



PART III
REFLECTIONS TO BE DONE



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REFLECTION 1 SELF IN THE FAMILY

Introduction

Having studied the earlier Courses, especially Course I, you have basic information about how human beings develop and the factors that influence their development. You are also aware of the family structures (traditional and alternative), functions, and basic processes that determine dynamics among family members and society at large. With the help of this information you are now able to identify the challenges they face and their psycho-social needs.

Some practical experiences have been planned as part of this course in order to give you 'hands on' experience of understanding how some theoretical concepts operate in real life (or your own life). This particular practical experience has been designed such that you can relate the concepts of family functions, roles, responsibilities and cohesiveness to your own family life.

To become an effective counsellor and family therapist, you must develop skills of communication, analysis and sensitivity to clients from different backgrounds. It is also important for you to develop the ability of objectively reflecting on life events and episodes that influence individuals and families. In order to get an in depth understanding of these processes, it is of value that you begin with yourself! This strategy serves many purposes.

One, you have easy access to information about yourself and your family.

Two, you would be most aware of the roles played by you and all the members in your family and pitfalls within the same.

Three, you will be able to determine how some factors influence various family members differently depending on their roles, positions and responsibilities.

Four, you will also have access to the conflicts or other challenges faced by your family. By reflecting on this information you will be able to study the individuals, their relationships and family dynamics in an indepth manner. At the same time, you will become aware of your roles and responsibilities in the family and have a better understanding of the same for others. You have to move from the vantage point of an 'insider' to that of a professional 'outsider' studying the family you live in.

The aim of this exercise is to build your competencies such that you understand the family as a functioning unit and take perspectives of the subject (you, in this case) as well as other members involved. You are required to draw from the theoretical concepts discussed in the earlier courses and understand the family situations as a professional counsellor/family therapist. This means you must be able to develop a bias-free and informed opinion of individual members and the functioning family. Understanding the family situation professionally entails that you take a "third person perspective" or an outsider's view of the individuals and their familial relationships. This will help you in building sensitivity to diverse conditions that affect family members and family development. By developing a keen sense of understanding individual characteristics in a web of relationships, you will become better equipped to plan interventions and use effective strategies of communication with your clients in future.

You may need to refer to the course materials intermittently while writing up this exercise. With a requirement to think about your role and position in your family, this practical experience has the following objectives.

Objectives:

- To identify strengths and weaknesses in oneself and other family members in a family context.
- To describe one's role in the family with respect to relationships, work allocation and resource sharing.
- To understand the web of relationships in the family from one's own perspective with respect to cohesiveness in particular relationships and identify reasons for the same.
- To analyze two situations; one about cohesion and one about conflict in the family from one's own perspective as well that of (any one) other family member.
- To understand family situations and identify the reasons for and barriers to cohesion within the family from multiple perspectives.

Planning

Because this exercise is about you and your family, you have the advantage of setting the pace for your own self. Do not begin doing the practical exercise before you have finished at least Course (MCFT-001) of this programme of study. Remember, this exercise has to do with yourself, your ability to pursue self-reflection, introspection and analysis of the family processes. So, the more you think about it consciously and objectively (without any preconceived notions or beliefs), the better will the product be!

Pre-preparation

The exercise is divided into three phases with some tasks in each phase. Each phase moves from simple to complex tasks. As this exercise is interpretive in nature (involving more thinking and organization of thoughts and ideas), you should begin thinking of all the tasks in advance — at least a week or two before actually executing the tasks.

Remember, the exercise has more to do with your interpretations and understanding of concepts than about gathering information on your family. It thus requires you to be in a 'thinking mode'!

At the end of each phase, keep in mind that you must have a written record of the whole experience and your thoughts about it. You may jot these down in bullet points also. You may wish to refer to the following questions from time to time in order to do this:

- What did you expect from this task?
- Were you able to finish the task without difficulty? If yes, why? If no, why?
- Did you learn anything new about yourself and your family while doing this exercise?
- Were you able to relate it with what you had learnt in the earlier courses?

