

# **REGIONAL INSTITUTE OF EDUCATION<sup>N</sup>**

**(National Council of Educational Research & Training)**

**MYSORE – 570006**

**December, 2011**

## **AN INTERVENTION PROGRAMME TO OVERCOME EXAM RELATED STRESS OF HIGHER SECONDARY SCHOOL STUDENTS.**

### **INTERNSHIP PROJECT REPORT**

**Submitted for the Course**

**International Diploma in Guidance &  
Counselling (IDGC), 2011**

**By**

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## **DECLARATION**

I do hereby declare that the present internship report entitled “**AN INTERVENTION PROGRAMME TO OVERCOME EXAM RELATED STRESS OF HIGHER SECONDARY SCHOOL STUDENTS**” was carried out by me 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 : Thiruvananthapuram

Date : 6/1/2012

Name : **SINDHU R. NAIR**

Reg. No. : IDGC3 M129

Signature 

## CERTIFICATE

This is to certify that Mr/Mrs. Sindhu R. Nair has undertaken the internship project entitled “AN INTERVENTION PROGRAMME TO OVERCOME EXAM RELATED STRESS OF HIGHER SECONDARY SCHOOL STUDENTS” implemented in our institution during the year 2011 as a part of the “International Diploma in Guidance & counseling (IDGC)” course offered by the Regional Institute of Education (RIE), Mysore.



Signature of the Head of the Institution



Address of the Institution

Cotton Hill Girls Higher Secondary School  
Vazhuthacaud  
Thiruvananthapuram

Place : Thiruvananthapuram

Date : 6/1/2012

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Place : Thiruvananthapuram

Date : 6/1/2012

**SINDHU R. NAIR**

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Introduction**

Stress is a common feature in all our lives. Stress plays an important role in our survival. It helps us face threats and dangerous situations, get us motivated and can even make us perform better. We all react to and cope with stress in different ways, and it is these differences that determine whether or not stress becomes a negative force in our life. Stress is essentially an imbalance between the demands put on us and our ability to cope. One in five people get stressed on a daily basis.

Stress is the reaction people have to excessive demands/pressures. One may find it difficult to cope with tasks, responsibilities or other types of pressures or might get anxious trying to meet such demands. Therefore feeling stressed is a natural response to pressure. The body releases chemical into the blood stream that make us feel nervous. Muscles tense, ready for action and the heart beats faster to carry blood to the muscles and the brain. We breathe faster, sweat more and mouth becomes dry. Hormones such as adrenalin cause these physical reactions. This hormone encourages to do best during competition. However, too much of this hormone can affect health adversely.

Thus stress can be defined as the adverse reaction people have to excessive pressure or other types of demand placed on them. It is a subjective response and something that will vary from person to person. Prolonged stress can lead to illness, both mental and physical. The word pressure and stress are used interchangeably, but they are quite different. If pressure is prolonged it can be negative and depending how the individual perceives it and reacts to it can lead to development of stress.

As educational requirements get more stringent in all levels of education, students everywhere experience considerable stress. High School years should be a great experience, but many demands and rapid changes can make them one of the most stressful times of life. Students today face increasing amounts of school work, a rapidly changing curriculum, assignment deadlines and exams. They worry about selecting careers and post secondary programmes. They also must balance school work with sports, hobbies and social life. They have conflicts with parents, friends and siblings. They have to cope with unpredictable moods, concerns about appearance, fitting in with a peer group and also handle relationships. Money is always a worry to them. They have to deal with issues of alcohol and drugs. They also have to deal with all this while undergoing rapid physical and emotional changes and without the benefit of life experiences.

## **1.2 Need/Importance/Scope of the Project :**

Exams are usually a period of increased stress in the children. The stress can manifest in various physical and mental changes in the child. The child can have a lot of fear that is associated with the exam. The stress can be identified because of the presence of various signs and symptoms that include negative thoughts, low self-esteem, irritability, decreased ability to concentrate less sleep and various other signs. Therefore it is quite natural that exam stress is a natural reaction to too much pressure. Secondary school students are often faced with a series of exams/tests which are usually scheduled closely together. This can lead to great stress for students and those who live with them. Thus examination stress is an uneasiness experienced before, during and after an examination. It is very common among students. But some students find that this interferes with their learning to such an extent that it can reduce the efficiency of performance so that results emerge lower than they should and when anxiety begins to affect exam performance it becomes a problem. This will induce study related issues which may be related to earlier issues or could be independent due to anxiety about



examinations. Since both of these affect student performance, it is an important issue to be addressed by an counsellor.

In addition to poor performance in the exam, stress affects the student's ability in each of his daily activities thus resulting in mediocre/low results. This in turn affects the student's own self-esteem and confidence regarding his potentials. A negative outlook to things in general may be the outcome which prevents the child from doing better in the future. All this cumulatively lead to a vicious circle of under performance. Therefore addressing exam related stress is important as it affects the entire profile of the students.

### **1.3 Objectives :**

- (i) to understand the prevalence of stress and stress levels in adolescent girl children.
- (ii) to identify the causes of stress
- (iii) to disaggregate factors in stress
- (iv) to attempt counselling interventions and suggest /train coping strategies to overcome stress.

### **1.4 Description of Target Group**

The study was conducted in Cotton Hill Girls, Higher Secondary School, Trivandrum, Kerala. The sample group and its size and composition was located in consultation with school authorities, teachers, counsellor in charge functioning in the Health cell inside the school. Thus from the higher secondary section the XII standard students (Humanities Group) were chosen as the sample group comprising of 70 number of girl students from all stratas of society.

### **1.5 Description of the context / school**

The context in which the study was conducted in Cotton hill Girls Higher Secondary School, Trivandrum, Kerala. It is one of the biggest girls higher secondary school in the State. It is one of the oldest schools in Kerala. Many laurels have come to this school. Most of the new initiative in the school system have been implemented very successfully in this school. The school also ranks very high in academic and extra curricular activities. It has produced outstanding women in present day society.

## CHAPTER 2

### **INTERVENTIONS PLANNED & EXECUTED**

#### **2.0 Introduction**

Stress is a condition/feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilise. That is when environmental demands strain an organism's adaptive capacity. It results in both psychological as well as biological changes that could place a person at risk for illness. Things that cause as stress are called stressors. Children are affected by stress just as our, adults, but the mechanism of the affects are not necessarily the same.

A certain amount of stress is normal and not always bad. Sometimes stress can push a child on to a greater achievement. Unfortunately, children are becoming highly stressed at younger and younger ages today. Stress varies from child to child and how much stress one can easily handle varies too. Stress is most often seen as an overt physical reaction (crying, sweating palms, running away, aggressive defensive outbursts, rocking and self comforting behaviours, headaches and stomach aches, nervous fine motors behaviors-hair twirling / pulling, chewing, biting of finger nails etc., sleep disturbances). Experts point out that children may react globally through depression and avoidance, excessive shyness, hyper vigilance, excessive worrying, obsessive interest in objects, food etc. Stress responses can differ between males and females. Research shows that males tend to externalize their anxiety and they can become increasingly irritable/feel angry. But on the same time when females experience exam stress they show internal symptoms and responses (nausea, butterflies and feelings of inadequacy) which can lead to sadness and depression. In this context the present project was undertaken to study about the exam stress in a school in Kerala, especially among girl students.

## **A. GROUP GUIDANCE INTERVENTION**

### **2.1 Guidance Intervention :**

It is used in schools to assist social and academic growth and progress among students as well as to prevent several psycho behavioural, psycho social problem. Hence guidance intervention techniques used in the class.

#### **2.1.1. Need Analysis :**

The first activity after choosing the student body was to identify the presence of stress with special attention given to exam related stress. This need analysis was done through interaction with subject teachers as well as students. Discussions with the whole group of students regarding the prevalence of stress were made initially in an informal way. The group of students were observed without their knowledge just before their class tests and small exams conducted. Thus the medium of observation was used. In consultation with subject teachers some students were also interviewed as part of the need analysis.

#### **2.1.2 Pre-test :**

After conducting need analysis a series of pre-testing scales were administered to the group of students to make an assessment of students. The scales and tests administered were as follows:

- a) SWOT Analysis
- b) Self Esteem Scale
- c) Perceived Stress Scale
- d) Questionnaire on Exam Related Stress
- e) Student Information Blank

This implied an assessment of students before intervention.

### **2.1.3 Findings/Results/Assessment of Student**

After conducting need analysis and pretesting, certain symptoms, causes and factors for exam stress were identified.

The assessment/result indicate that majority of students showed medium to moderate stress while a minority had severe stress. Only minority came under normal group. This suggests that more than 90% of students are facing above normal levels of stress and tension. This is in the area of their life either in family / school and the causes are many which will be explained / indicated later. This result agree with the observation made by many psychologists, doctors and counsellors that most of the children today are facing severe stress which they find very hard to cope up with. Many of the psychosomatic problems and suicides commonly seen are found to be the results of this stress.

The study further reveals that when compared to their childhood stress rate is high during the period of adolescence. Many of them face stress at the beginning of puberty. During this phase many physiological and emotional changes begin to occur that can generate stress. This could be one of the reasons for the increased stress among girls. Worries about school work, relationships, weight and looks increase notably in adolescent girls. The combination of educational stressors together with those associated with achieving and maintaining a feminine identify (weight, body shape etc.) affects the mental health of female/girl students. The study also indicated that academic achievement is identified as a new pressure in an adolescent girl in the age group 15-17. The point was that Kerala girls now a days out perform boys indicating that they are likely to face educational stress.

Students who have developed a proper attitude to learning and good learning techniques and habits should not have to worry about stress. Stress is essential for effective study and memory, but it is excess stress anxiety, worry,

fear of failure etc. which creates a level of stress high enough to cause loss of memory and memory blocks in examinations. This is what students fear that they will not remember what they have learned. Adolescent girls are more likely to experience stress in their relations with parents and friends. Girls are prone to depression and they experience higher levels of types of stress associated with depression and may be reactive to these types of stress.

Students experience anxiety when preparing for and underlying exams. Those with high and low anxiety have some body response. For eg. Clammy hands, stomach butterflies. Some feel pressure and develop stress symptoms much more really than others.

### **2.1.3.1 Symptoms**

The symptoms of stress found among student were:

- Feeling cranky & irritable/headache/bad tempered
- Feeling inadequate, blaming, self talk/ feeling tired all the time
- Problems getting to sleep/not wanting to wakeup / sleeping badly.
- Strongly beating heart/chest pain
- Sweating/nausea /trembling
- Habits such as nail biting
- Indecisiveness / going blank/ confusion
- Losing touch with friends.

On further enquiry/investigation certain causes for exam stress were identified.

### **2.1.3.2 Causes/ reasons**

It should be admitted that the stress is usually caused by a few common factors and they are as given below.

- **The student's thoughts :**

The students view the exam as a hurdle and this cause stress in the child. This makes one to understand that the perspective of the student of exam itself is very important reason for exam to cause stress.

- **Lack of self confidence**

Self confidence is an important factor in making the child to be able to pass the exam. There are many students who lack self confidence even if they have prepared well for the exam. This causes exam stress.

- **The fear of performance :**

There are many students who are having the fear of performance that is another major reason for their stress and fear. The fact that they have a lot of their parents and other people's hopes to expect causing them to have a lot of stress.

**The competition** that is present between the child and other children is a cause of the stress that the student has.

- **Equating success with complete success :**

There are some students who are average and for them, just being average is success. There are others who are good in their averages and grades. These students feel that they are best in the area. The change in the level of student's perception of success in exams is another reason for the stress that occurs before the exams. Some students have unrealistic expectation of themselves. The lack of self awareness about their own capacity can also be cause of stress.

- **Academic pressure** : is also one among the causes of stress on students.

- **School environment** can also be a cause of stress on students.
- **Home Environment** : Quarrel between parents create insecurity among students. Financial problem also add to the stress.
- **Institutions engage in extra curricular activities** and this causes stress on students.
- **Peer Relationship** provide eustress/distress. As peer pressure in regard to dress, behavior, choice of friends, interests and many other areas of life, that pressure becomes a huge cause of stress on student. There arises interpersonal conflicts.
- **Love Relationship** is another cause for stress.
- **School workload** are heavy for many students.
- **Time Management** : A lack of time management causes stress on students. Balancing academics, peer activities and home life can be difficult.
- **Social stressors** : Most of the students experience some level of stress/anxiety in social situation.
- **Teachers** – Uninspiring teachers causes stress among students.
- **Bullies** in schools/ classes causes stress among students
- **Parents and parental pressure**- students experience parental pressure. Parents want their children to succeed in school. They want to see good grades and also see success in life's other areas. Thus parents are a major cause of stress on students.
- **Bad preparation** – Students who have not well prepared for the exam due to sickness or poor study habits can also cause stress.

