

**A Guidance Intervention For Developing Public Speaking  
Skills Among Student With Anxiety Problem**

**INTERNSHIP PROJECT REPORT**

Submitted for the Course

**INTERNATIONAL DIPLOMA IN GUIDANCE &  
COUNSELLING (IDGC), 2011**

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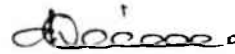
## DECLARATION

I do hereby declare that the present internship report entitled “A Guidance Intervention for Developing Public Speaking Skills Among Student With Anxiety Problem” was carried out by me during the year 2011 as a part of the “International Diploma in Guidance & Counselling (IDGC)” Course offered by the Regional Institute of Education (RIE), Mysore.

I further declare that this work has not been carried out by me any time for any other degree/diploma.

Place: Kadisi

Date: 02/01/2012

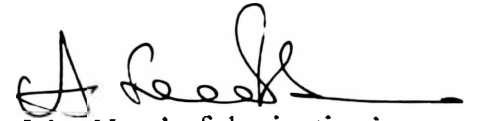
  
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## CERTIFICATE

This is to certify that Mr/Mrs T. OJRA NARASIMHA REDDY has undertaken the internship project entitled "A Guidance Intervention for Developing Public Speaking Skills Among Student With Anxiety Problem" & implemented in our institution during the year 2011 as a part of the "International Diploma in Guidance & Counselling (IDGC)" course offered by the Regional Institute of Education (RIE), Mysore.



Signature of the Head of the institution  
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HEAD MASTER  
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Place: Kadiri

Date:

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## INTRODUCTION

### *SOCIAL PHOBIA IS A LIZARD BIRD*

*Life with social fears is not life, it is pure hell. It was like a lizard inside me, and it was never part of me, although my psychologist and psychiatrist said so. Now I am cured, and my life is perfect. I am still sick but in another way. I can take care of myself, and I am able to seek help when I need it. I am not an invalid any more, and I don't have to be afraid every minute. A lizard bird - a sort of beast with long nails - that's what the social phobia was like. And now it is gone.*

*Translated from an autobiographical essay by P, a 24-year-old female.*

**Stage fright or performance anxiety** is the anxiety, fear or persistent phobia which may be aroused in an individual by the requirement to perform in front of an audience, whether actually or potentially. In the context of public speaking, this fear is termed “glossophobia”, one of the most common of phobias. Such anxiety may precede or accompany participation in any activity involving public self-presentation. In some cases stage fright may be a part of a larger pattern of social phobia or social anxiety disorder, but many people experience stage fright without any wider problems.

Fear of public speaking statistics and facts on speech anxiety or so-called glossophobia in the Speech Topics Help Cure Fear of Public Speaking Section. Public speaking fear is called by many

terms, like speech anxiety, stage fright, fear of speaking, speech phobia or performance anxiety.

It's a social phobia that is related to self-presentation in front of an audience. Scientists call it sometimes social anxiety disorder.

Their medic term is glossophobia; from the Greek words “glossa” and “phobos”. Glossa means tongue and phobos stands for fear or dread. Here is the most important educational fear of public speaking statistics, seven bare facts. These statistics are hard to find, so I've compiled one fact sheet, based on studies of national and international mental health institutes and governing bodies.

*DSM IV criteria for social phobia.*

A. A marked and persistent fear of one or more social or performance situations in which the person is exposed to unfamiliar people or to possible scrutiny by others.

B. Exposure to the feared social situation almost invariably provokes anxiety, which may take the form of a situationally bound or situationally predisposed panic attack.

C. The person recognizes that this fear is excessive or unreasonable.

D. The feared social or performance situations are avoided or else endured with intense anxiety or distress.

*E.* The avoidance, anxious anticipation or distress in the feared social or performance situation interferes significantly with the person's normal routine, occupational functioning or social activities or relationships with others, or there is marked distress about having the phobia.

*F.* In individuals under age 18 years, the duration is at least 6 months

*G.* The fear or avoidance is not due to the direct physiological effects of a substance (e.g. drug abuse, medication) or a general medical condition, and it is not better accounted for by another mental disorder (e.g., panic disorder, separation anxiety disorder, body dysmorphic disorder, pervasive developmental disorder or schizoid personality disorder).

*H.* If a general medical condition or other mental disorder is present, the fear referred to in item A is unrelated, e.g., the fear is not of stuttering, trembling in Parkinson's disease or exhibiting abnormal eating behaviour, as in anorexia nervosa or bulimia nervosa. Specify if generalized: if the fears include most social situations (also consider the additional diagnosis of avoidant personality disorder).



## IMPORTANCE

### FACT ONE

Some surveys and research results show that most people rather die instead of talking in front of a live audience. This is a global fears top ten:

1. Fear of public speaking (Glossophobia)
2. Fear of death (Necrophobia)
3. Fear of spiders (Arachnophobia)
4. Fear of darkness (Achluophobia, Scotophobia or Myctophobia)
5. Fear of heights (Acrophobia)
6. Fear of people or social situations (Sociophobia)
7. Fear of flying (Aerophobia)
8. Fear of open spaces (Agoraphobia)
9. Fear of thunder and lightning (Brontophobia)
10. Fear of confined spaces (Claustrophobia)

Compare this to other Top Ten on speaking and you'll notice that fear of public speaking is the absolute number one common phobia. It's even beating out the fear of death...

### FACT TWO

Fear of public speaking has negative effects on careers and influences success in life negatively when you do nothing about it

### FACT THREE.

Three out of every four individuals suffer from speech anxiety: that's 75 percent. Do the test.

### FACT FOUR

Up to 5 percent of the world population, yes, hundreds of millions aged between 18 and 54, experience this kind of social phobia in any given year.

### FACT FIVE

Women and men are equally affected. Although there are fear of public speaking statistics that present figures in which more women suffer from speech anxiety related problems.

### FACT SIX

More men than women seek treatment to cure fear of public speaking. Some public speakers have turned to beta-blockers or hypnosis therapy to find relief. But I prefer self-help materials, like Purpose Driven Public Speaking, Instant Speaking Success, the best selling self-growth books.

## FACT SEVEN

Social phobias often start with shyness in childhood or early adolescence, and progresses during adolescence, according to scientific studies of fear of public speaking statistics.

### OBJECTIVES

- To find out people, faced with social anxiety
- To find out causes of social anxiety
- To develop techniques overcome social anxiety
- To find effectiveness of the techniques

### DESCRIPTION OF THE TARGET GROUP

The target are studying 9<sup>th</sup> grade A/S, at municipal high school Kadiri, Anantapur dist. Total no. of children are 45. These people came from different socio-economical back grounds. Most of them are first generation learners. People are live in urban slum areas semi-urban and rural areas people. Every student came from BPL (below poverty line). They have no exposure to proper education, sanitation, and other good facilities. Many of them are ST, SC and OBE groups.

## DESCRIPTION OF THE SCHOOL

Kadiri is a small town population around 1 lakh. It is one of the municipality in Anantapur dist. The literacy rate below 60%. In this town 4 govt high schools and 7 private schools are located. For the internship project I selected a school that is municipal high school. This school established since 1982. It is a one of the biggest school in this town.

Recently this school was changed from middle town to outskirts. Now it located to weavers colony. Under SSA programme 9 rooms were established. The school strength nearly 400 puple, 17 teaching faculty and 4 non-teaching faculty. Under the teaching faculty one head teacher, five language teachers (including Telugu, Hindi, English) one PET, maths-3, physical science-1, biology-3, social-4.

The school students came from various socio-cultural back grounds. Now in this school puple studying only for boys. The school next academic year onwards will modify as co-education school. School has contained both Telugu and English medium sections. Classes run from 6<sup>th</sup> class to 10<sup>th</sup> class. Strength particulars of classes are below:

VI class-60

VII class-75

VIII class-65

IX class-103

X class-89

This school purely depending upon govt for funding. The school teachers so dedicated to their work. The school will be blossom coming years.

## CHAPTER-II

### Group Guidance Interventions

#### ACTION PLAN

Sl. NO	Month	Weeks	Activities.
1.	October	2 <sup>nd</sup>	Meeting with the Head Master
		2 <sup>nd</sup>	Meeting with the school committee discussion on the proposal
		2 <sup>nd</sup>	Orientation to the parents
		3 <sup>rd</sup>	Class talks on Study habits and counseling
		4 <sup>th</sup>	Time management
		4 <sup>th</sup>	Career talk on "modeling"
2	November	1 <sup>st</sup>	Class talk on "preparation for exams" Career talks on "public relation".
		2 <sup>nd</sup>	Group discussion on "peer pressure". Career talks on "Fashion designing"
		3 <sup>rd</sup>	Career talks on "Radio Jacky"
		4 <sup>th</sup>	Counseling

3	December	1 <sup>st</sup>  2 <sup>nd</sup>  3 <sup>rd</sup>  4 <sup>th</sup>	<p>Work shop “impact of advertisement”</p> <p>Counseling and career talks on “political science”</p> <p>Work shop on “alcohol and drug use”</p> <p>Report writing</p>
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## 2.0 INTRODUCTION

Glossophobia, or the fear of public speaking, is remarkably common. In fact, some experts estimate that as much as 75% of the population has some level of anxiety regarding public speaking. Of course, many people are able to manage and control the fear. If fear is significant enough to cause problems in work, school or social settings, then it is possible that you suffer from a full blown phobia

The vast majority of careers involve some level of public speaking, from participating in meetings to giving presentations to student. If your phobia is severe, you may find yourself unable to perform these necessary tasks. This can lead to consequences up to and including losing your job.

Students who suffer from social phobias also have a higher than normal risk of developing conditions such as depression or other anxiety disorders. This is likely due to the feelings of isolation that can develop over time. Another possible reason is that some people seem to be hardwired for anxiety, which can manifest in a wide range of ways.



## Pre-test

1. How anxious do you feel when you think about public appearance?

- A. Extremely anxious
- B. Very anxious
- C. Somewhat anxious
- D. A little
- E. Not at All

2. Here, give your first, instinctive answer to the question:

Out of 10 how serious is your fear of public speaking?

- A. 9 or 10
- B. 7 or 8
- C. 5 or 6
- D. 3 or 4
- E. 1 or 2

3. How bad are your symptoms of fear of public speaking?

- A. The symptoms are really bad and I have used drugs
- B. The symptoms are really bad but I've avoided using meds
- C. The symptoms are uncomfortable and I've used drugs
- D. The symptoms are uncomfortable but I've not used meds

E. I don't really experience significant symptoms

4. Do you dramatize situations involving public appearance in your mind... Do you see pictures or movies, or hear self-talk or other dialog in your mind?

A. Yes, all the time and the feelings are powerful

B. Sometimes and the feelings are bad when I do

C. Sometimes, but the feelings aren't *that* bad

D. A little

E. Never

5. To what degree has this issue impacted your relationship with your family, friends & co-workers. Do you find it difficult to explain what you are going through, or even keep it a secret?

A. Extreme impact on relationships

B. Significant impact

C. It has made things difficult at times

D. A little, not too bad

E. None

6. Overall, when you think about the impact this is having in your life how bad is the problem?

- A. It's ruining my life
- B. It has considerable impact and has to be dealt with
- C. Life would be alot better without fear of public speaking
- D. Its not great but I'm OK
- E. No impact really

7. In our experience, clients who overcome this experience benefits in many areas of their lives, not just in situations that used to make them glossophobic. Even if you were *only* to get rid of fear of public speaking, how much better would things be?

- A. Dramatically better. This will be a huge change for me
- B. A very big improvement
- C. A significant relief. Glossophobic situations are very uncomfortable for me
- D. Better
- E. It wouldn't really make much difference

8. Overall, when you thing about the impact this is having in your life how bad is the problem?

- A. It's ruining my life
- B. It has considerable impact and has to be dealt with
- C. Life would be alot better without fear of public speaking

D. Its not great but I'm OK

E. No impact really

9. In our experience, clients who overcome this experience benefits in many areas of their lives, not just in situations that used to make them glossophobic. Even if you were *only* to get rid of fear of public speaking, how much better would things be?

A. Dramatically better. This will be a huge change for me

B. A very big improvement

C. A significant relief. Glossophobic situations are very uncomfortable for me

D. Better

E. It wouldn't really make much difference

*Signs of stage fear:*

- Intense anxiety prior to verbal communication with group.
- Nausea.
- Feelings of panic in public speaking circumstances.
- Sensitivity to criticism.
- Negative self image.
- Fear of rejection.
- Lack of confidence.
- Difficulty in being assertive.
- Blushing.
- Stuttering.

- Embarrassed in public.
- Stress effects.

## INTRRVENTIONS

Glossophobia can be successfully treated in a variety of ways. One of the most common is cognitive-behavioral therapy. You will learn to replace your messages of fear with more positive self-talk. You will learn relaxation techniques and what to do when you experience a panic attack. You will gradually confront your fear in a safe and controlled environment.

Classroom environment

Seating within classroom

Class participation

Following directions

Answering questions at the board

Testing conditions

Unstructured activities

Safe person

Cool down pass

Assemblies/large group activities

Return after illness

Field trips

Safety drills

Change in routine/substitute teachers

Homework expectations

### **Accommodations for Anxious Kids**

While each child is different, the following compilation includes commonly implemented interventions for anxious children.

#### ***Classroom environment***

Anxious children perform best in a calm, supportive, but organized classroom. Because change and uncertainty can be unsettling, a structured classroom, calmly disciplined will let children feel safe and know what to expect. An ideal situation is a teacher who maintains authority positively, using reason and respect rather than fear for punishment.

#### ***Seating within classroom***

Anxious children often struggle with the unlikely fear that they will get in trouble, seating away from more rambunctious classmates will be less distracting, and may help them focus on their work rather than feeling responsible for the class.

#### ***Following directions***

Concerns about getting the directions wrong either because of distraction or misunderstanding are common. Signaling the class first when giving directions (clapping hands) and when possible having directions written on the board or elsewhere may assure anxious children that they have understood the directions.

### ***Class participation***

Fears of getting the answer wrong, saying something embarrassing, or simply having other kids look at them may be concerns for an anxious child. Determine the child's comfort with either closed ended questions (requiring a yes or no) or with opinion questions, start with whichever is easiest. Use a signal to let the child know that his turn is coming. Provide opportunities for the child to share knowledge on topics in which he or she is most confident.

### ***Class presentations***

Children with extreme social anxiety may have difficulty with oral reports. Consider having the child present to the teacher alone, or have the child audiotape or videotape the presentation at home.

### ***Answering questions at the board***

For children with social anxiety, the combination of getting the answer wrong, and being visible to the whole class may be so overwhelming

that they may opt to avoid school altogether. Consider having the child exempt from going up to the board until they are ready to handle that challenge, or, begin to approach that situation by eliminating the risk of being wrong, by simply asking the child to write the date on the board.

### *Testing conditions*

Extended time on tests will ease the pressure on anxious children, and just knowing that the time is available may obviate the need to use it. Sometimes anxious children become distracted when they see other children working on their tests or turning them in, they may inaccurately assume that they don't know the material as well. Testing in an alternate, quiet location may be preferable for some children. Consider the use of word banks, equation sheets, to cue children whose anxiety may make them "blank out" on rote material.

### *Unstructured activities*

Free choice times can be a welcomed and necessary break from the pressures of school, but fears of rejection in the on the playground can take the fun out of free time. Bridge the gap socially by creating ties between small groups of children. A lunch bunch with two or three children can create a shared experience which kids can then draw on later. When working in pairs or small groups, don't always have children



choose the groupings themselves, alternate this with a "counting off" technique or drawing straws to allow variability in the groupings.

### ***Safe person***

Having one person at school who understands the child's worries and anxieties can make the difference between a child attending school and staying home. A guidance counselor, head master or teacher can be identified as a point person for the child to check in with briefly (5-10 minutes) to help dispel worry thoughts, take deep breaths and return to class.

### ***Cool down pass***

Pressures build for anxious children, being able to leave the situation briefly to get a drink of water or wash their face can allow them to clear their heads and return to class on a less anxious track. Since anxious children may be hesitant to ask for this and risk being the center of attention, use an orange card which the child simply places on his desk, or the teachers desk, which signals they are out on break. In general anxious children are exceedingly honest and responsible and will not take misuse this privilege.

### ***Assemblies/large group activities***

Some children become anxious in crowds, until a child has mastered the auditorium, allow them to sit where they feel most comfortable (e.g., at the end of the row in the back of the auditorium), see if they can gradually rejoin their class.

### ***Return after illness***

Ever responsible, anxious kids may be very distressed about work they have missed while they were out. Assign a responsible child to copy notes and share handouts. If tests are given the day of the child's return, give them the option to take the test at another time and use the test-time to make up any other missing work.

### ***Field trips***

Compounding the daily stress of the anxious child, field trips include the factors of being away from home and parents, and a change in routine. Accommodate the child's level of readiness so that he or she can participate as fully as possible. Consider having the child in the "teachers's group," or having parents accompany the group until the child is ready to handle an excursion without these supports in place.

### ***Change in routine/substitute teachers***

Because anxious children try very hard to please and predict what is

required in a situation, changes of any sort may be experienced as very stressful. When possible, send a note home the day before to alert the child/family to a change in routine, this will allow the child to process the change in his or her comfort zone and will make the transitions go more smoothly the next day.

### ***Safety drills***

While these drills are for a child's safety, anxious children may be very distressed by imagining that these events were actually happening. If there is an opportunity to signal the child in person just before the alarm sounds, this may buffer the surprise of the drill and allow children to mobilize with less distress.

