



Department of Higher Education
Ministry of Education
Government of India



भारतीय प्रौद्योगिकी संस्थान मुंबई
Indian Institute of Technology Bombay

2nd NATIONAL WELLBEING CONCLAVE

**Integrated Approach for Promoting Positive
Mental Health, Resilience & Wellbeing**

**A Compendium of
Emerging Practices of Wellbeing**



**Department of Higher Education (MoE) , Govt. of India
&**

**Indian Institute of Technology Bombay
22-23 Nov 2025**

धर्मेन्द्र प्रधान
ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ
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आज़ादी का
अमृत महोत्सव

शिक्षा मंत्री
भारत सरकार
Minister of Education
Government of India



MESSAGE

I am happy to know that the '2nd National Wellbeing Conclave' is being held at IIT Bombay during 22-23 November, 2025 as an annual platform for dialogue, collaboration, and shared learning.

The mental wellbeing of our students at all levels is at the core of the National Education Policy (NEP) - 2020, which emphasises holistic and multidisciplinary learning. While the wellbeing of children in school environments is well recognised, the needs of young adults in higher education ecosystem require our focused and urgent attention as they face intense transitions – academic, social, financial and personal, – requiring strong institutional support system.

The Integrated Approach to Promoting Positive Mental Health, Resilience, and Wellbeing in Higher Education Institutions in April 2024 under the Malaviya Mission Teacher Training Programme (MMTTP), launched by the Department of Higher Education, Ministry of Education, has been acknowledged as a timely and necessary intervention in light of the spirit of the NEP-2020.

The Indian Knowledge Systems (IKS) offers valuable perspectives and practices for nurturing mental wellbeing. Rooted in India's civilisational wisdom, IKS emphasises harmony between body, mind, and spirit through approaches such as yoga, meditation, mindfulness, community engagement, and value-based education, with deep roots in our socio-cultural ethos. Embedding these indigenous frameworks into institutional wellbeing initiatives, I am sure, will help students cultivate resilience, self-regulation, and a sense of inner balance in a rapidly changing world.

It is well recognised that educational institutions are not only places of academic instruction but also spaces where young people develop resilience, self-awareness, emotional maturity, and a sense of purpose. Teachers are central to this ecosystem. Through the Ministry's Integrated Approach, thousands of faculty members are being equipped to identify signs of distress early, respond sensitively, and foster a climate of trust and wellbeing. The greater engagement of faculty and HEIs in this direction augurs well for the future of education in India.

This Conclave provides a vital platform for dialogue, exchange, and collective action. I am confident that the deliberations and collaborations emerging from this gathering will deepen our understanding, inspire new solutions, and strengthen institutional readiness across the country. The second edition of the Compendium being released is an important knowledge resource in this journey, capturing innovation, documenting lived experiences, and showcasing replicable models from campuses that are working to make a meaningful difference.

I wish the '2nd National Wellbeing Conclave, 2025' all success.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा

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Message

The National Education Policy (NEP) 2020 recognises that student support is one of the foundational pillars of quality learning. Alongside curriculum and pedagogy, institutions must create environments that are inclusive, engaging, and emotionally supportive, where every learner feels seen, valued, and empowered. The phase of higher education coincides with a period of significant personal transition for young adults, and it is essential that our campuses provide a sense of belonging, community, and care.

In furtherance of this vision, the *Integrated Approach to Promoting Positive Mental Health, Resilience, and Wellbeing in Higher Education Institutions* was launched in April 2024 under the Malaviya Mission Teacher Training Programme. This initiative focuses on equipping faculty, who are often the first point of contact for students in distress, with the knowledge and skills for early identification, empathetic engagement, and responsive support. Since its launch, more than two thousand faculty members across Centrally Funded Institutions have participated in the fortnightly online capacity-building sessions, which are complemented by in-person modules at MMTTCs that have made notable progress in fostering wellbeing-oriented campus cultures.

The importance of prioritising student mental wellbeing has also been underscored at the national level. The Supreme Court of India has taken cognisance of the matter and constituted a National Task Force to assess the status of student mental health in higher education and recommend systemic reforms. Further, the Court has recently issued a set of 15 institutional guidelines aimed at creating emotionally safe, non-discriminatory, and student-centric campus environments. The annual Economic Survey of India has for the past two years focused concertedly on the need to recognise mental health as a vital component in national progress. These developments reaffirm the need for sustained, coordinated, and compassionate institutional action.

The 2nd National Wellbeing Conclave (NWC 2025) at IIT Bombay, will build upon the momentum generated last year during the 1st Conclave at IIT Hyderabad. Conversations on nurturing lifelong wellbeing, translating national guidelines into everyday practice, and strengthening early support systems will encourage us to learn from one another. The second edition of the *Compendium of Emerging Practices* being

Contd/-

(2)

released on this occasion documents diverse initiatives from Higher Education Institutions across the country and serves as a resource for institutions seeking to strengthen their own wellbeing frameworks.

I am confident that this NWC 2025 will further advance the shared mission of cultivating campuses where wellbeing is integral to academic excellence and personal growth. I encourage participants to actively engage in the sessions and carry forward learnings into meaningful institutional action.

I extend my best wishes for the success of the Conclave.

12th November, 2025


(Dr. Vineet Joshi)



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IIT Bombay

शिरीष ब. केदारे, निदेशक
Shireesh B. Kedare, Director



Director's Message for 2nd National Wellbeing Conclave 2025

It is my pleasure to welcome you at IIT Bombay for the 2nd National Wellbeing Conclave 2025 held with the theme **"Integrated Approach for Promoting Mental Health, Resilience & Wellbeing"**.

We are constantly bombarded with information and distractions in the hyperconnected world we live in today and this affects all of us both physically and psychologically. With declining attentions spans and competing priorities, it gets harder for students and faculty alike to focus on their goals and wellbeing. And that is why there is a pressing need to nurture resilience, mental health and a supportive campus culture to navigate these challenges.

Mental wellbeing at all levels sits at the core of the National Education Policy 2020, and the Ministry of Education conceptualised the conclave for the Higher Education Institutions (HEIs) to collectively explore ways to prioritise mental health and wellbeing of members of the academic community. This 2nd National Wellbeing Conclave will facilitate exchange of ideas, showcasing of innovative wellbeing initiatives, sharing of best practices, and engaging participants in mindfulness and team-building activities.

Over the next two days, we will engage in a stimulating programme that includes symposia, panel discussions, workshops, exhibitions and interactive activities. All of these are designed to integrate wellbeing into every area of campus life. Your insights, experiences, and questions will help shape this expanding national movement of Higher Educational Institutions (HEIs) committed to this cause. The second edition of Compendium of Emerging Practices to be released in the Conclave will offer actionable insights and guidance to refine and enhance their wellbeing programmes.

Creating a campus environment that values mental health and building a culture of wellbeing is a continuing journey and we can develop that through meaningful student-faculty relationships and collaboration across campuses, helping every member of the academic community to thrive personally, professionally and socially.

I thank each of you for joining us and look forward to our conversations.

Shireesh Kedare
Date: November 20, 2025
Place: IIT Bombay

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National Wellbeing Conclave

Indian Institute of Technology, Bombay

22nd & 23rd November 2025

Concept-Note

I. Background

Adolescents and youth are among the most valuable assets of a nation. They constitute a crucial human resource for sustainable development. Universities and other Higher Education Institutions (HEIs) are pivotal environments beyond the family where young people acquire knowledge, attitudes, and life skills that enable them to become productive, empathetic, and resilient citizens. Resilience however, is increasingly being tested among young people in India, ultimately taking a toll on their mental health. According to the National Crime Records Bureau (NCRB) almost more than 13,000 students die by suicide in the country every year.

From a policy perspective, addressing the issue of student mental health and suicide in HEIs has evolved into a coordinated and collaborative effort within the Government of India, involving several Ministries and National Bodies like the Ministry of Education, Ministry of Health and Family Welfare, and the University Grants Commission (UGC).

The National Education Policy (NEP) 2020 places mental health at the centre of holistic education and calls for counselling services in every HEI along with creating campuses that are inclusive, engaging and supportive for the learner. The National Suicide Prevention Strategy 2021, issued by the Ministry of Health and Family Welfare recognises suicide as preventable and emphasises collaboration among institutions, health professionals, and communities. Building on this, the UGC guidelines (April 2023) mandate the establishment of Student Service Centres, and the Ministry of Education's Framework Guidelines (July 2023) recommend sensitisation drives, early detection systems, and third-party audits to ensure accountability.

Following these policy initiatives, a series of initiatives under the *Integrated Approach to Promoting Positive Mental Health, Resilience, and Wellbeing in HEIs* have been undertaken by the Ministry of Education (MoE) and the University Grants Commission (UGC). These include capacity-building programmes for faculty, exemplar visits to model institutions, and the organisation of the National Wellbeing Conclave 2024 at the Indian Institute of Technology, Hyderabad. Together, these efforts have catalysed

momentum towards embedding wellbeing as an integral part of institutional culture and governance.

II. Rational

The National Wellbeing Conclave 2024 at IIT Hyderabad marked an important milestone in shaping a shared understanding of mental health and wellbeing as institutional priorities. The event showcased promising practices from across Centrally Funded Institutions (CFIs) such as structured counselling systems, peer mentorship networks, wellbeing surveys, and AI-assisted early intervention models. These practices have begun to reshape how mental wellbeing is conceptualised and supported on campuses.

The growing national attention to mental health is also reflected in the Economic Surveys of India for the years 2023-24 and 2024-25, which emphasise that mental wellbeing is not merely a social concern but an economic imperative. The Surveys emphasise that good mental health practices are essential to sustaining a robust and productive national economy. They highlight that lifestyle factors like the consumption of ultra-processed foods, the quality of family interactions, time spent on social media, the frequency of in-person social engagements, and regular physical exercise, collectively shape individual and societal wellbeing.

Additionally, the Economic Surveys call for a 'cultural shift' in which genuine face-to-face social interactions are actively valued and encouraged over the illusion of connection created by social media and digital devices. This insight reinforces the need for educational institutions to consciously design environments that nurture authentic relationships, community engagement, and emotional balance.

In July 2025, the Supreme court of India, through its 15-point guidelines in the *Sukdeb Saha vs. The State of Andhra Pradesh and Others* case, has provided a landmark policy direction for ensuring the mental wellbeing and protection of students in educational institutions. The guidelines mandate HEIs to adopt uniform mental health policies, appoint qualified counsellors, maintain referral linkages, organise sensitisation for parents and staff, and institutionalise reporting and accountability mechanisms. This judicial intervention signifies the urgent need for institutions to transition from isolated initiatives to structured, policy-based wellbeing systems.

The National Wellbeing Conclave 2025, to be held at IIT Bombay on 22-23 November 2025, is therefore envisaged as a national platform to consolidate this progress and to advance the agenda from promoting practices to institutionalising systems. The Conclave will bring together administrators, faculty, and students from across the

country to deliberate on frameworks, accountability structures, and capacity requirements for embedding mental wellbeing within the higher education ecosystem.

III. National Wellbeing Conclave 2024: Translating Recommendations into Action

The first National Wellbeing Conclave, held on 9-10 November 2024 at IIT Hyderabad, marked a significant step towards ingraining a mental wellbeing mindset and practices in higher education. The Conclave was attended by 350 stakeholders constituting faculty, students, administrators and policy makers from 100 centrally funded institutions of higher education across the country.

Through expert-led panel discussions, interactive workshops, and institutional exhibitions, the Conclave created a vibrant platform for dialogue and peer learning around the promotion of mental health, resilience and wellbeing in academic settings. A key achievement of the 2024 Conclave was the articulation of a shared understanding of wellbeing as a collective institutional responsibility rather than an individual concern.

The discussions at the conclave culminated in a set of recommendations that are playing a crucial role in guiding the way forward. Some of the key recommendations in fact are also perfectly aligned with the recently issued Supreme Court guidelines. Central among these recommendations were the following:

- i. Independently governed counselling systems in HEIs, staffed by a team of professionals.
- ii. Student representation in the counselling team/wellbeing centres.
- iii. Promotion of the wellbeing of faculty and staff.
- iv. Alumni engagement in ensuring a wellbeing culture in HEIs.
- v. Documentation and periodic evaluation of wellbeing practices in HEIs.
- vi. Institutional collaboration with stakeholders like external mental health experts, parents, NGOs and other organisations working in the field of mental health.

The recommendations suggest that the wellbeing of students in HEIs can be most effectively achieved through a whole-institution approach, one that integrates prevention, early identification, intervention, and systemic support. The initiatives

undertaken over the last year have demonstrated that such integration requires both innovation and incremental transformation on part of the institution and its faculty.

Faculty members, counsellors, and administrators must be equipped to recognise and respond to signs of distress, while institutional leadership must ensure the availability of resources, policies, and governance structures that sustain wellbeing efforts over time. This year's Conclave therefore aims to bring together key stakeholders to co-develop a framework and roadmap for scaling such support mechanisms and embedding them within institutional processes.

IV. Focus of the National Wellbeing Conclave 2025

The National Wellbeing Conclave 2025 at IIT Bombay is conceptualised as a forward-looking forum to deepen and operationalise India's wellbeing agenda in higher education. Building upon the discussions and practices shared during NWC 2024, the upcoming Conclave is aimed to:

- Facilitate national dialogue on embedding wellbeing in institutional structures, leadership, and policy frameworks.
- Showcase best practices from CFIs that have successfully established systems for student and faculty wellbeing.
- Deliberate on the operationalisation of the Supreme Court's 15-point guidelines and their alignment with MoE-UGC frameworks.
- Explore innovations in early intervention, peer support, digital wellbeing tools and community-based approaches.
- Develop consensus on measurable indicators and accountability mechanisms for institutional wellbeing systems.

V. Structure of the Conclave

The two-day Conclave will feature a mix of plenary discussion, exhibition of institutional best practices, and interactive sessions designed to encourage collaboration and reflection.

Key segments will include:

- Inaugural Plenary: Policy directions for institutionalising wellbeing systems, with addresses by senior officials of the Ministry of Education, UGC, and invited resource persons.
- Wellbeing Exhibition of best practices, emerging and futuristic goals

- Institutional Reflections: Representatives from select HEIs will reflect on their experiences of implementing the recommendations of the National Wellbeing Conclave 2024.
- Panel Discussions
 - Integrating wellbeing into institutional policy and governance
 - Faculty leadership and mentorship in promoting campus wellbeing
 - Data, technology, and early intervention for student support
 - Including multiple stakeholders in the campus wellbeing culture
- Hands-on workshop – Life skills-based Wellbeing Enrichment
- Valedictory Session and Road Ahead

VI. Conclusion

The National Wellbeing Conclave 2025 is expected to consolidate the diverse efforts undertaken across the higher education ecosystem over the past two years into a coherent national direction for institutionalising wellbeing. The deliberations and interactions at the Conclave will help in articulating a shared understanding of how the wellbeing of students can be embedded with the policies, governance structures, and everyday functioning of HEIs.

Through presentations, discussion, and collaborative exercises, the Conclave will generate actionable recommendations for integrating wellbeing as a measurable and reportable component of institutional planning and accreditation processes. It will also lead to the identification of effective models and innovative practices that can be documented and disseminated as part of the *Compendium of Best Practices 2025*, thereby supporting replication and scaling across institutions.

Equally importantly, the Conclave will strengthen the network of wellbeing practitioners, faculty leaders, counsellors, and administrators who are driving this agenda within their respective campuses. By fostering peer learning and sustained collaboration, it will build the foundation for a national community of practice focused on promoting positive mental health, resilience, and wellbeing in higher education.