**2.1.3.3 Effects of Stress** are long lasting. They can harm the immune system, usher physical and mental changes in an individual. Since stress has become an integral part of everyday life, each and every person is under the grip of stress



starting from a 2 year infant to an adult. Stress takes an entry in different forms and it alters the normal functioning of a person. Stress has become part and parcel of an individual's life. We cannot eliminate stress, but we can reduce stress in our life by trying to manage it.

### **Belief about ability and control**

Motivation plays an important role in student learning and studying. Research shows that the type of motivation an individual has will influence how much a student studies and how much exam pressure they feel. It also shows that exam stress can vary depending on a student's beliefs about nature of their academic ability and their perceptions of control when approaching exams. If a student believes that their ability is fixed, they may feel a level of control over exams and unable to cope with additional demands. However, if a student believes their ability can be increased with effort and planning they often feel more in control. This leads to effective preparation.

### **2.1.4 Intervention Programme planned**

In order to help reduce stress upto a manageable level, the trainee counsellor needs to give practical guidelines to handle the time leading upto examination as well as tips for many aspects say about examinations themselves. Hence counselling interventions were planned. Counselling tips were given in general and special counselling interventions given to the particular group. Along with this peer leaders were identified and given training by the trainee counsellor to conduct peer counselling.

#### **2.1.4.1 Plan of Action/ Programmes planned**

- Orientation – (Teachers and students) regarding the activities.
- Conduct of SWOT analysis
- Administering Self Esteem scale and collecting information through Student Information Blank.

- Class talks on Self Esteem and Self Confidence, Life Skills Education, Study Habits, Time Management, Memory & Memory Retention, How to Decide on a career, Interpersonal Relationship.
- Administering Perceived Stress Scale and a Questionnaire to assess stress level and exam related stress.
- Group Discussion/ Brain storming session on Stress and Stress management and Communication skill.
- Workshop on Test Anxiety.
- Counselling sessions (Individual, Group and Peer)

#### **2.1.5. Teacher's Orientation**

An orientation was given to teachers of Cotton Hill Girls Higher Secondary School. A general overview of the problem/topic under study and the activities proposed to be undertaken was provided. The need for the same was stressed upon. This was done to get inputs from the teacher's side regarding the topic, problem under study.

Their suggestions were incorporated by the trainee counsellor.

#### **2.1.5. Details about the class talks given:-**

##### **Class Talk :**

It is a talk given by counsellors to a class of students about topics that will hold their interest. It comes under group guidance activity. The objective of class talk by trainee counsellors is to help trainees develop skills related to planning, writing and delivering or organizing the content of the topic selected. A list of topics related to the project/problem/topic under study and the rest were fixed. Materials related to the chosen topics were collected and scrutinized. The needed information was sifted from it. Later the content was organized. On the assigned

days the class talks were delivered / presented. The students were found to be motivated and keen to listen to the tips given.

Several class talks were delivered in the assigned class and to the assigned group of students. A brief report of each class talk is given below.

**a) Class talk on Self-Esteem and Self Confidence**

The class talk started with an introduction on how much we believe in oneself. This helps in assessing present level of self esteem and one's sense of self worth. Later elaborated on what is esteem and its importance. The tips to improve self esteem was suggested which will lead to self confidence and it was clearly defined to them. Self confidence was portrayed through some situations and examples. Finally the relation between self esteem and self confidence were made clear to the students.

**b) Class talk on Life Skill Education**

The class talk started with the explanation of the stage – adolescence – as the vital stage of growth and development- Explained the characteristics of the stage. The key issues and concerns of adolescent students were discussed. Later on life skills were defined and key life skills (10) were identified. The tips provided enables to translate knowledge, attitudes and values into actual abilities. This depicts the importance of life skills for growing minds.

**c). Class Talk on study Habits**

The class talk started with the importance of taking exams and the need to follow study habits with a little time management. The class talk helps improve learning and understanding. The tips to develop effective study skills were suggested to students. The value of making a schedule is highlighted and certain methods to follow is also suggested. The main idea behind the class talk is central to effective studying.

**d). Class talk on Time Management**

The class talk started with the point that time is the most valuable resource a student has and it is the most wasted of resources. The need to develop responsibility chart/task chart notes is highlighted. The concept of time is taught with the help of a clock which is turn help increase a student's awareness of time. The importance to inculcate time management skills is suggested.

**e. Class Talk on Memory and Memory Retention**

The ability to remember information was tested with the help of a small test. The meaning of memory was explained to students and certain facts about memory familiarized to them. Tips for memory retention and improvement suggested.

**f) Class talk on decision making**

Class talk started with an interaction with student about the decisions that they have taken earlier and its positive & negative side. The significance of decisions making in everyday life is highlighted. The classification of decisions is made clear to them and the need to learn/ make decision suggested. The student's decision making skill is assessed with the help a self assessment tool. The steps to be followed before making a decision is taught to students through various activities.

**g) Class Talk on interpersonal relationship**

Relationships are important / vital in all spheres of life. The need to sustain a healthy bond in relationship is important. Interpersonal relationship skill is essential for human beings. The various components of interpersonal relationships it highlighted.

### **Method of transaction of the class talks**

Class talks were delivered with the help of ICT, ie, power point presentations were prepared and used with the class. Any queries that arose were immediately answered. In addition to these a separate slot was given at the end of the class for general interaction. Examples and illustrations were also used.

### **Outcomes**

Outcome was that the students found themselves to have become clearer regarding their own problems. Tips to handle these were also provided which allowed students to try and tackle these issues on their own.

### **2.1.7 Details about the Career Talks given**

#### **Career Talk**

Career talk is a talk given by a counsellors to a group of students. It is a part of classroom guidance. It provides in-depth information related to a particular career. The conduct of career talks help the trainee counsellor to develop skills in planning and delivery of career talk. Since the topic/project under study does not have much scope for career talks only one was planned and delivered and that too a very general one on How to Decide on a Career. The content was organized in such away that it showed the style of presentation with suitable examples.

#### **a. Career Talk on How to Decide a Career**

The career talk started with the transformations that come in the way of life choice situation. It calls for a new paradigm to help students make informed career choices and also gain self management skills and decision making skills. It was highlighted that career decision is a very complex phenomenon and how it can be developed. The tips to frame a six point action plan was also suggested.

### **Method of transaction of career talk**

Career talk was delivered on the assigned class period with the help of explanation and black board work. Examples of various people who excel in a career was discussed and the reason behind their excellence were also discussed. The career talk was more in an interactive mode.

**Outcome** : The student seemed to be motivated and keen to know more about various careers. Tips to make a right choice/decision related to a career was gained by students.

### **2.1.8 Details about Group Discussion given**

#### **Group Discussion**

Group discussion is a group guidance activity. The conduct of group discussion helps to create awareness among students regarding some issue and relate to it. By engaging in group discussion students learn to exchange different opinions, listen to others and pay respect to other's opinion. It is the most popular methods which a counsellor can use in the class. Considering the project understudy the trainee counsellor listed down few topics which can be used for group discussion. Finally two topics related to the project were selected. The trainee counsellor organized the material needed for group discussion. The various dimensions of the topic needs to be discussed.

#### **a) Group Discussion on Stress and Stress Management**

The group discussion was initiated by the trainee counsellor. Afterwards students took over. They were discussing the various dimensions which has been allotted to them.

The class was divided into six groups. Each group had 12 students. They were asked to sit comfortably by facing each other. After that instructions were given.

The facilitator / trainee counsellor initiated the discussion by giving an idea of the concept of stress and different types of stress seen among human beings, especially among adolescents were highlighted. Among the stress the most evident and crucial one for the students were the exam stress. The various dimensions discussed are given below:

- How do we recognize that one is under stress and the reason behind getting stressed during exams.
- Causes and symptoms of stress and effect.
- The need to minimize exam stress and how to do that and do preparation for exams.
- Importance of coping with stress/ handling exam stress before exams.
- The need to calm oneself.
- Importance of family and friends (parent's involvement in minimizing exam stress-learn to plan instead of worry) A 20 point programme to manage stress is familiarized at the end of the session.

#### **b. Group Discussion on Communication skill**

The students started a brain storming session as part of group discussion on communication skill. As planned the class was divided into five groups. The trainee counsellor initiated the discussion using a power point presentation on communication. Later the various dimensions of communication were discussed. The dimensions are:

- What is communication process - Goals
- Elements of communication process - ways to communicate

- Barriers to communication - what makes one a good communicator.
- Types of Communication/ Forms
- Tips to good communication skill - how to develop communication skill.

### **Method of Transaction of group discussion**

As decided earlier each group discussed their own assigned dimension of the topic –stress and stress management communication skill. Each group –had a leader and a reporter. As the students were motivated to conduct group discussions, it took off as planned. The leader was entrusted to see whether all the members of the group are participating and the reporter was noting down the necessary points which evolved out of discussion. After the time limit the reporters presented their points. With the help of the trainee counsellor the groups were able to come to conclusion.

### **Outcome**

The students seems to be motivated and able to connect the various dimensions to the topic title and conclude discussion with suggesting remedial measures.

### **2.1.9 Details about Workshop given :**

#### **Workshop:**

Workshop is one among the set of group guidance activity. This is organized to create awareness towards a particular theme there by bringing in changes in attitudes and behaviours. A simulated situation is created as if a real workshop is organized. The theme selected is suitable to the needs, maturity level and interests of students. After interacting with the group the theme is finalized – Test Anxiety.



### **Workshop on Test Anxiety**

After collecting enough information related to the proposed theme of the workshop, the trainee counsellor decide upon the various aspects of the theme. The theme and sub themes were announced in the class a week before. Students were asked to come prepared with information and materials in order to make the workshop activity oriented and exciting.

The class was divided into five groups. Each group had 14 students. Out of them 3 concentrated on attempting the test given. After attempting the test they shared the feeling with the group and each sub theme assigned to each group were discussed among themselves and ideas were evolved. Afterwards they showcased their ideas.

The sub themes discussed were given below:

- Test Anxiety
- Diagnosis of Test Anxiety – Experience shared
- What causes Test Anxiety – Symptoms
- Types of test anxiety
- Help for Test Anxiety – Life Style tips for students.

### **Method of Transaction of Workshop**

On the assigned day of the workshop the student started the workshop as planned. It started according to a schedule prepared. A silent prayer initiated the workshop. As planned a welcome and inaugural speech was given by the concerned people. The trainee counsellor through her inaugural speech initiated the theme of the workshop. Each group discussed their subthemes and came up with their own ideas and were also engaged in various activities. Each group presented their ideas. One among the group was made the moderator and

controlled the sessions. At the end one student gave a concluding speech and another gave a vote of thanks.

### **Outcome**

The students seem to be motivated and interested to organize such workshops again and again and take up roles as they did for this. They were also able to connect the sub themes to the main theme of the workshop.

#### **2.1.10 Outcome of the activities / Suggestions evolved out of the activities.**

Based on the activities conducted in the school and the interactions with students certain suggestions/outcome got evolved. Leaving preparation for too late is not an excellent recipe for stress. Regularly attending the classes and being in touch with the course material is a good idea. It not only helps students prepare better for exams, but also keeps them interested in the subject matter. Students have to plan their study properly by listing down topics, prioritizing them and preparing a suitable schedule. Students need to know about exam pattern and also boost one's own confidence. Taking short breaks is essential, ie, students have to take time out for relaxation. Students should be able to manage emotions effectively. It is advised to have an early dinner and early to bed policy so that it helps students to wake up fresh and early. Eating healthy food keeps the mind relaxed and alert through. It is suggested that one needs to stop thinking of exams as the day of one's execution, rather see them as part of chain of events. To cope with stress on the day of the exam the students have to get organized, review questions properly and start answering paper with the question that one knows best. If the mind goes blank it is natural to get panic, but avoid it by taking a deep breath. Restraining one's emotions can increase anxiety, but talking to family and friends will ease the strain. Therefore students have to share their problems/ stress so that they get support of family and friends. Taking exams is bound to be stressful because if what's at stake. Students may be feeling a weight of

expectation from their family and school to succeed. If stress levels rise too high for too long, it can be harmful. If it is controlled at the right level, however they can work to one's advantage, because it can help one to produce peak performance.

