

## **ABSTRACT**

We live in a test-centric world where test performance has become almost a prerequisite for success. The pervasiveness of testing across various realms of life has significantly contributed to a lot of people experiencing examination stress or test anxiety. Heightened test anxiety not only affects our achievements but also has adverse consequences on our academic and other performances besides impacting our health and well-being, therefore it is important to understand the phenomenon of test anxiety in order to devise ways and means to effectively navigate it. The present study is an effort in this direction. This is a scholarly, scientific, action research that primarily aims to understand measuring the experience of test anxiety. Further, it also aims to analyze the effectiveness of Hypnotherapy and Neurolinguistic Programming in dealing with test anxiety. An initial sample of 501 Paramedical students was tested for test anxiety using a standardized Test Anxiety Inventory. 105 students were selected from among them using purposive sampling (those having severe test anxiety) and were subjected to the intervention phase. Those selected were equally divided into three groups i.e. Hypnotherapy, Neurolinguistic Programming, and Control Group (n=35 in each group). The Hypnotherapy and Neurolinguistic Programming sessions were administered by the researcher as part of the therapeutic intervention and the post-session scores were compared. The data were analyzed using inferential statistical techniques like Chi-Square Test, Mann-Whitney U Test, and Wilcoxon Test. In the post-intervention data analysis, it was found that Hypnotherapy and Neurolinguistic Programming were both effective in reducing.

However, Hypnotherapy proved to be more effective than Neurolinguistic Programming in terms of post-test scores and follow-up scores as well. Moreover, there were variations associated with certain demographic factors such as age, gender, birth order, and education & occupation of parents. The final phase of the research discusses the implications of the findings for the students as well as for the parents.