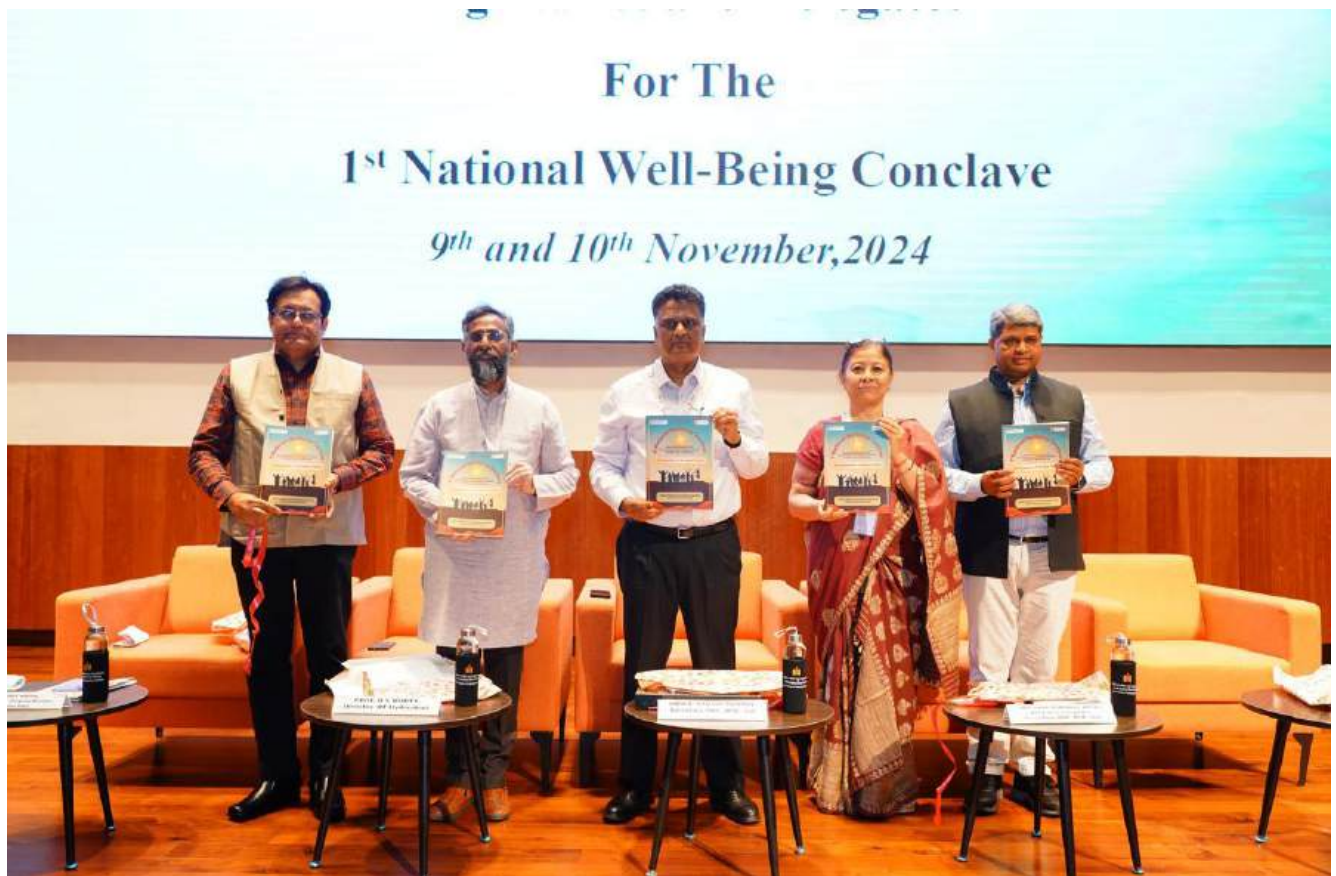
The insights emerging from the Conclave will further inform other State funded and private HEIs in the region and vicinity of the participating CFIs, encouraging them to adapt and implement contextually relevant wellbeing frameworks. By creating channels for knowledge exchange and regional collaboration, the Conclave will help extend the impact of national initiatives beyond Centrally Funded Institutions, fostering a wider culture of care and resilience across the higher education ecosystem. This cascading

effect will enable the gradual evolution of a shared, nationwide standard for wellbeing in intuitions of higher education.

1st National Wellbeing Conclave – A Recap

The Ministry of Education in collaboration with IIT Hyderabad organised the 1st National Wellbeing Conclave at IIT Hyderabad on 9th and 10th November 2024. The conclave brought together around 350 stakeholders from centrally funded institutions (CFIs) across the country. These included students, faculty, government officials and policy makers from 100 CFIs. The event centered on fostering positive mental health, resilience, and overall wellbeing within academic settings, with a particular focus on developing a holistic, integrated approach to student wellbeing on campus.

Over the course of two days, the conclave featured a dynamic and enriching program, including expert-led panel discussions, interactive sessions, hands-on workshops, and a dedicated exhibition. The diverse range of activities provided a unique platform for institutions to present their innovative wellness initiatives, share emerging practices, and collaborate on building a more supportive and inclusive ecosystem for mental health in education.



A central goal of the conclave was to engage participants in thoughtful dialogue around creating a sustainable culture of mental wellbeing within educational institutions. In addition to addressing the challenges students face in balancing academic demands, social pressures, and digital influences, the event most prominently highlighted the critical role of faculty, administration, and campus leadership in supporting student wellness.

The following key takeaways emerged from the conclave:

- a. **Counselling Systems** in HEIs should be independently governed, free from faculty intervention and staffed by a team of professionally trained counsellors.
- b. **Student Representation:** Representatives from the student body should be part of the counselling team.
- c. **Documentation and Evaluation:** Institutions should document their current wellbeing practices and evaluate them periodically. Best practices should be shared with other institutions through larger platforms for broader dissemination and adoption.
- d. **Life Skills based sessions / workshops:** To be integrated with positive Mental Health & Wellbeing. Such activity in campus enriches the interactive and participatory climate with resilience building.
- e. **Assessment Reform:** Reforms in the assessment system are needed to make the entire evaluation process less stressful for both students and teachers.
- f. **Wellbeing of Faculty and Staff:** HEIs should also prioritize the promotion of positive wellbeing of faculty and staff.
- g. **Physical and Creative Wellbeing:** Institutions should organize regular curricular and extra-curricular activities that promote physical fitness, effective lifestyles and creative expression.
- h. **Reducing Isolation:** To combat feelings of isolation in professional and specialized programs, particularly among outstation students, HEIs should create opportunities and spaces that foster closer interaction between students and faculty.
- i. **Buddy-Mentor System:** HEIs can develop a buddy-mentor system tailored to their campus needs, where each student is paired with a senior student buddy, and these students are linked to a faculty mentor.
- j. **Academic Accommodations:** HEIs must offer academic accommodations for students struggling with the demands of their respective programs. These accommodations may include academic mentoring, tutoring, language acquisition courses.

- k. **Alumni Engagement:** HEIs should build partnerships with the alumni, who can provide valuable insights and support through a distanced, wiser perspective, having experienced similar challenges.

*More detailed recommendations from the National Wellbeing Conclave 2024 can be seen in its report: https://mmc.ugc.ac.in/Document/NWC2024_Report_Final.pdf.

In January 2025 the **Department of Higher Education** held a follow-up meeting with the faculty participants of the National Wellbeing Conclave to gauge the extent to which they have been able to foster a culture of positive mental wellbeing on campus post the conclave. Additionally, the agenda of the meeting was also to hear from participants how the Ministry can help them in promoting positive mental health.

Building on the momentum generated by the National Conclave, the Ministry has encouraged the organization of smaller, regional-level conclaves and thematic events that focus on student mental health in higher education. These localized initiatives are intended to deepen the conversation, facilitate region-specific responses, and expand the reach of wellness discussions to a broader set of institutions, including state universities and affiliated colleges. Importantly, these events need not be centrally organized. HEIs themselves are encouraged to take the lead in initiating such engagements on their campuses. This bottom-up approach is expected to “get the ball rolling”, empowering institutions to take proactive steps and foster a continuous dialogue around mental health.

In this spirit, NIT Kurukshetra hosted a five-day workshop in January 2025 focused on the mental wellbeing of students in residential program, offering a practical model for others to follow. Such institutional efforts are critical in building a sustained, nationwide culture of care and support for students across the higher education ecosystem.

Capacity Building for Promoting Positive Mental Health, Resilience, and Wellbeing – An Online Programme

Mental health is a significant public health issue in India, with nearly 15% of the global mental health burden. The National Mental Health Survey (NMHS) 2015-16 found that 10.6% of adults in India suffer from mental disorders. The youth population, that makes up over 50% of India's 1.4 billion people, faces high levels of academic pressure, and problematic internet/social media use, contributing to mental health problems leading to suicide which is a leading cause of death among youth aged 15-29.

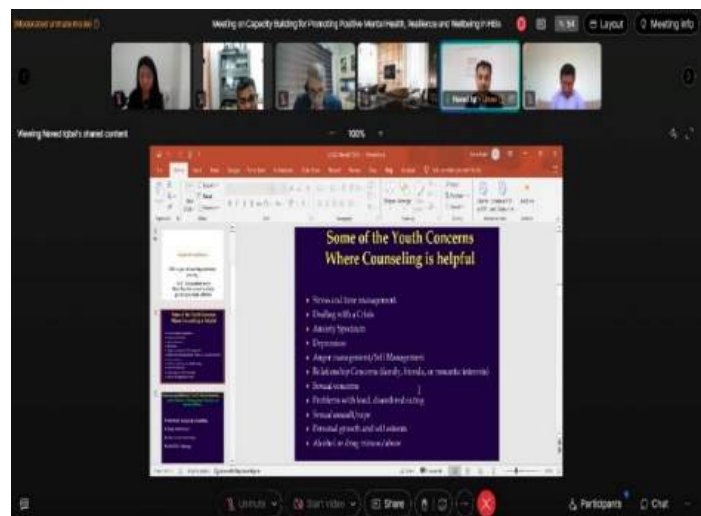
Addressing mental health is crucial for the wellbeing of future generations. Poor mental health can lead to reduced productivity, lower educational attainment, and increased social and economic costs. Ensuring mental wellbeing helps individuals cope with life's stresses, realize their abilities, and contribute positively to their communities. For India to fully capitalize on its demographic dividend, it must invest in mental health care, reduce stigma, and improve access to mental health services.

The mental health landscape among students in Higher Education Institutions (HEIs) in India has become increasingly alarming, with rising incidents of stress, anxiety, and other psychological disorders; occasionally culminating in suicide. Recognising an urgent need for attention to this matter, the Department of Higher Education, Ministry of Education, under the 'Integrated Approach to Promoting Positive Mental Health, Resilience and Wellbeing in HEIs,' has initiated a series of fortnightly online capacity-building sessions for faculty of HEIs. These sessions are aimed at equipping faculty with the skills and knowledge to foster a supportive educational environment.

Objectives of the Programme

The Capacity Building Programme for Promoting Positive Mental Health, Resilience, and Wellbeing was launched on 1st May 2024, with several key objectives that guide its implementation:

1. **Enhancing Faculty Capacity:** A core aim is to develop the skills of faculty members, empowering them to adapt effective practices that promote mental health and wellbeing among students. By equipping educators with the right



tools and knowledge, the programme aims to create an environment where mental health is prioritised alongside academic success.

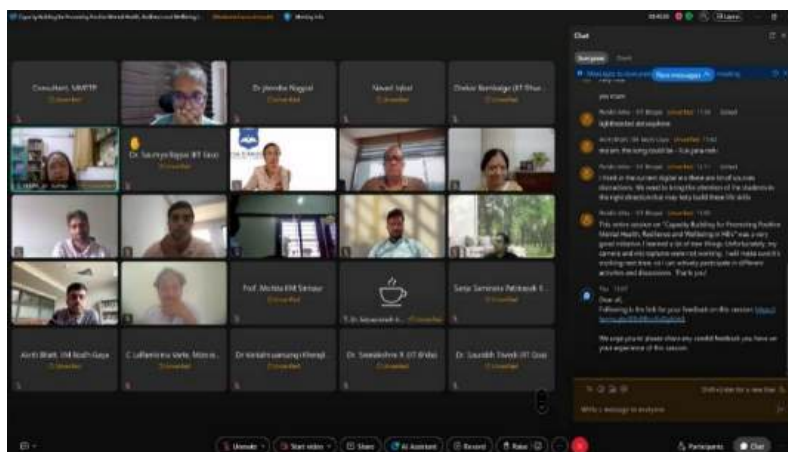
2. **Creating a Supportive Environment:** The programme seeks to establish a nurturing learning atmosphere that integrates psychological support within academic frameworks. This includes strategies to help faculty identify and address mental health issues early, thereby preventing more severe consequences for students. Also, incorporating pedagogy that is sensitive to the psychological needs of students.
3. **Fostering Community Engagement:** Collaboration among faculty, students, and the broader community is essential for effectively tackling mental health challenges. The initiative encourages a shared responsibility model where all stakeholders actively contribute to fostering a supportive ecosystem.

Session Structure and Participation

The capacity building programme for promoting mental health, resilience and wellbeing consists of two online sessions per month (details of the sessions so far are placed in annexure 1). The sessions are designed to facilitate continuous learning and engagement among faculty from various universities across the country. This diverse participation enriches discussions and provides a platform for sharing a variety of perspectives on mental health issues, ensuring that faculty are equipped to deal with any issues that come their way.

Online Sessions

Over the period of one year and six months during which 34 online sessions have taken place, 2500 faculty members from more than 160 higher education institutions have engaged with mental health experts to deepen their understanding of student wellbeing. The sessions have consistently highlighted the urgent need for robust psychological support systems in HEIs, addressing challenges such as academic pressure, transition difficulties, social isolation, stigma, and rising mental health concerns among youth. Speakers have emphasised early identification and intervention, the creation of safe and inclusive environments, meaningful faculty-student engagement, and the importance of peer support, mentorship, and holistic development beyond academic achievement. Models from Jamia Millia Islamia, IIT Kanpur, Banaras Hindu University, IIT Madras,



Malviya National Institute of Technology, etc., have showcased structured institutional approaches, including tele-counselling, 24/7 support systems, and clear response protocols such as the 'Recognise, Respond, Refer' model.

Through the sessions, faculty have been encouraged to play an active role as first responders by practising empathetic communication, recognising warning signs of distress, and balancing academic expectations with compassion and flexibility. Discussions have also underscored the value of integrating life skills, humanities, and extracurricular activities into higher education; strengthening parent involvement; and documenting best practices for wider institutional benefit. The sessions identified systemic gaps—such as insufficient resources, lack of transition support, and limited engagement due to increasing student numbers—and called for policy updates, gender-sensitive campus environments, and stronger collaboration among educators, counsellors, families, and communities. Overall, the programme has reinforced that fostering wellbeing requires collective responsibility, sustained dialogue, and institution-wide commitment.