## **B. Counselling Interventions**

### **2.2. Introduction**

It simply means to seek professional help. Counselling intervention is a unique interrelationship between clients/students and trainee counsellor which aims to create a change and a growth in personal development and social adjustment. During the process the counsellor has the responsibility to contribute to the process of change.

Usually stress counselling and stress management uses Rational Emotive Behaviour Approach. Since there was lack of time, the trainee counsellor did not take up individual counseling for individual cases. Instead the trainee counsellor, attempted

- Peer counselling
- Group counselling

#### **2.2.1 Peer counseling**

In peer counseling the clients/students were given the opportunity to model after someone whom they have reached out to. There arises an opportunity to share experience. Peer counselor has to provide a role model and can serve as a link between person seeking help and the service provider. The peer counsellor can draw on a wide range of unique experiences. The purpose of peer counselling was to aid counselling process. Peer counselling reduced the feelings of isolation. It gave time and opportunity for students to express their feelings. Peer counsellors

encouraged the client's honest expression of emotions. They learnt client's feelings & needs.

### **2.2.2 Intervention**

Thus peer counselling seemed to be useful in this situation. The five peer counsellors identified by the trainee counselor were able to provide peer counselling techniques to the identified group of students. The techniques used were Strategic restatement ie, restating what their group members said.

Interpretation ie the peer counsellor in charge of the group elaborates the meaning of what group members have said.

Prompting and asking probing questions to group members

Clarification made

Silence maintained in the process by active listening.

Summarization done to wrap up the issue.

The peer counsellors exercised patience and self control and they established support with group members. They were aware of verbal and non-verbal communication. They actually assisted in identifying the problem, but tried to avoid fostering dependency.

The advantage of peer counselling done was that the students were made more comfortable talking with someone of their own age rather than to counsellor. The peer counsellors were able to provide a positive role model and help group members work out minor problems before they escalate. The peer counsellors acted as a support as they shared their experiences with the group, where peer counselling is done.

Thus stress is necessary to challenge students to learn. Approaches are needed that reduce the negative aspects of stress which lessen student's learning and performance. The key to reducing stress is by providing students with a feeling of control over their education and feed back regarding what can be done to improve their performance. Students who do not feel helpless will adopt their own coping strategies. They can help others as peer counsellors. Reactive coping (ie, dealing with one's thoughts and feelings) can be facilitated by peer counseling. Active coping (ie, dealing with actual stressful situation) can be strengthened by providing students with early success.

With the help of peer counselling sessions students were made clear about interpersonal relationship and the importance of communication skill in life.

### **2.2.3 Outcome**

The group of students who underwent peer counselling technique seemed to be motivated to attend more peer counselling sessions. As they were able to discuss freely with their peers their problem related to exam stress, they felt light and was able to identify the specific issue which is bothering / troubling them. They also found that these feelings and emotions (both physical & mental symptoms) were common and not new to them alone. Finally they felt that they can address it and cope up with the issue.

Later group counselling intervention was attempted.

**2.2.4. Group Counselling** involved a small group of students (6-10) who met together weekly along with counsellors to talk about problems. When students formed groups and interacted freely with other group members, they recreate difficulties that brought them to counselling. Under the direction of the trainee counsellor the group was able to give support, offer alternatives. Thus the group members learnt alternative behavior, to resolve problems etc. Each members developed new social skills.

### 2.2.5. Intervention

Besides peer counselling it was felt that group counselling interventions was also necessary to tackle the issue of exam stress. Therefore the trainee counsellor had to attempt group counselling techniques too. They started with ice breaking session. Later modelling by maintaining eye contact was used. The group members after listening to the opinions of other group members were asked to reflect by actively listening to them. Clarifications were made and summarizing done by linking, encouraging and focusing on the key issue of exam stress. The methods used by the trainee counsellor under group counselling were.

- **Mask Creation** : Each group member was asked to create a mask which he felt will represent emotions. They were asked to draw these emotions on the back of paper plates and colour it. Once the masks were completed, everyone in the group commented and then that is compared with emotions the creator was trying to convey.
- **Role play**: It is an acting exercise asked to act a particular situation where they had experienced stress earlier. Thus the group members came to know how the issue is affecting the member. Another situation may be how they were able to cope up stress. Such situations were enacted. Thus they learnt how the issue affects one and how one reacts to the issue.
- **Story Writing and Sharing**. The members are asked to write down their feelings in the form of a story and share it with others.

The methods of group counselling techniques were employed with the help of different stages of group counselling. They are

- **Initial stage** where orientation and exploration of the issue – exam stress was done.
- **Transition stage** where the counsellor and the group members dealt with lot of resistance among the group.

- Working stage where lot of obsession of ideas and productivity occurred/happened.
- Final Stage where consolidation of various opinions/ideas related to the issue discussed and finally reached a stage where counselling is terminated and the group members are empowered and left on their own. Later a follow up stage was also included to assess the progress of the members.

#### **2.2.6. Outcome**

The group members who have undergone group counselling seems to be motivated, empowered and had a feeling that they are not alone. They have got a feeling of hope and help. It is comforting to hear that others also have similar problems. There arose a climate of trust in the group as students felt free to care about each other. Each member benefited from shared experiences. The role of the trainee counsellor was to facilitate interaction among members, help them learn from one another, assist them and also provide empathy and support to members.

#### **2.3. Conclusion**

Counselling, both peer and group counselling was really an effective form of learning experience as students could share their experiences, learn from others and also come to know that everyone has similar problems and they are not the only one struggling with the issue of exam stress. Both the types of counselling were basically effective in a school situation as students found it easy and enjoyed learning with their peers, provided the counsellor was effective and maintained ethical issues and standards efficiently.

Besides the peer and group counselling, REBT was also advocated sometimes in stress counselling and stress management with the use of palliative techniques such as meditation and relaxation. For acute cases among the group the trainee counsellor suggested REBT/approach in consent with the school counsellor. This was done first by using various kinds of distraction. Instead of

thinking about the stressful situation they were advised to think of something else instead. They had to focus on a workable distraction. Eg. Meditation, Yoga, Jacobson's relaxation technique etc. All this helped temporarily calm oneself. The students were taught these along with making them think of pleasant scenes. The second main techniques was to teach them to acknowledge their irrational beliefs and dispute them and change them into healthy, self helping beliefs. Eg. I must cope with this situation adequately. This was emphasized. Thus by suggesting REBT the trainee counsellor tried to help students calm themselves.



## **CHAPTER 3**

### **RESULTS & CONCLUSIONS**

#### **3.0 Introduction**

The problem taken up was that of exam stress. The various causes and implications for the presence of this in students were studied. The intervention strategies focused on counselling in small & large groups in the form of peer and group counseling. Along with this various guidance activities such as class talks, career talk, group discussions, workshop etc were also undertaken.

#### **3.1 Results:**

As the student body that was chosen consisted entirely of girl students of the age group 15-17, the results reflect only the patterns and levels of stress of a portion of student population. The level of stress especially exam related was found to be prevalent to a large extent. Most of the factors contributing to the presence of stress came under the category of external pressures such as parental compulsion, peer influence etc. The lack of effective study habits, time management, self motivation etc. also contributed to stress being perceived. After the identification of the reasons/causes, certain coping strategies for external pressures and certain tips for self management were provided and an elementary training in the practice of some were also given.

#### **3.2 Discussions:**

Due to the intervention by the trainee counsellor many students reported some amount of relief as they had been enabled to identify the main causes that resulted in stress. In addition to this the tips provided showed them the way

forward in order to tackle these issues by themselves. The intervention created an awareness to express their problems. It also helped create confidence to discuss their problems with the counsellor. Through discussion students realized that others also have similar problems. However, the interventions and interaction was limited to a large extent due to shortage of time caused by tight school schedule. Some cases required individual counselling which could not be addressed.

### **3.3 Suggestions:**

The activities were taken up only for class XII student who had opted for the Humanities stream. A wider range of students, for example class IX and above, would have provided a more varied range of causes and patterns of stress. Exam stress as a topic deserves to be periodically addressed / monitored by the counsellor for long term effectiveness. The tips provided and its effects can only be assessed and enhanced with a long term relationship with students.

### **4.4 Conclusion**

The study in general points out that majority of students have pressure of one thing or another that leads to mild or moderate level of stress in them. The study results emphasise the fact that contradictory to the common belief that only adults suffer from stress and stress related problems, students suffer from tension and stress of different type at varying levels. Stress is normal part of life that can either help us learn and grow or can cause us significant problems. If we don't take action, the stress response can lead to health problems. Prolonged, uninterrupted, unexpected, and unmanageable stresses are the most damaging types of stress. Our increasing knowledge about the importance and impact of stress on young children should be put to good use in reducing stress factors for students and in assisting children to increase coping strategies and healthy responses to manage unavoidable stresses in their lives. Every student's mental

health is important. The more we understand the challenges of students, the more effective and life changing our services become.

Awareness raising is needed for parents, teachers to take joint action to relieve suffering caused by stress. It is proved that stable family and happy school where there is love, care and concern with less mental pressure is of paramount importance and that should be the goal of parents and teachers so as to help them to face challenges of life confidently and positively. However, the findings point to the need for an urgent research on a large sample for a better understanding of stress and its causes and there by employ guidance and counselling intervention technique to reduce stress.

Thus stress is a common feature in all our lives. It is often seen as a negative emotion, but stress plays an important role in our survival too. It helps us face threats and dangerous situations, gets us motivated and make us perform better. All of us react to and cope with stress in different ways and it is these differences that determine whether or not stress becomes a negative force in our lives.

Generally students need to excel in studies. For this to happen we need to manage stress by managing time wisely, getting organized, creating good environment, understanding one's learning style, developing optimism and using stress management techniques wisely. Students have to remind themselves that it is just an exam and with effort they can/they will do better.

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# International Diploma Course in Guidance and Counselling through Distance/Online Mode

## APPENDIX-I

### EVALUATION SHEET

#### CLASS TALK / CAREER TALK

Maximum Marks : 20

Marks Obtained :

Name of Trainee: \_\_\_\_\_

Name of School: \_\_\_\_\_

Class: \_\_\_\_\_ Topic: \_\_\_\_\_

S. No.	Criteria for Evaluation	Rating Scale				
		5	4	3	2	1
1.	Relevance of the topic to the class					
2.	Introduction (rapport building)					
3.	Meaningful Communication					
4.	Content Coverage					
5.	Use of Audio/Visual					
6.	Use of Black Board					
7.	Delivery i. Speed ii. Style (gesture, voice modulation, clarity of expression) iii. Use of appropriate language					
8.	Use of Examples/Illustrations					
9.	Students participation and attentiveness					
10.	Questioning i. Relevance of the questions ii. Clarity in framing the questions iii. Presentation of questions					
11.	Class Management (discipline)					
12.	Summarization / Key points discussion					
13.	Overall Impact					

(Signature of the Supervisor/Trainee)

Name \_\_\_\_\_

**International Diploma Course in Guidance and Counselling through  
Distance/Online Mode**

**APPENDIX-II**

**EVALUATION SHEET**

**GROUP DISCUSSION/WORKSHOP**

Name of Trainee: \_\_\_\_\_

Name of School: \_\_\_\_\_

Class: \_\_\_\_\_ Topic: \_\_\_\_\_

S. No.	Criteria for Evaluation	Rating Scale				
		5	4	3	2	1
1.	Selection of the topic					
2.	Motivating the class					
3.	Introduction of the topic					
4.	Clarifying rules					
5.	Advance preparation by the group					
6.	Ensuring participation of each member in GD					
7.	Role of group leader i. Initiating ii. Giving chance to each member iii. Para phrasing iv. Attentiveness v. Focusing on the topic vi. Class management vii. Time management viii. Concluding					
8.	Use of Examples/Illustrations					
9.	Students participation and attentiveness					
10.	Use of Audio/Visual Aids					
11.	Use of Black Board					
12.	Key points discussed					
13.	Overall Rating					

(Signature of the Supervisor/Trainee)  
Name \_\_\_\_\_

## APPENDIX III

### 1. SWOT ANALYSIS

#### Objective

- (i) to explore needs of students
- (ii) to understand strengths and weaknesses of student
- (iii) to raise self awareness of student.

