

Record of Discussion of Online Session on ‘Capacity Building for Promoting Positive Mental Health, Resilience and Wellbeing’ held on 24.05.2024 at 10 AM.

An online session was organized for the nominated faculty members of identified Higher Education Institutions (HEIs) on ‘Capacity Building for Promoting Positive Mental Health, Resilience and Wellbeing’ on 24.05.2024 from 10.00 AM.

2. Capacity Building on Promoting Positive Mental Health, Resilience and Wellbeing has been conceptualized by Department of Higher Education, Ministry of Education as one of the initiatives under Integrated Approach to Promoting Positive Mental Health, Resilience and Wellbeing in HEIs, which was launched on 01.05.2024 to implement different initiatives designed. The program has been envisaged to regularly develop capacity of the faculty members of the HEIs and to adopt & disseminate practices that help in promotion of students’ mental health and wellbeing.

3. The modality of the online capacity building program includes 2 sessions per month with 10 participants for each session from the identified set of HEIs starting from the month of May 2024. For the month of May 2024, two sessions were planned; first on 10.05.2024 and second on 24.05.2024. For the session held on 24.05.2024, 88 participants attended the session. **The list of participants is attached in the annexure.**

4. Under Secretary, Higher Education welcomed all the resource partners and distinguished faculty members to the online capacity building session. He briefed about the genesis of the program and emphasized the significant benefits that the session would offer to all participants, stressing the importance of the discussions and insights to be shared.

5. Dr. Jitendra Nagpal, Senior Psychiatrist & Program Director, Expressions India as a resource partner for this capacity building program began the discussion by underlining the unique demographic advantage India currently enjoys – a “demographic bonus” he termed it. He stressed that this window of opportunity hinges on strengthening the bond between mentors and mentees. He pointed towards the National Education Policy (NEP) 2020 as a source of solutions, advocating for a holistic approach to education that transcends purely academic pursuits and emphasized the need to redefine success, looking beyond grades and traditional subject mastery. He then delved into the concerning statistics surrounding youth mental health in India. He presented data from the National Mental Health Survey (NMHS), highlighting the urgent need for social and psychological

support for students. He underscored the importance of early identification and intervention, emphasizing that mental health is an inseparable component of overall health, not merely the absence of mental illness. Furthermore, he delved into the ongoing debate between IQ and EQ, stressing the crucial role emotional intelligence plays in well-being.

6. Dr. Ameeta Mulla Wattal was invited as a resource partner to broaden participants' understanding on life span perspective in the context of mental health, resilience and wellbeing of the youth. She drew the attention of the participants towards the specific challenges faced by young people in the 21st century, particularly in the wake of the COVID-19 pandemic. She pointed out issues like disengagement and a lack of personalization in education and explained how standardized learning models often fail to cater to individual student desires and aspiration, leading to a sense of intense restlessness that manifests in both mental and physical health problems. She further highlighted the stark transition from the highly controlled environment of school to the independent university setting and the drastic shift which can be overwhelming for students who haven't built sufficient resilience. She then proposed a solution-oriented approach. She suggested a paradigm shift in higher education, advocating for the first two to three months to be dedicated to personalized orientation programs which would benefit both students and faculty, fostering open communication, dialogue building, and ultimately creating a supportive learning environment.

7. An interactive session followed, in which participants shared their personal experiences at their respective HEIs. They discussed various warning/ flag signs of mental health issues they had encountered and detailed the interventions they implemented in response. Additionally, they shared the outcomes of these interventions, highlighting both successes and areas of improvement. Some participants also presented best practices from their institutions, sparking a discussion on effective strategies for enhancing mental health support on campuses.