S. No.	Session	Date	Number of Participating CFIs	Number of Beneficiaries
1	Online Session 1	10 May 2024	10	161
2	Online Session 2	24 May 2024		
3	Online Session 3	12 June 2024	12	81
4	Online Session 4	26 June 2024		76
5	Online Session 5	10 July 2024	10	91
6	Online Session 6	26 July 2024	10	82
7	Online Session 7	20 August 2024	12	89
8	Online Session 8	27 August 2024	9	70
9	Online Session 9	17 September 2024	11	71

10	Online Session 10	27 September 2024	9	84
11	Online Session 11	14 October 2024	10	75
	Online Session 12	29 October 2024	9	62
	Online Session 13	21 November 2024	11	82
	Online Session 14	29 November 2024	7	54
	Online Session 15	13 December 2024	8	68
	Online Session 16	10 January 2025	8	61
	Online Session 17	22 January 2025	7	31
	Online Session 18	29 January 2025	9	66
	Online Session 19	12 February 2025	8	49
	Online Session 20	24 February 2025	8	44
	Online Session 21	26 March 2025	11	69
	Online Session 22	29 April 2025	10	82
	Online Session 23	20 May 2025	11	82
	Online Session 24	29 May 2025	11	87
	Online Session 25	19 June 2025	10	85
	Online Session 26	29 June 2025	8	78
	Online	18 July 2025	10	80

	Session 27			
	Online Session 28	30 July 2025	9	63
	Online Session 29	21 August 2025	11	66
	Online Session 30	28 August 2025	9	62
	Online Session 31	19 September 2025	10	94
	Online Session 32	30 September 2025	9	73
	Online Session 33	31 October 2025	9	71
Total			160+	2389
1	Follow-up Session 1	5 July 2024	10	76
2	Follow-up Session 2	15 July 2024		



Central University of Andhra Pradesh

At a Glance

Total Student Strength of Institution: 3000

Total Faculty Strength of Institution: 70

Mental Health Professionals at the Institution: 07 Faculty members of the Department of Psychology,

Weblink: NA

Introduction

Department of Psychology at Central University of Andhra Pradesh organises mental health programmes at regular intervals. The Department of Psychology was founded in 2021 to equip the student with the knowledge and skills to apply psychology in various areas of personal and professional life. The curriculum is designed to provide a comprehensive understanding of the scientific discipline of psychology, with a focus on practical application. The Department has a well-equipped laboratory that enables the student to learn about experimental psychology and various testing methods, including computerized testing. As part of the curriculum, the student has the opportunity to complete internship programmes. Regular seminars and presentations are organized to help students widen their understanding of the subject. The Department has a diverse student population from different parts of the country. The primary goal of the Department is to promote excellence in both teaching and research.

Mental Wellbeing Initiatives on Campus

1. Students' activities and Guest talk on Suicide Prevention Day
2. Observed Mental Health Awareness Week

Self-Identified Best Practice(s)

Support of faculty members and peers

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institute does not document and evaluate its policies and practices related to ensuring student mental wellbeing.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Student mental wellbeing needs are assessed through informal evaluations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have **not** participated in capacity building sessions.

Institutional mechanisms for faculty to identify and support students in distress

Mechanisms are in place, but informal (faculty support students as needed).

Faculty involvement in wellbeing initiatives in the institution

Faculty is involved through mentorship programmes (faculty assigned to student groups).



Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty require mental health training programmes. Additionally, training is also required for staff in the University.

Challenges faced by the institution in promoting student wellbeing

One of the primary challenges in promoting student wellbeing on campus is the lack of professional counsellors.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The family is contacted in case of a student facing any issues.



Indian Institute of Science Education and Research - Berhampur

At a Glance

Total Student Strength of Institution: 906

Total Faculty Strength of Institution: 49

Mental Health Professionals at the Institution: Counsellors

02 Visiting Psychiatrist

Weblink: <https://sites.google.com/iiserbpr.ac.in/student-counselling/>

Introduction

The Mental health and wellbeing support system comprises of:

Student counsellors: A clinical psychologist and a psychiatric social worker are available on campus from Monday through Saturday during regular working hours.

Online Counselling Service: It is an 24x7 online counselling service via the Amaha Health platform is available to staff and students of IISER Berhampur. Additionally, they also provide on campus wellbeing sessions throughout the year.

Consultant Psychiatrists: Two psychiatrists visit the campus weekly once to provide psychiatric consultation.

Student Mentorship Programme: The IISER Berhampur has an active student mentorship programme (SMP) where peers support the incoming batch of students transition into campus life, addressing the various issues including academic, career related confusion and challenges in getting accustomed to campus life. The SMP initiative is a three-tiered support system for the students where senior batch students mentor the freshers, supported by a faculty mentor, and the entire mentee-mentor group comes under the overview of the student welfare board.

Mental Wellbeing Initiatives on Campus

September 2025: In honor of World Suicide Prevention Day on September 10th, we focused on the importance of mental health and a supportive community by organizing various events

1. **Words Can Heal (September 10th - 18th 2025):** In moments of distress, a few words of kindness or hope can make a huge difference. This event was a beautiful opportunity for everyone to share encouraging notes, personal acts of compassion, and quotes that have helped through difficult times where students, faculty and nonteaching staff left messages on display boards at various locations within the campus.

2. **Meet Your Psychiatrist:** (September 12th 2025): Talk by Dr. Biswajit Samal, MD, MBBS, MD (Psychiatry), Consultant Psychiatrist at SUM Hospital, Berhampur: On the occasion of World Suicide Prevention Day, a special interactive session with Dr. Biswajit Samal, a renowned psychiatrist and mental health advocate was organised. The session aimed to raise awareness about mental health, reduce stigma, and provide an open platform for students to discuss challenges, emotions, and preventive measures for mental health issues.
3. **Paint Your Emotion:** (September 13th 2025): In collaboration with the Art Club, Flagro, a session was organised for students to express emotions through color and creativity.
4. **Colours of Hope: A Session on Mental Health and Inclusivity on Campus:** (September 18th 2025): In collaboration with ABHA club and our online counseling partner Amaha, an interactive session was organized on mental health wellbeing as well as an inclusivity session on challenges faced by the LGBTQ+ community which is crucial for building an inclusive and empathetic campus. This session was designed to create a safe and supportive space where students can reflect on the importance of mental health, resilience, and the power of inclusion. Together, students explored how embracing diversity –including gender and sexual identities within the LGBTQ+ community –helps us build a culture of empathy, acceptance, and care. This conversation focused on understanding the signs of emotional distress and ways to seek support, breaking the stigma around mental health and suicide prevention, celebrating diversity and creating inclusive spaces for every individual.

October 2025: World Mental Health Day Activities were conducted.

November 2025: Meet your Counsellor Session and the On Campus Wellbeing Survey will be carried out.

Self-Identified Best Practice(s)

IISER Berhampur gives immense importance to the physical and mental health of its students. The institute appreciates that students across all age groups have complex needs to remain vibrant, motivated and enthusiastic.

Source of stress can be anything from academics to social and personal. While the institute medical setup addresses the physical health aspects, a more holistic approach is taken to address mental health.

Emphasis is given on making students engaged in various activities through regular workshops and events.

A general wellbeing survey has been initiated where following regular screening, those requiring additional support are routed through the correct channel, for which the institute arranges professional help.

Regular Meet Your Counsellor sessions help batchwise orientation with the support system awareness

The Student Mentorship Programme has been initiated last year where peer mentoring supported by faculty mentors helps students to discuss any concerns and have them resolved.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

There are monthly reports submitted by the counselling team to the student welfare council. These are also shared with the Ministry of Education.

Apart from this, the Student Welfare Council meets regularly at least 3-4 times in a year to review the existing practices and incorporate any changes. For example, following the success of the Student Mentorship programme, we have now decided to have a Buddy Programme for the senior students and researchers.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Counselling centre monthly reports

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training. Approximately 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured protocols (e.g., referral systems, mentoring roles) are in place for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Access to refresher workshops for faculty and counsellors

Challenges faced by the institution in promoting student wellbeing

One of the main challenges is the location of the campus, since it is currently away from the city, students are limited in terms of outdoor activities away from campus.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Parents during the admission process are made aware of the wellbeing set up on campus. Regular Alumni Visits and Interactions help in addressing career related concerns. Routine awareness activities on mental health wellbeing are carried out on campus. Mindfulness activities such as art, creativity, etc., are also organised on campus.



Indian Institute of Technology - Bhilai

At a Glance

Total Student Strength of Institution: 1526

Total Faculty Strength of Institution: 92

Mental Health Professionals at the Institution: 01 Psychological Counsellor

Weblink: NA

Introduction

The wellbeing center of the institute has implemented comprehensive mental health initiatives to promote student well-being. A full-time counsellor provides continuous on campus support, reducing stigma and ensuring timely intervention. The Happiness and Wellness Committee, comprising faculty and students, oversees wellness policies and programs. Dedicated therapy and meditation rooms offer safe spaces for emotional expression and relaxation. Student led initiatives like Nirvana meetings, awareness campaigns, and workshops on stress management foster open dialogue about mental health. Mentor-mentee structures and regular wellness communications create a supportive campus culture.

Mental Wellbeing Initiatives on Campus

- Special Lecture on Managing Exam stress
- Special Lecture on Digital wellbeing
- Observation of Suicide Prevention Day
- Gatekeeper training
- Observation of Mental Health Day

Self-Identified Best Practice(s)

- The institution has launched several services and activities to foster mental wellness, including:
- Fortnight Meetings by 'Nirvana' (Student Body): A student-led initiative that holds bi-weekly meetings to openly discuss mental health issues and strategies to cope with stress.
- Mass Awareness Strategies: Campaigns designed to spread awareness about mental health issues across the campus, making information about resources easily accessible to all students.
- Workshops on Stress Management and Relaxation: Regular workshops aimed at teaching students practical stress-relief techniques, such as mindfulness and meditation.

- **Pyramid Structure of Mentors and Mentees:** A hierarchical system where senior students mentor new students, helping them navigate campus life and providing peer support.
- **Regular Emails with Happiness Tips:** Sending emails that include mental wellness tips and reminders, offering simple, actionable advice for maintaining mental health.
- **Meditation and Yoga Practices:** Regular sessions of yoga and meditation, which are known to reduce anxiety and enhance emotional regulation.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

A Happiness and Wellness Committee has been set up with the goal of overseeing student wellness and happiness. The committee works closely with students and faculty to develop policies and programs that promote a supportive campus climate. It also functions as a platform where student concerns regarding mental health can be raised and addressed systematically.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Peer pressure and social isolation,
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and the UGC. Approximately 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty would benefit from workshops that enhance nonviolent communication, Stress Management and Empathy, Promoting classroom environments that reduce academic pressure and encourage openness about mental health.

Challenges faced by the institution in promoting student wellbeing

- Stigma Around Mental Health:
- Limited and inconsistent student engagement in wellness programs and peer initiatives
- Some faculty lack training to identify mental health concerns of students

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Regular family interaction and emotional support help students manage emotions and feel connected.
- Parents involvement enables early identification of behavioral or emotional changes in students.
- Alumni mentors provide guidance by sharing their experiences of overcoming personal and academic challenges.
- Practical career advice from alumni helps reduce student anxiety about the future and builds confidence.
- Family and Alumni engagement contributes to reducing stigma around mental health and broadening perspectives on overall wellness.



National Institute of Technical Teachers Training & Research - Bhopal

At a Glance

Total Student Strength of Institution: 100

Total Faculty Strength of Institution: 47

Mental Health Professionals at the Institution: 01 Psychological Counsellor

Weblink: NA

Introduction

One psychological counsellor has been appointed as mandated by UGC/AICTE/Supreme Court directives.

Mental Wellbeing Initiatives on Campus

Workshops, counselling sessions etc. have been undertaken for the newly admitted students in the academic programs started at the Institute from the Academic session 2025-26.

Self-Identified Best Practice(s)

Psychometric questionnaires and counselling sessions undertaken by the psychological counsellor of the Institute

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Policies and relative guidelines are framed and improvised based on the directives received from UGC/AICTE, etc.

Most Pressing Wellbeing Needs of Students on Campus

Academic intake started from the academic year 2025-26 and the pressing needs are still to be explored or have not been reported as such by the students.

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Informal observations, counselling sessions by the counsellor.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

All standard protocols for the wellbeing of students are in place at the Institute.

Challenges faced by the institution in promoting student wellbeing

Limited number of students are present at the Institute for which Medical, psychological supports as per need are being rendered in time.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The Enriching Role of Continued Family and Alumni Participation in Mentoring and Supporting the Mental Health and Wellbeing of Students

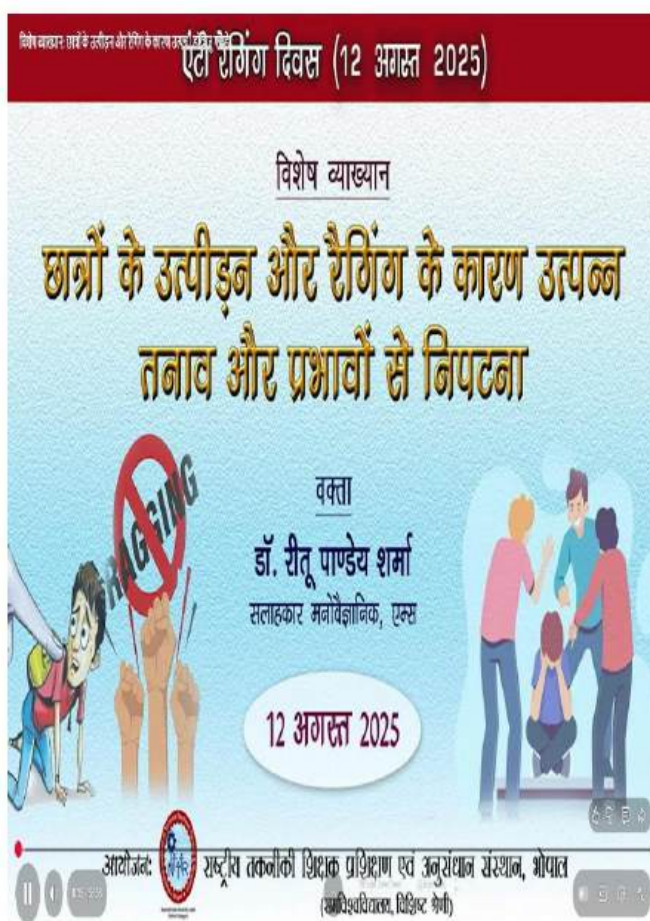
Holistic Support System:

Continued involvement of families and alumni strengthens the institute's holistic support network, ensuring students' emotional and psychological needs are addressed alongside their academic goals.

Enhanced Mentorship Culture:

Alumni engagement promotes a culture of mentorship within the institution, where students benefit from real-world experiences, career guidance, and motivational interactions.

Early Intervention and Care:



With active family and alumni participation, the institute can identify early signs of stress or emotional challenges, enabling timely counseling and preventive measures.

Strengthening Sense of Belonging:

Family and alumni involvement fosters a sense of belonging and community, creating a nurturing campus environment where students feel valued and supported.

Promotion of Positive Mental Health Practices:

Institutes can collaborate with alumni and families to organize workshops, wellness sessions, and awareness campaigns that encourage positive mental health habits.

Career and Personal Development:

Alumni mentors guide students in balancing academic pursuits with personal wellbeing, helping them develop confidence, resilience, and a clear sense of purpose.

Building Intergenerational Connections:

Continued engagement creates a bridge between current students and past graduates, strengthening institutional identity and shared values.

Encouraging Parental Involvement:

Regular communication between institutes and families enhances mutual understanding, promoting coordinated efforts to support students' emotional and academic growth.

Creating a Safe and Inclusive Environment:

The combined support of families, alumni, and institutional resources ensures that every student feels emotionally safe, heard, and included in the campus community.

Sustainable Wellbeing Initiatives:

Such collaboration helps the institute build long-term, sustainable wellbeing programs that reflect collective responsibility and care for student mental health.

Central University of South Bihar

At a Glance

Total Student Strength of Institution: 4000

Total Faculty Strength of Institution: 194

Mental Health Professionals at the Institution: 3

Weblink:

Introduction

Central University of South Bihar, Gaya fosters a lively campus life for students through adopting a good teaching- learning environment and sound assessment system by using the mentor-mentee system and fair and equitable treatment to all the students. The university also promotes and provides spaces for cultural activities and outreach programs through organizing various activities by the heritage club and the cultural club of the university, facilitating freshers and farewell parties for the students of each department.

- Vision: To provide a comprehensive, developmental counselling program that addresses the academic, personal, social and emotional needs of students to make them mentally strong as overall well-being of students is of utmost importance. It offers a range of services to help students with their mental health, academic success, and personal growth
- Mission: Help support, guide and assist students to develop life skills to cope up with challenges and enhance their personality by making them not just excellent professionals but also good human beings with understanding and regard for human values.