Now, we move to how you and your family should be involved in the tasks.

Your Involvement and Standpoint

Start thinking about your family in terms of the relationships shared, its overall composition, unique aspects and lacunae. You will also need to think about your role and position in the family very consciously. Begin evaluating your role in the family, start making notes for yourself from time to time. These will help you write the final report. You may also wish to write down some events

and episodes from everyday life that made you think of related theoretical concepts in the course material. Try to match your thoughts or interpretations of events and relationships with the content in the units; particularly the four theory blocks comprising the first course. You will be surprised to know how interesting the whole process becomes! Make notes of the similarities of your family life experiences with the course content. There may also be differences and you must highlight them in the report. Be sure to refer to theoretical concepts of the course in the interpretation/analysis parts of your report.

Writing a journal or daily diary about your family is a good idea! It would be wise to begin doing all this at least a fortnight before you actually start with the specified tasks.

Involvement of Other Family Members

You will require co-operation from some of your family members in this exercise. Plan these well in advance. Be sure to inform them about the purpose of this exercise and what they are expected to do. In case you don't stay with them at present, you must inform them in advance to save time. Provide time to your family members so that they can think about exercises/questions requiring their involvement. This will not only facilitate their participation but also help you in getting answers that are well thought out. You may wish to inform them that this exercise is part of your course and will be evaluated. Please bear in mind that frank and honest answers will help you understand the concepts more realistically, rather than socially desirable ones!

Overview of the Exercise

There are a number of tasks that you must do to fulfill the objectives. The tasks are divided into three phases; each phase has at least one task in it. The tasks move from simple to complex to enable you to understand each topic properly. They are listed below along with the format in which you are required to submit them.

| Sr. No. | Tasks/Exercises | Format (If there are options, choose ONLY ONE) |
|---------|--|---|
| | <p>PHASE I</p> <p>1. Meet My Family</p> <p>Describe yourself in the family. Mention the roles you play and the contributions (material and emotional) you make in the family.</p> <p>Introduce other family members and describe some of their characteristics.</p> <p>Mention at least two strengths and weaknesses that each member (including you) possesses.</p> | <p>Family Picture book with photographs and written descriptions.</p> <p>Drama Script (written) with introduction and traits of actors (as in family members) and other written descriptions. You can play the part of “<i>sutradhaar</i>” or narrator.</p> <p>Talk Show Introduction In the form of a CD (Audio or Video Tape) – You introduce yourself and others in the family like a talk show host.</p> |
| | End of Task/Phase Reflections | Written descriptions in bullet points |
| | <p>Phase II</p> <p>2. Venn Diagram</p> <p>Based on the closeness you experience in each relationship, draw a diagram with you in the center and other members around you.</p> <p>Identify and explain the strengths and weaknesses of each relationship you share.</p> | <p>Diagram or Organizational Chart, supported with written descriptions for each relationship.</p> <p>(You may use the computer for this task).</p> |
| | End of Task/Phase Reflections | Written descriptions in bullet points |
| | <p>Phase III</p> <p>3. Family Experiences I</p> <p>Describe one event or episode in the family where you experienced closeness and unity in the family.</p> <p>Mention the members involved and the roles they played that led to the feeling of unity.</p> <p>Write from your perspective why you experienced a good feeling of family unity.</p> | <p>Interviews and written report.</p> <p>You and the other family members could discuss the issue together and you could audio tape the conversation. Support it with a written report.</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> • Ask one other involved member for his/her opinion on the same event. • Discuss (and explain why there are) similarities and/or differences between your views and that of the family member . | |
| <p>4. Family Experiences II</p> <ul style="list-style-type: none"> • Describe one event or episode in the family where you experienced a conflict or hostility in the family. • Mention the members involved and the roles they played. • Write from your perspective the reasons that led to the conflict and how it was resolved. • Ask one other involved member for his/her opinion about the same. • Discuss (and explain why there are) similarities and/or differences between your views and that of the family member. <p>You need to take stock of the family situation at this point and refer to conditions of cohesiveness and conflict in the family based on the two reported episodes or incidents. Then write about the strengths/weaknesses of your family and suggest effective ways to deal with conflicts and promote cohesiveness.</p> | <ul style="list-style-type: none"> • Interviews and written report. • You and the other family members could discuss the issue together and you could audio tape the conversation. Support it with a written report. |
| <p>End of Task/Phase Reflections</p> | <p>Written descriptions in bullet points</p> |

