

MENTAL HEALTH FOR ALL

March 2005

MANAS

A MAGAZINE FROM IPH

Volume 15, Issue 1



Realizing a dream - model of IPH's new building



PROPOSED BUILDING FOR SHIVA-SMRITI CO.OP. HOUSING SOCIETY AT THANE.

Editorial

Teaching is a noble profession. Lucky are those who have enjoyed the process of learning. Lucky because many of them today are no longer enjoying it. They are merely 'coping' with the burden so to say. Govt. of India is striving towards better education and making it accessible to all children under its Sarva Shikshan Abhiyan. However, it is essential to keep note whether the learning is taking place – if so is it in the right direction?

We have off late been seeing a number of children with complaints of poor academic performance. Facing the educational system is no child's play. Added to it is the school atmosphere, elephantine syllabus, pressures from parents, teachers & society at large. Many of us here at the institute are also attached to schools in the capacity of school counselors. Intervention at preventive level namely equipping the teachers in handling their own stress, identifying children who need help, making changes in classroom teaching, giving concession to child when needed, creative techniques of teaching are some of the tasks that is getting fulfilled now.

This issue of Manas comprises of articles by some of us in this new role. Apart from news and happenings at the institute there is also a detailed report about our career conference held on 18th & 19th December 2004.

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VEDH - Vocational Education, Direction & Harmony

Our annual career conference (CC) for adolescents held in December. The planning for it starts almost a year in advance. Volunteers and staff of IPH are actively involved day and night to make it a successful one. A detailed report of both CC and SS are given below.

Our annual career conference VEDH received a tremendous response as it does year after year. 2004, December 17th (Saturday) & December 18th (Sunday) were the 2 days when more than 2000 students & 1000 parents from Thane and surrounding vicinities came enthusiastically to attend the conference. Interesting faculty speakers, creative ways of handling situations, comfortable arrangements, good compering, lucid communication and enriching information were some of the things that saw huge crowds attending VEDH. The ground near Bhagawati School at Vishnunagar, Thane was the venue. The inaugural session was at 2.30 noon on Saturday.

Dr. Rani Bang, Maharashtra Bhushan, a gynecologist by profession and a renowned social activist at 'Gadchiroli', was the inaugural speaker for the day. Rani Bang is a medical scientist as well and recipient of national and international awards for her contributions to science. She along with her husband Dr. Abhay Bang work for the upliftment of inhabitants of remote Gadchiroli area. She empowered women with valuable information on health, hygiene and education. She was instrumental in controlling the epidemic of childhood pneumonia. She encouraged the people around her to contribute their right for their social and economic improvement. She took initiative curbing addictions and such other malpractices. Dr. Bang has many books on her name. She achieved tremendous support and popularity from the people she works for. Her two sons and her husband all have formed a close knit family amongst the Adivasis there. Little anecdotes and her experiences of all these years kept the audience rapt with attention.

The 2nd session had two eminent speakers **Razia Patel**, social activist and **Dr. Ajit Ranade**, economist. Razia's upbringing was a profound influence on her thinking. Her father a teacher by profession planted the seeds of social commitment in her. Added to it was her acquired knowledge through literature. She spoke at length about the obstacles of growth amongst Muslim women in Jalgaon Dist. and her role in helping them overcome these problems. By the age of 18 years she was actively involved in her work and she joined hands with Jai Prakash Narayan and Baba Amte in their social movements. Her motivational song 'geet gaa rahe hum' is popular in VEDH as a theme song as well.

Ajit Ranade is the well known economist with Birla Group of companies. An engineer and a post graduate from Indian Institute of Management (IIM) he had a passion for economics and so earned his Doctorate from US for it. He earnestly felt the need for accountability of the electoral candidates and so began his struggle towards it. His fight with justice earned him success. The candidates now has to submit all details of their educational background, their financial status etc., so that the voters have an informative picture of the candidates before they can vote for them. Against all odds he won his case and brought a path breaking reform in the Indian political scenario.

The last session for the day had **Mr. Vithal Kamat**, the well known owner of **orchid hotel**. He was instrumental in bringing forth the eco friendly revolution in the hotel sector. His biographic book 'idli, orchid ani me', has become a bestseller in Marathi language. A creative entrepreneur and a person with tremendous self confidence spoke about the need for taking India ahead in the tourism industry. He stressed the need for self analysis, self enhancement and developing risk taking ability. He emphasized the four D's for achievement of one's goals – namely Determination, Dedication, Decisiveness which leads towards Destiny. He emphasized on general knowledge, awareness about creative openings and insight into the future. His quote, 'talent is a gift of God, and what you do with it is your gift to God', kept all spellbound.

Each session of the conference started and ended with the tune of VEDH songs. The rapid fire round to every speaker was enjoyed by all the participants.

And the next day's conference began with a bonus session i.e. a session not pre-planned. **Nana Patekar**, the famous cine star was present for Sunday morning's first session. He spoke about his struggle to achieve his dreams. He started off as a theatre artist and subsequently carved out a special place in the Bollywood industry. He addressed to the parents the unrealistic demands they place on their children and the need to maintain good physical fitness with habits of self analysis and self correction. The children were overjoyed to see this star and this session was a highly energetic one.

Mr. Avdhash Kaushal, was the next speaker for the day. The 'man of the year' of the WEEK magazine, Avdhash had come down from Dehradun to share his experiences with us. Recipient of Uttaranchal Ratna and Padmashri, he's a postgraduate in economics and public administration. A trainer for aspiring IAS and IPS students he spoke about his struggle to provide justice to the Van-gujaris, a minority Muslim community. He set up a community development center for them, with emphasis on developing their educational, social and economic status. His struggle against the mining mafia, propagation against de-forestation and work against bonded labor shows his dedication towards environmental and societal causes.

The pre lunch session had **Chitale family** from Bhilawadi. The session began with a presentation on the ultra modern equipment, buffalo farm, manufacturing of milk products and their sale. Hygiene is an integral part of their production units. Apart from this, they also shared information on other applied work they do –namely grapevines, fodder, polythene bags, chitale products and instant mix food products. The family spoke on the need for having a creative bend of mind, commitment to work and a good vision for future as the hallmark for success in work.

The next speaker, **Mr. Chandrakant Morde**, from Manchar is the successful owner of chocolate manufacturing industry whose products are in the international market today. He got into this field from 1984 and with the growth of his business, he employed more and more local residents thereby developing the economic state of Manchar. He was joined by **Ms. Minal Mohadikar** a dynamic self employed woman promoting self employment (among woman to youth) their profession. Minal served as a chairperson of MAHARASHTRA CHAMBER OF COMMERCE and also received entrepreneur awards for her work. She spoke at length about the creative ways of self-employment and the role for publicity in consumerism.

The post lunch session began with the two speakers **Dr. Arun Dravid** and **Mr. Deepak Ghasias**. Dr. Dravid is a successful entrepreneur working for a multinational who has also nurtured his career as a classical singer & Mr. Ghasias is the dynamic CEO of IFLEX, an Indian multinational in the field from '84. He shared valuable information about the upcoming fields today. He emphasised on the challenges he faced and the dedication he had towards reaching the place he is today. Dr. Dravid had come down from USA for the conference. He spoke about the commitment and perseverance required to make use of one's talent and achieve one's goal. He stressed on the need for time management and prioritization. He encouraged the participants to choose non conventional and innovative fields as their profession.

The next session had with us an interesting person, **Dr. Jayathilak**. A medical practitioner by profession, he eventually felt the need for health management and administration which led to his further academic achievements in this subject from Indian Institute of Management. His decision to be self sufficient led to his participation and conduction of quiz contests and winning them too! His passion for reading led him to gain tremendous knowledge about varied subjects like western classical music, cricket, time management and so on. Subsequently, Dr. Jayathilak also passed his UPSC exams and became an IAS officer. He took charge of the dept. of tourism and got this industry into the international circuit in less than 8 yrs time. Kerala tourism took shape after his efforts and it is because of him that Kerala is recognized as one of the ten paradises of the world. His proposal about ABCD module won him wide acclaim which stresses on the strengths of Kerala tourism namely A for Ayurveda, B for back waters, C for culture (Unique) and D for distance.