#### Components

- SWOT as a personal tool
- How to apply SWOT analysis with students
- Generating ideas – in 4 areas.
  - Strengths - Resources
  - Weaknesses - Areas to improve
  - Opportunities - Possibilities
  - Threats - Barriers/obstacles

Brainstorm the ideas with students – Have to map ideas, record them and use them as a spring board for discussion and development.

SWOT – Focus on key issues.

Worksheet employed to gather information.

Total involvement of students possible.

SWOT is a process which helps students.

- Appreciate strength and decide to build on
- Define weakness which they can minimize
- Make most of opportunities
- Recognize possible threats and treat them in a planned and organized way.



(a)

**STRENGTHS**

1. What are my personal strengths? / What am I good at?
2. What do others see as my strengths? /What do others think I am good at?
3. What do I enjoy doing?
4. What areas am I competent *in* ?
5. What subjects do I get good marks *in* ?
6. What is my learning style?

**WEAKNESSES**

1. What are my weaknesses?
2. What could I improve?
3. What should I avoid doing?
4. What are the areas that I am weak in?
5. What subjects do I get low marks *in* ?
6. What difficulty I have in learning?

### **OPPORTUNITIES:**

1. What would I like to do?
2. What motivates me?
3. What strategies I use?
4. What is possible by me?
5. What changes <sup>could</sup> happen to me in the next few years?
6. Where do I see myself in 5 years time?

### **THREATS:**

1. What are the barriers to my development?
2. What sort of obstacles do I face daily?
3. What makes me uncomfortable in the class?
4. What stops me from learning?
5. What demotivates me?
6. What kind of competition I face from my group?

## Appendix IV Class Talk Summary

### **a. Class talk on Life Skill Education**

#### **Objectives**

- (i) to make students aware of the stage – adolescence and concerns of adolescent students.
- (ii) to sensitive students about the need for life skill education for growing minds.

#### **Components.**

Adolescence – Vital stage of growth and development

- Key issues and concern of adolescents (identity, emotions, relationships)
- Youth-most productive member – involved in high risk behavior
- Life skills education helps the individual to improve decision making skill, ability to take everything in right sense.
- Skills that help an individual to be successful in living a productive & satisfying life.
- Important to develop life skill for growing minds, help adolescents to reduce risk behavior and adopt healthy behavior.
- Abilities for adaptive and positive behavior that enable, individuals to deal effectively with demands and challenges of life.
- WHO – 10 core life skills
  - Self awareness
  - Empathy
  - Critical thinking
  - Creative thinking
  - Decision making
  - Problem Solving
  - Effective communication
  - Interpersonal relationship
  - Coping with stress
  - Coping with emotion.
- How life skill education imparted-
  - Practical activities
  - Feedback and consolidation
  - Practical application to day to day life challenges.

## **(b) Class Talk on Self Esteem and Self Confidence**

### **Objectives**

- (i) to sensitise students about the need to have self confidence.
- (ii) to give tips to improve self esteem and confidence.

### **Components**

- Assessment of one's belief in one self- present level of self esteem – Value of oneself.
- Activity used – a word puzzle
- Self Esteem is the awareness of all aspects of one self – self esteem is important in life. – help build happiness and better life.
- Low self esteem - low happiness
- High self esteem - high happiness
- Self esteem increases confidence – If one respects oneself we respect others

### **Improves relationship**

This lead to happiness and well being – become objective, confident and positive

- How to improve self esteem suggested –
- Face fear – be confident
- Forget failures – learn from them
- Know what you want - be assertive
- Work on your confidence
- Reward yourself
- Talk to people
- Self confidence – survey about one's abilities

### Portrayal of self confidence

- (i) body language
- (ii) conduct behavior
- (iii) environment.

### Explained through egs.

- If one believes in oneself and you are positive, then that is confidence.
- Every body is good at something – discover the talents and express oneself – feel unique.
- Self confidence and self esteem connected
- Self belief is important
- High self esteem enhances self confidence and helps people to interact, participate and relate positively with others.

### **c. Class Talk on Study Habits**

#### **Objectives :**

- (i) to make them aware about the need to follow study habits
- (ii) to give tips to improve study skills.

#### **Components**

- Taking exams can be time for stress and anxiety. With a little time management and following good study habits one can minimize stress and maximize productivity and results. The class talk on study skills is designed to help you improve your learning and understanding. There is little doubt that no two people study the same way and it is a near certainty. However, there are some general techniques that seem to produce good results.
- “The first thing one needs to do is to take responsibility for your actions. We decide our priorities. One has to keep the goals in mind. The tips that one get here will help one to develop effective study skills. One has to figure out the most productive way of study. It is not enough to simply think about studying, one has to actually do it. This is the central idea. There is a saying.....“Practice does not make perfect, perfect practice makes perfect”. If one wants to be an achiever, we have to follow this.
- When one puts best efforts in work, then we succeed. If one is satisfied, then the grades/marks is the icing on the cake.
- Develop a schedule – a schedule saves time. A schedule should take into account every aspect of one’s life in which one engages in. Plan time for study. This gives one a rough road map of time available. A good rule of thumb is that studying should be carried out only when one is rested, alert and have planned for it.

- One can study anywhere, where there is no distraction. There is an SQ3R method. This method has been a proven way to sharpen study skills. SQ3R stands for Survey, Question, Read, Recite & Review.

Survey is get the best overall picture of what one has to study.

Questions should lead to emphasis on what, why, how, when, where of study content.

Read – A primary means by which you acquire information

Recite – When one recites we recall things

Review – is a survey of what one has covered- it is the fine tuning of one's knowledge of the material.

Getting the main idea is central to effective studying. Note taking is a skill that must be learned as a study method. It is better to use a highlighter. The space should be comfortable and quiet. Study breaks are essential, It is important to establish a study zone at home. Preparation for exams are essential. One needs to know one's own dominant learning style. Conquer procrastination.

#### **d) Class Talk on Time Management**

##### **Objectives**

- (i) to make students aware that time is very important and it is not to be wasted.
- (ii) to give tips to manage time efficiently

##### **Components**

- Time is the most valuable resource. It is also the most wasted of resources. The schedule that one prepares guides in how to allocate the available time in the most productive manner. Students need to develop task chart notes/responsibility chart. Making daily list help students motivate to get the task done. Each item in the list is placed in order of priority. Clocks help increase a student's awareness of time. It is important to inculcate time management skills. Study time should ideally be divided into blocks of  $\frac{1}{2}$  an hour to 45 minutes. Few tips for time management essential.
  - Draw a schedule
  - Schedule is broken down into convenient parts.
  - Prioritise and take up one at a time
  - No wasting of time
  - Understand body rhythms.
  - Keep reminders
  - Organise.



**(e) Class Talk on memory and memory retention**

**Objectives**

- (i) to sensitize student about the significance of memory retention.
- (ii) To provide tips to improve memory.

**Components :**

- It is a wonder how we manage to remember information for a test. The study of human memory has become one of the major topics of interest. It is easy to think about memory as a mental filing cabinet, storing away bits of information. Memory is a remarkably complex process that involves numerous parts of the brain. In order to form new memories, information must be changed in to a usable form. Focus one's attention on the material-Avoid cramming – structure and organize information – visualize concepts – Teach concepts to others.

It is quite natural that there is a fear that the matter that has been memorized will be forgotten. To avoid this need to follow tips – Short forms/phrases – VIBGYOR etc. helpful for study.

**(f) Class Talk on Decision Making**

**Objective :**

- (i) to sensitize students about the need and important of decision making

**Components**

- People are faced with decisions everyday of their lives. A decision can be defined as having to think about and to choose from a range of choices or options. Eg. What to wear, what course to take etc.
- Did we not sometimes in our life make decisions which had far reaching consequences not only to our life, but also to the lives of others. We all make decisions of varying importance. Decision making plays a crucial role. Decisions classified on the basis – who makes them how they are made.
- The idea of decision making is a sophisticated skill – 5 steps in decision making-
  - Look at the situation
  - Think of alternatives
  - Decide upon one alternative
  - Act, plan each action

**Activity employed**

1. Students asked to think about poor decision they have made. Why they consider it as a poor decision. Similarly a good decision and to compare both outcomes.

2. Counsellor writes down different decision making situations on a small piece of papers and places them in a container. Each student will pick up a slip of paper and they will read the situation. Afterwards they discuss how they will handle the situation – Role plays and self assessment tools also used.
3. Training given to students by following different steps
  - (i) State decision you wish to make.
  - (ii) Why this decision is important
  - (iii) Analysis the situation.
  - (iv) Think of alternatives
  - (v) Think of consequences
  - (vi) Make decisions

**(g) Class talk on Interpersonal Relationship**

**Objective**

- (i) to make them aware about the fact that one cannot live without maintaining relationship with others.
- (ii) To provide tips to improve interpersonal relationships

**Components**

- Relationships are important in all spheres of life. People create relationships – we think we are self reliant and independent but actually we are not. We need interdependent relationship.
- Humans being are basically social by nature. Inner urge to be with others- Sustaining a healthy bond in our relationship depends largely on our interpersonal relationship skills. Helps one to relate in positive way with family and others. People who are well versed in interpersonal relationship skills succeed in life. Possess pleasing and magnetic personalities. Relationship is like bank accounts. Every one has different relationship. Each relationship is different. Disagreement is normal-conflicting opinions- learn to resolve conflicts. Maintain healthy interpersonal relationship \

**Components of interpersonal relationship**

- Empathy
- Sympathy
- Sensitivity
- Tolerance
- Positive attitude
- Give and take
- Healthy distance
- No prejudice

## **APPENDIX V**

### Career Talk on How to Decide on a Career

#### **Objectives :**

- (i) to develop pupil skill of career decision making.
- (ii) To sensitise pupils about the need to decide a career of their choice

#### **Components**

- Started with a saying “You decide your career”. It is the student who has to take a decision, regarding the career. Parental guidance essential – numerous factors influence one’s career choice.
  - Dreams of parents
  - Societal status and financial security
  - Peer influence
  - Aptitude
  - 6 Point action plan
- List of Subjects which child like – also activities.
- Information about careers. (various options)
- Shortlist options
- Visit job places
- Arrange for participation in the job of choice to get a feel of it.
- Allow child to take a decision

(Changing work environment familiarized)

## **APPENDIX VI**

Group discussion on

### **(a) Stress and Stress management**

#### **Objectives :**

- (i) to make students aware about the concept of stress and the need to manage stress.
- (ii) to make students understand that stress is normal
- (iii) To help students manage stress by following certain techniques.

#### **Components**

- Secondary school students are often faced with a series of exams scheduled together which can lead to great stress.

Exam stress is a natural reaction to too much pressure.

- Concept of stress – Types of stress
- Reason behind stress
- Causes and symptoms – Effects
- Need to minimize stress
- How to minimize stress
- Importance of coping up stress
- Importance of family and friends

Interventions employed through various activities like role play which is used in the peer counselling sessions.

## **(b) Communication Skill**

### **Objectives :**

- (iv) To make students aware about the need for effective communication.
- (v) To help students remove barriers to communication by suggesting some tips to develop communication skill.

### **Components**

- Communication as a process – Goals
- Elements of communication
- Barriers to Communication – obstacles
- Types of communication – forms
- Tips to develop communication skill.

Interventions employed through various activities.

### **Strategies Used**

Miming with the help of this one of the component non-verbal skills is dealt with.

One person mimes the action suggested and the other person guesses what it is. Observers are asked to note down the actions.

Similarly roleplay is used for the component of postures which is another component of effective communication.

## **APPENDIX VII**

### Workshop On Test Anxiety

#### **Objectives :**

- (i) to sensitive students about test anxiety as a concept
- (ii) to make them understand the need to tackle /handle test anxiety.
- (iii) to provide lifestyle tips for students.

#### **Components**

- A test is administered in the workshop and asked students to attempt it and then analyze the anxiety that they encounter. Later their experiences were shared to realize test anxiety. Empower students to realize/diagnose test anxiety.
- Causes and symptoms discussed.
- Types of test anxiety varied
- Life style tips for students suggested and practiced.
- Final component was integration of an in imagery / relaxation exercise – It required practice every day.