8. In continuation, Ms Aprajita Dixit led an engaging session on 'Early Identification & Intervention in Common Mental Health Concerns', aimed at helping participants gain a deeper understanding of prevalent mental health issues that faculty members in HEIs should address. She encouraged participants to reflect on several critical points: cultivating an environment where students feel comfortable expressing themselves openly within the institution; faculty members playing a key role in preventing the onset of distressing situations for students by creating a supportive and approachable atmosphere; and faculty identifying warning signs in students'

behavior to detect stress and take appropriate action, such as changes in academic performance, withdrawal from social activities, or noticeable shifts in mood or behavior. Furthermore, she emphasized the importance of conveying reassurance to students in a clear and open manner, making sure they understand that seeking help during stressful times is a sign of strength rather than vulnerability. Additionally, she highlighted the need for developing and customizing a mental health and wellbeing framework within HEIs to plan appropriate interventions at various levels, ensuring that support systems are tailored to meet the specific needs of the student population.

9. Professor Naved Iqbal was invited as a resource partner to share his insights on Jamia Millia Islamia's (JMI) University Counselling and Guidance Centre (UCGC) as an exemplar of developing centres of excellence which is one of the scalable practices of wellbeing. In his presentation, he showcased a comprehensive PPT that detailed the history, services and mission of the UCGC, established in 2005 to foster the holistic development of students, enabling them to realize their full potential in both academic and professional spheres, excel in life, and prepare for future challenges. He outlined how, since 2007, the UCGC has expanded its scope to include activities such as remediation, rehabilitation, prevention, and management of psychological issues, alongside personal and career counselling. He explained the centre's structure and activities, emphasizing its core objectives of helping students address personal issues, navigate career decisions, develop crucial life skills, and maintain their mental health and well-being. Additionally, he highlighted the tele-counselling services offered by JMI, which provide accessible mental health support to students remotely. Overall, Professor Iqbal's presentation offered a thorough overview of the UCGC's multifaceted approach to student support, underscoring its commitment to the psychological and professional development of the students.

10. The resource persons called for a concerted effort emphasizing the critical role of collaboration among educators, policymakers, families, and society at large. They stressed that prioritizing mental health and well-being, promoting open dialogue, and cultivating a supportive environment are essential steps for empowering India's youth to flourish and contribute meaningfully to the nation's progress. Furthermore, they encouraged participants to actively document and share the best practices implemented within their respective HEIs. They emphasized the value of exchanging successful strategies and approaches to enhance mental health and well-being across campuses. Additionally, the panelists invited participants to reach out for further guidance and support,

assuring them that they are available to address any additional queries and provide assistance as and when needed.

11. Joint Secretary, Higher Education concluded the session by underscoring the importance of ongoing collaboration to ensure the positive mental health and well-being of students in HEIs and the necessity of documenting best practices by HEIs. She summarized the key takeaways and action items, followed by a vote of thanks.

ANNEXURE

Sl. No.	Name of the Participant	Name of the Institution
1	Ms. Rina Sonowal Kouli	Joint Secretary, HE
2	Dr. Jitendra Nagpal	Senior Psychiatrist & Program Director, Expressions India, Resource partner
3	Dr. Ameeta Mulla Wattal	Resource partner
4	Ms. Aprajita Dixit	Resource partner
5	Prof. Naved Iqbal	Resource partner
6	Prof. Kumar Suresh	Director (Planning and Development)
7	Sh. R.K. Sharma	Under Secretary, HE
8	Dr. Sangeeta Angom	Associate Professor, NIEPA
9	Dr. Anshu Srivastava	Associate Professor, NIEPA
10	Dr. Nidhi Sabharwal	Associate Professor, NIEPA
11	Sh. A.N. Reddy	Assistant Professor, NIEPA
12	Ms. Mona Sedwal	Faculty, NIEPA
13	Prof. Laxmi Kant Mishra	MNNIT, Allahabad
14	Prof. Rajeev Srivastava	MNNIT, Allahabad
15	Prof. A. K. Singh	MNNIT, Allahabad
16	Prof. Shubhi Purwar	MNNIT, Allahabad
17	Prof. Pitam Singh	MNNIT, Allahabad
18	Prof. Yogendra Kumar Prajapati	MNNIT, Allahabad
19	Prof. Shivesh Sharma	MNNIT, Allahabad
20	Prof. Abhishek Kumar	MNNIT, Allahabad
21	Dr. R. Selvi Bharathavikru	IISER, Behrampur
22	Dr. Prosenjit Mondal	IISER, Behrampur
23	Dr. Gohil Singh Thakur	IISER, Behrampur
24	Dr. Somrita Ray	IISER, Behrampur
25	Dr. Parikshit Moitra	IISER, Behrampur
26	Dr. Azhar Mohammed Shaikh	IISER, Behrampur
27	Dr. Senthil Raani K S	IISER, Behrampur
28	Dr. Prem Prakash Pandey	IISER, Behrampur
29	Dr. Md Nasim	IISER, Behrampur

