

Travel and Tourism

Couse Content

Part- I

Unit- I: Opportunities in tourism and hospitality industry

Areas-

1. Travel Agency and Ticketing
2. Guiding and Scouting
 - (A) Escort Guiding
 - (B) Tour Management
3. Tour/office Assistants
4. Wellness and Medical Tourism eg. Spiritual Tourism, Yoga, Meditation and other forms of traditional and indigenous Methods of treatment

Unit- II: Types of Tourism

1. Eco Tourism
2. Religions Tourism
3. Heritage Tourism
4. Business Tourism

Part II

Unit I: Travel Agency

1. Organizations, functions and commission structure
2. Agency recognition
3. Management, financing and marketing
4. Travel Agent Association of India (TAAI)

Unit II: Tour operation

1. Organization, planning, promotion and handing of tour operation
2. To recognition
3. Indian Association of Tour operation

Part – II: Government’s policies to promote Tourism

1. Tourism policy and programmes of Government of India
2. Recent trends in international and National tourism scenario
3. Local support to boost the tourism industry.

Part – IV Field visits – 4 lectures

Project work/ practical Assignment – 4 lectures

Course – 2

Title of the Course:	Counseling & Guidance
Rationale:	<p>The course is intended to build the capacities of the students and the various target groups in the field of Counseling & Guidance. Delhi University was the first university in India to initiate intervention in the field of counseling in 1995. The pilot project supported by the UGC-UNIFPA recommended long-term intervention in Counseling & Guidance. The various training programs and orientation also strongly advocated multi-centric course incorporating psychological testing, educational guidance and vocational training for the students. So far five three-months courses undertaken by the Department recommended to increase the duration from three-months to six-months. In view of the above, there is a strong need to start a six-months course (non-credit) in Counseling & Guidance.</p>
Eligibility:	Senior Secondary (10 + 2)
No. of Seats:	35
Fees:	Rs. 2, 200/-
Duration:	3 months (twice a week)
Procedure of Evaluation:	<ul style="list-style-type: none">(i) Minimum 75% attendance compulsory(ii) Assignments in each unit(iii) Individual and group presentation(iv) Field placement for one-month

Course Content:

Part-1

1. Counseling in a multicultural and diverse society.
2. Building a Counseling Relationship.
3. Theories of Counseling – Psychoanalytic, Adlerian and Humanistic theories of Counseling.
4. Behavioural, cognitive, systematic and crisis theories of Counseling.
5. Purpose and functions of vocational guidance.
6. Relation between Educational and Vocational Guidance.
7. Specialties in the practice of Counseling:-
 - a. Groups in Counseling.
 - b. Career Counseling over the life span.
 - c. Marriage and Family Counseling.
 - d. HIV/AIDS, substance Abuse and Disability Counseling.

Part-II

1. Career Development
 - (a) Approaches to Career Development – Theories of Career Psychology, Traits, Life Stages and Beliefs.
2. Influences of Career Development
 - (b) The India Situation
 - (c) Social and Cultural Influences.
 - (d) Gender Influences.
 - (e) Economic Influence.
3. Understanding skills of Career Counseling.
4. Career alternatives and career preparation.
5. Career Counseling Services – An overview.
6. Personality Development.
7. Building Self Esteem.
8. Goal Setting and Career Planning.
9. Understanding the world of work.
10. Knowledge about self.
11. Availability of options based on tests.

Part - III

1. Counseling & Life Skills Building – Negotiation Skills, Interpersonal Skills, Communication Skills.
2. Sex and Sexuality:
 - (a) Concept, Background Sexual Concern like physical changes at puberty, attraction towards the opposite sex.
 - (b) Sexually Transmitted Infections – HIV/AIDS and STD's, RTI's, Substance Abuse.
3. Reproductive Health – Safe Motherhood.
4. Gender Counseling – Eve-Teasing, Rape, Sexual Harassment.
5. Crisis and Trauma Counseling.
6. Adolescent Sexual Health – Physical and mental changes in the bodies, control of emotions.
7. Sex Education – Communication with parents, teachers, peers.
8. Counseling of Special Groups – Commercial Sex workers, MSM.