EXAMPLES:

The examples given here are broad guidelines to support you in this reflective exercise. Do not copy from the examples given here or your Reflective Journal/File may get disqualified and rejected. Please bear in mind that only some aspects of each task are given here as examples. You are required to finish all the other aspects of the task and submit in the file.

Task 1: Meet My Family

Describing yourself (You may wish to describe yourself physically: as tall or beautiful or strong; socially as: supportive, understanding, helpful; personally as: sensitive, calm, short tempered etc.). You can put photographs as well.

Name: XYZ

Age: 35 years

Sex: F

Roles played and Relationships shared in the family: Elder sister, sister-in-law, mother, daughter-in-law

Contributions to family: Emotional support (give examples wherever necessary); financial support; executing responsibilities of child care, kitchen chores, managing finances etc.

Strengths and Weaknesses:

Strengths: Ability to motivate and care for others; managing finances and family income, emphasize discipline with children.

Weaknesses: Can get upset easily over petty matters, short tempered, often cannot communicate, worries frankly.

(Describe yourself and other family members in an interesting manner)

Task 2: Venn Diagram

Interpretation of the Venn Diagram:

For ease in interpretation you may number the family members, 1 denoting the closest relationship and moving on to the farthest. The distance is indicated from the length of the arrows.

Example of Interpretation

The Venn diagram shows that I am emotionally closest to my mother. This is followed by a cousin sister on my mother's side (*Maasi's* daughter) who stays near my home. I don't experience too much emotional closeness to my father, though I love him very much. My aunt (*chachi*) is the most distant as I don't get along with her very much.

(You have learnt about Venn diagram in Course 1)

Reasons for Closeness or Distance:

Mother: My mother knows me very well as a person. She understands me perfectly like no one else can. She comes to know of my needs even before I tell her. There is a strong bond between us. She is extremely caring and protective. She negotiates between me and my father very effectively.

Cousin Sister: We are of the same age and go to college together. We are almost like friends. I share everything about me with her. She understands me very well and is extremely helpful during any crisis situation.

Father: My father is very strict. He is often traveling and absent from the home so does not know what is going on in our life. He loves me but does not express it often. At times I cannot judge what his reactions would be to my behaviours. I respect him a lot and that probably also accounts for deference and distance in our relationship.

Aunt: My aunt and I don't get along too well. We are pleasant to each other but she does not approve of many things I do. On occasion, she complains about me to my mother and compares me with her children.

You can add concentric circles to the family relationships also. The first circle in the middle indicates the closest relationships (or the ones with whom you reside) followed by other, wider circles encompassing the one in the center.

Task 3: Family Experience I

Description of the event promoting family cohesion:

We live in Delhi. This incident happened when my elder sister was getting married. The marriage was a day away and the preparations were going on full swing. We had planned and arranged everything meticulously. But after all it was a wedding and there would be some last moment hiccups. Two of my uncles (*chacha* and *mama*) and their wives helped us a lot by taking care of all the minute details. They even gave us some financial support without expecting us to return the money in a hurry. My grandparents also traveled all the way from Haridwar to bless the couple. After the wedding was over, we were all really tired. My sister and brother-in-law left for Mumbai after the wedding. So the groom's family offered to take us all on a two day visit to a near by resort so all of us could relax. I thought the whole family came together on this occasion and we really enjoyed ourselves. This made the bonds between us stronger.

