analysis 5. Games analysis 6. Analysis of life positions 7. Stroking    * 1. **Analysis of self awareness** 8. The interpersonal relationships are composed of interself. 9. Self is the core of personality pattern which provides integration. 10. Self awareness is an important concept; it describes the self in terms of image, both conscious and unconscious. 11. Joseph luft and Harrington have developed a diagram to look at ones personality including behaviours and attitudes that can be known and unknown to self and known and unknown to others. 12. This diagram is known as the Johari window. 13. It comprising of 4 parts.   **Johari window**   |  |  | | --- | --- | | Open  (known to others and also self) | Blind  (unknown to self but known to others) | | Hidden  (known to self but unknown  to others) | Unknown  (unknown to self and unknown to others ) |  * + 1. **Analysis of ego state**  1. The ego plays an important role in human behaviour. 2. People interact with each other in terms of psychological positions or behavioural patterns known as ego states. 3. Ego states are person’s way of thinking, feeling and behaving at any time. 4. There are 3 important ego states. 5. Ego states: child, adult and parent. 6. A person of any age has these ego states in varying degree. 7. A healthy person is able to move from one ego state to another.   **Parent Adult Child diagram used in Transactional Analysis**  Parent – taught concept, Child – felt concept, Adult – learned concept   1. **Parent ego state:**   The parent ego state means that the values, attitudes and behaviours of parent an integral part of the personality of an individual. These people tend to talk to people and treat others like children. The characteristics of a person with parent ego state are:  Judgemental  Rule maker  Moralising  Over protective  Indispensible   1. **Adult ego state**   The adult ego state is authentic, direct, reality based, fact seeking and problem solving. They assume that human beings as equal, worthy and responsible. The process of adult ego state formation goes through one’s own experiences and continuously updating attitudes left over from childhood. People with adult ego state, gather relevant information, carefully analyse it, generate alternatives and make logical choices.   1. **Child ego state**   It is characterised by very immature behaviour. The important features of child ego state are creativity, anxiety, depression, dependence, fear, joy, emotional sentimental etc.   * + 1. **Analysis of transactions**  1. A transaction is a basic unit of social interaction. 2. The heart of transactional analysis is the study and diagramming of the exchanges between two persons. 3. Thus where a verbal or non verbal stimulus from one person is being responded by another person a transaction occurs. 4. Transactional analysis can help us to determine which ego state is most heavily influencing our behaviour and the behaviour of the other people with whom we interact. 5. Depending on the ego states of the persons involved in transactions, there may be 3 types of transactions:   Complimentary transactions:  Both people are operating from the same ego state. There can be nine complementary transactions. They are given below:   * Adult - adult transactions * Adult - parent transactions * Adult - child transactions * Parent - parent transactions * Parent - adult transactions * Parent – child transactions * Child - parent transactions * Child – adult transactions * Child - child transactions   **Crossed transactions:**  A crossed transaction is one in which the sender sends message behaviour on the basis of his ego state, but this message is reacted to by an unexpected ego state on the part of the receiver. Crossed communication should be avoided as far as possible. Whenever such transactions occur, communication tends to blocked and a satisfactory transaction is not accomplished.  **Ulterior transactions:**  Two ego states within the same person but one disguises the other one.  **4. Script analysis**  In a layman’s view, a script is the text of play, motion picture, or a radio or tv programme.  In transactional analysis a person’s life is compared to a play and the script is the text of the play.  According to Eric Berne,” a script is an ongoing programme, developed in early childhood under parental influence which directs the individual behaviour in the most important aspects of his life.  A script is a complete plan of living, offering prescriptions, permissions and structure which make one winner or loser in life.  **5. Analysis of life positions**   1. In the process of growing up people make basic assumptions about their own self worth as well as about the worth of significant people in their environment. 2. The combination of assumptions about self and other person called as life position. 3. Transactional analysis constructs the following classifications of the four possible life positions or psychological positions:   I am ok, you are ok  I am ok, you are not ok  I am not ok, you are ok  I am not ok, you are not ok  I am ok, you are ok  It appears to be an ideal life position. People with this type of life position have confidence in themselves as well as trust and confidence in others.  \* I am ok, you are not ok  This is a distrustful psychological position. This is the attitude of those people, who think that whatever they do is correct.  \* I am not ok, you are ok  This is a common position for those people who feel powerless when they compare themselves to others.  \* I am not ok, you are not ok  People in this position tend to feel bad about them and see the whole world as miserable. They do not trust others and have no confidence in themselves.  **6. stroking**  Stroking is an important aspect of the transactional analysis.  The term stroke refers to “giving some kind of recognition to others.”  People need strokes for their sense of survival and well being on the job. Lack of stroking can have negative consequences both on physiological and psychological well being of a person.  There are 3 types of strokes:   1. positive strokes:   The stroke one feel good, is a positive stroke. Recognition, approval are some of the examples.   1. Negative strokes :   A stroke one feel bad or not good is a negative stroke. Negative strokes hurt physically or psychologically.   1. Mixed strokes:   A stroke may be of a mixed type also.  Example: the boss comments to a worker “you did an excellent job in spite your limited experience.  **7. Games analysis**  \* When people fail to get enough strokes at work they try a variety of things.  \* One of the most important things is that they play psychological games.  \* A psychological game is a set of transaction with 3 characteristics:  >The transactions tend to be repeated.  >They make sense on superficial or social level.  >One or more transactions are ulterior.  **Types of games**:  \* A 1st degree game is one which is socially acceptable in the agent’s circle.  \* A 2nd degree game is one which more intimate end up with bad feelings.  \* A 3rd degree game is one which usually involves physical injury.  Transactional analysis can help you understand yourself better. It can also help you see more clearly how you interact with others. Transactional analysis provides some tools to help you change. You can begin to change by deciding, for example, what kind of Parent ego state you would like to have and then practice using and developing that part of yourself. You can decide what ego state you would like to use more of and which one you might want to use less of. Would you like to use your Adult ego state more often? Or perhaps you use your Adult almost all the time and would like to practice using your playful Child ego state. You can practice giving certain kinds of strokes and asking for the kind of strokes you want to receive. By paying attention to different kinds of transactions, you can exert some control in conversations to make sure that communication proceeds in an honest, uncomplicated, straightforward way. Many people use transactional analysis in therapy because they want help in changing patterns in their lives that feel bad or are not productive. These are usually script patterns based on early decisions made during childhood. Therapists who uses transactional analysis can help you discover elements of your life script and can help you change your patterns.  **Benefits and utility of transactional analysis:**   1. Improved interpersonal communication 2. Source of positive energy 3. Understanding ego state 4. Motivation 5. Organisational development   Transactional analysis is frequently applied in the areas of medicine, communications, education, and business management as well as therapy. The mainstream appeal of this technique has attracted parents, professionals, social workers, and others who strive to achieve maximum personal development. Transactional analysis is considered to be one effective method of enhancing relationships with oneself and with others.  Studies show that transactional analysis, often used by counsellors and clinicians to address issues currently faced by the person in treatment, can be an effective tool in the treatment of emotional and relationship difficulties that may develop as a result of chronic health challenges.  Transactional analysis is used widely in the educational arena, and this method can serve as a vessel through which educational principles and philosophy can be incorporated into the daily lives of students. This type of therapy can be administered to children and adults of all ages, regardless of social circumstances.  **TYPES AND TECHNIQUES OF GUIDANCE AND COUNSELING**  Guidance covers the whole process of education which starts from the birth of the child. As the individual need help throughout their lives, that means from cradle to grave. Guidancewasoriginallycenteredonproblemsrelatedtovocationsforyoungpeople The chief guidance responsibility of society is towards children and youth. Guidance functions whenever choices are made and even when there is no choice, it helps the individual to understand and accept the situation. It is not only needed in crisis situations but throughout the life for personality development. Guidance which comes in just by the way as life goes is informal guidance; the guidance for achievement in our day to day life is incidental guidance. The specific form of guidance with a purpose is the formal guidance which the individual to find a solution to problem.  **MEANING AND DEFINITIONS OF GUIDANCE**  The meaning of Guidance is help or assistance.  “Guidance seeks to help each individual become familiar with a wide range of information about himself, his abilities, and his previous development in the various areas of living and his plans or ambitions for the future.” Chisholm  “Guidance is an assistance given to the individual in making intelligence choices & adjustments.” A. J. Jones  ‘Guidance is a means of helping individuals to understand and use wisely the educational. Vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school & to life.” Duns moor & Miller  **CHARACTERISTICS OF GUIDANCE**.   1. Guidance is a process. 2. Guidance is a continuous process. 3. It is concerned with problem & choice. 4. It is assistance to the individuals in the process of development. 5. It is both a generalized & specialized service. 6. It is a service meant for all.   **NEED OF GUIDANCE**   1. To help in the total development of the student. 2. To help in making proper choice at various stages of their educational career. 3. To help the students in vocational development. 4. To help students make the best possible adjustments to the situations in the schools as well as in the homes. 5. To minimize the mismatch between education and unemployment. 6. To identify and motivate the students from weaker sections of society. 7. To check wastage & stagnation. 8. To identify and help students in need of special help. 9. To minimize the incidence of indiscipline. 10. To make the idea inclusive education successful.   **TYPES OF GUIDANCE**  **1. Educational Guidance**  **Meaning of Educational Guidance**  Educational Guidance is directly concerned with the pupil. In the student’s life, this guidance is very important. The chief aim of educational guidance is to develop the ability of co-ordinating with the school environment in the pupils to create necessary awareness and sensitivity, so that they may select themselves proper learning objectives, devices and situations.  **Definitions**  “Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it”. Thus, guidance is concerned with right choice of educational opportunities available.” —Ruth Strong  “Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to schools, curricula, courses and school life”. —A. Jones  **Objectives of Educational Guidance**  The following are some of the objectives of educational guidance:   1. To monitor the academic progress of the students. 2. To acquaint the students with the prescribed curriculum. 3. To identify the academically gifted, backward, creative and other category of special learners. 4. To assist students in getting information about further education. 5. To diagnose the learning difficulties of students and help them overcome the same.   **Need of Educational Guidance**   1. A child has to be guided to selecting right educational courses. 2. Educational guidance is also needed when the students fail in a particular course. 3. Educational guidance is all the more needed when the students do not show satisfactory progress or develop undesirable modes of behavior in a particular course. 4. Each child is different from the other in abilities and interests. Educational Guidance helps them to select a right course according to his abilities. 5. Guidance in school is also to be given to gifted children as well as academically backward children so that can cope up with the studies according to their abilities.   **VOCATIONAL GUIDANCE** Meaning of Vocational Guidance: Basically vocational guidance is accepted as that type of guidance where mere information and advice is given in regard to choosing an occupation, preparing for it, entering in it, and progressing. Vocational guidance is concerned with helping the individual to become aware of his strengths and weaknesses in world of occupations and helping him to choose a vocation for his better adjustment with every situation of the society. Definitions: “Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and to costly training provided for youth in the schools”. —G.E. Meyers  “Vocational guidance is a process designed to aid the young persons in choosing an occupation, in preparing for it, in finding an opening in it and in building up an efficient and successful career”. —Frank Parson  **Aims and Objectives of Vocational Guidance**  Following are the aims of vocational guidance:  1. Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.  2. Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.  3. Assisting the pupil to evaluate his own capabilities and interests with regard to their worth to him and to society.  4. Helping the individual develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.  5. Give exploration opportunity in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.  6. Assisting the individual to think critically about types of occupations and to lean a technique for analyzing information about vocations.  