Total number of lectures – 24 (48 hrs.)

Dr. Rajesh
Course Coordinator



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EDUCATION & EXTENSION,
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Ref: ACEE/2016

Radio Broadcasting Course Content

C-Details of lectures/workshop (Duration of each Lecture - 2 hours)

1. Technical aspect of Radio Broadcasting: - (3 Lectures)

Lecture 1- Journey of voice from Microphone to Radio Receiver

(A simple way of understanding Radio Broadcasting. Concept of MW, SW, FM, Modulation -Demodulation).

Lecture 2-Equipment's used in Radio Broadcasting- Radio Transmitter, RF Cable & Antenna, Radio Console & Faders, Audio Processor, Microphones, stand, Headphone, Connectors, Radio Studio, Reverberation time.

Lecture 3-Overview of Radio Broadcasting in India- Public Service Broadcasting, Private Broadcasting & Community Radio Broadcasting.

2. Recording & Editing (3 Lectures)

Lecture-1 How to record a radio programme (such as talk, discussion, interview etc.) that will broadcast later?

- Things to keep in mind while recording a show.
Learning new software called Audacity.
- Features of the software (open-source, free software, user-friendly, etc.)
- Basic components of the software (Title bar, Tool bar, minimize-maximize options etc.)
- Increasing need of editing in today's time.
- Working with Basic tools of Editing in Audacity (Like removal of unnecessary pauses & mistakes, identification & function of Play, Pause & Stop Buttons, Zoom in - Zoom out, import & export functions)
Steps to save a file in audacity.
Difference between files saved with .aup &.wav extension.
Finally Practical implementation of the above theoretical learning.

Lecture-2 As the basic understanding of Editing tools gets clear students move to the next level of understanding new set of Editing tools (like fade in, fade Out adding spaces where required, adding a new track, difference between mono track & stereo track, level corrections etc.)

Lecture-3 Once the students are well versed with the various Editing tools & had enough practice then further they are to work with multiple track in order to add background music & voice over.

- Finally Practical implementation of the above theoretical learning that would boost individual's creativity.

3. Writing for Radio- (1 Lecture)

- What is good writing, difference between writing for Radio, print, TV
- Challenges for radio writing. Following points should be covered.
 - Radio is personal.
 - Radio writing should be tight, clear and interesting.
 - Writing must be descriptive.
 - Writing should be with more style.

4. Radio Feature & Documentary- (1 Lecture)

- What is Radio Feature?
- How it is different from Documentary?
- Why Radio Feature is considered most effective part of Radio Programming?
- How to go about to produce a good radio feature?
- Selection of Topic, Research and Writing of script
- Collection of O.B covering all aspects of topic Recording of narration
- Sound effects and Production & editing.

5. Radio Reporting- (1-Lecture)

- What is reporting?
- Types of Reporting?
- Responsibilities of a Reporter?
- Points to be kept in mind while reporting.
- Difference between Reporter & Correspondent.
- Practical Demo for event reporting.
- Voice modulation.

6. Radio presenter/Radio announcer/Radio jockey (I-Lecture)

- What are the qualities of a radio presenter?
- Familiarity with the equipment's, RJ is required to handle while presenting the show.
- How to write script before going on Air.
- Importance of content in Broadcasting and presenting it in own original style and not imitation.

7. Radio interview/ Radio discussion/ Radio Talk (I-Lecture)

- How to prepare before starting a radio interview
- How to make some notes ahead of time and check them frequently during the interview to make help you stay on topic.
- How to use simple language that average listener will understand.
- How to stay focus and alert.
- How to remain relaxed during interview, so that you could sound natural during interview.
- Speak *clearly* and keep your mouth within two to three inches of the microphone.
- How to follow basic rules for taking interview like remaining polite, not to argue, not to interrupt.

