



Jain University Students' Guidance and Counseling Center



Annual Report
May 2016 - April 2017

1. Outreach Workshop on “Counseling sensitization programme for Pre-University academicians” for Pre-University teachers at Sri Bhagwan Mahaveer Jain College, VV Puram by Dr. Uma Warriar on 17/05/2016

Majority of pre-university students are dependent on other or external factors (in the form of advice) instead of relying on their selves or internal factors to decide on their future endeavours in various aspects including studies, relationships, etc. It is necessary to help the students in understanding their self, their strengths, weaknesses, threats and opportunities.

Teachers play an important role in a students’ life because they are in constant touch with them for more than 6 hours a day. A teacher also is seen as a figure of trust and an experienced person who can guide the student.

Hence, in order for a teacher to be an able guide, certain aspects of counseling have to be understood and implemented by them. Their major roles would be in identifying behavioural issues, in understanding the emotional turmoil of students and to understand their interest and aptitude in certain fields.



The before mentioned aspects are some of the few skills of a counselor. Sensitizing will hence enhance the skills of a teacher and they will perform the role of a counselor as well, in the absence of an in-house counselor or in order to help the student 1st hand, without sending him/her to one, in cases that can be handled without psychological help.

The workshop was conducted by Dr. Uma Warriar, Chief Counselor of Vishwas, the Jain University Student's guidance and counseling center, at Sri Bhagwan Mahaveer Jain PU College, VV Puram. This workshop was attended by 120 Pre-University academicians who were divided into 3 batches based on their department i.e. Department of Commerce, Department of Science and English & Languages Department.



The session started off with a brief introduction to Vishwas and the five areas of support those are meted out by the Vishwas team followed by a video on Vishwas. This was followed by an open discussion on the reason why teachers specifically were a part of the session. A video clipping on the importance of teachers in a student's life was presented, in which students and staff members, who were randomly selected over a longitudinal section, spoke about an important teacher in their life and how it changed them for the better. The session then proceeded to the different types of students in a class and the different types of behaviours that are exhibited by students.

A discussion on celebrities, who were clinically diagnosed with mental disorders and were in the news, was the next agenda of the session. This was the section that brought about a lot of discussion and it is safe to say that a certain amount of stigma attached to the idea of mental health was broken. This was followed by a session that focused on the major myths associated with counseling and the de-mystification of those myths using appropriate and scientific facts



With one batch of teachers, a fun activity called “**Animology**” was played, in which each teacher had to associate himself/herself with an animal that they associate themselves with, based on the persona and traits. The activity was an energy boost and the participants eagerly and actively took part in it.

With the same batch, the group was divided into two and each group was given a scenario of a student with a problem and they had to come up with reactions or solutions to these scenarios that would help the student. A discussion on the teachers' experiences as a guide cum counselor was initiated, that made a few teachers open up to different students. This discussion was filled with emotions ranging from guilt for not being able to save a child to relief after saving one.



The session concluded with a quote by Dr. Uma Warrier who stated. **“We need to do our part. Our one step towards understanding and identifying students, who need help, will save one life, at least. Let’s try and save lives.”**



Future plan for the same group of teachers: a half-day session on “**Teachers as gatekeepers in counseling**”, which would be conducted in one batch. The session would consist of theory as well activities to enable the understanding of the various aspects of the session.

2. Workshop for Pre-University teachers on “*Counseling sensitization programme for Pre-University academicians*” at Sri Bhagwan Mahaveer Jain College, VV Puram by Sumithra Sridhar (Campus Counselor) on 24/05/2016.

Adolescence is a period of quarter-life transition and college becomes the courtyard for this development. Adolescents, especially college students come to limelight for involving in various antisocial activities, campus violence, ragging incidents, eve-teasing, suicides, and multifarious relationships much more than productive academic pursuits. This has become a great concern for higher education institutions in India. Various government and nongovernment bodies have raised alarm over these untoward adolescent and campus related issues and, highly recommend counseling services in the campuses.

In order to understand the needs of the students, a counselor takes the help of the teachers, who act like gate-keepers and help in several services like referrals and identifying major issues that are faced by students. A teacher also helps in situations where there are no in-house counselors or during the absence of counselors. This help can be provided only when they are armed with certain skills that are possessed in a counselor, like identifying behavioural issues, in understanding the emotional turmoil of students and to understand their interest and aptitude in certain fields. Sensitizing will hence enhance the skills of a teacher and they will perform the role of a counselor.

The workshop was conducted by Sumithra Sridhar, the campus counselor at Sri Bhagwan Mahaveer Jain PU College, VV Puram. The workshop was conducted on 24th of May between 2pm to 3.30 pm, and was attended by 30 teachers who belonged to the departments of science, commerce and languages. The session started with a brief introduction of Vishwas, the Jain University Student Guidance and Counseling centre and their five areas of support, followed by a video that helped the teachers understand about the various programmes conducted by Vishwas to each of its stakeholders.



This was followed by a discussion on why teachers were chosen to be a part of the workshop and the significance of teachers. A video clipping on the importance of teachers in a student's life was presented, in which students and staff members, who were randomly selected over a longitudinal section, spoke about an important teacher in their life and how it changed them for the better. Then a discussion on the different types of students and the different behaviours of students were discussed, using a video.

A session on "Celebrities who were diagnosed and treated for mental illnesses" was conducted in which the teachers actively participated in identifying the different celebrities and their understanding of the illnesses ranging from depression to Obsessive compulsive disorder.

This was followed by a session that focused on the major myths associated with counseling and the de-mystification of those myths using appropriate and scientific facts. A fun activity called **Animology** was played with the teachers in helping them understand their persona in a better way. This was later associated with the aspects of self and was explained to the teachers with reference to "real self, perceived self and ideal self".

The last few minutes was dedicated to understand the different experiences of teachers, as counselors and if they have had the opportunity to be a guide as well as a counselor for them. The session concluded with informing the teachers about the future plans that were planned for the teachers.

Future plan for the same group of teachers: a half-day session on “**Teachers as gate-keepers in counseling**”, which would be conducted in one batch. The session would consist of theory as well activities to enable the understanding of the various aspects of the session.

3. A series of lectures on “*Emotional Intelligence*” conducted at the SCS Campus, Jayanagar by Anil V, Campus Counselor from 25/05/2016 – 31/05/2016

Vishwas, the counseling centre of Jain University has taken initiative to expand the activities of Vishwas and help students to become aware of their thoughts, feelings and behaviours at a deeper level. To begin with, a session on ‘Emotional Intelligence’ was conducted in every campus of Jain University by respective campus counselors. School of commerce studies organised this session in the first week of their academic year i.e., 25th – 31st May, 2016.



A lecture on emotional intelligence was conducted for the second year and third year students of B.Com, BMS and BSc. Animation students. This session included a talk on emotional intelligence, the factors influencing EQ and as well ways to improve one's EI.



Every section across streams were dealt with an hour of talk and introduction to self-awareness, empathy and social skills, the core factors for EI. Each session included a questionnaire 'Emotional Intelligence and contributing factors among adolescents'.

This questionnaire was made to be answered to collect the data on the factors that influence adolescent's Emotional Intelligence and to study further by profiling their mental health state. The students reported that answering the questionnaire helped them to become more aware of themselves and gain better clarity on their thoughts, feelings and actions.



4. Outreach Workshop for students of BRS on Group Dynamics conducted at Vidyadeep College, Ulsoor by Anil V from 08/06/2016 – 11/06/2016 and 14/06/2106

Anil V, counselor of Vishwas, JU was invited to conduct a workshop for 1st year students of Bachelors in Religious Science. This was organized by Vidyadeep College, Ulsoor, and Bangalore for students from various parts of India who have enrolled for their BRS degree program. The intention of conducting a series of workshop was to orient them to the group of their classmates and equip them with skills needed to learn and work together in their entire course period. This workshop was for four days from 8th of June to 11th of June, 2016 and on 14th of June, 2016 for the students of entire three years.

DAY 1 – 8th June, 2016



This workshop began with an introduction of each member using colours. The group was asked to pick few candies and then narrate the corresponding experience mentioned for each colours. This helped the group to each other and some of their interests and disinterests at a surface level. Later the group was divided into three member teams and was asked to narrate their strengths and qualities to the team. The rationale for doing this was to help the member open up and share about themselves in turn helping the group know their members at a deeper level.



Each team was asked to represent their group's strengths and qualities on a poster with a drawing and a story that best describes them. This activity helped the members to share with each other and open up. It contributed in breaking resistance and as well get close to few individuals. At the end of the activity, every member was able to relate to the group and feel free to build a newer relationship.



DAY 2 – 8th June, 2016

The facilitator chose 'Team Building' as the topic for workshop with a rationale to help the members develop critical thinking and creative thinking skills.



The entire group were briefed and elucidated the differences between groups or teams and individuals, the advantages and disadvantages and so on. With the understanding of working in teams, and an intention to help members get oriented to work in teams, a team building activity was initiated.





The entire group was divided into teams of three members and a task of constructing a bridge using newspapers. With the completion of task, the success and failure of the groups were discussed. The process of the activity was conducted to help the class learn from each team's experiences and know equip with the knowledge of skills that are necessary for a team to be effective. Some of the skills like co-operation, bridging between members, initiation, misunderstanding or arguments and its effect etc. were shared and discussed in detail.

DAY 3 – 10th June, 2016

The day focused on the topic 'Self-Awareness' and 'Empathy'. This was to help the members to understand oneself at a deeper level and also help the group know them through a different perspective

Self-awareness exercise focused on knowing one's real self, ideal self and perceived self. Every member was asked to think of an animal based on the qualities and not the appearance. The animal chosen first was based on the quality that they think they relate to. Next was on the quality what others perceive these members are to be and later was on the quality based on what they want to acquire. This exercise focused on finding their qualities and as well relate to the qualities of external being.

The members reported that this activity was difficult for them to introspect at a deeper and become aware of the qualities animals have. This also helped facilitator to address the different understanding of members on the same animal but bring in many perspectives and interpretations for the same.



The next activity was to understand 'Empathy'. The intention of this activity was to help individuals understand others feelings as they experience.



Empathy in itself says being into others shoes, which means experiencing and relating to things as others do. An activity was conducted by dividing the members into pairs. The pairs were asked to come with a drawing hat is similar as the other person's and this has to be done simultaneously. This helped the members in becoming aware of the need to understand others the same way and as well the difficulty in reflecting. But the experiential learning for the same was to understand and empathise and try and look things through eyes rather being judgmental. This activity also helped the members to focus on observation and drawing interpretations.

DAY 4 – 11th June, 2016

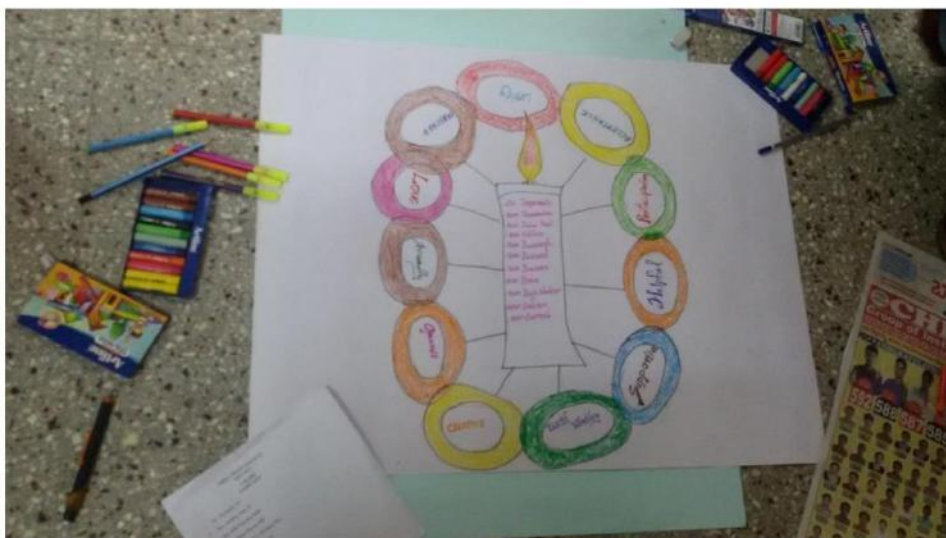
The concluding day for the first year student's orientation programme was on 'Self Esteem' and 'Goal Setting'.



The group was asked to focus on their strengths and fears and share with the group. With the rationale of helping the members build on their self-esteem, the facilitator asked every group member to write down their strengths and qualities along with the appreciation they have received.



This entire was made to be practiced to break the self-criticism and enhance one's self esteem by reading the positive experiences of them. The members were asked to keep their writing of strengths and qualities in a place that is visible and look into it every day and experience positivity.



As part of concluding activity, 'Goal Setting' was chosen. The entire class was made to share their thoughts on the things that are essential for them to have as classmates and some of them that need to be discarded. The group shared their expectations which should be met as a class member for the next three years. This helped them to identify every individual's expectations and work united. The members shared an experience of knowing each other's thoughts through this activity were helpful as it helps them to maintain healthy relationships. This work helped them to know their responsibilities and roles and meet the expectations that they have set for themselves as a class.

DAY 5 – 14th June, 2016

A whole day workshop was conducted to enhance an individual's skills. Interpersonal skills, Leadership, Group work were focused on this day long workshop.



The group members were given with an activity called '**People Search**'. This activity constituted many segments with a question pertaining to every phase of life and or daily routines and experiences. The group was asked to find members who would fit into different segments. Along with this, they had to find five people by getting to know their names, hobbies, where they come from and as well what is the most important thing in life. Further to this activity was that every individual introducing one member that they interacted with. This activity was mainly conducted to break the ice and help members get acquainted with each other. This also helped the members know about their friends and some of the basic information. This helped the members feel comfortable with new faces and as well get interacted.

Interpersonal skills were taught through interactions and behaviours needed to develop and maintain a relationship.



An activity was conducted to enhance their group work. The group was divided into teams of five. Each group was given a set of straw and a tape to create a holder. And a member was asked to drop a ball into the basket. The team that made an accurate attempt won. This helped the members to work in teams and as well understand each other's thought patterns. This activity was processed and the group was made to understand the importance of working in teams and as well knowing the qualities that are necessary for the success of the group and as well qualities that can cause failure.



The concluding activity for the day was on leadership. The entire group was divided into teams of six. Every group was asked to cross an imaginary river by leaving at the same time and reaching the other end at the same time. They were given with a foot step for each member and they were not allowed to take any other support. This activity helped them in planning and finding out a way to cross the river. With the belief and some experience they had to follow someone as a leader and this contributed in understanding the strengths of choosing a leader appropriately and wisely. The activity was processed with the limitations and failure of completing the game and understanding its causes. The day long workshop was concluded with feedback.

4. Group Process on “Self-Awareness” conducted for students on B.Com at SCS Campus, Jayanagar by Anil V, the campus Counselor on 18/06/2016

Anil V, the campus counselor was invited to conduct a session for students of 3rd semester B.Com. This session was conducted on 18th of June, 2016 for 30 students. The campus counselor chose the topic of Self – Awareness. This group process included an activity to find a friend they are well known with and identify one quality and share with the class.



The rationale was to identify the positives and also help the members express it openly. Students shared that this activity made each one of them happy as they heard about themselves, and hearing from their close friends boosted their self-esteem.

This continued with the class being divided into four member groups. Each member was asked to narrate their strengths and qualities to their group. Since students get comfortable with their own companions and may fail in getting to know other classmates, this group work helped them to build a bonding and know their friends at a deeper level.

Every group had a task to represent the collective strengths and qualities in a form of drawing and a story.



Each group presented their drawing and narrated their story before the class. In the end, the activity was processed and the members shared that their judgments about certain individuals changed, this helped them to other classmates more and were able to relate, they could make new friends and expressed to have such activities more often as this brings a feeling of unity.



Students also shared that it was difficult to begin with but they had good time in working with groups and share and learn. This also helped them to enhance their creativity and skills and contributed in knowing group dynamics.



5. A session on “Social Skills” for students of B.Com conducted at SCS Campus, Jayanagar by Anil V, the campus Counselor on 27/06/2016

Anil V, the campus counselor was invited to conduct a session for students of 1st semester B.Com, ‘E’ section. This session was conducted on 27th of June, 2016. The campus counselor chose the topic ‘Social Skills’. This included an activity as well as lecture on Social Skills.



This session was interactive and thoughts on Social skills were discussed. More experiences and sharing were taken and appropriateness of an individual’s responses was understood. The definition of social skills and the importance of using appropriate words and gestures and other verbal and nonverbal communication were emphasized.

The group members were given with an activity called ‘People Search’. This activity constituted many segments with a question pertaining to every phase of life and or daily routines and experiences. The group was asked to find members who would fit into different segments. Along with this, they had to find five people by getting to know their names, hobbies, where they come from and as well what is the most important thing in life. An activity was conducted to the students to break the ice. Since the college had begun just a couple of days before, and students had very minimal interaction with their friends, they were made to break the ice and get acquainted with each other through this activity.



This also helped the members know about their friends and some of the basic information. This helped them feel comfortable with new faces and as well get interacted. The importance of social skills and the advantages of it as well the disadvantages of inappropriate social skills were discussed and learnt.



6. Session conducted on “*Attendance matters*” for second year Pre-University students at the SGS campus, JC Road, by Srilakshmi HN, Campus Counselor on 24/06/2017

Learning builds day by day. Attending college regularly is a challenge that makes students stronger. Missing just 2 days of classes per month can affect academic success. II- year PU students were identified as the target group by Ms. Pavithra, HOD Arts (PU), as there was a rise in students missing their classes.

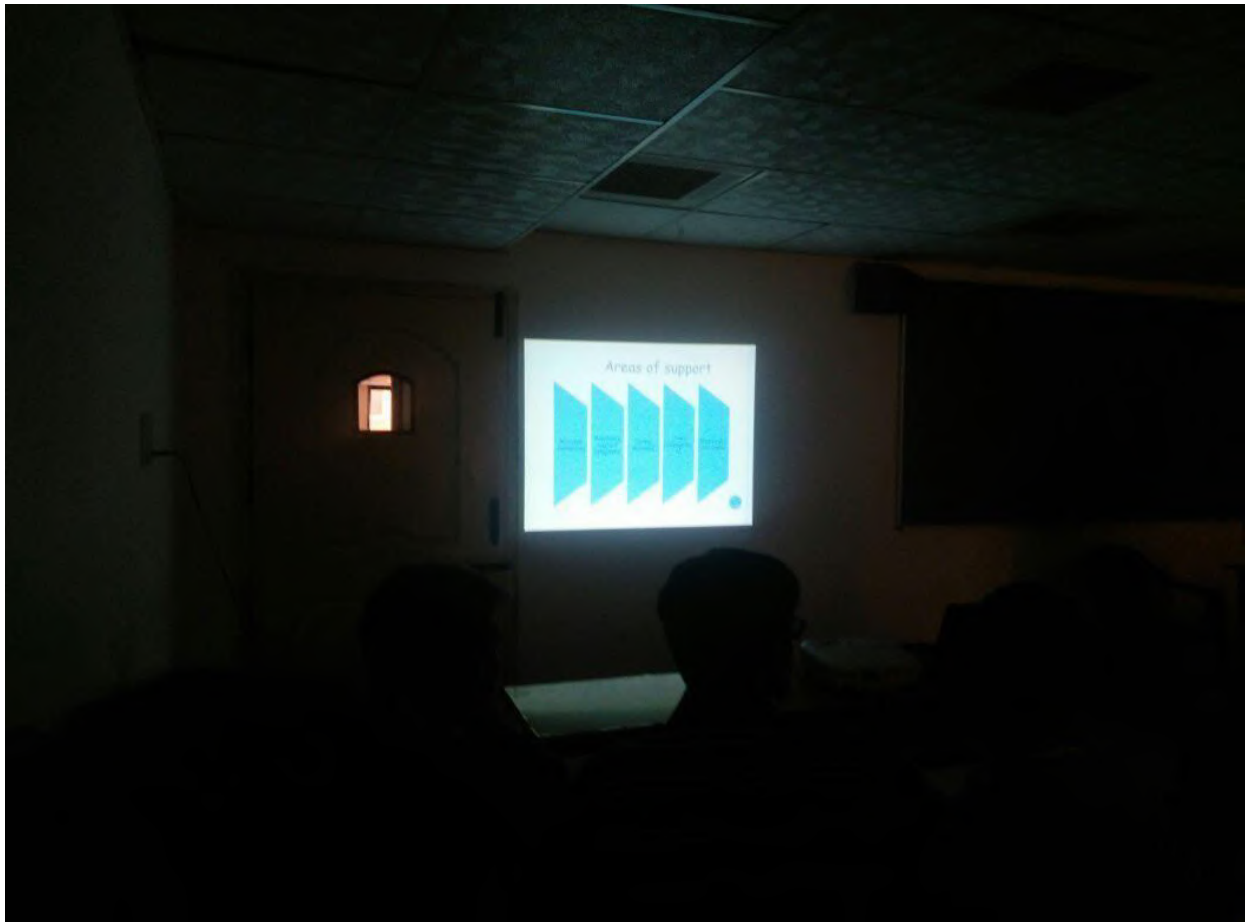


Objective of the session was to bring out understanding about the importance of attending classes and being regular. The session commenced with an introduction about Vishwas – Student guidance and counseling center of JU, its inception, its objectives and the areas in which it renders support followed by a video.

The speaker explained the process of counseling followed in Vishwas, situations in which students can approach a counselor and emphasized on maintaining confidentiality.

The session progressed with an activity “**washing an elephant**”, to highlight the concept – “being present when information is delivered is critical”. The activity was as follows – two volunteers were identified and one of them was required to stay outside the classroom for some time. Then the group was instructed that they are going to “wash the elephant”. Using an imaginary pail of water and cloth, and informing the groups about the meaning of each move, head, trunk, sides, legs, ears, tail of the elephant and so on were washed.





Volunteer One had to demonstrate the same action as a mime and then the second volunteer was able to guess only the action – washing.





The activity was followed by a discussion on the following:

- What made a difference between the speaker's action and volunteer's action? Responses of the group were validated and it was emphasized on how crucial it is for a student to be present when teachers give instructions or conduct lectures.

The importance of attendance was discussed in detail and following are the points:

- Attendance is a gateway to success in academics
- The habits that are set now are carried throughout life; regularity and punctuality is cornerstone for success at job.
- Attending college fosters overall development of the individual by providing platform to display talents and fine tune social skills.
- Helps to build support networks – friends for personal life, teachers as guides and mentors for academics.

The session concluded with useful and practical tips to improve attendance such as time management, prioritizing studies, preparing for classes beforehand with required logistic arrangements, seeking help when in trouble.

7. A session on Orientation to Counseling was conducted for the 1st year of BA Students at SGS Campus, JC Road by Srilakshmi, campus counselor on 01/07/2016



The session commenced with a brief note on the inception of counseling wing Vishwas. Further the session preceded, with the speaker describing about the five areas of Support, Vishwas offers.



It was an interactive session and the scope of the session was to help students comprehend:

- What is counseling? When to approach a counselor?
- Process of counseling.
- How can counseling help?
- Myths about counseling
- Reaching out to the counselor in their campus.

The students actively participated in the discussion and a few of the students also shared their experiences of meeting a counselor previously. One of the student's experiences was with a career counselor who had administered aptitude tests to map her interests in career and had revealed that the student would excel in engineering field and had strong mathematical abilities whereas the student disagreed with the results. The student had developed a negative opinion about the counselor and counseling. This triggered for a detailed discussion on myths about a counselor and counseling.

The discussion seemed to be fruitful, as the students were convinced about the role of a counselor. The students raised doubts with regard to normality and abnormality, hallucinations which were clarified.

8. An outreach workshop on “Counseling sensitization program for Pre-University Academicians” was conducted at Sri Bhagwan Mahaveer Jain PU College, Jayanagar by Dr. Uma Warriar on 12/07/2016

“Adolescents are more impulsive and have lesser self-awareness than adults” says Sarah Jayne cognitive neuroscientist. Describing the teenage years and the transitional stage they go through from childhood to adulthood specifying the physical, emotional, psychological and social changes adolescent life becomes worthy of attention. Relating to the above lines a workshop was conducted by Dr. Uma Warriar, Chief Counselor of Vishwas, the Jain University Student's guidance and counseling center at Sri Bhagwan Mahaveer Jain PU College Jayanagar, as to how teachers play a significant role as mentors at the same time sensitizing them about the value of counseling for students.

The workshop was conducted in two sessions for the teachers as per the departments of Science, Commerce and Languages. The sessions were started by giving a welcome

address and introduced the speaker Dr. Uma Warriar, Chief Counselor of Vishwas, the Jain University Student's guidance and counseling center to the members gathered.



Dr. Uma Warriar, the keynote speaker started off with a brief introduction about the Student's guidance and Counseling center- 'Vishwas', focusing on the five areas of support it offers to the students. A video was screened to the members present as to how important it is to a student where a few shared their experiences of teachers who made a change in their lives by making them complete personalities and combat life from then. Dr. Uma Warriar also shared the importance of understanding the psychological stressors of adolescents as there is an increase in student suicidal rates relating to the current news updates.

To make the teachers think of few students in their class another video was screened showing different types of student behavior. This made most of the teachers laugh as they could relate to the same characters shown on the screen.

A slide show with a lot of celebrity pictures were shown stating a question that "why is it important to speak about mental health?" in order to make the academicians to think about the need for mental health also, normalizing the fact of seeking assistance from a mental health professionals as famous celebrities who are all time in focus have initiated a step to seek help for their mental health. This clearly showed how stigmas towards mental health can be broken and its importance in today's world.

There was a lot of giggles and eagerness seen among the teachers to know each ones animal roles and their reason behind it. In the second the session some teachers had decided to conduct this activity in their classes the very next day.



With that note, Dr. Uma Warriar, Chief Counselor of Vishwas, ended the sessions by making the teachers aware of the importance of counseling and mental health and the role of teachers with regard to the same. Since the teachers seemed to be interested with such sessions, there were future plans made to conduct a one day program on mental health and wellbeing.

9. Orientation sessions on “Introduction to the Counseling Department (Vishwas)” for students on B.Com (1st years) at SCS Campus, Jayanagar, by Anil V, Campus Counselor in July

The counselor conducted orientations for all the first semesters of B.Com students about counseling and mental health services offered by Jain University at School of Commerce studies.



Each session was for two hour of class according to the campus time table. Every class got introduced to the process of counseling, ethics and confidentiality. The students were made to get equipped with the facts about counseling by breaking the myths and stigma in society. The students were made to understand that individuals look at the issues at a superficial level or mostly at a larger picture but seeking help make one look at every aspects of an issue.



Each session was made interactive by taking examples of student's experiences as well as giving case studies to gain better clarity. Counselor concluded every session with the details of availability and approachability to the counselor.



10. Outreach workshop on “Counseling sensitization programme for Pre-University academicians” by Dr. Uma Warriier for Pre-University teachers at Jain College, Rajarajeshwari Nagar on 19th July 2016

Students of Pre-University College face constant conflicts within themselves as well as with the external environment. The fact that they are now in the crossroads between high school and adult life is a constant reminder of how they are expected to behave neither as children nor as adults. These, along with academic pressure, forming newer relationships, facing peer pressure are reasons why they require counseling at this level. Counseling is a relationship between two people, the client, who faces a problem/issue ranging from fear of talking to people to severe psychiatric illness and a counselor, who is deemed as an expert in understanding these problems, empathizing with the client and trying to make them live independently by helping or empowering them to come up their own solutions for the problem. Counseling is also an act of making the person aware of the surroundings and the feelings within himself or herself.

Most teachers are counselors, in their own way. They understand students in their level and try to help them resolve smaller issues pertaining to the classroom environment. Many teachers are aware of the idea of counseling, but do not understand the process or the ethics surrounding it.