7. Assisting the mentally handicapped, the physically handicapped of the economically handicapped to make the adjustment that will be best for them in their struggle for a fuller life and for personal and social welfare.  8. Instilling in the pupil a confidence in the teachers and other guidance personal that will encourage him when he confers with them on personal and vocational problems.  9. Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.  10. Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he my wish to go after graduation for high school in order to continue his vocational preparation.  **Need of Vocational Guidance**   1. Vocational guidance is neededif an individual stays in a wrong profession for a long time, then he suffers economically, & psychologically. 2. Vocational guidance provides many economical advantages to the employers. Their problems are fewer because the workers enjoy job satisfaction. 3. It is needed from the point of view of health of the workers 4. Vocational Guidance helps to inculcate personal and social values in individual. 5. It helps to attain maximum utilization of human potentialities   **Personal Guidance** Meaning of Personal Guidance: Personal guidance is that type of guidance given to an individual or a person to overcome his problems of personality adjustment. It may also be accepted as the assistance given to the individual to solve his emotional, social, ethical, and moral as well as health problems. It is a process of guidance helping the individual to solve his problems which don’t come within the jurisdiction of educational and vocational guidance.  **Nature of personal guidance:**  The following are some basic nature of personal guidance.   * 1. It is concerned with social and civil activities.   2. It deals with health and physical activities.   3. It helps in worthy use of leisure time & character building activities.   So, in personal guidance problems of individual and social health, emotional and social adjustments, economic and social relationships etc. have an important place.  **Aims of personal guidance:**  The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment. The purpose of personal guidance leads to different activities to be organized for example for physical development  **Need of personal guidance:**  The personal guidance is needed for the following reasons:-   1. It required for personal adjustment 2. Essential for developing individual competence avoiding the interpersonal tensions and conflicts. 3. Setting up a harmonious environment between family life and vocational life of an individual. 4. Taking decisions with regard to personal problems 5. Bringing happiness, peace and satisfaction in the life of an individual.   **COUNSELLING**  **Meaning of Counseling**  Though the term guidance and counseling is used interchangeably, both the terms have different meaning. In everyday life, we find counseling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counselors in providing counseling.  **Definitions**  “Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behavior”- Shertzer and Stone  “Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behavior goals, to acquire the essential social skills and to develop the courage and self confidence to implement desired new behaviour” - Merle M. Ohlsen  **TYPES OF COUNSELING**  **1. Directive Counseling:**  B. G. Williamson is the chief exponent.   1. The counselor assumes the major responsibility, of solving the problem. 2. Counselor identifies, defines, diagnoses and provides a solution to the problem. 3. Counselor directs thinking by informing, explaining, interpreting and advising. 4. Counselor –oriented. 5. Emphasis is on the problem.   **Merits**   1. Time saving and economical 2. Gives happiness to the counselee as he gets a solution to his problem. 3. Emphasis is on the intellectual rather than the emotional aspect.   **Demerits**   1. Kills the initiative 2. Makes him helpless 3. Does not guide counselee to be efficient and confident 4. Undemocratic 5. Made dependent   **2. Non-Directive Counseling (client-oriented/ centered counseling):**  Chief exponent – Carl Rogers   1. Counselee is allowed free expression. 2. Counselor only directs and guides. 3. Counselor asks a few questions, so as to think about the solution of the problem. 4. Counselee takes active part, gains insight into the problem with the help of the counselor   and arrives at the decision and action to be taken.   1. Counselor’s role is passive. 2. Goal is independent and integration of the client rather than the solution. 3. Role of the counselor is to create an atmosphere in which the counselee can work out his   own understanding.   1. Emotional aspect rather than the intellectual aspect is stressed. 2. Counseling relationship is the establishment of the warm, permissive and accepting   climate which helps the client to express his self structure.  **Merits**   1. Freedom of the individual 2. Relieves tensions due to catharsis 3. Moves toward acceptance of himself 4. Confronts weaknesses without feeling threatened   **Demerits**   1. Time consuming 2. Wisdom and judgment of the client cannot be relied upon 3. All the problems cannot be sorted out through talking   **3. Eclectic Counseling:**  Chief exponent – Bordin (Thorne)   1. Counseling may be evaluated along a continuum from directive to non directive 2. Both counselor and counselee are active and cooperative 3. Both do the talking in turn 4. The problem is solved jointly 5. The counselor studies the needs and personality of the client and then selects the technique (appropriate). 6. Begins with directive but switches over to non-directive or vice versa as demanded by the situation.   **TECHNIQUES OF GUIDANCE AND COUNSELING**  **1. Anecdotal Record**  Anecdotal records are the least structured observational tools. They depict actual behavior in natural situations. They are records of specific incidents of student behavior. Over a period of time, anecdotal records can provide the teacher with the picture of changes that have taken place in a particular pupil.  **Advantages**   1. They are very helpful in understanding the child’s behavior in diverse situations. 2. They provide data for pupils to use in self appraisal. 3. These are very useful for the case study. 4. These are useful in clinical service. 5. Records stimulate teachers to use them for guidance.   **Limitations**   1. Many useful details of the incident may left unrecorded due to the time laps between the incident and recording. 2. A careless recording of behavior will do more harm than good. 3. Sometimes the observer projects his own feelings and make the record useless.   **2. Interview**  Face to face personal conference, in which the required information is obtained directly from an individual. An interview is a conversation with a purpose. According to Bingham and Moore, it is a serious conversation directed toward a definite purpose other than satisfaction in the interview itself. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk; the interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.  **Advantages**   1. It is better technique with a skillful interviewer, than other tools. 2. People may be ready to speak openly than to write. 3. Even confidential information is given oorally if report is established. 4. We can evaluate the sincerity and insight of the interviewee from his response. 5. It is appropriate for children, illiterates, those having language difficulty, mental patient etc.   **Limitations**   1. Time consuming 2. Interviewer bias – interviewer hears what he ‘felt’. 3. Natural affinity and natural antipathy.   **3. Sociometry Techniques**:  The purpose of this technique is to study the nature of social relationship of individual within a group. It offers on opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.  **Advantages**   1. By studying the choice of students through socio-metric technique the teacher can determine the nature and degree of social relationship existing among the students. 2. It is useful in identifying those who are isolated, the one who is not preferred by any other individual. 3. It is also useful for identifying those who are liked by many others and who can be better leader of the group. By working with them guidance can be provided. 4. Socio-metric technique is more useful with small groups. The position or status of the individual is determined on the basis of some particular criterion. 5. It is a simple, economical and natural method of observational and data collection.   **Limitations**   1. It very time consuming. 2. It needs utmost secrecy. 3. It is a complicated approach. 4. It is rather expensive. 5. It involves expertise.   **4. Questionnaire**  A systematic compilation of questions that are submitted to a sample from which information is desired. A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information.  **Advantages**   1. The responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews. 2. Generally it is relatively quick to collect information using a questionnaire. 3. Potentially information can be collected from a large portion of a group.   **Limitations**   1. Questionnaires, like many evaluation methods occur after the event, so participants may forget important issues. 2. Questionnaires are standardised so it is not possible to explain any points in the questions that participants might misinterpret. 3. Open-ended questions can generate large amounts of data that can take a long time to process and analyse. 4. Respondents may answer superficially especially if the questionnaire takes a long time to complete. Students may not be willing to answer the questions. They might not wish to reveal the information or they might think that they will not benefit from responding.   **5. Case Study:**  A case study is an in-depth, intensive and detailed study of an individual or the client. The focus in case study is on factors contributing to the development of particular personality patterns and /or problems. It gives detailed information regarding different perspectives that cannot be attained by any other methods. Case study is the most comprehensive of all analytical techniques because it makes use of all other assessment techniques.  **Advantages**   1. It considers all aspects of the child. Hence it is highly reliable and can be used as a tool of evaluation. 