The concluding session had **Mr. Raju Parulekar** and **Atul Kulkarni** while Raju parulekar is successful anchor, correspondent and political analyst, Atul is a rising cine and theater star and winner of two national award for his performance. Both of them brought home the need for a

“vision” for achieving ones goal in life. Both of them were academically not high achiever yet their success today in their respective fields show their 100% commitment to the work they choose. Mr. Parulekar spoke about how his personality shaped positively with his extensive reading in his growing years. His Marathi serial “Samvad” is very popular among the TV viewers. His work reflect his life experiences in them. His “heart to heart” talk, his modesty about himself and his sincerity towards his work also kept us spell bound. Atul gave away the prizes for the best ‘Shaniwar chi diary’ (Saturday diary) which is the essay written by student on the proceedings of the Saturday’s conference. The comperers, **Dr. Anand Nadkarni along with Deepika Dabke and Ravindra Manjarekar** concluded the sessions with the next years theme, “**Mantra of success**”.

Written by: Ms. Pratima Naik

Sur Sammelan

As is the tradition, IPH had organized a feast for music lovers, hand in hand with its VEDH festival. This year, however SUR SAMMELAN became a unique event of national eminence. This mega event in Thane, was the fruit of joint efforts of IPH and SHRI RAWALNATH TRUST, represented by Ganasaraswati Kishori Amonkar. The event itself was a tribute to a great master by a humble disciple, and a fond remembrance of mother by daughter.

The 3 day festival of Sur Sammelan unveiled the striking beauty and style of the Jaipur-Atrauli Gharana characterized by melodic phrases, complex patterns and bol alaaps. This revelation to the audience was brought about by many torchbearers of this Gharana. What better tribute could be given on the occasion of the birth-centenary of Ganatapaswini Mogubai Kurdikar, one of the main exponents of the Jaipur-Atrauli Gharana and disciple of the illustrious Gaan Samrat Ustad Alladiya Khan?

The festival was inaugurated on 17th December 2004 evening by Ganayogini Smt. Dhondutai Kulkarni, in presence of Ganasaraswati Smt. Kishori Amonkar which was followed by a vocal recital by Smt. Dhondutai, a senior member of the Gharana. Dr. Arun Dravid then gave a melodious performance, with great ease and expertise, which was aptly matched by Shri Suyog Kundalkar and Shri Balakrishna Iyer on the harmonium and tabla respectively. The next performer of the evening was the young, promising singer Smt. Manjiri Asanare Kelkar, whose sweet voice & equally sweet style of performing left the audience spell-bound. Everyone was equally awe-struck by the brilliant perfomences of Smt Seema Shirodkar on the harmonium and Shri Vishwanath Shirodkar on the tabla. The first day ended with the most creative expression of Shri. Vishwa Mohan Bhatt on his Mohan Veena which enthralled all.

The second evening (18th Dec.) witnessed a systematic portrayal of the Jaipur-Atrauli by Shri. Raghunandan Panshikar, and accompanied by Balakrishna Iyer on table and Suyog Kundalkar on harmonium. This was followed by a change of scene in the form of an Odissi dance presentation by Smt. Bharati Amonkar. The evening advanced to it’s epitome with the presentation of the Jaipur Gayaki in the sweet, yet commanding voice of Smt. Ashiwini Bhide Deshpande who captured rapt attention of the audience. Smt. Ashwini Bhide Deshpande, daughter & disciple of Smt. Manik Bhide, who is a disciple of Smt. Kishori Amonkar gave a spectacular performance of a bhajan ‘Tuja Phata Samon’, which is beautifully woven in tune by her mother.

The third day, a morning session, this time, took the Sur Sammelan to its zenith with the exclusive session of morning raga’s by none other than Ganasaraswati Smt. Kishori Amonkar herself! daughter and disciple of Ganatapaswini Mogubai Kurdikar. A huge crowd of people had gathered to relish music straight in the voice of Ganasaraswati.

This feast for the people and tribute to the great exponent of the Jaipur-Atrauli Gharana was the hall-mark of Sur Sammelan 2004, incorporated three generations of the revered Gharana proved to be a ‘never-before’ concert.

Written by Ms. Sharmila Londhe - 5

The Nobel Prize

(Here is an interesting article on 'being a teenager's mother')

How does it feel to be a 'mother' to Priety Zinta, Salman Khan, Mother Teresa, Osama Bin Laden, a gawky giraffe, a bristly porcupine, a cute little doe, a silly wild-beast with exasperating 'groupie' herding mentality, a swan with a split personality that believes a part of it is still an ugly duckling, all in one? A case of extremes, it seems. God! Just the thought is enough to give you a panic attack.

Being the parent of a teenager is all this and much more – it reads like the wonderfully paradoxical first para of 'the tale of two cities'. "It was the best of times, it was the worst of times...". Your child's teen age can really make you **AGE**. You are either too 'childish' or too 'ancient'. And in any enlightened moment if you are considered 'normal' 'ok', that is real achievement – calls for celebration. I've made a discovery.

These days, teenage begins much before the kid hits thirteen. Its more like 'ten-age' you see a keen interest in self, grooming, image, gang and other such obnoxiously distracting things, in children as early as ten these days. This was earlier seen at thirteen and above coinciding with the onset of puberty.

But now we see very young children beside themselves with stress, arising from academic, parental & social (peer & elders) pressures, self image problems, coping with changes in their body, psyche & priorities and of course, the demand from the omnipresent omniscient 'media' that they must be 'with-it' or they are 'out'.

It's an epidemic of epic proportions, entirely impartial to cast, social (financial) status & geographical area (to some extent). This 'dys-ease' affects not only the 'teenaged' victims, but more so his/her parents totally damaging their 'ease'. Causative agent is not yet found, but factors earlier mentioned are predisposing. The duration may be anything from 11-12 years of age till the ripe old age of 18-19 years; in chronic cases, even beyond that.

The symptoms: the air of 'I know everything; you're dumb; you don't interfere'. Obsessive compulsive need to look in the mirror a million times and change and/or discard (due to its turning obsolete) clothes a thousand times, making gods out of film stars or music world icons, extreme irritability, lethargy, dreaminess, selective amnesia, developing a vast repertoire of stinging looks & phrases. Some peaks of sudden discovery of 'parental love' may be found – it's the way of the 'virus' to mislead us.

I have this extremely bubbly, loving articulate child, so straightforward & easy to please. Now in the last few years (more specifically, from 14 years of age). I encounter, on and off, this PERSON – this individual who tells me in all ways verbal & nonverbal, that she's a stranger, morphed into my baby's body & mind. I see my daughter sometimes, who'll come out of her bedroom sleepy-eyed & plonk on my lap asking "what's for breakfast? Something yum?" Or when I come home loaded & tired from the market, trying to peek into the bags, "what you brought for me?" without letting me enter. Mock scolding me at times, when I don't pay attention to her chirpy requests "you are a BAD girl. Don't talk to me forever!"

Mostly I meet this alien, who wants to be left alone – who insists with painful anger, "But I don't want to do it" or "I DON'T want to GO with you all". I see her worrying over being FAT, which due to my impaired vision or brain or both, I can't figure out "fat" by what definition. It wrings my heart to see her frustrated, moping over a misunderstanding with the 'best' friend, or to hear her talk (rarely) about how she's so ugly & everyone else in the world is lovely & smart. Of course much to my relief, there are times when she does claim to be a normal, good smart, intelligent girl.

"You wouldn't understand" is a phrase I could adopt for our family Inc. We have it floating about so often. Why does she suddenly dislike the very clothes she bought a few

weeks back? (may be a friend commented on it). Why does she never have any shoes or earrings or dresses though her cupboard may be bursting at the seams? Why does she always forget to do everything except if it's for a friend? Why does the phone seem to be coated with quick-fix glue when it attaches itself to her ears? Why do they need to study via MTNL – especially during exams? Why does having a mobile mean life or death? And not having a cable connection almost put her in league with the African aborigines?