30	Dr. Tanmoy Modak	IISER, Behrampur
31	Prof. Amit Sachan	IIM Ranchi
32	Sh. Aman Kumar	IIM Ranchi
33	Prof. Priya Premi	IIM Ranchi
34	Prof. Deepak Kumar	IIM Ranchi
35	Dr. Vivek Kumar	NIT, Uttarakhand
36	Dr. Jaiverdhan	NIT, Uttarakhand
37	Nitanshu Chauhan	NIT, Uttarakhand
38	Dr. Deepak Kumar	NIT, Uttarakhand
39	Dr. Maroti Deshmukh	NIT, Uttarakhand
40	Dr. Abhimanyu Kumar	NIT, Uttarakhand
41	Ms. Sneha Chauhan	NIT, Uttarakhand
42	Dr. Akhilesh Nautiyal	NIT, Uttarakhand
43	Sh. Kuldeep Sharma	NIT, Uttarakhand
44	Dr. Santosh Kumar Sonkar	IGNTU, Amarkantak
45	Dr. K Venkatesan	IGNTU, Amarkantak
46	Dr. Manoj Kumar Pandey	IGNTU, Amarkantak
47	Dr. Pankaj Tiwari	IGNTU, Amarkantak
48	Dr. Achun Rongmei	IGNTU, Amarkantak
49	Dr. Rahul Kumar Yadav	IGNTU, Amarkantak
50	Dr. Pragya Singh	IIIT, Allahabad
51	Dr. Md. Javed	IIIT, Allahabad
52	Prof. U.S. Tiwary	IIIT, Allahabad
53	Dr. Shanti Chandra	IIIT, Allahabad
54	Sh. Sayak Das	Assam University
55	Sh. Joyjit Sanyal	Assam University
56	Sh. Anindya Syam Choudhury	Assam University
57	Ms./ Mr. Aditi Nath	Assam University
58	Dr. Aarti Grover	SPA, Delhi
59	Dr. Bhaskar Gowd Sudagani	SPA, Delhi
60	Dr. Bidisha Chattopadhyay	SPA, Delhi
61	Dr. Bharati Vats	SPA, Delhi
62	Dr. Akbari Jahan	NERIST, Nirjuli

63	Prof. Awadhesh Kumar	NERIST, Nirjuli
64	Prof. Aditi Bhadra	NERIST, Nirjuli
65	Dr. Somila Hashunao	NERIST, Nirjuli
66	Dr. Nabam Teyi	NERIST, Nirjuli
67	Dr. N. Ghanshyam Singh	NERIST, Nirjuli
68	Dr. Dipika Devi	NERIST, Nirjuli
69	Prof. R. K. Pant	IIT, Bombay
70	Prof. Sangram Nirmale	IIT, Bombay
71	Prof. Anupama Kowli	IIT, Bombay
72	Prof. Tabish Nawaz	IIT, Bombay
73	Prof. Rashmi Gupta	IIT, Bombay
74	Prof. Preeti Raman	IIT, Bombay
75	Prof. Anu Narasimhan	IIT, Bombay
76	Prof. Parmeshwar Udmale	IIT, Bombay
77	Prof. Deepti Kalsi	IIT, Bombay
78	Prof. Anand Singh	IIT, Bombay
79	Dean RC	
80	Ms. Aarti Srivastava	
81	Dr. Ranjit	
82	Sh. Manmohan	
83	Sh. N.K. Mohanty	
84	Sh. Niraj Kumar	
85	Sh. Pranab	
86	Ms. Sanjal	
87	Ms. Santwana M	
88	Sh. Siddartha	