Interpretations:

My Perspective: I felt pressurized as a sister to help with the wedding preparations and was very busy running errands all day. If we had not received help from our relatives, I cannot imagine the amount of work I would have had to do. At the same time, there was scope of mismanagement. I appreciate my uncles' help when we really needed it. The best part of it was that we did not have to tell them to help us; they were sensitive to our situation and took many decisions in our interest. Everyone pitched in according to their capacity with a sense of responsibility. Even the groom's family went out of the way (quite unlike the stereotype) and ensured that we had a relaxing time. I am glad we accepted their offer!

Uncle's Perspective: I think the whole wedding time was something we were looking forward to. Your father (bride's father) has been a very good elder brother/brother-in-law to us, caring for us in many ways. So, for me it was pay back time. If we don't come together in times of need, what worth is it to have relatives? We forgot all the other stuff, the disagreements we've had and responded with love and affection as if it was an occasion in "our" homes! But I still feel we should not have agreed for the trip to the resort with the groom's family. After all, it is an obligation....we could have avoided that easily. All of you agreed in an instant ... I feel we should have been thankful to them and hesitated or not gone at all out of social courtesy.

Analysis:

There are more similarities for this situation in understanding each other's roles and responsibilities. There is also a deep sense of gratitude and oneness that all involved members felt and expressed. However, the uncle's position does not allow him to accept the non-stereotypical gesture of the groom's family offering to go for a trip together. He still views it as an "obligation that could be avoided". This may be understood as views of two different generations, one which wants to maintain social hierarchy in relationships of marriage and the other which is much more open to change.

You can use a similar format for the next task on conflicts. You must write down all the nuances of the situation and understand different perspectives on the same event. Look for as many explanations as possible.

End of Task/Phase Reflections:

Task 4, Phase III (Conflict Situations)

Expectations from the Task: I entered the task with an expectation of resolving some oft-occurring conflicts between me and my mother (about the way I spend money and my involvement in the family business). Conflicts are something that involves people emotionally and one can get angry or sad also. Although she could not control her anger for a few minutes during the task, she regained her composure soon. I am glad we could talk about these issues openly. However, I could not fulfill my expectations of resolving the conflict completely. She is still very rigid about how money should be spent and I am also clear about why I should spend money on some things when I am younger!

Level of Difficulty: I had expected this task to be very challenging as it involved discussing conflicts. I was not sure if I would be able to hide my dissatisfaction with the family's expectations from me. Very challenging to dialogue and discuss across the table.

Learning: I had informed my mother about the incident and she had prepared herself well. I think the preparation before hand helped me as well as my mother. As the discussion progressed we reached a point where we became aware that we were just discussing and not trying to prove who was 'right' or 'wrong'. This is important to have a calm and fruitful conversation. Better communication which is open and non-threatening also helped me to put my points across. There was a sense of freedom as I was interviewing her almost as a third person and not as her daughter. I could understand her worries from her perspective and I think she also could see from my point of view.

Relating with Theoretical Concepts: This was an intermittent, chronic sort of a conflict that occurred again and again. After this conversation, I think we both will rethink strategies and come to an amicable solution so that it does not affect the quality of our relationship. Although I am not sure if we will completely remove the problem.

From the above examples, you would have got some idea about what the expectations from the exercise are. Please read on for instructions about the submission of the reflection and the evaluation criteria.

Submission of the Reflection:

The content of your reflection that comprises this practical exercise should be in the following manner.