When I try to unravel these & other such mysteries – I get one of the variations of “Y.W.U” (aforementioned). YOU wouldn't understand. You WOULDN'T understand, you wouldn't UNDERSTAND. So on & so forth. And of course vice-versa when out of anger, frustration, desperation I talk to her about my worries & fears for her and find my words banging off the earphones of a walkman – I yell “YWU”. So sometimes it's 'Clash of the Titans'; followed by a couple of red puffy eyes & shining wet noses and splitting headaches.

At other times its tender moments I'll cherish for life, when after unnecessary battle of words with hubby dearest, I stand in the kitchen trying hard not to cry & I feel a warm hug with 'I love you mama. It's ok, don't worry'. Or making soup for me when I'm sick. And the historical gift of a great book for my birthday out of scrupulously saved pocket money (which, by-the-way is P...athetic says you-know-who).

The tug-of-war when her friends can do things which she's not allowed by her stubborn pre-historic parents (e.g. going for a rock show) – or getting 'thousands' of rupees to go shopping with friends; when I have to explain the do's & don'ts without offending her, which I invariably manage to anyway the misery of 'our' set of rules and I don't care what all your friends are doing. And then wanting to give her a hug & a kiss and say 'sorry – I don't want to hurt you or see you get hurt' – encountering cold disdain but managing to get across an 'I love you'. Her occasional confession 'I also thought of you all day; we shouldn't have fought' sort of makes up for everything.

Then we have to deal with studies and career, uncertainties of the future, fears of separation – and we talk into the night like friends.

And the father, like a meteor in the background – at times fun to be with – beautiful moments; at times seemingly 'wicked' because he can't accept that she's not a child anymore. He's frightened at the prospect but can't even dare to think of it. So it's the mother who's made a brat out of her. Some strange individual who knows her mind & talks her tongue. Secretly they both enjoy the fun moments but, can't admit for fear of sounding sentimental. That's mother's prerogative.

How often we treat teenagers like wild animals to be tamed, or to be left totally un-attended. Why such extremes? I've seen that a middle path of 'guarded caring freedom' works wonderfully, building beautiful relationships that could last a lifetime. How often we label them as irresponsible, immature, self centered! Do we need to negate all that they would have imbibed all the childhood years? It's just an aggressive attempt at establishing their identity that they seem to rebel against any 'authority'. They're trying to cope with all, their confounding hormones. Suddenly the 'boys' who were STUPID become interesting and the 'girls' who were SILLY turn lovely. But dare they even hint at it to their parents! And the poor parents – look on helplessly or turn Hitler. Some even try to 'talk' – all hoping it's a passing phase. All this happening when the half-adults have to deal with two killer sharks – 10th & 12th exams. The stress of it all could drive one nuts!

I remember the time when she was anxious during her 10th year and add to it the other teenage issues. Being a true blue IPHite, I suggested counseling, which she did 1 or 2 sessions (to keep me calm) and later with casual maturity said; “Don't worry Ma, it's what everyone goes through – I'll get over it on my own”. And true to word, she did – she's friend, child, mother, torturer, clown, critic all in one.

These days, I'm taking classes on grooming (looking 'Decent') – that's what you call “Bringing up Mother”. We both deserve a Nobel Prize – for patience & understanding.

Being an educator with a difference for students with a difference!

It was only two months after I turned 18, that I began my career as a teacher. Back then in my first year of teaching, I was assigned the task of handling a lovely bunch of preschoolers. Only six months into the academic year and a workshop by a senior educationist turned my entire perspective on this business of “teaching and learning”! I distinctly remember when Mr. Jose Paul asked a group of almost 80 teachers what was it that they “did” in school – most of us replied that we taught class 2,3,4 etc or we were Maths, Science, English teachers. After hearing us out, our resource person gave a rather stunned and baffled look and shocked us all by asking us “So, are you telling me that in this entire group not one of you are working with children”? This question set me thinking and in a couple of months I saw myself in a small class “filled” with just 5 children who needed special inputs. I realized that I didn’t want to remain just an educator (though I do not consider that as being any less than any other job) “teaching a class of 10 year or 12 year olds”! I wanted to be a special mark in the lives of the special children! It was here that my journey into the world of children with learning difficulties (LD) began with the help and assistance of many mentors and guides and of course books.

Being a special educator for almost 15 years has taught me things that I believe I would never have learnt, had I remained a mainstream class teacher. For one thing, it has instilled a very different attitude towards the “teaching –learning” process. I have very strongly come to believe that as a teacher I am not really required to teach, my job is to facilitate learning by making opportunities available to the child. Creating learning environments that make for real good learning to take place is my key role. Even this attitude was ingrained in me the hard way, when one day I recall that I entered the principal’s room and burst into tears! My worry was that I had tried so very hard to make some headway with a particular child in my small group class and he was making no progress. I was however pacified by my principal who very beautifully explained to me that our job was to do our best and leave the rest to the child. That was when I understood the true essence of special education.

Over the years I also began to realize that the education imparted to these children is not really special – the children are!! The attitude of addressing their learning process is special! Like I once said to a group of teachers I was training –“Frankly- why wouldn’t a child with no learning difficulties gain from these non-stressed structured techniques if a child with difficulties can gain from it”? Which means education is not so much about a different content, but more about a different method or style.

It is the latter that requires a lot of convincing to be done when it comes to working with teachers and parents. What is most difficult of these two groups to understand is the fact that children with L.D have an average or above average IQ and yet have difficulties in reading, writing, spelling, math’s etc. For them these children are just ‘plain and simple’ lazy and they don’t want to take efforts. It is here that I often explain the disability with the help of an analogy of the automatic juicer machine wherein no matter how good the fruits are (input) the juice that comes out will invariably be of poor quality, (output), if there is a problem in the juicer itself (processing) – that does not necessarily mean the main machine has gone bad!

Nature of work: The real work of a special educator lies in the areas of skill based learning. Equipping children to do things on their own through techniques that aid in memory, comprehension, retention, recall etc is the key to special education or remediation. The idea is to help the child attain mastery over basic skills of learning. Along with the related therapy, a large part of the session is also utilized in helping children understand their own disability (specially older students) and developing skills to cope with the same. This is a daunting yet essential task as it can make or mar a child’s perception of her / his world.

Challenges: One of the greatest challenges that we are facing in India today is that of Standardized tools with norms for Indian children. There are no set rules for diagnosing a child with LD in India and therefore the lack of uniformity also gives scope for ambiguity. Along with that, there are no tools at this point which help in diagnose students from vernacular schools (i.e.) non-English speaking schools.

The other challenge is in the lack of adequate numbers of professionals in this field “It’s a case of demand not meeting the supply”. Along with all this, poor awareness among the community at large is a big challenge which also causes numerous children to become victims of their parents’ or teachers’ “ignorance!”

Scope: It is more than evident, therefore that Special Education Services in the field of LD undoubtedly is the need of the hour with so much work yet to be done and with the growing number of these children, a special educator is one of the “most wanted” professional in the field of rehabilitation.

Finally a wonderful quotation summarizes the work of a special educator as I perceive it “Teach to the head, Reach to the heart!” It is the teaching and reaching that really makes the field of special education so special after all!

[Written by Manjushree Patil: she is a special educator who not only takes up individualized remedial session with children, but also travels extensively to conduct workshops for teachers and parents to generate awareness about learning difficulties]

Scope of a school counselor

What memories does the word “school” bring to your mind? Friends, free periods, picnics and fun learning. Well, schools need not always be such enjoyable experiences for all... for some, school is a series of difficult subjects, dejections and despair. For some it is a get always from responsible behavior. While for some it is an anxious wait for evaluations and judgments from “knowledgeable” lot.

Thus school life poses a lot of challenges as well as opportunities for self development. Since schools have to cater to the needs of numerous children with varied backgrounds, personalities, abilities and aptitude, it can be a Herculean task. While the academic needs of the child can be met in a classroom situation, the psychological needs may at times require special attention. This has led to the upsurge of a branch of counseling..... school counseling.

School counseling essentially borrows all its principles from general counseling techniques. However, its application has to be done in the realms of the school set up. The basic goal of school counseling is the well-being of the “student” and helping him to cope up with academic as well as non-academic challenges?