Mental Wellbeing Initiatives on Campus

- Counsel and guide university students on various issues and help them to manage personal, professional and academic demands of university life effectively.
- Facilitate students to adjust to the new environment.
- Promoting Physical Fitness
- Stigma Reduction



requesting a withdrawal from a specific academic programme for non-academic reasons.

- Provide prompt counselling for mental health emergencies arising on account of highly charged events on the campus.
- Identify and refer mental health issues requiring medical and psychiatric assistance.

- Help to students and employees of all beliefs and identities who may react to such events with feelings that include anger, hurt, confusion, fear, helplessness, loneliness, and hopelessness
- Counsel the students

Self-Identified Best Practice(s)

- The counselling services are available during all working weekdays from 3 pm to 5 pm at the university counselling center. Every day two slots will be available for counselling.
- Students may consult the center through email or mobile number and they get the consultancy online also, if there is urgency.
- Centre had prepared one format (Case Record File) for collecting the information regarding the problem of the student and mentioning the details about the treatment procedure and follow up records. Everything is confidential.
- Counselling services also provide through mobile and Email in online mode when it is urgent or necessary.
- On regular basis interactive sessions were organized in Boys and Girls hostels by the faculty members (Cum Counselors) with the help of hostel warden and other administrative staff to resolve and identify any emotional and personal issues of



the students and facilitate their adjustment process within and outside the campus.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The University periodically evaluates its mental health-related initiatives and policies. Documentation on mental health and well-being practices evaluated by University IQAC Committee. The Department of Psychology sciences regularly document activities; Every year celebrating World Mental Health Week regarding sensitization and reducing the stigma related to access of mental health intervention or psychological help and organizing invited lectures and workshops related to stress management and life skills, physical fitness etc.,

Most Pressing Wellbeing Needs of Students on Campus

- Academic and career related Stress
- Career Counselling
- Life Skill training
- Special learning difficulties
- Transition challenges
- Mental Health Concerns

Institutional Mechanisms to Assess Student Wellbeing Needs

Institute monitors counselling data, field observation etc. to assess student wellbeing needs.

Faculty participation in wellbeing-related capacity building or training sessions

University Faculties have participated in capacity building sessions and training. Approximately more than 50% above faculties may have undergone such training. And also, Karma yogi training initiated by university for faculties.

Institutional mechanisms for faculty to identify and support students in distress

- Sports, Yoga and Therapeutic facilities provided by the Physical Education department and Psychological Sciences department.
- Mentor- Mentee system for both UG and PG students.
- Well established psychological lab for detail assessment of the students.

Faculty involvement in wellbeing initiatives in the institution

- Conducting orientation program in the starting of each session for facilitating the adjustment process for the newly admitted students.
- Mentor- Mentee system for both UG and PG students.
- Organizing events like poster making/ Speech completion related to the promotion of the well-being.

- Organizing lectures / talks and workshops on wellness and time management issues.
- Celebrating World Mental Health Week every year as annual event.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Contribute to student wellbeing More training with mental health practitioners will enable them to identify and provide timely support to the students.
- Collaboration with mental health practitioners, institutes, centres, hospitals etc.,
- In-campus professionals required Psychiatrists, Psychiatric Nurse and Psychiatric Social Welfare.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Alumina committee Associated
- Models Healthy Coping and Self-Care Practices
- NSS and NCC avenues are available for boys and girls both to engage students meaningfully.

Mahatma Gandhi Central University

At a Glance

Total Student Strength of Institution: 1300

Total Faculty Strength of Institution: 120

Mental Health Professionals at the Institution: 01

Weblink: <https://www.iitism.ac.in/counselling>

Introduction

Student Wellbeing Cell.

Mental Wellbeing Initiatives on Campus

Mental wellbeing events, and workshops are organised.

Self-Identified Best Practice(s)

One to one interaction with students, Gender based counselling, Group counselling



Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Yes.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Special Learning Difficulties
- Financial Stress

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised in house. Approximately from 0-25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Expert training.

Challenges faced by the institution in promoting student wellbeing

Financial stress

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Creates a Stable Support Network with alumni and family
2. Normalizes Mental Health Conversations
3. Provides Diverse Lived Experiences
4. Enhances Early Identification of Distress
5. Strengthens Motivation and Academic Confidence
6. Promotes Cultural and Generational Understanding
7. Builds Intergenerational Communities of Care
8. Models Healthy Coping and Self-Care Practices
9. Encourages Long-Term Wellbeing Habits
10. Bridges Academic, Personal, and Professional Growth.



Indian Institute of Technology - Bombay

At a Glance

Total Student Strength of Institution: 13571

Total Faculty Strength of Institution: 755

Mental Health Professionals at the Institution: 10 Counseling Psychologist (including In-

Charge)

1 Clinical Psychologist

3 Outreach Counselling Psychologists.

Weblink: <https://swc.iitb.ac.in>

Introduction

The Student Wellness Centre (SWC) at IIT Bombay, established in the late 1980s, has been a cornerstone of student mental health and holistic development for over three decades. The Centre's primary objective is to promote psychological well-being through counselling, early intervention, preventive mental health initiatives, awareness programmes, and skill-building workshops.

Guided by its core principles of being Accessible, Inclusive, and Effective, SWC ensures that every student receives confidential, evidence-based, and timely psychological support irrespective of background or circumstance.

1. Composition and Infrastructure

The SWC team comprises thirteen trained counsellors with expertise in clinical, counselling, and social psychology, supported by a clinical psychologist and three administrative staff who manage daily operations.

The Centre operates from the 3rd floor of the Main Building, housing the administrative office, the In-charge, Lead Outreach Counsellor, psychometrician, walk-in counsellor, and two to three individual counsellors.

To ensure accessibility and visibility across the campus:

- Counsellors are stationed at five hostels, providing individual counselling to students in their residential settings.
- Outreach counsellors conduct bi-weekly visits to every hostel, leading group sessions, awareness activities, and life-skills programs.
- A dedicated team of counselors remains available on or near campus 24×7 (on rotational duty) to manage psychological crises in coordination with IIT Hospital and other emergency responders.

- This decentralized and round-the-clock presence ensures that mental health support is accessible, approachable, and immediate for all students, regardless of time or location.

2. Core Counselling and Preventive Services

Counselling Modes:

- In-person counselling at the SWC Main Building and designated hostel counselling rooms.
- Online counselling (24×7 access via IITB LDAP) through an external partner organization, available free of cost.
- External counselling at empanelled off-campus centres, reimbursable by the Institute.

Assessment Facilities:

- In-house psychometric testing conducted by a trained clinical psychologist.
- Collaboration with an external agency (in process) for advanced standardized assessments.

Crisis Support:

- Five counsellors are available on or near campus round-the-clock for mental health crises, in coordination with IIT Hospital and Quick Response Teams (QRT).

SWC provides individual and group counselling sessions addressing a wide range of student concerns—academic stress, anxiety, depression, relationship difficulties, family conflicts, and adjustment challenges.

Students can self-refer through the website, QR code, email, or walk-ins. Additionally, faculty, mentors, and institutional stakeholders can refer students for support.

All internal counselling and assessments are provided free of cost to students.

3. Outreach and Awareness Initiatives

The Centre runs diverse student engagement programs that identify wellbeing needs, provide targeted support, conduct on-site outreach, and maintain counselor feedback for timely, data-driven interventions. Three dedicated Outreach Counsellors plan and implement these programs, ensuring a proactive approach to well-being across hostels and departments. More than 5000 students have participated in these events.

The Flourishing Hub fosters wellbeing across academics and campus life through evidence-based learning, experiential workshops, curriculum integration, and a trained

peer-mentorship network. The hub operates with a dedicated team of three counsellors, a life coach together with visiting instructors and facilitators, and has impacted over 2300 students through these workshops.

4. Collaboration and Network

SWC works in close partnership with:

IIT Hospital for integrated psychological and psychiatric care. Regular and consistent to and fro of information sharing is a norm. Both IITB hospital and SWC work in close tandem for all psychiatric cases. Regular meetings ensure minimal loss of information and a holistic approach to student wellbeing.

Gender Cell, SC/ST Cell, PwD Cell and Academic Departments for inclusive and context-specific mental health support. SWC works closely providing and receiving referrals for issues related to specific concerns.

External Counselling Agencies for extended access and specialized care. To deal with any student who may want to take support from non-institute agencies, SWC has partnered with various counselling centers in and around the campus where students can seek counselling support. These sessions are reimbursable by the institute.

These collaborations strengthen the Centre's ability to address the varied psychosocial needs of IITB's diverse student population.

Mental Wellbeing Initiatives on Campus

Student Flourishing Initiatives by Flourishing Hub, IIT Bombay

Building a Culture of Wellbeing, Resilience, and Purpose on Campus

Introduction

IIT Bombay launched the Student Flourishing Hub in March 2025, in collaboration with the Class of 1998 alumni, to strengthen institutional efforts toward holistic student wellbeing. Rooted in the belief that academic excellence must go hand-in-hand with emotional resilience, the Hub integrates structured, preventive, and compassionate wellbeing practices into student life. It represents IIT Bombay's commitment to ensuring students are not only high-performing thinkers but also grounded, self-aware, and emotionally balanced individuals.

Why the Flourishing Hub Was Needed

While IIT Bombay offers an unparalleled academic environment, students often face intense pressure that can lead to stress, anxiety, burnout, and isolation. Traditional mental health systems—though essential—primarily offer reactive care and remain stigmatized for many. Recognizing this gap, the Flourishing Hub was conceptualized as a proactive and inclusive ecosystem that reaches every student, not just those in crisis.

Our Approach: Embedding Wellbeing into the IITB Ecosystem

The Flourishing Hub integrates wellbeing into the academic and cultural fabric through:

- Evidence-based learning grounded in psychology and neuroscience.
- Experiential workshops using journaling, reflection, sharing circles, and small-group formats.
- Curriculum integration: The Wellness Course is now part of the first-year curriculum (NOCS01/NOCS02), covering 1,300+ students.
- Peer mentorship: Over 850 student mentors trained to provide academic and emotional support.
- Open programs: Wellness Wednesdays, Flourishing Fridays, and Yoga & Meditation sessions open to all students.

This blended model ensures that wellbeing is normalized, accessible, and embedded into student life from the moment they join campus.

Programs Conducted (July–October 2025)

1. Wellness Course (First-Year Students)

Aim: To empower incoming undergraduate students to thrive emotionally, mentally, and socially.

The course delivers eight structured modules, including self-awareness, healthy relationships, sleep and digital wellbeing, resilience, purpose, and life skills. Conducted in small batches, it has already delivered 120+ workshops, creating a strong foundation for student flourishing.

2. Mentor Training Course

Aim: To create a caring and thriving campus culture through empowered peer mentors.

With four modules on wellbeing literacy, distress support, empathy, and mentor-mentee communication, the program has trained 850+ mentors to guide their juniors confidently and compassionately.

3. Psychological First-Aid: Support in Times of Need

The Flourishing Hub conducted 4 workshops, training 40 students in crisis-response skills, emotional de-escalation, and peer support. The workshop received an outstanding 4.77/5 rating, underscoring its relevance and impact.

4. Flourishing Retreat (Mind Gym – Manashakti Centre)

A unique retreat combining brainwave analysis, thought pattern assessment, mindfulness workshops, nature immersion, and guided meditation.

67 students (PhD, B.Tech, and M.Tech) participated, rating the experience 4.7/5, highlighting its profound effect on clarity, calmness, and self-reflection.

5. Yoga & Meditation Sessions

Weekly sessions open to students, faculty, and staff help cultivate balance, discipline, and mental focus. These practices complement psychological programs and support a holistic wellbeing ecosystem.

Impact So Far

Across all initiatives, the Flourishing Hub has:

- Reached 1,300+ first-year students through the curriculum-integrated Wellness Course.
- Trained 850+ student mentors in wellbeing and empathetic leadership.
- Delivered 120+ structured workshops in just four months.
- Introduced crisis-preparedness, mindfulness, and inclusive wellbeing practices through retreats and special workshops.
- Together, these efforts have strengthened IIT Bombay's culture of empathy, resilience, and community care.

Conclusion

The Flourishing Hub at IIT Bombay represents a new model of institutional wellbeing – proactive, curriculum-linked, evidence-based, and inclusive. It is shaping a generation of students who are not only academically capable but emotionally grounded, empathetic, and resilient.

Engagement & Awareness Programs: Outreach Team

Initiatives designed to involve a wider student community in fostering mental health awareness, supporting self-care practices, and destigmatizing help-seeking behaviors.

Introduction:

The Student Wellness Centre Outreach Team began in 2023, initially led by one counsellor, with support from the counselling team, to run gatekeeper training for mentors, faculty, and campus stakeholders, along with regular talks and events marking special mental health dates. The team has since grown to three counsellors together with a content creator, providing direct student support, identifying wellbeing challenges, and enabling rapid, informed action.

Outreach Strategy:

Develop multifaceted early-engagement programs designed to connect with students starting at the onset and throughout their academic journey.

Facilitate on-site outreach within hostels and academic areas to ensure accessible and consistent engagement.

Identify common determinants of reduced wellbeing through observations, and student interactions

Enhance overall impact by aligning interventions with identified needs and strategic priorities.

Establish a structured feedback loop with counselors to ensure timely, data-informed responses to emerging student concerns.

Details of Events conducted in 2025:

Early Engagement

Harmony Hangouts twice every week:

Objective: Foster peer connection, awareness, and emotional openness in informal hostel settings.

A recurring hostel-based outreach featuring 1-minute games and reflective activities every Tuesday and Thursday to make mental health conversations easy and engaging.

Peer Connect twice every month:

Objective: Build belongingness and peer-based emotional support among PhD scholars. A safe listening circle for PhD students to share experiences, express challenges, and find mutual understanding within the academic community.

Wellbeing Questionnaire (August 2025):

In 2025, the program reached over 1300 first year UG students, assessing their emotional well-being and adjustment to campus life. Individual and group-level insights enabled early interventions, guiding broader wellness programs like Harmony Hangouts, and Vartalap. and supported faculty sensitization and policy planning—helping IIT Bombay build a culture where wellbeing conversations are normalized and care begins early.

Context driven Mental Health Awareness Programs:

Vartalap Talk Series monthly:

Objective: Promote dialogue, reflection, and life-skill learning through expert conversations.

Monthly expert-led talks on themes like relationships, men's mental health, LGBTQIA+ inclusion, and academic balance, offering students new psychological insights.

Through the Lens – Panel Series twice a semester:

Objective: Integrate science, psychology, and lifestyle perspectives on mental wellness. A multidisciplinary discussion on “Nutrition, Brain Health & Mood,” featuring a psychiatrist, dietician, and gastroenterologist exploring the gut-brain connection.

Care with Clarity – Faculty Training (Jul 2025)

Objective: Empower faculty to support students' mental health through early identification.

A two-day workshop by Dr. Rajendra Barve training 88 faculty members to recognize, communicate, and refer students in distress.

Beyond the Resume (Jun–Aug 2025)

Objective: Strengthen students' emotional intelligence and employability through life skill training.

An eight-week skill development journey helping students enhance confidence, communication, and self-awareness beyond academics.

Stress Management Workshop for PHO Staff

Objective: Promote well-being and coping skills among IITB's essential workforce.

A practical training session for housekeeping staff and supervisors on managing stress through grounding, breathing, and emotional awareness.

Raising Awareness Across Campus Community

Nasha Mukta Mission (Jun 2025)

Objective: Encourage awareness, prevention, and help-seeking for substance-related concerns.

A campus awareness event titled "Get High on Life, Not on Drugs" by Dr. Shilpa Adarkar, promoting informed and stigma-free conversations on substance use.

World Suicide Prevention Day (Sept 2025)

Objective: Create awareness and destigmatize mental health through art and performance.