Hence, sensitization for teachers becomes an important agenda, only so that they can keep a track and understand the students in a better way. Since they are the people with whom students spend a majority chunk of the day, teachers are held responsible for the students' safety and for their well-being. To relieve them of this responsibility, a college or a campus counselor is required. The counselor takes over the responsibility in the form of understanding their issues and their personal lives in a better way, so that teachers can focus on academics. But, teachers need to be equipped with knowledge regarding counseling, to benefit students in cases where the college cannot afford to have a counselor or during the absence of the counselor. Hence, sensitization towards counseling is of utmost importance



The Outreach workshop session was conducted by **Dr. Uma Warriar**, Chief Counselor of the Counseling Unit of Jain University (Vishwas) in Jain College, Raja Rajeshwari nagar, Bangalore, on 19th July 2016 between 2 to 3.30pm. The session was attended by **30 academicians of Jain College** who teach the PU students.

The Principal of Jain College, Mr. Balasubramanya introduced the speaker, followed by a welcoming speech by one of the faculty members. Dr. Uma Warriar initiated the session by introducing herself and Vishwas, the Counseling Unit of Jain College. The five areas of support of Vishwas were introduced, followed by a video on the contributions and the activities conducted by Vishwas since 2009.



The floor was open to discussions and 4 faculty members spoke about the faith that the students have on the teachers, the fact that students respect them a lot and would never go against their words, the trust that the students have, and the time spent together, as some of the reasons why the teachers felt that they were brought in for the session. Following this, a short video was shown to the teachers, which featured people who were selected from a wide range of population, *all of them having been highly impacted by a teacher, in their lives.*



Following this, the discussion moved on to the different kinds of behaviour that students perform in class, and the reason why they do what they do. A short video that humorously depicts the different kinds of students that are seen in class was played. This was followed by a discussion on mental health. Dr Uma Warriar helped to define, when an illness is seen as an illness, clinically. A discussion about “*celebrities who have sought professional counseling and psychological help*” was initiated and was the **highlight** of the session.

Some amount of sensitization and demystification of the idea of mental illness was done, where Dr. Warriar focused on the fact that as celebrities, they have been brave enough to talk about their struggle and spread awareness about it, even though they were aware of the fact that they were putting their career in jeopardy. The teachers actively participated in the discussion. This was followed by a session on demystifying common myths associated with counseling or mental health. *Animology*, an interesting game was played to lighten the mood of the session. This game focused on self-awareness in the form of understanding traits.



Following this, the newly appointed campus counselor, Sumithra, introduced herself and gave the teachers an idea of the way of work, the areas of focus and the referral services. The session ended on a note about *sexual harassment*. Dr. Uma Warriar spoke to the teachers about the consequences of harassment for the perpetrators and also discussed that Jain Group of Institutions has a zero tolerance policy when it came to harassment in any form.

Feedback of the session: The objective of the session was appreciated and encouraged by Mr. Balasubramanya, the Principal of Jain College, Rajarajeshwari Nagar. Teachers were the main participants of the session, who felt that the session was an eye- opener. Many teachers felt that Counseling and Mental health is the need of the hour. A positive feedback was given, with teachers urging the need for more sessions about counseling and more on topics like “How to identify students”, “How to help students effectively”, “Bullying” and “Sexual harassment”.

They showed great interest in learning more about counseling and they were eager to help the students, by sending them for counseling sessions. The faculty members also wanted to have a full-day session, for teachers and academicians from schools and colleges around the area of Rajarajeshwari Nagar.

They also showed keen interest in getting many stakeholders from other institutions and organizations as well, to attend and be a part of a more extensive workshop in the form of Faculty Development programme that would involve theory as well as activities.

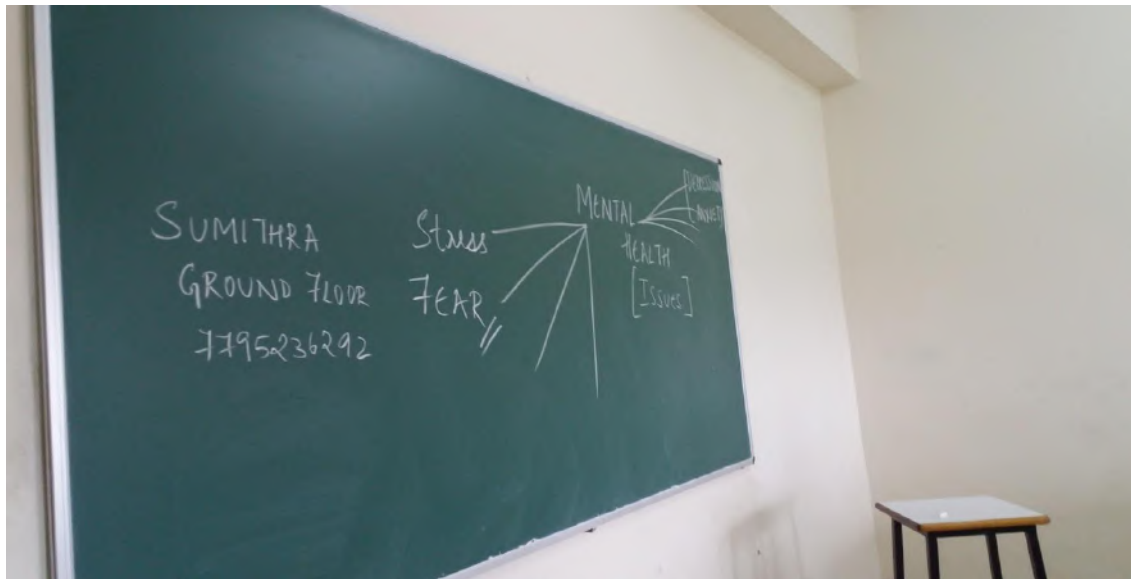
11. Psycho-educative session on “What is counseling? Why do I need Counseling?” for 1st Pre-University students of Jain College, RR Nagar by Sumithra Sridhar, the campus counselor on 21/07/2016

College counselors provide counseling in three main domains: Academic issues, careers and persona/social issues. On an academic front, counselors help the students and guide them to develop a clearer focus or sense of direction. Counselors support students directly in their academic life to foster, promote and increase their interpersonal competencies and academic achievement.

The idea of introducing counseling at an earlier stage of college is to make the students feel at ease and give them the confidence that there is some objective person, to offer support and to reach out for, in case of any sort of emergencies, or situations like in cases of bullying, ragging, adjustment issues or academic difficulties. Hence, introducing counseling and the counselor to the students would be an important task. College counselors collaborate with teachers, students and the students’ families to help them maintain and optimize student success and achievement.

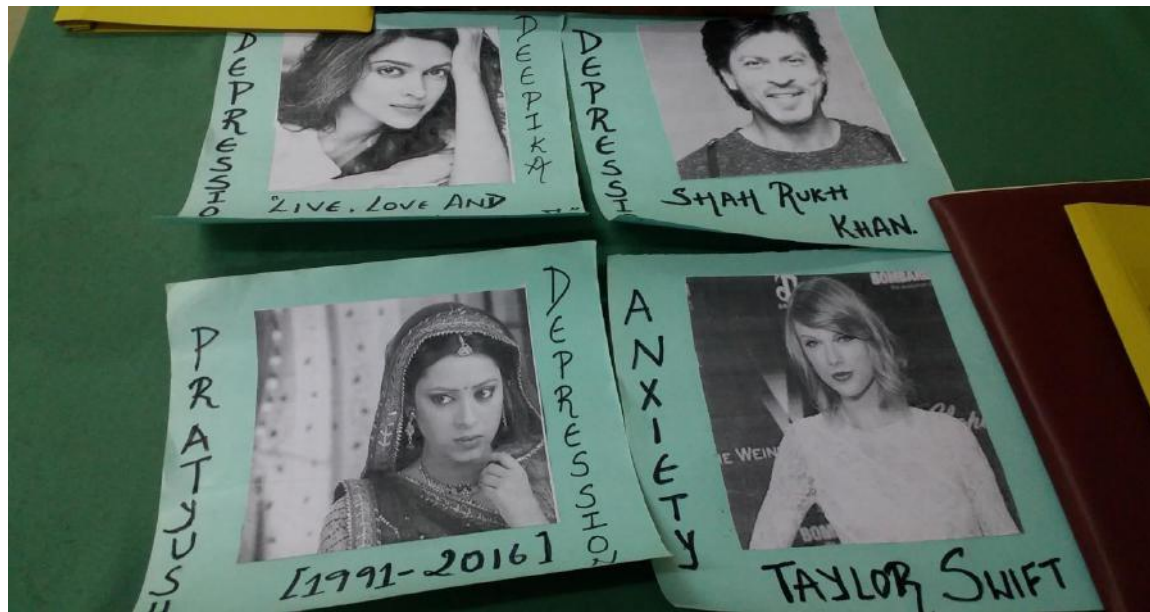
The session was conducted by Sumithra Sridhar, the campus counselor at Jain College, RR Nagar. The session titled, “What is counseling? Why do I need counseling?” is the 1st part of the 2 hour session to introduce the first year students to the concept of counseling and its significance. The session was attended by 35 students who belonged to 1st year Pre-University (ABES), which lasted for an hour.

The session started off introducing herself to the class. Then it proceeded with a discussion to understand if the students have any idea about counseling and about their perceptions. The responses ranged from having no clue at all to a couple of students who stated that they had to compulsorily meet a counselor at school. The speaker then gave a brief introduction to counseling, the different areas where counseling is provided, the basic ethics and the types of counseling.



The discussion then moved to understanding the need of counseling, where the concepts of **physical health and mental health** and its importance was discussed, by stating and understanding the effects that mental health have on physical health and vice versa. Following this, the students were asked to guess about the different professions that dealt with mental health and the differences between each of the major professions. The speaker then charted out the basic differences mainly between **psychiatrist and a counselor**. This was followed by understanding why PU students needed counseling.

After this discussion, the speaker showed the pictures of famous **celebrities** who were diagnosed with mental illnesses and their fight to recovery were discussed. The students had a great deal of knowledge regarding these celebrities and their ordeals.



The last 15 minutes was dedicated in an activity, “**Walk of Trust**”, in which the students were asked to pair up with a bench mate. They then had to number themselves as 1 and 2, and were divided into 2 teams. The speaker called all the 2s outside the room and gave them the instruction for the activity. The 2s were care-takers, who had to guide their friends in and around the corridors, because their friends would be asked to blind-fold themselves. They were told that they need to be gentle and guide them using taps on the shoulders or hands, or guiding them and they were also told to not shout or pull their partners. Following this, all the 1s were asked to blindfold themselves. Both the partners were made to stand in 2 lines with the respective partners and they were instruction where the group was divided into 2 parties, one heading downstairs and one heading upstairs, with the meeting place being the 2nd floor. After the activity, the group spoke about their experiences. A few members found it difficult and a few found it to be easy.

The goal of the activity was to make the students understand the concept of “trust”.

They were made to understand how the blindfolded person would be the client and the person helping would be the therapist and how a therapist would not show the way or take them to the goal; rather he/she would **guide** to reach the goal.

The session ended on a note of talking about how trust plays a major role in any relationship.

Feedback: Most of the students were happy with the session and mentioned that they got to learn quite a lot from it. They also stated that the activity was an eye-opener. The students stated that they were looking forward to many more sessions.

12. Psycho-educative session on “What is counseling? Why do I need Counseling?” for 1st Pre-University students of Jain College, RR Nagar by Sumithra Sridhar, the campus counselor on 29/07/2016

Counseling at a college level is done on two levels: Individual and groups. Individual counseling sessions are one on one confidential session with the student, where usually the context of the issue would be more on a personal and social level. Group counseling is conducted for a group of 8 to 10 students, who share or have gone/go through similar issues or problems and it is confidential as well. Counseling ideally happens over a period of time, on a weekly basis, based on the intensity of the problem.

Psycho-education sessions are conducted class-wise on various topics of need and interest including academic difficulties, learning styles, time management, bullying etc. These sessions are mainly chosen based on the age group and the common issues faced with regard to that specific age. They are usually activity based and is usually followed by an assignment that involves some amount of **empathy** and **introspection**.

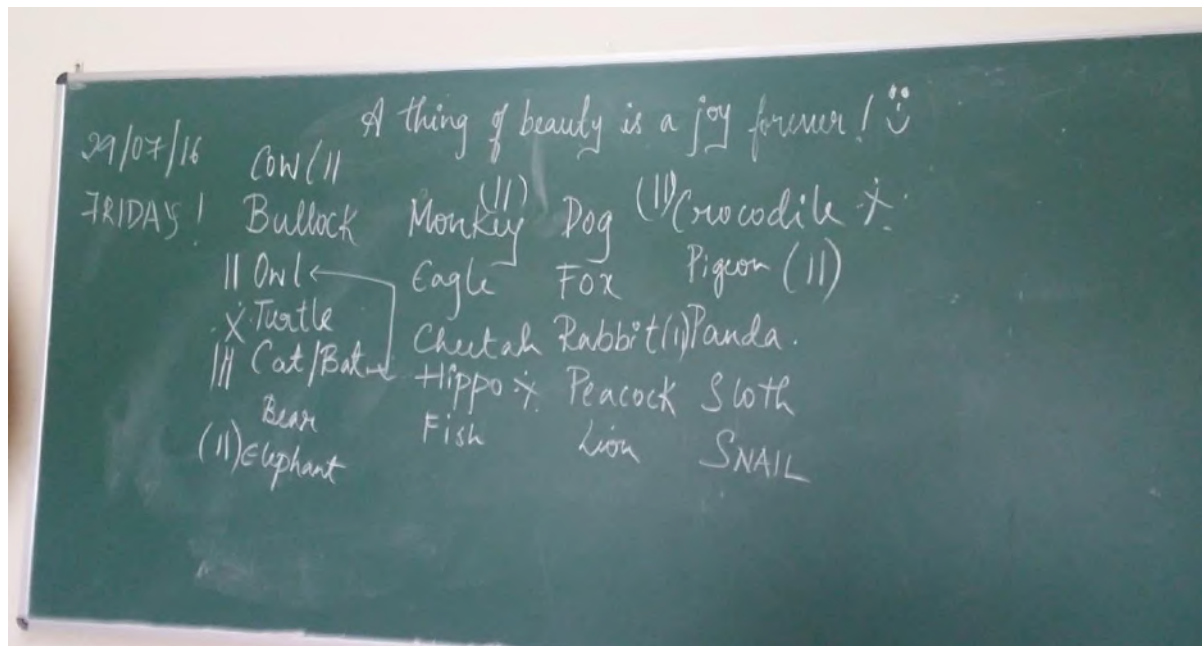
The session was conducted by Sumithra Sridhar, the campus counselor at Jain College, RR Nagar. The session titled, “What is counseling? Why do I need counseling?” is the 2nd part of the 2 hour session to introduce the first year students to the concept of counseling and its significance. The session was attended by 25 students who belonged to 1st year Pre-University (ABES), which lasted for 45 minutes.



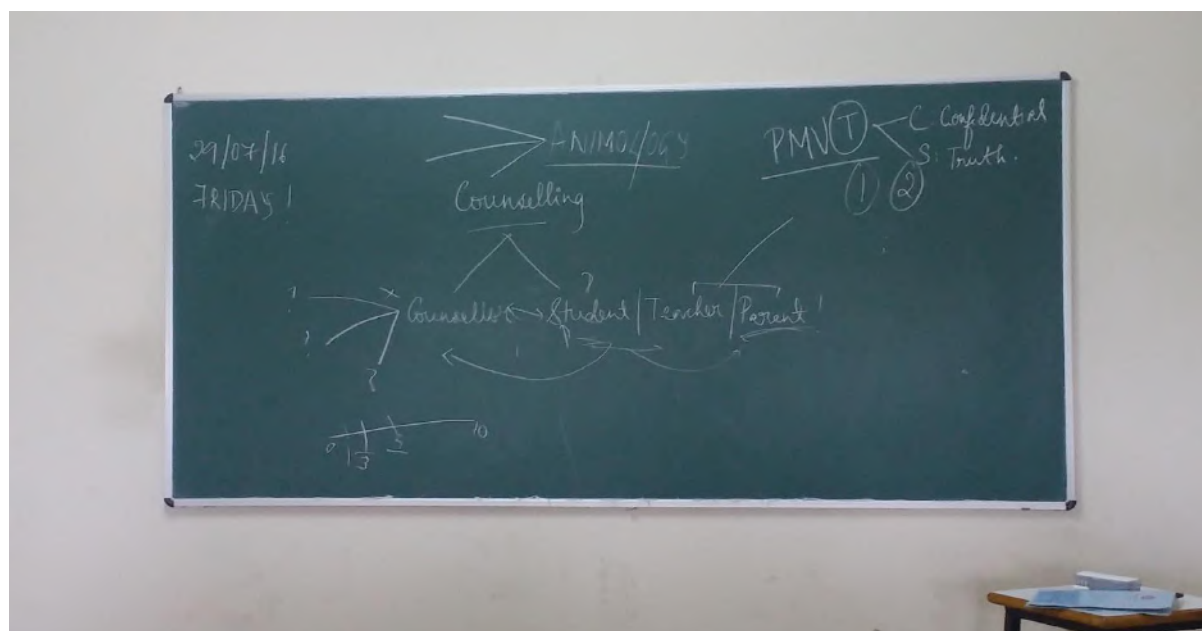
The session began with a recap on the previous class which was basically about counseling and the celebrities who have taken psychological help. The class was also asked to talk about their experiences of being with a counselor. Then, the uniqueness of counseling and its features were explained in short, for quick understanding.

Following this, an activity was conducted. This activity is commonly called as **Animology**, in which each person has to think of himself or herself as an animal or bird or insect, which they think they share similar characteristics with. These characteristics, are not related to the physical nature, rather it is more to do with the **personality traits**. The students were given 5 minutes to think about it. Once done, each of them was asked to talk about the animal and why they chose that particular animal.

The activity was fun as well as educative for the students because of the similarities and the differences that they saw in each other. The discussion revolved around how we perceive ourselves and how we group ourselves with other people based on these similarities or **differences**.



The goal of this activity was to understand an important concept called “**Introspection**”. Introspection is the act of the way in which we inspect ourselves and understand ourselves in a better way. Introspection and the openness to understand the self, is the 1st step in counseling. Every session brings about some form of revelation when we use introspection. The activity also portrayed to the students that even if we spend 5 minutes with ourselves, we can understand ourselves in a better way.



As an assignment, the students were asked to conduct this activity with at least one person apart from the ones in this class, in order to pass on the idea of introspection and also as a way of understanding the relationship that they share with the other person, based on the **similarities** of traits.

Feedback: The students stated that they enjoyed the session and were looking forward to many more sessions, which involved activities. They stated that the theoretical part of the class was boring and suggested that the explanations be done through activities.

13. Half day workshop series for MBA students on “Emotional Intelligence for future managers “ by Dr. Uma Warriar (Chief Counselor, Vishwas JU) at CMS B-school from 01/08/2016 – 08/08/2016

Emotional Intelligence is *“the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”* Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence. Psychologists, psychiatrists, management consultants and medical doctors have been proving that there are personal characteristics called emotional intelligence which are responsible for the ways how we behave, how we feel, how we relate to others, how well we do at our jobs, and how healthy we are.

Emotional Intelligence deficiency can result in being uncomfortable with other people, not being happy with your job, not succeeding at your job, and even being physically and psychologically unhealthy - with stress-related problems, or not having satisfactory interpersonal relations. This is particularly relevant for students who are trained to become managers in future. Hence a series of sessions on Emotional intelligence was planned for the fresher students of program to help them to start their learning in the most effective way.



Objectives of the program were to discover the impact of your EQ at work, learn to handle difficult conversation and challenging situations, understanding the emotions as they happen, learning how to communicate with diplomacy, tact and credibility, effectively managing behaviors that may be holding one back from optimal performance, discovering how to accurately read people and hear what they are "really" saying, learn to manage the emotional aspects of conflict etc



Chief Counselor of Jain University, Dr Uma Warriar was identified as the spokesperson, considering the research experience in the field of emotional intelligence over a decade. The session was conducted in a series of 5 days to cover 350 newly joined MBA students.

The session started with an introduction to emotions and emotional intelligence. Students were asked to fill in a questionnaire on emotional intelligence developed by the speaker, which is a tool standardized for an age group of 18-25, with a Cronbach alpha of .89. This questionnaire was administered right at the beginning of the session to avoid any socially desirable responses that could distort the responses, if the concept is discussed initially.



Five different work scenarios were brought to the trainees for them to respond to

the situations. An example could be “You are in a meeting and a colleague takes credit for work that you have done. What will you do? “. Four scenario options were given and the audience was encouraged to respond in any other for, which according to them is most appropriate. At the end of the 5th set of scenarios, the trainees understood the difference between any response and most ideal response to a situation, thereby the importance of learning how to express your emotions and choose the right behavior at the work place.

Later, the five components of Emotional intelligence were discussed: Self-awareness, Self-motivation, Self-control, Empathy and social skills. Each term is explained with the help of examples and video clippings from movies, commercial advertisements or any other short videos.



Application of EI at work set was discussed. Some of them were recruiting retaining high performers, Leadership development, Performance management, Stress management, Change management, Diversity management, Merger and acquisition integration and management etc. Later the session focused on improving the Emotional intelligence among the trainees. Since Emotional intelligence is not ascribed at birth and can be improved by training, different ways of improving each of the sub facets of EI were discussed.



For improved self-awareness, strategies like regular introspection, noticing your feelings & behavior on daily basis, soliciting feedback, having courage to be wrong and admit mistakes and giving an honest look at your strengths and weaknesses.

For improved self-regulation, strategies like practicing to wait for few hours or days before responding or taking a decision, accepting that uncertainty is a part of life, calling a trusted friend to vent your strong negative thoughts, soliciting advice from experts / brainstorm to get better ideas to solve issues, and regular physical exercise to vent the negative energy from your body.



For improved self-motivation, strategies like work towards a cause, finding a larger reasons why you should love your job, reading inspirational books on self- motivation, setting inspiring goals and determine specific actions to reach your goal, learning not to compare with others, putting all your energy to a task as if it is the last task of your life, being in the present moment and understanding that past laurels or brickbats do not matter today and practicing positive self-talk.

For improved empathy, strategies like listen attentively, visualizing yourself in the situation as told by the other party, examining your own attitude & motives, showing genuine interest in others, taking time to acknowledge & thank others, celebrating even small success of your friends and well-wishers and practicing the golden rule from Bible: Do unto others as you would have them do unto you.

For improved social skills, strategies like being an effective communicator, learning the art of persuasion, learning to observe and understand micro expressions, having flexible thinking and going by “ No one size fits all “ attitude.



The session ended with a recap of essential learning. Feedback was taken at the end of the session. The participants expressed their intention to attend further sessions on these lines. Full day program on Emotional Intelligence were sought by many students. The participants acknowledged the utility of the program and practical application of concepts learned

14. A session for students of B.Com on “Conflict management”, conducted at SCS campus, Jayanagar by Anil V, the campus counselor on 08/08/2016

Anil V, the campus counselor of Jayanagar campus was asked to conduct a workshop on 8th of August 2016, Monday for B.Com ‘I’ section students consisting of nearly 40 students. The topic chosen was ‘Conflict Management’. The aim of choosing this topic was to help students know the various ways to manage conflicts as well as make use of particular conflict managing styles based on the situations.



Different conflict management styles are Compromising, Collaborating, Accommodating, Competing and Avoiding. These styles were explained with its reference to symbols like fox, owl, teddy bear, shark and turtle respectively. The fundamental premise and strategic philosophy of every style were given in detail. Each and every style has its own merits and demerit, when to use each of the style and when it should not be used were discussed. Every style was discussed with few examples and students were made to state the reasons for drawbacks and explain the usages with some more examples from their experiences.



The students were made to experience these styles with an activity. The group was divided into five small groups. Each group was asked to pick a chit consisting of one conflict management style.



The group was asked to come up with a conflict situation and manage them using the characteristics of the style they have received. Every group enacted the same and the rest of audience guessed which style was presented. The session concluded with summarization of the styles and making a report of the same.

15. A session on “Group Dynamics” for students of M.Com (1st year) conducted at SCS Campus, Jayanagar by Anil V, the campus counselor on 09/08/2016

Group dynamics is a system of behaviors and psychological processes occurring within a social group (intragroup dynamics), or between social groups (intergroup dynamics). Group dynamics play a significant role within any organization, culture, or unit. The important thing to remember with any of these structures is that they are made up of people, people with different ideas, motivations, background, and sometimes different agendas.

Group dynamics influences the behavior of individuals in different ways in the form of conformity to group norms, group cohesiveness, group participation, group competition and group problem solving which are found in both informal and informal groups. It is behavior of individuals which make a big difference in an organization.

The co-coordinator of PG Department, Prof. Suresh, organized a workshop by Mr. Anil V, the counselor of SCS campus. This workshop was on 9th of August, 2016, 65 students of 1st year M.Com to get oriented to the academic year and as well get acquainted with their classmates. The counselor made an attempt to conduct a workshop on group effectiveness and have activity based learning.



The group members were given with an activity called '**People Search**'. This activity constituted many segments with a question pertaining to every phase of life and or daily routines and experiences. The group was asked to find members who would fit into different segments. Along with this, they had to find five people by getting to know their names, hobbies, where they come from and as well what is the most important thing in life. An activity was conducted to the students to break the ice. Since the college had begun just a couple of days before, and students had very minimal interaction with their friends, they were made to break the ice and get acquainted with each other through this activity. This also helped the members know about their friends and some of basic information.



The second activity focused on **Self-Awareness**. The rationale was to identify the positives and also help the members express it openly. This continued with the class being divided into small groups. Each member was asked to narrate their strengths and qualities to their group. Since students get comfortable with their own companions and may fail in getting to know other classmates, this group work helped them to build a bonding and know their friends at a deeper level. Every group had a task to represent the collective strengths and qualities in form of a story. This activity focused on helping the students get to know different strengths and qualities their classmates have and as well the enhanced creativity. This also helped them to enhance their creativity and skills and contributed in knowing group dynamics.

**16. “Peer Interaction” session for M.Com students of SCS Campus, Jayanagar by
Anil V and Alwina Mary, Campus counselors on 09/08/2016**

Friends and friendships in emerging adulthood is something that keeps the generation intact influencing their lives in various ways enhances different stages of their life time. As fresh faces the students of M.com had scattered and gathered in small groups of their own comfort levels.



Kelly McGonigal a health psychologist speaks on how important it is to have a social interaction that helps heart cells regulate and heals stress induced damage by maintaining the stress hormone- oxytocin. Emerging adults as upgrading their academic knowledge into an intensive course of two years, it is noted that these stress causing factors are on high. Referring to the above statement on stress it is quite necessary to focus on these.

As mental health professional, the campus counselors conducted a three hour session engaging the students on activities that help them understand one another. To begin with Mr. Anil had an activity where the students were supposed to introduce themselves by giving an adjective that starts with the first letter of their name. It was observed that the students who were sitting with people with there were comfortable with had a lot of resistance, shyness, fear of being judged etc. At the same time they were another set of people who initiated the activity volunteered themselves.

This activity helped the students understand who among the crowds could engage themselves in a sportful way, and was ready for any kind of challenge.

There was a lot of resistance seen among the students as most of them did not feel like involving in the session by as there was a lot of time being consumed they had to force themselves in doing.

Since the students were feeling hesitance, the second activity involved a little bit of moving around as they were given a sheet of paper that had few common likings and categories for which the students have to find the similarities among each other. Also, it was informed that the person with more names on the sheet will be given a small reward which fumed the spirit of the activity. The same activity was divided into another section where each person had to stand up and introduce one person from the list and the common categories they share. This activity helped the students know more about each other's likings etc.