2. It helps to understand the root causes of maladjustment and is very valuable method in suggesting remedial measures for the rehabilitation of maladjusted cases. 3. It helps the teacher to gain better concept of normal behavior. 4. It includes records such as health record and academic record etc.   **Limitations**   1. The records collected may or may not be true and is highly subjective. 2. The procedure is largely intuitive and impressionistic. 3. The theoretical interpretation of data is very difficult.   **6. Cumulative Record Card:**  The cumulative record has been defined as a method of recording, filing and using information essential for the guidance of students. It is progressively developed and maintained over a longer period of time, and gives a summarized growth record indicating the direction and rate of development.  **Advantages**   1. It helps in the improvement of the methods of teaching by revealing the needs of the students. 2. It provides a helpful basis for educational and vocational placement. 3. It helps the teacher to find out the gifted children and slow learners. 4. At the time of transfer of a student from school to another, it helps the new school authorities to know about the child. 5. It furnishes assistance to the counselors in aiding pupil to plan their higher studies intelligently.   **7. Autobiography:**  An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives a valuable information about the individual‘s interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.  **8. Observation:**  Observation is the most direct method of learning about the development of children. Since it requires focus on the child‘s behaviour, observation allows the counselor to know the child as a unique individual, rather than as a member of a group. One of the most accurate ways to learn about children is to observe them in their daily activities.  **Advantages**   1. Being a record of the actual behavior of the child, it is more reliable and objective. 2. This method can be used with the children of all ages. 3. This method has been found very useful with shy children. 4. It does not need any special tool or equipment. 5. It can be used in every situation – physical activities, class room, workshop etc.   **Limitations**   1. There is a great scope of personal prejudices and bias of the observer. 2. Records may not written with hundred percent of accuracy. 3. It is very difficult to observe everything that a student does or says. 4. Observation reveals the overt behavior only.   **Conclusion**  The educational guidance works upon the knowledge of what and what not the students are. Of course, it builds up its edifice on the abilities and talents they have. Indeed it is a part and parcel of personal guidance, to which children need and should have for life as a whole. Our therapists are available to help your child or teenager with emotional, behavioral and social challenges. Counselling can help your child understand, manage and overcome many different personal challenges, such as: anxiety, depression, anger, friendship problems etc.  **Qualities of a good counsellor**   1. **Magnetic personality**: the counsellor should have a pleasing personality that attracts people. Highly cultured social interests, capacity for work, intelligence, broad scope for knowledge and interest, scholastic aptitude, respect for facts, good judgement etc. Are some of the personal qualities that a counsellor should possess. His personal appearance, mental health, pleasing voice, vitality and endurance, neatness, polished language, freedom from annoying mannerisms etc. Contributes in this direction. 2. **Wide range of interest**: the counsellor should have varied interests. He should be interested in: (a) various types of people, (b) children in their home and school life, (c) activities in which the children are generally interested, (d) working with people etc. 3. **Personal adjustment**: the counsellor should posses maturity, emotional stability, sense of worth, self reliance, confidence, flexibility and adaptability. 4. **Interpersonal relationship**: the counsellor should maintain a warm interpersonal relationship. He could attract and get along with adolescents, should be sympathetic in understanding youth, sensitive to the attitude of others. 5. **Leadership**: the counsellor should have the ability to stimulate and lead others, and should posses dependability. 6. **Philosophy of life:** the counsellor should have a wholesome philosophy of life, civic sense, an acceptable value system, respect for the personal autonomy and integrity of the client etc.   **Difference between Guidance and Counselling**   |  |  | | --- | --- | | **Guidance** | **Counselling** | | Guidance is generalizes service. | Counselling is a specializes service. | | It is broad and comprehensive process. | It is characterized by more precision and depth | | Usually guidance is given to normal individual. | Counselling is usually given for the abnormal behaviour. | | It can be personal or impersonal. | It is always personal. | | The person is more important here. | The problem is more important here. | | It is developmental in function. | It is therapeutic in function. | | It is a continuous life long process. | It is not a lifetime process. |   Both Guidance and Counselling are process used to solve problems of life. Guidance is helping a person understand themselves and the world. Counselling is a confidential meeting with a counsellor and an individual or group. In the process of guidance, the client’s problems are listened carefully and readymade solutions are provided by the expert where as in the process of counselling the client’s problems are discussed and relevant information are provided in-between. In the end of the counselling process, the client himself have a insight to the problem and he become empowered to take own decision.  **Life skill education**  The World Health Organisation (WHO) having understood the inestimable role life skills for inculcating life skills in the minds of students the world over so as to equip these citizens of the future with the skills necessary. It has short-listed ten of the most fundamental life skills for this purpose. They are: 1) Self-awareness, 2) Empathy, 3) Decision making, 4) Problem solving, 5) Effective communication, 6) Interpersonal relations, 7) Creative thinking, 8) Critical thinking, 9) Coping and emotions, 10) Coping with stress. As per the conclusions arrived at, the all-round developments of the students, life skill education should be compulsory and the school system needs to realise the importance of life skills education and provide slots in the school curriculum for the development of these skills. The use of the term life skill is at the initial phase of recognition in India and needs the support of various educationist, administrators, policy makers and non-government agencies. So there is a need of a basic life education curriculum which along with educational/vocational training equips adolescents with the necessary skills and information to cope with the real problems, they face in real life. Life skill are effective tools to empower adolescents to act, take initiative and charge of their lives and life skills education should be designed to put together knowledge and expertise about how education can best support healthy human development.  The components of life skills:  1) **Problem solving**  A problem, as Fisher (1990) notes, is a task with a given number of conditions and items of information. If one has problem, one is blocked in some way reaching a solution. Problems are situations that are difficult to manage. They are obstacles that stand in the way of one’s progress. In our day to day life, we have to acquaintance with a lot of problems. Problems are the situations that they are very difficult to deal with an individual. These problems may appear in our personal, technical or professional field of a person. Real life problems generally are ill-defined and multifaceted. As these problems are open-ended, they have no single or final solution as rich. Life problems differ from the problems children are given in the classrooms, such problems generally being closed-ended and focussing on one right answer.  2) **Creative thinking**  Alrino (1990) looks at creativity as “a novel way of seeing or doing things that is characterised by four components: Fluency (generating many ideas), Flexibility (shifting perspectives easily), Originality (conceiving of something new) and Elaboration (building on other ideas)”.  Creative thinking is the ability to come out with something new, unique and useful. Creative thinking is the thinking that generates alternatives, leads to information of hypothesis, opens up the doors to progress, to new products and services and to new ways of communication. It is our creativity that can bring us more beauty, more music, better homes, more jobs and end of war and hunger. It is our ability to think differently and not stick to the trodden path that makes the difference. Creativity being so important, we cannot afford to write it off as unwanted.  3) **Critical Thinking**  Critical thinking states Mayer (2002) involves making judgements based on criteria and standards. Critical thinking is thinking about our thinking to make it better. It involves the process of determining authenticity, accuracy of the value of something. It is a process that seeks reason, to perceive the total situation and bring about necessary changes on the basis of evidence. Critical thinking would enable people to deal efficiently with surfeit of information on hand, to make decisions to solve problems to make maximum utilization of their resources to avoid being close minded, to help people to be more inquisitive, to prevent people from feeding their mind on falsehood, to detect propaganda and help people build up a free, rational and autonomous mind.  4) **Effective Communication**  Conversation, which is the commonest means of communication, is the medium through which we exchange information both in our public and private life. A message has certain components such as body, message, touch messages, voice messages, action message, sight message and verbal message. The successful communication depends on an individual’s ability to integrate all these