School counseling is related to the identification and intervention of:

1. Children with academic problems like learning difficulty, mental sub normality and other developmental disorders.
2. Children with behavioral problems like lying, attention seeking, difficulty in dealing with authority, hyperactivity etc.
3. Children with emotional problems like anxiety, depression and interpersonal-conflicts. etc.

In addition to these, certain activities can be undertaken as preventive and preservative measures for the overall personality development of the children. These include managing exam stress, decision making and career guidance for old children, handling interpersonal relations and managing emotions study skills training to name a few.

Since school counseling is still at its budding stage, there are many misconnect with this service. Most of the times it is looked at with suspicion, some look at it as a miraculous and effortless way of getting “problems” or “problem children” away. Some parents/teachers as well as students will view a counselor as an adversary and counseling room as a place where “mad” people are referred. However by conducting number of sensitization programs for teachers, addressing PTA meetings to highlight various issues of child welfare and by developing good rapport with students, most of these misconceptions can be reduced if not eliminated. The positive attitude of the school principle and management is also necessary to start this activity on a positive note. A clear message that the counselor needs to spell out is that he/she is not a rival member with the teacher, but that both of them are on the same side of the table with student’s betterment as a common goal.

With younger children, seeking cooperation of parents is an important and challenging task for the counselor. A well-motivated parent can in turn motivate and influence the child better. Certain inappropriate behaviors of children are maintained due to ineffective parenting measures. It therefore becomes important to teach certain parenting skills and help them use techniques for behavior modification. With older children a counselor becomes a liaison between the child and significant adults to help them resolve interpersonal conflicts.

Most often the 1st referrals are children doing poorly in the exams. The 2nd group of referrals are children who are restless, inattentive and aggressive. Many children showing difficulty in reading, writing also get referred for appropriate interventions. Some children will show marked differences in their behavior and temperament following some traumatic experience and will require individual counseling. Sometimes, the teacher and counselor may come across children with school phobia (fears), or those exhibiting physical complains without any apparent reasons.

The counselor at times has to act as a referral agent if the child shows certain specific needs. Typically, he/she would refer children to a Speech therapist, Physiotherapist, Special educator, Psychologist for psychological testing, Audiologist etc. A detailed case history, observations and class observations wherever necessary would help the counselor plan for the child. Depending on the need of the child the teacher may make changes in the classroom setting and provide concessions to a deserving child.

The number of students in the class and the teaching style has an impact on the child. Large number of children packed in small classes makes it difficult for the teachers to provide individual attention to the child and monitor his/her progress. This is especially dangerous in the earlier classes where a sound foundation is a stepping stone for future success. A very passive & detached teaching style may fail to generate interest and liking in the children in a particular subject. A very aggressive style may lead to anxiety and complex in children which can make future coping difficult. All in all friendly and warm way of interacting with the children with a consistent and firm handling makes things more predictable for the child. A class room atmosphere where name-calling, harsh criticisms and physical punishments are avoided would help in the overall development of the child. The counselor needs to work hand in hand with the teachers to achieve this goal. It would be essential to mention here that at times the teacher herself/himself may be under considerable personal stress and so training the teacher to regulate his/her emotional upsetness, is therefore crucial.

Finally one should keep this in mind that a counselor is not a magician who can bring about all the necessary changes in the child, teacher or environment. However, by teaming with all like-minded individuals, he/she can definitely smoothen this important path of a child’s life and make the child look at school as a place to be “in” rather than “out”.

[Deepika Dabke, counseling psychologist is with IPH for a long time now. She is also working as a school counselor in one of the reputed schools in Thane]

On Tour

IPH work takes us to various locations, and provides splendid opportunities for interactions with people, places, and self afresh in a different environment, we have tried to tap this distinct essence for our readers... Editor]

It was a comfortable ride to the E-TV centre...or was it a nervous one? I was on the verge of a second encounter with the camera. While I had participated in one of the programs before, this was something different. I was invited along with Dr. Anuradha Sovani as a guest speaker for "Sakhi", a program focusing on various mental health issues and their remedies. We were supposed to discuss a case, actually a letter sent by a viewer and highlight the different aspects of coping in that situation. It would be false to say that I was very composed and confident in facing the camera. More so, because the topics of discussion were told to me just one day in advance. Furthermore while I was expecting to be in just one episode, I was informed that I would feature in 3 episodes. Exciting isn't it!!

Dr. Sanjyot, the anchor person, briefed me about the dos & don'ts, asked me to carry apparels for change and generally put me at ease. Fortunately since Dr-Sovani had been to this place before, the onus of reaching there was not on me. We fixed up a time to leave. And just after I got ready I was informed that her car was troubling her and that it would be some time before we hit the road. After a somewhat anxious wait, we finally rolled on. The ride helped me get a feel of the job ahead of me and get prepared. By the time we reached the place, we were already late and were rushed into the make up room. While the artists were working on our pretty faces, the director was quite worried about what dresses we will wear, how would the combined effect be and how creased our clothes were.

Frankly, that was the last thing I was thinking about. While the make up man was busy making my somewhat bent nose straight I was trying very hard to get my thought process straight and in place. Both Sanjyot and Sovani Ma'm were very comfortable and least worried while I was perspiring in 200 AC room. Finally after a lot of fuss we were ready. Very briefly we discussed the case to be focused on and were rushed on the set. The ambiance took me by surprise. The stage was well lit and ready for shooting while the rest of the room was dark with gadgets here and there, cameras and light dangling. However, there seemed to be design in the chaos.

We were accompanied by 3 guests; audience and slowly the show began. Each action of ours was closely monitored by the director sitting in the control room. The way we sit, the way we take our duppatta, it was as if I was scared to even breath without permission. Once the cameras were setting, the shooting began. It started by the anchor person describing the case and both of us taking turns to make our points. I had already set the rules of the game that Ma'm would start the discussion and then I would clip in. The discussion went of smoothly. Sanjyot was very good in getting everyone involved, not letting any point drag on keeping the time factor in mind. The half hour just flew off. I had never imagined that I would be so comfortable talking with the camera's on and I suddenly realized that we counselors just love to talk no matter whether the cameras are on or off, audience is real or imaginary?, attentive or asleep. All in all it was a novel experience. I did learn quite a bit about this medium in return. Behind all the glitter lies the flawless planning, toil and hard work.

The efforts that go into making every episode a unique one is probably the skill of the team which makes these program popular and much liked. What kept striking me is also a difference in a normal counseling session / lecture and such a program. On the TV its more of a performance, while counseling is an appeal of words as well as non verbal cues on the sets the way a person carries himself, the precision with which he or she talks and the clarity of thought (which are other wise also important) are crucial point to leave a positive or negative impact. By the end of the day, I had learnt quite a bit about myself and was surprisingly looking forward to such assignments in future. The trip back home (courtesy Sovani Ma'm) was a more relaxed, pleasant one giving a small sense of achievement and a realization of a need to excel.

NEWS SCAN

Little beginnings:

Our growth group for children between 3 to 5 years on Saturday mornings is now in its 40th batch. We have 6 sessions with the children and 2 with the parents. Providing creative ways of learning different concepts is the major focus of this group.

Palak -Shala:

Our parenting school equips parents with better skills of handling children. Batches of parents of children between 0-12 years and for those above 12 years is constantly going on. We have been organizing Palak-shala in house for our local participants. Nasik, Vasai, Boisar, Kalyan, Badlapur, Pen, Panvel, Alibag, Kirloskarwadi and Chinchwad are other places outside Thane where we have successfully conducted our parenting workshops.

N group:

Stress management workshops focusing on rational thinking skills has completed 94 batches successfully. The stress management and self development inputs helps participants to handle their emotions elegantly and to develop skills of healthy & enriching life.

'S' group, Suhrud & 'Tridal'

For those with recovering schizophrenia & their caregivers we have these 3 active projects. Providing them with better skills of coping with the illness and engaging them in rehabilitation activities are the major thrusts of these groups.