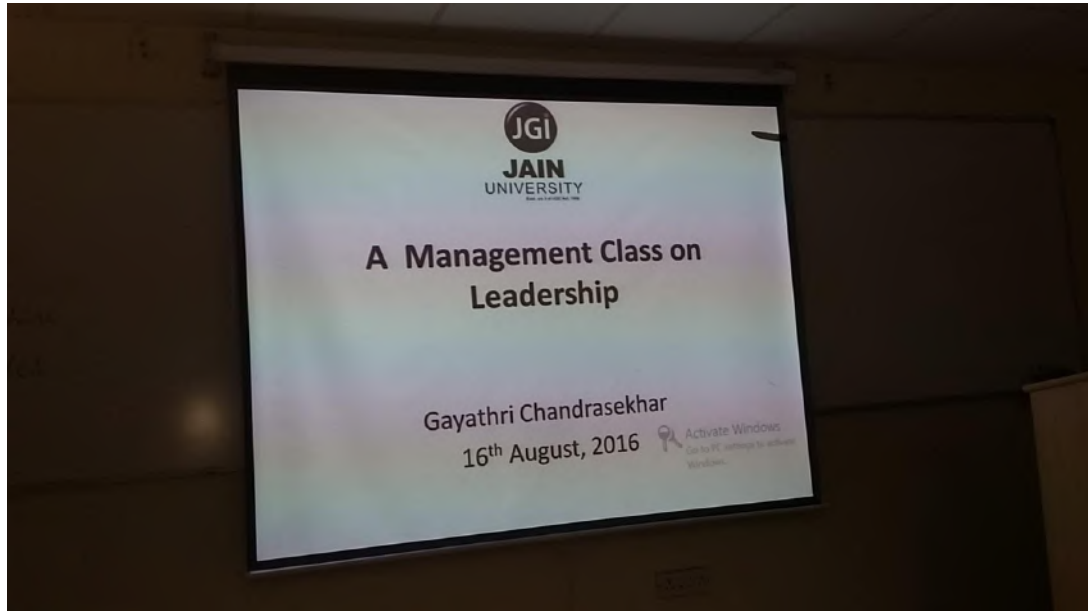
After a small break the session was taken over by Ms. Alwina. It was noticed that the level of resistance was higher as the students were sitting among people they were comfortable with so they were put in to random groups for better interaction. After the group was divided they were given a logical game- group activity. The main goals of this activity were to engage the students in skills like reasoning, creativity, involving each and every member of the group to participate. It was observed that there was a lot of involvement, fun, laughter, focus, leadership qualities of few students etc. This activity brought people together as a team with the common team effort skills seen among the students.



Mr. Anil concluded the session by conducting another group activity where the members were put in another set of group. They had to come up with a story that relates to each and every person's quality in that particular group. This activity showed that there was a lot of creativity seen among the students of M.com, as they were all in a competitive mind set bringing out different stories competing towards best.

With that the session was ended by breaking through the resistance and blocks of social interactions among the new comers of M.com, giving them a space to understand one another and to enjoy their two years of the course as better individuals to be.

17. A guest session on “Leadership skills “for MBA students of Jain university conducted by Mrs. Gayathri Chandrasekhar at CMS B-school on 16/08/2016



Leadership and management are the terms that are often considered synonymous. It is essential to understand that leadership is an essential part of effective management. As a crucial component of management, remarkable leadership behavior stresses upon building an environment in which each and every employee develops and excels. Leadership is defined as the potential to influence and drive the group efforts towards the accomplishment of goals. This influence may originate from formal sources, such as that provided by acquisition of managerial position in an organization.

A manager must have traits of a leader, i.e., he must possess leadership qualities.

Leaders develop and begin strategies that build and sustain competitive advantage. Organizations require robust leadership and robust management for optimal organizational efficiency. MBA students are the future managers and many students opt for MBA after working for few years for honing the managerial skills. One of the essential managerial skills for future managers is Leadership skills.

A guest session was conducted on Leadership on 16th August, 2016 at 9 am at JP Nagar campus of CMS Business School, Bangalore by MrsGayathri Chandrasekhar, who is

currently heading the leadership hiring for strategic business units, Wipro, Bangalore. The resource person was considered for the session because of her long standing association with the leadership hiring process. The session was conducted for the students of MBA 1st year.



The session objective was to make the MBA aspirants aware of the practical aspect of leadership. The session started off with students summarizing briefly on what is their learning from the subject of organizational behavior as part of their course and what all they like about it. Post the introduction, a small video on what leadership is all about was shown. From this the basic concepts of leadership and its uses across fields like organizations/politics/sports/war were discussed.



The leadership aspects were further discussed in detail. Topics on importance of leadership, leadership skills and behavior, leadership and power, difference between management and leadership were covered. Particular emphasis was paid on the HR angle.

Details on what will be the HR professional's contribution and the roles that they can take under various leadership roles were discussed. Skills needed for the HR professionals in this context in organizations were also discussed.



The session had a very interesting case study on Leadership. Bacardi India case study was chosen for studying the leadership style of Mahesh Madhavan, the then CEO of Bacardi India. His HR transformation initiatives on Bacardi India were discussed in detail. Emphasis was given on the HR roles that he played, which in turn helped to turn around the company. How the leadership was groomed for larger roles was also touched upon in the case study.



The session concluded with question answer session on leadership challenges, how they need to work under leaders, how they need to impress in interviews etc. It was an interesting and interactive session that involved knowledge sharing on both sides. The final learning from the session is “A leader is not a king, but a king maker.”

18. A session on “*Social Skills*” was conducted for students of B.Com at SCS Campus, Jayanagar by Anil V, campus Counselor on 20/08/2016

Problem solving refers to a state of desire for reaching a definite 'goal' from a present condition that either is not directly moving toward the goal, is far from it, or needs more complex logic for finding a missing description of conditions or steps toward the goal. It is the evolutionary drive for living organisms. Interpersonal everyday problem solving is dependent upon the every individual personal motivational and contextual component which requires multiple strategies to solve them or reach a specific 'goal'. Often interpersonal problems are fluid and dynamic.

Anil V, the campus counselor was invited to conduct a session for 1st semester B.Com, 'I' and 'J' sections consisting of around 80 students. This session was conducted on 20th of August, 2016. The campus counselor chose the topic 'Problem Solving' with a rationale of helping students acquire the understanding that is needed to solve a problem and have the appropriate mind set for the same. This included an activity as well as the process of the students' experiences.



The activity was chosen based on the need of the coordinator expressing the concerns of prejudice towards classmates and certain teachers. The aim was to help them interact and get acquainted with people not from their comfort groups, develop different and inclusive perceptual abilities.

The activity divided the class into small groups of 8 members and was given a cartoon picture. The group had to cut the large picture into pieces of the members in their group and then enlarge it into 5 times greater than the acquired piece of cartoon. The members were then asked to draw on another blank paper and when all the participants completed their enlargements, they were asked to assemble their pieces into a giant copy of the original picture on a table.

This problem solving activity taught participants how to work in a team and it demonstrated the division of 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result. . Also, it helped the members to interact and socialize better. The members and as well the groups experiences were processed and their perceptions and understanding were made to gain better clarity.



**19. Half day students' workshop on “ Emotional Wellbeing at College Campuses”
at CMS B-school, JP Nagar by David Stanton and Kripi Malviya (TATVA) on
23/08/2016 (9 to 12.30pm)**

There is irrefutable evidence that there are great pressures on both staff and students in all educational establishments; especially in the areas of delivery, performance and achievement; which have an effect on health. The relationship between the staff and students is pivotal in influencing both personal and professional development; plus it has a major bearing on the reputation and caliber of the establishment and the service it provides. Academic institutions play a critical role in shaping the personalities and ideals of the young people in the campus .Hence they have a responsibility to maintain the quality of their interventions, be it both at an academic and emotional level. Keeping this in mind, Jain University undertakes many students' initiatives to help students settle better in life.



Emotional intelligence can pave way for success of students during and after their college years. Therefore JU Vishwas has taken the responsibility of educating students of Jain University on Emotional intelligence or rather Emotional Wellness by collaborating with TATVA for conducting a week long Emotional intelligence drive to students of Jain University and academicians.

Vishwas, the counseling centre was started in the year 2004 keeping in mind the problems faced by the students in a tough competitive world.

The centre tries to solve issues related to learning problems and disabilities, relationships, personal habits, family related issues, anger management, problems related to identify and self esteem, domestic violence and cultural / ethnic diversity. Confidentiality is maintained for the service and information. It is an altruistic effort on our part and the services are not chargeable



TATVA is an Anglo/Indian international emotional wellness organization based in Goa, India; that focuses on mental health awareness, emotional intelligence education and multifaceted self exploration. They have over 45 years of experience in providing services in Europe, Africa and Asia. It is an experiential practice that facilitates international workshops, lectures and training. Their range of services also include a therapeutic residency, individual, couple, family and group counseling, clinical supervision for health care workers, global multidisciplinary events and development programmes for educational institutions and organizations.

The two resource people who conducted the session were Mr. David Stanton, who is the co-creator and consultant at TATVA. He started his career in mental health in the UK over thirty years ago, in a community based project giving counseling, advice and information. The second resource person from TATVA was Kripi MALVIYA who is a therapist with a Masters in Clinical Psychology and an International Certification in Addiction Counseling and Training. In the past she has worked with young offenders, adolescents, adults, couples and families in a variety of therapeutic settings.

The interactive session started with mood check exercise, where students were asked to write any 5 emotions that they were feeling at that point in time. Students found it difficult to pin point emotions. Emotions chart was displayed and understood by students. Mention on the facets of emotional intelligence was briefly done. Mental wellbeing scale was administered to the students. EI skills like self awareness, self empowerment, Social skills, Empathy etc were discussed. A short video on emotional wellness was shown. Major mental health issues were discussed. Helpful and harmful coping strategies were also discussed. Prioritizing self care and developing support networks were discussed. The session ended with a question and answer session which students found very beneficial. Feedback of the session was taken and the session was found to be helpful for students.

**20. Half-day students' workshop on “ Emotional Wellbeing at campuses” at SGS
Campus, JC Road by David Stanton and Kripi Malviya (TATVA) on
23/08/2016(1.30 to4.30pm)**

On August 23rd 2016, Jain University organized a workshop on Emotional Wellness for the UG students, PG and PGD students of Psychology. The workshop was handled by two speakers – David Stanton and Kripi Malviya.

They represented an Anglo/Indian international emotional wellness organization based in Goa named TATVA. They focus on mental health awareness, emotional intelligence education and self-exploration. They also provide therapeutic residency, individual, couple, family and group counseling.



David Stanton is the co-creator and consultant at TATVA. He is a psychotherapist, supervisor, trainer and lecturer. He is dedicated to develop mental health awareness through therapy and education. Kripi Malviya is a therapist who has worked with young offenders, adolescents, adults, couples and families in a variety of therapeutic settings. As the co-creator of TATVA, she promotes and facilitates the reciprocal connection and relationship between creativity and psychotherapy with respect, openness and vulnerability



During the workshop, the students were informed about the meaning and importance of emotional wellness and how it can help in the growth of an individual. They also explained how each of us has varied forms of emotions and how we handle them. By introspection, we understand the way we let out emotions and how that could either directly or adversely affect us. Being emotionally well is more than just handling stress. It also involves being attentive to your thoughts, feelings, and behaviors, whether positive or negative.

Emotional wellness allows you to accept how you are feeling. Once you accept your feelings, you can begin to understand why you are feeling that way, and decide how you would like to act in response to those feelings. Being emotionally well grants you the power to express feelings without any constraints. In turn, you will be able to enjoy emotional expression and be capable of forming supportive and interdependent relationships with others.

In order to begin the route to emotional wellness you must always remember to be optimistic. Optimism allows you to greet all emotions—both positive and negative—with a confident attitude that allows you to learn from your mistakes. Once you have mastered emotional wellness, you will experience life a little differently. Your life will be more balanced and you will develop a deep sense of awareness



A few strategies to improve emotional wellness may include:

- Discovering **Mindfulness**
- Learning relaxation techniques or meditation
- Developing new ways to **manage stress**
- Connecting positively with others.

21. SANKALP - Faculty Development Program on Development of Emotional Intelligence in Colleges by David Stanton and Kripi Malviya on 24/08/2016 (9.30 to 4.30) at Center for Management Studies, Jain University

There is irrefutable evidence that there are great pressures on both staff and students in all educational establishments; especially in the areas of delivery, performance and achievement; which have an effect on health. The relationship between the staff and students is pivotal in influencing both personal and professional development; plus it has a major bearing on the reputation and caliber of the establishment and the service it provides.

Staffs are critical in shaping the personalities and ideals of the young people they work with; so they have a responsibility to maintain the quality of their interventions, be it both at an academic and emotional level.

Staff members are the main asset of any educational establishment; so they need psychological support as well as the students; to be able to achieve their potential as teachers and role models. This programme is an orientation to show the need for increased awareness of promoting emotional intelligence and good mental health; to encourage self care, maintain morale, instill pride, promote productive communication, retain staff and generally achieve the highest standards of excellence for both staff and students.

Progressive nations like Singapore are including Emotional Intelligence in their course curriculum in the form of Social Emotional Learning, India is not far behind. Jain University intends to be the fore runner in creating awareness of Emotional Intelligence in college set up, by conducting tailor- made workshops and seminars for the likes of students and scholars



Vishwas- Counseling Centre of Jain University in association with **TATVA**, an Anglo/Indian international emotional wellness organization based in Goa conducted a faculty development programme on the topic '**Development of Emotional Intelligence in Colleges**' on 24 August, 2016 at CMS Campus, Lal bagh Road, Bangalore.

The objective of the programme was to:

- To understand how psychological support is necessary to enhance the potential of both staff and students.
- To bring awareness among academicians on the necessity to be emotionally intelligent for better student teacher relationship.
- To help academicians to recognize and manage emotions of self and others
- To help academicians improve self awareness, empathy and social skills
- To help academicians understand mental health issues of students
- Leveraging emotional intelligence to elicit improved academic performance.



A total of 82 teachers participated in the FDP; it included teachers from PES Degree College, Harvest International School, Sardhar Vallabhai Patel First Grade College, New Horizon PU and Degree College, Loyola PU College, Indian Institute of Psychology and Research, National College Jayanagar, Government Giridhar Ramnarayan Institute of Commercial Practice and HKBK Degree College.

The programme started with seeking blessings from the almighty. Prof. Dinesh Nilkant, Director, JU- CMS gave welcome address. The Dean of Students welfare, Jain University Dr. Rajini Jairam and Prof. Dinesh Nilkant felicitated the resource people of Tatva– Mr. David Stanton and Ms Kripi Malviya. The session was divided into three segments.



First session (9:30 am to 11:55 am): The facilitators oriented the participants to the objectives of the workshop. The objective of the workshop was to orient the participants towards understanding the need for emotional intelligence among faculty members, which in turn they opined paves way for enhancing the emotional intelligence among students. Factors affecting university faculty were discussed as well viz. Work stressors, role stressors, personal development stressors, interpersonal relationship stressors, organizational climate stressors. The session ended with participants sharing specific examples of stressors from their work and facilitators responding to them. A considerable amount of time was spent on facilitators making a case of how TATVA could act as an objective medium facilitating communication between faculty and management.



Second session (12:05 pm to 1: 30 pm & 2: 15 pm to 3: 15 pm): This session was participatory in nature. Participants were divided into five teams. The session was utilized to conduct four activities based on group discussions and presentation. Activity 1 was pertaining to perception of emotions of self and others. Activity 2 was related to understanding the utility of emotions. Activity 3 was related to understanding the intensity of emotions, and its emergence, progression, transformation and departure. This activity included recognizing the potential causes of initial emotions and progression of the same. Activity 4 was pertaining to management of emotions, where the focus was on identifying the triggers, recognition of strategies used, and assessment of their effectiveness and brainstorming of other possible strategies.



Third session (3: 15 pm to 4:30 pm): This session focused on ways to create safe spaces for our students in our classrooms. It focused on bringing about systemic changes within organizations in order to make members of education institutions emotionally intelligent. RULER approach to enhancing emotional intelligence conceptualized by Yale Centre for Emotional Intelligence was focused as well. The session ended with participants giving feedback for the workshop.

The main learning outcomes of the programme were,

- a. Reduction of stigma attached to mental health
- b. Better understanding of mental health issues of students

Higher priority was given to emotional intelligence to maintain overall emotional wellness. The programme concluded with the vote of thanks by Dr Rajini Jairam, Dean of Students Welfare, Jain University and participants were given certificates.

Feedback by the participants

1. Majority of the participants felt the programme was informative and self-reflective.
2. Most of the participants felt that the session could be more specific.
3. Most participants look forward to more such sessions on various topics.

22. Half day students' workshop on "Emotional Wellbeing" at Campuses at CMS Campus, Lal bagh Road by David Stanton and Kripi Malviya (TATVA) on 25/08/2016 (9.30 am to 12.30 pm).

On August 23rd 2016, Jain University organized a workshop on Emotional Wellness for the UG students, PG and PGD students of Psychology. The workshop was handled by two speakers – David Stanton and Kripi Malviya. They represented an organization named TATVA which is an Anglo/Indian international emotional wellness organization based in Goa. They focus on mental health awareness, emotional intelligence education and self-exploration. They also provide therapeutic residency, individual, couple, family and group counseling



David Stanton is the co-creator and consultant at TATVA. He is a psychotherapist, supervisor, trainer and lecturer. He is dedicated to develop mental health awareness through therapy and education. Kripi Malviya is a therapist who has worked with young offenders, adolescents, adults, couples and families in a variety of therapeutic settings.

As the co-creator of TATVA, she promotes and facilitates the reciprocal connection and relationship between creativity and psychotherapy with respect, openness and vulnerability.



During the workshop, the students were informed about the meaning and importance of emotional wellness and how it can help in the growth of an individual. They also explained how each of us has varied forms of emotions and how we handle them. By introspection, we understand the way we let out emotions and how that could either directly or adversely affect us. Being emotionally well is more than just handling stress. It also involves being attentive to your thoughts, feelings, and behaviors, whether positive or negative. Emotional wellness allows you to accept how you are feeling. Once you accept your feelings, you can begin to understand why you are feeling that way, and decide how you would like to act in response to those feelings. Being emotionally well grants you the power to express feelings without any constraints. In turn, you will be able to enjoy emotional expression and be capable of forming supportive and interdependent relationships with others.



In order to begin the route to emotional wellness you must always remember to be optimistic. Optimism allows you to greet all emotions—both positive and negative—with a confident attitude that allows you to learn from your mistakes. Once you have mastered emotional wellness, you will experience life a little differently. Your life will be more balanced and you will develop a deep sense of awareness. A few strategies to improve emotional wellness may include:

- Discovering **Mindfulness**
- Learning relaxation techniques or meditation
- Developing new ways to **manage stress**
- Connecting positively with others

During the course of the workshop, the students learnt how to be better individuals in order for them to better their lives and live happier and healthier. The speakers were highly resourceful and very informative. They gave us all something to reflect upon at the end of their session.

23. Half day students' workshop on "*Emotional Well-being at college campuses*" at SCSCampus, Jayanagar by David Stanton and Kripi (TATVA) on 25/08/2016 (1.30 pm to 4.30 pm)

The young generation of today faces a series of emotions like rejection, fear of failure, overwhelmed, numb –frozen, scared, not wanted or desired, judged, criticized, hurt, alone not wanted, invisible, isolated/disconnected, not important, abandoned, and desperate.

Before facing all these 'n' number of emotions they face it is necessary to understand the need of emotional and the meaning of emotional intelligence. As the definition states emotional intelligence is the ability to understand and manage one's own feelings and the feelings of others in a smarter way.

David Stanton (founder of TATVA) and Kripi Malviya (co-founder TATVA) are known Psychotherapists who have started an emotional wellness organization called TATVA now tagged with Vishwas Counseling Center of Jain University. Dr. Uma Warriar the chief counselor, Dr. Rajini Jairam Dean of student welfare And Dr. Vasu Director of Jain University Jayanagar were the delegates of the session. The session was attended by a group of 120 students who were pursuing their masters in commerce at Jain University.

Dr. Vasu gave a welcome address inviting the keynote speakers, delegates and the audience of the session.



David Stanton started off with the session by warming up the audience as it was post lunch and as he made the crowd interactive by posing some questions on random people asking them to name a few emotions. The main focus of Mr. Stanton was on emotion and emotional support what do they do, and how to deal with interpersonal relationship using emotional intelligence, how effectively to communicate in relationships.



The session was taken over by Kripi Malviya. She started off by asking a lot of question as to how the society has trained each individual to use their emotions, socially tagged or stereotyped way of using certain emotions as per the gender. For example: Boys should not cry like girls. The main aspects that Ms. Kripi was focusing on were the way emotions are seen or experienced from an Indian context. She spoke a lot on how the society has created a series of emotions and restrict people from thinking from a larger frame as to how important and necessary it is to manage our emotions. She also mentioned about the parenting styles of Indians and how they pass down their way of emoting to their children generationally.

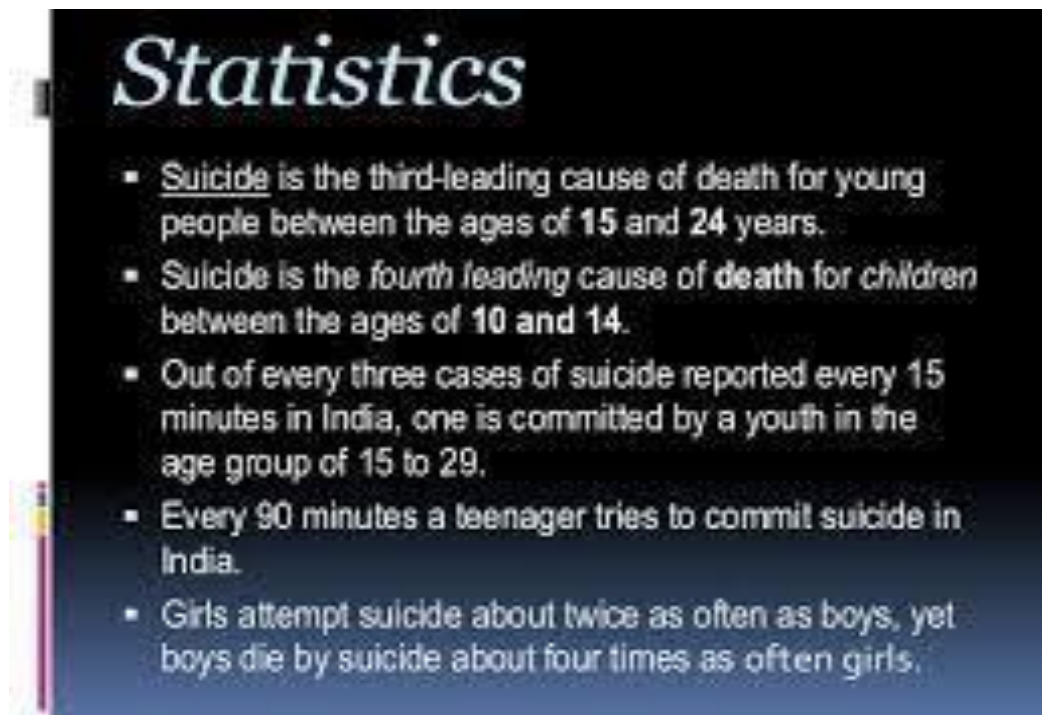


Kripi focused a lot of self- healing and self-care. Managing one's emotions and understand and loving oneself helps them to understand others. Since the way of dealing with others has come genetically also from modeling of our parents it is important on how people of this generation cut loop through a new thread of understanding and dealing with each other for m now on. With that they passed around a questionnaire to the audience to fill in alongwith feedbacks forms. The floor was opened for queries and a student's interacted well by posting good questions by students of Jain University, myths were broken and new perspectives were gained towards developing emotions and emotional intelligence.

23. A workshop on “*Suicide Prevention*” conducted for students of the NSS, SCS Campus Jayanagar by Anil V campus counselor on 10/09/2016

The Government of India classifies a death as suicide if it meets the following three criteria: a) it is an unnatural death, b) the intent to die originated within the person, c) if there is a reason for the person to end his or her life. The reason may have been specified in a suicide note or unspecified.

Here are the statistics from 2014 (As mentioned in the Times of India online portal)



This workshop was to commemorate September 10 as the World Suicide prevention day. Nearly 25 students participated actively in the workshop and worked towards equipping more knowledge on Suicide.

This workshop included the definition of Suicide. The entire group was divided into sub groups of 5 members and they were asked to come up with some of the warning signs that indicate suicide. The students involved actively and elicited many signs that they had observed. Later the warning signs were evaluated and further more signs were understood. These warning signs were not limited to behavioral aspects alone but also feelings, thoughts and verbal non-verbal were explored.

The group were introduced with myths and facts related to suicide with an activity. The

subgroups made were asked to write true or false to few statements that were read. Later the statements were evaluated based on the myths and facts and the members became aware of the same. This helped them gain better clarity and have a sound knowledge about suicide. It was strengthened by giving statistics on the reasons for suicide, age specific and gender specific suicide rates and so on.



The main agenda of the workshop was to equip the students with some skills in turn they could act as helpers for the individuals with suicidal thoughts. This was met in the end with a topic how to prevent. Some of the listening skills and early interventions which act as first aid were taught. The students were taught with referral methods and ways to normalize the behavior at the moment.

The session included videos showing how suicide is preventable and also an awareness video to create better impact. The members were divided into sub groups and were asked to design a poster that speaks about preventing suicide. This activity helped the students present their creative skills and also share their learning.



The feedback was collected in the end and it was shared that this training session was helpful in many ways and the students expressed the desire to have such training sessions across campuses and places to ensure less harm and more harmony in individuals.

**24. A session on “*Understanding and developing Interpersonal Skills for Pre-University Students*” at Sri Bhagwan Mahaveer Jain PU College, Jayanagar,
by Alwina Mary, Campus Counselor on 12/09/2016**

Sociability is seen as a core aspect in developing social emotional learning. Social skills help individuals understand and express feelings and behaviors in ways that facilitate positive relationships. These aspects include self-regulation, active listening, co-operation and effective communication. Researches show that all individuals have social skills developed during their childhood through rational experiences both inside and outside of the classroom. Social skills has no age bar and since interpersonal skills are necessary during all real life scenarios therefore the need was much noted among the Pre-university college students as there were found to be moving around with a lot of hormonal changes, identity crises thus making them more violent and often seen to be involving in risk taking behavior. Using inappropriate languages, acting out too quickly are some of the commonly noted behavior seen among these set of individuals.

A one hour session was conducted by the campus counselor Alwina Mary Jaypaul on bearing these physiological, psychological and social contexts these students belong to. The session was started by asking the individuals on what was the need of interpersonal skills and why is it necessary. The debate brought in a lot of arguments and insights among the students.

List of interpersonal skills was told in a form of an activity where there were two volunteers who were asked to be a sender and a receiver. The sender had to see an image and direct the receiver to draw it on the board by giving instructions. This way verbal skill, listening was covered. It was an interactive game that was keeping the classroom focused as the students were curious if the receiver would draw the correct image on the board. Information about the skills focused was told with the help of a few real life examples.



The class was divided into groups of three for the second activity where the students were given three situations where interpersonal skills are to be kept in focus and how will they deal with such situations. This activity focused all the skills listed under interpersonal skills. Each team showed a lot of interest and participation with various responses to the situations given.



The list of interpersonal skills were projected and discussed.

1. Verbal communication: What we say and how we say
 2. Non-verbal communication: What we communicate without words, body languages an example
 3. Listening skills: How we interpret both verbal and non-verbal messages sent by others.
 4. Negotiation: Working with others to find a mutually agreeable (Win/Win)outcome
 5. Problem solving: Working with others to identify, define and solve problems.
 6. Decision making: Exploring and analyzing options to make sound decision
 7. Assertiveness: Communicate our values, ideas, beliefs, opinions, needs and wants freely
- The final part of the session included the skills needed to develop positive and assertive interpersonal skills among individuals.

- **Learn to listen**

Listening is not the same as hearing.

Take time to listen carefully to what others are saying through both their verbal and non- verbal communication.

- **Choose your words**

Be aware of the words you are using when talking to others.

Could you be misunderstood or confuse the issue? Practice clarity and learn to seek feedback to ensure your message has been understood.

Encourage others to engage in communication and use appropriate questioning to develop your understanding.

- **Understand why communication fails**

Communication is rarely perfect and can fail for a number of reasons. Learn about the various barriers to good communication so you can be aware of and reduce the likelihood of- ineffective interpersonal and misunderstandings.