# APPENDIX VIII

## Students Information Blank

1. Name \_\_\_\_\_

2. Class / section \_\_\_\_\_

3. School \_\_\_\_\_

4. Age ——— Yrs \_\_\_\_\_

5. Gender a) Boy  Girl

6. No. of brothers/sisters ——— \_\_\_\_\_

7. Parents Qualifications a) Father \_\_\_\_\_

b) Mother \_\_\_\_\_

8. Parents Occupation a) Father \_\_\_\_\_

b) Mother \_\_\_\_\_

9. Guardians Name \_\_\_\_\_ Relationship \_\_\_\_\_

10. Which are the subjects you like most? \_\_\_\_\_

11. Which are the subjects you *dis* like (put a cross in the box, it could be more than one)

12) How many hours do you study at home? \_\_\_\_\_

12 a. In what extra-curricular activities such as games, sports, debates, etc do you take part?

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

14. Write below if you have any difficulty in participating in the activities of your interest?

15. Which degree you would like to pursue?

a) Pure science  b) Arts  c) Commerce  d) Engineering  e) Law

f) Medicine  g) Agriculture  h) Not decided  i) Any other \_\_\_\_\_

16. What job you would like to take up after completing your studies? \_\_\_\_\_

17. What job you do not like to take up after completing your studies? \_\_\_\_\_

18. What do you expect from the job (Assign 1 to 5 ranks, first rank to the first preference?)

Preference	Rank
a) Money	<input type="text"/>
b) Status in the society	<input type="text"/>
c) Stability	<input type="text"/>
d) Happiness	<input type="text"/>
e) Power	<input type="text"/>

19. Where do you want to work (put a tick)

A	a) Out door	<input type="checkbox"/>
	b) Indoor	<input type="checkbox"/>
B	a) With in the state	<input type="checkbox"/>
	b) Out side the state but within the country	<input type="checkbox"/>
	c) Out side the country	<input type="checkbox"/>

## APPENDIX IX

### Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

- |     |  |    |   |   |    |
|-----|--|----|---|---|----|
| 1.  | On the whole, I am satisfied with myself.                                  | SA | A | D | SD |
| 2.* | At times, I think I am no good at all.                                     | SA | A | D | SD |
| 3.  | I feel that I have a number of good qualities.                             | SA | A | D | SD |
| 4.  | I am able to do things as well as most other people.                       | SA | A | D | SD |
| 5.* | I feel I do not have much to be proud of.                                  | SA | A | D | SD |
| 6.* | I certainly feel useless at times.   | SA | A | D | SD |
| 7.  | I feel that I'm a person of worth, at least on an equal plane with others. | SA | A | D | SD |
| 8.* | I wish I could have more respect for myself.                               | SA | A | D | SD |
| 9.* | All in all, I am inclined to feel that I am a failure.                     | SA | A | D | SD |
| 10. | I take a positive attitude toward myself.                                  | SA | A | D | SD |

## Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts **during the last month**. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Gender (Circle): **M** **F** . Other \_\_\_\_\_

**0 = Never    1 = Almost Never    2 = Sometimes    3 = Fairly Often    4 = Very Often**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly?.....                 | 0 | 1 | 2 | 3 | 4 |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life?.....     | 0 | 1 | 2 | 3 | 4 |
| 3. In the last month, how often have you felt nervous and "stressed"? .....   | 0 | 1 | 2 | 3 | 4 |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems?.....         | 0 | 1 | 2 | 3 | 4 |
| 5. In the last month, how often have you felt that things were going your way?.....                                       | 0 | 1 | 2 | 3 | 4 |
| 6. In the last month, how often have you found that you could not cope with all the things that you had to do? .....      | 0 | 1 | 2 | 3 | 4 |
| 7. In the last month, how often have you been able to control irritations in your life?.....                              | 0 | 1 | 2 | 3 | 4 |
| 8. In the last month, how often have you felt that you were on top of things?.....  | 0 | 1 | 2 | 3 | 4 |
| 9. In the last month, how often have you been angered because of things that were outside of your control? .....          | 0 | 1 | 2 | 3 | 4 |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?..... | 0 | 1 | 2 | 3 | 4 |

## EXAM STRESS QUESTIONNAIRE

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email id: \_\_\_\_\_

Course: \_\_\_\_\_

Q1: You suffer stress at home or at school

a) Home b) School c) I don't suffer stress

Q2. Do you enjoy being at school?

a) Yes b) No

Q3. Are you afraid of exams?

a) Yes b) No c) May be

Q4. How often do you get homework?

a) Daily b) Weekly thrice c) Sometimes d) Never

Q5. What do your parents want you to become?

a) Engineer b) Doctor c) Architect d) None. It is left to my choice.

Q6. Do you avoid going to school due to stress?

a) Yes b) No c) Rarely

Q7. What are your hobbies?

---

Q8. How many hours in a week do you dedicate for your hobbies?

a) Less than 5 hours b) Between 5-10 hours c) Between 10-20 hours d) More than 20 hours

Q9. Do you share your problems with your parents?

- a) Yes b) No

Q10. If yes, what do they advise you to do?

Q 11. How often are you stressed out?

- a) Never b) rarely c) sometimes d) frequently e) always

Q12. If you are a student, why do you feel stressed out?

- a) excessive classwork b) examinations c) placements d) peer pressure e) relationships f) problems at home g) others

Q13. What is your stream of study?

---

Q14. Which of the following do you think is more stressful?

- a) Preparation for exams b) While writing exams c) After writing exams and waiting for results d) None e) All

Q15. What is the level of stress felt due to examination preparation? 1= least, 5 = maximum

- a) 1 b) 2 c) 3 d) 4 e) 5

Q16. What is the level of stress felt while writing exams? 1= least, 5 = maximum

- a) 1 b) 2 c) 3 d) 4 e) 5

Q17. What is the level of stress after writing exams?

- a) Very much b) Moderate c) Minimum d) None

Q18. Who among the following have you consulted before for reducing stress due to exams?

- a) Tuition teacher b) Psychiatrist c) Student counselor d) Parents e) None

Q19. What kind of help have you obtained from the people you consulted?

---

Q20. Do you find it difficult to clear your doubts with teachers and tutors?

a) Yes b) No

Q21. Do you allocate time for leisure activities?

a) yes b) no

Q22. Are you suffering from depression?

a) yes b) no c) sometimes

Q23. Are you confident of coming out of stressful situations?

a) yes b) no c) maybe

Q24. What technique do you use to come out of stress?

a) yoga/ exercise b) pursue hobbies and interests c) positive thinking

if others, please specify.

Q25. Are your friends supportive and helpful during stressful times?

a) yes b) no

## PART 1: WARMING UP

### Survey and Checklist

---

#### Self-Assessment

Rank your study skills from 1 to 10 in each of the following competencies BE HONEST WITH YOURSELF! That is a vital part of learning

1.  Managing my time
2.  Setting realistic academic and personal goals
3.  Staying alert and focused during classes
4.  Active Listening and Active Reading (with questions in mind)
5.  Asking questions when I don't understand
6.  Taking notes that are clear and well-organized
7.  Reading ahead to prepare for the next class
8.  Discovering a method of learning which suits me
9.  Efficient use of study periods
10.  Noting down points or issues from reading
11.  Testing myself to see if I really understand a topic
12.  Inventing my own visual aids for more effective learning
13.  Knowing what resources I need in a study space.
14.  Motivating myself to study.
15.  Studying for understanding, not just for memory
16.  Working out strategies for writing exams
17.  Staying up-to-date in my course work.



## Checklist

This inventory provides another way to find out about your own study habits and attitudes. Tick those statements that apply to you.

1. \_\_\_ I spend too much time studying for what I am learning.
2. \_\_\_ I usually cram the night before an exam.
3. \_\_\_ I never have enough time left to study.
4. \_\_\_ I usually try to study with the radio or tape-recorder playing.
5. \_\_\_ I can't sit and study for long periods of time.
6. \_\_\_ I doodle, daydream, or fall asleep in class.
7. \_\_\_ My class notes are often hard to decipher later.
8. \_\_\_ I often get the wrong material into my class notes.
9.  I don't review my class notes periodically throughout the term.
10. \_\_\_ I can't remember the chapter that I've just read.
11. \_\_\_ I don't know how to pick out what is important in the text.
12. \_\_\_ I can't keep up with my reading assignments.
13. \_\_\_ I lose points on essay tests even when I know the material well.
14. \_\_\_ I study enough for my test, but when I get there my mind goes blank.
15.  I often study in a haphazard, disorganized way.
16. \_\_\_ I often get lost in details and have trouble identifying the main ideas.
17. \_\_\_ I rarely change my reading speed for different kinds of material.
18. \_\_\_ I wish that I could read faster.
19. \_\_\_ When teachers assign work I feel overwhelmed and can't get started.
20.  I usually write my assignments the night before they are due.
21. \_\_\_ I have trouble organising my thoughts.
22.  I decide what work to do after reaching the prep class.
23. \_\_\_ I often forget to bring my books, pen, paper or scale.
24. \_\_\_ Sometimes I leave in school some books I need in the hostel.
25. \_\_\_ I sometimes lose my worksheets and handouts.

If you have ticked off two or more questions in any category, there is room for improvement in your study skills in that area." Time Scheduling – Questions 1, 2, 3; Concentration - 4, 5, 6; Listening & Note taking - 7, 8, 9; Reading - 10, 11, 12, 16, 17, 18; Writing Skills - 19, 20, 21; Exams - 13, 14, 15; Planning and Organising – 22, 23, 24, 25. Identify the areas in which you have difficulties and try some of the remedies suggested below.

## Ten Study Traps

### "I Don't Know Where To Begin"

Take Control! List all the things you have to do. Break your workload down into manageable chunks and give them priorities. Plan your time realistically, including regular study breaks. Begin studying an hour or two per day, and slowly increase the time for studying as the exam approaches.

### "So Much To Study . . . And So Little Time"

Preview! Survey the syllabus, reading material, and notes. Identify the most important topics, and areas to be understood. Previewing saves time, by helping you organize and keep the main topics in focus.

### "It Puts Me to Sleep"

Read Actively! Get involved with the text as you read. Ask questions, like: "What is the most important point in this section?" Take notes. Study together with classmates and discuss problems with them. Study together. Read actively. Those who read passively get tired and miss important points.

### "It Won't Sink In"

Elaborate! As you read, make up your own examples to suit new material. Try to integrate what you're studying with what you already know. Create your own links, then you won't forget them.

### "I Thought I Understood It"

Evaluate Yourself! Make up questions about the key points. Keep in mind what the teacher stressed in the course. Examine the relations between concepts. Often, simply by changing section headings you can generate effective questions. For example, a section entitled "Bystander Apathy" might be changed into questions such as: "What is bystander apathy?", "What are its causes?", "What are some examples?"

### "Too Much To Remember"

Organize! Write chapter outlines or summaries; find relations between sections

Classify! Group the material into categories or hierarchies, where possible.

Map the Territory! Draw charts to organize the material into elements and their relationships. Then you have a map to help find your way around the subject

### "It Slipped From My Mind"

Review! After reading a section, review the contents. Try answering the questions you made up for that section. Re-read those portions you haven't fully absorbed. The more time you spend studying, the better. You can't over

study. But — how you organize and integrate things is still more important than how much time you spend studying

"I Study In Bed"

Do You Take Exams in Bed? Your recall is best when the study context (physical, mental and emotional) is similar to the test context. If those contexts are similar, you should perform better on the test.

"Cramming Keeps It Fresh In My Mind"

Space It Out! Study regularly. Begin with an hour or two a day and then increase study time as the exam approaches. Spacing out your studying increases your recall.

"I Study All Night Before the Test"

Relax and Keep Fit! Come to the test with a rested mind. Take short breaks often and put your work aside during breaks and just before "lights out" at night. Relax and unwind. It's more important than ever to take care of yourself before an exam. Eat well, sleep, and get enough exercise.