Student placements:

IPH has been a training ground for post-graduate students from TISS (Tata Institute Of Social Sciences), NN (Nirmala Niketan college of social work,) Mumbai university, Karve Institute of Pune, SNDT women's university etc. To add to this we have been having social work students from Sweden doing part of their field work at IPH. This exchange of Indo-Swedish exchange opens gates of new learning among all of us. We have also been having students from other local colleges, i.e. management students, architecture, mass media students as well to gain knowledge about mental health and the present issues. Reference to our IPH library is also one of the main reasons for visiting the institute.

Manovikas:

This is our community awareness program conducted by our trained volunteers. We have had presentations workshop for women working in Bars, Commercial sex workers, inmates and staff of ADHAR, Badlapur, in addition to presentations in schools and other educational institutes. With the need of each group the module is modified and the feedback from the audience has been very encouraging. Our team also visited PARTUR, a small district in the interior of Maharashtra. They presented programmes for senior citizens, women's club and for students of std. 10th on a single day. At present the strength of our team is thirty.

A Date with a Friend – Maitra

The 'call of the wild' continues. The stress level in the daily life of man, the unfathomable loneliness and the urge to reach out to another – an understanding ear. The sixth year of Maitra helpline has seen the number of calls cross 14,000, with the 'help calls' over 5,500. The not-so-new batch of communicators (2 years old) well settled and a new efficient time table functioning well; it was time for another birthday bash, a belated one.

On 16th July 2004, we had an elaborate full day refresher training on 'tele-counseling skills – case studies'. The attendance was compulsory for two reasons; one, that all benefit from this unique practical based training (for actions speak louder...) and two, all would be present to enjoy the surprise birthday party on completing 6 years of Maitra. **The attendance was almost 100%, barring a few cases due to ill health or being out of town.** (The detailed report based on a communicator's experience is elsewhere.)

The brief: Dr. Thatte and Dr. Nadkarni conducted the program along with Sulabha, the coordinator. The Maitra communicators were split in 4 groups each having 2 group leaders and were given a 'case' each, to discuss, plan and present, in the form of a 'call'. Each group was to appoint one caller and one or more 'tele-counselors'. This was hilarious eye-opener for everyone and a great learning experience. The calls were received with active audience participation, for content, manner, tone, track building and appropriate conclusion. Non-judgemental flexible manner and empathetic approach with special care to avoid advice were encouraged. The result was a spectacular show of enthusiasm and soul searching. The repercussions are far reaching and are making themselves felt in the marked improvements in the skills of the communicators.

This high energy atmosphere was topped up with a spontaneous enjoyable anniversary celebration complete with a cake and wafers. 6 candles being lit (to signify continuous progress) instead of being extinguished and a happy contribution of delicious 'batata wada's from Mrs. Karmarkar, one of the senior most communicators. Thanks to everyone, we all got wonderful return gifts of renewed vigor, skill and dedication to the Maitra course.

This is now being followed up by a much needed personal assessment of all the communicators, a long pending project. This is two pronged, one, by a 'guided' call made by an evaluator and another, by a personal interview and review of a few call forms. About 60% of communicators have been interviewed till date and the response is very open and sincere. In fact, there is a request to carry out such an exercise on a yearly basis. This has not only given a better idea of each person's strengths and weaknesses, but also ideas for making Maitra work better and the base material for planning next years periodic refresher training programs.

An article by Ms. Madhavi Kulkarni in 'Loksatta' and one in 'Sakal' by Dr. Thatte on Maitra helpline gave a huge boost to the number of calls. Then there was also the coverage on NDTV and on All India Radio around the time of CBSE and SSC/HSC results.

A new batch of students of psychology are showing keen interest in taking up projects on Maitra, as a part of their undergraduate studies but more of that in the next issue.

And oh, how could I forget our usual 2 batches of overseas students from SWINDIA project, who got a bird's eye view of Maitra, amongst all IPH projects. It's endearing to see them in ethnic clothes – so well adapted to our food & living, and so eager in their questions.

Feather in the Maitra cap: six of the communicators have successfully completed the REBT course of IPH, and have been integrated as honorary counselors, handling individual cases. This indeed is a matter of pride. This can happen only in IPH!!

GATI

“Gati” is a Special Guidance Workshop for slow learners i.e. for children whose IQ is in the range of 75 to 85. A slow learner is the one, who, though capable of achieving a moderate degree of academic success will do so, at a slow rate, with less than average efficiency. To increase awareness about the difficulties faced by these children, and help them and also help their parents to help their children, a need for such a group was felt.

“Gati” consists of 8 sessions in all, 6 sessions for children and 2 sessions for parents. In sessions with children, areas such as motivation concentration, memory, socialization, concept formation, imagination, creativity, reasoning, reading, writing and physical exercise are covered. In session with parents, parents are given a description of the children sessions and a detailed feedback report of their child, with assessment in each area. Also, their role as parents their contribution to their child’s performance is highlighted.

“Gati” workshop is conducted separately for children belonging to different age groups-5 to 8 yrs; 8 to 11 yrs, and 11 to 14 yrs. Our observation and parental feedback in general, reveals that children after attending this workshop show increased motivation, confidence, boldness, interaction and expression.

On Vocational Guidance activities: Lighthouse for career

Vocational guidance is guidance and counseling regarding the education/career and related vocation for a student. This can be done anytime after std. VIII. However, our experiences show that the most suitable time for vocational testing and guidance is std X, when maximum benefit from this facility is possible.

Vocational testing comprises of 2 days of testing, approximately 3 hrs. per day. There are 9 tests in all, 1 intelligence test, 1 interest inventory, 1 personality inventory and 6 aptitude tests. This testing is conducted in a group or done individually. Reports are discussed individually with the students and their parents, and accordingly guidance and counseling is done.

In recent time, there is an increasing awareness regarding this facility and the importance or benefit of vocational guidance. Hence, compared to earlier times, we get a larger number of students for such testing and guidance. Sometimes, parents and children come with fixed ideas about future career, and the child’s scores speak differently. At such times, it is necessary to counsel both of them to consider other suitable options. Children are relatively more flexible in accepting these options, but parents find it a little difficult. At times, parents, send their children for the courses that they had in mind. But, they do come back to reconsider their choice, if their child is not successful.

Moreover, the general trend is more and more acceptance of the purpose of vocational guidance and more and more availing of this facility. At present, children from std 9th, 10th, 11th 12th as well as those at the graduate level, come to us to find out what would be the most suitable options for them to pursue after their graduation.

The success of the VG effort can be seen in some of the follow-up cases who contact us in future. For example, one student, who was guided to the field of medicine, recently came and shared with us about how he had successfully completed his MBBS education and was happily settled as a practicing doctor. Such experiences are indeed very satisfying...

Rehabilitation activities:

'Surhud Group' an integral part of IPH organized a meet of Shubharthis & Shubhankars (schizophrenia patients and their caregivers) on 15th Sept 2004 at Sahayog Mandir Hall Ghantali, Thane. This gathering was well attended by a crowd of around 100 people, including representatives of support groups from Pune, Nasik & Aurangabad.

Dr. Anuradha Sovani, the chief guest of the occasion addressed the meet. In her speech she gave a brief history of support groups. While speaking about the changing role of caregivers she said that, the caregivers who were earlier blamed for the patients' disease were now being seen as playing a vital role in the recovery of the patients. Thus, these caregivers are now being taught the skills necessary for helping patients cope with their illness. She emphasized on the role of a support group.

While concluding the meeting Dr. Anand Nadkarni said that around 1% of the population suffers from schizophrenia. Even if we consider their closest relatives the percentage of people affected by the ill-effects of this disorder would be around 3-4%. In spite of this there is still no political will for the rehabilitation of the recovering patients. He said that this is because of the lack of initiative on the part of the families of the affected and mental health professionals. He insisted that all the recovered patients and their relatives should come together to fight for the rights of the patients otherwise it will be very difficult to face problems like medical expenses in the near future, as the prices of medicines are bound to rise. He also stated that no medical policy covers this sickness, which is the biggest problem for caregivers.

According to him these problems can be solved only if the caregivers form pressure-groups.

These speeches were followed by the launching of IPH'S enhanced web site - 'www.healthymind.org' by two recovering patients and a brief question-answer session.