- **Relax**

When we are nervous we tend to talk more quickly and therefore less clearly.

Being tense is also evident in our body language and other non-verbal communication. Instead, try to stay calm, make eye contact and smile. Let your confidence shine.

- **Clarify**

Show interest to people you talk to. Ask questions and seek clarification on any points that could be misunderstood.

- **Be positive**

Try to remain positive and cheerful. People are much more likely to be drawn to you if you can maintain a positive attitude.

- **Empathize**

Understand that other people may have different points to view. Try to see from their perspective. You may learn something while gaining respect and trust from others.

Five ways to say “I”

1. **Observation.** Describe the facts – the indisputable, observable realities. Talk about what you – or anyone else – can see, hear, smell, taste, or touch. Avoid judgments, interpretations, or opinions. Instead of saying, “you’re a slob,” say, “Last night’s lasagne pan was still on the stove this morning.”
2. **Feelings.** Describe your own feelings. It is easier to listen to “I feel frustrated” than “You never help me.” Talking about how you feel about another’s actions can be valuable feedback for that person.
3. **Thoughts.** Communicate your thoughts, and use caution. Beginning your statement with an “I” doesn’t qualify it as an “I” message. “I think you are a slob” is a “You” judgment in disguise. Instead, say, “I’d have more time to study if I didn’t have to clean up so often.”
4. **Wants.** You are far more likely to get what you want if you say what you want. If someone doesn’t know what you want, he doesn’t have a choice about helping you get it. Ask clearly. Avoid demanding or using the word *need*. Most people like to feel helpful, not obligated. Instead of “Do the dishes when it’s your turn, or else!” say, “I want to divide the house work fairly.”
5. **Intentions.** The last part of an “I” message is a statement about what you intend to do. Have a plan that doesn’t depend on the other person. For example, instead of “From now on we’re going to split the dishwashing evenly,” you could say, “I intend to do my share of the housework and leave the rest undone.”

25. Session on “Academic performance and low Attendance” for the final year BBA students by the Campus Counselor, Supriya Christopher at Jain College, RR Nagar on 22/09/2016.

There could be many reasons why a student is not performing well in their academics and maintaining a low percentage of attendance. Attending college regularly is a challenge that makes students stronger. Missing classes can affect academic success. In order to address this issue, a group session on “Improving on Academics and Attendance” was conducted by Ms Supriya Christopher, Campus Counselor, JU - Vishwas on 22nd September 2016 III year BBA students of Sri Bhagwan Mahaveer Jain College, RR Nagar, Bangalore.

Objective of the session was to bring out understanding about the importance of attending classes and doing well in their academics. The session commenced with an introduction about Vishwas – Student guidance and counseling centre of JU, its inception, its objectives and the areas in which it renders support. The speaker explained the process of counseling followed in Vishwas, situations in which students can approach a counselor and emphasized on maintaining confidentiality



The session progressed with the counselor introducing herself in the presence of the Principal. The students were assessed at the beginning of the counseling. The assessment was done to clearly understand the problems of the students, so that their situations could be

improved. The students were allowed to express his or her problem and full confidentiality was assured them. We offered encouragement and solutions to their problems and promised to support them whenever they wanted.

The speaker gave the students the confidence of maintain confidentiality and promised that no action or any judgments would be passed for the response the students gave. The session was an open discussion in a group setting where the counselor asked individually why they were not performing well in their academics and found out why they were irregular to class.

Initially students were hesitant to open up but later they shared many reasons such as:

1. Students had low attendance due to distance in travelling, cannot wake up on time due to late nights, had not completed the assignments on time etc.
2. Students shared certain reasons as to why they were not performing well such as not revising well in advance, trying to do last minute studies, did not like the teacher's teaching method, was scared to approach the teacher for doubts, never regular to class and hence could not understand the subject.
3. This particular group complained about their teachers, saying that they were always targeted in the class and that was also one of the main reasons why they did not want to come to college.
4. Students expressed that the teachers and classmates had labeled them as bad students and hence they felt it was no use of coming to class if they were labeled and they were blamed for others faults.

The speaker gave some tips on how to perform well in academics. Since they were the target group in class they can make a change by coming in on time to the class, they can learn to take the first row in the class during the class and finally to maintain silence during the class hour.

- Always revise after going back home every day.
- Always ask the teachers whatever doubts they have either in the class or after the class.
- Prepare a timetable for each subject and make sure more time is given to the difficult subject.
- To work as a group and to seek help from their friends who are doing well in their studies.
- Always to write notes and practice writing while studying.

Some tips on how to be regular:

- Go to bed on time. No late nights.
- To understand that without attending a class it's very difficult to study the subject.
- To leave the house much earlier than the usual time.
- Attendance is a gateway to success in academics
- Regularity and punctuality is cornerstone for success at job.
- Attending college fosters overall development of the individual by providing platform to showcase talents and fine tune social skills.
- Helps to build support networks – friends for personal life, teachers as guides and mentors for academics.

The session ended on the feedback from the students where they said they felt good that someone was there to listen to their concerns. They felt important and happy that they were addressed. They felt happy to have the group session to understand that it was not only as an individual, they had issues but also that even their own classmates shared the same concerns.

26. Group session conducted on, “ *Attendance and its impact on academic performance*” by the campus counselor, Supriya Christopher for second year Pre-University students at Jain College, RR Nagar campus on 23/09/2016

Young people have always had stress in their lives, but the number of students who are experiencing this stress with few or no coping skills seems to be escalating at an alarming rate. These students are certainly at risk such as regarding failure in school, at risk for turmoil in the home, and at risk for trouble in the community.

Because of the rapid expansion of knowledge and technological change, coupled with change in attitudes and behaviors, today's young people face greater pressures. Now here are those pressures more evident than in the students who are performing poorly in academics.

There could be many reasons why a student are not performing well in their academics and maintaining a low percentage of attendance. Attending college regularly is a challenge that makes students stronger. Missing classes can have an impact on academic success. II-year PU students were identified as the target group by Mr. Balasubramanya, the Principal of RR Nagar PU College, as there was a rise in students missing their classes leading to poor academic performance.

In order to address this issue, a group session with 9 students on “Improving on Academics and Attendance” was conducted by Ms Supriya Christopher, Campus Counselor, JU - Vishwas on 23 September 2016 for II year Pre university students of Sri Bhagwan Mahaveer Jain College, RR Nagar Bangalore.



Objective of the session was to bring out understanding about the importance of attending classes and doing well in their academics. The session commenced with an introduction about Vishwas – Student guidance and counseling centre of JU, its inception, its objectives and the areas in which it renders support. The speaker explained the process of counseling followed in Vishwas, situations in which students can approach a counselor and emphasized on maintaining confidentiality. The session progressed with the counselor introducing herself in the presences of the Principal.

The speaker gave the students confidence of maintaining confidentiality and promised that the speaker will pass any comments on the response the students given and that it was the students' forum to share their issues freely. The session was an open discussion in a group setting where the counselor asked individually why they were not performing well in their academics and also found out why they were irregular to class. Initially students were hesitant to open up but later they shared many reasons such as:

1. Students had low attendance due to distance in travelling, cannot wake up on time due to late nights, had not completed the assignments on time etc.
2. Students shared certain reasons as to why they were not performing well such as not revising well in advance, trying to do last minute studies, did not like the teacher's teaching method, was scared to approach the teacher for doubts, never regular to class and hence could not understand the subject.
3. Students explained that they could not concentrate in class as well as while studying due to certain family issues.

The speaker gave some tips on how to perform well in academics such as:

- Always revise after going back home every day.
- Always ask the teachers whatever doubts they have either in the class or after the class.
- Prepare a timetable for each subject and make sure more time is given to the difficult subject.
- To work as a group and to seek help from their friends who are doing well in their studies.
- Always to write notes and practice writing while studying. Some tips on how to be regular.
- Go to bed on time. No late nights.
- To understand that without attending a class it's very difficult to study the subject.
- To leave the house much earlier than the usual time.
- Attendance is a gateway to success in academics
- Regularity and punctuality is cornerstone for success at job.
- Attending college fosters overall development of the individual by providing platform to display talents and fine tune social skills.
- Helps to build support networks – friends for personal life, teachers as guides and mentors for academics.

The session ended on the feedbacks from the students where they said they felt good that someone was there to listen to their concerns. They felt happy to have the group session to understand that it was not only as an individual, they had issues but also that even their own classmates shared the same concerns.

27. Session on- “*Team building skills for Pre- University Students*” conducted at Sri Bhagwan Mahaveer Jain PU College, Jayanagar by Alwina Mary, Campus Counselor, on 26/09/2016

World is majority of the work done is in teams. Good teams can be amazing, both in terms of what they can accomplish and the positive experience of working with the best people who share common goals and values. Bad work teams can be a source of stress and pain, and can easily self-destruct and fail to get anything done.

Social skills help individuals understand and express feelings and behaviors in ways that enhance positive relationships. These aspects include self-regulation; active listening, co-operation and effective communication are seen to be necessary for individuals working in teams. A one hour session was conducted by the campus counselor Alwina Mary Jaypaul on need of team building skills and why is it necessary. An open discussion was made noting the importance of team work and its importance and its application in real lives.

The class was divided into random groups and was given a puzzle to solve in teams. The dynamics among the groups were observed. Ranging from individuals taking initiative of working out the puzzle on the board to others giving their ideas leading to a lot of group features, there were silent roles of leadership and sub-ordinate qualities among all the groups of the class.



After the teams solved the puzzle, the class was led into a discussion of what goes on in teams and how they function. A list of points on team building skills were discussed starting from the qualities to build good teams, with capable, qualified workers, who are rewarding to work with it needs, Firstly Selection, it is critical to select individuals who have the right capacity and experience to work in teams. Team members should be Committed, Cooperative, and Conscientious. Secondly, it was said that teams need to avoid members who are self centered, Conflict prone, and Non-Communicative. Too much focus on what “I did” may indicate self-centeredness and lack of sharing.

Training and Development: Don’t expect great teams to naturally emerge. Last it was said that it is important to ensure positive team creation and development with training. Then the class was led into an open discussion on how the teams experienced the activity and to share their feelings of being a part of their teams, how much could they relate to the qualities mentioned above. This gave a lot of views, suggestions and opinions.



The class was then given a few points on how to enhance certain team building skills - developing good individual and group communication skills, spending time and focusing on the collective mission, training team members in conflict management skills by peer or self- help groups, by creating a learning environment where team members want to develop their skills and are motivated to do so. For management of teams leaders should make sure that each team member contributes his or her strengths and creates

interdependencies and redundancies so that if a team member is missing, someone else can pick up the slack. Also, establishing concrete goals and providing clear and constant feedback about individual and team performance and goal accomplishment can help. By using both individual and team- based rewards to recognize performance can strengthen the team unit.

The session was ended with a quote saying ***“A group becomes a team when each member is enough of himself and his contribution to praise the skills of the others.”***

28. Session on “Time Management for Pre- University Students” conducted by Supriya Christopher at Jain College, RR Nagar on 26/09/2016.

The session was conducted for 1st PUC students in a classroom set up of 46 students in the class. A one hour session was conducted by the campus counselor Ms. Supriya Christopher on how to manage time and why it is necessary. The counselor went on to talk about what is time management.

Good time management for studying means doing high-quality work, not high quantity. "Spending more time on something doesn't necessarily achieve more, rather how we are able to manage the time within the given time." Time is more valuable for young people who have nothing to lose but their time. So it is more than an essential for youngsters to rather not waste their time and manage it efficiently. Time-management helps us to get more work done in due time, and we can focus on becoming better than what we are now. The speaker went on to discuss on how to divide time in small chunks, and assign it according to priority of tasks needed to be done first. At the same time, we apply lean management, and save time by avoiding things which are non-productive or non-essential. Ex: Spending hours on Facebook, Watching televisions and so on. Once you start monitoring your time, you will start making most out of your time. So first thing, you have to decide if you really need time-management, and once you get an answer to “WHY?” You are ready to improve your productivity by working on your time-management skills.



All you need is to get more done in a less time. And that is not possible without a flawless system. So, you need to make a flawless-yet-flexible system to get successful both in your personal and your academics. Your time is valuable and limited, so make it count. A successful transition into young adulthood requires that a person find a balance across competing activities in order to accomplish their daily responsibilities. Taking on too much or simply not knowing how to manage time efficiently may result in stress.

An open discussion was conducted where in students expressed that they were going for tuitions and some of them had work to do after they went back home and hence they did not have enough time to prepare for their exams.



The speaker also made the students understand that it was important for them to prepare a time table while they were preparing for their exams. If they had a time table set then it would be easy for them to complete their studies within a short span of time. The speaker also discussed on a few tips on how they could manage their time.

10 time management strategies:

- **Write a “to-do” list:** A “to-do” list serves as a reminder of the important tasks that you need to prioritize. Tackle the most important tasks first. You should post the list in a prominent place with easy access such as on a bulletin board, refrigerator, & calendar.
- **Prioritize your work constantly:** Decide what important task is to be done first. The use of a weekly planner can help remind you of your short-term goals such as reviewing lectures and studying for exams.
- **Find a dedicated study space and time:** Determine a place to study where it is free of distraction from friends, family members, or hobbies.
- **Budget your time to make the most of it:** Creating a weekly schedule will help you determine how much time you spend on your daily/weekly academic and non-academic activities.
- **Work out your optimum study method:** Determine the best time and situations for you to study and work efficiently.
- **Be realistic about the time you spend studying:** Academic work takes a lot of time, Put extra time into thinking, analyzing, and understanding your work, but try not to be a perfectionist.
- **Focus on long-term goals:** Prioritizing and scheduling time to complete your immediate and short-term goals will lead you to the successful accomplishment of your long- term goals.
- **Solicit help when you need it:** Let family members know your study schedule and don’t hesitate to seek help.
- **Don’t be afraid to say “No”:** Saying no is sometimes difficult to do. Decline politely and be clear with your reason. Negotiate a time when you are free to comply with the request or to socialize with your friends.
- **Review your notes regularly:** Reviewing your notes will help you prepare for the next class and to think of questions you may ask for clarification.

The session was concluded by the speaker given the students a few tips on managing their time effectively. The feedback was taken by the students where they expressed their thoughts about being happy for the session to be conducted, they have mentioned that they were a bit anxious about preparing for their exams and it was a good topic to have been discussed especially with the exams approaching.

29. Half day guest session on “*Effective Problem Solving*” by Rakshita Satish Chandra from TAITILA at CMS B-school, Jain university on 20/10/2016

Problem solving is part of our daily chores. Problems from multiple walks of life, of multiple dimensions of different degrees of urgency can make one feel overwhelmed. Problems are also wake up calls for creative thinking; it is our own thinking which makes a particular situation a problem.

A fundamental part of every manager's role is finding ways to solve them. So, being a confident problem solver is really important to your success. Much of that confidence comes from having a good process to use when approaching a problem. With one, you can solve problems quickly and effectively. Without one, your solutions may be ineffective, or you'll get stuck and do nothing, with sometimes painful consequences.

There are four basic steps in solving a problem:

- Defining the problem.
- Generating alternatives.
- Evaluating and selecting alternatives.
- Implementing solutions

Hence a session was found important to focus on creating or finding out opportunities every time one encounter a problem. MBA final year students of Jain University are undergoing their placement drive of different companies and this adds to the existing list of problems for students. Hence the spokesperson with some level of experience was considered for the guest session.

Rakshita is the founder member of Taitila – an Experiential Learning Solutions company on 20th October for final year MBA students of CMS Business School. The expected learning outcome of the session is Positive Attitude, Learning to solve their own Problems, Creative thinking, and Minimizing dependency on others.

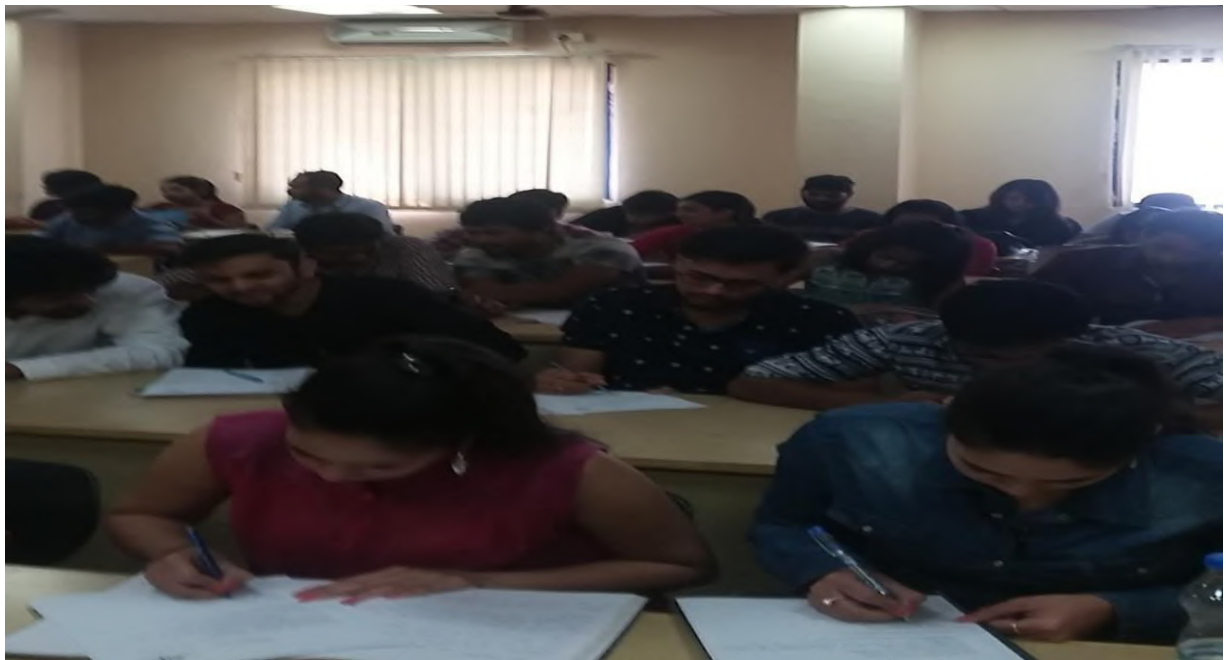


.The session started with the spokesperson narrating the inspirational story of Arunima Sinha, the first Indian *woman* who climbed Mount Everest with amputee leg after she was thrown from a moving train. Ms Rakshita had an interactive session with students on different problems and challenges faced by teenagers.

To involve students in the session, the spokesperson conducted an activity to help students to solve their problems by themselves. Students were requested to write their one single problem in 30 words. Later they were asked to reduce it to 10 words and later to 5 words, by striking off the less relevant points in those 30 words. These are the focal points of the problem and the solution revolves around these words. The activity was aimed at making the participant self-reliant for solving their problems.

Though problems can be solved by seeking expert opinion, hanging the problem to reduce the severity of the consequence, avoiding the problem and the like, to become self-sufficient in solving problem is superior to all.

Feedback was taken about the session. Even though students found it useful, they expressed that the content can be a little more and duration can be a little longer



30. A guest session on “Myers Brings Type Inventory Personality profiling” conducted by Shrikanth Tholpadi and Sneyhil Aggrahari at CMS B-school on 22/10/2016.

Personality profiling is being used extensively by organizations for employment, training institutions to equip the participants with information about their strengths and areas of growth and psychologist for the clinical setting. Use of a standardized personality profiling tool is known to have its benefits for the users. Self-awareness is one of the cornerstones of building leadership skills in an individual. MBA students, who are the future leaders and managers can leverage from an opportunity to understand their personality profile so as to help them choose a career which is most fulfilling and stable.

Keeping this rationale in mind, two resource people were identified for conducting a half-day session on “MBTI personality profiling” at CMS B-school, JP Nagar campus. The main objective of this session was to improve self-awareness, which can be useful in work settings, to make participant appreciate the reasons behind individual differences and to enhance interpersonal effectiveness. A group of 120 students from first year MBA attended the first session. 60 students from final year MBA attended the second session of MBTI profiling.

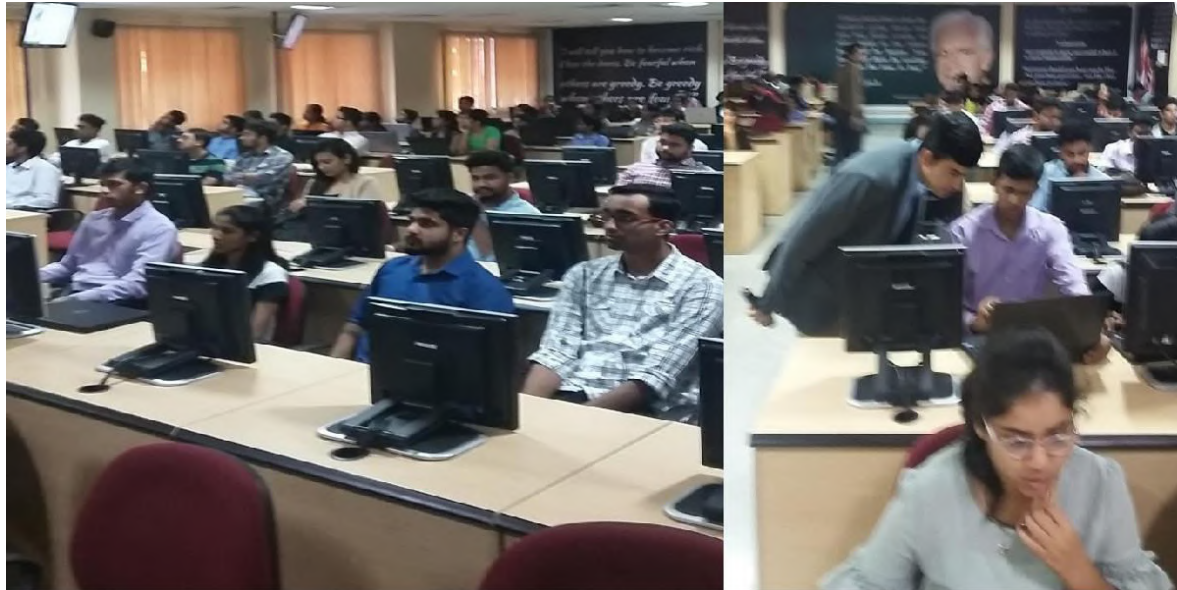


Mr. Shrikanth is working as a Business HR Partner for Harman International Pvt. Ltd. He has 10 plus years of experience in the field of business operations, training & development & HR domain. Along with HR specialization in MBA, he is a certified NLP practitioner & Certified Personal Profile Analyst.

Mr. Sneyhil started his professional career with Amazon.com as a Fraud Investigator and then moved on to teaching stint. He started his own academy - Ethos Coaching Academy while getting certified as a Neuro Linguistic Programming Practitioner simultaneously.

He also has founded and is the CEO of O!ZAP Technologies, a start-up dealing in Digital Marketing & Advertising which is now LIVE at 20+ locations in Bangalore.

After the introduction of the resource people by chief counselor Dr Uma Warriar, The session opened with an activity by Sneyhil as an icebreaker. The ice breaker session “Playing Tom & Jerry “made the participant understand that we often do not pay attention to what is spoken to us due to either pre evaluation or pre conditioned mind-set.



MBTI personality profile introduction was given by Sneyhil and the specific application of MBTI Viz a Viz understanding whether an individual draws energy from external or internal sources, how one acquires and gathers information, how one make decisions or judgments, and how one relates to the outside world. A brief mention of the developers of the test, Katharine Briggs & Isabel Myers was given to make participants get familiar with MBTI. Online mode for administering the MBTI profiling tool was chosen due to easiness and accuracy of profiling. The short form of MBTI was administered, which has 72 questions. Participants were guided to fill in their responses whenever needed. Administration time was around 25 minutes.



After all the participants completed their responses, the results were obtained online. Participants received their personality profiling with varying percentage of the 4 combinations of personality type. The participants' personality types were recorded for any future research in this area. The personality attributes of each type was discussed extensively. Occupational trends of all 16 personality types were discussed. The floor was thrown open for questions and answers. The participants had prolonged integration with the resource people, considering that the industrial experience of the resource people was a definite advantage for the participants to understand the industry trends and personality type fit between different job profiles.





Written feedback was taken from the participants to understand the effectiveness of the program. Majority of the participants expressed their interest to have similar sessions, as they found it very useful for their future career plans. Some participants also expressed their wish to have longer sessions by the resource people, as time was not sufficient for interaction. Inputs from the feedback will be used for planning future sessions.

31. Group therapy session conducted at School of Engineering and Technology, Jain University titled “Failure, Self-esteem & Motivation” on 77/11/2016 by Dr Uma Warriar

Failure in academics is an often encountered challenge of student community. Apart from the natural outcomes of academic failure, it also has far reaching impact in the form of lowered self-esteem and poor level of motivation. Causes of failing grades include learning disabilities, lack of sleep, inadequate preparation for tests and personal problems such as drug use; consequences include inability to set and reach goals in academic and professional endeavors. Some students cite parents for causing failing grades, either by failing to set good examples or placing students under intense pressure. Other students attribute poor grades to low self-esteem and distractions from social and athletic activities



Principal of International institute of aerospace engineering and Management, Jain University, MrParameshwaran identified 6 students of engineering in the 3rd and 5th semester who have a year back due to poor academic performance. Dean of students' welfare, Dr. Rajani Jairam addressed the students and discussed the difficulties encountered by them at the campus. Since the dean felt that the students need a collective session to motivate them for higher study and improve the self-esteem, the Chief Counselor of Jain University was identified as the resource person for the group therapy.

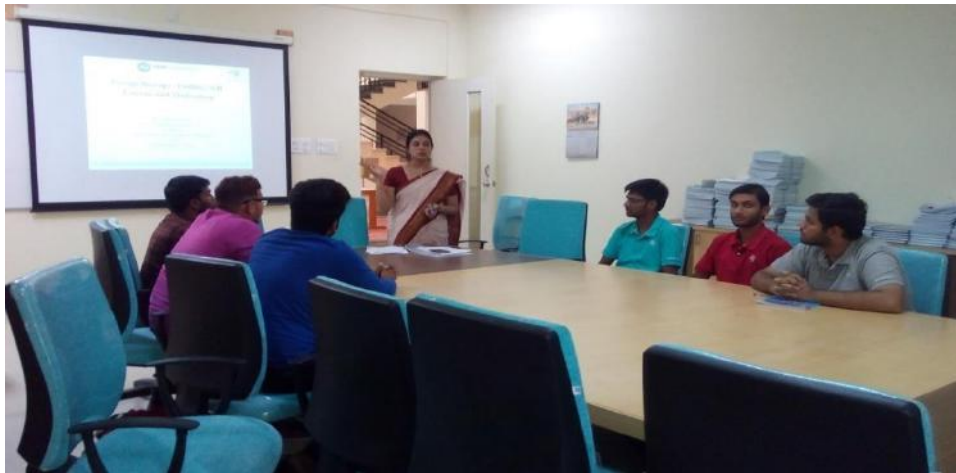


After briefly introducing JU - Vishwas, the students were informed about the objectives of the group therapy. The session started with an individual activity on “Who am I “Students were encouraged to speak how they feel today. Most of them said they feel nothing special, they do not have any aim in life, they are happy with their life the way it is, there is no need for them to improve etc. Another activity on introspection on why they are attending a group therapy today made the students slowly own up to the misgivings which lead to their academic debacle.

The introspection points were then categorized in to fear of failure, unrealistic goals and lack of motivation. Reasons for failure are like lack of persistence, lack of conviction, rationalization, not learning from past experience, lack of discipline, poor self-esteem, fatalistic attitude etc. Another activity on 3 goals and 3 fears are listed by students. Strategies for improving self-esteem were discussed. Strategies on self-motivation were also discussed. Videos on self-motivation were screened.