A group dance awareness campaign with Ang Tarang performed across campus to promote empathy, hope, and help-seeking behaviour.

Mental Health Week (6–11 Oct 2025) by Outreach Team

Objective: Celebrate well-being, encourage creativity, and build community connection.

A week-long festival of wellness featuring open mics, sound and drama therapy, drum circles, and a campus-wide Mental Health Mela.

Soulcial – Short Film Competition (Oct 2025) by Outreach Team

Objective: Use storytelling and art to express emotional realities and promote awareness.

A short-film contest on mental health themes like hope and new beginnings, concluding with screenings and expert panel discussions.

Calm in Crisis: Wellness Support

Wellness Booths during Placement Exams Objective: Provide quick, accessible stress relief during exams and interviews.

Unmanned booths at LHC offered Calm-in-a-Bag kits, affirmation cards, mandala corners, and QR codes for instant relaxation.

Recharge Zone (Planned – Dec 2025)

Objective: Support stress reduction and emotional balance during high-pressure periods.

A 15-day well-being pop-up near Hostel 16 with art therapy, animal-assisted therapy, and relaxation activities during placement season.

Summary

This year itself these events have reached out to over 5000 students. The programs are ever-evolving based on the needs of the student community. Day

Self-Identified Best Practice(s)

Mental health includes an individual's emotional, academic, psychological, and social well-being. It focuses on developing self-care practices during times of distress and on building strong interpersonal relationships within the student community and with various stakeholders. Additionally, it helps students make more informed and positive choices.



Building on mental health awareness and developing healthy life skills amongst students is one of the pivotal facets of IIT Bombay Student Wellness Centre. The best practices followed by IIT Bombay Student Wellness Centre are mentioned below:

1. Enhancing Accessibility to Counselling Services

- Multiple modes of support: In-person, online (video/audio), and external counselling options ensure flexibility and comfort.
- Decentralized presence: Counselors are available at both the central SWC office and designated hostel spaces.
- Round-the-clock availability: Crisis support is ensured through on-call counsellors during evenings, weekends, and holidays.
- 24/7 Online Counselling: Collaboration with an external agency to ensure continuous availability of professional help.

- Structured protocols: Emergency and standard operating protocols are established for timely response to crises.
 - Robust referral system: Access through self-referral, walk-ins, or referrals by mentors, faculty, and other stakeholders.
 - Medical leave support: Counselor/psychiatrist-recommended medical leave ensures recovery without academic disadvantage.
2. Promoting Early Detection and Intervention
 - In House Wellbeing Questionnaire: Screening of first- and second-year undergraduates for early identification of distress.
 - Psychometric Assessments: Standardized online and offline tools aid in diagnosis, planning, and monitoring of interventions.
 3. Strengthening Awareness, and Community Engagement through Outreach and Flourishing Hub activities.
 - We conduct outreach activities at different locations, classrooms, hostels, open spaces, via workshops, games, panel discussions, learning circles to educate students and campus community on selfcare, mental health, empathy and aid in normalizing conversations around seeking help when in need.
 4. Mental health Training
 - Departmental Mental Health Orientation: Integrated sessions on emotional wellness during departmental inductions.
 - Institute-Student Mentorship Program (2020–ongoing): Senior students are trained to provide empathetic peer support.
 - Annual Mentor & Gatekeeper Training: Regular workshops for mentors, faculty, and staff on early intervention and suicide prevention.:
 5. Collaborative network
 - SWC works in close partnership with all the IIT B Hospital, Psychiatrists, Faculty advisors, Wardens, Hostel Managers, specialized student support systems, grievance redressal units and the student mentors. This creates a more robust support network for the students.
 6. Innovating to Meet Evolving Student Needs
 - Flourishing Hub: Conducting Leadership development and Contributor mindset workshops to aid students explore how to lead holistically, balance values with effectiveness, and build trust that sustains teams and relationships
 - SWC YouTube Channel & Instagram: Platforms for short educational videos, event updates, and wellness communication. Engaging students through Instagram Channel.
 - Bandhu Self-Help Website: A digital hub offering curated resources on mental health, relationships, and coping strategies.

- Continuous professional upskilling: Counselors undergo national and international training to stay updated on evidence-based practices, through institute funded opportunities.
- Human Resources for Wellness Centre: We are adding personnel to the centre, outreach team, flourishing hub to add to continuously evolving needs of student.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

We regularly update our practices. We do monthly evaluations and assessments of how our intervention programs are working. The feedback loop between our students and counsellors and other stakeholders helps us identify newer policies. Currently we are in the process of adding social workers and specialized therapists to our team to bolster the wellbeing of our students. Taking forward the feedback from student interactions SWC is also in the process of hiring deaddiction counselors with a near future plan of starting a deaddiction OPD clinic.

Our SoPs are reviewed every two years to keep in touch with the latest student needs. We have decentralized our counselling services, added more outreach initiatives to cater to different student categories, UG, PG and PhD.

Flourishing hub has reached out to first years UG students through the curriculum-integrated Wellness Course, trained mentors in wellbeing and empathetic leadership.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in-house. Approximately 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

The institute is now offering psychological first aid training programs department wise to create larger awareness amongst faculty. Workshops for faculty on active listening and empathetic communication to support students better and Additional programs focusing on self-awareness and the application of positive psychology practices will also further support wellbeing.



Challenges faced by the institution in promoting student wellbeing

Some of the challenges we have faced during the years include:

- Providing specialised, consistent, long-term support for students who require close monitoring.
- Supporting students who choose not to disclose personal issues to staff, making it difficult to identify their needs.
- Monitoring student wellbeing in large classes, where it can be hard to notice individual changes or concerns.
- Balancing student safety with situations where students refuse to allow the institution to inform their families.

We are working on overcoming these challenges by

- Empanelling counsellors for specialized support
- Recruiting social workers to psycho-educate students and their families
- Creating strong support groups through mentors, peers and family
- Enhancing our faculty referral processes.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Families as Primary Caregivers and Partners in Wellbeing:

Families play a foundational role as the first and most consistent source of emotional support. Family encouragement and empathy reinforce a student's sense of belonging and emotional safety. Constructive family engagement helps normalize help-seeking behaviour and strengthens students' coping skills during academic or personal challenges.



Early Identification and Preventive Intervention: Familiar with their child's emotional patterns, families are often the first

to recognize early signs of distress, behavioural changes, or social withdrawal. Their timely engagement can prevent escalation and enable swift institutional response. With appropriate sensitization, they can alert the Institute's support systems early – facilitating timely intervention and reducing crisis escalation.

Ensuring Continuity and Compliance in Care: Families can reinforce adherence to medical or counselling recommendations by monitoring progress, encouraging follow-up, and maintaining communication with mental health professionals

Countering Negative Peer Influence and Promoting Balance: Through open dialogue, families can help students counteract the adverse effects of peer pressure and maintain balanced decision-making.

Enhancing Sense of Belonging and Self-Worth: Emotional anchoring from family members fosters a sense of belonging, stability, and unconditional acceptance. This contributes significantly to students' self-esteem, resilience, and confidence during periods of academic and personal stress.

Alumni as Role Models and Mental Health Advocates:

Alumni who have successfully navigated academic and personal challenges can serve as relatable role models who normalize help-seeking behaviour, demonstrating that seeking support is a sign of strength, not weakness. Their stories offer hope and perspective to current students.

Alumni as Bridges Between Academia and Industry: By sharing practical insights from professional life, alumni can help students build realistic expectations about career paths, transitions, and workplace wellbeing – thereby reducing anxiety linked to future uncertainty.

Grounding and Guiding Students' Priorities: Through mentorship and dialogue, alumni can help students re-evaluate their priorities, manage perfectionism, and maintain perspective—encouraging a more balanced and grounded approach to academics and life.

Alumni as Enablers and Resource Contributors: Alumni networks can contribute through financial support and knowledge-sharing initiatives.



National Institute of Technology - Calicut

At a Glance

Total Student Strength of Institution: 7936

Total Faculty Strength of Institution: 421

Mental Health Professionals at the Institution: 03 Counsellors

24x7 online support through YourDOST

Weblink: sgc.nitc.ac.in

Introduction

The Student Guidance Cell (SGC) at NIT Calicut offers counselling and academic support to students while ensuring privacy and confidentiality. SGC helps students enhance their academic, personal, and emotional well-being, enabling them to realise their full potential with the help of in-house counsellors. Through various events and Programs, SGC aims to bring students together to promote social interaction and awareness of mental health and wellbeing.

Mental Wellbeing Initiatives on Campus

Conducted Events (June 2025 - October 2025)

- Wellness Seminar (July 16 2025) – Focused on promoting faculty wellness and equipping advisors with tools to support students’ mental health.
- Anti-Drug Campaign (August 12 2025) – Campus-wide awareness drive on the harmful effects of substance use, promoting a drug-free environment.
- Expert Talk on Emotional Well-Being (August 25-26 2025) – Interactive sessions on stress management, resilience, and positive mindset for students.
- Suicide Prevention Gatekeeper Training (September 25 2025) – Trained students and faculty to identify and respond to early signs of emotional distress and suicidal ideation.



- Mental Health Awareness Movie Screening (October 10 2025) – Encouraged open dialogue and reduced stigma around mental health through film-based discussion.

Proposed Events (November 2025 onwards)

- Orientation Program on Emotional Loneliness and Communication – Aimed at developing interpersonal skills and addressing feelings of isolation among new students.
- Workshops on Stress Management and Mindfulness – Department-level sessions during exams to enhance coping strategies and time management.
- Community Care and Wellness Workshop (Phase II) – Capacity-building for SGC student volunteers in peer support and campus wellness initiatives.
- Art & Neurographic Therapy Sessions – Creative interventions promoting relaxation and self-expression.
- Program on Happiness and Positive Psychology – Activities and surveys aligned with the International Day of Happiness.

Self-Identified Best Practice(s)

NIT Calicut ensures student mental well-being through a coordinated support system led by the Student Guidance Cell (SGC) under the Director and Dean of Students' Welfare. The SGC collaborates with Faculty Advisors, Hostel Wardens, and Caretakers to identify and address student concerns promptly.

Students can access counselling through phone and email, walk-ins, or faculty referrals. For those preferring confidential or after-hours support, the YourDOST platform offers 24×7 online counselling, free of cost for the students. The SGC also partners with various student clubs, sports bodies, and wellness groups to promote physical activity, peer engagement, and holistic well-being. Regular communication with students and parents ensures a supportive and inclusive campus environment.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing



Quarterly assessment of students counselling sessions data, both from physical counselling and online counselling, will be verified to understand any specific concerns that need to be addressed through policy interventions.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Online counselling partner 'YourDOST' periodical report, and through volunteers reporting.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately 26-50% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty would benefit from structured training in empathetic communication, early identification of student distress, and practical strategies for promoting mental well-being within academic settings.



Challenges faced by the institution in promoting student wellbeing

Key challenges include overcoming the stigma around seeking counselling support and ensuring consistent student participation amidst academic pressures and tight schedules.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. The formation of SGC was initiated based on alumni feedback emphasising the need for structured counselling and motivation.
2. SGC activities involve not only students, but families of students and staff to encourage social interaction and cultivate a sense of one large family.
3. The Centre for Career Development (CCD) at NIT Calicut is dedicated to providing comprehensive career guidance, training, and placement support, which links alumni with the placements, to address the students' stress related to placements.



National Institute of Technical Teacher Training & Research - Chandigarh

At a Glance

Total Student Strength of Institution: 250

Total Faculty Strength of Institution: 41

Mental Health Professionals at the Institution: NIL

Weblink: NA

Introduction

Safety, Security, Health and Wellbeing Committee in the Institute organized training on Discovering Wellness for Students of the Institute.

Mental Wellbeing Initiatives on Campus

1. Conducted training session by Wellness and Spiritual life coach on Discovering Wellness for Students on 4th November 2025.
2. Training on mindful leadership planned for faculty and staff in December 2025.
3. Lecture on positive thinking and emotional wellbeing by Brahma Kumaris on 15-7-2025.



Self-Identified Best Practice(s)

1. Supportive environment
2. Promoting health habits
3. Promoting sense of belongingness.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

committee dealing with health and wellbeing periodically discuss policies and practices for mental wellbeing during meetings.

Most Pressing Wellbeing Needs of Students on Campus

- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

NITTTR Chandigarh currently assesses student wellbeing needs through informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have not participated in capacity building sessions and training.

Institutional mechanisms for faculty to identify and support students in distress



The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Long term engagements of students in mental wellbeing activities and subsequent follow up.

Challenges faced by the institution in promoting student wellbeing

1. Persistent Stigma and misunderstanding about mental illness
2. Lack of awareness about mental health

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Builds a multilayer supports system around students
2. Promotes holistic development
3. Emotional support and security by family
4. Early identification of distress
5. Mental health advocacy
6. Open communication in family
7. Family members act as role model for coping with crisis.
8. Parents set appropriate boundaries and provide guidance

National Institute of Technical Teachers Training & Research - Chennai

At a Glance

Total Student Strength of Institution: 300

Total Faculty Strength of Institution: 47

Mental Health Professionals at the Institution: NIL

Weblink: NA

Introduction

Student Wellbeing Centre is established for enhancing the students' mental health and physical health.

Mental Wellbeing Initiatives on Campus

The institute focuses on mental health through short-term courses, workshops and Yoga related events. The Institute is regularly conducting a Student Psychology Programme in online and Yoga & Self-healing for Mental health in offline mode every year for higher education teachers. This year also the programme was conducted in June. The Yoga programme will happen in January. The institute has established a Yoga Hall. The institute is establishing a Sound healing Studio for promoting wellbeing of stakeholders.

The Institute is offering Students Psychology, Mentoring and Counselling and Mental Health of students in Higher Education in the Swayam Portal. Students are encouraged to utilise the Gym facilities and Sports events.

Self-Identified Best Practice(s)

1. Good Campus facilities
2. Counselling and Mentoring
3. Regular awareness programmes
4. Grievance redressal



Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Since last 4 years, we have started the PG Programme. We are following the UGC rules, AICTE rules, and Govt. of India regulations and policies from time to time.

Most Pressing Wellbeing Needs of Students on Campus

Managing professional work and academic studies simultaneously as our postgraduate students are working professionals.

Institutional Mechanisms to Assess Student Wellbeing Needs

Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing



Many of the institutions do not have trained counsellors. Therefore, as per NEP for holistic development, teachers need to be trained on Promoting Mental health of students and in Mentoring and counselling Skills, NITTTR has conducted programmes in Mentoring and Counselling for faculty in Higher Education. NITTTR, Chennai is offering a Programme on “Mental Health of

students in Higher Education: Fostering Resilience and Enhancing Well Being” on the Swayam platform.

Challenges faced by the institution in promoting student wellbeing

Currently, our students are mostly employed professionals attending weekend classes. We are helping the teachers of Engineering colleges and polytechnics through our training programmes to address mental health issues with students.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. One of the main factors in student wellbeing is the parenting style. Surely Parents need to be given awareness. A student's life is about growth and progress, not about grades and jobs.

2. The role of alumni is enormous. They can give lot of knowledge of the professions and how students should be prepared to face those challenges with good mental health.
3. Alumni can fund and support mental health activities in the campus.

Indira Gandhi National Open University

At a Glance

Total Student Strength of Institution: More than 3 million

Total Faculty Strength of Institution: 277

Mental Health Professionals at the Institution: NA

Weblink: <https://www.iitism.ac.in/counselling>

Introduction

The Counselling Centre at IGNOU has been established recently.