Another activity organized by 'Surhud Group' was a psycho-education workshop. It was conducted on 2nd and 9th October '04. The workshop was structured into four interactive sessions, each dealing with different aspects of schizophrenia and the necessary coping skills. Some of the topics covered under this workshop were what is schizophrenia? What are its causes, contributing factors, symptoms, how to recognize early signs of relapse, different types of treatments available, how to communicate with the patients & many more. The scientific information regarding this illness was given by Savita Apte, different aspects of the treatment were covered by Dr. Medha Chaubal, Dr. Shubha Thatte & Sujata Biswas taught communication skills through role plays.

The role of a caregiver involves a great deal of stress. Thus, Emotional Regulation becomes very important for them. To help them achieve this, 'Surhud Group' organized a session of counseling psychologist-Deepika Dabke which focused on achieving Emotional Regulation of caregivers. This was held on 19th October.

The events of this group were scheduled as follows-

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>
2/11/2004	Shock Treatment Question answer Session -	Dr. Anand Nadkarni
16/11/2004	Information regarding Chennai Conference -	Savitri, Sujata, Shubhada, Asmita
7/12/2004	Medical Treatment-Effect and Side effects -	Dr.Vivek Chinchokar

From the Shubhankars' Room:

The pre-convention workshop (prior to 2nd National convention of caregivers of schizophrenia) conducted on 10th & 11th February 2005 had more than 70 caregivers from Thane, Mumbai, Pune, Aurangabad, Nasik, Dhule, Jalgaon, Bangalore, Raipur etc. Although the Shubhankar's (caregivers) had different demographic background, the need to know about the illness and their own role as caregivers was very strong. These sessions helped the participants to understand the illness (schizophrenia) without psychiatric & technical jargons.

The second convention of caregivers of schizophrenia held on 12th & 13th February 2005 was a great success with enthusiastic delegates attending from all the parts of the country. Shubhankars as 'Partners in Care' was the concept appreciated by the group and it was agreed that they can be empowered if research in schizophrenia is shared with them without jargons and in applied form.

On the convention day the Shubharti's had a session on Abraham Lowe's therapy. Dr. Nadkarni & Dr. Mohan Agashe had an interesting session on the topic. Issues like networking of support groups, legal issues, myths & misconceptions and caregivers as consumers were discussed in the convention. The participants were lodged in the houses of the caregivers in Thane.

We believe that any technical research can be simplified and made available to the concerned audience to enlighten them for handling their shubharthi. As a part of this experiment we have started a new activity on 1st Tuesday of every month i.e. sharing the research findings in schizophrenia with the Shubhankars (i.e. care-givers).

This activity started from 1st March, Tuesday, when Dr. Shubha Thatte shared her Ph.D. research findings way back in 1980's and the journey of that research till 2002, a project on Treatment Resistant schizophrenia conducted for University Grants Commission by Dr. Thatte & Dr. Sovani and their team. The findings were converted into applicable modules which were very helpful for the shubhankars to understand their shubharthis' deficits and tips for handling that behaviour were generated in the group.

The next sharing is on 5th April 2005 when Savita Apte will share her Ph.D. research findings with the group.

[Asmita Mokashi is one of the co-ordinator of the care-givers group. She is also our Maitra (Telephone Help-line) volunteer].

WORKSHOP on dealing with bereavement

As an adult we have come to recognize that death is perhaps the most frightening issue. Death is not discussed on auspicious movements, social gatherings, and delightful meeting, as it has a certain aura of fear, anxiety, and vacuum. People are reluctant to talk about death rituals, untimely death & the impeding death verdict.

However, Mrs. Tanuja Donde our senior counselor who works in an institution housing a graveyard had met and observed people who were not able to accept, and deal with death of their loved ones. Some of these relatives visited the graveyard regularly, to ventilate their grief. Some of them experienced physical symptoms like high blood pressure, heart attacks, raised blood sugar, acidity and ulcers etc. Some others had to see doctors as they were suffering from depression, suicidal ideas, anxiety and panic disorders.

With a group of colleagues she decided to handle this problem in a workshop format. Mrs. Chitra Deshmukh, Mrs Sundanda Kamath, Dr. Shubha Thatte and Dr Anand Nadkarni supported and guided this effort and endeavor. Thus it was decided to conduct this workshop on 9th October

from 1 pm to 5 pm on IPH premises. The participants were to register their names on reading our advertisements in various papers. They would be relatives of the dead ones, thus need to handle their emotional distress due to bereavement.

The programme introducing the need for the topics discussed on the need for such a workshop, the general facets to death, the position of significant and the close during and after the death occurs, the social implications and rituals - the dogmatism and pressures caused by them, the need for insights and awareness about negative and positive attitude to live with the dead relatives memories etc. The experiences discussed by panelists where the bereaved member's dreams were fulfilled and habits treasured and reinforced.

The faculties called were Dr. Vikas Hajirnis - Family physician who gave lucid examples and experiences from his many years of practice. Mr. Ashok Chitnis who had lost two daughters and as a father how he coped with the tragedy, Mrs Sunita Jadhav counselor from Tata Cancer Hospital discussed her experiences with the relatives, and counseling them as tool for Management of grief. She was found to be an experienced command on the subject and held the audience spell bound by her lucid examples, and variety of case illustrations.

Approximately 80 people attended this workshop. The inconvenience of space, electricity cut and heat were buffered by the interesting topics conducted with witt and commitment. The relatives related the loss of their loved ones (daughter, son, husband, mother, father, friend, boyfriend, wife, brother). They participated with involvement about their loved ones, their guilt about living while their vital half had been lost, they asked questions, discussed future solutions, and even shared their solutions.

The general feedback given by the family members / participants were:-

1. They liked the topic and planned in advance to attend the workshop
2. They liked the programme contents as it was holistic
3. They liked the faculty as they were knowledgeable, senior and honest
4. They were happy to learn diverse ways of dealing with their problem from experts and other group members
5. They expressed the need for longer sessions & that,
6. Specific bereavement related issues such as, death due to suicide, accidents, untimely death should be taken up in future workshops.
7. Workshop on Divorce, Separation, and Breakup etc is also kind of 'वियोग' / death of a relationship and should be taken.

To sum up, it was a valuable and lifelong experience for the coordinators Mrs. Tanuja Donde, Mrs. Chitra Deshmukh, Mrs. Sunanda Kamath, Mrs. Shubha Thatte and Dr. Anand Nadkarni to be consulting and coordinating such a Hsh – Hsh topic like Death.

Rutu Hirava

Rutu Hirava, a full day workshop on Menopause was conducted at IPH on 4th July'04. The sessions were conducted by gynecologist Dr. Ulka Natu, senior psychologist Dr. Shubha Thatte, beautician Dr. Madhavi Chitale, and other counselors from IPH. Ms. Sharmila Londhe, Dr. (Ms.) Pooja Thakkar, Ms. Sujata Biswas and Ms. Kusum Yadava.

Dr. Madhavi Chitale gave tips on healthcare which were supplemented by tips on Yoga and diet by Ms. Sharmila Londhe. Gynaecologist Dr. Ulka Natu's explained regarding complex hormonal changes taking place in the body. Her revelation that latest medical research says that many of the symptoms like irritability, diminished concentration, depression etc. are not due to hormonal changes took us by surprise. She said they are in reality due to the circumstances in a woman's life at that point of time like tension regarding children's education, health of the ailing elderly, increased responsibilities or workload at office due to seniority etc.

Through the role plays by the IPH team the participants could easily see how all of us share the feelings of being either neglected or not given value or of being left out etc. They were also convinced by Dr. Shubha Thatte's explanation that it is not really the circumstances but our thoughts about them which are really responsible for creating the so called problems faced at this stage in life. It was heartening and reassuring to learn that problems cease to seem so, when one learns & practices these coping skills.

The women participants realized that in the process of giving priority to the family's needs... everything (other than ourselves) all these years we have absolutely forgotten to groom our own personalities which is the root cause of our difficulty in facing our present situations. With this awareness, sprang up the idea of another workshop on self-awareness to be conducted in the near future. Every body left the place with a totally changed perspective, happier mood and a ray of hope for a brighter future.