Students slowly opened up individual and discussed about their strained parental relationship, Learning disability, anxiety of not able to live up to the parental expectation etc. Counselor handled each of the cases individually to understand the challenges and suggest the way forward. Session concluded with a promise to be more punctual to classes, to seek help with respect to academics by attending special classes or discussing with the subject teacher, having open communication with parents, setting realistic goals etc. Feedback of the session was taken and students felt that this kind of intervention is required on a frequent basis.



32. Report of “Discovering SELF through Movements” workshop by Anil Iyer at SCS Campus, Jayanagar from 08/11/2016 – 13/11/2016

Anil V, the campus counselor conducted a five day workshop for the students of Jain University, School of commerce studies theatre team. The rationale was to help the students understand the dynamics of Body and mind and explore thoughts process that's supports emotions and expressions



This workshop included ten students of various backgrounds with the aim of exploring dimensions and becoming aware of oneself. It was an experiential workshop for two hours

each day and every student had to go through a process of deepening knowledge of self through activities.



The activities included enhancing creativity though using objects other than the way it is supposed to be. It helped the students explore their imaginations, know their thoughts and present them. These helped the facilitator process the activity and know the projection of their ideas. Some other activities included Mirroring, sculpting, breath work and so on which was more of mindfulness experiences. The students were asked to project their feelings and movements on the other persona and the person had to imitate within no time. The intention was

to equip alertness and improve attention abilities. Breath work was to enhance concentration and focusing capabilities and know the nuances changes happening with inner self. The workshop concluded with exploring many emotions and with intentionality of exaggerated expressions. It helped the students explore the facets of self through expressions and also become aware of the pros and cons of certain emotions and expression when brought here and now.



This workshop was received with enthusiasm and energy and students expressed their desire to have many more such workshops.

33. A report on session “Understanding the development of Interpersonal Skills for Pre-University Students” at Sri Bhagwan Mahaveer Jain PU College, Jayanagar by Alwina Mary Jaypaul on 08/11/2016 – 09/11/2016.

Social Cognition focuses on the processes by which children gain knowledge about their social world and their social reasoning processes. Underlying all social cognition issues in the assumption that adolescents apply cognitive abilities and cognitive skills to interpersonal situations and social problem-solving tasks. (Youniss, 1975) What do adolescents think about one another’s behavior? Much information about social behavior, like much information about the physical world, will be acquired through observation, trial and error, exploration, direct first-hand experiences, and discovery. There also appears to be some parallel in the structural changes that accompany the development of impersonal and interpersonal cognition.

Individual and group behavior is so evidently intertwined both as to cause and effect, that an adequate behavior theory must combine both in a single internally congruent system. The constituents that contribute to effective socialization include the development of a dependency motive, so that the child desires approval and affection from others. In addition, since dependency alone is not sufficient, socialization pressure needs to be exerted by way of demands and limitations. Through discipline the child learns to conform to the patterns of society. The socialization process is facilitated by the amount and quality of personal contact parents give their child and by withholding of secondary rewards such as approval and attention, while keeping the child in a dependent relationship.

A one hour session was conducted by the campus counselor Alwina Mary Jaypaul on bearing these physiological, psychological and social contexts these students belong to. By referring to the theoretical aspects mentioned above impairment in the development of healthy dependency relationships may directly contribute to feelings of hostility and aggressive behavior.



Physical and mental changes in these stages affect the social development directly through various interactions and other major environmental stimuli. Along with these transformations dealing with people become a need and urge as they construct the entire well-being. Using these key pointers, the session on understanding interpersonal skills focused on what kind of transformations were going on among emerging adults and its importance to effectively deal with people in their lives.

To start off, an activity named “fish bowl” was conducted where, the students had to write random, anonymous questions on a piece of paper to anyone in the class by not revealing their identity. The game’s main intention was to make the students understand the need to know about each other and to interact in a healthy manner. The student seemed to be a little confused, but as the game started there was a lot of fun and laughter.

The students wanted to extend the timings of the game as they found to be very interesting. Through the above activity, the students were given 5 minutes to think of the questions as part of the activity. While dealing and relating to others and how the activity dissipate the fog and were asked to think about the skills needed to develop positive and assertive interpersonal skills among individuals. Learn to listen as listening is not the same as hearing. Choose the words and be aware of the words one is using when talking to others. Encourage others to engage in communication and use appropriate questioning to develop one understands. To be more positive and try to remain positive and cheerful as it is noted that people are much more likely to be drawn if one can maintain a positive attitude. To empathize and understand that other people may have different points to view. Try to see from their perspective.

34. Lecture on ‘Knowing Attitudes’ for 1st year B.Com students at SCS Campus, Jayanagar in November by Anil Iyer

Anil V, the campus counselor conducted a psycho-educative session for 2nd semester B.Com. ‘E’ section students. This session focused on the topic Attitudes and the rationale for choosing this topic was to help the students become aware of the formation of attitudes and its influences. There are about 50 students participating in this session.

This lecture included an activity along with interactions. Knowing attitudes, the reason for having certain kind of attitudes, how does attitude get formed, the factors contributing it and more were discussed. Students were made to reflect on their experiences and as well relate to their influences from parents, environment, educational institutions, and friends and so on.





The session concluded with an activity measuring attitudes. Students were made to form groups of six members and a story was presented. They were asked to rank the characters in the story based on their character presented. Later, the class had a discussion on how the individual's attitudes influenced the other and how easy or difficult it was for the group to come to terms. The reasons for differences and the possibilities to understand and apply to life as well were discussed. This session was received well by the students.

35. Outreach workshop for Pre University student at Sri Bhagwan Mahaveer Jain College, RR Nagar on the topic “Learning styles” conducted by Dr. Uma Warriar on 10/11/2016

Majority of pre-university students are dependent on other or external factors (in the form of advice) instead of relying on their selves or internal factors to decide on their future endeavors in various aspects including studies, relationships, etc. It is necessary to help the students in understanding their self, their strengths, weaknesses, threats and opportunities. The session was mainly concentrated on the learning methods used while students prepared for their exams. Students use their own method of learning and they are ignorant of their own capabilities.

The workshop was conducted by Dr. Uma Warriar, Chief Counselor of Vishwas, the Jain University Student's guidance and counseling centre, at Sri Bhagwan Mahaveer Jain PU College, RR Nagar. This workshop was attended by a batch of II Pre University students who were poor in their academics.

The session started off with a brief introduction to Vishwas and welcoming the speaker Dr. Uma Warriar along with the campus counselor Ms. Supriya. The speaker spoke about the different styles of learning one might use while studying. **Learning styles** refer to a range of competing and contested theories that aim to account for differences in individuals' learning. A common concept is that individuals differ in how they learn.



The students were given a questionnaire on VARK Learning. Neil Fleming's VARK model expanded upon earlier notions of sensory modalities such as the VAK model of Barbe and colleagues and the representational systems (VAKOG) in Neuro-linguistic programming. The four sensory modalities in Fleming's model are: Visual learning, auditory learning, read/write learning and kinesthetic learning

VARK explains that visual learners have a preference for seeing (visual aids that represent ideas using methods other than words, such as graphs, charts, diagrams, symbols, etc.). Subsequent Neuro-imaging research has suggested that visual learners convert words into images in the brain and vice versa, but some psychologists have argued that this "is not an instance of learning styles, rather, it is an instance of ability appearing as a style".

The students were asked to answer the questionnaire and to do the scoring at the end of the questionnaire.

This was followed by an open discussion on with students asking them what methods they used while studying. A video clipping on how one can recollect things by using pictures, how one can remember words by connecting with daily activities was shown.

Once the students had finished answering the questionnaire the speaker went on to explain different styles each of us have while learning. She mentioned that some might be good in kinesthetic learning, visual, read/write and also might be good in auditory. Later during the session the speaker asked some of the students to read out their scores and she explained to them with regard to scores on the style of learning in which they had scored high score, this discussion lead the students to identify their style of learning.



Later half the session continued by grouping the students on the scores they had scored high in the areas of learning styles for example. Students who scored High on Kinesthetic learning were all in one group and so on. The group was asked to discuss on the different methods they would use while preparing for their exams. Each group was asked to have a spokesperson who would write down the points mentioned by the group and present. They were also instructed that they would be given prize for the best answers, once they students realized they would be rewarded they all worked as a group and the answers were pretend beautifully.



The Kinesthetic learning group got the 1st place for their presentation because they had mentioned that they would learn better while teaching their friends and the session concluded with the speaker brought about an eye opening for the students on the methods which they could adopt for their studies.

This discussion was filled with enthusiastic and happiness among the students to understand the different styles of learning. The session concluded by the Principal thanking Dr. Uma Warriar for conducting such a meaningful workshop for the students.

36. Outreach workshop for Parents on, “Effectively parenting adolescents” by Dr. Uma Warriar, at Sri Bhagwan Mahaveer Jain College, RR Nagar on 12/11/2016.

To equip the parents of adolescent students of JGI with better parenting skills for improved parent -child harmony, which will ultimately have positive consequences like stress free home atmosphere, better academic focus for the student, improved interpersonal relations, improved self-esteem etc.

Relationships between parents and their children change considerably over the life span. In the early years, parents nurture, support and guide their children’s development. As young people move through adolescence into adulthood, the nature of this relationship typically changes; moving from a dependent relationship between a parent and a child, to a more equal, mutually supportive relationship between two adults.

The workshop was conducted by Dr. Uma Warriar, Chief Counselor of Vishwas, the Jain University Student's guidance and counseling centre, at Sri Bhagwan Mahaveer Jain PU College, RR Nagar. This workshop was attended by a group of 25 parents of those students who low performances.



The session started off with a brief introduction to Vishwas and welcoming the speaker Dr. Uma Warriar along with the campus counselor Ms. Supriya. The speaker had an open discussion on certain issues which the parents faced due to their parenting children at home. Most of the parents expressed that their children were not studying, lack of discipline/respect, no understanding, arguments, moody feelings, questioning back etc.

The speaker went on to discuss about **4 main styles of parenting: Authoritative, Authoritarian, Permissive and Neglectful**. These are based on the extent to which parents are responsive (offer warmth and support) and demanding (level of behavioral control). The speaker mentioned that a failure to balance these two key aspects of parenting can have very harmful effects on children and their future conduct. Children who grow up in households where there is too much or too little of one trait (or even worse, no recognizable presence of either), tend to have difficulty with social adjustment and often show poor academic performance. Furthermore, they are at risk of developing low self-esteem and disciplinary problems, which often filter into more serious conditions when they reach adulthood in the form of depression and anxiety.



The parents were given a questionnaire on “Parenting style Questionnaire”. The parents were asked to fill out the questionnaire and at the end of it to have the scores read for the discussion. The speaker went on with the session by conducting an activity for the parents. The parents were asked to form 2 groups and they were given a real life situation of a student.

They were asked to discuss in the group how they would handle such a child with a difficult situation. For example, the student is constantly asking for a two wheeler bike. How will they handle this case? The session went on beautifully with each group brought up points stating that, they as parents would make sure the child would be safe to travel and make sure he/she would have an licenses and must wear helmet etc., they mentioned that they would take all safety measures before meeting the children’s needs.

There were another 2 situations were given and parents and the speaker had a very interesting interactive session. Later the session went on with discussion on the parenting styles each parent might use while bringing up their children. The questionnaire was discussed and hence most parents were able to identify the parenting style they would have used on their children



Finally small tips for the parents to handle their children better called as '**Golden Rules**' was discussed:

- Be their friend
- Replace scolding with selling benefits.
- Walk the talk- practice what you preach.
- Explain "No"
- Praise in public & correct in private.
- Reinforce the importance of academics.

The session ended by thanking Dr. Uma Warriar by the parents for conducting a wonderful platform for the parents to discuss and express their concerns about their wards

37. A session on teacher sensitisation session on the need for counseling among students conducted on 15/11/2016, at SGS, JC road campus by Dr Uma Warriar

The objective of the session was to sensitize teachers about the need of counseling for the youth and actively involve them in the wellbeing of students. There were 21 participants. The program commenced with campus counselor, Ms Srilakshmi, welcoming and introducing the speaker, Dr Uma Warriar, Chief Counselor, Vishwas- Jain University. The session started with a brief introduction on Vishwas – Student Guidance and Counseling Centre, its inception, five areas of support and a video was played for the same.



The session proceeded with the speaker asking the participant's views on teachers as gatekeepers for counseling. Some of them are listed below:

- Teachers are the first point of contact for students
- They connect outside world and college



To emphasize this point, a short video was showcased, where in a few students and teachers shared their experiences, how an intervention by a teacher at the time of crisis, changed their life.



The session continued further with listing of behaviors of students that annoy teachers. To mention a few: not being punctual, making endless excuses, absenteeism, eating in the class, distracting by giggling, talking, challenging and confronting the teachers' knowledge, asking irrelevant doubts, sleeping in the class and many more.



Further the session focused on how teachers' role is different from that of a counselor's role: teachers are mentors, trusted friend, and experienced guide whereas counselors are accepting, objective and non-judgmental. They do not advice. Common myths about counseling and counselor were also the topic of discussion.

A group activity - Animology was conducted. Participants were divided into three groups. Three participants volunteered and identified themselves with an animal and reasoned out for their choice. Then each group was given a situation and were asked to identify problem and suggest ways to handle it. All the three groups enjoyed and came out with valid points. The session wound up with this discussion.

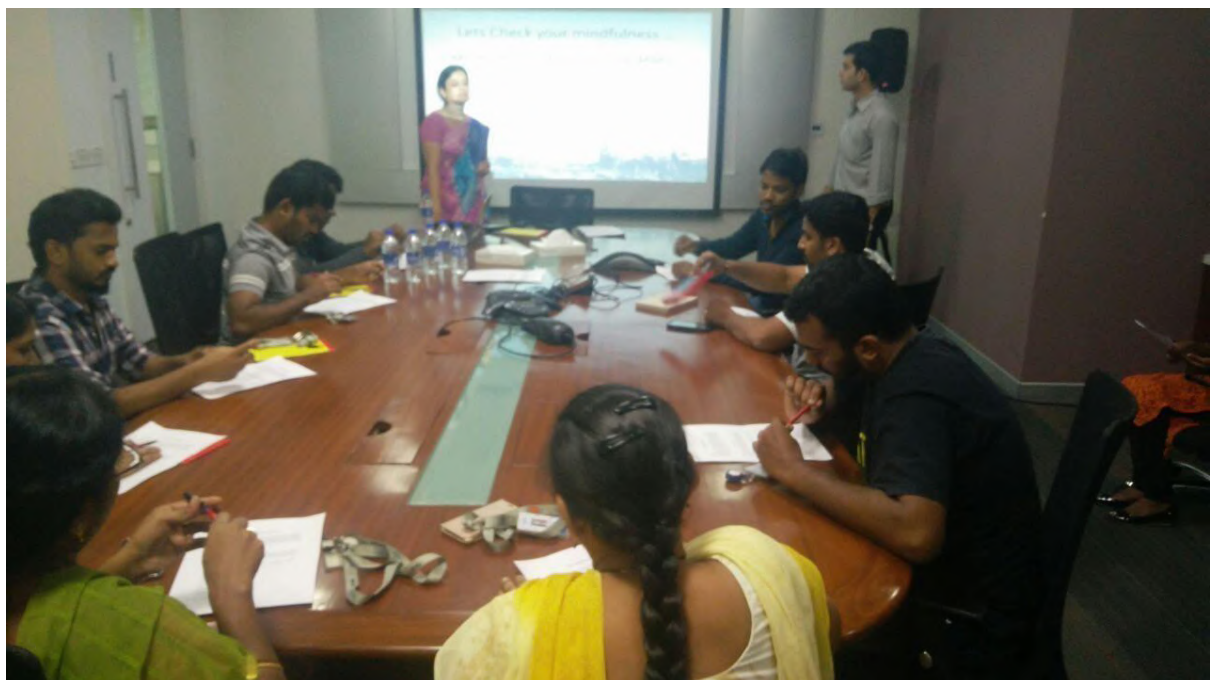
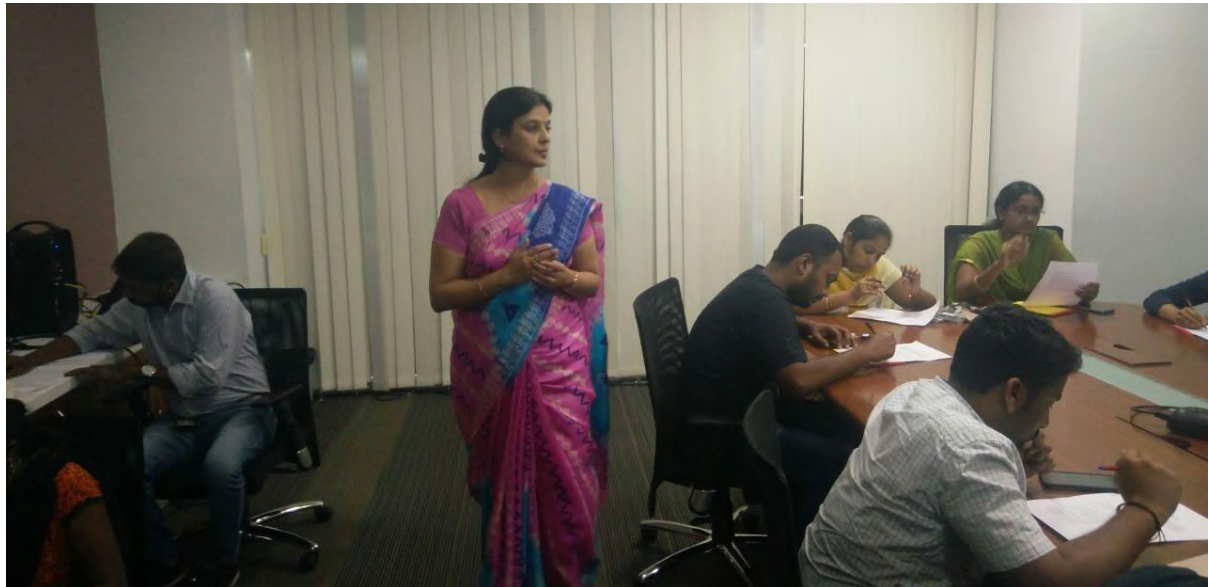
38. Report on outreach program “Mind your mind- An interactive session on mindfulness” on 16/11/2016 at Eco space campus of Harman Connected Services by Dr. Uma Warriar

Mindfulness is being aware of the situation without being judgmental about it. Simply put, it is being in the present. Being mindful of what we do always helps an individual irrespective of any walk of life. IT professionals get so absorbed with their work with inanimate and interface driven environment for a long period tend to work on “Auto pilot mode” where the actions and behavior tend to become more mechanic and less mindful. Hence the topic was considered for psycho educative session by the HR business partner Mr Shrikanth S.

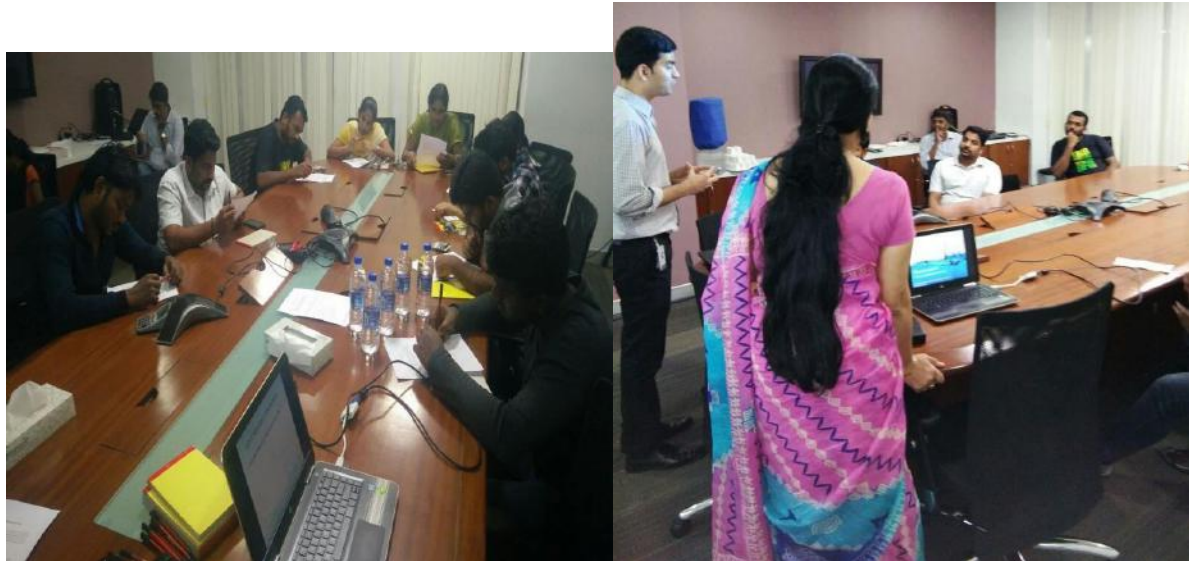


Chief counselor of Jain University, Dr Uma Warriar was considered as the spokesperson for the session. The session started with Mr Shrikanth introducing the spokesperson. A group of 20 employees along with a client partner of the company attended the session. The session started with briefing the concept of mindfulness. A quick activity to check if the employees are on auto pilot mode often was conducted. How the session outline is different from mindfulness based therapy was discussed. Its origin from Buddhist principles were discussed and how it was popularized by the western world was discussed.

Session went on with an emphasis of the meaning and importance of “Present” was done using a clipping from movie Kung Fu Panda , where master Oogway famously says ***“Yesterday is a history, tomorrow is a mystery, today is a gift, that is why it is called Present”***. Session went on to discuss how you can still be mindful when you multitask. 7 Corner stones' of mindfulness namely, Let go, Acceptance, Focus, Patience, Non-judgmental, Trust and beginners mind were discussed in detail. All the participants took active part in the discussion and shared their view point.



Then speaker went on to discuss the advantages of mental and physical health by practicing Mindfulness. The session concluded with strategies for improving mindfulness. Written feedback was taken for the session. Most of the employees opined that the session was refreshingly different and useful. Some participants suggested extended time for the session but could not be accommodated. Participants expressed their desire to have sessions on anxiety and anger management from the interneer at a future date



39. Report on outreach program on “Leverage your Emotional Intelligence to become better managers” at Harman connected services SEZ campus on 23/11/2016 by Dr. Uma Warriar

Beyond the traditional leadership roles and responsibilities, today’s workplace uncertainty requires leaders to be much more sensitive about what matters most to their employees. Too many leaders assume that their colleagues have the same drive to succeed and willingness to sacrifice in order to advance as they do. Everyone is different and leaders must be more mindful to embrace those differences and strategically leverage them to create and sustain unique opportunities within their departments and for the business. This is where Emotional intelligence comes handy for a manager



Harman connected services is the IT arm of Harman International Industries is the parent company, which up until 2015 had three primary business units- Lifestyle, Connected Car and Professional. The company acquired two companies in succession, Aditi Technologies and Symphony Teleca. Organizational restructuring due to mergers and acquisitions need a great deal of Emotional intelligence on the part of managers to keep the employees motivated. Hence the need for a session on Emotional Intelligence was identified by the company's HR Business partner Shrikanth S. The session speaker was identified based on the competence in the field of Emotional intelligence.

Dr Uma Warriar, Chief Counselor, Jain University was identified as the spokesperson owing to her long standing research experience in the field of emotional intelligence. 25 managers and other software professionals attended the session.



The session started with a brief introduction of the resource person by Shrikanth. An ice breaking session followed, where the participants found the session hilarious. Following that, to generate curiosity among audience on Emotional intelligence, seven different situations from the work life of an IT employee was given. The participants were asked to find the best solution for the question connected to each situation. The responses by the audience made them aware of emotional intelligence, rather lack of it. An example of a situation and its alternative solutions are as follows:

- Your direct report Y escalates an issue to the skip level saying that you favored employee X over him in promotion decision. You know that it is completely baseless, but your higher ups are not happy with the situation. What would you do?

[A] You will confront Y, asking for explanation

[B] You will ignore that escalation and explain to your higher ups that the direct report is a chronic complainer

[C] You will re consider the promotion decision and swap Y with X

[D] You will call Y for a one on one and find out why he felt what he felt, help him realign his goals for the next appraisal period with an assurance of support



Speaker mentioned some emotionally intelligent leaders and managers like Richard Branson of Virgin group, Dhirubhai Ambani of Reliance industries etc. How different companies like Microsoft, TATAs and Mahindra & Mahindra leveraged the use of EI for the betterment of the company was also discussed.

The five basic components of EI, viz a viz Self-awareness, Self-control, Self- motivation, Empathy and Social skills were discussed. Relevant and short videos depicting each of the EI skill or lack of it were shown for clearer understanding of the concept.

Two case-lets depicting EI in the work place were given to the participants and they were made into two groups and the case let was discussed in each group. A spokesperson from each group discussed how they will resolve the EI problem in the specific case. This was followed by discussing the strategies for improving each of the EI components. For improved Self-awareness, strategies like Regular introspection, Notice your feelings & behavior on daily basis, Solicit feedback, Have courage to be wrong, Admit mistakes when you are wrong, Give a honest look at your strengths and weaknesses, Say “STOP“ sub vocally when you encounter irrational thoughts and cognitive distortions etc. were discussed.



For improved Self-control, strategies like Sticking to schedule, Being accountable, Pausing before deciding, Accepting uncertainty, Asking an expert, Calling a trusted friend, Going to the gym for regular physical exercise, practicing Yoga for stronger mind etc were discussed . ZIPPER technique was discussed for better self-control.

For improved Self-motivation, Doing 5 tiny noticeable things, Finding larger reasons to love your job, Reading inspirational books, Planning SMART goals, Stopping comparison, Positive self-talk and Mindfulness were suggested. For improved Empathy, strategies like Listen attentively- Practice active listening, Visualize yourself in the situation as told by the other party, Examine your own attitude & Motives, Show genuine interest in others, Take time to acknowledge & thank others, Celebrate even small success of your friends and well- wishers, practice the Golden rule from Bible: “Do unto others as you would have them do unto you” were suggested.

For improved Social skills, strategies like Effective communication, learning the art of persuasion, practicing assertiveness, walking the talk etc were discussed. The session concluded with an ABCDE model of EI which is: Antecedent, Belief, Consequence, Disputing the disempowering belief, and enjoying the improved Effect.



Feedback was taken for the session and the employees found the session very informative and practical oriented. They felt the awareness of EI will help them to take informed decisions. Longer sessions in future were another point the employees made.

Emotional Intelligence Session at SEZ office



Posters with photographs of the session were made and displayed at different places in the office for generating more awareness about the session among the employees. Based on the feedback, other campuses of the company have requested EI session for their employees too.

40. Report on outreach program on “Make stress your friend!” for employees of Harman connected services, SEZ campus on 23/11/2016 by Dr. Uma Warriier

Stress is a common problem in the work place. Stress is thought to contribute to about half of all lost working days, along with other psychosocial risks. Work-related stress is an organizational issue and cannot be handled only at individual level. Organizational stress occurs when demands at work are beyond the worker’s capacity to cope with them. It is mostly a psychosocial issue. It could arise due to excessive or conflicting work demands, lack of participation and influence over the way the job is done, poor communication and lack of support, psychological and sexual harassment and third-party violence, poorly managed organizational change and job insecurity.

The effects of unmanaged stress are two-fold. It affects the individual and the organization. For the individual, the challenges could be: difficulty in concentrating and making mistakes, burnout and depression, problems in personal life, drug and alcohol abuse, poor physical health etc. Organization connected challenges are: Poor overall business performance, increased absenteeism and job tardiness, increased accident and injury rates etc.



The benefits of managing psychosocial risks and work-related stress clearly outweigh the costs of implementation. Hence an assessment of organizational role stress of SEZ

Whitefield campus of Harman connected services was planned by Mr Arun, project manager of one of the GOCs of the company. The OD intervention was planned by the HR manager for the GOC, Ms. Smitha Gopalan. The spokesperson identified for the two hour training session was Dr Uma Warriar, Chief Counselor of Jain University. The session objectives were improved workers' well-being and job satisfaction, healthy, motivated and productive workforce, improved overall performance and productivity, reduced absence and staff turnover rates and reduced cost of operation.