### ***Homework expectations***

If children are spending inordinate amounts of time on homework because of OCD redoing, rechecking, rereading, or simply worrying that the assignment wasn't done thoroughly enough, the teacher can set a reasonable amount of time for homework and then reduce the homework load to fit into that time frame. Teachers can also provide time estimates for each assignment (this could be helpful to the entire class), so that the anxious child can attempt to stay within 10% of the estimated time. Eliminate repetition by having the child do every other math question, reduce reading and writing assignments, consider books on tape if a

child is unable to read without repetition, for a child with writing difficulties, consider having a parent, teacher, or another student "scribe" for the child while he or she dictates the answers.

### OTHER INTERVENTIONS

#### **Challenge negative thoughts**

Social anxiety sufferers have negative thoughts and beliefs that contribute to their anxiety. If students have social anxiety disorder, or social phobia, they may find their self overwhelmed by thoughts like:

- "I know I'll end up looking like a fool."
- "My voice will start shaking and I'll humiliate myself."
- "I won't have anything to say. I'll seem boring."
- "People will think I'm stupid."

Challenging these negative thoughts, either through therapy or on their own, is one effective way to reduce the symptoms of social anxiety disorder.

The first step is to identify the automatic negative thoughts that underlie their fear of social situations. For example, if they're worried about an upcoming work presentation, the underlying negative thought might be: "I'm going to blow it. Everyone will think I'm completely incompetent."

The next step is to analyze and challenge them. It helps to ask their self questions about the negative thoughts: “Do I know for sure that I’m going to blow the presentation?” or “Even if I’m nervous, will people necessarily think I’m incompetent?” Through this logical evaluation of their negative thoughts, they can gradually replace them with more realistic and positive ways of looking at social situations that trigger your anxiety.

### **How can I stop thinking that everyone is looking at me?**

In order to reduce self-focus, pay attention to what is happening around you, rather than monitoring yourself or focusing on symptoms of anxiety in your body:

- Look at other people and the surroundings.
- Really listen to what is being said (not to your own negative thoughts).
- Don't take all the responsibility for keeping conversations going—silence is okay, other people will contribute.

### **Learn to control your breath**

Many changes happen in your body when you become anxious. One of the first changes is that you begin to breathe quickly. Over breathing throws off the balance of oxygen and carbon dioxide in your body—

leading to more physical symptoms of anxiety, such as dizziness, a feeling of suffocation, increased heart rate, and muscle tension.

Learning to slow your breathing down can help you bring your physical symptoms of anxiety back under control. Practicing the following breathing exercise will help you stay calm when you're the center of attention.

### **A breathing exercise to help you keep your calm in social situations**

- Sit comfortably with your back straight and your shoulders relaxed. Put one hand on your chest and the other on your stomach.
- Inhale slowly and deeply through your nose for 4 seconds. The hand on your stomach should rise, while the hand on your chest should move very little.
- Hold the breath for 2 seconds.
- Exhale slowly through your mouth for 6 seconds, pushing out as much air as you can. The hand on your stomach should move in as you exhale, but your other hand should move very little.
- Continue to breathe in through your nose and out through your mouth. Focus on keeping a slow and steady breathing pattern of 4-in, 2-hold, and 6-out.

### **Relaxation techniques for anxiety relief**

In addition to deep breathing exercises, regular practice of relaxation techniques such as meditation, yoga, and progressive muscle relaxation will also help you get control over the physical symptoms of anxiety.

For step-by-step advice on getting started, see *Stress Relief: Yoga, Meditation, and other Relaxation Techniques*.

### **Face your fears**

One of the most helpful things you can do to overcome social anxiety disorder, or social phobia, is to face the social situations you fear rather than avoid them. Avoidance keeps social anxiety disorder going.

### **Avoidance leads to more problems**

While avoiding nerve-wracking situations may help you feel better in the short term, it prevents you from becoming more comfortable in social situations and learning how to cope. In fact, the more you avoid a feared social situation, the more frightening it becomes.

Avoidance may also prevent you from doing things you'd like to do or reaching certain goals. For example, a fear of speaking up may prevent you from sharing your ideas at work, standing out in the classroom, or making new friends.

### **Challenging social anxiety one step at a time**

While it may seem impossible to overcome a feared social situation, you can do it by taking it one small step at a time. The key is to start with a situation that you can handle and gradually work your way up to more challenging situations, building your confidence and coping skills as you move up the “anxiety ladder.”

For example, if socializing with strangers makes you anxious, you might start by accompanying an outgoing friend to a party. Once you’re comfortable with that step, you might try introducing yourself to one new person, and so on.

### **Working your way up the social phobia “anxiety ladder”**

- **Don’t try to face your biggest fear right away.** It’s never a good idea to move too fast, take on too much, or force things. This will backfire and reinforce your anxiety.
- **Be patient.** Overcoming social anxiety takes time and practice. It’s a gradual step-by-step progress.
- **Use the skills you’ve learned to stay calm,** such as focusing on your breathing and challenging negative assumptions.

### **Build better relationships**

Actively seeking out and joining supportive social environments is another effective way of tackling and overcoming social anxiety disorder



or social phobia. The following suggestions are good ways to start interacting with others in positive ways:

- **Take a social skills class or an assertiveness training class.** These classes are often offered at local adult education centers or community colleges.
- **Volunteer doing something you enjoy,** such as walking dogs in a shelter, or stuffing envelopes for a campaign — anything that will give you an activity to focus on while you are also engaging with a small number of like-minded people.
- **Work on your communication skills.** Good relationships depend on clear, emotionally-intelligent communication. If you find that you have trouble connecting to others, learning the basic skills of emotional intelligence can help.

For more on how to build these skills, see [Relationship Help: Building Great Relationships with Emotional Intelligence Tools](#).

### **Change your lifestyle**

While lifestyle changes alone aren't enough to overcome social phobia or social anxiety disorder, they can support your overall treatment progress. The following lifestyle tips will help you reduce your overall anxiety levels and set the stage for successful treatment:

- **Avoid or limit caffeine.** Coffee, tea, caffeinated soda, energy drinks, and chocolate act as stimulants that increase anxiety symptoms.
- **Drink only in moderation.** You may be tempted to drink before a party or other social situation in order to calm your nerves, but alcohol increases your risk of having an anxiety attack.
- **Quit smoking.** Nicotine is a powerful stimulant. Smoking leads to higher, not lower, levels of anxiety.
- **Get adequate sleep.** When you're sleep deprived, you're more vulnerable to anxiety. Being well rested will help you stay calm in social situations.

### **When self-help for social anxiety / social phobia isn't enough**

The best treatment approach for social anxiety disorder varies from person to person. You may find that self-help strategies are enough to ease your social anxiety symptoms. But if you've tried the techniques above and you're still struggling with disabling anxiety, you may need professional help as well.

### **Therapy for social anxiety disorder / social phobia**

Of all the professional treatments available, cognitive-behavioral therapy (CBT) has been shown to work the best for treating social anxiety disorder, or social phobia. Cognitive-behavioral therapy is based on the

premise that what you think affects how you feel, and your feelings affect your behavior. So if you change the way you think about social situations that give you anxiety, you'll feel and function better.

Cognitive-behavioral therapy for social phobia typically involves:

- Learning how to control the physical symptoms of anxiety through relaxation techniques and breathing exercises.
- Challenging negative, unhelpful thoughts that trigger and fuel social anxiety, replacing them with more balanced views.
- Facing the social situations you fear in a gradual, systematic way, rather than avoiding them.

While you can learn and practice these exercises on your own, if you've had trouble with self-help, you may benefit from the extra support and guidance a therapist brings.

### **Group therapy for social anxiety disorder / social phobia**

Other cognitive-behavioral techniques for social anxiety disorder include role-playing and social skills training, often as part of a therapy group.

Group therapy for social anxiety disorder uses acting, videotaping and observing, mock interviews, and other exercises to work on situations that make you anxious in the real world. As you practice and prepare for

situations you're afraid of, you will become more and more comfortable and confident in your social abilities, and your anxiety will lessen.

Cognitive-behavioral group therapy (CBGT) works to break the vicious cycle of social anxiety through the integration of cognitive restructuring and exposure techniques, both in the therapy office and in the student's world beyond it. CBGT has three primary components: in-session exposure to feared social situations,

1. cognitive restructuring,
2. homework assignments for *in vivo* exposure and
3. self-administered cognitive restructuring.

In-session exposures form the hub of the protocol, with the cognitive interventions occurring before, during, and after each exposure. After the first few sessions, homework typically follows from the situation targeted during the in-session exposure. As in the session, clients are asked to engage in cognitive restructuring activities before, during, and after each assigned *in vivo* exposure. Exposure to feared situations serves to disrupt the cycle of social anxiety in several ways. First, it short-circuits avoidance of anxiety provoking social situations and allows the student's to experience the natural reduction in anxiety that comes with staying in the situation long enough on repeated occasions (i.e., habituation). Second, exposure allows the student to practice behavioral skills in situations that may have been long avoided

(e.g., asking someone for a date, being assertive). Third, exposure gives the student the opportunity to test the reality of his or her dysfunctional beliefs (e.g., “I won’t be able to think of anything to say if I join my coworkers for lunch”). In-session exposures allow this process to begin in a protected environment, under the observation and control of the counsellor. In this less threatening setting, clients can approach feared situations that are provided at the proper intensity.

In-session exposures also provide clients an opportunity to practice their cognitive restructuring skills and experience success in an approximation of the real situation before they tackle it as part of a homework assignment. Of course, exposure to the feared situation in homework assignments facilitates the transfer of learning to where it matters most, the client’s life outside the therapy session. The ultimate goal of homework assignments, and of CBGT as a total package, is for the client to become his or her own cognitive-behavioral therapist, equipped to adaptively confront anxiety-provoking situations in the present and into the future.

Cognitive restructuring also plays an important role in breaking the cycle of social anxiety. Cognitive restructuring provides a direct challenge to clients’ beliefs, assumptions, and expectations. Clients are asked to evaluate whether these cognitions really make sense or are helpful and to entertain more realistic and adaptive ways of viewing feared situations. These techniques should

supplement and support changes in cognition that follow from exposure to feared situations and increase the probability that clients' negative thinking will not override a successful exposure experience. As the client's assessment of the danger inherent in social situations becomes more realistic, physiological symptoms of anxiety often diminish as well. Furthermore, addressing the client's cognitions often frees up additional attentional resources and allows the client to increase focus on the social task and potentially improve performance. Changing dysfunctional beliefs also helps decrease anticipatory anxiety and avoidance and increase the client's ability to take credit for successes, which, in turn, gives the client the opportunity to experience the naturally occurring positive reinforcement available from other people.

Lastly, cognitive restructuring teaches clients to think adaptively about their experiences after they have transpired rather than to enter into a cycle of rumination that might otherwise turn victory into defeat. Thus CBGT combines in-session exposure, cognitive restructuring, and homework assignments to help clients overcome their anxiety and get more satisfaction in their transactions with themselves and others. In this section, we provide an overview of CBGT procedure. CBGT can be loosely divided into four parts: (1) an initial treatment orientation interview, (2) Sessions 1 and 2, (3) Sessions 3 through 11, and (4) the final (12th) session.

This interview has several specific goals. Importantly, it allows the client to become acquainted with one of the therapists, thereby serving to provide a familiar face at the first meeting of the group. The client is introduced to the Subjective Units of Discomfort Scale (SUDS), which will be used throughout the treatment to quantify the client's anxiety experience. The therapist helps the client to develop explicit treatment goals and a Fear and Avoidance Hierarchy that represents situations to be targeted in therapy. The techniques of CBGT are described to the client, his or her questions are answered, and reading materials are assigned in advance of the first treatment session.

The first two sessions set the stage for the remaining sessions and provide basic training in cognitive restructuring. Among the several tasks of the first session are:

- (1) presentation and discussion of the cognitive-behavioral model of social phobia and the rationale for cognitive-behavioral treatment,
- (2) initial training in cognitive restructuring, focusing on the identification of automatic thoughts, and
- (3) assigning homework to keep a diary of automatic thoughts during the following week.

The second session further emphasizes the development of basic cognitive restructuring skills. Therapists use the

automatic thoughts recorded for homework to introduce the concept of thinking errors and to highlight thinking errors common in the thoughts of persons with social phobia. Therapists also introduce clients to the process of disputing automatic thoughts and developing rational responses. The second session ends with the assignment of homework to label and dispute thinking errors in identified automatic thoughts.

Sessions 3 through 11 are the heart of CBGT. Armed with cognitive restructuring skills learned in the initial sessions, clients confront personally relevant feared situations in in-session exposures. In a sense, the group becomes a theater in which feared situations are dramatically enacted, starting with situations of moderate difficulty and working toward more difficult situations as treatment progresses. An important aspect of CBGT is the integration of in-session exposures and cognitive restructuring. Once a client is chosen to participate in an exposure, automatic thoughts regarding the situation are elicited, thinking errors are labeled and disputed, and an alternative rational response is developed. The client is helped to evaluate his or her goals for the exposure and to make sure that these goals are observable, behavioral, and achievable. Throughout the exposure, therapists prompt the client each minute for his or her SUDS ratings, which play an important part in later cognitive restructuring activities.

Repetition of rational responses at these times helps the client to focus his or her attention and apply cognitive coping skills during in-session



exposures. Each exposure continues until the client's anxiety begins to decrease or level off and behavioral goals are met (typically about 10 minutes). Cognitive debriefing following the exposure may include review of goal attainment and effective use of rational response(s) and other cognitive coping skills, analysis of the evidence provided by the experience that may undermine the client's belief in his or her automatic thoughts and bolster belief in the rational response, and examination of the pattern of SUDS ratings (i.e., how variations in experienced anxiety relates to events and/or thoughts during the exposure). Personalized homework

assignments are developed for each client. The therapists and clients work together to develop assignments that will allow the client to confront situations similar to those practiced in the group. Clients are strongly encouraged to utilize cognitive restructuring skills before, during, and after their homework exposures.

The first half of the final session allows time for additional exposures and associated cognitive restructuring activities. The second half is devoted to reviewing each client's progress over the course of treatment. Therapists also work with clients in identifying situations that may still be problematic and rational responses that may be useful in these situations and in setting goals for continued work after the termination of formal treatment.

## GUIDANCE COMMITTEE FORMED

For internship project “A Guidance Intervention For Developing Public Speaking Skills Among Student With Anxiety Problem” guidance committee were formed. In this guidance committee Mr. Sreeramulu select as a chairman. Mr. VVVS Raju, senior teacher act as coordinator. And four other teachers do as a member.

## TEACHERS ORIENTATION

Based on the discussion with the Head Master I prepared for the orientation class for the teachers especially giving an overview about the concept of guidance and counseling and the activities that can be conducted in a school setting. The important stress was on the role of teachers in making the guidance activities effective in the school setting.

As in the discussion with the H.M. the date of orientation was on 1<sup>th</sup> October 2011. As an introduction I gave them an outline about the IDGC course and being one among the ambassadors of it I tried to motivate the teaching faculty to be the participants of IDGC for the betterment of entire teaching learning process. After this brief introduction the orientation on various topics.

Concept of guidance and counseling.

Formal and informal guidance

Guidance goal

Goal of teachers

*Major guidance functions and teachers role.*

Along with the reflections I also gave the outline of the internship activities which are planned to conduct in the school.

### **ORIENTATION TO THE PARENTS**

There were different orientation programmes already planned as per the regular activities of the school. Immediately after the exam there were separate meetings for parents of each section of students. In all these meetings some times specially spent for creating awareness about the present problems of children and the expected guidance from parents.

A part from these activities the guidance cell has plan to conduct a mass awareness programme for all parents and teachers during the intervention. This programme is to give awareness regarding the overcome stage fright, life skills, suicide attempts, drug addiction and other socially accept and unaccepted behaviour among children at Kadiri.

## CLASS TALKS

### 1. STUDY HABITS

**Time:** 60 Minutes

**Objectives:**

To help students to recognize that reading and remembering, which are parts of studying/learning, have many steps to be successful even if one is intelligent.

**Expected Outcome:**

Students understand that studying needs discipline and certain method to be effective. Students plan their study - habits based on what is learnt in the Life Skills Class.

Many students complain of poor memory, forgetfulness and inability to remember whatever they have read the previous day. One important reason for this is .Faulty Reading Habits..Studying is a mental activity and therefore requires focused attention. Learning can be improved by making changes in study habits. Reading regularly is the first step in this direction. People brush their teeth every day because it is essential for maintaining oral hygiene; therefore brushing becomes part of their daily lives. Even if one is sick and tired due to illness he/she does not fail to brush the teeth.

Similarly, students have to read on a daily basis. Reading does not mean only lessons; it can be anything; for e.g., magazines, novels, short stories etc. By inculcating reading as a habit a student tunes his/her brain

to concentrate and grasp whatever is read. When one totally understands and remembers what is read, he/she enjoys it and this further reinforces reading.

Faulty study habits can result in poor performance in exams, scoring low marks, failing in exams. All of these decrease students. Self-esteem and confidence, which affects motivation.

*Desirable Study Habits are as follows:*

- Having a regular and specific study time every day.
- Having a timetable of study which includes all subjects in rotation.
- Studying in a place that has no distractions (T.V., music, phone) and minimal noise.
- Sitting in a comfortable posture (in front of a desk or table) and under good light.
- Planning the study - time-table every day before starting to study - e.g., to finish theorem two in Maths, finish Sepoy Mutiny in History etc.
- Using a dictionary when the meaning of a word is not clear.
- Reading loudly or in one's own mind depending upon what is effective. Spending at least 30 minutes on any subject chapter - to read, recall, review and make notes (larger chapters would definitely need more time).