Mental Wellbeing Initiatives on Campus

Activities conducted in 2025

1. 4th lecture in the Mental health lecture series by Prof Anuradha Sovani, Former Professor of Psychology, SNDT Women's University, Mumbai on 25.8.2025
2. Invited Talk by Prof Sujata Satapathy, Professor of Clinical Psychology, AIIMS, New Delhi on the occasion of World Mental Health Day on 10.10.2025
3. Launching of 2nd issue (July-Oct 2025) of 'Manas', the E Magazine on mental health
4. 6th session of *Aao baat kare*: Let's Talk - an interactive session on mental health and well-being conducted on 25.9.2025
5. Seven sessions related to mental health on *Gyanvani* - Live Interactive Radio FM channel in 2025
6. Seven sessions related to mental health on *Gyandarshan* - Live teleconferencing session on Television in 2025

Activities planned in 2025-2026

1. Survey on mental health needs of students and employees of the university
2. Workshops on identified needs

Self-Identified Best Practice(s)

1. 'Manosampada' Monthly Series on Mental health and well-being telecast live every month on Gyanvani (FM Radio channel) and Gyandarshan (television channel)
2. Mental Health Lecture Series conducted at regular intervals
3. Aao Baat Kare: Let's Talk, an interactive session on mental health and well-being conducted at regular intervals

4. 'Manas' - the E-Magazine on Mental health and well-being, published thrice a year
5. Celebration of World Mental Health Day every year by organising talks, workshops, activities like poster making, slogan, poetry recitation, etc.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

- Activities/programmes related to mental health are usually reported in the Digi News of the University.
- Documentation on mental health and well-being is under preparation by the Centre for Quality Assurance
- University has recently constituted a Committee for IGNOU Students' Mental Health and Well-being.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Student wellbeing needs are not yet assessed at IGNOU.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have **not** participated in capacity building sessions and training.



Institutional mechanisms for faculty to identify and support students in distress

The institution has an informal set-up (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees, Leading campus, Curriculum integration

wellbeing-related workshops /activities on

(embedding wellbeing themes in teaching), sessions on mental health and well-being taken by faculty under MMTTC.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Formulation of institutional policy, capacity building/training.

Challenges faced by the institution in promoting student wellbeing

Access to and availability of professional support to address mental health issues and concerns

Sensitization of all the stakeholders regarding mental health related issues

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Family and alumni need to be involved and have a major role in supporting mental health and well-being of students because mental health cannot be viewed in isolation.

Alumni can guide and mentor the students in the career paths and also navigating the challenges and promoting mental health and well-being.

Institution can engage with alumni who are already working in the field of mental health to extend their support and guidance for the same.

Both offline and online mode can be used for the interaction with the family, and also with alumni-student engagement.

Online alumni platforms can help develop a sense of belongingness on the part of alumni and also a sense of connectedness and trust on the part of the students.

Family and Alumni participation will help in realising one's full potential, reduce stress and promote well-being



Indraprastha College for Women – University of Delhi

At a Glance

Total Student Strength of Institution: 4500

Total Faculty Strength of Institution: 193

Mental Health Professionals at the Institution: 01 Counsellors

Weblink: NA

Introduction

The college has a Women Development Cell. It has Convenor (Ms. Chetna Gupta) and her team. It has 250 student members.

Mental Wellbeing Initiatives on Campus

1. Proactive Emotional Wellness Workshops (Sleepwell Foundation Collaboration)

Organized continuously for all students from Oct 2023– Nov 2025 on varied contemporary topics including:

- Emotional Wellness & Emotional First Aid
- Perception and Communication
- Gender Sensitization and Relationships
- Stress and Anger Management
- Coping with Depression
- Domestic Violence
- Abstinence and Addiction
- Change Management
- Suicide Awareness
- Recognizing Violence in Everyday Life & Building Coping Capacities
- Effective Communication
- Emotional Wellness First Aid
- Perception & Gender Sensitization
- Relationships

For the training of Faculty Members

- Five-Day Proactive Wellness Workshop for Faculty Members was organized by our College and Sleepwell Foundation

2. Certificate Courses & Special Programs

- 40-hour Certificate Course on “Human Well-being in Indian Knowledge Systems” was organized by our College and Bharatiya Shikshan Mandal for the students.

- “Her Story – My Story” programme, attended by WDC students & faculty at Rashtrapati Bhavan Cultural Centre.
3. Health and Lifestyle Initiatives
 - Plant-Based Whole Foods Diet & Lifestyle Talk
 - Free Gynaecological Camp- The camp aimed at spreading awareness about Women’s health and well-being.
 - Sanitary Pad Vending & Disposal Machines installed in seven washrooms
 - Awareness Drive on Menstrual Health
 - Principal Internship on Nirbhik Program
 4. Mental Health Support Systems & Institutional Mechanisms
 - Qualified counsellor appointed to support students’ mental health.
 - Mental Health Committee prepares policies for institutional mental-health care.
 - SHe Portal Box developed for reporting harassment & discrimination; Nodal Officer appointed and ICC informed.
 - Dialogues of the Mind – A Mental Health Awareness Campaign Organized by the Mental Health Committee
 5. Gender Sensitization & Safety Awareness Activities
 - Open Mic Event on “Zero Tolerance on Sexual Harassment of Women at Workplace (POSH Act, 2013)”
 - Gender Sensitization Workshops
 - Multiple sessions across 2023–2025.
 6. Collaborations with National & Spiritual Organizations
 - Stress Management Talk Organized with National Centre for Disease Control (29 Oct 2025).
 - Seminar on “Developing Inner Powers”
 - Collaboration with Youth Wing & Brahma Kumaris (13 Nov 2025).

Chronological Timeline 2025

- 27 Jan – 3 Feb: 5-Day Faculty Wellness Workshop
- 11 Apr: Emotional Wellness First Aid
- 18 Aug: Effective Communication
- 20 Aug: Recognizing Violence & Coping Capacities
- 25 Aug: Perception & Gender Sensitization
- 10 Oct: Dialogues of the Mind – Mental Health Campaign
- 29 Oct: Stress Management (NCDC)
- 12 Nov: Relationships
- 13 Nov: Developing Inner Powers (Brahma Kumaris)

Future Plans (Well-being, Mental Health & Holistic Growth)

In the coming years, Indraprastha College for Women aims to further strengthen and expand its commitment to emotional well-being, mental health, and holistic development. The institution envisions the following initiatives:

- Establishment of a Meditation Centre to provide students, faculty, and staff with a dedicated space for mindfulness, reflection, and emotional grounding.
- Setting up an Art of Living Centre on campus to promote stress-free living, resilience-building, and well-being through structured programmes.
- Undertaking Research Projects on Well-being focusing on emotional wellness, mental health trends, community well-being, women's mental health, and preventive psychological care.
- Organizing National and International Seminars and Conferences on Well-being, Mental Health, Emotional Intelligence, and Gender Sensitization to encourage academic dialogue, research dissemination, and global collaboration.
- Strengthening Collaborative Partnerships with national and international organizations working in wellness, emotional health, sustainable lifestyle, and gender justice.

Self-Identified Best Practice(s)

As explained above, the college frequently organises workshops, seminars, and other events for awareness and capacity building.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The college documents institutional policies and practices related to ensuring student mental wellbeing along with evaluating them. Reports are submitted periodically.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations, Department wise visits and conduction of orientation regarding counselling cell.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions organised in house. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured (e.g., referral systems, mentoring roles) are in place for faculty to support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Leading wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Meditation Centre will be introduced in future.

Challenges faced by the institution in promoting student wellbeing

Financial expenses.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Proactive Emotional Wellness Workshops (Sleepwell Foundation Collaboration)
2. Five-Day Proactive Wellness Workshop for Faculty Members was organized by our College and Sleepwell Foundation
3. 40-hour Certificate Course on “Human Well-being in Indian Knowledge Systems” was organized by our College and Bharatiya Shikshan Mandal for the students.
4. “Her Story – My Story” programme, attended by WDC students & faculty at Rashtrapati Bhavan Cultural Centre.
5. Health and Lifestyle Initiatives
6. Mental Health Support Systems & Institutional Mechanisms
7. Gender Sensitization & Safety Awareness Activities
8. Collaborations with National & Spiritual Organizations

Indraprastha College for Women
University of Delhi

MENTAL HEALTH COMMITTEE
ORGANISES

Dialogues of the Mind: A Mental Health Awareness Campaign

Session on <i>AI as a Therapist</i>	Campus Walk for Mental Health Awareness	Workshop on <i>Coping Styles</i>
 Ms. Ambika Warriar Rehabilitation Psychologist	 by Ms. Muskan Choudhary College Counsellor	
🕒 9:30-10:30 am 📍 Conference Room	🕒 11 am onwards 📍 Near Room 30	🕒 12 pm - 1 pm 📍 AV Room

📅 **Friday, 10 October, 2025**
Dress Code: Green

Patron	Event Coordinator	ECA Convenor	Mental Health Committee:
Prof. Poonam Kumria Principal	Ms. Muskan Choudhary College Counsellor	Dr. Gagan Gera Dr. Disha Pokhriyal	Prof. Roopali Goyanka Dr. Veena Gupta Dr. Gayatri Arunkumar Ms. Muskan Choudhary

Indian Institute of Technology (Indian School of Mines) - Dhanbad

At a Glance

Total Student Strength of Institution: 8575

Total Faculty Strength of Institution: 406

Mental Health Professionals at the Institution: 02 Counsellors

01 Psychiatrist

YourDOST online counselling service

Weblink: <https://www.iitism.ac.in/counselling>

Introduction

The Student Wellbeing Centre at our institution comprises a multidisciplinary team of counsellors, clinical psychologists, and psychiatrists who provide mental health support to students. The Centre also offers in-patient services during times of crisis, ensuring timely care and intervention.

In addition, our college has collaborated with an external mental health agency that offers 24×7 wellbeing support to students, ensuring continuous access to professional help beyond campus hours.

Our welfare centre promotes holistic wellbeing through yoga sessions, gym facilities, sports, and various recreational activities, focusing both on wellness and preventive care.

Our institution also organizes motivational talks and workshops on mental health for students and parents, aimed at fostering awareness, reducing stigma, and encouraging open dialogue around mental wellbeing.

Mental Wellbeing Initiatives on Campus

1. Mental Wellness Orientation Programme- The Mental Wellness Orientation Day for all the students of IIT-ISM Dhanbad was held on 3rd August 2024 at Penman Auditorium. This crucial event aimed to introduce new students to the importance of mental well-being and the resources available on campus to support their mental health. Given the rigorous academic environment at IIT, this orientation was designed to ensure that students are aware of how to maintain a healthy balance between their studies and personal well-being.

2. Wellness Session by Mr. Deek Parassini (Renowned Motivational Speaker) for all Students from 01.04.2025 to 03.04.2025.

Upcoming Plans

1. Stress Management and Resilience Workshops – Interactive sessions focusing on relaxation techniques, time management, and healthy coping strategies during academic pressure and examinations.
2. Peer Support and Empathy Building Sessions – To strengthen peer networks and emotional support systems.
3. Collaborative Programs with the External Agency – Several wellbeing initiatives are under discussion in collaboration with the external online platform,” aimed at enhancing student mental health support through expert-led workshops, awareness campaigns, and online counseling services.

Self-Identified Best Practice(s)

We offer accessible individual and group counseling sessions to students and refer them to psychiatrists or other specialists whenever required. We maintain regular contact with students to monitor and support their wellbeing, collaborating closely with departments and faculty members to address academic concerns. When necessary, we coordinate with parents or friends, while always maintaining strict confidentiality to ensure a safe and trusted support system for every student.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institute actively documents and periodically evaluates its policies and practices related to student mental wellbeing. All initiatives, counseling sessions, workshops, and awareness programs are systematically recorded to track participation, engagement, and outcomes. Feedback is regularly collected from students, faculty, and other stakeholders to assess the effectiveness of these interventions. Based on this data, the Student Wellbeing Centre reviews and updates its strategies, introduces new programs, and refines existing practices to ensure they remain relevant, evidence-based, and responsive to the evolving needs of students.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties,
- Relationship or interpersonal issues

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has an informal set-up (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

1. Mental Health Literacy: Training to recognize early signs of stress, anxiety, depression, or other mental health issues in students. Understanding how mental health can affect academic performance and social interactions.
2. Awareness of Campus Resources: Familiarity with counseling services, peer-support programs, and referral pathways. Knowing when and how to refer students to professional help.
3. Faculty Wellbeing Support: Workshops on managing their own stress and preventing burnout. Peer-support groups for faculty to share strategies for supporting students.
4. Inclusive & Supportive Teaching Practices: Training on accommodating diverse learning needs, first-generation learners, and students facing socio-economic or cultural challenges. Encouraging a classroom environment that reduces stigma around mental health.
5. Crisis Management Training: Preparing faculty to respond appropriately in urgent situations (e.g., suicidal ideation, severe anxiety attacks, or harassment cases).
6. Policy & Legal Awareness: Understanding confidentiality, consent, and ethical responsibilities when dealing with student wellbeing issues.

Challenges faced by the institution in promoting student wellbeing

Academic pressure, career uncertainty issues often leads to stress and burn out. Many students also struggle with adjustment issues when adapting to a new environment, managing independence, and building social connections. Additionally, family expectations regarding grades and career choices can add significant emotional pressure, sometimes preventing students from seeking help. Despite efforts to normalize mental health support, stigma and bias remain significant barriers, and many students feel hesitant or scared to seek professional help. These factors together make it

essential to provide accessible support systems and resources for students' mental and emotional wellbeing.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Early Identification of Issues: families can notice changes in behavior or wellbeing early, enabling timely intervention or professional support.
2. Normalizing Help-Seeking Behavior: Families who openly discuss mental health reduce stigma and encourage students to seek counseling or support services.
3. Academic and Career Guidance: Families can help students set realistic goals, manage expectations, and develop resilience in the face of academic or career challenges.



inauguration of offline counselling session of YourDOST to the students, faculty members and parents.



Online Counselling session of YourDOST



Online Counselling session of YourDOST



Counselling session by Mr. Deep parassini to the students

4. Emotional Support: Families should provide a foundational emotional safety net, offering reassurance and understanding during stressful academic and personal challenges.
5. Guidance and Perspective: Alumni can share their experiences, coping strategies, and career insights, helping students navigate academic pressures and life transitions confidently.

6. Networking and Opportunities: Connect students to internships, scholarships, or professional opportunities, reducing stress related to career uncertainty.
7. Community Building: Help foster a sense of belonging and connectedness between current students and the broader alumni network.
8. Alumni can act as approachable mentors, so that students can reach out for guidance, encouragement, and reassurance.

Indian Institute of Technology - Gandhinagar

At a Glance

Total Student Strength of Institution: 3075

Total Faculty Strength of Institution: 186

Mental Health Professionals at the Institution: 04 Counsellors

01 Psychiatrist

Weblink: <https://sites.iitgn.ac.in/counselling/>

Introduction

As a Counselling Unit, we conduct one-on-one interactions with all B.Tech students every semester, each lasting about 10–15 minutes. This is a mandatory, graded exercise evaluated on a pass/fail basis in terms of attendance. We also organize group discussions for all first-year students across programs (B.Tech, Masters, and Ph.D). In addition, the IITGN Counselling Unit conducts workshops and talks on various aspects of mental health, and we publish a monthly newsletter highlighting insights, awareness, and initiatives from our counselling services. We also organize regular weekly meditation and wellbeing sessions which are open to all students of IITGN.