The session was attended 18 software professionals of the GOC. Session started with Ms. Smitha introducing the spokesperson. Dr Warriar started the session with an interaction with the participants, asking leading questions to identify if they are stressed

Some of the probing questions asked were:

Do you feel?

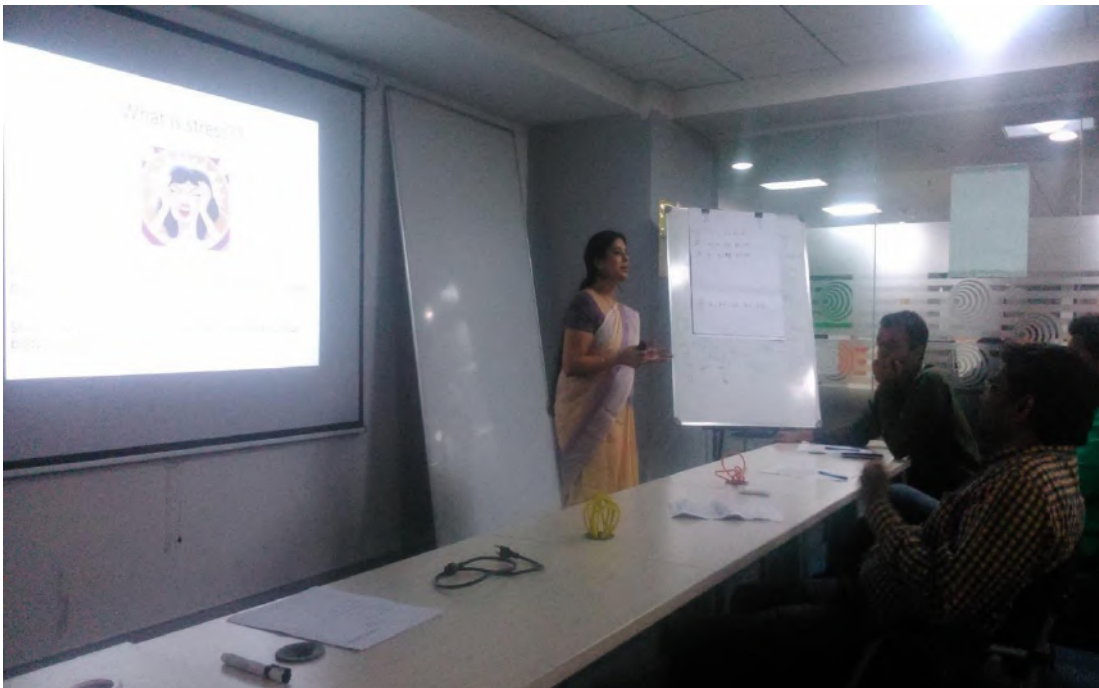
- Drained in the morning?
- Not wanting to work with others?
- Callousness about your job?
- Treating others like objects and do not care for your near and dear ones anymore?
- Not able to handle problems effectively?
- Not able to influence others positively?



Some of the participants answered few questions in the affirmative; thereby the platform was set for further interaction, as these are tell-tale signs of different levels of organizational stress.

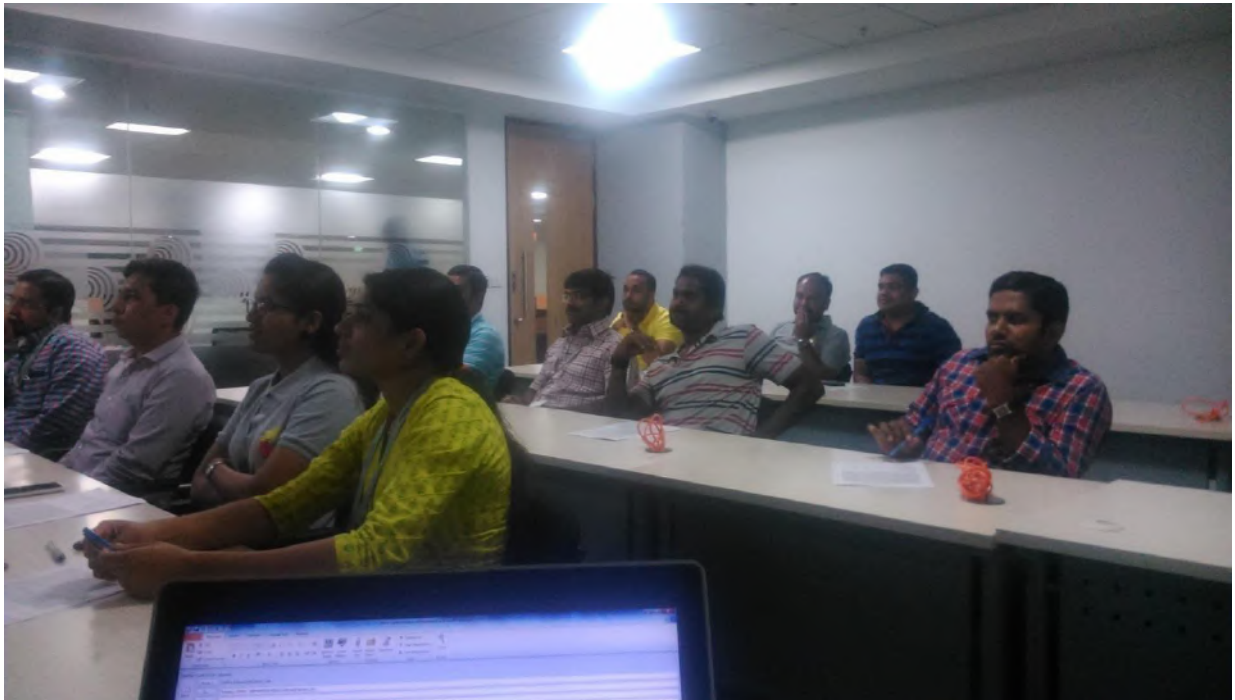


The concept of stress was discussed briefly, with the help of a model which explains the potential stressors, the cognitive appraisal of stressors, moderators of the situation, coping mechanism and potential outcome of the stress. Discussions on different types of stressors encountered by the participants followed, and they also cited the coping mechanism used by them.



This was followed by an assessment of organizational stress level of employees using a standardized tool developed by Prof Dr Udai Pareek, called ORS. ORS is a 50 item scale which measures 10 different organizational role stressors, each having 5 items on the scale. The 10 organizational role stressors measured using this scale is: Inter-Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflicts (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self-Role Distance (SRD), Role Ambiguity (RA) and Resource Inadequacy (RIn).

After the participants gave their responses to the items on the scale, their ORS level was computed. Few participants who were open for discussion about their personal scores of ORS were discussed in the group and the possible reasons for the same. Coping mechanisms for the stressors cited were also discussed for the specific issues discussed



ABC strategy (Awareness, Balance and Control) was discussed in general about the various role stressors. An activity was conducted where the participants were required to write the name, thing and combination of perceived stressors of their lives. The participants were encouraged to discuss the same openly with the fellow participants. This activity is intended to improve the Awareness of the participants about the stressors of their lives.

41. Report of Lecture on ‘Decode Stress’ for students of 1st year B.Com at SCS Campus, Jayanagar on 23/11/2016 by Anil Iyer

Anil V, the campus counselor conducted a session for students of 2nd semester B.Com. This session was conducted on 23rd of November, 2016 for an hour. The campus counselor presented a lecture named ‘Decode Stress’ and the intention were to equip students to manage the exam stress and anxiety.



It was an interactive session. The session began with understanding the importance of stress which is helpful if experienced at a lower to motivate oneself or accomplish a task. Stress accomplished at higher levels can cause negative effects and the same were discussed.



Students were made to understand the danger zone of getting stressed and realize those signs. This session also focused on pacing time and not feeling guilty or worrying for missing study time. Certain ways to cope with stress and planning works in advance were discussed along with guidelines to study effectively. The other ways to develop a healthy lifestyle by taking holidays, taking weekly offs; short intervals of relaxing time and break time between studies were elaborated and discussed.

42. Lecture on ‘Goal Setting’ for students of 1st year B.Com at SCS Campus on 23/11/2016 by Anil Iyer.

Anil V, the campus counselor conducted a lecture on ‘Goal Setting’ for the students of 2nd semester B.Com professional course. This session was conducted on 23rd of November for one and half hours and the session comprised of 40 students. The intention of choosing the topic ‘Goal Setting’ was to help students accomplish their wishes and aim at clearing their CPT exams which is nearing.

This session was activity based learning and the facilitator conducted few goal setting exercises. The session began with eliciting the goals set by students and their way of handling them. An interaction of understanding the rationale for their goals and ways to achieving and accomplishing them were made.



This session included four exercises which helped the students become more aware of their desires, thoughts and goals. It was also more or less trying to get validated with their goals and also check for aims in life using an introspective method. The first exercise was to visualize their retirement and how they would wish their family, friends and colleagues to talk about it. This visualization was asked to record in their book to motivate them. The other exercises included making a check list for next three years which acts as short term goals and later another exercise that highlighted earning millions of rupees and ways to make use of it. The later exercise was to visualize the long term goal and then work on achieving them.



Every exercise was recorded and ways to accomplish them were discussed by identifying them and putting them into SMART goals. The acronym for SMART and managing it in lives were discussed and responses were marked.

**43. Anti-addiction awareness workshop on “Addiction: How, What and Why?
“For Students pursuing Engineering at School of Engineering and Technology
– Jain University by Dr. Uma Warriar on 26/11/2016 at SET campus, Jain
University.**

India's youth is at the cross roads of choices: with respect to education, career, and many more. One of the most significant India's youth makes today is that of staying away from any form addiction. Addiction could in the form of behavioral addiction to excessive use of internet, social media and mobile phones. Substance addiction is another category, which has a wider and national impact. Addictive substances like alcohol, nicotine and drugs are freely available to the youth. The pharmaceutical products containing narcotic drugs are also increasingly being abused.

Drug abuse is a complex phenomenon, which has various social, cultural, biological, geographical, historical and economic aspects. The disintegration of the old joint family system, absence of parental love and care in modern families where both parents are working, decline of old religious and moral values etc lead to a rise in the number of drug addicts who take drugs to escape hard realities of life.

Drug use, misuse or abuse is also primarily due to the nature of the drug abused, the personality of the individual and the addict's immediate environment. The processes of industrialization, urbanization and migration have led to loosening of the traditional methods of social control rendering an individual vulnerable to the stresses and strains of modern life. Drug abuse has led to a detrimental impact on the society. It has led to increase in the crime rate. Addicts resort to crime to pay for their drugs. Incidence of eve – teasing, group clashes, assault and impulsive murders increase with drug abuse.

Apart from affecting the financial stability, addiction increases conflicts and causes untold emotional pain for every member of the family. With most drug users being in the productive age group of 18-35 years, the loss in terms of human potential is incalculable. The damage to the physical, psychological, moral and intellectual growth of the youth is very high.

Adolescent drug abuse is one of the major areas of concern in adolescent and young people's behavior. It is estimated that, in India, by the time most boys reach the ninth

grade, about 50 percent of them have tried at least one of the gateway drugs. Women in India face greater problems from drug abuse. Most of the domestic violence is directed against women and occurs in the context of demands for money to buy drugs. At the national level, drug abuse is intrinsically linked with racketeering, conspiracy, corruption, illegal money transfers, terrorism and violence threatening the very stability of governments.

Understanding the impact the addictive behavior can have on the health and progress of youth, Dr Hari Prasad S A, Director, SET, Jain University & Dr Rajani Jairam , Dean of student's welfare, Jain University jointly identified a need to conduct “ Anti-drug day “ on 26th November 2016 at SET campus. Dr Uma Warriar, Chief Counselor, Jain University was identified as the resource person for the program.



The workshop was an awareness program on addiction of substances like drugs, narcotics, nicotine and behaviour addiction like internet, gambling, mobile etc. The session was attended by 200 engineering students of different streams of engineering. The key word of the seminar was addiction. Dr. Uma Warriar introduced the concept and the meaning of the word “**Addiction**”. She then explained the two types of addiction, which is Behavioural and Substance Addiction, followed by a brief illustration of the same.



During the seminar, Dr. Warrier handed out 4 sheets that the students needed to fill out, ***Introspection sheet, Internet addiction test, Pledge & Feedback form and a Self-help sheet*** on how to identify the warning signs to know if a student is addicted, what could be the reasons of addiction, how can it be reduced or controlled and where can one look for assistance to come out of addiction.

The 1st activity of the day was with regard to the introspection sheet and the students had to answer the statements, voluntarily. Following this, the students were asked to fill in Internet addiction test questionnaire to gauge their daily internet usage. This would be scored later on and the responses would be provided to the students, personally, during further counseling sessions (if the student was in need of any).



A series of discussion between the students and resource person took place post the test, where the students utilized the time to find solutions for their specific issues. Dr Warriar mentioned about the specific reasons for people to be addicted towards drugs, internet, and nicotine's substances. She also stated the difference between use, abuse and dependence. She made the students aware of the adverse effects of the addiction and how it affects an individual, physically as well as psychologically. She emphasized on the harmful effects of the addiction of drugs and internet from research perspective. The research studies show that today's generation is prone to get more addicted to these two, in comparison to previous generation.



This was followed by a discussion on how to be aware of the addiction and how to avoid it at the right time. She introduced the A-B-C (Aware, Balance and Control) rule to protect the students from addiction of any form. Dr Warriar explained these concepts and made sure that each student understood the concepts, quoting many personal examples. This gesture was heart-warming and deserves a special mention. She also shared the experiences of a couple of her students who were brave enough to identify and battle their addiction. She used different pedagogies to make students understand the repercussions of addiction, like illustrations, videos and story-telling.



A video of an ex student, who fought the battle of addiction was displayed. The student spoke in detail about how he got into the habit of addiction at an early age of 13 years and he how got into extreme addiction, how others treated him as an addict and how miraculously he came out of the addiction with the support of his father and de addiction specialists. The student's video concluded with his plea to fellow students not to get in to the habit .This video had huge impact in the minds of engineering students, as the information is coming from one of their contemporary, not a counselor.



Overall the seminar was very interesting and involved a lot of interactions. At the end of the session, resource person convinced the audience against the abuse of any substance. The students took a pledge that no one would indulge in such activities in the near future and they would avoid it at all cost and promised to live a “Drug-free life”.

Feedback was collected from students on the session and the students expressed the relevance of the topic, need for a longer / full day session, individual session requirement, request for further information on rehabilitation centers etc. The session ended with a vote of thanks where the students thanked Dr. Warriar for spending her time and sharing her thoughts and experiences.

44. A session on “Addiction awareness” conducted by Ms. Supriya Christopher, the campus Counselor on the 02/12/2016 for 1st year Pre-University students at Jain College, R R Nagar.

An addiction can be defined as: “A dependence on a substance or behavior which affects physical, psychological and emotional wellbeing”. The difference between an addiction and a liking for something is this: the removal of the source of this compulsive behavior will result in cravings and withdrawal symptoms in someone with an addiction but none in a person who merely enjoys something.

An example was given: Let’s say you decide to stop having your morning coffee on the way to college. If this is something you do in moderation as in only having a single cup on the way to college then this shouldn’t cause you too much hardship. Whereas someone who is addicted to caffeine will experience withdrawal symptoms, such as headaches and mood swings. They will have cravings for coffee and feel as if they can’t do without their caffeine ‘fix’. It is easy to get into a regular habit, especially if you are in an environment where others indulge in the same behavior.

A one hour session was conducted by the campus counselor Ms. Supriya Christopher on how to control addictions and the said effects of addictions. The counselor went on to talk about addictions and the pros & cons of addictions. Since these students were 1st PUC it was an open discussion class where they students were asked about the types addictions they had heard about. Since this age is an experimental age this age group are more likely to try out and venture out to see what types of substances are available.

Since the speaker started with the session mentioning that it was “Okay” to have tired out dirking, smoking etc. but it was “Not Okay” to get into an habit; it was then the students felt at easy to share their experiences as to when they actually tired it and one of the major issue was peer pressure. The students mentioned that if they did not join their friends in drinking or smoking then they were left out.

The students shared their knowledge about the types of addictions: Mobile, video games, gambling, exercise, ‘retail therapy’ (shopping), food, alcohol, the Internet, etc. One of the students was kind enough to share his experience of being addicted to video games. He

mentioned that he sleeps only for 5hrs in a day and rest of the time is spent on playing video game.

The speaker ended the session with some tips on how to control addictions and how to say the word “No” when it comes to peer-pressure. The session ended with student’s feedback of the session saying it was an eye opening session. They said they never had anyone come up and talk so openly about addictions as a topic.

45. Lecture conducted on “Understanding Communications” by Anil Iyer, the Campus Counselor for students of B.Com on the 05/12/2016 at SCS campus, Jayanagar.

Communication is the act of conveying intended meanings from one entity or group to another through the use of mutually signs and semiotic rules. Interpersonal communication is the communication between one person and another (or others). It is often referred to as face-to-face communication between two (or more) people. Both **verbal** and **nonverbal** communication and body language plays a part in how one person understands another. In verbal interpersonal communication there are two types of messages being sent: *a content message and a relational message*. Content messages are messages about the topic at hand and relational messages are messages about the relationship itself. This means that relational messages come across in *how* one says something and it demonstrates a person’s feelings, whether positive or negative, towards the individual they are talking to, indicating not only how they feel about the topic at hand, but also how they feel about their relationship with the other individual

Anil V, the campus counselor conducted a lecture for 4th semester B.Com E and F section students on 5th of December, 2016. There were nearly 50 students attending this lecture. The facilitator chose the topic ‘Communication’ with a rationale of helping the individuals know the importance of appropriate communication.

This was an interactive session along with a couple of activities to have experiential learning. The students were asked to discuss the importance of communication and the factors that involve in appropriate communication.

Along with appropriateness, inappropriateness of communication, understanding non-verbal behavior and expressions etc were explored.



The class was divided into dyads and the members were made to understand the importance of listening and responding through an activity. Each member of a dyad was asked to talk and the other member was asked to not listen and behave differently and vice versa. This was processed and the students' responses and reactions were explored. The students told the negative feelings like getting annoyed, feeling stupid, irritated anger and so on were experienced. This helped the members become aware of listening to one's communication and also reflect on one's non-verbal's that can cause negative effect on the other.

The second activity was a checklist of professional skills. This list contained a set of questions that required the students to rank on a five point scale from poor to excellent this list helped the individuals where they stand and what are the areas they need to seek improvement. This session concluded with another activity named communication test.

The members were given a handout contained few tasks and they were asked to complete it. This activity was more to lighten the environment and reflect on their attentive skills. The students were now aware of their professional skills. They also exhibited happiness on being able to understand the importance of listening and communication skills.



46. Group session conducted at RR Nagar campus for the topic on “Low Attendance leading to poor academic performance” by Supriya Christopher, the campus counselor on the 09/12/2016

Young people have always had stress in their lives, but the number of students who are experiencing this stress with few or no coping skills seems to be escalating at an alarming rate. These students are certainly at risk such as regarding failure in school, at risk for turmoil in the home, and at risk for trouble in the community.

Because of the rapid expansion of knowledge and technological change, coupled with change in attitudes and behaviors, today’s young people face greater pressures.

There could be many reasons why a student are not performing well in their academics and maintaining a low percentage of attendance. Attending college regularly is a challenge that makes students stronger. Missing classes can have an impact on academic success. II-year PU students were identified as the target group by Mr. Balasubramanya , the Principal of RR Nagar PU College, as there was a rise in students missing their classes leading to poor academic performance.

In order to address this issue, Ms. Supriya Christopher, the Campus counselor on 9 December 2016 for 2nd year Pre university students, conducted a group session.



Objective of the session was to bring out **understanding about the importance of attending classes and doing well in their academics.**

The session commenced with an introduction about Vishwas – Student guidance and counseling center of JU, its inception, its objectives and the areas in which it renders support. The speaker explained the process of counseling followed in Vishwas, situations in which students can approach a counselor and emphasized on maintaining confidentiality. The session progressed with the counselor introducing herself and the speaker gave the students confidence of maintaining confidentiality and promised that the speaker would not pass any comments on the response the students given and that it was the students forum to share their issues freely.

The session was an open discussion in a group setting where the counselor asked individually why they were not performing well in their academics and found out why they were irregular to class. Initially students were hesitant to open up but later they shared many reasons such as:

1. Students had low attendance due to distance in travelling, cannot wake up on time due to late nights, had not completed the assignments on time etc.
2. Students shared certain reasons as to why they were not performing well such as not revising well in advance, trying to do last minute studies, did not like the teacher's teaching method, was scared to approach the teacher for doubts, never regular to class and hence could not understand the subject.
3. Students explained that they could not concentrate in class as well as while studying due to certain family issues.

The speaker gave some tips on how to perform well in academics such as:

- Always revise after going back home every day.
- Always ask the teachers whatever doubts they have either in the class or after the class.
- Prepare a timetable for each subject and make sure more time is given to the difficult subject.
- To work as a group and to seek help from their friends who are doing well in their studies.
- To practice the habit of writing notes while studying.

Some tips on how to be regular:

- Go to bed on time. No late nights.
- To understand that without attending a class it is very difficult to study the subject.
- To leave the house much earlier than the usual time.
- Attendance is a gateway to success in academics
- Regularity and punctuality is cornerstone for success at job.

- Attending college fosters overall development of the individual by providing platform to display talents and fine tune social skills.
- Helps to build support networks – friends for personal life, teachers as guides and mentors for academics.

The session ended on the feedbacks from the students where they said they felt good that someone was there to listen to their concerns. They felt important and happy that they were addressed. They felt happy to have the group session to understand that it was not only as an individual, they had issues but also that even their own classmates shared the same concerns.

47. Session conducted on “Low Attendance leading to poor academic performance” by Supriya Christopher, the campus counselor of Jain College, RR Nagar on 15/12/2016.

Young people have always had stress in their lives, but the number of students who are experiencing this stress with few or no coping skills seems to be escalating at an alarming rate. These students are certainly at risk such as regarding failure in school, at risk for turmoil in the home, and at risk for trouble in the community. Because of the rapid expansion of knowledge and technological change, coupled with change in attitudes and behaviors, today’s young people face greater pressures.

There could be many reasons why a student are not performing well in their academics and maintaining a low percentage of attendance. Attending college regularly is a challenge that makes students stronger. Missing classes can have an impact on academic success. II-year PU students were identified as the target group by Mr. Balasubramanya, the Principal of RR Nagar PU College.

In order to address this issue, Ms. Supriya Christopher, Campus Counselor, conducted a group session on 15th of December 2016 for II year Pre university students of Jain College, RR Nagar.



Objective of the session was to bring out understanding about the importance of attending classes and doing well in their academics. The session commenced with an introduction about Vishwas – Student guidance and counseling center of JU, its inception, its objectives and the areas in which it renders support. The speaker explained the process of counseling followed in Vishwas, situations in which students can approach a counselor and emphasized on maintaining confidentiality.



The session progressed with the counselor introducing herself in the presences of the Principal and a few teachers who were conducting the classes for these particular students. The involvement of the teachers helped us to have a free discussion on what areas the students could seek help, to improve on their academics.

The teachers also shared a few statements such as the students were not regular to class and hence it was difficult to identify these set of students. The students had not attended their particle classes nor had they completed their records and hence automatically they would end up not doing well in their academics. The Principal instructed the students in a firm manner to be regular and to start studying for their exams. Since this batch of students were from the science back ground he also mentioned that they had to study for longer hours and must attend special classes.

The speaker gave the students confidence of maintaining confidentiality and promised that the speaker will pass any comments on the response the students given and that it was the student's forum to share their issues freely. The session was an open discussion in a group setting where the counselor asked individually why they were not performing well in their academics and found out why they were irregular to class.

Initially students were hesitant to open up but later they shared many reasons such as:

1. Students had low attendance due to distance in travelling, cannot wake up on time due to late nights, had not completed the assignments on time etc.
2. Students shared certain reasons as to why they were not performing well such as not revising well in advance, trying to do last minute studies, did not like the teacher's teaching method, was scared to approach the teacher for doubts, never regular to class and hence could not understand the subject.
3. Students explained that they could not concentrate in class as well as while studying due to certain family issues.

The speaker gave some tips on how to perform well in academics such as:

- Always revise after going back home every day.
- Always ask the teachers whatever doubts they have either in the class or after the class.
- Prepare a timetable for each subject and make sure more time is given to the difficult subject.
- To work as a group and to seek help from their friends who are doing well in their studies.

Some tips on how to be regular:

- Go to bed on time. No late nights.
- To understand that without attending a class it is very difficult to study the subject.
- To leave the house much earlier than the usual time.
- Attendance is a gateway to success in academics
- Regularity and punctuality is cornerstone for success at job.
- Attending college fosters overall development of the individual by providing platform to display talents and fine tune social skills.

The session ended on the feedback from the students where they said they felt good that someone was there to listen to their concerns. They felt important and happy that they were addressed.

48. A report on “Peer - interaction” conducted for the students of second semester B.com at SCS campus, Jayanagar 9th block on 26/12/2016 by Anil Iyer and Ms. Alwina Mary Jaypaul, the campus Counselors.

Peer interaction session held at Sri Bhagwan Mahaveer Jain University, Jayanagar, (SCS) on 26th December 2016. The session was conducted by the campus counselors - Mr. Anil Iyer and Ms. Alwina Mary Jaypaul. The focus of the session was first to recognize one's strengths and weaknesses by recognizing the positive and negative affirmations that has influenced one's behavior. Secondly, the session was conducted to make the students understand the importance of developing positive peer interaction among students.

Individuals' perceptions of early friendships and peer interactions often influence the way they perceive peer- relationships throughout their education (Bulotsky-Shearer et al., 2012; Sebanc, 2003). If students engage in friendships with positive features and feel accepted by their peers, they will likely continue to engage in pro-social behaviors and think positively about friendships (Sebanc, 2003; Spira & Fischel, 2005). Conversely, if students' friendships are characterized by negative features or if they face peer rejection, antisocial behavior is likely to begin or continue and can lead to negative perceptions of friendships and peer interactions. Furthermore, peer rejection or acceptance often remains stable and influences the skill development, academic achievement, and self-image of a student. (Sebanc, 2003; Spira & Fischel, 2005). It is important to remember that negative peer relationships can be detrimental to students' outcomes.

Student's positive peer relationships aid in the development of communication based social skills, which can enhance academic achievement (Raver, 2002; Sebanc, 2003). In order to engage in complex peer play, students need to communicate verbally. The necessity of creating coherent, effective, and clear phrases in order to communicate with their peers' forces them to develop language skills. These communication skills also benefit students academically as language development in the early years of education can predict students' later reading abilities (Alexander et al., 1997; Hamre & Pianta, 2005).

Peer play provides another forum for academic, social, and behavioural learning in the classroom (Bulotsky-Shearer et al., 2012; Milteer et al., 2012). If students are shy, encouraging peer play in the classroom can give those students who may not otherwise seek out this contact experiences with peer relationships at a young age, thus preparing them for a long term positive outlook on peer relationships (Mildeer et al., 2012). In addition to communication based social skills, peer play can also aid in the development of another set of social skills that will improve the likelihood for academic success. These skills include conflict resolution, problem solving, and stress management skills (McClelland et al., 2000; Milteer et al., 2012).

Once students engage in these more complex interactions, problems may arise and conflict can occur. Through dealing with this conflict, students can develop problem solving and conflict resolution skills (Bulotsky-Shearer et al., 2012). Students can develop these necessary skills in the safe classroom space but will likely develop a strong skill set that will be beneficial outside of the classroom environment. Development of these more advanced skills will likely only occur after social skill development and improvement, and often can only develop naturally through peer play (Bulotsky-Shearer et al., 2012). Development of these relationships and skills can be crucial for one's success or failure. If adolescents can develop these skills at a young age, it can create firm foundations for processing stress, solving problems, dealing with conflict, and communicating that can help them regulate their emotions, engage in peer relationships, cope with difficult situations, and succeed academically (Sebanc, 2003).