Phase I

- Picture Book/Drama Script/Talk Show (CD/VCD/DVD)
- Written Report
- End of task/phase reflections

Phase II

- Venn Diagram and Written Report
- End of task / phase reflections

Phase III

- Family Experiences I
Written report/analysis (To include transcripts of the interviews conducted)
Audio recording (if any)
- Family Experiences II
Written report/analysis (To include transcripts of the interviews conducted)
Audio recording (if any)
- Written report of overall interpretations of Family Experiences I & II
End of task/phase reflections

Norms for Evaluation

Content:

Unlike many other exercises, this one involves information about you and your family. As you would realize, others (especially your evaluators!) would not have access to this information. So be consistent with all the information you provide. At the same time, be true to yourself as you are learning important concepts from your own life! Don't worry if everything in you or your family doesn't fit a given, stereotypical norm of a family or a relationship. The idea here is to move away from being judgmental and learn to create a view that is unbiased, encompassing and sensitive to plurality. Your evaluations are going to be based on whether the situations seem "real" and likely to happen and your treatment of the same in analysis/interpretations. Please use the concepts you have learnt in the Courses in order to meet this end. The decision to hold back any information that you may feel is confidential is entirely yours. Do not hesitate to state that. You may use terms like "for some personal reasons" or "due to unavoidable factors" for this purpose.

The content of your file will also be evaluated on how objectively (in an unbiased manner) you have dealt with the issues at hand. Your personal beliefs and preconceived notions should not hinder the understanding of the content. For example, one may believe in the sanctity of the 'ideal' Indian joint family but in your writing do not undermine other forms of family. Rather focus on how these families achieve some goals, write about their needs and document the positive forces in relationships.

Presentation:

Be creative. Try to make the reflection interesting by using different strategies. In tasks that have scope, use innovative methods to highlight some aspects or draw attention to some salient features of the family. But, a word of caution -- do not beautify the files for no reason. Use your energies to refine and make the content meaningful. Be organized and help the evaluator know that you have understood the concepts. The decision to use pseudonym/fake names (for other members) is entirely yours.

Length:

Give all relevant details. Be careful not to beat about the bush! The richness of content and organization of your record carry more weight than how many pages long it is! Be organized and use keys, pictures, symbols or diagrams wherever necessary. For more clarity, summarize each task in terms of activity conducted and outcomes. Explain the tasks well so that your evaluator understands the content easily.

Wish you all the best!



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REFLECTION 2 UNDERSTANDING WHAT IS HELP

For this reflection, you have to recall two incidents. First incident has to be one in which you helped someone known to you and in the second incident you need to recall when you had received help from someone known to you.

Now, try to reflect upon the following:

- Why did you receive/give help?
- Was helping fruitful?
- Was there any perceived change in the behaviour of the person who had received help?
- Was there any change in the behaviour of the person who had helped?
- Memorable characteristic(s) of the situation and persons involved.
- What is the difference/similarity between the two situations from counselling perspective (if applicable).
- Reflect upon what counselling skills were used in the two helping situations (if applicable).
- Reflect upon the qualities of the persons involved in relation to therapist-client relationship.

REFLECTION 3 MISTAKES COUNSELLORS/ THERAPISTS OFTEN MAKE

For this reflection, you have to observe a counsellor or a therapist in action — it could be through television/internet, in person, etc. You would find it particularly useful if you could observe a counsellor at a child guidance centre, family care centre, remand home for delinquents, old age home, women cell, men cell etc.

Now, try to reflect upon the following:

- Appropriateness of the technique/therapy used to deal with the situation/problem.
- How did she or he deal with the client—individual and/or family.
- What were the positives observed by you?
- What were the negatives observed by you?

(If you observed a counsellor in person)

- Did you discuss these with the Counsellor?
- What was her/his reaction on this?
- Were you convinced by the Counsellor's argument?
- What mistakes would you take care of when you would be in such a helping position yourself?

REFLECTION 4 CULTURAL AWARENESS

For this reflection, you have to choose someone from a different cultural background. This person could be your spouse (in inter-region or inter-religion marriage); your neighbour; your colleague at work place; your friend etc.