Workshop on Self-Awareness

A full day workshop was organized by IPH on 30/01/05 by Ms. Sujata Biswas, Ms. Sharmila Londhe, Dr. Ms. Pooja Thakkar, and Ms. Kusum Yadava.

To begin with the participants were made aware of the fact that 'self' is made of physical, social and emotional self. Also when we talk of ourselves we really think in terms of our weaknesses and strengths. Being 'ideal' is an illusion. We can only try and become more and more effective in order to be happy in life. And to become effective we need to basically have clarity of thoughts and communicate effectively.

Communication can be effective if we are not too passive, submissive or aggressive. We need to be assertive. Checking whether we are on the 'evaluation track' or 'feedback track' can help us in being assertive. These new ways of thinking were impressed upon our minds through some role-plays. These gave the realization that empathy, non-judgemental attitude, and unconditional acceptance are the ones which will lead us on the path of self-awareness and self-development. The participants left eagerly looking forward to the next workshop promised by the organizers.

(Sunita Sodhi, participant of this workshop who is a regular in our IPH workshop and programs)

Sanyojan – 2005

Planning is the key word to success. So here is 'Sanyojan' a variety of projects for the common people and for special ones too. Sanyojan comes like a bouquet of flowers each flower (here a project) with a distinct fragrance and colour, but together to spread the message 'We care for you'. This year 'Sanyojan' day was on 4th of February 2005. There were about 11 projects in the pipeline.

The day began with a sumptuous breakfast and the IPH team presented their pet projects. There was a lot of excitement especially for the IPH volunteers as they were also going to present their pet projects. Some of the projects were presented in power point, but the most interesting ones were, the ones that were 'acted out'.

We had two eminent guests, Dr. Ashit Sheth and Samir Trimbakar. Dr. Sheth, head of the psychiatry Dept. gave valuable suggestions to the team members. Samir Trimbakar from the school of event management, commented that IPH have got potential actors apart from being professionals.

During the break, Dr. Nadkarni informally interviewed the eminent guests. The programme ended at about 5.00 p.m. but to meet again yet another distinguished guest Dr. Abhay Bang at Dr. Nadkarni's residence later in the evening.

(By Preeti Gadiyar, participant of this program and coordinator of Manovikas)

IPH industrial training programs: 2004 & 2005

7 & 8 April'04	Indoco	Stress Management
11 May'04	Hinduja	Stress Management
2,3,4,9 May'04	Adventity	Stress Management
7 June'04	Godrej	Stress Management
28,29,30 June'04	BARC	Counselling Skills for Teachers
9,10,11 June'04	Patni	Stress Mgt
1,2,3,5 July'04	BARC	Stress Mgt
14,15 July'04	Kirloskar Brothers	Retirement Planning
23,24 July'04	Patni	Stress Management
26,27 July'04	Owens Corning	Enriching Quality of Life
11,12 August'04	Kirloskar Brothers	Stress Management
28,29 August'04	Vashi	Stress Management
2,3,4 Sept'04	Patni computer Systems ltd.	Stress Management
6,7 Oct'04	Owens Corning Ltd	Enriching Quality of Life
13,14 Oct'04	IPCL	Stress Management
5 th November'04	Hinduja	Physician –Patient Relationship
20 Nov'04	Cablenet in	Effective Parenting
30 Nov,1 Dec'04	Indoco	Induction Program
3 December'04	Hinduja	Enriching Personal Effectiveness
9,10,11 December'04	Patni	Stress Management
10,11 Jan'05	IPCL	Stress Management
19,20 Jan'05	Reliance Logistics	Enhancing Personal effectiveness
7,8 Feb'05	Owens Corning Ltd	Enriching Quality of Life
17,18 Feb'05	Reliance Logistics	Enhancing Personal Effectiveness
24,25 Feb'05	Reliance Logistics	Enhancing Personal Effectiveness
17,18 March'05	Reliance Logistics	Enhancing Personal Effectiveness
19,20 March'05	Blind Association	Enhancing Personal Effectiveness

Due to popular demand from our well-wishers we started our Marathi section few years ago. In this issue, we have a feedback letter from a participant about IPH's 8-day REBT workshop conducted at Pune, and special report on workshop 'Ritu Hirva', again by a participant of that program... Editor

प्रिय थत्ते मॅडम, आनंद आणि सुजाता,

प्रथम तुम्हां सर्वांना नवीन वर्षाच्या शुभेच्छा!

REBT चं workshop संपून आता महिना होत आला, पण त्याचा 'hang-over' अजून संपलेला नाही. किंबहुना, डिसेंबर मध्ये workshop नाही हे मी खूप miss केलं.

आठ दिवसांचं हे संपूर्ण workshop हा अेक अनुभव होता! शिकवण्या-शिकण्याच्या व्याख्या बदलून टाकणारा. खूप काही शिकायला मिळत असूनही, आपल्याला कोणीतरी 'शिकवतय' या भावनेच्या पलिकडे जाणारा. खरं तर माझ्यासारख्या layman च्या दृष्टीने, this workshop goes deep down into psychology/human behavior/counseling etc. शिवाय शिक्षणाच्या इतक्या वर्षांच्या gap नंतर काही तास एका जागी बसून शिकायचं हे बरीक अवघडच! पण हसत्या-खेळत्या वातावरणात ज्या रंजकतेनं तुम्ही हा अवघड विषय सोपा करून शिकवलांत ते फार interesting वाटलं. तुम्हां दोघांचे role-play तर लाजवाब! पण याचा एक परिणाम असा झाला की समुपदेशन करणं इतकं सोपं नाही हे जसजसं उलगडत गेलं तसतसे सुरवातीला हिरीरीने सहभागी होणारे 'कलाकार' (तुम्ही दिलेल्या situation करण्यासाठी) पुढे यायला तयार होईनात. 'तू कर, तुम्ही करा', अशी ढकलाढकली सुरु झाली! (आनंदच्या म्हणण्याप्रमाणे, त्यामुळे we got to see some best performances!!) संपूर्ण group खूप व्यामिश्र, पण interesting होता. Workshop संपता-संपता सर्वजण आपआपले groups सोडून अेकमेकांत मिसळून गेले होते.

वैयक्तिक दृष्ट्या मला या workshop चा खूप उपयोग होईल असं already जाणवू लागलं आहे. आधी counseling करत होते तेव्हा मनात सतत एक अपराधी भावना होती की मानसशास्त्राची काहीही पार्श्वभूमी नसताना केवळ अनुभवाच्या जोरावर असं समुपदेशन करणं कितपत बरोबर आहे? हा कोर्स केल्यावर मात्र एक आत्मविश्वास आला. आता अनुभव REBT च्या तत्वात बसवता येऊ लागले. साथ-साथच्या मुलामुलींनी role-plays करताना एकमेकांना केलेले 'labeling' खटकू लागले. एवढच काय, मालिका बघतानाही हिचं/ह्याचं हे बोलणं REBT च्या principles मध्ये बसत नाही. हिने/ह्याने अस म्हणायला पाहिजे असा मनात सतत एक जागरूक संवाद सुरु झाला आहे! ह्याची reflections माझ्या लेखनातही पडत असल्याचं मला जाणवलं म्हणून एक लेख मी आनंदला मुद्दाम वाचायला दिला. माझ्या वैयक्तिक जीवनातही मी निर्णय अधिक आत्मविश्वासाने घेऊ लागल्याचं मला जाणवतंय. दुसऱ्याला समजून घेण्याची सहिष्णूता, सहवेदना जि शक्यतो 'labeling' टाळणं, असा प्रयत्न होतो.

मात्र हा कोर्स अधिक digest होण्याच्या दृष्टीने काही दिवस आय.पी.अेच्. मध्ये येऊन, विशेषतः विवाहाशी संबंधित केसेस, प्रत्यक्षात बघायला/ऐकायला आवडतील. ऋताची दहावीची परिक्षा संपली की तुमच्या सोयीने ते करण्याच्या विचारात आहे.