8. Conducting workshops (2-Lectures)

Not just theoretical knowledge confined with in the four walls of a classroom are always sufficient to provide in depth knowledge on a subject. Similarly, when it comes to Radio, conducting workshops that too with in a Radio Station becomes an effective tool in the training process.

Tour to Delhi University Community Radio

- In order to provide the real feel of a Radio Station.
- Things required constituting a Radio Station.

A workshop was organized at DUCR to provide a mock "On the job Training" that focused on: -

- Showing the working of a Radio Station.

- Understanding the Difference between a Public broadcasting, Private broadcasting and Community Radio broadcasting.
- The Art of doing a Live Radio Show.
- Functions of various technical equipment's of Broadcasting & the making up Of a studio.
- The process of Recording programmes.
- Demonstrations on Art of taking Interview & Group Discussions.
- Having a first look on the Broadcast Transmitter & Antenna.

9. Assignments to participants and their assessment (I-ecture)

- Each participant is given few assignments related to various topics covered in above lectures.
- Participants are asked to write script for their each assignment and record the programme.
- Participants are also required to edit and prepare final programme including voice over commentary etc.
- Participants are required to present their programme in front of faculty and other participants.
- Participants are also required to answer questions! queries raised by audience.

D- LEARNING OUTCOME

The students enrolled in the course got the opportunity to explore the different aspects of Radio Broadcasting.

- The young minds who once thought Radio = R.I., now have a **broad** perspective to Radio that starts from studio maintenance to final broadcast of Radio. Also, feedback on regular basis by listeners too is an inevitable operation.
- Students were told to practice proper diction and pronunciation, examining how different styles convey a different feel.
- The ability to take interview or organize a talk with eminent personalities from different fields ranging from Celebrities to government officials.
- Students also begin planning radio shows, complete with station events, air breaks, commercials and music.

E- ULTIMATE RESULT

- A brief knowledge about the cultural, ethical and legal frameworks relevant to radio practice.
- Write, edit, interview and present for radio news and current affairs programs.
- Use professional audio recorders, digital editing equipment, microphones and an on-air studio.
- Report, produce and present live news bulletins.
- Apply teamwork and communication skills to successfully participate in newsroom practice.

After completing this course successfully and short duration internship at any radio station it is expected that overall personality writing and communication skills, self-confidence of candidates will improve substantially.



Department of Adult, Continuing Education & Extension University of Delhi

English Language Proficiency Course

The University of Delhi offers an 80-hours course in **English Language Proficiency** to enable students to improve their ability to speak, read, listen and write in English. It is being conducted under the auspices of the **Department of Adult, Continuing Education & Extension (DACEE)**, University of Delhi.

Details of the Course

- A. Course Objectives:** The course will give students practice in using English in a wide variety of contexts relevant to work, study and social activities. It will specifically help students to:
- Understand and respond to spoken language
 - Learn how to speak fluently and use appropriate expressions
 - Read and comprehend different kinds of texts for different purposes
 - Write coherently and effectively in formal and informal contexts.

The course is offered at three levels, **Basic, Intermediate and Advanced**. The **Basic Course** is for those who have an elementary knowledge of the English language, and cannot use it even in everyday, familiar contexts. The **Intermediate Course** is for those who are fairly confident about using the skills of listening, speaking, writing and reading for different purposes at a relatively higher level. The **Advanced Course** will help students to use the language in academic contexts, i.e. respond critically to texts/situations in written and oral form and to employ the necessary tools and strategies to undertake UG/PG studies satisfactorily.