The session began by conducting the fish-bowl activity where the students were asked to write down anonymous questions or messages to their friends and classmates. The students were instructed that questions that are too personal or anything targeting one's self- image will not be read out. Since it was a fun activity, the students liked it and enjoyed the comments, questions and messages about their friends and classmates.

After the chits were read out the counselor asked for their observations of the activity. Students gave responses like- "judgmental", "petty", "not realizing the effects of confessions" etc. A research study that focused on social interactions with regard to positive and negative patterns of behavior among college students were shared with the students.

Talking about the positive and negative social patterns, as to how, positive social patterns allow for pro-social behavior whereas, negative social patterns give way for anti-social behavior. Going by the study research among college students it was seen that having a sense of belongingness, and indulging in a positive peer relationship have effects over language development and high academic achievement. On the other hand, students with low social interaction were left with loneliness and rejection affecting their area of language development and directly affecting their studies showing low academic achievement.

Few ways of inculcating positive peer relationship was discussed, as beginning it with, an

observation of a person's behavior, by analyzing their thoughts and feelings at that particular situation also by looking at their wants and intentions that comprises of their behavior. With that the first half of the session was completed and taken over by the other counselor by keeping the importance of self-introspection at focus.

49. Lecture on 'Improving self-esteem 'conducted by Anil V, the campus counselor for students of B.Com at School of Commerce Studies, Jayanagar on the 26/12/2016.

Self-esteem is a major key to success in life. The development of a positive self- concept or healthy self-esteem is extremely important to the happiness and success of children and teenagers Self-esteem is how we feel about ourselves, and our behavior clearly reflects those feelings. High self-esteem will help a teen to be able to act independently, assume responsibility, take pride in his accomplishments, tolerate frustration, attempt new tasks and challenges, handle positive and negative emotions and offer assistance to others.

This is the need of the hour for today's late teens as they get easily influenced by their peers and the things that they see on the internet, which might affect them negatively, in terms of being put down because of their physical appearances, their skills or their weaknesses. Hence, students must be equipped with skills that will help them identify their strengths which in turn would help their self-worth and esteem.

Anil V, the campus counselor conducted a lecture for 2nd semester B.Com, F section students on the 26th of December, 2016. There were nearly 60 students attending this lecture. The facilitator chose to help students in improve their Self Esteem. The rationale for choosing Self- esteem as topic was to equip the adolescents with a healthy thinking style and as well identify their strengths.



This session was an interactive session along with self-help exercise. The interaction began with knowing individual's self, positive and negative thought patterns and their stemming factors. The students were asked to write ten positive and ten negative thoughts or qualities or characteristics of them. After an introspective work, responses were elicited to identify how hard or how easy it was to record responses and explanation for the same were explored.

Later, members were asked to identify any three positive statements that they would like to hear from others. All the members were asked to close their eyes and visualize themselves. Later the students were guided to affirm the statements they had chosen to hear from others. This was to help individuals to embrace their own self and continue to accept themselves. Suggestions to practice the same were given in the end of the session.



50. Lecture on 'Perceptions' by Anil Iyer, the campus counselor for students of B.Com at School of Commerce studies, Jayanagar on the 27/12/2016

Anil V, the campus counselor conducted a lecture on 27th December 2016 for 4th semester B.Com, E section students. The facilitator conducted the session on the topic 'Perception' for 20 students.

Perception is an aspect of the brain that has extensively been studied under a field of psychology, namely perceptual psychology. The need to understand perceptions with regard to interpersonal relationships would be because of a basic premise that people act in accordance with their perception of a given situation. While behavior is obvious, a person's thoughts and feelings are masked. This gives rise to the idea that the most common problems between people are based on the assumption that we can guess what the other person is feeling and thinking. They also offered methods, within this scope, for effective communications. This includes: reflective listening, assertion skills and conflict resolution.



The entire session was activity based focusing on experiential learning. The students were divided into groups of four members. The counselor projected few pictures depicting certain stories chosen from National Geography channel. The members were first asked to write down their thought, feeling and the thought at first sight after seeing the picture. Later every member had to share their responses in the group and then discuss. The group had to come up with one interpretation of the picture and one description that excludes

human values and assumptions. The responses of the group were elicited and discussed as class.



This exercise involved projecting 3-4 pictures and discussing the perceptions behind them. To understand more about perceptions, the fact of the picture was shown after every discussion. The intention was to break the stigma associated with the perceptual ability of individuals and to rationalize thought patterns. Another exercise was given to the groups to write down a situation in a piece of paper and was collected. Every group was asked to pick one of the chits and individually enact the situation through non-verbal behavior alone. This helped the students understand that each individual have their own perceptual abilities and trying to understanding through perspectives can avoid conflictual thoughts and distorted thinking.



The students were made to understand that perceptions can lead to judgments and contribute to negative thought patterns. Breaking negative perceptions by seeking clarity and validity of thoughts were explained.

51. Expert session on “Addiction awareness” conducted by Dr. Jagadish, Abhaya Hospital for students of School of Commerce Studies, Jayanagar on the 05/01/2017



An expert session was conducted on the 5th of January, 2017, by Vishwas the counseling center at the school of commerce studies, Jain University. Dr. B.A. Vasu, Director, School of Commerce Studies, Dr. B.T Venkatesh, Director, Jain PU College and Dr. Uma Warriar, Chief Counselor, Vishwas Counseling Center, Jain University was the main dignitaries for the session. Dr. Jagadish. A, a psychiatrist, a member of Indian Medical Association and Karnataka Medical Council, an active catalyst in promoting the need for mental health care and awareness was addressed as the keynote speaker. It is noted that addiction can strike a person when they least expect it, as they're trying to handle an increase in their workload, mental health issues, family issues, or for no reason whatsoever. Among the younger generation it often begins innocently — trying to relieve the stress of everyday life, or just to try something new. Before the person knows it, they're turning to the drug or alcohol as a way of coping with any negative feelings or stress in their lives. They may find they need more and more of the drug or drink in order to gain the same benefits from it.



At the onset of treatment, one has to figure out what path works best for them and their needs. Dr. Jagadish started his session by an inductive perspective of substance addiction and looking at its effects on society at large. He stated about the national problems faced by each citizen of this country and brought a comparison between the eastern and the western cultures in understanding substance abuse and addiction. The next focus was on genetics and substance abuse, where he spoke about the genes being passed down and its influence on the addiction behavior among individuals. Effects of addiction were listed where each drug, its street name, chemical name and their effects on body, brain and behavior was discussed in detail. Dr. Jagadish made an important statement that “Smoking at a younger age is the gateway for drug addiction.” He said that the level of frequency and consequences of indulging in an addiction are the main points to be looked at. He also spoke about the brain structure and how Dopamine, a neurotransmitter increases the reward motivating behavior. He stated that there is a strong memory association and pleasure received through substances like cigarettes and nicotine which is very strong triggers for addicts. He also spoke about the effect of substances on individuals and their change in personality affecting biological, psychological and social well-being. The speaker ended the session by uttering these lines that, prolonged use of drugs lead to mental health issues. As it was a very informative session, the floor was open for questions, where Dr. Uma Warriar, the chief counselor posted a question asking if beer is classified as an alcoholic drink, as some people don’t consider it to be an alcoholic beverage.

The speaker replied that beer is counted as alcohol as it contains mind-altering substance in it thus breaking the myths.



Is weed good or bad for health? Is hookah dangerous? How to treat nicotine smoking?

These were some of the FAQs by the students for which there was a technical explanation given by. Dr. Jagadish.

It was mentioned in the feedback forms filled by students that, the session was interesting and informative, and want more sessions like these. Some had suggested having lengthy sessions on the same topic and few of them had requested to talk about the treatment plan and procedures for addicts in the sessions to come.



52. Two days ‘Addiction Awareness Program’ conducted by Counselors of Vishwas - JU for students from School of Commerce Studies, Jayanagar on 09/01/2017 and 10/01/2017.

Addiction is a condition that results when a person ingests a substance (alcohol cocaine etc) or engages in an activity (gambling, sex, shopping) that can be pleasurable but the continuation of which becomes compulsive and interferes with ordinary responsibilities and concerns, such as work, relationships, or health. People who have developed an addiction may not be aware that their behavior is out of control and causing problems for themselves and others.

When referring to any kind of addiction, it is important to recognize that its cause is not simply a search for pleasure and that addiction has anything to do with one’s morality or strength of character. Addiction has been a viral topic of debate among experts in understanding whether it is a disease of a mental health disorder, but counselors and experts in the field of psychiatry believe it to be an amalgamation of both and due to this, the physicians and psychologists work together, to help the person physically (through detoxification) and psychologically (to control and to overcome the behavior).

School of Commerce Studies, Jain University, organized a two day ‘Addiction Awareness’ program for students on 9th and 10th January, 2017. This session was spread across various courses throughout both the days. Nearly 1500 students of B.Com, BCA, BMS and B.Sc animation constituting 30 sections were benefited from this session.



As part of Vishwas' psycho-educative program, these sessions were organized to give students an insight on addiction and its effects. The sessions were facilitated by campus counselors of Vishwas. The rationale for this program was to strike an impact on student's behaviors which turns out to be harmful. Addiction awareness program focused right from understanding use and abuse of substance or some behaviors and moved on to knowing dependency of substances resulting as addiction. With the intention of being able to conduct psycho-education being conveyed to students, the session continued to probe into the reasons of using drugs and its influence to any extent in becoming an addict.



There were few case studies or client's sharing given to students as examples which threw light on addict's life story. The working mechanism of drugs and its chemical reaction impacting on individual were briefed. A video was shown to help students know the effects of drugs. This video had a very strong impact on every audience member and realization was seen and heard as how the video conveyed the reasons of addiction, influences and negative consequences in one's life. It gave clarity on the myth and fact of getting lied for the sake of drugs.



The session also laid emphasis on behavioral or what is famously referred to as non-substance addiction like gambling, gaming, phone, internet and social media and so on. The students were made to reflect on their behaviors in relation to behavioral addiction. The effect of substances and the adverse reactions that they have on the human body were reflected on the presentation.



With the understanding of causes for addiction and signs and symptoms, these sessions aimed at equipping students with some coping strategies. They were constantly supported with the words of seeking counseling or mental health professionals' help and finding healthy coping strategies rather than getting influenced by drugs.

Some of the coping strategies like becoming fully aware of the consequences, educating oneself and others and also acknowledging the fact of having an addiction were emphasized.

Students were told about the importance of having self-care habits like reading, meditating, long showers, walks and so on. *The ABC strategy, Awareness, Balancing and controlling* these addictions were highlighted as skills and techniques to overcome addictive behaviors.





The session included movie clips showing the harmful effects of drugs. Students were made to elicit responses based on the movie posters projected. These helped the sessions strike a chord of healthy life style and also learn to have better well-being.

Interactive sessions and a self-help report sheet given to the members as hand out added to the purpose of this program. The students filled the feedback form with much of positive and overwhelming response of how useful the sessions were. This session has also achieved in breaking stigma towards seeking help and many students reported willingness to meet counselors. The suggestion from students was to conduct many more such sessions on various topics.

53. Guest session titled “Suicide – A cry for help” conducted by Dr Poornima Bhola, NIMHANS held on 13/01/2017 at School of Graduate Studies, JC Road campus.

“From every wound there is a scar, and every scar tells a story. A story that says, I survived.”



Suicide is among the top three causes of death among youth worldwide. Suicide is nevertheless a private and personal act. Delving into causes and prevention has become the need of the hour. **Suicide prevention** is an umbrella term for the collective efforts of local citizen organizations, health professionals and related professionals to reduce the incidence of suicide.

Beyond direct interventions to stop an impending suicide, methods also involve *a) treating the psychological and psycho-physiological symptoms of depression, b) improving the coping strategies of persons who would otherwise seriously consider suicide, c) reducing the prevalence of conditions believed to constitute risk factors for suicide, and d) giving people hope for a better life after current problems are resolved.*

General efforts have included preventive and proactive measures within the realms of medicine and mental health, as well as public health and other fields. Because protective factors such as social support and social engagement, as well as environmental risk factors such as access to lethal means, appear to play significant roles in the prevention of suicide, suicide should not be viewed solely as a medical or mental health issue. Suicide prevention is risky for health professionals in terms of practitioner emotional distress and risk for malpractice suits.

In order to highlight the focus on prevention and reaching out to needy individuals, a guest lecture was organized by Vishwas – Student Guidance and Counseling Centre, for BA students on 13th January, 2017 at JC road campus. There were 200 students present in the session.

The session started with the speaker posing a question to students, as to how easy or difficult is it to talk about suicide. The focus of the session was to understand reasons of suicide, debunking myths about suicide and how to help.



The reasons of suicide were elaborated as follows:

- Seeking a change
- Non availability of any other choice
- To experience the feeling of control over events
- As a way of self-punishment or punishing others
- Presence of psychotic illness

Further the speaker dealt with debunking myths about suicide in the form of quiz. To enlist a few myths:

- If someone is thinking about suicide asking them about it can cause them to do it.
- People with suicidal intentions always give some warning signs – give away prized possessions, say inappropriate goodbyes.
- Suicidal people may be depressed (which goes unnoticed).



The speaker focused on how to help people with suicidal ideation. The important component of helping is to have empathy. Suicide prevention counseling model was discussed in detail:

1. Connect – letting the person know that he/ she is not alone and that you care for them. Encourage them to make a personal commitment to recovery.
2. Understand and assess the reasons and previous events of help – it's very important to evaluate if the person has a specific suicide *plan*, the *means*- do they carry knives, pills, a *time set* – to carry out the plan and *intention* to do it.
3. Assist – help individuals to develop a safety plan, identifying triggers that may lead to a suicidal crisis, remove any potential means of suicide, and continue your support.

To wrap up the session, Dr Poornima gave a few tips to help themselves when they feel suicidal:

1. Delay the process – postpone the decision by minutes, hours or days; choose the one that you can manage
2. Make your home safe
3. Avoid drugs and alcohol
4. Talk to people
5. Take hope – people do pass through these feelings.

Almost all students felt the session was resourceful; most of the students have shared that they would recommend this talk to their peers. Its fulfilling to note that, most students have expressed the key learning from the session was that they can support a person who is suicidal and they need not be counselors to help. Also students wanted more time to be allotted for further sessions.

54. Outreach workshop on “Sexual Harassment at College campuses” conducted by Sumithra Sridhar, Campus Counselor, CMS for B.Com students of Sri Bhagwan Mahaveer Jain Evening College, V V Puram on 19/01/2017

Students between the ages of 18-25 are said to be at a crucial stage of their lives, as these years of education helps them in sealing a good and a stabilized future, professionally as well as personally. They are at an age where they can easily get influenced by their peers, media and their professors. They are also at the age where they are trying to live with autonomy and cope up with the pressure of academia. Students are also at high risks of falling victim to any form of harassment, due to faulty environment and ineffective rules that govern the educational system. Due to the alarming rise in the number of cases that have been reported against sexual harassment in recent times, making students aware about the nature and the consequences of harassment is imperative.





The session was conducted by Sumithra Sridhar, the campus Counselor of Center for Management Studies, Jain University for students of B.Com, on 19th January 2017 between 6 to 7pm. The session was attended by a group of 60 students who were a mixed batch from all 3 years. It was also attended by the Anti-Sexual harassment committee of Sri Bhagwan Mahaveer Jain Evening College, VV Puram, which is currently headed by Mr. Lakshman.

The session was mainly aimed at educating the students about the new rules that has been formulated by the UGC Committee to make college environment safer for students, research scholars and staff.



Mr. Lakshman, the head of the anti-sexual harassment cell introduced the speaker for the day, followed by Principal of the Evening College talking to the students about the significance of the session and its benefits, as a way of beginning the session.

The session started off with a basic question that was asked to the students regarding their definition of harassment and the different forms of harassment that they are aware of. This was followed by a small activity for the students to introspect which was about themselves and the 5 roles that they play in their lives. After this, sexual harassment was defined followed by a video of a famous prank in which a boy of 19 is “kissing” random girls. The students’ were asked about their opinion in this regard and many of them viewed the video as a form of sexual harassment as it doesn’t talk about consent and also because of the discomfort that is being felt by the girls. After this, the students were made aware of the UGC rules that have been reformed keeping the staff members in mind too. The different types of harassment were also discussed.



This was followed by the nature of harassment and the effects of harassment on the victim. These effects were divided into psychological effects and the physical effects. Following this, students were shown 4 sets of 2 pictures and were asked to tell which of the pictures depicted harassment.

This was done in order to break the myth that harassment can happen only physically. This was done by talking about the punishments that has been dictated by the UGC for perpetrators of sexual harassment and the way by which the students can help themselves. The session ended with handing out a form that had the different behaviors that constituted as sexual harassment and the ones that were NOT sexual harassment. This was done to create awareness and also to make the students differentiate between normal behavior and harassment. The session was concluded with a discussion about the recent “mass-molestation” of women, at the New Year Party at Brigade road, Bangalore where the students strongly opinionated that it is a severe form of harassment and one that needs to be dealt with a more stringent punishment.



Feedback: The students mentioned that they were made aware of harassment and that they could understand the different forms. They also mentioned that they would like more sessions regarding gender sensitization.

55. A session on - “Exam Anxiety and Time Management for Pre- University Students” conducted by Supriya Christopher, the campus counselor at Sri Bhagwan Mahaveer Jain PU College, VV Puram on the 20/01/2017.

One hour session for students at Sri Bhagwan Mahaveer Jain PU College, at VV Puram campus on 20th January 2017 on the topic was “Exam Anxiety and Time Management”, for 1st PUC students in a classroom set up of 30 students in the class by Ms. Supriya Christopher, the Campus Counselor.

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Test anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert.

Time is more valuable for young people who have nothing to lose but their time. So it is more than an essential for youngsters to rather not waste their time and manage it efficiently. Time-management helps us to get more work done in due time, and we can focus on becoming better than what we are now.

The speaker went on to discuss on how to divide time in small chunks, and assign it according to priority of tasks needed to be done first. At the same time, we apply lean management, and save time by avoiding things which are non-productive or non-essential.



All you need is to get more done in a less time. And that is not possible without a flawless system. So, you need to make a flawless-yet-flexible system to get successful both in your personal and your academics. Your time is valuable and limited, so make it count. A successful transition into young adulthood requires that a person find a balance across competing activities in order to accomplish their daily responsibilities. Taking on too much or simply not knowing how to manage time efficiently may result in stress.

An open discussion was conducted where in students expressed that they were going for tuitions and some of them had work to do after they went back home and hence they did not have enough time to prepare for their exams.



The speaker also made the students understand that it was important for them to prepare a time table while they were preparing for their exams. If they had a time table set then it would be easy for them to complete their studies within a short span of time. The speaker also discussed on a few tips on how they could manage their time.

10 time management strategies:

- 1 **Write a “to-do” list:** A “to-do” list serves as a reminder of the important tasks that you need to prioritize. Tackle the most important tasks first. You should post the list in a prominent place with easy access such as on a bulletin board, refrigerator, & calendar.
- 2 **Prioritize your work constantly:** Decide what important task is to be done first. The use of a weekly planner can help remind you of your short-term goals such as reviewing lectures and studying for exams.
- 3 **Find a dedicated study space and time:** Determine a place to study where it is free of distraction from friends, family members, or hobbies.
- 4 **Budget your time to make the most of it:** Creating a weekly schedule will help you determine how much time you spend on your daily/weekly academic and non-academic activities.
- 5 **Work out your optimum study method:** Determine the best time and situations for you to study and work efficiently.
- 6 **Be realistic about the time you spend studying:** Academic work takes a lot of time, Put extra time into thinking, analyzing, and understanding your work, but try not to be a perfectionist.
- 7 **Focus on long-term goals:** Prioritizing and scheduling time to complete your immediate and short-term goals will lead you to the successful accomplishment of your long-termgoals.
- 8 **Solicit help when you need it:** Let family members know your study schedule and don’t hesitate to seek help.
- 9 **Don’t be afraid to say “No”:** Saying no is sometimes difficult to do. Decline politely and be clear with your reason. Negotiate a time when you are free to comply with the request or to socialize with your friends.

- 10 Review your notes regularly:** Reviewing your notes will help you prepare for the next class and to think of questions you may ask for clarification.

The session was concluded by the speaker given the students a few tips on managing their time effectively. The feedback was taken by the students where they expressed their thoughts about being happy for the session to be conducted, they have mentioned that they were a bit anxious about preparing for their exams and it was a good topic to have been discussed especially with the exams approaching.

56. Guest session on “How to use emotional intelligence for improved managerial skills by Dr. Uma Warriar at Harman Whitefield campus on 18/01/2019

Beyond the traditional leadership roles and responsibilities, today’s workplace uncertainty requires leaders to be much more sensitive about what matters most to their employees. Too many leaders assume that their colleagues have the same drive to succeed and willingness to sacrifice in order to advance as they do. Everyone is different and leaders must be more mindful to embrace those differences and strategically leverage them to create and sustain unique opportunities within their departments and for the business. This is where Emotional intelligence comes handy for a manager



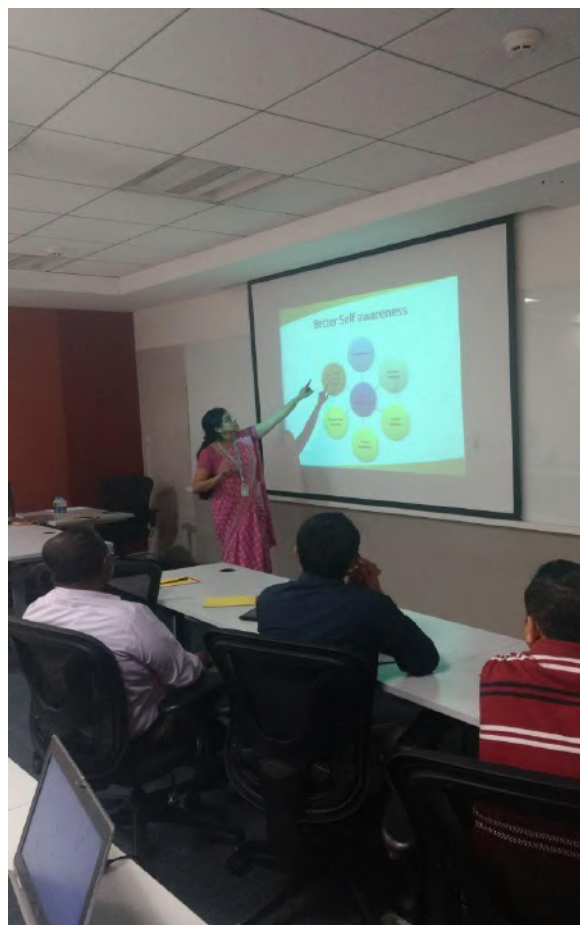
Harman connected services is the IT arm of Harman International Industries is the parent company, which up until 2015 had three primary business units- Lifestyle, Connected Car and Professional. The company acquired two companies in succession, Aditi Technologies and Symphony Teleca. Organizational restructuring due to mergers and acquisitions need a great deal of Emotional intelligence on the part of managers to keep the employees motivated. Hence the need for a session on Emotional Intelligence was identified by the company's HR Business partner Shrikanth S. The session speaker was identified based on the competence in the field of Emotional intelligence. Dr Uma Warriar, Chief Counselor, Jain University was identified as the spokesperson owing to her long standing research experience in the field of emotional intelligence. 25 managers and other software professionals attended the session.

The session started with a brief introduction of the resource person by Shrikanth. An ice breaking session followed, where the participants found the session hilarious. Following that, to generate curiosity among audience on Emotional intelligence, seven different situations from the work life of an IT employee was given. The participants were asked to find the best solution for the question connected to each situation. The responses by the audience made them aware of emotional intelligence, rather lack of it.



An example of a situation and its alternative solutions are as followed:

- Your direct report Y escalates an issue to the skip level saying that you favored employee X over him in promotion decision. You know that it is completely baseless, but your higher ups are not happy with the situation. What would you do?
 - [A] You will confront Y , asking for explanation
 - [B] You will ignore that escalation and explain to your higher ups that the direct report is a chronic complainer
 - [C] You will re consider the promotion decision and swap Y with X
 - [D] You will call Y for a one on one and find out why he felt what he felt, help him re align his goals for the next appraisal period with an assurance of support



Speaker mentioned some emotionally intelligent leaders and managers like Richard Branson of Virgin group, Dhirubhai Ambani of Reliance industries etc. How different companies like Microsoft, TATAs, and Mahindra & Mahindra leveraged the use of EI for the betterment of the company was also discussed.

The five basic components of EI, viz a viz Self awareness, Self control, Self motivation, Empathy and Social skills were discussed. Relevant and short videos depicting each of the EI skill or lack of it were shown for clearer understanding of the concept.

Two case-lets depicting EI in the work place were given to the participants and they were made into two groups and the case let was discussed in each group. A spokes person from each group discussed how they will resolve the EI problem in the specific case.



This was followed by discussing the strategies for improving each of the EI components. For improved Self awareness, strategies like Regular introspection, Notice your feelings & behavior on daily basis, Solicit feedback, Have courage to be wrong, Admit mistakes when you are wrong, Give a honest look at your strengths and weaknesses, Say “ STOP “ sub vocally when you encounter irrational thoughts and cognitive distortions etc were discussed.

For improved Self control, strategies like Sticking to schedule, being accountable, Pausing before deciding, accepting uncertainty, asking an expert, calling a trusted friend, going to the gym for regular physical exercise, practicing Yoga for stronger mind etc were discussed. ZIPPER technique was discussed for better self control.

For improved Self motivation, Doing 5 tiny noticeable things, finding larger reasons to love your job, reading inspirational books, planning SMART goals, stopping comparison, Positive self talk and Mindfulness were suggested.



For improved Empathy, strategies like Listen attentively- Practice active listening, visualize yourself in the situation as told by the other party, Examine your own attitude & Motives, Show genuine interest in others, Take time to acknowledge & thank others, Celebrate even small success of your friends and well wishers, practice the Golden rule from Bible: “Do unto others as you would have them do unto you” were suggested.

For improved Social skills, strategies like Effective communication, learning the art of persuasion, practicing assertiveness, walking the talk etc were discussed. The session concluded with an ABCDE model of EI which is: Antecedent, Belief, Consequence, Disputing the disempowering belief, and enjoying the improved Effect.

Feedback was taken for the session and the employees found the session very informative and practical oriented. They felt the awareness of EI will help them to take informed decisions. Longer sessions in future were another point the employees made. Posters with photographs of the session were made and displayed at different places in the office for generating more awareness about the session among the employees. Based on the feedback, other campuses of the company have requested EI session for their employees too.

57. An orientation session by “LeanOnMe” an online counseling service providing portal for students of center of Management Studies, Jain University on 28/01/2017

In this fast paced world, application based counseling is the need of the hour. Accessible throughout the day, in any place you are, all you need is an internet connection to install the application and once that is done, the world can now access mental health seeking, across countries. Considering the youth life which is largely technology driven, Jain university students guidance and counseling centre - Vishwas considered collaboration with a technology driven mental health provider called Lean on me. The objective on considering the collaboration is that, campus counselor's presence may not be sufficient enough for a student to access help when needed.



Based in Bangalore, LeanOnMe deals with emotional wellness of individuals as a priority. They provide counseling and advisory services via the app on the weekdays from 10 am to 6 pm, which is expected to expand into a 24/7 service. The sessions are expected to increase the counseling network, already provided by Vishwas.

The service is considered on a pilot basis with limited user application and based on students' feedback; the reach can be made wider. An orientation session was conducted for students to help them understand the use of the chat app by the team of Lean on me on 28th of January 2017 at Center for Management Studies, Jain University.



Attended by close to 80 students from a multicultural degree background ranging from journalism to management, the programme was aimed at introducing the idea of LeanOnMe to the students. The panel included four people, who were from the core team of the organization, and Dr. Uma Warriar who represented the Student Guidance and Counseling Unit, Vishwas. The session was presided over by Mrs. Jennyfer who gave a quick summary on how to use the app, followed by talks by Mrs. Latha Jacob and Mrs. Mary Paul, experts in the field of Counseling for the last 3 decades, who spoke about the value of a counseling session and demystified certain myths associated with seeking help for mental health. The session was followed by a Q and A session where the students spoke about the technical aspects of the app and also about the different nature of problems that could be addressed in sessions.



