

C O N T E N T S

Acknowledgements

<u>S.NO.</u>		<u>PAGE</u>
Chapter : I	<u>EDUCATION, PSYCHOLOGICAL EDUCATION, REALITY THERAPY.</u>	(1)
1.1	Introduction	(1)
1.2	Concept of Education	(1)
1.3	The Goal of Education	(5)
1.4	The Reality Therapy	(7)
1.5	History and Development	(8)
1.6	The Therapeutic process of Reality Therapy	(9)
1.7	Special Procedures in Reality Therapy	(19)
1.8	Reality Therapy Programmes in school	(21)
1.9	Criticism of Reality Therapy	(22)
1.10	Rationale of the study	(24)
1.11	The Present study	(25)
1.12	Limitation of the study	(26)
Ch.II.	<u>RELATED RESEARCH STUDIES</u>	
2.0	Introduction	(27)
2.1	Assertiveness	(27)
2.2	Sense of Responsibility	(35)
2.3	Attitude toward school	(39)
2.4	Educational Aspiration	(47)
2.5	Academic Achievement	(51)
2.6	Self concept	(58)
2.7	Researches on Reality Therapy	(65)

Chapter:		<u>PAGE</u>
III	<u>METHODOLOGY</u>	
3.1	Introduction	(82)
3.2	Objectives.	(82)
3.3	Hypotheses	(82)
3.4	The Design	(83)
3.5	The Sample	(85)
3.6	Instruments for quantitative data	(88)
3.7	Instruments used for collecting qualitative and descriptive information.	(94)
3.8	Intervention	(99)
3.9	Procedural details	(99)
3.10	Data Analysis	(103)
3.11	The Chapters to follow.	(104)
Chapter: IV	<u>MATERIALS DEVELOPED AND USED FOR INTERVENTION :</u>	
4.1	Introduction	(106)
4.2	<u>1st Phase</u> - Involvement with the students by creating a warm and supportive climate in the group.	(106)
4.3	Session.1 - Ice breaking	(111)
4.4	Session.2 - Sharing Experiences	(112)
4.5	Session.3 - Make Telephone calls	(113)
4.6	Session.4 - All about me and my feelings.	(114)
4.7	Session.5 - Describe a friend	(115)
4.8	Session.6 - Role Play	(116)
4.9	Session.7 - Friendship circle	(117)
4.10	Session.8 - A way to live for.	(118)

		<u>PAGE</u>
	<u>IIInd Phase</u>	
4.11	Knowledge about one's unrealistic behavior and gradual avoidance of it.	(120)
4.12	Session.1 - Trait checklist	(120)
4.13	Session.2 - Learning from your projection.	(122)
4.14	Session.3 - What to let go	(124)
4.15	Session.4 - Breaking out of bash trap.	(125)
4.16	Session.5 - Adult ethics	(126)
4.17	Session.6 - Self Revelation	(126)
4.18	Session.7 - Group meetings	(127)
4.19	Diagnostic table of Problems	(129)
4.20	Summary of steps.	(132)
	<u>III Phase</u>	
4.21	Relearning	(133)
4.22	Session.1 - Group cohesion	(133)
4.23	Session.2 - Leisure time and constructive use of it.	(134)
4.24	Session.3 - Self evaluation	(136)
4.25	Session.4 - The educational aspiration boosting Programme.	(137)
4.26	Session.5 - Development of Academic Skill.	(139)
4.27	Session.6 - Stimulus control.	(144)
4.28	Session.7 - Group Systematic Desensitization of Test Anxiety.	(145)
4.29	Session.8 - Training in Muscle Relaxation.	(147)

	<u>PAGE</u>
4.30 Session.9 - Test Anxiety Hierarchy.	(148)
4.31 Session.10- Working through the Hierarchy items.	(151)
4.32 Session.11- Development of Problem solving skill.	(154)
4.33 Session.12- Fostering interest for Achievement Motivation.	(156)
4.34 Session.13-Developing sense of Responsibility among students.	(158)
4.35 Session.14- Assertiveness Training.	(160)
4.36 Session.15- Developing the thought of success among students.	(163)
4.37 Session.16-Life goal	(164)

Chapter:
V

DATA ANALYSES :

5.0	Introduction	(169)
5.1	Assertiveness	(169)
5.2	Responsibility	(174)
5.3	Attitude toward school	(178)
5.4	Educational Aspiration.	(182)
5.5	Academic Achievement	(187)
5.6	Self concept	(191)
5.7	Case study	(195)
5.8	Case study - 1	(195)
5.9	Case study - 2	(198)
5.10	Case study - 3	(201)
5.11	Case study - 4	(203)
5.12	Case study - 5	(205)
5.13	Case study - 6	(206)
5.14	An overview of the case study	(207)
5.15	Discussion	(209)

	<u>PAGE</u>
Chapter: VI	<u>SUMMARY AND CONCLUSION</u>
6.1	Introduction (215)
6.2	Rationale for the present study. (218)
6.3	The statement of the problem. (219)
6.4	The concern of the present study (219)
6.5	Objectives of the study. (220)
6.6	Hypotheses of the study. (220)
6.7	The sample (221)
6.8	The Design. (222)
6.9	Intervention. (222)
6.10	Instruments. (223)
6.11	Data Collection. (224)
6.12	Data Analysis. (226)
6.13	Major findings. (227)
6.14	Implication for further Research. (228)

Bibliography.

Appendices.