The students who have attended the Basic/Intermediate Course offered by the University of Delhi and obtained at least a **Grade C** overall are eligible for the next higher level course. For those who wish to join the Intermediate or Advanced Course without doing the Basic Course, there will be a test so that they can be placed at the appropriate level. They will need to pay a fee of **Rs. 250** (Non-refundable) and the level placement test will be held on 08th January, 2015 at 3 pm **There is an interview before joining the Basic Course. All the students of Delhi University are eligible for admission to the Basic Level.**

- B. Duration:** 11th January 2016 to 17th March 2016, 2 hours each day, Four days a week, with a total of 80 hours (including assessment).
- C. Eligibility:** This course is open only to the students of the University of Delhi, currently enrolled in undergraduate, post-graduate or research programs, including certificate courses and courses at the Campus of Open Learning. Any Delhi University Student can get him/herself enrolled. There is an interview for admission to the Basic Course.

- D. Course Fee:** Students of all categories (General/OBC/SC/ST) admitted to the Course will have to pay a fee of Rs. 3,000/- (Rupees Three Thousand only). The course fee for SOL students is also Rs. 3000/- The course fee for foreign students is Rs. 6000 as per Foreign Students' Registry (FSR) guidelines.

Note: The course fee must be paid through a demand draft in favour of "The Registrar, University of Delhi", payable at State Bank of India, Delhi University Branch.

- E. How to join the course:** Forms can be downloaded from our website (<http://dacee.du.ac.in/>) or taken from the ELPC office, Room No. 5, Department of Adult, Continuing Education & Extension (DACEE), Bamboo structure, (Behind Faculty of Social Sciences, Opposite Daulat Ram College), North Campus, Delhi University. Admissions will take place between 14th December 2015 and 8th January 2016 on all working days (Monday-Friday) from 10 a.m. to 5p.m. Completed applications should be submitted to the ELPC office along with the required fee (in draft only) and a copy of a valid college/university ID Card or course fee receipt. Admissions will be done on a first come first served basis.

- F. Certificate of Proficiency:** On the basis of students' performance in a test of English Language Proficiency administered at the end of the course, a Certificate of Proficiency will be given.

- G. Attendance:** Attending classes and participating in all the activities is important. Students should attend all classes to make full use of all the opportunities the course will provide in order to improve their English. **65% attendance is mandatory for students to take the final test.**

- H. Code of Conduct:** Only students who have enrolled in the Course should attend classes. Others will be asked to leave the course instantly; no further explanations will be entertained. Students are required to follow the rules pertaining to *Maintenance of Discipline* (Ordinance XVB) of the University.

NOTE:

- 1. Course fees will not be refunded after the first week of classes.**

Speed Reading with Comprehension
Reading Exercises
(A Short-term Course for CVC Officers)



Department of Adult, Continuing Education & Extension
Faculty of Social Sciences
University of Delhi
2016

Reading: Some strategies generally utilized

1. A word of caution before the beginning of the course

The following news item should be read for what it is worth.

New Indian Express

Speed Read' Programmes Might Not Increase Your Reading Speed

By ANI, Published: 15th January 2016 11:11 AM

WASHINGTON D.C: *Speed read might look like an obvious strategy for making quick work of all the emails, reports and other pieces of text a person encounters every day, but a new study has showed that the claims put forth by many speed reading programs and tools are probably too good to be true.*

*Examining decade's worth of research on the science of reading, a team of psychological scientists from the Association for Psychological Science found out **little evidence to support speed reading as a shortcut to understanding and remembering large volumes of written content in a short period of time.** Researcher Elizabeth Schotter said that speed reading training courses have been around for decades and there has been a recent surge in the number of speed reading technologies that have been introduced to the consumer market. Schotter added that she and her team wanted to take a close look at the science behind reading to help people make informed decisions about whether to believe the claims put forth by companies promoting speed reading technologies and training courses. The reports showed that there are no magic shortcuts when it comes to reading quickly.*

*Reading is a complex dance among various visual and mental processes and research showed that skilled readers already read quickly, averaging 200 to 400 words per minute. The problem, Schotter and colleagues found, is that eye movements account for no more than 10 per cent of the overall time we spend reading and eliminating the ability to go back and reread previous words and sentences tends to make overall comprehension worse, not better. **Their data suggested that the most effective speed readers are actually effective***

skimmers who already have considerable familiarity with the topic at hand and are thus able to pick out key points quickly.