- Reading and reviewing in mind after each chapter - the concept and the contents of the chapter. Jotting down points and summarizing what has been read in one's own words.
- Taking breaks if one's concentration is very low or feeling bored. Doing some different activity, this will increase the concentration - playing a game with friends, talking with parents, doing some housework or listening to music.
- Reading aloud if the concentration becomes less or if there is distraction around. Reading subjects which one enjoys in between those subjects which one does not like much, to maintain concentration.
- Discussing what has been read with friends; or teaching the portions to a friend who has not read it to improve learning.
- Clarifying doubts with friends, teachers or parents if they are educated or capable of helping you.
- Periodic revision of what has been read over the week.
- Not studying under pressure - just before the exams. Concentration appears better but recalls is poor if read just before the exams.
- Lastly, remember studying is for a student's own understanding, knowledge and wisdom. That is a decision the student has to take and prioritize time for good results.

***Conclusion:***

Studying is a focused mental activity, there are certain study habits that should be followed to be effective.

Healthy reading habits are a key to learn, remember and gain knowledge.

Brain needs to be trained to concentrate.

Distraction due to music/movie/media is a common cause of memory problems in young people.

A student needs to review his/her study habits; if not adequate, make decisions to follow certain new methods to make learning effective.

Following a time management schedule for various activities in our lives is very useful.

***STUDY HABITS QUESTIONNAIRE:***

Read the following statements and mark at the end of each statement whether it is True (T) or False (F).

*Part - A*

I finish my work before I go to play.

I spend a definite time every week in revising each subject.

I recall the important points after I read a lesson.

I spend most of my time on difficult subjects and less time on the easy ones.

I take class notes.

I am careful to learn the important words used in each subject.

I have a regular time and place for studying.

I know how to underline and take notes when I study.

I relate material learnt in one subject with those learnt in others.

I use free time in the school for studying.

My spelling ability is good.

I feel satisfied if I read my lessons.

I look for main ideas while reading a lesson and associate the details with them.

I pronounce the words as I read.

I study with others rather than by myself.

I make use of computer, Internet etc for enriching my understanding about a subject.

I regularly solve old examination papers.

I take mock examinations periodically.

My health is good. I need not worry about it while studying.

I plan out the answer to a question in my mind before I write it in the examination.

I read up the lesson before I go to the class and review what is done in the classroom soon after I get back home.



*Part - B*

I don't feel like studying at all.

I am a slow reader and therefore, I have difficulty in finishing the assignment in time.

I understand a lesson while reading it but I have trouble remembering what I have read.

I find it hard to concentrate on what I am studying.

If I read faster, I could study more efficiently.

I find it difficult to decide key points that are important in a lesson.

I don't study until evening.

I take longer time to get started with the task of studying.

I daydream instead of studying.

I postpone studying my lessons.

I feel so tired that I cannot study efficiently.

I cannot make out much of what I read.

Many activities like working on a job, household work, play and other such activities interfere with my studying.

I worry a lot about my studies.

I miss important points in the lecture while taking down the notes.

My dislike towards my subject and teachers interferes with my success.

I study the subject that I enjoy regularly and put off studying those which I don't like till the last minute.

I study in the midst of distractions, like radio, TV, people talking, children playing etc.

I become nervous at the time of examination and I cannot answer as well as I should.

I spend too much of my time in reading fiction, going to movies etc which decreases my efficiency in studies.

I have to be in a good mood before starting my studies.

## 2. TIME MANAGEMENT

### ***Objectives of the Activity:***

To help students make a chart and review the time spent by them on various activities over the day.

To help students to use prioritization - allotting time depending on their perception of difficulty in the given subject area - Learn time management.

### ***Expected Outcome:***

Students develop skills to take the responsibility to be engaged according to their plan all through the day.

Overcome boredom and loneliness by structuring and controlling their routine: work towards planned success.

Develop a sense of well being by effectively managing time.

***Time: 75 Minutes.***

### ***Life Skills Promoted:***

Self - Awareness, Critical Thinking, Decision Making, Creative Thinking, Problem Solving and Coping with Stress.

### ***Techniques Used:***

Individual Review, Discussion, Planning and Sharing.

### ***Materials Needed:***

Examination pad to support paper, pencils and eraser, colored felt pens and geometry box.

Time Management PIE - Our Daily Routine chart.

### ***Introduction:***

Time management is a simple and practical technique of planning and structuring a day. This means allocation of time for different subjects, household activities, leisure, play, self-care, entertainment, sleep and other miscellaneous activities over 24 hours. It is important to appreciate that many problems of young people stem from the fact that they feel bored from time to time, feel frustrated that they are unable to do things in their life as expected by others or fulfill their own desires. They find that they have lot of time at some juncture and do not have time at all in other situations.

This makes a student feel controlled by external factors such as school, exams, T.V. and not acting according to his/her choice. Lack of attention, lack of motivation in studies, disinterest in hobbies, under achievement at school can be related to this sense of being controlled and not controlling his/her life.

Planning and structuring a day helps a student to be in control of the situation and make the student feel that he/she has played a meaningful role in life. Boredom, emptiness, uncertainty, frustration, poor achievement in studies, feeling upset about backlog in school, failure in exams can be avoided by this. Effective use of time management strategies have been found very useful both by the young and old.

Most young people are familiar with the concept of time management and structuring of activities in school. Some accept this passively; some are actively involved in planning it but do not follow it. Successful time management involves planning, following the plan, reviewing its effectiveness and making necessary changes every now and then. The plan and structure should be for the day, week and the month - it should have an even mixture of several activities. School related activities are an inseparable part of a student's life, but it is important to recognize that there are other activities, which are important for one's growth and development. Such activities break the monotony of routine like going to school, doing homework, reading, eating, and sleeping. They bring hope and zest in life. So the planning should include many activities like studies, rest, relaxation, play, recreation, household work, social activities, reading, writing, information, assimilation through radio and T.V. and so on. Implementing this strategy creates an opportunity for a structured routine for students; since they develop it on their own; they will be committed to it and will ultimately feel that life is meaningful and enjoyable. Time management does not make the student a machine, but rather equips a student with skills to plan, decide and have personal responsibility.

Lastly, this can be a useful strategy in preventing high-risk behaviors like excessive TV viewing, smoking, drug substance abuse,

pornography and several others - as the student controls his/her time and activities and not the other way around.

***Procedure:***

Step 1:

Introduce the topic of time management.

Divide class into 6 - 8 groups of 10 - 12 students in each group. Allow each group to select a spokesperson (5 minutes). Ask each group to sit in a circle.

Step 2:

Ask each student to take a white full scape paper. Instruct him/her to draw a circle measuring 16 cms. In diameter in the lower half of the page using a geometry box. Ask each student to divide the circle into 24 parts indicating 24 hours with a pencil. Now ask each one of them to write down various activities of their typical day in the upper half of the page. For e.g., sleeping, washing, bathing, eating, and helping in household work, playing, homework, reading, leisure and other miscellaneous activities (15 minutes).

Step 3:

Instruct each student to write how much time he/she spends on each activity in a day. This to be done without discussing or copying from the next student. This will help the student to think about the total time spent so that he/she will perceive the circle as a graph and not as a

24-hour clock where activities appear periodically throughout the day (15 minutes).

Step 4:

Ask them to transfer this information on to the circle (divided into 24 equal parts) blocking out time in sections, e.g., sleep - 8 hours would be blocked out using 8 portions of the circle. Suggest them to use different color for each activity as this makes it easier to see and get a visual feed back later. Teacher should move around the groups to assist those who need help and clarification (10 minutes).

Step 5:

When everyone has finished suggest that they share their information within their group. Encourage group members to discuss the queries raised below (15 minutes).

Step 6:

Ask each group to present their discussions and observations to the class. Write the main points on the black board (10 minutes).

Step 7:

Summarize. (5 minutes).

*Facilitative Questions:*

1. Which are the activities which need more time?
2. Which are the activities which need the least time?
3. Which are the activities about which you and your parents agree on the amount of time you have spent?

4. Which are activities about which you and your parents have a difference of opinion?
5. What are the activities you would like to include but do not have the time to do?
6. Do you feel unsatisfied with the amount of time you spend in any category, whether it is too much or too little?
7. Can you suggest any alternatives so that you can change what you don't like?
8. How many hours should we sleep in a day?
9. Should we allot time for studying every day and include it in our daily planning?
10. Is it good to sleep less and read more?

Group 1:

Our parents do not allow us to play at all. They just want us to read and do nothing else. They do not realize that we need other recreation also. Doing homework assignment daily takes more time. We are not able to do the activities like reading regularly, going for walk, play etc.

Group 2:

Our group felt that our daily activities should have a healthy mix of several activities -reading, recreation, play, meditation, household work, organizing things, diary writing etc. This will help us to develop into complete persons. It is natural that our parents scold us for spending more time on play rather than reading. We need to have a proper daily



routine to overcome all these differences of opinion. Today's activity really helped us to plan our routine, think properly and decide how much time needs to be spent on each activity and prioritizing the specific activity.

#### Group 3:

In our group different members expressed different opinions, I, as their leader have made a summary of their discussions. In our group most of us felt that we need to spend more time on Mathematics and Science because most of us are weak in these subjects and find them difficult. It is not possible to follow the time management schedule very rigidly. Should we read or stick to this plan on a holiday or Sunday?

#### Group 4:

Our group observed that boredom, not knowing what to do, was a major problem. We often got angry with our parents and teachers because they did not give proper guidance. Now we have learnt that each of us can and should take responsibility to plan a routine containing several activities. We felt we are not spending much time on reading difficult subjects. We felt we should read and practice a difficult topic every day. Most of our time goes in completing homework and going to tuitions.

Our group also decided to go to bed early and get up early. Most of us agreed that we get up at different timings every day. Now after this

activity we have decided to sleep at least 8 hours daily - go to bed and get up at a fixed time.

Making the circle and the activity pie has helped each one of us to review one's own time management.

*Summarize.*

Time management schedule is a scientific and realistic plan to make effective use of time available to cover all the activities in a given day/week/month/year.

Often we are not aware how we spend our time and waste time without much thought .We also feels that .time flies. and think that we have no control over it.

Time management strategy is a method by which one can control and use the time in a manner one wishes to spend (one may wish to spend time in hobbies and feel upset that he/she has no time at all).

Periodic review and reorganization of activities according to priority is a must.

Managing time is an individual's responsibility. Each one should try his/her best in that direction - it provides control over time and self, decreases boredom and high risk behaviors.

### 3. PREPARING FOR EXAMINATION

#### *Objectives:*

To go through a mock examination that is not academic.

To understand the appropriate methods of reading, learning, discussing, remembering and answering for any test situation.

To discuss issues pertaining to any examination or evaluation with friends and share thoughts and emotions about it.

#### *Expected Outcome:*

-Evaluating the ambitions of self, family, abilities of self, extent of curriculum and the examination pressure.

-Making decision to start preparations for the examination much ahead of time.

-Developing the self-discipline of drawing a time schedule of study and following it as much as possible. Self-review periodically to understand progress in preparation.

-Recognizing feelings and thoughts pertaining to examination as helpful or not helpful and following certain common and personal methods to decrease the negative thoughts and feelings.

*Time: 60 Minutes*

Life Skills Promoted:

Critical Thinking, Coping with stress, Coping with Emotions, Self-Awareness and Creative Thinking.

*Materials Needed:*

Old newspaper, a sheet with 15 questions prepared by you based on the news of the old newspaper, pen, examination pad and photocopies of how to prepare for examination – guidelines.

*INTRODUCTION:*

Exams are unavoidable for most of the students in the current system of education. One has to face examination at one time or the other. In our modern educational system EXAMINATION is the only way of assessing the academic ability of a student. Hence, examinations have become crucial for students. There are several examinations, which a student has to take to be able to go for higher level of education. However intelligent or well read a student may be, if she/he does not do well in a particular exam the consequences of not being able to continue education are there. Doing well in exams is thus very important.

*Success in the Exams Depends on many Factors like,*

Motivation to study

Commitment to complete education

Time management

Regular study habits

Ability to handle the stress of planning, preparing and facing the examinations

Appropriate preparation for the specific examinations

Following 'Good Examination' skills.

*Failure in an Examination Depends on many Factors likes,*

Lack of motivation to study

Lack of commitment

Lack of regular study habits over the year

Lack of clarity in whatever one has read - due to Poor Reading Habits

Lack of adequate preparation for the examination - Preparing for exams at the last minute

Fear of Failure

Becoming “anxious” and “stressed” during the examination

Following “Poor” examination preparation methods

Not writing legibly/writing full of corrections and overwriting

Not adjusting the size and way of answering depending on the question and the marks allotted

Difficulties in summarizing and writing in exams

Not managing time during the three hours of exam - writing excessively for the first few questions and omitting the last few questions due to lack of time.

*HOW TO PREPARE FOR EXAMINATION: Guidelines*

*Preparation throughout the Year*

Adequate and early preparation is very important to reduce examination tension.

Preparation starts from the day the student enters the class for that year.

Attending classes regularly and listening with interest.

Taking down proper notes in the class.

Reading textbooks and comparing it to the class - notes, to get a clear picture and understanding of the lesson covered by the teacher.

Any reading is to be understood by its concept than just memorizing it.

Writing and summarizing by the student in a way, which is easy for him/her to remember what is read (using mnemonics as an aid to cover all points).

Discussing the lesson with friends out of the class.

Clarifying doubts with teachers or other classmates.

Getting the help of teachers, parents or a tutor if the student has difficulty in understanding certain topics or chapters.

Finding a method to connect it to other known information.

Reviewing notes regularly.

Giving more time and importance to subjects found difficult by the student - e.g. Mathematics, English.

Avoiding choosing portions in each subject and reading only that based on earlier question papers.

### *One Month Before the Exams*

Preparing a study plan.

Combining favorite and not so favorite subjects in the study plan of a day.

Trying and completing two Model Question Exams (each subject) in this time.

Having fixed time of sleep and relaxation (including T.V. time).

Meditating and doing autosuggestion every day - to be calm in the examination situation.

Discussing with one's parent or sibling or friend regarding progress in the exam preparation from time to time.

### *Some DON'Ts Few Days Before the Exams*

Collecting new notes and materials from friends and reading them till the last minute without time for revision.

Trying to learn new things on one's own at the last moment.

Sitting for long hours continuously to read. Not taking breaks for bath, food, relaxation and sleep. It makes one feel more tired, reduces concentration and makes studying boring and anxiety producing.

Keeping awake whole night and reading for few days before the exams.

Excessive use of Coffee or Tea or Cigarettes to keep awake the whole night.

Giving up studying totally as the student feels that his/her mind is 'BLANK' and seems to have forgotten everything that was read; hence giving up.

Spending time to trace the question papers or teachers who are probably involved in paper correction.

Copying large amount of materials on bits of paper thinking that it might help during exams.

### *Some Do's on the Day of the Examination*

Having a good night's sleep the previous night.

Having a light but adequate breakfast.

Leaving for the examination hall well in advance.

Checking whether one has taken all the necessary things - pens, pencils, geometry box, hall-ticket - a checklist of all items is essential.

Going to the toilet before entering the examination hall.

Taking deep breaths, making suggestion or a prayer to do well.

### *Steps to be Followed when the Student Gets the Question Paper in Hand*

Reading the instructions carefully.

If there are any doubts clarify with the instructor, teacher or invigilator.

Budgeting the time and planning the answers.

Allocating time for each question.

Many times students write one answer for too long a time and ends up with too little time for the other questions.

Choosing the best known questions if choices are available.

If not sure of an answer, not spending long time thinking and recalling answers.

Going to the next known question.

Handling the less known questions towards the end.

Writing legibly - if a mistake is made do not overwrite but cross it out.

Highlighting important points - underline, write in capital etc.



Answering to the point and not writing unnecessary information to make the answer appear long.

Giving equal importance to things like formulas (maths, science), drawing figures (science), marking on the map (geography), graphs (maths and physics).

Trying to finish ten minutes earlier. This helps the student to go through the paper and correct mistakes/underline important points etc.

Most of the students have a habit of discussing answers with friends after the examination. This makes the student anxious and worried. The anxiety may interfere with the reading for the next examination. Once an exam is over it is better to concentrate on the next one. Review and discussion could be done after the last examination.

### *Anxiety and Exams*

Most of the students suffer from anxiety about examination and their performance. While anxiety by itself is not bad, not being able to recognize and cope with it can be disastrous. Many students do not know how to handle this stress, which results in poor performance in examination despite good preparation. Sometimes it can lead to extreme actions like suicidal attempts or running away from home. The normal responses to exams stress are not being able to concentrate or remember what was read earlier.

Difficulty in falling sleep or not feeling refreshed even after sleeping for many hours.

Constant irritability, anger, worry or listlessness.

Discomfort in the stomach.

Decreased appetite or increased appetite.

Vomiting sensation.

Stomach pain.

Loose stools.

Frequent urge to urinate.

Mild fever.

*Reasons for Anxiety:*

Inadequate preparation for examination.

High expectations from parents, teachers and oneself.

Unhealthy competition in the class to secure the highest marks. Here the focus is only on securing the highest marks and not on performing well and this affects the performance.

Jealousy.

Bad experience in a previous exam that may increase the anxiety e.g. 'I failed last year. So I will probably fail this time also'.

Distraction during exams - holidays, visitors, festivals, and other events.

Generally anxious person.

*How to Handle the Anxiety: The Guidelines*

Following how to prepare for Exams. Suggestions during preparation before and on the day of exams.