**6.0 DECISION-MAKING: SELF ASSESSMENT TOOL****6.01 Decision Making Scale**

Dr.C.G.Venkatesha Murthy

**Directions**

The following are the statements, which relate to taking decisions in life. Different people take different decisions in life differently. The present measure helps us in understanding how you take decisions in your life. Kindly answer the following by way of ticking in the available three columns as 'Always', 'Sometimes' and 'Never'. Read each of the statements and tick any one of the three alternatives, as it is applicable in your case. This will help us in understanding how you think and act. There is nothing right or wrong about answers. Respond to all the statements. Do not leave any statement unanswered. Your response will be kept confidential.

Sl.No	Statements	Always	Sometimes	Never
1	I do not take decisions when I am emotional.			
2	I try my best to understand the situations before I take any decision.			
3	Decisions made by me have created difficulties for me			
4	My decisions put me to lot of embarrassments.			
5	I am very impulsive in taking decisions.			
6	I understand what I can do and I take decisions accordingly.			
7	I try my best to arrive at a decision with logical reasoning.			
8	I take vows when I am upset.			

*Continued in next page...*

Continued from the previous page...

9	I do not believe it to be necessary to analyse the pros and cons of a decision.			
10	I do not care for the consequences of my decisions.			
11	I am concerned about achieving my objective and nothing else.			
12	I try my best to identify different options available to me before I take any decision.			
13	I act according to the advise of my best friends.			
14	I choose to do only those things, which are acceptable to my family.			
15	I try to learn from every experience.			
16	I make a comparison of different alternatives available to me before I take any decision.			
17	I believe in being non-emotional in decision-making situations.			
18	I do the same mistake, which I had done in the past.			
19	My decisions are appreciated by others.			
20	Once I make a decision I do not change it irrespective of consequences.			
21	I take into consideration all issues before I take a decision.			
22	I take decisions keeping in view my strengths and weaknesses and.			
23	I feel confused when it comes to situations, where a number of alternatives are available.			
24	I am clear about the possible consequences of my decisions.			
25	I never regret for the lapses of my decisions in life.			

### 6.02 Decision Making Scale-Scoring Key

Max Possible score = 75

Min Possible score = 25

#### Norms

68-75 = Good decision maker

33-67 = Average decision maker

25-32 = Poor decision maker

For question numbers 3, 4, 5, 8, 9, 10, 11, 14, 18, 23, and 25 give scores of 1, 2, 3 for 'Always', 'Sometimes' and 'Never' respectively and reverse the order for all other questions.

### 7.00 REFERENCES

Arshram, H. (1996). *Leadership decision making: Ethics and decision making*. <http://home.ubalt.edu/ntsbarsh/opre640/partXIII.htm#rethics>

6.0 INTERPERSONAL RELATIONSHIP:  
SELF ASSESSMENT TOOL

6.01 Interpersonal Distance Scale

Dr C G Venkatesha Murthy  
Ritu Aggarwal

DIRECTIONS

Everyone has different likes and dislikes. I want to know yours. Please turn to the second page. In the first column of the table is the list of names of your classmates. Against each one you have to indicate by tick marking, whether you 'like him or her the most', 'like him/her', 'neutral toward him or her', 'dislike him/her' or 'dislike the most'. Please give your honest answer. I assure you that your answers will not be shown to anybody.

Name :

Class :

Date of Birth :

Date :

School :

Name of your classmates	I like him/her the most	I like him/her.	I am. neutral towards him/her	I dislike him /her	I dislike him/her the most

\*Have as many rows as you need for your group.

## APPENDIX XV

1. Clench you left fist...
2. Clench both fists at the same time...
3. Now clench you fists and bend your arm.
4. Now straighten your arms as tightly as you can...
5. Now wrinkle your forehead...push your eyebrows upwards...
6. Now twitch your eyebrows...as if you are frowning at someone...
7. Now close your eyes tightly...observe the tension in your eye balls..
8. Now press your tongue to the roof of your mouth in a flat manner...
9. Now bite your teeth tightly...feel the tension in your cheek muscles..
10. Now press you lips against each other (do not bite)..
11. Now bend your head forward and let your chin touch your chest...turn your face to the right as far as it will go...now turn your face to the left as far as it will go...bring it to the middle and relax...
12. Now bend your head backwards (press it into the bed)... turn your face to the right as far as it will go...now turn your face to the left as far as it will go...bring it to the middle and relax...
13. Now bend your shoulders upwards in an arc like manner..
14. Now bend your shoulders backwards (press them against the bed).
15. Now move your stroulders in a circular manner...
16. Now bend the upper part of your back upwards (raise your back bone)
17. Now bend the lower part of your back upward, keeping your hip touching the bed (from your waist in an arc like manner)...
18. Now take a deep breath and expand your chest
19. Now swell your belly (abdomen) with air...
20. Now shrink your belly as tight as possible...
21. Now tighten your abdomen muscles with a jerk...
22. Now tighten your thigh muscles as tightly as possible...
23. Now bend your heels down and tighten your calf muscles..
24. Now bend your toes upwards (towards the head)...
25. Now bend your toes downwards (towards the bed)...
26. Now slowly draw in the deep breath and release it...

After this the client can lie in bed for ten more minutes, in silence, focusing on their breathing. At the end of that time, ask them to get up slowly:

“Now you are calm, comfortable and relaxed...count from one to four and four to one...(after counts) open your eyes...slowly...you are completely refreshed...fresh...and comfortable.”





# Test Anxiety Workshop

## Welcome!

Test Anxiety occurs when our feelings of anxiety interfere with our ability to recall previously learned information during a testing situation. In other words, you "forget" or "blank out" what you've previously learned and thus do poorly on a test.



The first step in this workshop is to answer some questions.

 -  **Question One:**



Do you find that after you leave the testing situation you are able to recall the information that you "forgot" or "blanked out" during the test?

  **Question 2:**



Do you feel "stressed" or "anxious" during the test?

  It appears that what you are experiencing is not a "memory" problem but rather a problem with "accessing" the information that you've learned during the testing situation.

The goal of dealing with your test anxiety is to remove the "blocks" to your ability to "access" the information necessary for successful test performance.

  Sometimes, test anxiety or information access difficulties occur because we are focusing on the wrong task during the testing situation.



For example, it is important (and admirable) to want to do well on a test. However, when you are taking a test, your job is NOT to focus on your desire for a good (or passing!) grade, but rather to focus on the task at hand, successfully TAKING the TEST.

 -  It's like you are splitting your brain, one half is focused on taking the test and the other half is focused on your grade or passing the test.



Obviously, it is much easier to take a test when all of your energy is focused on taking the test.

Let's move on to some helpful test taking strategies.





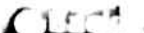

  It is helpful to think of a test as a way for you and your professor to have a conversation. The test is a way for your professor to communicate with you. The test items are the professor's questions/queries and the answers are your responses.

The first thing to remember that will help you when taking a test is to **STUDY FOR THE TEST!!** Do not cram your studying into one night. Prepare over a reasonable period of time. It is also important to discontinue your studying for an examination at least one hour **PRIOR** to the test.



  After entering the room where you will be tested, take a few moments to "center" yourself. Take a few deep, relaxing breaths (i.e., breathe from your diaphragm, not your chest - when you breathe in, your stomach should go out).

It is natural to have many anxious thoughts and feelings at this time. To deal with these thoughts and feelings, close your eyes, take a deep breathe, and think "eye of the hurricane."

  The Eye of the hurricane is the calm place in the storm. That is the place that you need to be. Let your anxiety and worries swirl around you, but you stay in the eye - calm and focused.

  Now it is time to take the test. Here are some strategies that will help in taking multiple choice, short answer, or essay tests.

- Read the instructions for each test item.
- Read each test item.
- If you know the answer, then complete the item.
- If you are 50% sure of the answer, then put a dash next to the item number and continue on.

  If you are less than 50% sure of the answer to the item, put a circle next to the item number and continue on.

- After you have completed all of the items for which you know the answer, go back and complete the items for which you are 50% sure. If it is a multiple choice test and you can rule out half of the options, your



odds are significantly higher that you will obtain a correct answer. If it is a short answer or essay item, you will at least obtain partial credit and you may find that you remember more information as you respond to the test item.



Now go back and answer the items for which you are less than 50% sure of the correct answer.

- If at any time you begin to feel anxious or distracted, close your eyes, take a deep, cleansing breath, and think "eye of the hurricane."



The final component of the workshop is the integration of an imagery/relaxation exercise.

To prepare for this exercise, sit in a comfortable chair. Place your feet flat on the floor and have your hands resting on your thighs. Do not cross your legs, arms, or ankles.

Click on the AUDIO button below and listen to what the presenter is saying and relax.

If you do not have the capability to listen to the audio version of the imagery/relaxation exercise, you can print the text version. Click on the TEXT or PDF button below and read the text to yourself. Then take yourself through the exercise or make a tape of yourself reading the script that you can listen to at a later time.



The imagery/relaxation exercise requires practice. It is important that you perform this exercise each and every day. You can apply it to other performance areas if you wish (e.g., sport, music, speech making, etc.)

Are you unsure as to whether this will work for you? What have you got to lose? Trying something different may be your key to success.

If your problem is test anxiety, the techniques described in this workshop will work. It takes practice and the integration of ALL of the techniques described in this workshop.

If you would like further information or would like to speak to a therapist

We wish you GREAT SUCCESS!!

## Achievement Anxiety Test

**Instructions: Please check the number for each item that comes closest to describing you.**

1. Nervousness while taking an exam or test hinders me from doing well.

Always Never  
1 2 3 4 5

2. I work most effectively under pressure, when the task is very important.

Always Never  
1 2 3 4 5

3. In a course where I have been doing poorly, my fear of a bad grade cuts down my efficiency.

NEVER ALWAYS  
1 2 3 4 5

4. When I am poorly prepared for an exam or test, I get upset and do less well than even my restricted knowledge should allow.

NEVER

ALWAYS

1                    2                    3                    4                    5

5. The more important the examination, the less well I seem to do.

Always

Never

1                    2                    3                    4                    5

6. While I may (or may not) be nervous before taking an exam, once I start, I seem to forget to be nervous.

Always forget

Never forget

1                    2                    3                    4                    5

7. During exams or tests, I block on questions to which I know the answers, even though I remember them as soon as the exam is over.

Always

Never

1                    2                    3                    4                    5

8. Nervousness while taking a test helps me to do better.

NEVER

ALWAYS

1                    2                    3                    4                    5

9. When I start a test, nothing is able to distract me.

Always

Never

1                    2                    3                    4                    5

10. In courses in which the total grade is based mainly on one exam, I seem to do better than other people.

NEVER

ALWAYS

1                    2                    3                    4                    5

11. I find that my mind goes blank at the beginning of an exam, and it takes me a few minutes before I can function.

Always true

Never true

1                    2                    3                    4                    5

12. I look forward to exams.

NEVER

ALWAYS

1                    2                    3                    4                    5

13. I am so tired from worrying about an exam that I find I almost don't care how well I do by the time that I start the test..

NEVER

ALWAYS

1                    2                    3                    4                    5

14. Time pressure on an exam causes me to do worse than the rest of the group under similar conditions.

Always

Never

1                    2                    3                    4                    5

15. Although 'cramming' under preexamination tension is not effective for most people, I find that if the need arises, I can learn material immediately before an exam, even under considerable pressure, and successfully retain it to use on the exam.

Always Never  
1 2 3 4 5

16. I enjoy taking a difficult exam more than an easy one.

Always Never  
1 2 3 4 5

17. I find myself reading exam questions without understanding them and I must go back over them so that they will make sense.

NEVER ALWAYS  
1 2 3 4 5

18. The more important the exam or test, the better I seem to do.

Always Never  
1 2 3 4 5

19. When I don't do well on a difficult item at the beginning of an exam, it tends to upset me so that I block on very easy questions later on.