1.1 Reading - Some common habits in readers

(i) Regression

Regression is the unnecessary re-reading of material. Sometimes people get into the habit of **skipping back to words they have just read**, while, other times, they may jump back a few sentences, just to make sure that they read something right. When you regress like this, you lose the flow and structure of the text, and your overall understanding of the subject can decrease. You can run a pointer along the line as you read. This could be a finger, or a pen or pencil. Your eyes will follow the tip of your pointer, helping you avoid skipping back. The speed at which you read using this method will largely depend on the speed at which you move the pointer.

(ii) Poor Concentration

Reading has to be done in an environment where external distractions are kept to a minimum. This is particularly important, because when you use the techniques of **chunking blocks of words together** and **ceasing to sub-vocalize**, you may find that you read several pages before you realize you haven't understood something properly.

(iii) Form a Question

Learn to turn the text you are reading into questions. Form a Question - Improve your reading comprehension, reading speed, and concentration by turning headings and subheadings in textbooks and other non-fiction books into questions. Then scan the text for the answers. Your reading speed improves by doing this, and you become focused on your material.

If you have trouble reading, listen first. Many great works of literature were written to be read out loud. Learn to appreciate the art of the narrator. Listen to audio books or audio files of the material that you are reading. This will help make difficult content seem more familiar. If you can hear the new words and phrases that you are reading, you will have an easier time understanding and remembering them. Hearing the rhythm of someone reading a text will help your own reading.

(iv) Vocabulary levels

Determine your level of vocabulary knowledge. In most cases, how well we learn to read will depend largely on our exposure to language as children. If we hear people around us talking about a wide variety of subjects as children, we naturally pick up the words and phrases they use. If we pick up a lot of words, we will have an advantage when we start reading, and we will learn to read better. This, in turn, helps us to acquire more words, leaving the poor readers, who know few words, further and further behind. The literacy divide usually begins early in life, and can only be overcome by lots of reading later in life.

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language. Even in a first language, “. . . whereas the grammar of a language is largely in place by the time a child is 10 years old . . . , vocabulary continues to be learned throughout one’s lifetime” (Schmitt 2000: 4). The foundation for vocabulary development and writing at later levels is through reading extensively with comprehension and interest.

When language is adequately taught in the early years, the learner can naturally build up these higher-order skills independently, with some guidance from the classroom. Research has also shown us that greater

gains accrue when language instruction moves away from the traditional approach of learning definitions of words (the dictionary approach) to an enriched approach, which encourages associations with other words and contexts (the encyclopedia approach) (Fawcett and Nicolson 1991; Snow et al. 1991). Materials used or available as texts in class libraries may be in print as well as multi-media formats.

Recognize that the key is to read a lot. You may develop a system for keeping track of new words that you encounter in your reading, using lists, or Flash Cards, or other memory systems available on the Internet or elsewhere. However, the main growth in your vocabulary and reading skill will come just from reading as much as you can. So learn to enjoy reading and read a lot. Keep reading, and you will become a better reader.

1.2 Factors that influence reading and comprehension rates

The materials which influence reading and comprehension rates include the following:

- Reader's knowledge of the subject matter,
- Difficulty levels of words and concepts,
- Motivation of the reader,
- Reader's purpose,
- Physiological state of the reader,
- Length of reading materials,
- Influence of readability factors,
- Mastery of the basic reading skills, and
- Number of figures, illustrations, cross-reference and footnotes.