Following some specific relaxation techniques many times a day - meditation, breathing exercises, prayers and autosuggestion. This method must be comfortable and useful to the student. So it is necessary that the student starts using it, months before the exams and see whether it is effective for him/her.

Solving old examination papers within specified time - 3 hours, i.e. doing mock exams on one's own.

Recognizing whether one is mildly anxious or highly anxious that interferes with concentration and learning. If one is highly anxious, sharing it with someone whom the student trusts in and taking help is desirable.

Avoiding negative thoughts, for example 'I have not prepared well', 'I may fail in this exams' or 'I have not covered all the portions'. Practice group relaxation exercises in the school for 10 minutes every day at least 3 months before exams.

*Procedure:*

Step 1:

Divide the class into 5 - 6 groups of 8 - 10 students each according to color of their bag. Ask each group to have a newspaper name for their group (e.g. Times of India, Prajavani, Deccan Herald).

Instruct each group to choose a spokesperson (5 minutes).

Step 2:

Give each group a copy of any newspaper of same edition and date.

Allow the group members to read the newspaper (5 minutes).

Step 3:

Give each group a questions sheet with 15 questions and ask them to recall maximum points and answer the questions (10 minutes).

Step 4:

Once the activity is over assign following questions to the groups; ask them to discuss among the group members and present the summary of their report to the larger group by the spokespersons (5 minutes).

Discuss along these lines.

Step 5:

Summarize.... (5 minutes).

Facilitative Questions:

1. How was it to play the activity?
2. Is this similar to the preparation for an examination? If “yes”, how? If “no”, in what way is it different?
3. Why do we have exams - advantages/disadvantages?
4. What are the advantages and disadvantages of studying just (few days) before exams?
5. What ability does a student like you need to prepare well for an examination?
6. What qualities of a student interfere with preparation for an examination? Can you?

## CAREER TALKS

### MODELLING

#### Introduction:

Modeling today has become one of the most sought after career options for youngsters in India. This is one of the most thrilling as well as lucrative profession, it attracts males and females equally, though there was a time when females dominated the field. With the expansion of consumerism and media there has been a fabulous boost in the ad industry. This along with upsurge in fashion industry has made modeling an attractive career option.

It has generated a large and continuing demand for fresh faces and personalities to launch and promote a variety of branded products or show a garment to its best advantage.

Modeling is undoubtedly a glamorous field which offers tremendous opportunities to travel and meet various classes of people. Moreover once established it is a highly paid job. Even with all these plus points it involves lot of hard work, dedication and perseverance to be successful in this field. It is a highly competitive and short- lived career. Further, stress factor is high and the hours are erratic. The job also requires a lot of stamina and patience. It is a profession where educational qualifications become insignificant and physical attributes and personal qualities assume importance.

Modeling are of various types. The modeling can be broadly classified into ramp modeling, television modelling and print modelling.

### ***Job Prospects & Career Options***

#### **Job prospects**

There is no dearth of jobs in modelling these days. Job prospects are available to models:

- In product advertising
- Featuring in music videos
- Doing live fashion shows
- Showroom displays or garment fairs
- Opening a school for models
- Setting up a model co-ordinating agency
- Acting in television programmes or films

#### **Career options**

Modelling can be mainly classified into Television modelling, Print modelling/Still modelling, Ramp modelling/live modelling, Show room modelling, Advertising modelling etc.

#### **Television modelling:**

This involves modelling before the Movie camera, to be used for Television commercials, cinema, video, internet etc. Modelling for video or films often includes some acting or dance and is mostly conducted on location. To make a successful television model you need a flair for acting.

**Print modelling:**

Models generally pose for still photographs, to be utilized in the press advertisements, brochures, magazines, catalogues, calendars etc. Models for print media have to work along with ad agencies and photographers.

**Show room modelling :**

As per the name it take place in the showrooms. Models work generally for the exporters, garment manufacturers and the big garment retailers to display the latest trends of fashion to the buyers.

**Ramp or catwalk modelling / Live modelling:**

Requires models to display the garments and accessories in front of a live audience. This can be at an exhibition or a fashion show, or at a showroom or point of purchase. Ramp modelling, thus, requires long hours of practice. Performing in a live show before an audience can be very stressful. It requires tremendous confidence and poise. Ramp models should have a good posture, walking style and body language.

**Advertising modelling:**

This is the one where both print & electronic media has equal importance. It is in order to promote or popularize a product. Advertising models appear in press advertisements, on posters, in TV commercials and advertising films. Advertising modelling is open to models of all age groups. Basic acting skills and a photogenic face are must.

### *Remuneration:*

The amount of money paid to models depends upon how prestigious the show is and who the organisers are. Female models typically earn more than male models for similar work. An established model who is consistently on the popularity charts earns anything between Rs 20,000 to Rs 50,000 per fashion Show. Low budget shows pay models somewhere around Rs 5,000 to Rs 10,000. Print ads pay according to the number of photographs used. Magazine spreads and billboard advertisements also pay well - reputed magazines paying around Rs 15,000 to Rs 25,000 per photograph.

### **Modelling Colleges in India**

Following is the list of colleges in India with address, eligibility criteria and course duration which provides Modelling degree. Please note that this list of colleges is created dynamically based on the keyword 'Modelling'.

Degree / Course	College / Institute	State	Eligibility	Course Duration
Modelling	Face 1,797, Jesia Building, Jam-e-Jamshedji Road, Parsi Colony, Dadar, Mumbai- 400 014, Ph:	Maharashtra	There is no specific qualification or age limit to enter into	



	414 9968, 412 6878		this field	
Modelling	Catwalk,K -40, Hauz Khas Enclave,New Delhi	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	Platinum Models,A 276, Shivalik,New Delhi	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	Glitz,F-100 Lajpat Nagar II,New Delhi - 110 024,Ph: 683 0921	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	Oz1 Models Management,Gamdevi Phiroze Shah Road,Santa Cruz (W),Mumbai	Maharashtra	There is no specific qualification or age limit to enter into this field	

Modelling	The Ramp,A 22,Gulmohar Park,New Delhi - 110 049	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	The Tina Factor,C-31 Defence Colony,New Delhi- 110 024	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	YSG Worldwide Model and Promotion Agency Orient House,4th Floor, Adi Marzban Path,Mumbai - 400 038 Ph: 261 6732. 261 5029	Maharashtra	There is no specific qualification or age limit to enter into this field	
Modelling	Aditi Modelling Service,324, Upper Palace Orchard,Bangalore - 560 080,Ph: 334 2518	Karnataka	There is no specific qualification or age limit to enter into this field	

Modelling	Passion EC 191, Sector 1, Salt Lake, Kolkata Ph: 359 3502, 334 6319	West Bengal	There is no specific qualification or age limit to enter into this field	
Modelling	Profilez Estd. P29, F10, UCO Avenue Apts., Novodaya Colony, Srinagar	Jammu & Kashmir	There is no specific qualification or age limit to enter into this field	
Modelling	Profilez Estd. P29, F10, UCO Hyderabad	Andhra Pradesh	There is no specific qualification or age limit to enter into this field	
Modelling	Mayrose Management Services, 302, Radha Mukund, B.P. Road, Dahisar-West, Mumbai, Ph: 91 22 8911187; Fax: 91 22 8927861	Maharashtra	There is no specific qualification or age limit to enter into this field	
Modelling	The Bridge, 201,	Delhi	There is no	

	Bhanot Trade Centre, Paschim Vihar, New Delhi,Ph: 91-011- 56017119		specific qualification or age limit to enter into this field	
Modelling	New India Models.Com,201, Mayur Plaza, LSC Opp. ASN School, Mayur Vihar Phase-1, New Delhi,Ph: 91-11- 2712222	Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	Mayhar Bhasin Academy contact E- 186, Greater Kailash- 110048	New Delhi	There is no specific qualification or age limit to enter into this field	
Modelling	The Model Shoppe at Talwalkar's Fitness Club(Juhu), Gulmohar Society, Gulmohar Road No. 1,Mumbai- 400049	Maharashtra	There is no specific qualification or age limit to enter into this field	
Modelling	Elite School of Modelling, B-55	Delhi	There is no specific	

	Greater Kailash part-I, New Delhi-110-51552222.		qualification or age limit to enter into this field	
Modelling	Elite Model Managment India, Nariman Bhavan 9th Floor, Mumbai-400021 Ph: 022-256303666	Maharashtra	There is no specific qualification or age limit to enter into this field	

## PUBLIC RELATION:

### *Introduction*

Public Relation is a management function that involves monitoring and evaluating public attitudes and maintaining mutual relations and understanding between an organisation and its public. Public could include shareholders, government, consumers, employees and the media. It is the act of getting along with people we constantly come in touch with. PROs ensure internal cohesion in the company by maintaining a clear communications network between the management and employees.

Its first objective is to improve channels of communication and to establish new ways of setting up a two-way flow of information and understanding.

Public relations as a separate career option has come into existence when lots of private or government companies and institution felt the need to market their product, service and facilities. Public image is important to all organizations and prominent personalities. The role of public relation specialist becomes pertinent in crisis situations when the correct and timely transmission of information can help save the face of the organisation. In terms of career opportunities, Public relations is broadly practiced for product publicity, corporate publicity, to have better relations with the government, to publish corporate publications like newsletter, bulletins, magazines for employees etc.

## *Eligibility & Course Areas*

### **Educational:**

Bachelors degree in any discipline preferably with social sciences, liberal arts and humanities is required to take up a course in this field. There is diploma as well as post graduate diploma courses in Public relations. Duration of most the courses is of one year. Apart from this there are also short term certificate courses. Most training programmes in Advertising also include public relations. Some institutes have entrance exams while others prefer admission on merit basis.

These courses mainly cover areas like public relations principles and techniques, public relations management and administration, including organizational development, writing, emphasizing news releases, proposals, annual reports, scripts, speeches, and related items, visual communications, including desktop publishing and computer graphics, and research, emphasizing social science research and survey design and implementation.

### **Personal Attributes:**

One must have excellent communication skills, both spoken and written so has to express thoughts clearly and simply. An effective personality and the ability to get along with a wide range of people both inside and outside an organization is necessary. Must be polite always as he has to work under pressure or provocation. An organizing ability is required too, as one may have to organize press conferences, lectures,

exhibitions and events. Must have self-confidence and farsightedness. He must be able to understand human psychology and take decisions apt to the situation. Analytical skills are required to interpret research information and plan activity.

### *Job Prospects & Career Options*

Public relation officers can find employment in the corporate sector, public sector, government agencies, tourist agencies, hotels, banks and other financial institutions, private consultancy firms etc. Nowadays they can find work even with individuals like political figures, models and film stars who want their pictures, profiles and interviews published in magazines and need agents who can do the work for them so as to have a image in front of general public.

Public relations officers have to work within and outside the organisation. Within the concern they have to conduct management-employee meets, to inform organizations policies, activities and accomplishments. Outside he has to liaison with government departments, trade unions, press etc whose cooperation is required for the smooth functioning, and also have to manage complaints from the consumers, organize events like fairs, exhibitions etc.

The work involves keeping management aware of public attitudes and concerns of the many groups and organizations with which they must deal. In addition, public relations departments employ public



relations specialists to write, research, prepare materials, maintain contacts, and respond to inquiries.

Another important area of work in this field is to create public identity or an image for public figures like political parties, models and film stars. It include advising them on every aspect of personality, including dress code, behavior, statement given in press, public appearances etc.

Lobbying, a new field in this career, involves bringing about the passage of laws favorable to the special interest group they represent like a company, industries, government etc. It is a strategy used to raise public consciousness and influence policy makers in areas like environment, human rights, education etc. This is an interesting area of work in public relation.

### *Remuneration*

One can start with a salary of Rs 3,000 to Rs 6,000 a month, depending on the kind of organisation that one joins. Thereafter, it is up to one's performance. A senior PR professional may get Rs 10,000 to Rs 25,000.

### *Institutes*

- » Certificate Course in Advertising and Public Relations
- » Certificate Course in Basic Public Relations
- » Certificate Course in Public Relations
- » Degree Course in Public Relations

- » Diploma in Communication, Journalism and Public Relations
- » Diploma in Public Relations
- » Diploma in Public Relations and Corporate Communication
- » M.A. Public Relations
- » Master's Degree in Journalism And Public Relations
- » Post Graduate Diploma in Event Management and Public Relations
- » Post Graduate Diploma in Journalism, Public Relations and Advertising
- » Post Graduate Diploma in Public Relations
- » Post Graduate Diploma in Public Relations and Advertising

### **List of Institutions In India**

1. Aligarh Muslim University, Aligarh-202 002.
2. Banaras Hindu University, Varnasi-221 005.
3. Bharatiya Vidya Bhavan, Kasturba Gandhi Marg, New Delhi-110 001.
4. Bharatiya Vidya Bhavan, Kulpati K.M. Munshi Marg, Chowpatty, Mumbai-400 007.
5. Centre for Image Management Studies, NOIDA.
6. Department of Communications and Journalism, University of Poona, Ranada Institute, Fergusson College Road, Pune-411 004.
7. Gujarat University, Ahmedabad-380 009.
8. Indian Institute of Mass Communication, Aruna Asaf Ali Marg, JNU New Campus, New Delhi-110 067.

9. Jamia Millia Islamia, New Delhi-110 025.
  10. Karnataka University, Dharwad-580 003.
  11. Mangalore University, Mangalagangothri-574 199.
  12. Mudra Institute of Communication, Ahmedabad-58.
  13. Nagpur University, Nagpur-440 001.
  14. Narsee Monjee Institute of Management Studies, Vile Parle, Mumbai.
  15. Punjab University, Chandigarh-160 014
  16. Sri Padmavati Mahila Visvavidyalayam, Tirupati -02
  17. Symbiosis Institute of Journalism and Communication, Senapati Bapat Marg, Pune-411 004
  18. The Indian Foundation for PR Education & Research ( IFPR), S-237, Greater Kailash, New Delhi-48
  19. University of Calcutta, Calcutta-700 073.
  20. University of Calicut, Kozhikode-673 635.
  21. University of Delhi, New Delhi-110 007.
  22. University of Mumbai, Mumbai-400 032.
  23. University of Mysore, Mysore-570 005.
  24. Xavier Institute of Communication, St. Xavier's College, Mumbai-400 001.
  25. YMCA Institute of Mass Media Studies, New Delhi.26. Apeejay Institute of Mass Communication - Dwarka, New Delhi – 110 075
- Email : [aime.del@apj.edu](mailto:aime.del@apj.edu) Website : [www.apcejay.edu](http://www.apcejay.edu)

**International Reference :**

1. Institute of Public Relations, The Old Trading House, 15, Northburgh Street, London-EC1V OPR.
2. Public Relations Society of America, 33, Irving Place, 3rd Floor, New York, NY 10003.

## *POLITICAL SCIENCE*

### *Introduction*

Political science is a field of social science which deals with the theory and practice of everything related to politics. Political science involves the study of the political behaviour, system and the political structure of the country or an organization. It is a very broad field which incorporates the study of historical and modern systems, governmental policies and procedures, foreign policies, public administration, international relations and public affairs. In other words, it is a social science that involves the study of governmental systems and general principles that govern the world of politics.

Political science plays a significant role in our daily lives. Our education, jobs, lifestyle, remittances and taxes are all influenced by political decisions of the policy makers. Political science also plays an important role in the development of future leaders. It is an excellent humanities subject best suited for students interested in learning how groups of people govern themselves, how policies are made, and how we can improve our government policies at the local, state, national and international levels.

Herbert Baxter Adams, a professor of history at Johns Hopkins University coined the term 'Political Science' in 1880. Now Political Science is taught in all the major institutes in India and abroad. Political science includes philosophical, historical and analytical studies of

governments, politics and policies. As a field of social science, political science is the study of constitution of a country and different political aspects.

Those who study political science are known as political scientists. They have huge scope for employment in both government and private sectors of the country. Political scientists solve the nations and worlds' problem, by using tools, both humanistic and scientific, and a variety of methodological approaches to examine the process, systems and political dynamics of all countries and regions of the world. Political scientists may focus on political behavior, decision making processes, organizations and public policies. They conduct research on a wide range of subjects- such as political scenario in different nations, major cities and towns; major court decisions on political affairs; relations between India and other countries etc. They analyze the structure and operation of government, election results and conduct public opinion survey on political matters.

Skills once acquired through a course in political science, also prepares graduates to become leaders in other settings where it is valuable to understand the political context, consequences, and origins of laws and legal institutions. Other than in the political field, students can have a flourishing career with organizations like banks, consultancies, law firms, social research organizations, embassies, colleges, institutes etc. The aspirants for a career in political science,

should have vast general knowledge, and should be able to interpret and perceive things well.

### *Eligibility & Course Areas*

#### **Educational**

From school level onwards, everyone is familiar with this subject field as part of their curriculum. After 10+2 one can take bachelors degree in Political Science, and go further to take up Masters degree. After that there is also the option for PhD i.e. to do research.

Political science course covers subjects like forms of democracy, concept of nationhood, powers and functions of the executive and judiciary, the evolution of the Indian Constitution, political thought and theories, foreign policy, contemporary issues in international relations, public administration and public policy formulation, as also subjects like economics and sociology.

Most of the job opportunities in political science require an advanced degree. One can enter this field after a Bachelors degree in political Science. However to take higher positions Masters Degree is required. The career scope of students with political science as their subject is quite bright.

If you want to become a Political Science/Social Science teacher, you need Graduation degree in Political Science plus B.Ed. To become a teacher in higher secondary schools after post graduation one has to write NET/SET exam conducted by University Grants Commission

(UGC). To start career as lecturer in colleges/universities Ph.D is needed. Those with graduation in this subject field can attempt SSC, UPSC and other competitive exams and enter into government service.