NEVER

ALWAYS

1

2

3

4

5

Debilitating Anxiety

Facilitating Anxiety

**Scoring: Debilitating Anxiety refers to anxiety that has a negative impact on your test performance and is more indicative of a 'test anxiety' problem. If your Debilitating Anxiety score is greater than 22 points you may want to complete the "[Test Anxiety Workshop](#)."**

**Facilitating Anxiety refers to anxiety that does not hinder your performance on an examination and actually may result in improved performance. If your score is less than 21, you may want to examine ways to improve your ability to motivate or "pump yourself up" for an examination.**



# SELF-ESTEEM

**Self-esteem is the picture you have of yourself. It is the way you talk to yourself about yourself. Having a healthy self-esteem contributes to improved physical, mental and spiritual health. Low self-esteem is like an invisible handicap that robs you of confidence.**

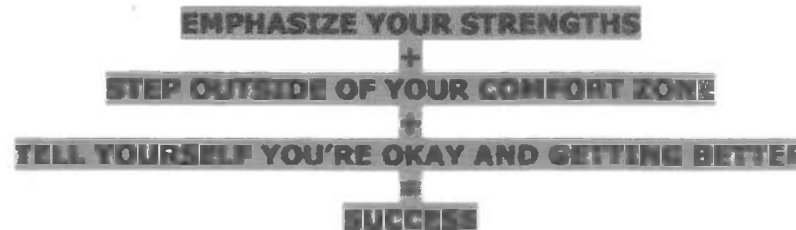
*"In a sense, through our self-talk, we are either in the construction business or the wrecking business." Dorothy Briggs*

BODY + MIND + SPIRIT



*"In all the world there is no one else like me... I own everything about me... I am me and I am okay." Virginia Satir*

**YOU are ultimately responsible for your thoughts and actions. Having poor attitudes will influence or limit your choices. You need to invest in positive thinking and make the effort to move toward positive, healthy growth. This is a choice YOU need to make. Ask yourself where you would like to be in the future. Now ask yourself how are you going to get there.**



**Activities that help you feel good  
About yourself**

Make a list of:

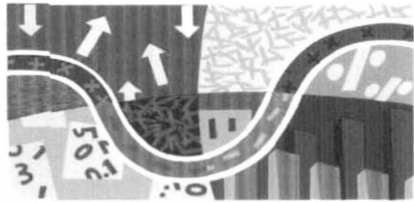
At least 5 of your strengths

At least 5 things you admire about  
yourself

At least 5 things that you do that  
make you feel good about yourself

At least 5 achievements in your life

At least 5 things you can do



**" No one can make you feel  
inferior without your consent**

**"**

**POSITIVE THOUGHT**

I am a valuable person.

I do many things well

I deserve to be happy &  
healthy

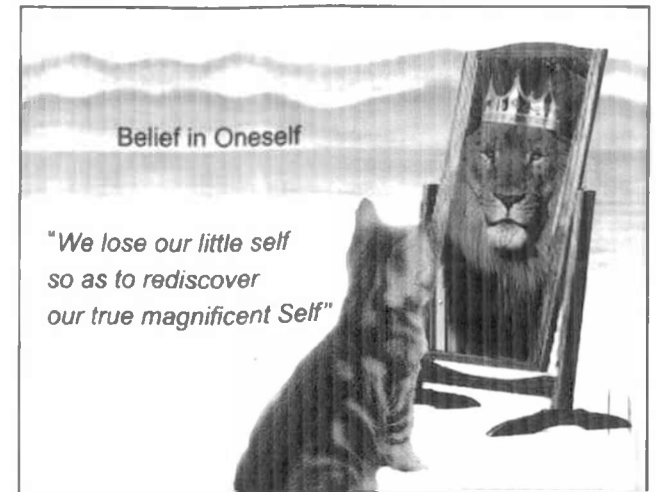
I have accomplished many  
things

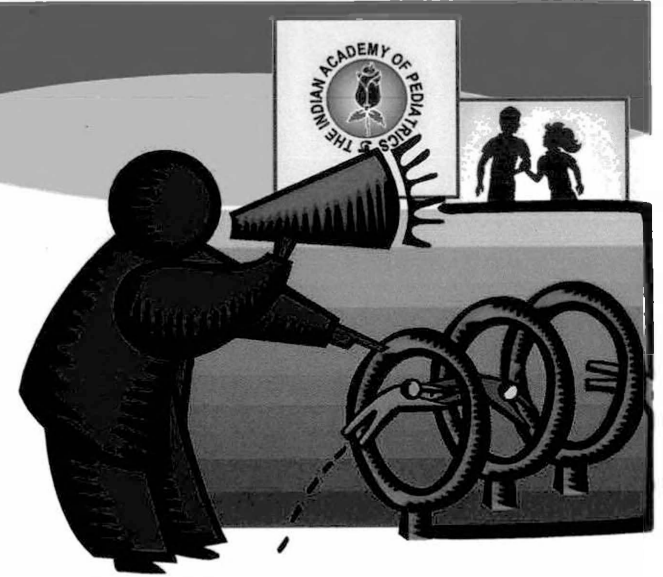
I am smart

**Who has contributed to your SELF ESTEEM**

**It is YOU**

**You become which you think about most**





# LIFE SKILLS

# ADOLESCENT PERSONALITY DEVELOPMENT



## SELF AWARENESS

Self –Identity      Ego- Identity  
Self –Confidence    Self – Esteem

## AUTONOMY & INDEPENDENCE ⇒ Assertiveness

Critical Thinking & Decision Making  
Problem Solving  
Values Clarifications

## Curious, Adventurous, Experimental ⇒ RISK TAKING

COPING WITH STRESSES & FAILURES

# What is 'Life Skills'?

...abilities that help promote mental well being and competence in young people as they face the realities of life.

*Contd..*

# What is 'Life Skills'?

## **UNICEF**

“life-skills based education is

- behavior change or behavior development approach

- designed to address a balance of three areas:

  - knowledge, attitude, and skills.

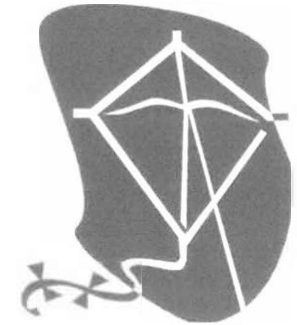
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# What is 'Life Skills'?

## ■ WHO

- “the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life”

# What are the “Life Skills” ?

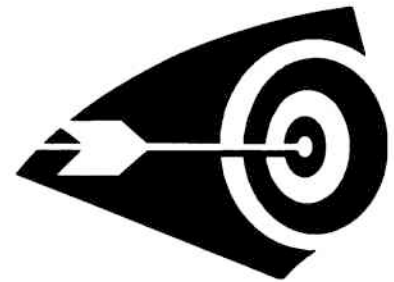


- **Decision Making**
- **Creative Thinking**
- **Critical Thinking**
- **Problem Solving**
- **Negotiation Skills**
- **Interpersonal Relationship**
- **Self Awareness**
- **Empathy**
- **Effective Communication**
- **Coping with stress & Emotions**

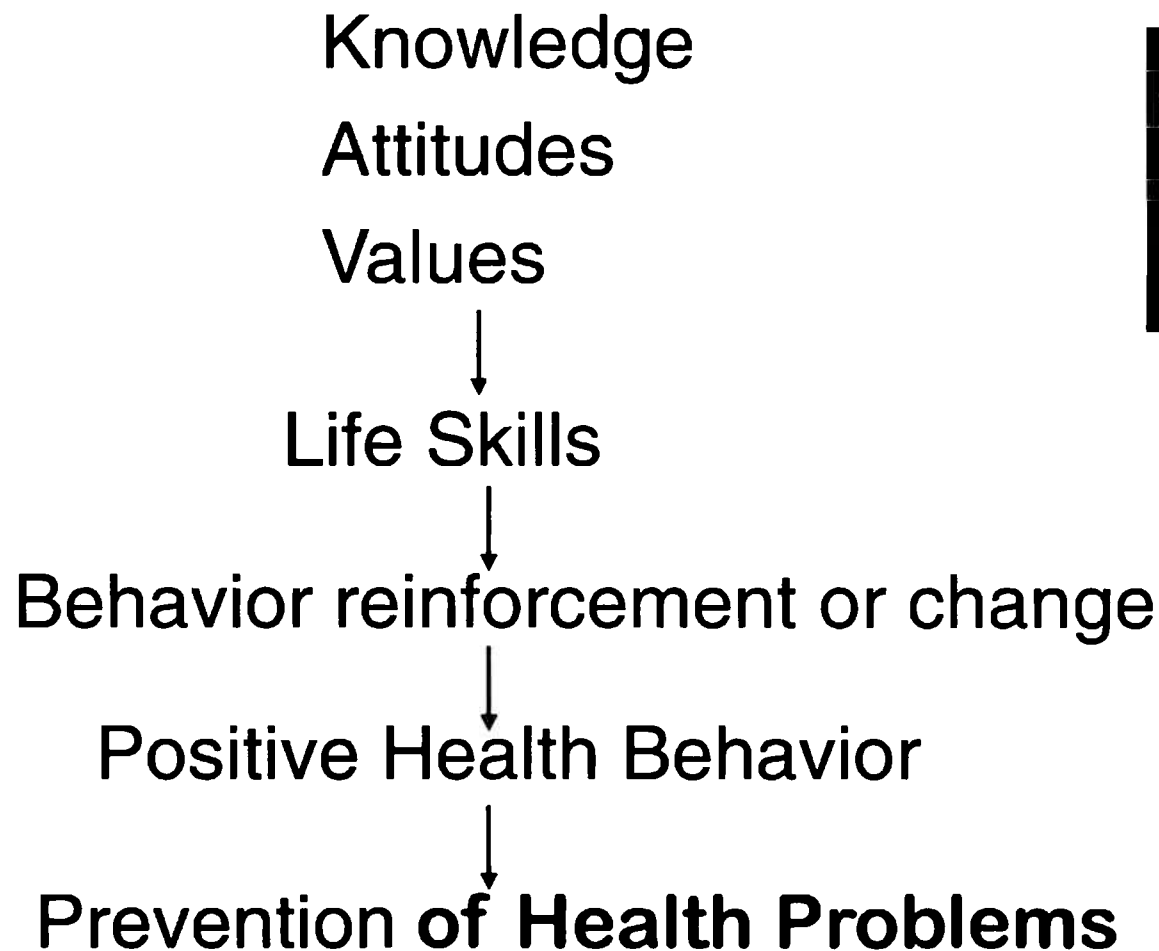


# Significance of learning Life Skills

- To be able to explore alternatives
- Weigh pros and cons
- Make rational decisions
- Communicate effectively
- To say "No"
- Be assertive



# How 'Life Skills' lead to primary prevention of health problems?



# Key Messages

- **Life skill management for adolescent is the need of today's world**
- **Life Skills Education makes a person "a balanced adult" who contributes meaningfully to society**
- **PEDIATRICIANS have a great role to play by learning & teaching this course**

## Thus, the '*Life skills*' ....

- are applied
  - in various aspects of life
  - in human relationships, learning about rights & responsibilities
  - in health issues:
    - **Mental Health-Stresses**
    - **HIV-AIDS /STD Prevention**
    - **Drug abuse,**
    - **Sexual violence**
    - **Teenage pregnancy**
    - **Suicide Prevention**

# Therefore, the Adolescents should know about ***'Life skills' because***

- Empowers them to take positive actions to protect themselves and to promote health and positive social relationships.
- Utility in Other areas
  - Environment Education
  - Consumer Education
  - Peace Education
  - Social cultural Issues



THANK YOU

# STUDY HABITS

**What characterizes exam time???**

**stress and anxiety????**

**late nights with your heads inside books???**

**numerous cups of coffee???**

**headaches????**

**tears????????????????**



**How can this be managed???**



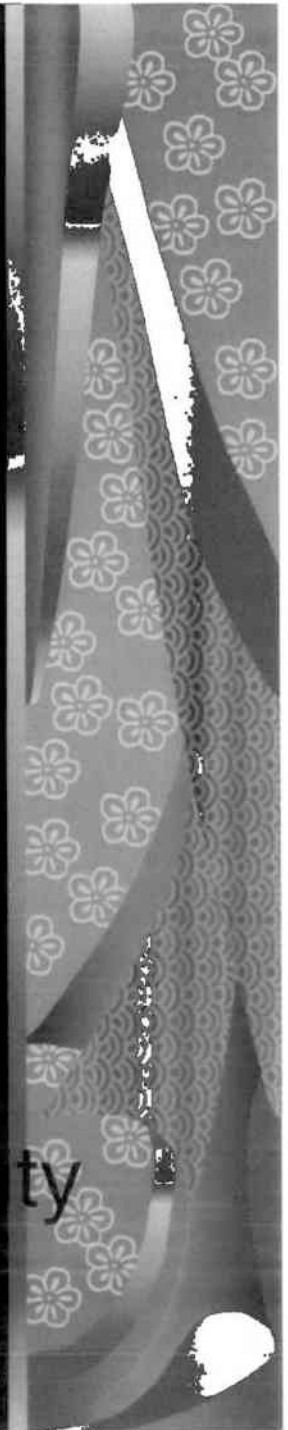
**Some time management**

**+**

**Good study habits**

**=**

**Minimum stress and maximum productivity**



# Techniques

- **Take responsibility for your actions**
- **Keep your goals in mind**
- **Develop effective study skills**
- **Figure out a productive way of studying**
- **Get down to action**