1.3 Types of Reading

"Speed Reading" is often determined by the types of reading; some learners read word by word which often takes our eyes back to words or a line that we feel is related to what we are currently reading. Sometimes we tend to stop at a particular word largely because we somehow feel that it would be important in comprehending the full text. There are 3 types of reading:

- (i) **Mental reading (Sub-vocalization)**:- Sounding out each word internally, as reading to yourself. It is the slowest form of reading.
- (ii) **Auditory reading**:- Hearing out the read words. It is a faster process.
- (iii) **Visual reading**:- Understanding the meaning of the word, rather than sounding or hearing. It is the fastest process.

Mental readers generally read at approximately 250 words per minute. **Auditory readers** read at approximately 450 words per minute. **Visual readers** read at approximately 700 words per minute. Visual reading is a skill that can be developed through continuous training and practice.

1.4 Basic linguistic strategies in reading with speed

Speed reading is any of several techniques used to improve one's ability to read quickly. Speed reading methods include **minimizing sub-vocalization, scanning (reading for specific details), skimming (reading to get the main idea), chunking**. Speed reading is skill honed through practice. Reading a material involves comprehension of the material. In speed reading practice this is done through multiple reading processes: **preview, overview, read, review and recite** and by **read and recall** (recording through writing a short summary or a mental outline) exercises.

1.4.1 Speed reading is the art of **silencing sub-vocalization**. It is their inner voice that paces through the text that keeps a reader from achieving higher reading speeds. Speed in reading can be achieved, with much better reading comprehension, through silencing this inner voice. Some readers **use a finger through a page of text by following their finger line by line at a speed faster than one can normally read**. This works because the eye is very good at tracking movement. Some experts believe that the pointer functions as a pacing device, while actual eye fixations are uncorrelated with pointer or hand movements.

To train to read faster, you must first find **your base rate**. **Your base rate is the speed that you can read a passage of text with full comprehension**. This speed should be faster than your inner voice can "read".

We need to weigh in our minds the basic purpose of reading: **comprehension vs speed; full comprehension vs. scanning; reading vs skimming. Speed reading** does not necessarily ensure good comprehension. We need to assess the risks associated with misunderstanding on account of low comprehension. We also need to ascertain if we want to get through the material quickly and **gain only the basic information.**

1.4.2 Scanning is the process where one actively looks for information using mind-map (organizing information in a visually hierarchical manner that showcases the interrelatedness of the information for better retrievability) formed from skimming. Scanning the page involves search for headings, and by looking for bullet points and things in bold. There is no rule saying that you have to read a document in the order that the author intended, so scan it quickly, and decide what is necessary and what isn't.

Scan the page for headings, and by looking for bullet points and things in bold. There is no rule saying that you have to read a document in the order that the author intended, so scan it quickly, and decide what is necessary and what isn't. However, do not adopt the scanning strategy to the following:

- Legal documents, the draft annual report, or even the letter you receive from a loved one in the mail – these are better read in their entirety, sub-vocalizations and all. If you need to understand the message completely, memorize the information, discuss it in detail, analyze it thoroughly, or simply enjoy the prose the way the author intended, then speed reading is the wrong approach.
- Take a step back and use the material's structure – this includes skimming information to get a feel for the organization and layout of the text, looking for bolded words and headings, and looking for the ways in which the author transitions from one topic to the next.

1.4.3 Skimming – it involves visually searching the sentences of a page for clues to meaning. We're taught to read across and down, taking in every word, sentence, paragraph and page in sequence. When you do this,

though, you pay the same attention to supplementary material as you do to core information. Often, much more information is presented than you actually need to know. **Skim over the fluff, and only pay attention to the key material.** Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) than normal reading for comprehension (around 200-230 wpm), and results in lower comprehension rates, especially with information-rich reading material.

Skimming alone should not be used when complete comprehension of the text is the objective. **Skimming is mainly used when researching and getting an overall idea of the text.** Nonetheless, when time is limited, skimming or skipping over text can aid comprehension. Duggan & Payne (2009) compared skimming with reading normally, given only enough time to read normally through half of a text. They found that the main points of the full text were better understood after skimming (which could view the full text) than after normal reading (which only read half the text). There was no difference between the groups in their understanding of less important information from the text.