aspects in an effective way.  5) **Interpersonal Relationship**  Interpersonal relations which are often known as social skills or people skills, help us to understand our relations with people with whom we interact and to relate to them in a positive and reciprocal manner. Interpersonal relationship consists of a series of skills which we need to master if we wish to be successful in our dealings with people. As Giblin (2000) notes if you have learned how to deal with people, you will have gone 85% of the way down the road to success in any business, occupation or profession you are engaged in and 99% of the way to personal happiness. Man is a social being , but if he fails to act uncomfortable in his company and they may be disinclined to lend help when needed. If we wish to have a good communication skill, we have to develop the various aspects of our interpersonal relationship skill  6) **Self Awareness**  Self awareness, as Dann (2000) puts it, is awareness about what they think and feel in the present, name to emotions they presently experience and manage and direct energy towards accomplishment of goals. As Gardiner and Hatch (1989) observe, self awareness gives access to one’s own feelings and the ability to discriminate among them and draw upon them to guide behaviour. This interpersonal intelligence is the key to self-knowledge. Self awareness is the knowledge about ourselves related to our behaviours, interest, emotions, preferences, personality, social competence etc. Self awareness help an individual to know about his own abilities and strength which can be modified and weakness which can be eliminated. This awareness will definitely help us towards the overall development of personality.  7) **Empathy**  Empathy, say Watson and Hill (1991), is the ability to put oneself into another person’s position and to attempt to understand his/her behaviour and perspectives without filtering them through one’s own value system. Empathy is an important aspect of interpersonal intelligence which is concerned with the ability of understands others, what motivates them, and how they work co operatively with others. To Sterrett (2004) empathy is the ability to mimic internally the feelings of others. Thus , it is the art of making the person feel that he/she is important and yet , at the same time, being sufficiently, objective to give the other person precisely the right feedback. Empathy is the capacity of to understand what another person is experiencing from within the other person’s frame of reference i.e.; the capacity to place oneself in another’s shoes. It is the experience of understanding another person’s condition from their perspectives.  8) **Coping with stress**  Most people have felt stress at one point in their lines. Sometimes it’s brief and highly situational. Otherwise, it’s more persistent and complex. Adolescence is a vulnerable period of development and rapid developmental changes cause stress. Erickson has propounded that in this period individual wants to have his/her own identity. If proper direction is not given, then he/she feels stressed out. Therefore, this skill helps in recognising the sources of life stress and directs an individual to choose a way that can control the heightened stress level. This means recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. Stress becomes dangerous when it interferes with one’s ability to live a normal life for an extended period of time. This in turn cause feels fatigued or unable to concentrate.  9) **Assertiveness**  Assertiveness is a skill regularly referred to be social and communication skills training. Assertiveness means standing up for one’s personal rights-expressing thoughts, feelings and beliefs in direct, honest and appropriate ways. It is an important personal and interpersonal skill. Assertiveness enables an individual to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to personal rights without denying the rights of others.  10) **Negotiation Skills**  Negotiation is a deliberative process between two or more actors that seek a solution to a common issue or who are bartering over an item of value. Negotiation skills include the range of negotiation techniques negotiators employ to create value and claim value in their deal making business negotiations and beyond. Negotiation can help you make deals, solve problems, manage conflicts and build relationships as well as preserve relationships.  **REFERENCE**   1. Aggarwal , J C(2005). Essentials of educational psychology. New Delhi, Vikas publishing house Pvt Ltd. 2. Vatsyayan (1994). Developmental Psychology.Meerut, Kedarnath Ram Nath Publishers. 3. Coleman, James C (1975). Abnormal Psychology. New Delhi, DD Taraporevale and Co . Pvt. Ltd. 4. Chauhan, S S (2007).Advanced educational psychology(7th Ed.). New Delhi, Vikas Publishing House Pvt Ltd. 5. Kundu, C L and Tutoo, D N (1989).Educational Psycology. New Delhi, Sterling Publishers Private Limited. 6. Bhatia and Bhatia (2001). A Textbook on Educational psychology.Delhi, Doaba house Booksellers and Publishers. 7. Arjunan N.K, Psychological basis od education. 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