The session ended with a vote of thanks and the feedback of the session was given by the students, in a written form. The students mentioned that they found the session to be extremely informative and they were looking forward to passing on the information of services to their peers, in order to take the first step towards seeking help. They also mentioned that the session helped them understand the concept of online counseling in a better way.



58. An “Anger Management” psycho-educative session for MBA students at CMS, JP Nagar on 04/02/2017 by Rakesh K. R

Students are highly likely to face pressures from peer groups, parents and teachers, and are hence bound to feel frustrated at one time or the other. This frustration can end up being expressed as anger. The goal of anger management is to reduce both your emotional feelings and the physiological arousal that anger causes. You can't get rid of, or avoid, the things or the people that enrage you, nor would you be able change them, yet you can learn to control your reactions.



“Anger Management” psycho-educative session by Mr.KR Rakesh, the campus counselor at Jain College, SET Campus was conducted for HR students of CMS B-school, JP Nagar on 4th February 2017. The session titled, “TO BE OR NOT TO BE ANGRY? - Demystifying anger so that you can become an emotional warrior” is the first session of the Life Skills for Managers series to introduce the MBA students to the various skills that they might need in their pursuit to become efficient professionals. The session was attended by 180 students who belonged to first year MBA (CMS, Jain University), which was of two hour duration. The session was begun with introductory talk by Dr. Uma Warriar, Chief Counselor who gave a general description of Life Skills for Managers series developed by Vishwas. It was followed by introduction of speaker to the students.



KR Rakesh started off the session with a video clip of anger shown in popular TV serial 'Friends' as an ice breaker to initiate the topic. Handouts were handed to the students which contained all the information. After this an activity was conducted to identify if the situations given in the handout triggered anger in them. The rationale of the activity was that if the students are able to identify what situations trigger them, they can be prepared for it. Then it proceeded with a discussion to understand anger and how to identify it.

The speaker pointed out that just identification of anger components isn't enough so he made them aware about the techniques and strategies of the anger to control their anger.

There were 5 techniques:-

1. Time Out
2. Get it out
3. Cool it
4. Squeeze it
5. B-F-C Technique

Then the speaker went on to talk about how one can approach a mental health professional if the students were not able to or may perhaps not use these self help techniques. He compared mental health professionals to any expert in IT field. He said if one had an issue with his/her electronic device one would approach IT professional after trying to solve it

themselves, but in case of mental health issue, one stops at self help and admits defeat. Now he showed a video clip from the movie 'Avengers' which focused on the superhero Hulk who is known for his anger. The speaker used this as an example to show how hulk is able to use his anger and add value to an already strong group of superheroes. He concluded the session by saying that you can always find a better way to deal with anger.

Feedback: Most of the students were happy with the session and mentioned that they got to learn quite a lot from it. The students stated that they were looking forward to many more sessions.



59. Lecture on “Unhelpful Thinking Styles” by Anil Iyer, the campus counselor, at SCS Campus, Jayanagar on 22/02/2017 for final year students

Anil V, the campus counselor conducted a session for students of 6th semester B.Com. C+ D and G section students. This session was conducted on 22nd February, 2017 for two hours. The campus counselor presented a lecture on ‘Unhelpful thinking styles’ with an intention of helping them decode their thought patterns as they are graduating in few months and enter into professional or corporate world. This session were attended by 45 students.

The speaker introduced the topic unhelpful thinking patterns / cognitive distortions and the need to become aware of it. The speaker spoke about the assumptions created for over a period of time makes us feel less worthy leading to low self esteem. The different styles of unhealthy thinking patterns namely over generalizations, mind reading, emotional reasoning, black and white thinking, catastrophizing, Mental Filter, Maximizing and minimizing and so on.

The definitions of these unhelpful thinking patterns, the reasons for it, the consequences of the same were explained and elaborated. Case studies of the same were given to through more light on the negative thought patterns.



Students were explained with some ways to overcome negative thinking patterns like checking for validity, using double standard method or survey method and so on. They were also educated on the effects of negative thoughts on physiological health resulting to anxiety issues, depression, stress and psychosomatic illnesses and so on.



All students were asked to understand and relate to the distortions they carry and were also told to become more aware of the cause for it and work on overcoming the same. Importance of detecting, debating and discarding these thoughts were emphasized throughout the session.

60. Dr. Uma Warriar invited as Chief Guest International Women's day celebration on 04/03/2017 at St Claret college campus.

International Women's Day was celebrated at St. Claret College on 4th of March 2017 at the college auditorium. More than 1000 under graduate students and 100 staff members attended the program. Women's day celebrations are conducted every year at the campus, by inviting women who have achieved success in life. This is an Endeavour by the college management to enlighten and guide the girl students and get them prepared for the future challenges in life after college years. This year, the Chief Guest for the Day was Dr. Uma Warriar, Chief Counselor, and Jain University. Other guests were Dr. Sabu George, Principal and Rev. Fr. Vineeth George, Vice principal.



The celebrations started off with an Inaugural song rendered by the college choir and the college dance team. After the customary introduction of the chief guest, the session was started by the speaker.



International women's day is celebrated year after year, across the world to felicitate achievements and contribution of women, for better women empowerment and to promote equal rights. This year's theme of International women's day is "Be Bold for the change". The theme address the internal inhibition women have in expressing themselves and reaching out. Effort has to put in by the women themselves to be bold for achieving the core purpose of International women's day. Speaker emphasized the importance of conducting international Women's' day for motivating young girls to strive better and reach higher levels of empowerment.

The speaker discussed the latest statistics of women in the workforce .As per the latest census, 48 % of Indian population consists of women, which is almost half of the Indian population. But the % of working women is abysmally as low as 27%. Indian government has put in place much labor legislation and acts to protect the pride, dignity and equal rights of women. So many organizations like IBM, Accenture, L & T, Harman, TCS and the like promote gender diversity extensively at the work place. There are many government job reservations for women to ensure the workplace is made inclusive. In spite of all these supporting and enhancing acts, still women do not feel empowered. Speaker attributed the cause of such contradicting outcome to, lack of confidence in women to break through the glass ceiling.



Centuries of oppression of women by men in the society has made women very unsure of their capabilities and achievements. Many well placed women employees cracking down at some point in time, mostly because of the family responsibilities vested on them.

They hesitate to be heard, they hesitate to wholeheartedly accept a well deserved compliment regarding their competence, and they hesitate to take the best pick because they believe their male counterparts are more worthy of it.

The speaker urged the audience to break the stereotype in their minds. Women need to stop thinking that they are weak and they should always settle with the second best.

Women should take initiative in propagating this message rather than leaving it in the hands of men. The speaker shared some thoughts the young women must consider for a brighter, better world, not only for women, but also for young boys and men.

The need for women to have SMART goals in life was emphasized by the speaker. An individual may have career goals and personal goals. Having a goal is not good enough; chasing the goal passionately till the achievement it is equally important.

Speaker stressed the importance for women to be financially self sufficient by being employable for more than one reason. Investment in terms on money, time, and effort are the same in educating a child, irrespective of the gender. Then why would a girl compromise on employment, especially when it is well deserved? Being self sufficient is great feeling.

Irrespective of the financial background, it is important to be employed and be well paid too. Statistics suggest that women get only 75 % of what men get for similar jobs with similar qualification and experience. It is time women challenge this practice and be assertive in communicating the expectations from the job.

The importance of having a “Simple living, high thinking strategy” to keep oneself grounded was narrated by the speaker by citing a personal example. Positive feelings like being thankful to people who help one to achieve their goals is very important in life. We are what we are because of the help and effort of many people .Fostering an attitude of gratitude keeps one more positive, happier, and more likeable, improves your employability and reduces loneliness and isolation. This has a long term impact, which gives one a sense of contentment in life.

Speaker also gave guidance to girl students on how to effectively choose a life partner. Women often get confused when it comes to choosing their life partners. Who is the right person for you? Women should know the difference between a man who spends lavishly on you and a man who invests in her. A man who cares for the growth and supports her during the difficult times is a better choice any day than a man who gets her goodies but does not have time to spend with her!

Speaker introduced the concept of “She-roes” on the lines of a Hero. We can develop ourselves to be a hero. Never leave an opportunity to excel in every walk of life, whether it is education, sports and games, extra-curricular activities, Self defense coaching, physical fitness or mental fitness. Actions speak louder than words and instead of competing with men for equality, let us equip ourselves with the required skills to equal or even out do men.



The next concept discussed by Dr Uma Warriar was the problems encountered by women who are successful in career. Successful women have a bigger challenge to handle- Loss of likeability. Unfortunately, for women Success is inversely proportionate to likeability. The more successful you are, lesser is your chance of being liked by others.

Keeping this in mind, never push yourself to an extent where people start moving away from you. Have the right balance of success and likeability, because as women we also care for being accepted and likeable.

Importance of prioritization, especially for working women was discussed. Prioritization is the key to successful time management. Stephen Covey in his book "First things first" speaks about the importance of prioritizing the most important things in life, which need to be given utmost time and importance. Lesser things can always wait. Exercising your priority in life and sticking to your priority can pre-empt many future heartburns. Once the priority is made, stick to that, come what may.



Speaker stressed the point of having the right mentor in life. Having a right mentor at different stages in life will save a lot of your time and energy, which could be used for other productive causes. All you need to do is to try and self learn in the field you want to excel

so that it makes you mentor ready. Need to remain positive even at the face of adversity, learning how to handle appreciation and praise, perils of comparing ourselves with more successful people and brooding over it were all the other points discussed by the speaker.



The session concluded with four learnable lessons from the life of an ant. To never give up, stay positive even in crisis; never take success and abundance very seriously and finally doing all you can when you can!



Session was followed by a question and answer session. Many girl students expressed their fear of them getting married immediately after education. Some wanted to know how they could help their mother to be more assertive and be heard. Speaker responded to their queries. Feedback was taken and students' expressed their desire to have more of such sessions in smaller sized groups.

61. Guest session titled “Women- It is time to lean in “for Women’s day celebration at Harman connected services technologies on 06/03/2016 by Dr. Uma Warriar at Harman’s Manyata facility

Women’s day celebrations have become a part of organizational culture, as the current wave of inclusive organization is catching up across industries. Harman connected services – Manyata faculty conducted a week long Women’s’ day program to felicitate the contribution of women in the society- at work and at home. A two hour guest session was planned on 6th March 2017 by Dr Uma Warriar, Chief Counselor of Jain University with an aim to motivate women employees.



After the customary introduction of the speaker, the session started with the speaker asking the audience about what they wanted to become in life when they were pre-school children and who nurtured or motivated and who / what stopped them from attaining the ambition

of being what they want . Surprisingly, not a single participant ever mentioned that they wanted to become a software engineer, which is their current profession. All of them wanted to become multiple designations like a pilot, film director, dancer, doctor, astronaut, journalist, IAS officer etc. They all did not pursue their dream because of various reasons – majority saying that the reason was because they were “Girls “and not “Boys”. This set the platform for the guest session

The session was titled “ Women, it is time to lean in “ to indicate that women should consider expressing themselves and making them visible and audible, take support when needed, and accept compliments when given.

After a brief introduction to the concept of women’s day which is “Be bold for change”, the speaker had an interactive session with a group. Spokesperson opined that centuries of oppression of women by men in the society have made women very unsure of their capabilities and achievements. Many well placed women employees cracking down at some point in time, mostly because of the family responsibilities vested on them. They hesitate to be heard, they hesitate to wholeheartedly accept a well deserved compliment, and they hesitate to take the best pick because they believe their male counterparts are more worthy of it. Speaker urged the women to break the stereotype in their minds. Women need to stop thinking that they are weak and be bold for the change. Women should take initiative in propagating this message rather than leaving it in the hands of men. Handling the “enemy within” is the first step towardsempowerment



Importance of having smart goals in life and being assertive in communication was emphasized. Capturing every opportunity to excel in every walk of life, whether it is education, sports and games, extra-curricular activities, Self defense coaching, physical fitness or mental fitness is very important for a woman. Action speaks louder than words and instead of competing with men for equality, women should equip themselves with the required skills to equal or even outdo the men.

Successful women have a bigger challenge to handle- Loss of likeability. Unfortunately, for women Success is inversely proportionate to likeability. The more successful one becomes, the lesser is one's chance of being liked by others. Keeping this in mind, women should not push themselves to an extent where people start moving away. It is important to have the right balance of success and likeability.



Having a right mentor at different stages in life will save a lot of time and energy, which could be used for other productive causes. So, women need to look for the right mentors in their life. Getting “mentor ready” by garnering sufficient knowledge in the area one needs to excel will expedite the progress of success. This can be done by joining certification programs or doing an additional academic program while working.



Winning attitudes like acceptance, letting go, having a beginners mind etc will help one to scale heights in career and life. Speaker emphasized the importance of not comparing apples to mangoes- comparison between two different entities. Inculcating reading habits will do a lot of good for the progressive minds. Reading books is not only a motivator, but also a navigator in life. One gets to learn different perspective about things, people and situation when you invest time in reading



It is often seen that women find it very difficult to handle appreciation. Somewhere deep down there is a self doubt – Am I worthy of these words of praise? This is a result of centuries of oppression. Women are hard wired to believe that they are second to men. It is time we learn to break this stereotype and accept appreciations with a pleasant “Thank you “. Stop going through the imposter syndrome and start believing in yourself. Few years ago Sheryl Sandberg, COO of Facebook, said, “Far from feeling powerful, I felt embarrassed and exposed” when she was given 5th rank in the list of most successful women in the world by Forbes magazine

It is difficult for women to convince the other party about what one wants out of a situation in a straight jacketed manner. Remember, we still live in a male dominated society. Instead of losing an argument, negotiating the point of view by legitimizing it and putting across in a less “Top down” communication will be more effective. Bottom line is, winning the war is important, not losing many small battles! Session concluded with the ant philosophy of “Try all you can, Never give up, be optimistic and forward looking and be prepared for the unforeseen misfortunes in life.



The session was followed by question answer session where the women employees expressed their challenges in work life extended work hours, short deadlines and constant need to upgrade, which is throwing them off balance. Speaker reiterated the concepts of prioritization and delegation of non core activities in personal and professional life. Better time management will help the employees to integrate work and life in a better way.

Written feedback was taken and the employees expressed their wish attend more such sessions which are women oriented.

**62. Sankalp – 03, Faculty Development Programme- ‘Decoding the Teens’
conducted on 31/03/2017 at SBMJC, J C Road, Bangalore for PU
academicians.**

Adolescence is a unique period in human life. “Youth” is best understood as a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of a community (UNESCO). Current generation of emerging adults is vibrant, tech savvy, impulsive and easily distracted. Technology boom, coupled with many other paradigm shifts in socialization process like single parenting, increased competition, more purchasing power, wider economic divide between rich and poor have thrown more challenges during their growing up period. Multiple forces working on them have made them less resilient and they tend to seek immediate gratification of needs.

Today’s youth face social and psychological challenges. Some of the social challenges faced by the youth are: social interactions with family & relatives, peers, teachers, employers etc, handling difficult situations like combating body image perceptions, negotiating with social issues in the families, societies and institutions in order to lead a respectful productive life. The psychological challenges faced by today’s youth are: coping with emotions arising out of hormonal changes, productively handling stress, handling substance abuse tendencies and sexuality .All these factors could pre dispose the adolescents to be more vulnerable to mental health challenges which demands help and support from mental health care sector.

Mental health care sector is very different from general health care. Mental illness is not a topic which is easily discussed in our society. There is often a stigma attached to it. A person suffering from mental health challenges are many times not in a position to make decisions for themselves for treatment. The treatments required could also be not acceptable to the patient. To complicate the situation further, our nation is known to have very limited mental health resources. According the latest survey on mental health, there is one psychiatrist available for one lakh Indian population. According to the survey conducted by NIMHANS around 14 % of India is suffering from some form of mental illness and around 2% need immediate intervention. When there is a wide divide between required resources and available resources, the onus of mental well being of adolescents is vested with social institutions like colleges. This emphasizes the need of counseling services at colleges for students to easily access help when needed.

The counseling services have a long standing history since the year 2004 in JGI, where the services were rendered in silos at different campuses like CMS and SGS campuses. Since the inception of Jain University, the counseling services of different campuses were brought under the umbrella of Vishwas in the year 2009 under the leadership of our chairman, which was closely monitored by Vice chancellor of Jain University and guided and nurtured by Registrar and Dean of students' welfare of JU. This centre tries to help students overcome various social, occupational and educational issues and support for better wellbeing. With counselors spread over the campuses, Vishwas has tried to reach out to students at the Pre University level as well. Confidentiality is maintained for the service and information. It is an altruistic effort on our part and the services provided by Vishwas are not chargeable.

Sankalp is a series of faculty development programs conducted by Vishwas, starting with the state level FDP for academicians of different universities across Karnataka in the year 2015, in collaboration with White Swan Foundation, an NGO in the field of mental health at CMS campus. The theme of Sankalp is heavily drawn from one of the principles of Jainism, "Live and let live". The application of that mantra here is "letting other people to make their choices, while you are allowed to make your own choice "without disrupting the ecosystem.

This year's FDP “ **Decoding the teens** “ is the brainchild of Dr BT Venkatesh who believes in nurturing the talents and building bonds by conducting “ Sammelan “- annual meet of PUC teachers year after year .

It is a tailor made session for the requirements of PUC teachers. PUC teachers handle the most challenging aspect of teaching- Handling the emerging adults who are vibrant, tech savvy, impulsive and easily distracted. Sankalp 3 is aimed at bringing a better understanding among the teachers of teenage students, on why the adolescents behave in a particular way and what we can do to help them to become more stable in the campus so that their learning curve is much sharper.

The topics covered by the speakers are considered after a lot of deliberation. To ensure a definite session take away, FAQs were collected from PUC teacher of all the campuses, who readily contributed their queries on handling adolescents. The FAQs are shared with the experts well in advance to elicit the expert opinion on the felt need of teaching community. The information collected is shared in the form of information handbook to the teachers. The session is intended to facilitate more understanding between teachers and students, more productive classrooms, more parents appreciating our group of institutions and more students joining Jain University from PUC. This is a small give back to the mother unit of JGI from JU Vishwas, which is one of the tributaries of JGI.



Vishwas- the Jain University Student Guidance and Counseling Centre organized 'Sankalp 03', a faculty development program, 'Decoding the Teens', on the 31st of March, 2017 at Jain University, J C Road. The programme was conducted to cater to the needs of Pre-University College teachers of the various Jain University campuses of Jayanagar, VV Puram, JC Road and RR Nagar. The objective of the programme was to equip teachers with better understanding of how teens function and what motivates them, thus enabling them to effectively manage them in classrooms.



The programme commenced at 8.30 am with an introduction to the objectives of the programme, followed by an invocation by Ms.Vandya Bhat. Dr Uma Warriar, Chief Counselor, Jain University addressed the gathering and welcomed them to the half day program.



The technical session commenced with Dr A. Jagadish, Psychiatrist and Director of Abhaya Hospital. Dr Jagadish spoke on biological and environmental aspects of teenagers, as the theme assigned to Dr Jagadish was “*understanding the teens*”. Dr Jagadish started the session with quotes by Dr Abdul Kalam and the Prime Minister, Mr. Narendra Modi to emphasize the importance of the contribution of teenagers in society. Dr Jagadish provided the faculty with insights into the teen brain, which undergoes constant change in terms of its ability to capture information, the behavioral changes that occur during these years and the observable increase in risk-taking. He emphasized the important role teachers’ play in motivating the students, as their level of motivation is often lesser than that of adults. Dr Jagadish emphasized the need for newly hired teachers to undergo adequate training so as to deal with the stressors of teaching, the most prominent stressor being the accountability of the students' performance.



Dr Jagadish urged the teachers to look out for signs of learning disabilities and the tendencies of self-harm, as these are the signs which are very often missed by the parents. Another important observation Dr Jagadish shared was the ineffectiveness of parent-teacher meetings that involve addressing the parents as a group. One-to-one interactions between the parent and the teacher and between the management and the student are essential for resolving conflicts productively. Another insight shared by Dr Jagadish was that most psychological disturbances has its root emerging from the 15-25 years of one's life, thus making it imperative for teens to be provided with help whenever they may need it. The pertinent issue of addiction and the importance of Morning Prayer and yoga were also covered.



The first session ended with interesting queries from the attendees, like how to manage reports of sexual harassment, how to deal with difficult parents, etc. Dr Jagadish was then felicitated by the President of JGI, Dr Chenraj Roy hand.

The first session was followed by the video presentation of the various activities of Vishwas, from its inception to the present. This was followed by the Presidential address by Dr Chenraj Roychand, President JGI. Dr Chenraj spoke about the need for each one in

the audience to have faith in the system and importance of perseverance and resilience, citing the growth of Vishwas over 7 years amongst many adversities. Dr Chenraj highlighted the importance of passion for teaching and the need for every teacher to also become a psychologist in his or her approach towards students



Dr Chenraj Roychand spoke about need for teachers to touch the lives of students, by helping them to handle challenges beyond the classroom set up. Dr Chenraj highlighted the need for parental involvement in enabling their ward in developing the right value system, without being a helicopter parent.



The second speaker for the day was Dr Ali Khwaja, the founder and Chairman of Banjara Academy. The session scope was “*managing the teens*”, probably one of the most difficult tasks faced by teachers. From emphasizing the importance of the simple act of smiling at a student in enhancing the teacher-student bond to the necessity of holidays for allowing teachers to recharge, Dr Ali covered a plethora of interesting observations and insights. He pointed out that 'asocial' students needed as much attention as anti-social ones, as both indicated underlying disturbances. As Google has now become the first and last resort for any kind of information, Dr Ali implored the faculty to 'join the students, if they cannot beat them' with their knowledge, indicating the need for teachers to change their methods with time.

Dr Ali also talked about the conflict that arises when teens act as part-time adults and part-time children, which is a challenge in itself. Dr Ali persuaded the teachers to allow this change rather than punishing them for it. Dr Ali insisted that teachers should “Walk the talk” by being the role models for others. Teachers should walk into the class in time, should do things what they expect students to do.



Another aspect that was brought to light was the importance of stimulating the curiosity of the students and allowing them to think for themselves by first becoming more passionate about the subject that they teach. It was necessary to eat, live and breathe the subject, so that the student to feel motivated to understand it. The session came to an end with several queries being posed to the speaker, like how to deal with habitual latecomers, what could be learned from teens, etc.

Dr B. T. Venkatesh, Director, PUC studies of JGI felicitates the speaker. Dr B. T Venkatesh proposed vote of thanks to appreciate the work of individuals behind making the programme a success, including the President, Dr Chenraj Roychand, the Chief Counselor, Dr Uma Warriar and her team, the speakers, Dr A. Jagadish and Dr Ali Khwaja, and the volunteers of 1st year M.Sc Psychology who helped in the organization of the programme.



The programme concluded by 1.30 pm with the distribution of certificates and a grand lunch. The participants have shared their feedback. The participants gave an overwhelming positive response for the program. Most of the participants wanted such sessions twice a year. A few of them have mentioned that such sessions have to be extended for students as well as parents. The session on “Managing teens” by Dr Ali Khwaja, has been most helpful as it dealt with practical ways of handling teens in a better way.



The participants observed that the programme was a grand success in its content, organization and implementation, and helped the faculty in changing their mindsets to become more open to understanding and managing teenagers, one of the most vulnerable age groups. The objective of conducting the session seems to have fulfilled.

**Vishwas Jain University psychological counseling details Personal Counseling
report for the academic year 2016-2017**

1	Total no. of sessions with the counselor	507
2	No. of students referred by teachers	69
3	No. of students visited by self	105
4	No. of students referred by friends (Peer References)	04
5	No. of students recognized by counselor	01
6	No. of staff met	14
7	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	65
8	Students referred by Parents	08
9	No. of parents met	30
10	No. of parents spoken over the phone	06
11	No. students counseled over the Phone post college hours	07
12	No. Students under medical help and under counselor's observation	03
13	No. of Ex students counseled over the phone, through internet etc	05

Vishwas: Personal Counseling report of Center for Management Studies
(June 2016 to April 2017)

1	Total no. of sessions with the counselor -	76
2	No. of students referred by teachers	08
3	No. of students visited by self	17
4	No. of students referred by friends (Peer References)	-
5	No. of students recognized by counselor	-
6	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	02
7	Students referred by Parents	01
8	No. of parents met	02
9	No. of parents spoken over the phone	-
10	No. students counseled over the Phone post college hours	01
11	No. Students under medical help and under counselor's observation	-
12	No. of Ex students counseled over the phone, through internet etc	-

Vishwas: Personal Counseling report, School of Graduate Studies (May-2016 till April 2017)

1	Total no. of sessions with the counselor -	57
2	No. of students referred by teachers	12
3	No. of students visited by self	13
4	No. of students referred by friends (Peer References)	02
5	No. of students recognized by counselor	-
6	No. of staff met	4
7	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	7
8	Students referred by Parents	0
9	No. of parents met	1
10	No. of parents spoken over the phone	1
11	No. students counseled over the Phone post college hours	1
12	No. Students under medical help and under counselor's observation	1
13	No. of Ex students counseled over the phone, through internet etc	-

Vishwas: Personal Counseling report, School of Commerce studies

(May 2016 to April 2017)

1	Total no. of sessions with the counselor -	178
2	No. of students referred by teachers	12
3	No. of students visited by self	38
4	No. of students referred by friends (Peer References)	2
5	No. of students recognized by counselor	-
6	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	27
7	Students referred by Parents	1
8	No. of parents met	2
9	No. of parents spoken over the phone	1
10	No. students counseled over the Phone post college hours	2
11	No. Students under medical help and under counselor's observation	1
12	No. of Ex students counseled over the phone, through internet etc	3
13	No. Of Teaching and Non-teaching staff met	3

**Vishwas: Personal counseling report, School of engineering and
technology (May 2016 to April 2017)**

1	Total no. of sessions with the counselor	8
2	No. of students referred by teachers	4
3	No. of students visited by self	1
4	No. of students referred by friends (Peer References)	0
5	No. of students recognized by counselor	0
6	No. of Staff met	0
7	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	1
8	Students referred by Parents	0
9	No. of parents met	2
10	No. of parents spoken over the phone	1
11	No. students counseled over the Phone post college hours or telephonic Session	1
12	No. Students under medical help and under counselor's observation	0
13	No. of Ex-students counseled over the phone, through internet etc	0

**Vishwas: Personal counseling report at Sri Bhagwan Mahaveer Jain PU
College, Jayanagar (July 2016 till March 2017)**

1	Total no. of sessions with the counselor	55
2	No. of students referred by teachers	6
3	No. of students visited by self	8
4	No. of students referred by friends (Peer References)	-
5	No. of students recognized by counselor	-
6	No. of Staff met	-
7	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	4
8	Students referred by Parents	-
9	No. of parents met	1
10	No. of parents spoken over the phone	-
11	No. students counseled over the Phone post college hours or telephonic session	2
12	No. Students under medical help and under counselor's observation	1
13	No. of Ex-students counseled over the phone, through internet etc	2

Vishwas: Personal counseling at Sri Bhagwan Mahaveer Jain PU
College, VV Puram and Jain College, RR Nagar
(July 2016 till March 2017)

1	Total no. of sessions with the counselor	105
2	No. of students referred by teachers	27
3	No. of students visited by self	10
4	No. of students referred by friends (Peer References)	0
5	No. of students recognized by counselor	1
6	No. of Staff met	5
7	No. of students who went through repeated sessions and are on regular monitoring by counselor/ teacher	25
8	Students referred by Parents	5
9	No. of parents met	24
10	No. of parents spoken over the phone	2
11	No. students counseled over the Phone post college hours or telephonic session	1
12	No. Students under medical help and under counselor's observation	0
13	No. of Ex-students counseled over the phone, through internet etc	0