Mental Wellbeing Initiatives on Campus

During the academic year 2025–26, several initiatives and programs have been undertaken by the Counselling Services at IITGN to promote mental well-being and strengthen psychological support within the campus community. In March 2025, the monthly Counselling Services Newsletter was launched to enhance mental health awareness and community engagement. In May 2025, a comprehensive report outlining IITGN's mental health support mechanisms and interventions was prepared for the National Task Force for Suicide Prevention. The same month, the counselling unit conducted a workshop for Ph.D. students emphasizing the role of physical activity as an effective stress buster. In June 2025, the counselling unit facilitated an engaging Art Therapy workshop, helping participants explore emotional expression and self-awareness through creative mediums. Moving forward to July 2025, a session on work-life balance was organized for IITGN staff members. Additionally, Gatekeeper Training for counselors and hostel caretakers was conducted by facilitators from NIMHANS, strengthening the institute's preventive mental health framework. A significant milestone was achieved in July 2025 with the launch of a 24×7 emergency mental health helpline, offering continuous emotional support and crisis assistance to the IITGN community. In addition, the institute has organized multiple activities around mental wellbeing. During the Foundation Program, a renowned initiative of IITGN to prepare the incoming undergraduate class for college, a week was dedicated to mental wellbeing and renowned breathwork and meditation workshops like the YES!+ and

other wellness sessions were introduced to the students to reduce stress, anxiety and give them tools to develop holistically. Similarly, for the incoming post graduate students, dedicated mental wellbeing sessions were conducted during the two-week orientation program. The institute has a strong emphasis on physical activity with compulsory sports classes including yoga sessions for incoming UG/PG students. We also organize regular weekly meditation and wellbeing sessions which are open to all students of IITGN.

Self-Identified Best Practice(s)

IITGN organises several social connection events such as weekly IPOD: Inner Peace and Outer Dynamism Sessions open to all students to enhance their wellbeing. Foundation program and Aarohan for the orientation of incoming UG and PG students ensures their smooth transition to campus life. Special emphasis on Physical Exercise including sports and yoga engages students enhancing their physical as well as mental fitness. Viva-voce and group discussions every semester for both UG and PG students along with regular faculty feedback, helps us identify students under distress.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

IITGN has documented its mental health related policy and is looking into its periodic evaluation this semester.

Most Pressing Wellbeing Needs of Students on Campus

- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties,
- Relationship concerns with family friends, partners, professors



Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations, Self-reports and peer reports of behavioural challenges. Observations during viva voce.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training. Approximately 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured protocols (e.g., referral systems, mentoring roles) are in place for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty can play a vital role in supporting student well-being when provided with the right awareness and tools. Regular sensitization programs on various aspects of student mental health and well-being would help faculty better understand early signs of distress. Additionally, organizing informal interaction groups where students can connect with faculty on a personal level beyond academics through shared interests or non-academic activities can foster trust, approachability, and a stronger sense of belonging within the campus community.

Challenges faced by the institution in promoting student wellbeing

One of the primary challenges in promoting student holistic health at the institute is the limited availability of trained mental health professionals, including counselors, psychiatrists, wellness coaches, meditation/yoga teachers etc., to meet the growing and diverse needs of the student community. Additionally, there is an increasing reliance on AI tools and digital platforms for emotional support, which often provide generalized or inaccurate information. This has also led to a noticeable tendency among students to self-diagnose psychological disorders, sometimes without proper evaluation or professional guidance. These factors highlight the need for more mental health resources, awareness initiatives, and guidance on responsible digital health practices.



Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Emotional Anchoring through Family Support:

Continued family involvement helps provide students with a sense of emotional security, belonging, and unconditional support, especially during times of stress, transition, or academic

pressure.

Reducing Stigma around Mental Health:

Family and alumni voices can play a strong role in normalizing conversations around mental health, helping students view counseling and therapy as proactive, not corrective, measures.

Alumni as Peer Mentors:

Alumni who have navigated similar academic and personal challenges can serve as relatable mentors offering empathy, practical advice, and coping strategies drawn from lived experience.

Building a Culture of Care and Continuity:

Alumni engagement fosters a sense of continuity and community care, reminding students that support doesn't end with graduation but continues through a shared network of understanding.

Creating a Multi-Layered Support System:

Continued engagement from families and alumni helps the institution build a holistic well-being ecosystem which blends professional care with personal empathy, community connection, and long-term mentorship.

Encouraging Help-Seeking Behavior:

When families and alumni share positive experiences with counseling or mental wellness practices, students are more likely to seek help early without hesitation or shame.

Annual Parent-Counselor Interaction:

Organizing yearly sessions between parents and counselors helps families understand the emotional and academic challenges their children face, especially in light of semester outcomes. This allows for better collaboration and targeted emotional support



at home.

Indian Institute of Technology – Goa

At a Glance

Total Student Strength of Institution: 750

Total Faculty Strength of Institution: 65

Mental Health Professionals at the Institution: 02 Counsellors

01 Psychiatrist

Weblink: <https://iitgoa.ac.in/student-counseling/>

Introduction

The Student Counselling & Wellness Cell at IIT Goa functions under the Student Affairs Division and is dedicated to promoting the overall mental, emotional, and social well-being of students. The Cell provides a safe, confidential, and supportive environment where students can seek professional help for stress, anxiety, relationship issues, or any personal concerns.

The SCWC operates through a team of professional counselors, including both full-time and part-time staff, a psychiatrist, supported by student volunteers, a faculty advisor (wellness), and the Dean (SA), who work together to create a positive and inclusive campus environment.

Key initiatives include individual counselling sessions, awareness and wellness campaigns, workshops on stress management, mindfulness, and emotional intelligence, as well as peer support programs. The Cell also collaborates with external partner YourDOST to provide round-the-clock online counselling support.

Through these efforts, the Student Wellbeing Cell has significantly contributed to building a culture of openness and empathy at IIT Goa, encouraging students to prioritise mental health and seek help without hesitation.

Mental Wellbeing Initiatives on Campus

The following mental-well-being initiatives, events, and workshops held at the Indian Institute of Technology Goa (IIT Goa) during the academic year 2025-26 (so far).

1. "Mental Wellbeing and Counselling" Orientation for PG & UG Students
 - Through the Institute's Student Counselling / Wellness Cell, a dedicated orientation session was organised for new UG and PG students. The aim was to introduce them to the counselling services (individual counselling, group therapy, support groups, and online options) available through the institute, including contact details and helpline numbers.

- This orientation also helped students understand how to access help and emphasised early help-seeking rather than waiting for problems to escalate.
- Key messages: normalising mental health, building a help culture, sign-posting services, and ensuring students are aware right at the start of their academic year.

2. “Happiness” Workshop (by external experts)

- The Institute hosted a two-day Happiness Workshop on 8-9 August 2025, conducted by Shri Sridhhar Boovaraghavan, focusing on well-being beyond academics—emphasising sustainable positivity, life skills, self-awareness, and peer interaction.
- The outcomes: students were encouraged to adopt practices that build resilience, manage stress, and cultivate positive mindsets, which complement counselling and mental-health efforts.

3. World Suicide Prevention Day – Workshop & Awareness Activities

- On 10 September 2025, IIT Goa observed World Suicide Prevention Day with a workshop and campus-awareness activities, including a “Wall of Hope”, “Message Tree”, anonymous submission stations, etc.
- The workshop component helped sensitise students and staff to warning signs, how to help peers, where to seek support, and reduce stigma around suicidal ideation.
- The awareness activities provided visible cues of campus-care culture: showing that mental health is taken seriously and help is available.

4. World Mental Health Day Celebration

- World Mental Health Day (10 October 2025) was observed at IIT Goa, with the theme: "Access to Services: Mental Health in Catastrophes and Emergencies".
- The workshop emphasized the importance of ensuring that mental health care is accessible to everyone, especially in times of crisis and emergencies. The session also highlighted not only systemic gaps, but also the deeply human side of making care truly accessible in moments of urgency.



5. Anti-Ragging/ Anti-Drug Orientation / Week

- The Institute observed an “Anti-Ragging Week” from 12 to 18 August 2025, reaffirming the commitment to create a safe, inclusive, and supportive campus environment.
- Alongside the formal orientation (for freshers) and policy briefings, this week included workshops/discussions about peer respect, reporting mechanisms, student responsibilities, and the role of the Anti-Ragging Committee & Squad.
- The initiative contributes to mental well-being by reducing stress, fear, or intimidation associated with ragging, and building trust among new students.

Self-Identified Best Practice(s)

At IIT Goa, several best practices are in place to ensure and promote student mental well-being:

- Counselling Services: A full-time counsellor and professional support through YourDOST provide confidential psychological counselling and mental health assistance to students.
- Wellness Council: The institute’s Wellness Council regularly organizes awareness programs, workshops, and interactive sessions on stress management, emotional resilience, and holistic wellness.
- Peer Support & Mentorship: Peer mentoring systems, student guides, and Mentor-Mentee interaction initiatives help create a supportive and inclusive environment.
- Regular Engagement Activities: Cultural, sports, and recreational events are organized to help students maintain a balanced lifestyle and foster social connections.
- Proactive Monitoring & Support: The Student Affairs Division maintains close coordination with faculty advisors, wardens, and hostel teams to identify and support students showing signs of distress early.
- Awareness and Sensitization: Periodic talks and campaigns promote open conversations on mental health, aiming to reduce stigma and encourage help-seeking behavior.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

All the activities and practices are documented and periodically reviewed towards improvement.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),

- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties,
- Relationship issues including family

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately 26-50% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured (e.g., referral systems, mentoring roles) and informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

To enhance faculty contribution to student well-being at IIT Goa, the following additional institutional support and training would be beneficial:

1. More frequent Workshops on Student Mental Health and Counseling Skills: Regular training sessions to help faculty identify early signs of stress, anxiety, or burnout among students and guide them on appropriate referral mechanisms.
2. Sensitivity and Inclusivity Awareness: Programs to



build awareness about diversity, gender sensitivity, and inclusivity to create a more supportive and understanding academic environment.

3. Strengthening Faculty-Student Mentorship Framework: Structured mentoring support, including guidelines, resource materials, and periodic orientation for faculty mentors to effectively engage with their mentees.
4. Strengthening Collaboration with Wellness and Counseling Units: Strengthening coordination between faculty and the Institute's counselor/wellness team through joint sessions and feedback mechanisms.

Challenges faced by the institution in promoting student wellbeing

Promoting student well-being at IIT Goa involves several challenges, including:

- Academic Pressure: High expectations often lead to stress, anxiety, and burnout among students.
- Stigma: Social stigma around discussing emotional or psychological issues prevents open conversations and early intervention.
- Digital and Social Isolation: Increased screen time and limited physical interactions can contribute to loneliness and reduced social support.
- Lack of appreciation and consequent lack of participation in wellness activities.
- Transition and Adjustment Issues: Many students, especially first years, struggle to adapt to the new academic environment, hostel life, and the separation from their families.
- Study-Life Balance: Students often struggle to balance academics, extracurricular activities, and personal well-being.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Family and alumni participation can play a vital role in mentoring and supporting the mental health and well-being of students. Here are some brief highlights of the enriching role of Family and Alumni:

1. Strong Support System: Family and alumni involvement complements institutional efforts, creating a 360° support network for students' emotional and social well-being.
2. Early Identification of Distress: Families can help identify early signs of stress or behavioral changes, enabling timely intervention and counseling support.



3. Realistic expectations from the family can help ease pressure on students.
4. Encouragement of Healthy Values: Family reinforcement of emotional stability, ethics, and empathy nurtures grounded and responsible individuals.
5. Bridging Communication Gaps: Families can act as bridges between students and the institute, encouraging open communication and empathy.
6. Experience Sharing: Alumni can share personal experiences of handling academic pressure, career uncertainties, and life transitions, offering relatable guidance.
7. Positive Role Modeling: Alumni mentors serve as real-life examples of resilience and balance, inspiring students to adopt healthy coping mechanisms.
8. Career-Well-being Balance: Alumni guidance helps students align academic and career aspirations with personal well-being and realistic life goals.
9. Peer-like Mentorship: Alumni often act as approachable mentors, reducing stigma around seeking help for mental health concerns.
10. Sustained Well-being Culture: Regular family and alumni interactions contribute to a long-term culture of care and mentorship.



Indian Institute of Technology – Guwahati

At a Glance

Total Student Strength of Institution: 8434

Total Faculty Strength of Institution: 472

Mental Health Professionals at the Institution: 04 Counsellors (onsite)

02 psychiatrists (part time)

Online Counselling from YourDOST and
Veera Psychiatric Hospital, Chennai

Weblink: <https://iitg.ac.in/freshers/swb>

Introduction

IIT Guwahati's student well-being is supported by several initiatives, including a Centre for Holistic Wellbeing offering professional counseling and mandatory support for new students. The institute also has an Institute Hospital for medical needs, a Students' Welfare Board for overall development, and a Student Contingency Fund and Student Brotherhood Fund for financial assistance.

Mental health and counselling:

- Centre for Holistic Wellbeing: Provides professional counseling services with four counselors and two psychiatrists, open from 9 AM to 8 PM on weekdays.
- Mandatory counseling: All newly admitted B.Tech students receive mandatory counseling to provide mental support and introduce them to available resources.
- YourDOST: The online platform provides round-the-clock counseling access to IIT-Guwahati students.
- Online and offline Counselling from Veera's Psychiatric Hospital Chennai.
- Know Your Neighbours campaign: Aims to build social support and a sense of community among students.
- Ice-breaking sessions: Interactive sessions for freshers at the hostel level, presided over by Student Counselors.



- One-time medical check-up including psychological tests for all the newly admitted students to understand their situation and provide more care for the students with chronic issues.

Student welfare and financial support:

- Students' Welfare Board (SWB): Committed to the overall development of students.
- Student Contingency Fund (SCF): Provides financial assistance for unexpected difficulties such as accidents, serious illness, or family calamities.
- Students' Brotherhood Fund (SBF): Offers interest-free loans to students for educational or medical expenses, which are to be refunded.
- Student Childcare Assistance Fund (SCAF): Assists married student parents with their children's education.

Other support systems

- Student Wellness Committee: An initiative by research scholars in the Physics department to foster a respectful and supportive environment for scholars.
- Sports and recreational activities: Activities like those organized by the Aquatics Club and hostel gyms help maintain student engagement and energy levels.

Under the Students' Welfare Board, there are several clubs to support wellbeing activities

- Saathi Club
- Social Service Club
- Academic Initiative Club
- Rights and Responsibilities Club
- Substance Abuse Awareness Club
- Youth Empowerment Club
- Red Ribbon Club
- Lamda club

Mental Wellbeing Initiatives on Campus

Mental wellbeing initiatives, events, and workshops at IIT Guwahati are coordinated by the Centre for Holistic Wellbeing and the student-led SAATHI Counselling Club. In response to past student tragedies, the institute has expanded its mental health services, particularly for new students.

Initiatives and services:

- Centre for Holistic Wellbeing: IIT Guwahati established this dedicated mental health and counseling system to oversee its extensive student welfare services.

- SAATHI Counselling Club: A student volunteer club that works with professional counselors to provide peer support and counseling services.
- 24/7 online counseling: In partnership with the mental health startup YourDOST, the institute provides students with round-the-clock access to online counseling services.
- Confidential support: All support is confidential, with counselors readily available to listen to students' stressful or emotional problems.

Support personnel:

- Professional counselors and psychiatrists: The Centre for Holistic Wellbeing employs a full team of certified professionals.
- Nutritionists: Experts are being hired to help students manage stress through a healthy diet.
- Peer mentors: Senior students are assigned to new students to help them adjust to campus life.
- Hostel stewards: The institute has considered hiring retired army personnel as hostel stewards to provide informal support and discreetly share concerns with counselors.

Events and workshops:

- Acclimatization program for freshers: A mandatory, week-long program for new students with no classes. It includes activities to help them adjust to campus life.
- Ice-breaking sessions: Interactive sessions conducted at the hostel level for first-year students to help them socialize and learn about available wellness resources.
- Morning walks with faculty: A bonding program where faculty members join students on morning walks.
- Stress escape room workshop: Conducted by the SAATHI Counselling Club to help students manage academic pressure and explore career options.
- "Declutter" program: An initiative by the SAATHI club that uses an anonymous online form to answer students' mental health queries with the help of professional counselors.