Now, try to reflect upon the following:

- Your own culture.
- The perceived strengths and weaknesses of your own culture.
- Culture of the other person.
- The perceived strengths and weaknesses of the other person's culture.
- Comparison of both similarities and differences between the two cultures.
- Cultural identities known to you of different Indian and Western cultures.
- Different cultural groups or ethnic groups, whose members you meet regularly. Reasons for meeting them.
- Your understanding of culture.

REFLECTION 5 NATURE OF PEOPLE

For this reflection, you have to observe people from different age groups (minimum three different life cycle stages) in general.

Now, try to reflect upon the following:

- Individual characteristics you came across.
- Individual differences you came across.
- Personality differences among them.
- Needs and motivation differences among them.
- Which counselling/family therapy technique/theory is more suitable for what problem and which age group (with respect to the individuals you observed).
- How would family therapy be effective in the different age groups selected.



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REFLECTION 6 INCORPORATING THERAPEUTIC SKILLS IN DAILY LIFE

For this reflection task, you have to reflect upon yourself.

Now, try to reflect with respect to the following:

- How was I before I joined this programme of study?
- What have I learnt in the various courses of this programme of study which have helped me to improve myself?
- Have I really become better in effectively dealing with counselling and family therapy questions?
- What are the different areas in my life in which I need to improve?
- What is the most difficult thing in my life to change but it should be changed?
- Why is it difficult?
- What stops me from the desired change?
- Is change easy?
- Is change easy for clients?
- Should I expect a fast change in my clients during therapy?

REFLECTION 7 LEARNING, REFLECTION AND ME

You may wonder what kind of a topic is this! When carrying out this exercise, however, you would enjoy it. Here again you have to reflect upon yourself.

Now, try to reflect upon the following:

Is reflection necessary?

Why reflect?

Why did I choose this particular programme of study?

Does becoming a counsellor/family therapist really change a person?

Am I changed?

Is reflection used only with clients?

Is reflection to be done only when I am alone?

Is reflection of family dynamics, family members appropriate?

Why do people known to you confide in you and tell you about their problems?

Why do strangers also confide in you?

Why are you attracted to some and have dislike towards some?

Is there any notion as good or bad?

Is anything always right or wrong?

Are you becoming more philosophical?

Are you moralistic in nature?

What are morals?

Are reflections making you gender biased, culture biased?

‘There is a need to master it all in counselling and family therapy but the truth is you can’t master it all’. How do you perceive this statement?

REFLECTION 8 HUMAN SEXUALITY

Here, you have the whole universe on your thoughts. The people as they existed from ancient times till present date.

Now, try to reflect upon the following:

- Gender and sex: meaning and difference.
- Gender roles as they existed in ancient times, and as they have evolved through the times till the present.
- Meaning of sexuality and sexual orientation, its significance in man-woman relationships (heterosexuality); your beliefs, knowledge and understanding of homosexuality (gay, lesbian); transgenderism; bisexuality.
- Have you ever met any one from these different sexual orientations? What was your instant reaction towards them? How do you feel about them now?
- Were you ever involved in a pre-marital sexual relationship or extra-marital sexual relationship? Discuss a little about your relationship. How did you feel when you were involved in the relationship? How did you feel when you were out of that relationship? Who influenced your decision in this regard? Are you really out of the relationship?
- Do you know of someone who had a pre-marital or extra-marital relationship? Comment on the above aspects with regard to this relationship.
- Changing society of today.

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EVALUATION SHEET

Remember to enclose this Annexure A (completed Section 1, and blank Sections 2 and 3) in the Supervised Practicum File when you submit it for external evaluation at IGNOU. Keep a copy with yourself.