In contrast, other findings suggest that speed reading courses which teach techniques that largely constitute skimming of written text result in a lower comprehension rate (below 50% comprehension on standardized comprehension tests) (Carver 1992).^[4] Hyo Sang Shin (2012) in his book "Visual Reading and the Snowball of Understanding" claims that increasing one's reading speed does not lead to decreased comprehension. On the contrary, he argues that the faster the reading speed the better the comprehension. That phenomenon is described by Shin (2012) as a non zero-sum game between the reading speed and comprehension.

1.4.4 Chunking - Reading Phrases

Chunking - the number of words that are flashed at each interval on the screen. When you read aloud, you can only say one word at a time. This limit does not apply to reading - with practice, you can read multiple words at a time once your inner voice subsides.

Speed reading can help you to better comprehend **the overall structure of an argument**; it is also called the "**bigger picture**" understanding. **Skim over the fluff**, and only **pay attention to the key material**. It can help you to summarize a large document to a manageable size for the benefit of your superior officer. People who **read each word as a distinct unit** can understand less than those who **read faster by "chunking" words together in blocks**. Practice expanding the number of words that you read at a time.

When you read aloud, you can only say one word at a time. This limit does not apply to reading - with practice, you can **read multiple words at a time (chunking)** once your inner voice subsides. As your reading speed increases, the best way to achieve reading speeds is to attempt reading higher chunk sizes of words.

Inefficient Eye Motion - Slow readers tend to focus on each word, and work their way across each line. The eye can actually span about 1.5 inches at a time, which, for an average page, encompasses four or five words. Related to this is the fact that most readers don't use their peripheral vision to see words at the ends of each line. To overcome this, "soften" your gaze when you read - by relaxing your face and expanding your gaze, you'll begin to see blocks of words instead of seeing each word as distinct unit.

Meta-guiding - visual guiding of the eye using a finger or pointer in order for the eye to move faster along the length of a passage of text. It involves drawing invisible shapes on a page of text in order to broaden the visual span for speed reading. For example, an audience of customers at a speed reading seminar will be instructed to use a finger or pen to make these shapes on a page and told that this will speed up their visual cortex, increase their visual span to take in the whole line, and even imprint the information into their subconscious for later retrieval. It has also been claimed to reduce sub-vocalization(saying words in your head rather than grasping the idea), thereby speeding up reading. Because this encourages the eye to skim over the text, it can reduce comprehension and memory, and lead to missing important details of the text. An emphasis on viewing each word, albeit briefly, is required for this method to be effective. E.g. S movement and Z movement

Computer programs are available to help instruct speed reading students. Some programs present the data as a serial stream, since the brain handles text more efficiently by breaking it into such a stream before parsing and interpreting it. The 2000 National Reading Panel (NRP) report (p. 3-1) seems to support such a mechanism.

To increase speed, some older programs required readers to view the center of the screen while the lines of text around it grew longer. They also presented several objects (instead of text) moving line by line or bouncing around the screen; users had to follow the object(s) with only their eyes. A number of researchers criticize using objects instead of words as an effective training method, claiming that the only way to read faster is to read actual text. Many of the newer speed reading programs use built-in text, and they primarily guide users through the lines of an on-screen book at defined speeds. Often the text is highlighted to indicate where users should focus their eyes; they are not expected to read by pronouncing the words, but instead to read by viewing the words as complete images. The exercises are also intended to train readers to eliminate sub-vocalization, though it has not been proven that this will increase reading speed.

Phrase-reading is not just reading word-chunks, but instantly reading "**idea chunks**." Complete phrases are meaningful on their own, and you can't help instantly understanding them at a glance. When you focus your attention on these **larger ideas instead of words**, the ideas will seem to leap off the page into your mind.

2.
Reading Exercises