***Personal attributes***

In addition to educational qualification many personal attributes are also required for a career in this subject area. The prerequisites for a career in Political Science are

leadership qualities

analytical thinking ability

interpersonal relationship

alert mind

problem solving skills

communication skills

good judgment

decision making

intellectual curiosity

self-confidence

ability to face stress

diplomacy

Apart from all these, awareness about socio-economic, political and international issues is an essential requirement.



### *Remuneration*

The earnings of political scientists depend on their education and experience as well as on the location and kind of position. Those with masters degree can expect a better position and salary compared to bachelors. However, main constraint is the performance rather than education. In government sector pay scale is quite good. One can expect a starting salary around Rs.10,000 to remuneration is attractive you can get Rs.12,000 to Rs.25,000 depending upon seniority Rs.12,000. In colleges/universities too.

List of colleges offering Political Science courses.

- » B.A. Politics
- » M.A. Politics
- » B.A. Politics and International Relations

### *Distance Education*

- » B.A. Politics
- » M.A. Politics
- » M.Phil Political Science

### **Garden City College, Bangalore:**

Are you eager to pursue under graduation course in political science? Well then simply check-into the web portal of the Garden City College, the renowned institute of India which offers U.G. Courses in political science.

### **Delhi College of Arts and Commerce**

Well if you are scouting for Indian colleges which offer undergraduate courses in Political Science step into this web portal. It is the official portal of the Delhi College of Arts and Commerce. The Delhi College of Arts and Commerce is affiliated to the University of Delhi. Acquaint yourself with this highly prestigious institute by taking a tour of this portal.

### **Bhavan's College, Andheri West**

Log on to this portal and get introduced to this well-renowned college of India imparting undergraduate courses in political science. ails.

### **Bhim Rao Ambedkar College**

Browse through the portal of Bhim Rao Ambedkar College and learn about its U.G. courses in Political Science.

### **Bhonsala Military College, Nashik**

Looking for colleges offering U.G. courses in Political Science? Check-into the portal of Bhonsala Military College, Nashik.

### **Brindavan College**

The Brindavan College offers U.G. courses in Political Science. You can get all the information on this institute by logging on to this portal.

### **Deen Dayal Upadhyay College**

The Deen Dayal Upadhyay College offers U.G. courses in Political Science – learn more about this institute by visiting this portal.

### **Deshbandhu College**

Log on to this portal and get introduced to this well-renowned college of India imparting undergraduate courses in political science.

### **St. Xavier's College, Mumbai**

Introduce yourself to the prestigious St. Xavier's College by dropping in at this portal. This premier educational institute located in Mumbai imparts under graduate courses in Political Science.

### **St. Joseph's College, Bangalore**

Check-into the web portal of St. Joseph's College, a renowned institute situated in Bangalore, India. It offers U.G. Courses in political science.

### **St. Stephen's College, Delhi**

Introduce yourself to the highly prestigious St. Stephen's College by dropping in at this portal. This premier educational institute located in Delhi imparts under graduate courses in Political Science.

### **Christ College, Bangalore**

Check-into the web portal of Christ College, a renowned institute situated in Bangalore, India. It offers U.G. Courses in political science.

### **Ethiraj College for Women**

Log on to this portal and get introduced to this well-renowned college of India imparting undergraduate courses in political science.

**Nagindas Khandwala College of Commerce and Arts**

Well if you are scouting for Indian colleges which offer undergraduate courses in Political Science step into this web portal.

## **FASHION DESIGNING**

### ***Introduction***

India which has always been a centre for the textile and garment trade is also growing into a centre of innovation in garment and accessory design. Fashion technology has a wide scope for choosing a career. Now the fashion industry has become so specialized that it encompasses a vast field of studies in design, concept management, design production management, quality control, planning, fabric design, printing, fashion accessory design, fashion merchandising, textile science, colour mixing, marketing and so on. The primary areas of work in the fashion industry are market research, designing and manufacturing of garments and textiles.

Fashion design is the most important area of work in fashion industry. Designing involves creating original designs after studying the changing trends of the market i.e. market research. It has various fields of specialization like garments, footwear, jewellery and even luggage. It is a challenging field as it requires the coordination of various jobs, in small concerns it is usually a one man show but in big organizations the jobs are specialized and allotted to different people. Manufacturing involves purchasing textiles and fabrics required for the design and making the garment according to the master pattern. Manufacturing process requires employment of a large number of trained personnel.

### ***Eligibility & Course Areas***

Minimum eligibility for the Undergraduate course in this field is 10+2 with 50% marks and for Post Graduate courses graduation. In the prominent institutes, admission is strictly on merit- through written test, situation test, group discussion and interview. These courses are aimed at understanding concepts related to costume, jewellery, leather goods and many other similar products where fashion matters.

The courses include Graduate, Post graduate, Certificate and Diploma in the following areas:

- Accessory designing and fashion designing
- Garment Manufacturing Technology
- Apparel marketing and Merchandising
- Leather and Garment Design and Technology
- Knitwear Design and Technology
- Textile Design and Development
- Fashion Journalism and Presentation

While 10+2 is sufficient for Accessory designing and Fashion Designing, Graduates are preferred for other courses.

The training also includes internship in an organization which gives the students industry functions. Training is usually imparted keeping in mind the demands of the international market. Most training institutes have the latest technologies including laboratories, workshops, design and research centers, libraries, computers and information about the latest development in the industry.

### ***Job Prospects & Career Options***

**Job Prospects** :The candidates after successful completion of the course can find excellent placements in garment, leather and jewellery industry as merchandising executives, fashion designers, illustrators, fashion co-coordinators, etc. Export houses, textile mills, garment store chains, boutiques, leather companies, jewellery houses, fashion show organisers also look for such candidates.

### ***Career Options in Fashion Industry***

- Fashion Designing
- Textile Designing
- Apparel Merchandising
- Journalism & Presentation (Media)

### ***Fashion Designing***

**Fashion designers** develop new styles and products for clothing apparel and accessories by creating original designs or by adapting fashions to suit local conditions, trends and buyers. They are the ones who approve final samples before they go into production. The designer begins the designing process only after thorough market research, i.e., understanding the needs of the client/market in terms of changing trends, budget etc. Accessory Designers specialize in designing shoes, bags, scarves, jewellery, ties, etc which complete the look of the garment.

Personal Attributes: Fashion designers need to be artistic, creative and must possess ability to translate ideas in sketches, must have keen

sense of colour i.e. combination of shades and tones, visual imagination & knowledge of market trends.

Educational Qualification: Basic qualification for a course in fashion designing is 10+2, it varies depending on the course chosen.

Job Prospectus: They can find employment with professional designers as apprentices, with manufacturing units, export houses, boutiques, media as costume designers, freelancing for fashion houses and boutiques and at the same time it is a rewarding possibility for self employment by opening your own boutique.

**Fashion coordinators** arrange and supervise the marketing of fashion clothing for manufacturing houses, textile firms and retail stores. It is a highly competitive job involving a variety of functions. They advice on latest fashion trends, organise fashion shows, assist in advertising i.e. promoting sales and liaison with fabric dealers to ensure that the fabric, buttons and colours are of the correct shade, quality and design. Coordinators may be required to travel widely to get an idea of the fashion trends.

Personal Attributes: Must have high level of artistic and creative talents, a natural flair for fashion, sound judgment, excellent communication and organizational skills.

**Illustrator** draw free hand sketches of designers ideas. They not only need outstanding sketching skills but at the same time require excellent



communication skills. Illustrator at times has to discuss with customers when new collection is introduced and this requires ability to interact.

He/she is a much sought-after person by big garment houses and organizations.

**Fashion Consultant** must be aware of the trends and transitions in the fashion market along with knowledge about fashion designing. They are expected to offer ideas regularly on how to further develop a product to be readily absorbed in a market. He/she should be a sharp observer sensitive to changing trends.

**Cutting Assistants** have to cut samples according to specifications of the designer. A cutting assistant cuts samples, makes and alters patterns to see that the design visualized can be converted to a real dress.

**Sketching Assistants** make the technical sketches of the garments and makes drawings for presentation. It is from this specification sketches one decide how a garment has to be fabricated. The sketching assistant sometimes has to select the fabric also.

**Fashion Stylist** has to coordinate the entire wardrobe for a fashion show or programme to promote the sales of the products. It involves coordinating the dress, accessories, make up, hairstyle, even the colour of the nail polish of the model according to the theme and the overall look of the show. Sometimes a stylist is even involved in fabric selection. He/ she has to be well versed in the trends and happenings in the industry and also have a keen sense of current fashion trends.

## **Textile Designing**

**Textile Designer or Fabric Designer** : designs woven, knitted or printed fabrics for clothing and other home ware items like carpets, tableware etc. They treat the yarn through different types of processes to give it a particular finish. The textile designer also make drawings of initial concepts and work with various yarns and fabrics taking into account the final use of the fabric by translating the designs into marketable fabrics.

Textile designers work within and alongside industries such as fashion, interior design, and textiles. They may also work under professional designers or as freelance designers working with a client base.

**Colourist** plays a vital role in the textile-printers, artist team. They are involved in block printing or machine printing. They must keep a record of colour samples and fabric pieces and have to work in a high paced environment, to meet deadlines. The colourist has to be much organised and must carefully follow precise instructions.

The other career options in textile designing are weavers, embroidery designers, dying & printing consultant, fabric analyser, textile lab manager, fabric resource manager etc.

## **Apparel Merchandising**

**Fashion Merchandisers** are mainly responsible for marketing. He/she has to study past and current sales data and analyse trends. They

have to collect specifications from the buyers, coordinate with fashion designers and production team to develop a product which meets market requirement. They must have knowledge of fashion trends, textures, materials and colours on one hand and understanding of market demand and the production processes on the other. At the same time have analytical ability and communication skills.

They can find employment with garment industries, export houses, manufacturing firms etc.

**Visual merchandising** a comparatively new career field which has sprung up with the growing popularity of window and floor displays. Visual merchandisers main area of work is to create impressive window displays. They can find employment with fashion boutiques, shopping malls, emporia etc. They are also engaged as shop floor managers. They can also do freelancing on contract basis for window displays in exhibitions, fairs and other places.

Other career options under this head are production coordinator, quality control supervisor, fashion retailer, export manager etc.

### ***Fashion Journalism and Presentation***

**Fashion Journalist** is an overall in-charge of a fashion magazine. It is through them that the general public gets to know the latest fashion trends.

He/she should have excellent taste for fashion and keep themselves abreast with latest fashion news, consumer reaction to new collections,

fashion shows, current and future trends in colour, design and fabric. Today fashion journalist has a bright scope for employment as there is a need for exclusive articles and programmes with the development of fashion industry.

**Fashion Photography** is an extremely creative and well paid profession. Fashion photographer needs to have a keen eye for aesthetic detail, a thorough knowledge of cameras and the technicalities involved in taking pictures, of light, distance and perspective to be successful. He/she should be inventive and able to visualise and communicate his ideas, at the same time must be sensitive to the moods of the models and interact freely with them. Fashion photography is one of the choices that photographers can diversify into. They can do freelancing and find employment with fashion houses, designers, fashion journals and news papers.

**Modelling** If you have an attractive and outgoing personality and good communication skills, you can opt for modelling. Modelling is a highly paid job and is categorised into live modelling and photographic modelling. Live modelling is what we see in fashion shows, exhibitions where models display clothes and accessories for potential customers. Photographic or still modelling is taking photographs for Magazines, newspapers, catalogues and films for advertisements. One must take care to maintain their figure and looks, as modelling is a highly competitive field. Good looks, height, an attractive physique combined with self

confidence and a trendy approach to life goes a long way to make a model popular. In addition they should be highly photogenic. Patience and the ability to stand criticism are vital for survival and progress.

Models can find employment with designers, in design houses, advertisement firms etc.

**Fashion Stylist** has to coordinate the entire wardrobe for a fashion show or programme to promote the sales of the products. It involves coordinating the dress, accessories, make up, hairstyle, even the colour of the nail polish of the model according to the theme and the overall look of the show. Sometimes a stylist is even involved in fabric selection. He/she has to be well versed in the trends and happenings in the industry and also have a keen sense of current fashion trends.

***Earnings:***

The best bet for a beginner is to get associated with an established designer or design house, and begin with doing the menial work. Most trainee designers get a stipend of around Rs. 4000, but what you can learn in terms of working knowledge is immense. Working as a part of a design team fetches around Rs.12,000 a month.

***Courses:***

- » Advance Diploma in Fashion Technology
- » Apparel Marketing and Merchandising
- » Apparel Production Engineering
- » B.Sc. Fashion and Apparel Designing

- » B.Sc. Fashion Design
- » B.Sc. Fashion Designing (Hons.)
- » Bachelor of Design (B.Des.) Fashion Communication
- » Bachelor of Fashion and Apparel Design (BFAD)
- » Bachelor of Fashion Business Management
- » Bachelor of Design (B.Des.) Fashion Communication
- » Bachelor of Fashion Design
- » Bachelor of Fashion Retail Management
- » Certificate Course in Fashion Designing and Garment Construction
- » Certificate Course in Fashion Designing
- » Certificate Course in Fashion Illustration and Design
- » Computer Aided Fashion Designing
- » Diploma in BBA Fashion Designing Course
- » Diploma in Fashion and Interior Designing
- » Diploma in Fashion Design and Clothing Technology
- » Diploma in Fashion Design And Merchandising
- » Diploma in Fashion Designing
- » Diploma in Fashion Merchandising and Retail Management (DFMRM)
- » Diploma in Pattern Making (DPM)
- » Diploma in Textiles Dyeing and Printing
- » Foundation course in Fashion Designing

- » Integrated Fashion Technology
- » M.Sc. Fashion Technology
- » Master of Fashion Management
- » Masters Diploma in Fashion Design Technology
- » Post Graduate Diploma in Fashion Designing
- » Post Graduate Diploma in Fashion Technology
- » Post Graduate Programme in Fashion Merchandising
- » Post Graduate Programme in Fashion Retail
- » Post Graduate Programme in Fashion Retail Management
- » Vocational Program in Fashion Design

**Prominent institutes in Fashion Technology are-**

National institute of Fashion technology (NIFT),

National Institute of Design (NID),

International Institute of Fashion Technology, New Delhi (IIFT);

IIC School of Art and Fashion, New Delhi;

Indian Institute of Art and Fashion Technology (IIAFT), Mumbai;

Pearl Academy of fashion, New Delhi;

J.D Institute of fashion Technology, New Delhi.

## RADIO JOCKEY

### **Introduction**

Though the popularity of radio had suffered badly with the arrival of Television and Internet, the opening of the FM radio to private channels has infused a new life to radio. Radio Jockeying is an exciting, promising and challenging career for those who have a passion for music. It is the only profession in which one may be recognized by their voice.

### **Nature of work**

Radio Jockeys are those who anchor music programmes on radio. The task of a RJ is to entertain the listeners by playing music or conveying messages in a most attractive and sophisticated way. They play requests from listeners, interview guests, manage contests and also provide information on the music, weather and traffic. This is a profession which requires a lot of hard work and presence of mind. It is the performance of these Radio Jockeys that makes or mars the radio station. Mostly youngsters are preferred in this field as they have new ideas, concepts and are bubbling with enthusiasm.

Every successful Radio Jockey has their own style of communicating. To make an imprint in the listeners heart, apart from a good voice, the Radio Jockey should be warm, friendly, spontaneous, dynamic and must possess good communication skills. One who is interested in this field must keep on observing how the RJ's handle the



calls, interact with the listeners, how they answer tricky and awkward questions and comments from the listeners etc. Prospective candidates must listen to a lot of radio, try and come up with innovative ideas and pack their voice with energy.

### **Qualification required**

Radio Jockeying is a talent based field. Even though no formal educational qualification is required, a degree or at least plus two is generally a pre requisite.

### **Essential and desirable**

The most essential factor for a Radio Jockey is a good voice with the ability to modulate as per the occasion. Apart from that, an RJ should have a clear diction, accurate pronunciation, flare and fluency in the language.

They should be able to control the pitches of their voice and learn to use them to the best effect. Another distinguishing characteristic to become a successful radio jockey is the speed of response, good sense of humour, individuality, creativity of mind, spontaneity and an intensive knowledge of music. Successful RJs have the ability to twist and turn their speech according to the situation.

Staying updated is very important for a radio jockey. An RJ needs to keep track of the happenings in and around the city. People will enjoy listening to an RJ, if they can sound different on the show. So qualities

like mimicry, local dialects and comedy or humor items will help the RJ to carry on their shows.

### **Personal Skills**

Radio Jockeys should be diplomatic in character as they have to interact with people of different nature. They must maintain a down-to-earth and approachable attitude so that listeners can comfortably make calls and speak their hearts out.

### **Hours of work**

The job of a Radio Jockey is of diversifying nature depending on the subject matter of the programme. They do not have a regular 9 to 5 job. They can be called to host or anchor a show anytime of the day or night.

### **Job Prospects & Career Options**

Their job profile includes selecting music, scripting and presenting radio shows. The success of the RJ depends the way they present a programme as it can increase or decrease the listeners of the show. The way of anchoring should be original and the presentation should be interesting to the listeners, one has to give variations and punch to ones voice wherever necessary.

A Radio Jockey should also be able to write scripts for a show and should be aware about the latest movies and songs. As Radio jockeys have to deal with sound equipment and computers, they should be familiar with them.