आठ दिवसांच्या course च्या administration ची जबाबदारी सुजाताने चोख बजावली. मुख्यतः सर्वांशी हसून, बोलून, तिनेही वातावरण मोकळं ठेवलं. तुमचं सर्वांच एक छान कुटुंब तयार झालं आहे, याचा कधीकधी हेवा वाटतो! 'साथ-साथ' चा एक दिवस (महिऱ्यातून एकदा) आय.पी.अेच्. मध्ये सुरु करून, तुमच्या कुटुंबात सहभागी व्हायला आवडेल

सर्वांना एका मस्त workshop बद्दल मनापासून धन्यवाद.

९ फेब्रुवारीला पुण्यात भेटू.

कळावे,

तुमची वंदना.

ऋतू हिरवा

रविवारी आय.पी.अेच.ला Self-awareness वर कार्यशाळा घेणार आहेत तुला जमेल का ? असा सुनिताचा फोन आला तेव्हा नाही म्हणण्याचा प्रश्नच नव्हता. एकतर आय.पी.अेच. चा प्रत्येक कार्यक्रम ही आमच्यासाठी एक पर्वणीच असते. आणि त्यातून हा विषय तर अगदी महत्वाचाच वाटत होता. त्यामुळे फार उत्सुकतेने मी ह्या कार्यशाळेत सहभागी झाले. आणि कार्यक्रम संपला तेव्हा अगदी मनापासून वाटत राहिल की आजचा कार्यक्रम काही कारणाने जर बुडाला असता तर केवढ्या चांगल्या अनुभवाला आपण मुकलो असतो.

कार्यक्रमाची सुरवात शर्मिला लोंढे आणि सुजाता विश्वास यांनी अगदी खेळीमेळीच्या वातावरणात केली. एक खेळ खेळुया अस म्हणून पार्सल इन द पार्सल च्या धर्तीवर डबा फिरवून तो जिच्याकडे येईल तिने स्वतःमधला एक गुण व एक दोष सांगायचा असा तो खेळ होता. नेमकीच पहिली पाळी माझ्यावर आली आणि मी मनातून हबकूनच गेले.

बापरे ! स्वतःविषयी काय बोलायच त्यातून कमतरता तर खूप सांगता येतील पण प्लस पॉईंट कुठचे सांगायचे ? आधी इतर बायका बोलल्या असत्या मग मी बोलले असते तर ठीक होत आता मीच प्रथम बोलायच म्हणजे वाट लागली अस मनातल्या मनात चरफडत साधारण जे वाटले ते एक गुण व एक दोष सांगितला कारण तोपर्यंत असा इतका ठोस विचार केला नव्हता आई वडील बहिणी नातेवाईक मैत्रिणी यांनी आधीच माझ्यावर शिक्कामोर्तब करून मला काहीतरी ठरवून टाकल होत. म्हणजे तापट, हळवी, वगैरे वगैरे त्यामुळे तीच मी हे मनात पक्क होत. पण जसजसा कार्यक्रम उत्तरोत्तर रंगत गेला तसतसा स्वतःविषयी छोटीसी का होईना जाणीव जागृत व्हायला लागली आणि सरतेशेवटी मी ह्या मताला आले की सकाळी थोड्या दडपणाखाली स्वतःमधला एक गुण व एक दोष म्हणून जे काही सांगितले त्यापेक्षा आता मी माझ स्वतःच परिक्षण अधिक डोळसपणे करू शकले असते.

स्वतःच स्वतःला गुणदोषांसकट जागृततेने स्विकारणे म्हणजेच आत्मभान येणे यासाठी स्वतःला जाणून घेणे किती महत्वाचे आहे हे या कार्यशाळेमुळे समजल. ह्या कार्यशाळेच्या सूत्रसंचालिकांनी ह्या कार्यक्रमाचा ओघ सतत वाहता ठेवला त्यामुळे कार्यक्रम खूपच रंगतदार झाला. ह्या कार्यशाळेच्या विषयाला अनुसरून डॉक्टर. नाडकर्णी यांनी वेध २००४ च लिहिलेल्या गाण्यातल्या चार ओळी मला चटकन आठवत आहेत.

“अनंत शक्यतांची एक जाणीव”

शक्ती काय माझ्या काय उणीव

तर्क ज्ञान प्रेम ही माझी साधने

मंथनास या जरा दिशा लाभू दे

ह्या विचार मंथनाला योग्य दिशा मिळण्याच काम या कार्यशाळेने नक्कीच केलय हे गेले पंधरा दिवस मला सतत जाणवतय. ऑफिसमध्ये किंवा घरी आता नेहमीचेच प्रसंग घडले तरी पूर्वीपेक्षा आता त्या situation चा मी अधिक विचार करते आणि जास्तीत-जास्त तर्कसंगत वागण्याचा निदान प्रयत्न तरी माझ्याकडून केला जातो. सध्यातरी माझ्यासाठी ही पहिली पायरी आहे. ह्याच्यापुढेही बऱ्याच पायऱ्या मला चढायच्या आहेत पण तरी कोणत्या पायरीपाशी ही सुरवात करायची याची जाणीव मला झाली आणि हेच माझ्या दृष्टीने ह्या कार्यशाळेचे फलित आहे.

सौ स्मिता मनोरे.

Maitra: Your Emotional First Aid
Telephone & Email Helpline for People in distress
Phone - 2538 54 47, Email: maitra@healthymind.org

IPH year 2005 schedule

March -2005

30th Wed. - Music prog. (for fund raising)

April -2005

Vocational Guidance testing & counseling program to begin

2nd & 3rd Sat/Sun - REBT workshop

5th & 6th Tue/Wed- REBT for Swindia

7th & 13th - Swedish student's program

9th Saturday – Gudipadwa holiday

14th & 15th Thu/Fri - REBT workshop

25th – 29th – ME-2 (sports psych prog)

May-2005

To be announced

June-2005

To be announced

July-2005

LEAP - Language Enhancement & Assessment program

August-2005

15th Monday - Independence Day Holiday

19th Friday – Rakshabandhan Holiday

September-2005

7th Wed– Gannesh chaturthi holiday

17th Saturday – Anant Chaturthi holiday

October-2005

12th Wednesday – Dassara holiday

31st Monday – Diwali holidays start

November- 2005

1 to 6th – one week Diwali holidays

December-2005

9, 10, 11th Fri, Sat, Sun – VEDH

12th Monday - post VEDH Holiday

Contact Phone numbers: 25433270 / 25366577 / 25428183

Please call between 11.30 am to 6.00 pm (Sunday Holiday)

Address: IPH (Institute for Psychological Health),

C/o: Apte hospital building, Ram Maruti Road - 1st cross Lane,

Naupada, Thane (west) - 400602 Maharashtra (India)

(IPH is about 7minute walking distance from Thane Railway station)

Website: www.healthymind.org **Email:** iph@healthymind.org

LAST PAGE

If you have read our news-mag 'Manas' this far, you would have become aware of the nature of our work. Just to remind you our major focus has been on self-reliance by generating enough funds through our day-to-day activities all by ourselves. You would have seen our cover page- dream of shifting to a new owned building very soon. This endeavor would cost us quite a bit & being an NGO ourselves, generating so much of funds is no trivial task.

To make the long story short, little drops of water make the mighty ocean. A little penny (read Rupee not Paisa) is going to go a long way in building our building. So this request to donate generously to our cause. However 'small' your contribution, you would still be 'actively' involved in developing mental health resource for the community. As community means YOU & WE together, your participation in any form keeps us motivated to achieve our mission, i.e. "mental health for all".

We also thank all our readers for their support and we know you will stand by us this time too!

आमच्या प्रयत्नांना तुमचं सहकार्य मिळत राहिलं आणि बघता बघता १५ वर्षांत एक भक्कम पाया तयार झाला. त्या पायावर आता आम्ही उभारतोय तुमचं आमचं घर. म्हणून हे आवाहन तुम्हा सगळ्यांना, ज्यांच्या हातात आमचं हे 'मानस' आहे त्या वाचकांना. तुमची यथाशक्ती मदत ही आमची फार मोठी शक्ती आहे. त्यातूनच उभं रहाणार आहे एक भक्कम घर, आपल्या सगळ्यांसाठी! आणि या घरातूनच मिळणार आहे, "सुदृढ मन सर्वांसाठी."

MANAS is available on our web site:
www.healthymind.org

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"Mental Health for all"

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To,