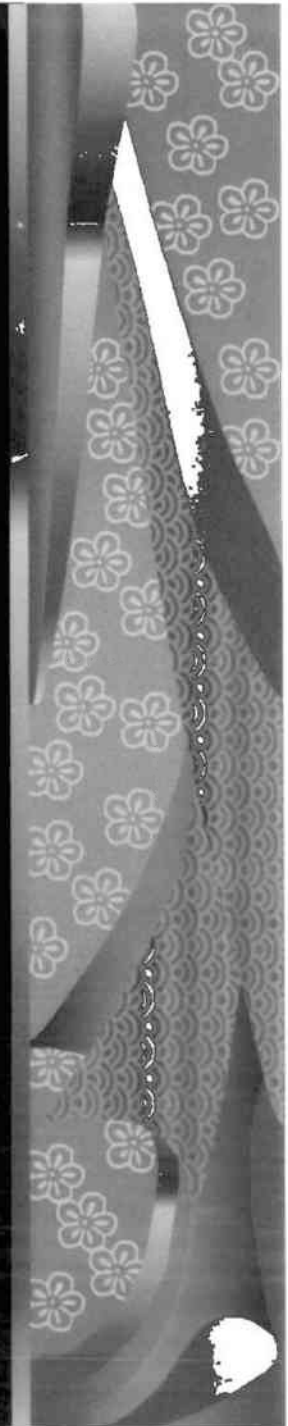


*“Practice doesn't make perfect, perfect practice makes perfect!!”*

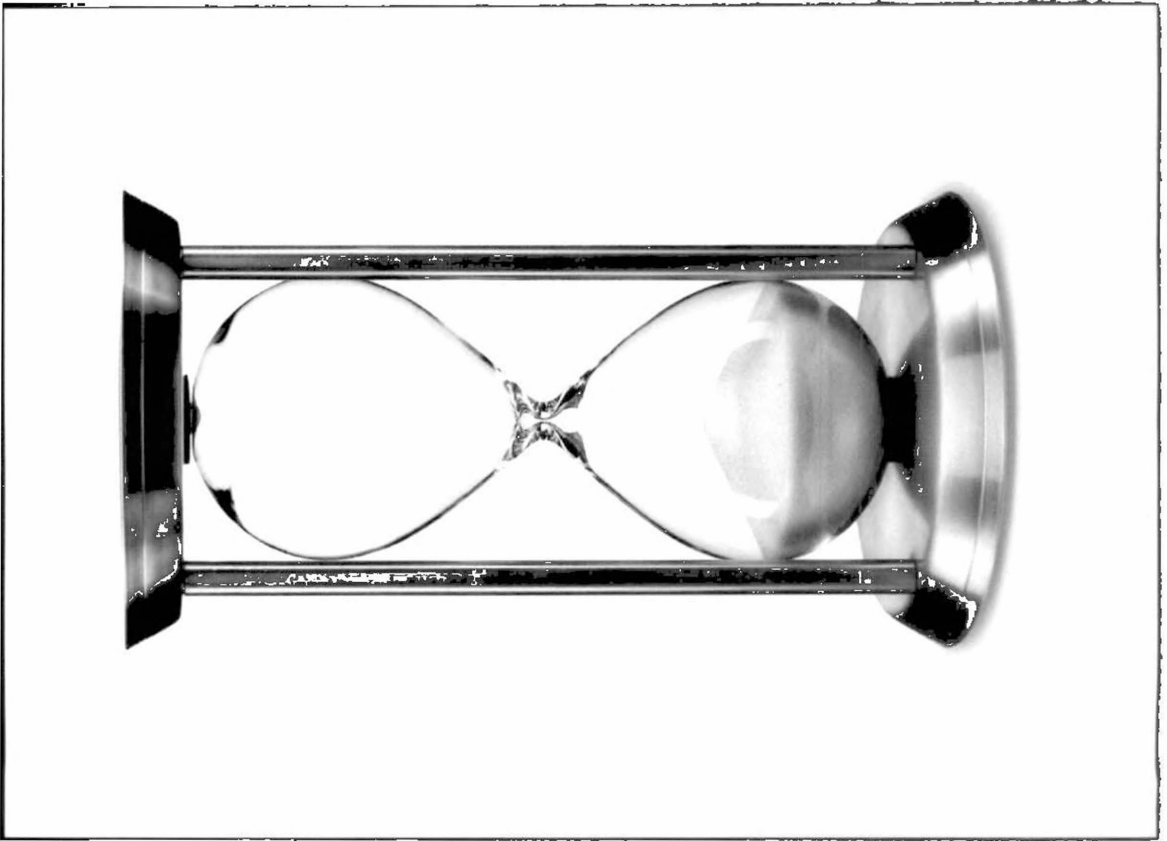
*When you put your best effort in your work, then you succeed. If you are satisfied, then your grade or marks is just the icing on the cake.*

# TIPS

- **Develop a schedule**
- **Study when you are rested, alert and have planned for it**
- **Choose a good physical environment/ study space**
- **SQ3R method**
  - Survey
  - Question
  - Read
  - Recite
  - Review
- **Begin studying no less than 30 to 90 minutes after a meal**
- **Never study when your mind is already sleepy or fatigued**
- **Prioritize your study matter**
- **Know your dominant learning style**
- **Conquer procrastination**

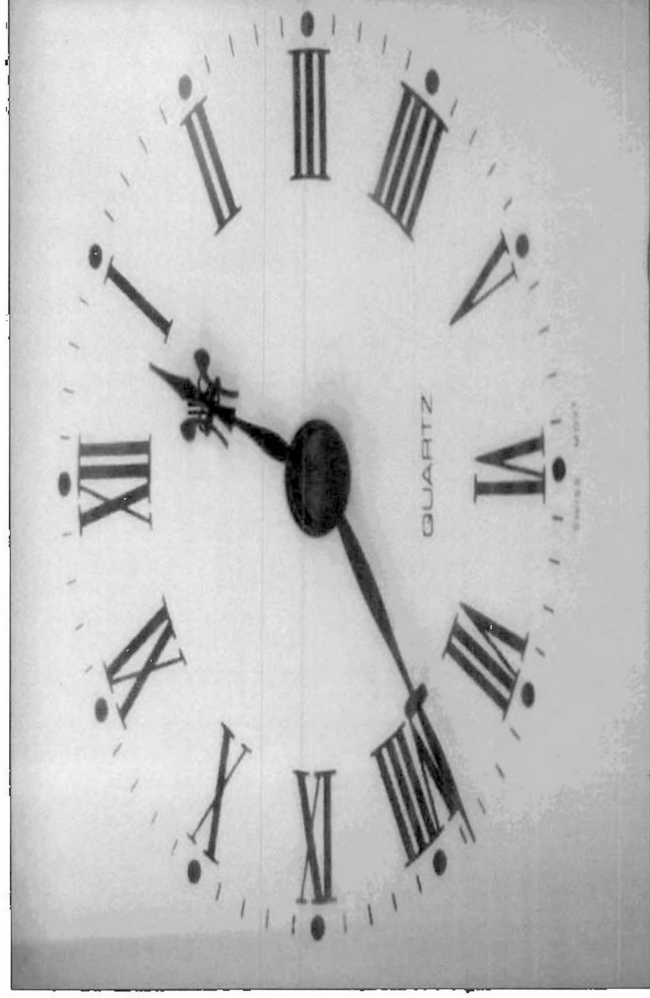


If you make use of these tips, the results will follow..... Of course the only condition being that you put your whole soul and body to it.....so the mantra should be----- **WORK SMARTER NOT HARDER!!!!!!!**



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Time, the most valuable resource.....and also the most wasted of all.



# FEW TIPS FOR TIME MANAGEMENT

- Make a schedule
- Develop a responsibility chart
- Make a daily list of work to do
- Take up one thing at a time
- Divide study time into blocks of 40 minutes
- Understand your body rhythm
- Keep reminders in front of you
- Organize study resources
- Learn to say 'NO' when you need to



# EFFECTIVE MANAGEMENT

chart/ task chart  
to be completed

:

tasks of not more than 30 to

hours

' you

you are hard pressed for time

- The fact is that time is not less, but we are left with less time because we don't manage it properly. So it becomes really important to inculcate time management skills which will maximise efficiency, leaving time for the pursuit of all that you may wish to do.

MEMORY

► Have you ever wondered how you manage to remember information for a test? The ability to create new memories, store them for periods of time and recall them when they are needed allows us to learn and interact with the world around us. The study of human memory has been a subject of science and philosophy for thousands of years and has become one of the major topics of interest.

involves numerous

but susceptible to  
tiring

processes information,

- ▶ Complex process that involves many different parts of the brain
- ▶ Vivid and long lasting, but often contains inaccuracies and forgetfulness
- ▶ The part of the brain primarily responsible for organizing and storing information

- ▶ It is quite natural for all students to have some apprehension towards facing an exam as it is a common fear that the matter that has been memorized will be forgotten when required.
- ▶ The three major processes involved in memory
  - Encoding
  - Storage
  - retrieval

# MEMORY IMPROVEMENT TIPS

- Avoid stress
- Get plenty of exercise
- Stimulate your brain
- Focus your attention on the materials
- Avoid cramming
- Structure and organize the study material
- Utilize mnemonic/ acronym devices
- Elaborate and rehearse
- Visualise concepts
- Teach another person
- Pay extra attention to difficult areas
- Vary your study routine
- Avoid drugs and other neurotoxins



# PLAN OF ACTION

- 1 Orientation to students regarding the activities.
- 2 Conduct of SWOT Analysis.
- 3 Administering SELF ESTEEM SCALE & collecting information through STUDENT INFORMATION BLANK.
- 4 Class Talk on SELF ESTEEM & SELF CONFIDENCE.
- 5 Administering PERCEIVED STRESS SCALE & a QUESTIONNAIRE to assess stress level and exam related stress.
- 6 Class Talk on LIFE SKILLS EDUCATION.
- 7 Group Discussion / Brain Storming Session on STRESS & STRESS MANAGEMENT.
- 8 Class Talk on STUDY HABITS.
- 9 Class Talk on TIME MANAGEMENT
- 10 Class Talk on MEMORY & MEMORY RETENTION.
- 11 Workshop on TEST ANXIETY.
- 12 Class Talk on DECISION MAKING.
- 13 Career Talk on HOW TO DECIDE ON A CAREER.
- 14 Class Talk on INTERPERSONAL RELATIONSHIP.
- 15 Group Discussion on COMMUNICATION SKILL.
- 16 Individual Counselling ( if needed for 3-4 students )

# PROGRAMME SCHEDULE

## *WORKSHOP on TEST ANXIETY*

<b>Prayer</b>	<b>:</b>	<b>1.00 to 1.05 pm</b> <b>(Group of students)</b>
<b>Welcome Speech</b>	<b>:</b>	<b>1.10 to 1.15 pm</b> <b>(Student)</b>
<b>Inaugural Speech</b>	<b>:</b>	<b>1.15 to 1.30 pm</b> <b>(Principal)</b>
<b>Presentation of the theme</b>	<b>:</b>	<b>1.30 to 2.00 pm</b> <b>(Trainee Counsellor)</b>
<b>Technical Sessions</b>	<b>:</b>	<b>2.00 to 2.45 pm</b> <b>(Group of Students)</b>
<b>Presentation of sub themes</b>	<b>:</b>	<b>2.45 to 3.45 pm</b> <b>( Group of Students)</b>
<b>Concluding Session</b>	<b>:</b>	<b>3.45 to 3.50 pm</b> <b>(Student)</b>
<b>Vote of Thanks</b>	<b>:</b>	<b>3.50 to 4.00 pm</b> <b>(Student)</b>