### **Method of entering into the job**

Radio Jockeys can find work in organizations like AIR (All India Radio), Times FM, Radio Mid-Day and other independent radio stations. The two options for entering into this field are by audition or by approaching a software producing company.

AIR (All India Radio) holds auditions for RJs every 3 months in their radio stations in various cities especially in metros. The selection is highly competitive and the selected RJs are given in-house training for 2 months in everything from CD players to mixers to Digital audio technology etc. The software companies generally prefer people with 2-3 years experience. A few radio software producers in Mumbai are Radiostar, Radio Mid-day and Radio Wani. Because of their voice standard, RJ can do voice-overs for television and radio advertisements. They can also lend their voices to audio magazines and documentaries. RJs also can anchor or compeer TV shows or live shows or events.

### ***Earnings***

Radio Jockeys are in much demand with the opening of the air waves to the private sector. The beginners in the initial stage can earn between Rs. 7,000 to Rs. 15,000 per month.

For sponsored programs, software producing companies may pay between Rs 1400 to Rs 2500 per show. After a few years of experience, the earnings can be raised double and depending on the popularity of their shows, RJ's can earn between Rs 15,000 up to Rs 85,000 per

month. If you are recognized, then you will have all the right to demand your own price.

As a radio jockey, besides getting contractual good money you earn by doing Ad commercials. You can earn more by doing voice-overs for television and radio advertisements.

RJ's can earn Rs 2,000-3,000 per hour by doing shows for the Indian diaspora on foreign radio. Another well-paid and upcoming option is radio broadcasting on the Net, which could earn you between Rs 40,000 to 50,000 per month.

### **Courses**

- » Certificate Course in Announcing, Broadcasting, Compering and Dubbing (ABCD)
- » Certificate Course in Radio Jockeying ( CRJ )
- » Certificate Course in Radio Production Programme
- » Diploma in Radio Jockeying ( DRJ )
- » Diploma in Radio Management
- » Diploma in Radio Programming and Management ( DRPM )
- » Diploma in Radio Station Operations and Management
- » Post Graduate Diploma in Radio Programming and Management ( PGDRM )

### **Institutes & training**

No formal training is required in Radio Jockeying since it is a talented based field. To develop confidence and flare in this field, one

needs to have exposure. RJ hunts or talent search are often conducted by FM channels to bring out original unique talent.

There are a number of universities and institutes that offer courses in communication and broadcasting and a couple of institutes offering training on how to handle auditions and conduct short term workshops that focus on pronunciation, reading styles, music appreciation and creative thinking. But in the field of Radio Jockeying, only few institutes offer specialized courses and most of them have been started by well known anchors.

#### **institutes offering Radio Jockey courses**

1. Academy of Radio Management (ARM), Delhi/NCR.

2. Aizaz Rizvi College of Journalism & Mass Communication (ARCJMC), Lucknow.

Radio Jockeying (RJ)

3. C.I.N.E.M.A (Cosmic Institution of Neo Entertainment, Media & Arts) Delhi/NCR.

Radio Jockey (RJ)

4. Center for Research in Art of Film and Television (CRAFT), Delhi/NCR. PG Diploma in Radio Jockey

5. EMDI Institute of Media & Communication, Kolkata.  
Diploma in Radio Jockeying & Programming (RJ)

6. EMDI Institute of Media & Communication, Mumbai.  
Diploma in Radio Jockeying & Programming (RJ)

- 7.EMDI Institute of Media & Communication, Noida.  
Diploma in Radio Jockeying & Programming (RJ)
- 8.EMDI Institute of Media & Communication, Pune.  
Diploma in Radio Jockeying & Programming (RJ)
- 9.FILM Institute, Delhi/NCR. Television Anchoring /News Reading and  
Radio Jockeying
- 10.Futuristix Media Communication Centre (FMCC), Delhi/NCR.  
Certified Professional Course in Radio Jockeying

## GROUP DISCUSSIONS

### 1. PEER PRESSURE - FRIEND OR FOE?

#### **Objectives:-**

To facilitate development of assertive skills in students.

To help students to use the assertive skills when necessary especially when there is unwanted peer pressure.

**Introduction:-** Saying 'YES' when one should be saying 'NO' is due to lack of Assertive Skills. In other words one is not able to say clearly what he/she really wants to say. Assertion is when an individual is convinced about her/his thoughts, attitudes, needs, desires and behavior; puts them into practice to protect one's own interests and rights. Often one says 'Yes' when he/she should be saying 'No' for various reasons like,

Need to please the other person.

Fear of being hurt by saying 'No'

Lack of confidence.

Lack of conviction in one's own thoughts and needs.

When one is very young say, 8 years, one often says 'Yes' to parents, teachers and other elders even when wanting to say 'No'. This would not be called 'Lack of Assertion' as the young child is not clear about his/her needs and desires and also believes that the elders know better. There is no issue of 'Not protecting one's own rights' in the young

person. On the other hand in adolescents and adults who are clear about their needs and desires it would mean 'Lack of Assertive Skills'.

Adolescence is the critical time to learn assertive skills as it forces the adolescent to think, come to a conclusion and follow it through even in face of resistance. Adolescence is the period when youngsters are pressurized by peers into various behaviors and habits. In their need to prove their individuality and solidarity with peers, adolescents usually say 'Yes' even when they recognize they have to say 'No'. Lack of such skills leads adolescents into High-Risk Behaviors like drug use, rebelling against values and other sensation seeking behaviors. Smoking, drinking alcohol, bunking classes to see movies, disobedience in the class room, ragging and teasing girls, gambling, visiting dangerous places, viewing pornographic materials, sexual experimentation are some of the other sensation seeking behaviors which adolescents indulge in, due to lack of clarity in attitudes and poor assertive skills.

It is important to note that we are not talking about right and wrong, good and bad, desirable and undesirable or moral and immoral aspects in any of these issues. Curiosity, experimentation, sensation seeking, struggle between dependence and independence are common characteristics of adolescence. However, a certain degree of caution, discretion and foresight is essential to learn to protect one's rights and prevent damage.



Adolescents have to differentiate between “Being Assertive” And “Being Aggressive” In assertion one is clear about his/her ideas, needs, rights and establishes them clearly. In aggression, one is intruding into the rights of others forcibly. Just as one has ideas and rights, others also have rights and ideas and one has to recognize respect and accept them. The present class talk is one such strategy to sensitize young people about assertiveness and help them to incorporate this skill in their daily lives.

*Expected Outcome:*

Students practice assertiveness to reduce vulnerability to high-risk behaviors. Students also understand that being assertive is not being aggressive. Assertion is needed to protect one’s rights with friends and superiors.

Time: Two periods

Techniques Used:

Story Telling and Group Discussion:

Materials Needed:

Pieces of paper to write on;

White KG cardboard to write and summarize,

Pens to write with and sheets with situations depicted on it.

Situation - 1:

Sharuk is a very shy but a bright student. He is hard working, obedient and religious. He has very few friends and most often he is the

subject of jokes in his class as he is considered a 'goody goody boy'. He is teased and ragged all the time, which makes him feel isolated and rejected. Sharuk spoke about this with his parents and they told him that should be brave and courageous but did not tell him what he should do about it. The feeling of isolation at school bothers Sharuk a lot. He tries a lot to be friendly with his classmates. No matter how hard he tries he is pushed aside and teased. One day when he approaches his classmates they challenge him to prove his becoming a 'Man' by giving a love letter to one of his class girls. They promise to make him a part of their group if he does so. Sharuk initially refuses. The boys repeatedly challenge and lure him. After days of bargaining, Sharuk takes a decision to do what the boys have instructed. He writes a love letter to one of the class girls shows it to the classmates, and in their presence walks up to the girl and gives it to her. The girl is shocked at Sharuk's behavior and brings it to the notice of her parents and the Principal. Principal takes a decision to suspend Sharuk for 10 days after a preliminary enquiry, for bad behavior, Sharuk asks the classmates, help to talk with the Principal and prevent suspension. But the classmates refuse to help him. Sharuk realizes that despite their promise to become his friends, they are not extending a helping hand though he gave into their pressure. He regrets that he had not thought the whole act well, but focused only on becoming a part of the gang.

Situation - 2:

Vaani is a very bold and intelligent girl of 16 years in X standard. She comes from a poor family. Her parents work as manual labourers and send the children to school. Vaani is aware of the difficulty of the family and behaves in a responsible way. She is in the Class Squad - two and very popular among the squad members. One day four girls who are best friends of Vaani plan to cut class and go to a movie and later to a hotel to celebrate before leaving school. Vaani expresses inability to participate due to lack of money. The girls plead with her repeatedly to somehow join them as this would be their last outing together in school life. Vaani knows the poverty at home but is lured by the argument of the friends. The friends do not have money to spare. So Vaani steals money from the God's Hundi, which she plans to put back, whenever she gets money. She is also convinced that nobody will notice the loss of money from the Hundi because no one checks it. She goes to the movie and later to the hotel. When she comes out of the hotel, she sees her father unloading rice bags from a lorry for the hotel. Her father also sees her coming out of the hotel with her friends. When father demands an explanation for Vaani's behavior she argues and shouts at him that she has a 'right to have good time like other girls'. Also adds that there is nothing wrong with her behavior of using the money from the Hundi which was anyhow not being used by anyone.

Procedure:

Step 1:

Divide the class into 5 - 7 groups of 8 - 10 students in each group. Ask each group to choose a spokesperson for the group (5 minutes).

Step 2:

Give the 2 situations to all the groups and ask them to discuss the questions raised and any other issues they think is relevant to the topic. The leader notes down the discussion (10 minutes).

Step 3:

Ask each group to prepare a very small skit in which a group of students will request/convince one student to do which he/she does not want to do. The student should say 'NO' in different methods. During the preparation time the whole groups can decide how to do the role-play. Instruct that no violence/force should be used during the role-play (10 minutes).

Step 4:

Ask each group leader to present their discussion. Note the salient points on the black board. If there is a repetition in the points do not rewrite (10 minutes).

Step 5:

Ask each group to quickly enact the Assertion Skills role play (10 minutes).

Step 6:

Summarize.... (5 minutes).

*Facilitative Questions:*

1. Are the situations of Sharuk and Vaani common among adolescents?
2. How do they handle such situations?
3. What skills are needed by an adolescent to handle such situations?
4. What was Sharuk's difficulty in saying .NO.?
5. What was Vaani's difficulty in saying .NO?.
6. Vaani's arguments with her parents - Is it Assertion? Discuss.
7. What are instances where assertive skills are needed a lot - with whom?
8. With whom is it difficult to be assertive - parents or friends?

Expected Responses from the Students:

Group 1:

Joseph is the leader of Group one - 'The more timid and silent we are, the more we are likely to be abused by other students who are aggressive. But if shy people can assert themselves, bullies will learn their lessons. Young people like Vaani want to belong to a group and hence do things which appear for all purposes convincing to others. However, she does not take others. Situation into account. On the other hand, friends of Vaani were not very helpful. If they were real friends they could have found a method by which they will have a good time without having Vaani resort to stealing.

### Group 2:

Niranjan is the leader of Group two. There is no need to please our friends in the school. We need friendship and companionship of others but that does not mean we should behave blindly. Sharuk did a stupid act and he should face the consequences of his behavior. Can he jump in a well if his friends wanted him to do so? Vaani was also wrong. She thought of only herself and her friends -she did not think of her poor parents.

### Group 3:

Arjun is the leader of Group three and the following are his observations. Thinking about our behavior, coping with stressful situations, ragging, discrimination in social situations need skills on our part. Sharukh some how did not give attention to it because he wanted to be part of the gang. We should be conscious of the fact that we should assert our rights, express our opinions and desires without fear. Vaani's arguments with parents were not correct as she did not think of the trust the family members had in her. She has let them down. Further, the Hundi money was not only hers but the whole families. As they say, if we bend a little, people can stamp us on to the floor; in that case it is our problem.

### Summarize.

Assertiveness is a very important skill that all of us should possess. Being assertive does not mean we should be rude or aggressive.

Lack of assertiveness can lead to several problems. It increases susceptibility to bullying, ragging, abuse of several kinds; yielding to pressure of peers, high risk behaviors like speeding, gambling, drinking, smoking etc.

Appropriate use of verbal or non-verbal skills to assert, express opinions, desires and our rights are essential to indicate assertion.

## 2. IMPACT OF ADVERTISEMENT

### Objectives

To recognize the influence of advertisements on us.

To help the students become aware of the consequences of advertisements on health and behavior.

### Expected Outcome:

Students understand the power of media.

Students realize that the ads are to promote the products and often may not be socially responsible.

Adolescents understand that they need to evaluate critically a product or an ad and then if needed use the product.

Time: 120 Minutes

### Life Skills Promoted:

Critical Thinking, Creative Thinking, Decision Making and Communication Skills.

### Techniques Used:

Group Discussion.

### Materials Needed:

2 or 3 kgs cardboard or chart paper, 3 pairs of scissors, gum, old newspapers, magazines that have advertisements on drugs like alcohol, cigarettes, panparag, guttka, manikchand etc and picture of advertisement techniques (See Activity Material 2.14 ).



Procedure:

Step 1:

Divide the class into 4 - 5 groups of 10 - 12 students each. Each group to select a leader (5 minutes).

Step 2:

Give old newspapers, magazines, which has different advertisements including those on alcohol beverages and tobacco. Instruct each group to make a collage work using pieces of advertisements - the collage should convey the power of advertisement both for good and not so good products like alcohol, tobacco. Encourage groups to use their creativity to the maximum to make the collage, give it a caption and paste it on the wall of the class (20 minutes).

Step 3:

Once the collage work is over direct the groups to discuss on advertisements using the following discussion queries. Later to present the summary of their report to the larger class. During report presentation the leader also talks of the group.s collage work and their theme (20 minutes).

Step 4:

Summarize... (10 minutes).

### *Introduction*

Advertisements have become very much a part of modern life. People particularly youngsters are confronted with advertisements

multiple times a day. Open a newspaper, read a magazine, switch on the radio or television, drive along any road or see any cinema show - one finds dozens of advertisements which persuade us, tempt us to follow fashion or buy a product. Producers use many tactics to attract youngsters who are influenced and buy the products to follow a trend - using the latest toothpaste, shampoo or facial cream.

Advertising itself is not necessarily bad. Practiced fairly and with responsibility, it serves a useful function, informing the public about the existence and characteristics of a product. To play a positive role, advertisements must be trustful and informative, must not exaggerate the usefulness or qualities of a product and should not glamorize products so that artificial needs are created in the consumer to possess the product. Unfortunately, advertising has become a powerful tool in the hands of producers to manipulate the consumers to buy their products. Most of the advertisements misguide the public to get their products accepted and purchased. The main objective of the producers is to sell their products and they are often not bothered about the consequences of using products, which have adverse affect on health e.g., tobacco, alcohol, drugs etc. Many producers advertise their products of alcohol and tobacco in disguise for legal purposes, but are evident to the common man. These indicate that many manufacturers and the advertisement agencies do not follow ethics of society but focus only on the promotion of their products and sales.

### *Advertising Techniques:*

The following are the techniques used to attract the youngsters to sell products:

#### Image Building

Advertising works by creating, building and reinforcing images, which draw attention, present in multiple places and presented in ways which makes the common man notice them even without his/her intention - e.g., having big banners all over the city, sponsoring programs, having the product repeatedly mentioned, providing free samples etc. Advertisers project their products in such distinct and attractive way that viewers or readers want to identify with the characters in the advertisement.

#### Jingles, Colors and Pacing

One popular method is the use of catchy jingles or songs to accompany the advertisement. Both the lyrics and the music are usually simple and repetitive, making it easy for viewers to remember and hum the jingle to themselves. Another important technique in T.V. ads is the powerful use of colors, which are very attractive to viewers.

#### Use of Famous Personalities

Advertisements also increasingly make use of famous or popular personalities to sell their products. This is a clever way of associating the product with a particular value or quality through outstanding personalities. For e.g., having a world famous beauty and a movie star

promote a cool drink, a cricketer promote a car. Buying and using these products, people unconsciously attempt to transfer the qualities associated with the personality to himself or herself.

The advertisers slowly decide, life style, behavior and the image of the Common Person. Sometimes advertising is used for obviously harmful products like alcohol and tobacco. This the ads do by changing the attitude of the ordinary man - .Though smoking is bad, a strong man smokes for relaxation. If you are one, you can also smoke.

Alcohol is bad for health. But it is cheaper than a cool drink - why not drink it - it helps you to socialize – no party is fun without alcohol.

Advertisements never highlight the ill effects of any product except as a Statutory Warning in small letters on the reverse side of the product when it is legally necessary - e.g., cigarettes.

Tobacco is one of the main causes of preventable deaths in the world. Smoking, chewing tobacco (panparag/gutka) increase the risk of lung cancer, hear diseases, and oral cancer. Tobacco companies through ads, manage to project a healthy and glamorous image to smoking, although in reality there is hardly anything healthy/positive about smoking. Besides the increased risk of cancer and other diseases, smokers also run the risk of dying younger - every cigarette smoked can shorten the smoker.s lifespan by nearly six seconds. The National Cancer Institute in United States report that smokers within the age of 30 - 35 who smoke

two packets a day might have their lifespan shortened by eight to nine years.

In the case of alcohol, the advertisements fail to show consequences of alcohol addiction. Alcohol affects every system of the human body. Excessive intake of alcohol leads to various physical and psychological problems. A chronic drinker often ends up being a menace to his family and society. Research studies show that there is a significant relationship between alcohol and violence, child abuse, suicide, marriage breakdowns, accidents, thefts etc. From the above it is evident that youngsters need skills to analyze any ad, message or persuasion to use or buy a product or follow a trend. Such skills will promote the adolescents' health – physical and mental which is currently under threat from socially irresponsible advertisements.