SECTION I: Internal Evaluation by the Academic Counsellor at the Programme Study Centre/Study Centre

| Sl. No. | Name of the Practical | Basis of Evaluation | Maximum Marks | Marks Obtained |
|---------|--|---|---------------|----------------|
| 1.* | 1. Self in the family | Written Report of the practical | 50 | |
| 2.* | 2. Understanding What is Help OR 3. Mistakes Counsellors/ Therapists Often Make OR 4. Cultural Awareness | Written Report of one of the three practicals | 50 | |
| 3.* | 5. Nature of People OR 6. Incorporating Therapeutic Skills in Daily Life OR 7. Learning, Reflection and Me OR 8. Human Sexuality | Written Report of one of the four practicals | 50 | |
| 4.** | 1-8 All eight Reflections | Interaction with respect to all eight reflections | 50 | |
| | Grand Total | | 200 | (x) |

Note: * Here, the Academic Counsellor gives marks out of 50 on the basis of the report submitted for evaluation, which is to be supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner.

** Here, the Academic Counsellor gives marks based on the interaction of the learner with the Counsellor with respect to all 8 reflections, supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner, that formed the basis of interaction.

- **Weightage of marks for internal evaluation is 50%. To calculate this, use the formula given below:**

$$\frac{\text{Total marks obtained as above (x)}}{200} \times 50 = 'N'$$

Note: The pass percentage for internal evaluation is 40%. Therefore if the learner gets less than 20 marks after calculating 50% weightage (as above), then the student has to repeat the Supervised Practicum. In other words, 'N' obtained by the student should be at least 20 to pass.

The Counsellor is required to use the given formula to calculate the final marks out of 50, obtained by the learner in internal evaluation and to write this final score in figures and in words.

$$\frac{(x)}{200} \times 50 = \dots\dots\dots$$

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(Marks obtained out of 50 in internal evaluation to be written in both figures and words)

Academic Counsellor's/Supervisor's overall comments about the learner (use additional sheets, if needed).

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Date : **(Signature of the Academic Counsellor/ Supervisor)**
Place :

Name & Designation of Academic Counsellor/Supervisor:

Address of Academic Counsellor/Supervisor:

E-mail Address of Academic Counsellor/Supervisor :

Phone/Mobile No. of Academic Counsellor/Supervisor:

Date: **(Signature and Stamp of the Programme Incharge of PSC/Coordinator of SC)**
Place :

Name of Programme Incharge of PSC/Coordinator of SC :

Address of Programme Incharge/Coordinator:

E-mail Address of Programme Incharge/Coordinator:

Phone/Mobile No. of Programme Incharge/Coordinator::

SECTION 2 : To be Used for External Evaluation at IGNOU

The following sheet will be used by the External Examiner identified by IGNOU headquarters to evaluate the Supervised Practicum File submitted by the Learner.

| Sl. No. | Name of the Practical | Basis of Evaluation | Maximum Marks | Marks Obtained |
|--------------------|--|--|---------------|----------------|
| 1.* | 1. Self in the family | Written Report of the practical | 50 | |
| 2.* | 2. Understanding What is Help OR 3. Mistakes Counsellors/ Therapists Often Make OR 4. Cultural Awareness | Written Report of one of the three practicals | 50 | |
| 3.* | 5. Nature of People OR 6. Incorporating Therapeutic Skills in Daily Life OR 7. Learning, Reflection and Me OR 8. Human Sexuality | Written Report of one of the four practicals | 50 | |
| 4.** | 1-8 All eight Reflections | Review of Interaction (based on enclosures) | 50 | |
| Grand Total | | | 200 | (y) |

Note: * Here, the external evaluator gives marks out of 50 on the basis of the report submitted for evaluation, which is to be supplemented by audio recording/CD/sheets on which notes were taken during interview/observation etc., submitted by the learner.

** Here, the external evaluator gives marks based on the review of enclosures (audio recording/CD/sheets on which notes were taken during interview/observation etc., enclosed by the learner in the File), that formed the basis of interaction of the learner with the Counsellor with respect to all 8 reflections.