Facilitative Questions:

1. Why do producers use advertisements?
2. What messages are usually given in the advertisements?
3. What do the advertisements fail to tell us?
4. How do people react/feel after seeing an advertisement?
5. Is there a change by seeing an ad again and again over time?
6. Are there products, which you think should not be advertised - why?
7. What skills does a student need to understand an advertisement?
8. What skills are needed by a student to respond to an ad?

Responses from the Students:

- Ads provide us information on many products.
- They are informative. They increase the creativity and competitiveness among producers.
- They decide what we should wear, eat, use etc.
- Ad world provides employment to many.
- Advertisement communicate that it is OK to smoke and drink. Alcohol drinking is necessary in social gathering like party, ceremonies etc. - it is fun. Women like men who smoke.
- It shows great film stars promoting alcohol in a hidden form, sports/media people promoting tobacco cigarette. They are shown for relaxation and style.
- Advertisements do not tell the other side of the effects like health problems, social disgrace, family discord and loss of finances.
- We are tempted to buy a vehicle or a dress though it may be beyond our budget because we want to ape the ad, and do not feel to be left out when others do it. Ads are a slow BRAINWASH.

*Summarize.*

Advertisements fail to communicate the dangerous consequences of using certain products.

The advertisements are trying to attract the people and sell the products by using films stars, players or famous persons.

One need to think critically and decide whether to use the products.

## WORK SHOP

### ALCOHOL AND DRUG USE

#### Overview

One of the risk behaviors that many young people fall into is the use of alcohol or drugs. This work shop will take a closer look at the causes and consequences of alcohol and drug use.

#### *Time*

1 hour, 30 minutes

#### *Objectives*

Students will be able to:

1. List some of the reasons that young people use alcohol or drugs.
2. List some consequences of alcohol or drug use.
3. Identify some new facts about use of alcohol.

#### *Materials*

Props for the role play

Markers or chalk

Handout: *The Role Play: Ravi Chandra's Story*

Flip chart: *Some Facts about Alcohol*

#### *Some Facts about Alcohol*

- People are starting to drink alcohol at younger ages than ever before.
- Young people are also drinking more heavily.
- Many young people who are injured or killed in traffic accidents have alcohol in their blood.

- Because young people have a higher proportion of body water and lower proportions of fat and muscle than adults, they tend to be more affected by alcohol—and become dependent on alcohol—more quickly than adults.
- In many countries, young people who drink alcohol go on to try illegal drugs.
- Alcohol can seriously damage the liver and cause many other health complications.
- Alcohol actually destroys brain cells.
- Alcohol affects judgment. Under the influence, one may be tempted to experiment with sex, which he or she might not do if sober.

### *Preparation*

Prepare and rehearse the role play before the session with peer educators or volunteers from the group.

### *Delivery*

#### *1. Role Play*

Remind the students of the risk behaviors that young people are likely to fall into if they fail to “build the bridge” by learning and using good life skills. Some of the risk behaviors are drinking alcohol or using drugs. Drinking and smoking are dangerous activities in themselves. They are even more serious when we think about the poor decisions we may make while under the influence of alcohol or drugs—everything from starting a fight to having unprotected sex, which could lead to



unwanted pregnancy or infection with an STD such as HIV. Ask the participants if there is any drinking or smoking going on in their schools or communities. Are many young people currently drinking or smoking? Invite them to consider some of the consequences of this behavior while watching the role play. Have the volunteers perform the role play.

## *II. Reasons and Consequences*

Discuss the role play and some of the reasons that Chakri gave for his actions. Does this sound like a common situation? What are some of the reasons that young people in your school or community start drinking and smoking? Brainstorm a list of ideas with the group and write these ideas on a flip chart or on the board.

Students were express like:

- Boredom
- Loneliness
- Poverty or feelings of hopelessness
- Worry
- Parents drinking
- Failure to do well in school
- Personal happiness (“It’s fun!”)
- Trying to forget problems
- Excuses (“Even doctors and teachers drink!”)
- Trying to act grown up
- Peer pressure

Next, brainstorm the possible consequences or effects of alcohol and drug use. Make a list on the flip chart. These consequences might include:

- Poor decision-making
- Bad health
- Failure in school
- Trouble with the police
- Problems in the family
- Stealing
- Having sex
- Getting pregnant
- Getting an STD or HIV

Evaluation

Go around the room and have each group list a different cause and effect of alcohol or drug use, citing especially any fact that was new to them. Try not to have any duplicates, so you can assess students' understanding of the session.

The Role Play: Ravichandra's Story

Ravichandra a 15-year-old boy, has been arrested for breaking into a house and stealing a television. He was drinking and smoking with a gang of friends and they decided they needed more money for their alcohol and drugs. They hatched a scheme to rob a house and sell the

television to get more money for their drinks and drugs. The police came after the boys, but they caught only Ravichandra

Have one character play a famous reporter on the radio. This character will interview Ravichandra, the 15 year old boy arrested for housebreaking. The reporter should create a microphone out of some paper or other prop and interview Ricardo about the story behind his arrest. Ricardo will answer the questions. Let the actors use their creativity and their own knowledge of the reasons behind this behavior in their community to answer the questions:

- “Ravichandra, you are such a young man and now you will probably go to jail. Why did you break into the house in the first place?”
- “Why did you start drinking and smoking?”
- “How did the alcohol and drugs make you feel?”
- “Where did you buy the alcohol and drugs?”
- “Where did you get the money for it?” and so on.

## COUNSELLING CASE PRESENTATION

### PART - A

#### Identification and issues relating to report

As part of internship school guidance programme, the trainee counselor going municipal high school Kadiri, Anantapur dist, A.P. When i was started guidance interventions on Oct 2<sup>nd</sup> week. The H.M was allotted IX class. I observed a boy who is restless in the class teases and beats his classmates. His behaviour different among others. He stands and changes his places during the class. The trainee counselor enquired about his behaviour with his classmates, class teacher, and others then I took him as my counseling case.

#### Range of problems

##### *As related by the client:*

When his classmates tease him then he angry and reserve, he teases and beats them. He is a lean and active boy of 14 years old. He said that he beats and fights with them, when they get leisure time in the school.

##### *As related by the parent:*

Raju has an elder brother who is studying of intermediate. In the house also he fights with his brother and he beats neighbor children. But he has great interest of coin collection and stamp collection.

##### *As related by the teacher:*

He is below average student, writing is also not good. He disturb the class by beating others and teasing others. He interested in coin

collecting, he does not complete home work. Every day he gets punishment for incomplete of his home work.

*As related by the trainee counselor:*

The counselor observed him as a restless boy in the class, he disturbs others who sit beside him, and he beats and teases them. He changes his place two or three times in one session. If teachers says anything, he complaint on others .by student blank he has interesting stamp and coin collecting, drawing and also and acting. He plays games, not accurate in doing things .But

Probably he may intellectually average. He wants to become an engineer, but he is below average in studies.

## PART- B

### 1. COMPONENTS OF PROBLEM

*Behaviors:*

He tries to dominate others , threatens , not accurate in doing things .He does not speak complete sentence , he swallow words while talking, he cannot sits straight and properly, he swings in the class , changes sitting places in the class. He passes dialogues from movies

*Feelings:*

Anger gets confusion, while talking, express belief that why he changes his places he gets pain when he was beaten by others.

### *Cognitions*

He thinks, homework and school work is messy. He thinks nobody wants to make friends with him. He thinks because of his lean body, he is facing comments rather than his behaviour. The fact is because of undesirable behaviour of faces comments

### *D. Inter - personal relationship:*

He beats and teases others so others also beats and teases him. This process continues, has no friends such as but talks with all in the class. He has only one best friend that boy also beaten by him.

### 2. DURATION OF THE PROBLEM:

In 8<sup>th</sup> class he is in section b. Now he is in section a his friends are all in section “b” so he does not have friends in section a. beginning of the academic year he has been quarreling and fighting with classmates .

### 3 INTENSITY OF THE PROBLEM:

Every day it occurs and whole day it lasts this problem occurs nearly ten to twelve times every day . He beats and fights even in the break, next teacher comes. In the afternoon session it occurs more. Mainly he uses foul language while he is fighting than he will be beaten.

### 4 CONTRIBUTING EVENTS:

By the client

His classmates teases him like “bakka” then he gets angry and beats, scolds .

By others

First he shows non verbal cues with his face and body and comments with movie language , then he scolds other

## PART C

### *I. Specific goals for interventions:*

With the experience in rapport –building and problem assessment sessions and considering the reports from parents, teachers, classmates and counselor own observations, counselor asked him whether he ready to change his behaviour, either also he attempted to change his behaviour. So, the counselor asked him what behaviour s he wanted to change, he doesn't want fight , tease others, he wants to complete his home work, he wants to concentrate on studies and he wants to become a good boy in the class. So with the help of Raju counselor set the specific goals.

1. Completion of home work.
2. Stop fighting and teasing
3. Doesn't want to change places in the class.
4. Concentration on studies.

### *II. Prioritization and selection of goals:*

Immediate goal---stop fighting and teasing

Intermediate goal—completion home work

Long term goal– concentration on studies

### *III. Counseling Approach / Approaches selected with rationale:*

By problem definition interview, intake interview, Reports from classmates, Teachers, parents and my observation I concluded that the client has Behavioral problem and also consist of associated problem. His problem fights with fellow classmate's is purely behavioral in nature. Incomplete homework, changing places, lack of concentration on studies are associated problems and are also purely behavioral is nature. So Behavioral Approach is the suitable intervention to follow.

### *IV. Counseling strategies & activities employed for intervention:-*

I thought client, with the help of a counselor, identifies the behavior to be modified and uses one or more self – management strategies that make use of stimulus control, reinforces and punishers to modify the undesirable behavior.

Here the client is trained to observe, monitor, record and bring changes in his / her own behavior.

#### *Goal setting and self – monitoring :-*

Goal setting involves writing down the criterion level of the target behavior and the time decided for the occurrence of the behavior. It involves two processes 1) self – observation 2) self – recording.

The individual records each instance of the target behavior as it occurs. In this way he is able to evaluate his progress which brings beneficial change in the target behavior that will probably be maintained



or increased. However, it should be noted that the goal setting should be realistic and achievable so that the individual is motivated enough to monitor and improve non-judge mental and based on improvement or bringing about behavioral change.

To increase accuracy of the client's recording I asked his class leader to record with him and requested his class teacher to supervise the process. The data sheet could also have space to record a goal for the day.

Here the client set the goal for the day. The client and myself (counselor) set the goals for each day.

The boy fights and teases maximum 10-12 times a day. Sudden 14 no one can change their behavior. So gradually he reduces the no of fights and success days are increased. At the end of the 6<sup>th</sup> and 7<sup>th</sup> sessions he reached his target i.e., desirable behavior (Stop tearing and bights). Again I went to school, the class leader informed me that the client (Raju) has changed his behavior.

The class teacher who supervised the whole process place, not changing place and concentrated on studies. The boy is very happy and he has friends now.

## 2. *Self – Reward*

Self – praise (Verbal – Symbolic reward)

He has strong determination to overcome his problem. So when anybody provokes him, also he keeps quiet. With self – instruction the

client telling himself what to do and how to do it in situations that call for a particular target or desired behavior. Immediately after the desired behavior occurs, I guided him to recite a self – praise statement like.

Oh, I can do it

Raju! You have done it

I become good,

In coming days I will do better.

Current reward:- When the client occurred his desired behavior I asked his class teacher to give are 5 star chocolate. Current reward is something enjoyable that occurs on a day basis such as eating ..... I asked the boy, when he reaches his target on the day, while returning home from tuition eat what you like my client likes to eat panipuri. So my client got one 5 stas chocolate from his class teacher and is praised by all his class mates. Now he is completing his home work Gradually, day by day he reduced no of fighting's and teasing at last be didn't fight his friends and sample tally he gave up the fight and comments. When he attained his goal for the day, he played more time and watched a movie on T.V. on the day.

Again I went to school to check the client, he came and showed me the task. He is on the way to reach his goal. But I confirmed it from the class teacher and the leader who recording the same.

*Punishment:-*

Every day he set goal for the day. When he goes beyond the goal for the day he has to take punishment. The punishment is he should say 'sorry' at least 5 times to persons whom he fought with on the day, in the presence of class leader. Class leader will supervise whole thing. The client, himself decide punishment. If he didn't complete Home work, he should undergone punishment.

*Group counseling:-*

Before my interventions I called the students who teases and fights with the client and gone one counseling session asked him to write disadvantages of class disturbance and fights in the class. I explained advantages of good relations and beauty of friendship. These people also cooperated.

*No. of sessions:-*

When I was delivering my class talk, career Talk and group discussion, I observed this boy and his behavior and group discussion. I observed this boy and his behavior I enquired with his classmates and his class teacher about his behavior and wanted to take him as my counseling case, first of all I wanted to know the reasons and problems of the boy.

*Session:- 01 Rapport*

I called him to talk with him, he didn't come to me again I informed him with his classmate to come and meet me. 2 time of

informed, he didn't come. In 3 days of my delivering classes, he disturbed a lot. So I don't want to leave him. I found / expect, he is creating some problem in the class. So I went to the class and called him. Reluctantly he came to me and I made him sit before / inform of me, in a well ventilated room. I asked about him self, he didn't show interest to answer. I asked about his interests, hobbies, his favorite hero and heroine. Gradually he showed interest to answer. I listen attentively, I observed his non-verbal expressions also. I told a simple joke and asked him to tell jokes. He shared some jokes with me.

Session :- 02 Problem assessment:-

In this session when I called him, he immediately came. Again I sent him to class and take the permission from the class teacher and subject teacher. He took the permission and came. Very pleasantly we started our conversation and he told, how he comments his friends, how they commented him. (bakka, drakula, daku....) I asked him who will you respond when your friends called you skeleton. Because the boy is lean and active. He said teases and sometimes fights with them and also use foul language. He said that he doesn't like during home work, he likes to draw and act.

I gave family blank and student blank to fill up. I paraphrase his sentence like, so you beat and are beaten by classmates. He said yes. So his problem is 'fights with others in the class'.

### Session :-3 Goal Setting:-

I asked the reasons for fighting's took family and student blank. I conducted problem definition interview. With this and my observation we analysed the situation and motivated him to goal setting to take up intervention. He asked me, what to do, to overcome these fights. He is feeling guilty about the fights in the class. He gets punishments from teachers so he wanted to get rid of the problem. Earlier tried to stop fights but he failed because of lack of proper plan. I said I will give you some techniques, you should follow. He happily accepted. In the process we combindly set the goals

Immediate goal – stop fighting's and tearing

Intermediate goal – completion of home work

Long term goal – concentration on studies

### Session:-4 Interventions:-

His problem is behavioral in nature. So gave self management strategies.

Goal Setting – Self – monitoring

Self – reward / praise

Reinforces an punishments

Group counseling

His class leader also record what is monitoring and whole process is supervised by class teacher

#### Session :-5

I went to school to meet my counseling cases. This time I checked them whether they are following given techniques or not. I confirmed it with class teacher and class leader. This boy is on the way to reach the goal. I appreciated him, I told in coming days you will attain your goal. So we need not write all those things and need not to meet also. Very soon we will wind up our business.

#### Session:- 6

The next week I went to school, my client is traveled  $\frac{3}{4}$  way to reach his destiny. I feel vary happy. But he took punishment for not doing homework. In counseling process also I took punishment. He got rewards from his class teacher to his changed behavior. By the next week he will reach his destiny. I said to Bharat the next week is the last meeting day to us. He is happy about the desirable change what he occurred. He is doing his home work, no fighting's, no teasing everything is going good. He concentrated on his studies. He is a below average student but he is working hard to get good marks. He became good boy in the class. He has friends now.

#### Session :-7 Termination and session:-8 follow up

From last week he is maintain his desirable behavior. When I went there he came and met me and showed his interventions which have given. He felt very happy. Again if he gets the problem I requested the class teacher to refer to the school counselor, I also talked with

counselor about my three counseling cases. Suggested the boy, also consult school counselor, if the problem repeats. We took a photograph and said good bye to each other.

In this way my 7 counseling sessions are over. At last the boy got desirable behavior.

Duration:-

Every session's duration is 40 minutes. But session 6 and 7 are very easy sessions. Before those sessions he reached goal.

Participation of client in counseling process:-

In first session he didn't show interest. I observed his reluctant behavior in starting. Gradually he showed interest, he helped me in goal setting and accepted to take interventions and carried very nicely. He cooperated well. With his cooperation only, the counseling process went on well. In self – monitoring, he has to check himself and record himself. He has strong determination to come out of the problem. With his involvement, active and careful participation and his determination the counseling process completed successfully.

No of sessions of counseling

Stages of counseling	No. of Sessions	Duration	Clients participation
Relation ship building	1	40 min	Observed, hesitation relevant
Information taking	1	40 min	Co-operation

Assessing the problem	1	40 min	Sharing up
Setting Goals	1	40 min	Mutual agreement
Using counseling strategies	3	2 hrs	Actively involved and well co-operation
Termination and follow up	1	40 min	Agreement

*Outcome & extent, Goals attained*

The boy wanted to become good boy in the class, without any fighting's, teasing and he didn't want to disturb the class and others. The outcomes of the counseling process, He stopped fights and teasing in the class, he started completing his home work and stopped changing of places in the class and concentrating on his studies.

In third session of counseling process he set some goals these are

*1. Immediate goal:-* He almost all stopped fights and teasing in the class. He is maintained it from 5<sup>th</sup> session of counseling process. Gradually he reduced his fights and teasing now, no fights, no teasing. He attained the Goal.

*2. Intermediate goal:-* He felt homework is messy every day he took punishment for incompleteness of homework. When he stops fights his concentration transferred to doing homework. Now he is completing his



homework. From 5<sup>th</sup> session onwards he is not getting punishment for incompleteness of homework. So he attained his intermediate goal also.

*3. Long term Goal:-* He is a below average student. Now he stopped fighting, doing homework every day and in the same way he started reading. When he attains his two goals he is appreciated by his class teacher, teachers, classmates and me. So he tasted the effect of praise. So now he is concentrating on his studies. Actively participating in the class, giving answers. So almost all he reached his third Goal, if he continues good reading and gets good marks in term examinations, then I can say strongly, he reached his Goal. But now he is doing well in the class. 95% he reached his third Goal. But it is yet to be attained.

*4. Issues relating to termination of counseling relationship:-*

In 5<sup>th</sup> session only he reached half way in his traveling towards reach Goals. In coming days, you will reach your Goals. Then no need of meeting, I said to him. In 6<sup>th</sup> session he reached 90% of his Goals. Then I told by next week you will be free from this monitoring because he will reach and almost all he reached. Then I told next week is the meeting to us. In 7<sup>th</sup> session I said we are winding up our process. You reached your goals successfully. So I said maintain this level, If you get problem go and meet your counselor.

The client has accomplished his Goals.

As a counselor I have limited time. So can't go beyond that

He acquired what was wanted from the experience and clear signs are there to stop counseling process.

*5. Recommendation for continuation of professional ship:-*

Now the client has become increasingly aware of new strengths and skills. I asked the client to follow the same monitoring pattern for 2 more months. If he gets any problem, I suggested him to meet his school counselor and requested his class teacher to refer him to the school counselor.

*6. Skills acquired through practice of counseling process:-*

Through this counseling process I acquired paraphrasing, self – Disclosure, immediacy, pacing and Assessment

I come to know how to set Goals, how to implement strategies and termination

I acquired the skills of observation and attentive listening.

I learned, how to maintain confidentiality and ethics of counseling process

## CHAPTER-3

### RESULTS AND CONCLUSIONS

#### INTRODUCTION

**Stage fright** or **performance anxiety** is the anxiety, fear or persistent phobia which may be aroused in an individual by the requirement to perform in front of an audience, whether actually or potentially. In the context of public speaking, this fear is termed “glossophobia”, one of the most common of phobias. Such anxiety may precede or accompany participation in any activity involving public self-presentation. Three out of every four individuals suffer from speech anxiety: that's 75 percent. Do the test. Social phobias often start with shyness in childhood or early adolescence, and progresses during adolescence, according to scientific studies of fear of public speaking statistics.

#### *Signs of stage fear:*

- Intense anxiety prior to verbal communication with group.
- Nausea.
- Feelings of panic in public speaking circumstances.
- Sensitivity to criticism.
- Negative self image.
- Fear of rejection.
- Lack of confidence.
- Difficulty in being assertive.
- Blushing.

- Stuttering.
- Embarrassed in public.
- Stress effects.

Glossophobia can be successfully treated in a variety of ways. One of the most common is cognitive-behavioral therapy. Will learn to replace messages of fear with more positive self-talk. Students will learn relaxation techniques and what to do when you experience a panic attack. Children will gradually confront their fear in a safe and controlled environment.

Cognitive-behavioral therapy for social phobia typically involves:

Learning how to control the physical symptoms of anxiety through relaxation techniques and breathing exercises.

Challenging negative, unhelpful thoughts that trigger and fuel social anxiety, replacing them with more balanced views.

Facing the social situations you fear in a gradual, systematic way, rather than avoiding them.

### **Relaxation techniques for anxiety relief**

In addition to deep breathing exercises, regular practice of relaxation techniques such as meditation, yoga, and progressive muscle relaxation will also help you get control over the physical symptoms of anxiety.

For step-by-step advice on getting started, see *Stress Relief: Yoga, Meditation, and other Relaxation Techniques*.

The counselor gave the class talks about

1. STUDY HABITS

2. TIME MANAGEMENT

It is useful for our target group. Because in this age they utilize above topics achieve their aims.

The three months internship trainee counselor facilitate different talks, all are related to my guidance interventions topic i.e. “A Guidance Intervention For Developing Public Speaking Skills Among Student With Anxiety Problem”.

The career talks are:

modelling

Public Relation

Political Science

Fashion Designing

Radio jockey

Students are acquire awareness about different careers except political science remaining are emerging careers, and those careers are not suitable for who are not overcoming stage fright.

And the counselor conduct a group discussion and workshop about peer pressure, alcohol and drug us and assertiveness. Students are participating very active, because there are participating in first time these type activities. It is new to them.

### RESULTS:

1. Students overcome their stage fear.
2. Students able to understand importance guidance interventions.
3. Students understand study habits and time management.
4. The target group aware about careers.
5. Students participate in group discussion and work shop with fear.

### DISCUSSIONS:

The trainee counselor three months internship programme is “A Guidance Intervention For Developing Public Speaking Skills Among Student With Anxiety Problem”. He was identified who are faced stage fear by a sample test. 68% of students are showed the stage fear. After some interventions conduct a post test 42% are still showing stage fear. The success rate of guidance interventions 16% only. Here the trainee counselor does not success completely, because the main limitation is time factor.

And class talks and career talks are very useful for our target group. Because these are new for them. They are learning more. Some of the students enthusiastic about fashion designing, another are interesting in Radio Jacky.

### SUGGESTIONS

Group guidance programs are little bit difficult conduct to our target group. We need to some more time for reliable results. Entire internship time we want direct supervision by experts.

## CONCLUSION

Cognitive behavioral for stage fear hold much promise for attenuating this serious and disabling condition in youth. Research is necessary to develop and test methods for identifying youth at risk of developing stage fear, and initiating efforts towards the primary prevention of this serious disorder. At present, the field is open to investigators in clinical research settings, research and primary care settings, and public health programs to turn serious attention to understanding the impact and course of social phobia in children and adolescents. In addition to research efforts, ongoing education is needed to alert physicians, school personnel, and the general public, to the significance of this disorder. The three months internship programme, the trainee counselor complete “A Guidance Intervention For Developing Public Speaking Skills Among Student With Anxiety Problem” guidance interventions, and successfully aware by class talks and career talks. Students acquired life skills by this programme.

## APPENDICES

### Appendix-I: STUDENT PROFILE

S.No	Name	Ad No	Caste	Caste
1	B Mahammad Azaruddin	4231	MOC	Muslim
2	S.Jeelan	4232	MOC	Muslim
3	P.Veeramahesh	4234	BC-A	Chakali
4	K.Ismail Khan	4235	MOC	Muslim
5	V.Tanveer	4237	BC-B	Dudekula
6	P.Shameer Khan	4238	MOC	Muslim
7	S.Mubarak	4239	MOC	Muslim
8	S.Irfan Basha	4240	BC-E	Muslim
9	P.Babajan	4241	MOC	Muslim
10	U.Mohan	4276	BC-B	Nese
11	M.Uday Kiran Naik	4277	ST	Sugali
12	S.Md.Sadiq	4293	MOC	Muslim
13	S.Babafakroddin	4300	MOC	Muslim
14	E.Teji deep	4301	ST	Erukula
15	B.Ramdas Naik	4302	ST	Sugali
16	S.Mohammad Jeelan	4333	MOC	Muslim
17	M.Ravi Naik	4342	ST	Sugali
18	A.Chandra Shekar	4343	BC-D	Golla
19	B.Manoj Kumar	4344	BC-A	Mangali
20	P.Ganesh	4399	BC-A	Vadde
21	K.Kalyan	4401	BC-B	Nese
22	M.Narayana Naik	4403	ST	Sugali
23	K.Babafakroddin	4404	BC-B	Dudekula
24	K.Nowshad Basha	4405	BC-B	Dudekula
25	N.Anil Kumar	4406	BC-A	Besta
26	S.Shaksha Vali	4407	MOC	Muslim
27	M.Pavan Kumar	4417	BC-A	Vadde
28	B.Babu Naik	4418	ST	Sugali
29	E.Reddy Shekar	4419	BC-A	Vadde



30	S Balaji Naik	4402	ST	Sugali
31	K Venkataramana Naik	4523	ST	Sugali
32	S Noor Mohammad	4536	MOC	Muslim
33	S.Dhanedra	4346	BC-A	Vadde
34	P Sai Kumar	4544	BC-A	Mangali
35	P Ganagadar	4569	BC-A	Boya
36	O Pavan Kumar	4570	BC-A	Patra
37	M.Jagadesh	4571	BC-A	Vadde
38	P Jabeer	4572	MOC	Muslim
39	S Sadiq Basha	4573	MOC	Muslim
40	O.Jagadesh	4571	BC-A	Vadde
41	T Naresh	4575	BC-B	Eediga
42	K Reddi Prasad	4576	BC-A	Medara
43	S.Mahaboob Basha	4577	MOC	Muslim
44	P.Kumar	4578	BC-A	Medara
45	T.Rupesh	4579	BC-A	Medara
46	B.kalyan Kumar	4580	BC-B	Devanga
47	P Raj Shekar	4581	BC-A	Medara
48	C.Chiranjive	4582	BC-A	Medara
49	M.Chandra Naik	4583	ST	Sugali
50	M.Vijay Kumar Naik	4584	ST	Sugali
51	K Haresh	4585	BC-A	Mangali

*Appendix-II: CLASS TALKS SUMMARY:*

Study habits

Conclusion:

Studying is a focused mental activity; there are certain study habits that should be followed to be effective.

Healthy reading habits are a key to learn, remember and gain knowledge.

Brain needs to be trained to concentrate.

Distraction due to music/movie/media is a common cause of memory problems in young people.

A student needs to review his/her study habits; if not adequate, make decisions to follow

Certain new methods to make learning effective.

Following a time management schedule for various activities in our lives is very useful.

*Time management Summary.*

Time management schedule is a scientific and realistic plan to make effective use of time available to cover all the activities in a given day/week/month/year.

Often we are not aware how we spend our time and waste time without much thought .We also feels that .time flies. and think that we have no control over it.

Time management strategy is a method by which one can control and use the time in a manner one wishes to spend (one may wish to spend time in hobbies and feel upset that he/she has no time at all).

Periodic review and reorganization of activities according to priority is a must.

Managing time is an individual's responsibility. Each one should try his/her best in that direction - it provides control over time and self, decreases boredom and high risk behaviors.

## Appendix-VI

### DETAILS OF THE RELATIONSHIP ORIENTED INTERVIEW WITH CLIENT

#### I) Identification Data

- a) Client's name : S. Raju
- b) Address : Student of 8<sup>th</sup> class  
Municipal high school, kadiri
- c) Contact No. :
- d) Age : 13 Years
- e) Sex : Male
- f) Marital status : Unmarried

- II) Primary / Secondary Problems
- 1) Fights with others
  - 2) a) results in complete homework
  - b) Teasing other behavioral

- a) Nature of the problem :
- b) How much does the problem interfere: Very often with the client's everyday functioning?
- c) How does the problem manifest itself? : Restless, changes place teases, beats (thoughts/ feelings/ observable behavior)
- d) How often does the problem arise? : Everyday
- e) What are the patterns of events : In the class, with somebody first teasing surrounding the problem those fighting using foul language.(When does it occur? / With whom? / What happens before and after its occurrence?)
- f) What caused the client to decide to : I observed the boys behaviors in the class enter into counseling at this time?

### III) Client's Current Life-Setting

- a) How does the client spend a typical : Home – school – tuition home – playing – day / week? T.V. – Sleep

- b) Client's social / religious / : Goes relative houses, Temples Playing recreational activities
- c) Client's educational / vocational : Student & 8<sup>th</sup> class situation

IV) Client's Family History

- a) Family members details

S. No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1	Ramana	43	Labour	Father	
2	Suguna	40	Home maker	Mother	
3	Abhishek	18	Student	Brother	

- b) Is there any history of mental disturbance : Yes / No in the family
- c) Description of family stability : Permanently Settled (Jobs held / family moves)

## Appendix-VII

### Questionnaire

How anxious do you feel when you think about public appearance?

- A. Extremely anxious
- B. Very anxious
- C. Somewhat anxious
- D. A little
- E. Not at All

2. Here, give your first, instinctive answer to the question:

Out of 10 how serious is your fear of public speaking?

- A. 9 or 10
- B. 7 or 8
- C. 5 or 6
- D. 3 or 4
- E. 1 or 2

3. How bad are your symptoms of fear of public speaking?

- A. The symptoms are really bad and I have used drugs
- B. The symptoms are really bad but I've avoided using meds
- C. The symptoms are uncomfortable and I've used drugs
- D. The symptoms are uncomfortable but I've not used meds
- E. I don't really experience significant symptoms

4. Do you dramatize situations involving public appearance in your mind... Do you see pictures or movies, or hear self-talk or other dialog in your mind?

- A. Yes, all the time and the feelings are powerful
- B. Sometimes and the feelings are bad when I do
- C. Sometimes, but the feelings aren't *that* bad
- D. A little
- E. Never

5. To what degree has this issue impacted your relationship with your family, friends & co-workers. Do you find it difficult to explain what you are going through, or even keep it a secret?

- A. Extreme impact on relationships
- B. Significant impact
- C. It has made things difficult at times
- D. A little, not too bad
- E. None

6. Overall, when you think about the impact this is having in your life how bad is the problem?

- A. It's ruining my life
- B. It has considerable impact and has to be dealt with
- C. Life would be alot better without fear of public speaking
- D. Its not great but I'm OK

E. No impact really

7. In our experience, clients who overcome this experience benefits in many areas of their lives, not just in situations that used to make them glossophobic. Even if you were *only* to get rid of fear of public speaking, how much better would things be?

A. Dramatically better. This will be a huge change for me

B. A very big improvement

C. A significant relief. Glossophobic situations are very Uncomfortable for me

D. Better

E. It wouldn't really make much difference

8. Overall, when you think about the impact this is having in your life how bad is the problem?

A. It's ruining my life

B. It has considerable impact and has to be dealt with

C. Life would be a lot better without fear of public speaking

D. It's not great but I'm OK

E. No impact really

9. In our experience, clients who overcome this experience benefits in many areas of their lives, not just in situations that used to make them glossophobic. Even if you were *only* to get rid of fear of public speaking, how much better would things be?



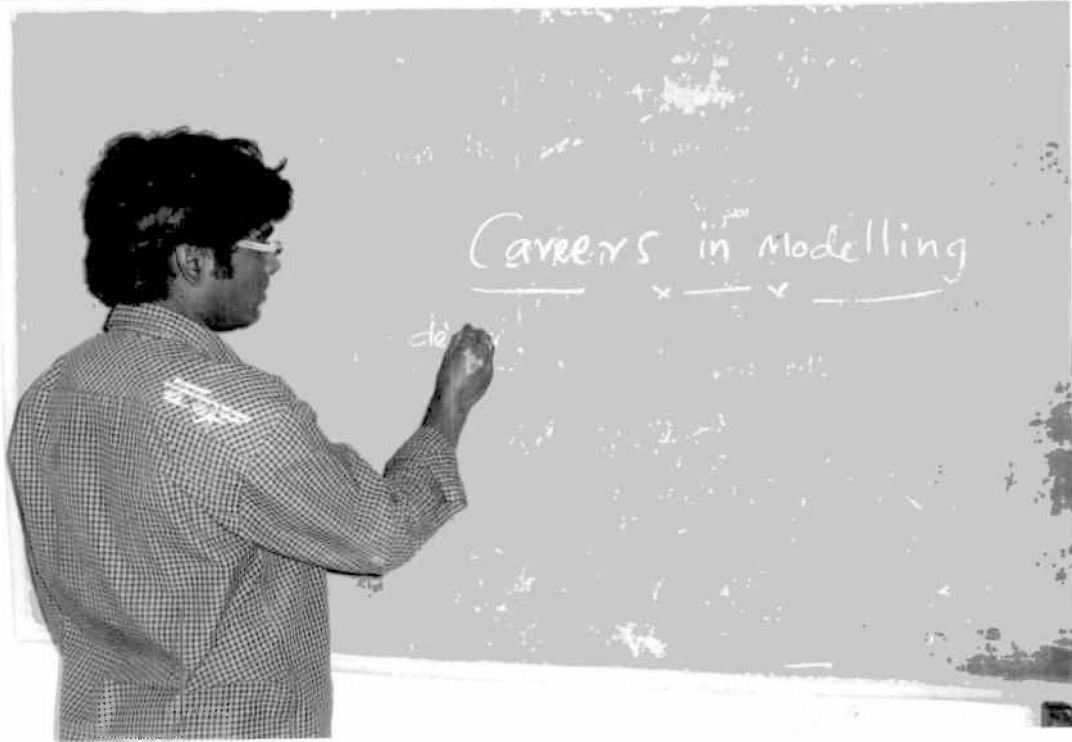
- A. Dramatically better. This will be a huge change for me
- B. A very big improvement
- C. A significant relief. Glossophobic situations are very uncomfortable for me
- D. Better



school building



157  
the target school



Giving Career talk on Modelling



School Guidance Comitte



Guest lecture on Agriculture



The School Head Teacher



Giving Guest lecture . Same School  
Teacher



Having Giving memento at life skills education  
at mandal Educational office traini



*Having a memento*



*The target group*



Senior teachers and Head teacher of  
the target school.