- **Weightage of marks for external evaluation is 50%. To calculate this, use the formula given below:**

$$\frac{\text{Total marks obtained as above (y)}}{200} \times 50 = 'S'$$

Note: The pass percentage for external evaluation is 40%. Therefore if the learner gets less than 20 marks after calculating 50% weightage (as above), then the student has to repeat the Supervised Practicum. In other words, 'S' obtained by the student should be at least 20 to pass.

The external evaluator is required to use the above formula to calculate the final marks, out of 50, obtained by the learner in external evaluation and to write this in figures and in words.

$$\frac{(y)}{200} \times 50 = \dots\dots$$

(Marks obtained out of 50 in external evaluation to be written in both figures and words)

.....

Date : _____ **(Signature of the Academic Counsellor/ Supervisor)**
Place : _____

SECTION 3: Grand Total of Marks for Inclusion in the Learner's Final Marksheet

Marks Obtained by the Learner in Sections 1 and 2, i.e. in both internal and external evaluation of Supervised Practicum File, are to be consolidated below by the External Examiner (who did the evaluation in Section 2).

Supervised Practicum (MCFTL-008)

| Internal Assessment: | External Assessment: | Total marks obtained (T) |
|---|---|---|
| <i>(External Evaluator to write marks as stated by Supervisor as 'N' at the end of Section I of Annexure A)</i> | <i>(External Evaluator to write marks here given by her/him as 'S' at the end of Section 2 of Annexure A)</i> | <i>(External Evaluator to add marks 'N' and 'S' and write the total here) (N+S=T)</i> |
| <i>(Marks out of 50)</i> | <i>(Marks out of 50)</i> | <i>(Marks out of 100)</i> |
| | | |

GRAND TOTAL OF MARKS OBTAINED BY THE LEARNER (T) :

(To be written in both figures and words)

.....

Date: (Signature of External Examiner of IGNOU Panel)

Place:

Name of External Examiner :

Address of External Examiner :

E-mail Address of External Examiner :

Phone/Mobile No. of External Examiner :

**Certificate of Completion of Supervised Practicum
MCFTL-008**

Remember to enclose this Annexure in your Practicum File. Keep a copy with yourself.

(To be certified by the Academic Counsellor/Supervisor and the Programme Incharge of the Programme Study Centre or Study Centre Coordinator)

We certify that the student Mr. / Ms. / Dr.with enrolment number has carried out the stipulated 8 reflections of the course “Reflective Journal” under our guidance and supervision. The Supervised Practicum File submitted herewith is the result of bonafide work done by the student for the supervised practicum course MCFTL-008 from (start date) to (end date).

Date : **(Signature of the Academic Counsellor/Supervisor)**
Place :

Name & Designation of Academic Counsellor/Supervisor:

Address of Academic Counsellor/Supervisor:

E-mail Address of Academic Counsellor/Supervisor :

Phone/Mobile No. of Academic Counsellor/Supervisor:

Date : **(Signature and Stamp of the Programme Incharge of PSC/Coordinator of SC)**
Place :

Name of Programme Incharge of PSC/Coordinator of SC :

Address of Programme Incharge/Coordinator:

E-mail Address of Programme Incharge/Coordinator:

Phone/Mobile No. of Programme Incharge/Coordinator:

Sample of Permission Letter

I,(name of the student)
am pursuing M.Sc. (CFT)/PGDCFT programme from IGNOU. I am attached to
.....Regional Centre at Study Centre/
Programme Study Centre

.....
(Name, Address and PSC/SC No.). I am doing Practicals of the Course “Reflective
Journal” (MCFTL-008) under the guidance of my Academic Counsellor/
Supervisor.....
(name of the Academic Counsellor/Supervisor). For the completion of my
course work, I need you to grant me permission to interview/observe you and/
or your child for 2-2½ hours as per your convenience. Please grant me
permission and oblige.

(Student’s Signature and Name)

ignou
THE PEOPLE’S
UNIVERSITY

(Academic Counsellor’s Signature & Name)

Name & Signature of the Participant /Parent