- Guest lectures: Saathi invites experts for sessions, such as a 2022 talk on suicide prevention and a 2025 session on managing stress and time.
- Movie screenings: The SAATHI club organizes movie nights featuring films related to mental health awareness.
- Awareness Club: A merged student group focusing on general wellness, including mental health, substance abuse prevention, and HIV/AIDS awareness.
- Events: The club holds regular events and support circles to educate students and combat stigma in a casual, meme-friendly format.
- Challenges: The club organizes events like the "21-Day Morning Walk Challenge" to encourage healthy habits.

Self-Identified Best Practice(s)

Regular best practices for ensuring student mental wellbeing at IIT Guwahati include a strong support system, mandatory counseling sessions, peer mentorship, and a focused effort on integrating new students. These practices are organized by the Centre for Holistic Wellbeing and the student-led SAATHI Counselling Club.

For incoming students:

- Acclimatization program: A mandatory, week-long program for new students with no classes helps them adjust to campus life.
- Mandatory counselor interaction: First-year undergraduate students are required to interact with institute counselors. These sessions are scheduled to not interfere with academic timetables, which helps normalize seeking mental health support.
- Peer mentorship program: New students are assigned peer mentors (senior students) who provide guidance and support, assisting them with academic challenges and transitioning to campus life.
- Hostel-level ice-breaking sessions: Held within each hostel, these sessions use games and activities to help students expand their social networks and foster an inclusive, welcoming atmosphere.
- Faculty-led morning walks: A program where faculty members and new students take morning walks together to help build rapport and make students feel more comfortable approaching their professors.

For all students:

- Accessible counseling: IIT Guwahati offers multiple avenues for counseling, including:
- In-person: A full-time team of four counselors and two psychiatrists is available on weekdays from 9 a.m. to 8 p.m.
- 24/7 online: A partnership with the mental health startup YourDOST provides students with round-the-clock access to online counselors.

- Medical check-ups: All students receive mandatory, comprehensive medical check-ups that include mental health screenings to help identify any issues early.



- Active emergency response: The SAATHI club and counselors are trained to respond quickly and effectively to emergency situations, such as students experiencing panic attacks, depression, or suicidal ideation.
- Confidential support: All counseling and support

services are conducted confidentially to ensure student privacy and encourage them to seek help without fear of stigma.

- Workshops and awareness campaigns: The SAATHI club regularly organizes sessions like the "Stress Escape Room Workshop" to help students manage academic pressure and provides resources to raise awareness and combat the stigma around mental health.
- Support staff: In addition to counselors, the institute hires nutritionists to help students manage stress through their diet. It has also considered employing retired army personnel as special hostel stewards to provide informal support and discreetly report concerns.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The policies are being documented and under the process of evaluation.

Most Pressing Wellbeing Needs of Students on Campus

- Peer pressure and social isolation,
- Career related uncertainties,
- Relationship issues, personal problems

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, One time check up at the time of admission started from 2025 onwards

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately up to 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

An accountable mentoring system is needed to make close monitoring of the students.

Challenges faced by the institution in promoting student wellbeing

Stigma among students in sharing their problems, particularly at the personal level, such as relationship issues, family problems, etc.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Early detection of mental health issues: Family members often notice subtle changes in a student's mood or behavior of their child's typical patterns. With proper education from the institute, families can communicate these observations to campus professionals, facilitating early intervention before problems escalate.
2. Increased motivation and treatment adherence: When a student is struggling, engaged family members and empathetic alumni can motivate them to seek and continue with professional help.
3. A sense of belonging and stability: An engaged alumni network can foster a broader sense of community, connecting students to a larger institutional "family" that shares their experiences and traditions.
4. Reduced feelings of isolation: A common issue for students in demanding academic environments is social isolation. Mentorship programs, networking events, and alumni chapters create structured and informal opportunities for students to connect with others who understand their experiences, mitigating loneliness and stress.
5. Role models and diverse perspectives: Alumni, having successfully navigated the challenges of IIT, serve as powerful role models. They can share lived experiences and relatable stories, offering students practical, non-academic advice on managing career pressures and emotional challenges.

6. Real-world advice and career path clarity: Alumni mentors, with their extensive real-world and industry experience, can provide guidance that clarifies career objectives and improves self-esteem. For a student feeling overwhelmed or uncertain about their future, this mentorship can make a profound difference in building confidence and resilience.
7. Resource and opportunity providers: Successful alumni have the potential to offer a wealth of professional opportunities, from internships and job referrals to networking introductions, alleviating some of the performance-related anxiety that students may feel and helps build a strong foundation for their future career.
8. Enhanced institutional support: Involved families and alumni can help shape and fund mental health initiatives, ensuring they are relevant and well-resourced. This can provide scholarships and support infrastructure projects, while feedback from family helps the institute tailor its programs to better meet students' needs.
9. Combating stigma around mental health: By openly discussing their own struggles and emphasizing the importance of mental well-being, alumni and family members can help destigmatize mental health challenges.
10. A collaborative care network: The active involvement of families and alumni in a supportive network – along with the institute's professional counselors – builds a robust, multi-layered system of care. This collective approach helps ensure that a student's well-being is not the sole responsibility of the institution but is a shared goal, strengthening the support structure around the student.

English and Foreign Languages University

At a Glance

Total Student Strength of Institution: 2095

Total Faculty Strength of Institution: 126

Mental Health Professionals at the Institution: 01 Psychotherapist
01 Psychologist

Weblink: https://www.efluniversity.ac.in/counselling_center.php

Introduction

The mission of the University's Counselling Centre is to enhance student health and wellness by providing comprehensive mental health and substance abuse related services. The Counselling Centre strives to assist students by providing support during times of crisis, facilitating problem resolution, enhancing coping skills, promoting personal growth, and supporting academic success.

Counsellors also help students in dealing interpersonal relationships. These services are provided by well trained counsellors who are here to assist students. The Counselling Centre is open to the entire EFL University community.

Mental Wellbeing Initiatives on Campus

- Faculty orientation cum discussion sessions were organised on the 23rd of April and 8th of May 2025 with an expert clinical psychologist Mr. Baijesh Ramesh to discuss ways to address mental health issues in connection to hostel administration. Faculty members also provided inputs for the drawing up of a consolidated Mental Health and Wellness Policy of the University.
- International Day of Yoga was celebrated on the 21st of June at the University level to underscore the importance of selfcare and mental wellbeing through yoga, meditation and breath work.
- On 14th of August a wall painting event was held to help students make natural colours and paint a vision wall marking the beginning of the Green Initiative on campus. This was planned as a community engagement activity and a stress buster to find connections between mental wellness and environmental consciousness. There was overwhelming response from the student community and led to the creation of the vision wall for the University.
- National Sports Day 2025 was celebrated from 29th to 31st of August highlighting the connection between physical and mental health. Students

participated in big numbers and challenged barriers creating social isolation and depression.

- On 11th and 12th of September 2025 orientation sessions on mental health and wellbeing were organised for the first year undergraduate and postgraduate students. The University counsellors discussed ways to manage stress, anxiety and identify signs when students need to seek professional help. Grounding exercises and breath work were introduced to help students learn techniques to manage stress.
- Nasha Mukh Bharat Abhiyaan 2025 was celebrated on the 13th of August and a mass pledge against drug abuse was taken as a community to destigmatise issues of addiction and discussions around factors contributing to mental imbalance among students. An anti-drug rally was also organised in the Lucknow campus led by the Honourable Vice Chancellor for awareness raising and community engagement.
- On the 8th of September the University Counsellors reached out to residents of women hostels to break the stigma around discussions on mental health. This generated renewed awareness among students about mental health services on campus.
- On 29th of May 2025, the Student Welfare Office organised a talk titled *Benefits of Yoga for Physical and Mental Health* by experienced yoga mentor C. H. Seetaramulu. The importance of yoga in managing mental wellbeing was discussed at length to raise awareness among students about the connection between yoga and mental wellness.

Self-Identified Best Practice(s)

- A counselling centre with qualified mental health professionals
- Frequent consultative meetings with expert psychologists to orient and train hostel staff and administrators to deal with student issues relating to mental health.
- A thriving sports environment and regular yoga classes to provide opportunities for physical exercise and destressing activities to balance physical and mental health on campus.
- Talks and workshops on stress management and mental wellness each semester.
- Active cultural atmosphere and presence of student-led clubs such as Music club, Theatre Club, Reading Club to engage student community in diverse activities as stress busting spaces.
- Presence of a student -teacher mentorship model for support and mentoring.
- Integrating mental well-being in various aspects of student life.

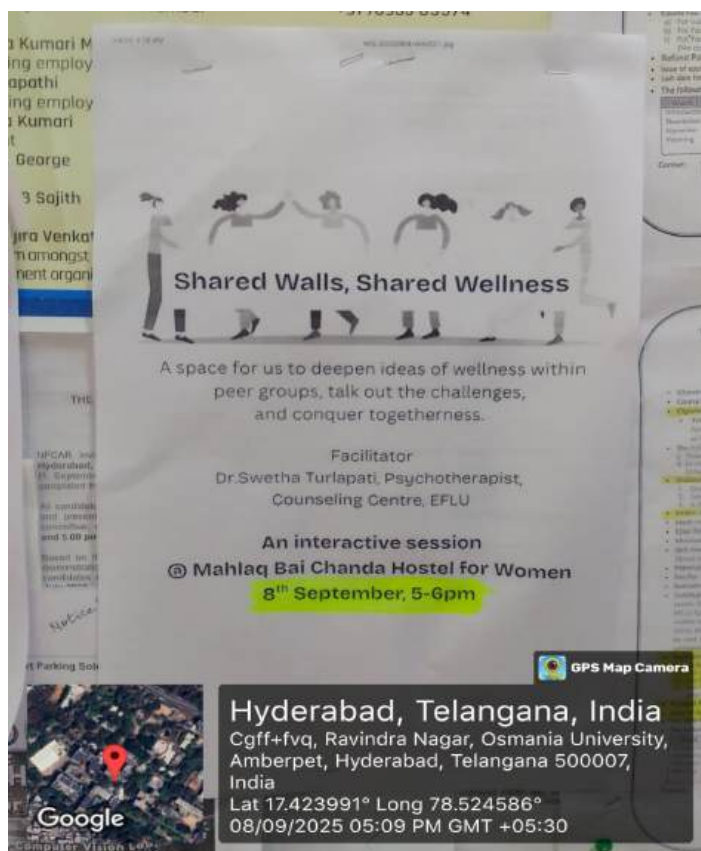
- A compassionate and counselling approach to resolving student issues in the faculty community.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The University is working with an expert psychologist to put together a policy document for the University. The necessary approvals are being sought to finalise the policy document and implement it.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation
- Financial stress,
- Career related uncertainties,
- Navigating relationship issues and social interactions,
- Addressing strained familial bonds,
- Handling digital and social media space



Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations. The faculty members at department level as well as hostel spaces regularly monitor students' mental wellbeing and cases in social isolation are identified and one-on-one faculty student counselling is carried out to maintain a healthy hostel space and academic interactions.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups). Courses in Yoga and mental health and wellness are part of the curriculum.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Funding to expand team of counsellors and faculty training
- Membership of professional mental wellness committees and bodies
- Facilitating workshops among Institutions to discuss best practices and emulate them.



Challenges faced by the institution in promoting student wellbeing

- Resource concerns for hiring counsellors that are experienced and require high remuneration.
- Addressing stigma and convincing students to seek counselling
- Digitalisation of appointment booking without compromising on confidentiality
- Increasing visibility and trust in the counselling services

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Family members are involved in conversations around mental health from time-to-time. Alumni base is sometimes utilised for hosting talks.

Indian Institute of Technology – Hyderabad

At a Glance

Total Student Strength of Institution: 5710

Total Faculty Strength of Institution: 339

Mental Health Professionals at the Institution: 01 Clinical Psychologist,
02 Counselling Psychologists,
01 visiting Psychiatrist who comes twice a week in the institute medical clinic.

Weblink: <https://sunshine.iith.ac.in>

Introduction

The Sunshine Counselling Cell at IITH, established in 2012, is dedicated to promoting the emotional and social well-being of the IITH community. A faculty-in-charge heads the Cell and comprises three permanent professional counsellors who reside on campus and are available 24×7 to address emergencies. Additionally, the team includes student mentors, buddies, and well-being representatives at the undergraduate, postgraduate, and doctoral levels, respectively. These student volunteers undergo a five-day training program conducted by the counsellors to equip them with the necessary skills to support their peers. We have faculty representatives from each department, who act as a bridge between their department and the counselling cell.

The counsellors offer one-to-one sessions to provide mental health support. They also organize monthly online talks under the “Weekend Series” on topics relevant to students' mental health. The team also leads social engagement initiatives on key occasions such as World Suicide Prevention Day, World Mental Health Day, and International Day of Happiness. Beyond these observances, the Cell conducts workshops for students, staff, and faculty, and facilitates “Mentor-Mentee Meets” and “Buddy Catch-Up Sessions” to foster a culture of care, connection, and collective well-being across the campus.

Mental Wellbeing Initiatives on Campus

Sunshine Counselling Cell: Key Initiatives and Activities

1. Orientation and Onboarding

a. A Welcome Kit containing details about the Sunshine Counselling Cell is provided to all newly admitted undergraduate, postgraduate, and doctoral students.

b. Parents' orientation to sensitize them about the mental health facility at IITH, common issues faced by the new incoming students. The orientation session also highlighted the role of parents in the emotional well-being of the students.

c. Department-level orientation sessions are conducted to introduce freshers to the Sunshine Counselling Cell, along with their assigned mentors and buddies.

2. Suicide Prevention Week (8th–12th September)

a. 8th–12th September: Random Act of Kindness – a guided and heartfelt activity encouraging participants to share anonymous notes of kindness and encouragement.

b. 10th September (Morning): Walkathon organized to raise awareness about World Suicide Prevention Day.

c. 10th September (Evening): Changing the Narratives: Heal Out Loud – a safe, supportive event for sharing stories, fostering hope, and reinforcing that no one is alone in their struggles.

3. Mentorship Initiatives

a. UG Meet: A large-scale event where 47 mentors meet with their 660 mentees to help address academic, social, and emotional challenges.

b. PhD Meet: An informal ice breaker session was conducted for all the PhD students to interact with each other in a safe environment guided and facilitated by the PhD department representatives and the Counsellor

c. PG Mentor Meets: An informal ice breaker session was conducted for the PG first years to interact with their peers in a safe environment guided and facilitated by the PG Mentors and Counsellor

4. World Mental Health Week (7th–15th October)

a. 7th October: Slow Cycle Race – a mindful, community event focused on patience and balance, open to students, faculty, staff, and their families.

b. 9th October: Painting Without Brushes – an art activity emphasizing creativity and adaptability, symbolizing resilience in facing life's limitations.

c. 10th October: Annual Rewind – a reflection session showcasing all well-being activities of the year and felicitating winners and contributors.

d. 13-15th October- The hostel staff were trained about signs and symptoms of mental health, crisis intervention, QPR training, and gatekeeper training to empower them in dealing with the students in the hostels.

Forthcoming events

5. Pre-Placement Support

- a. Pre-Placement Talk – Plan to have an interactive session by alumni to help students manage placement-related stress.
- b. Self-Help Handout – Every year, counsellors prepare and circulate resource materials with techniques for coping with anxiety and maintaining balance during the placement season.

6. Workshops and Well-Being Events

- a. Faculty Workshop – Plan to promote emotional well-being and stress management among faculty members.
- b. UG Well-Being Event – designed to help undergraduate students unwind and relieve academic stress.
- c. PhD event-The PhD's have an art therapy or clay workshop coming up before December
- d. Other than this, the PG and PhD teams also have another round of mentor-mentee team building sessions and a talk/workshop from January to March.
- e. Training on mental health and related interventions for the security guards on campus will be conducted.

7. Foundation Day Celebration (12th January)

Commemorating the establishment of the Sunshine Counselling Cell, this annual event engages the entire IITH community through interactive and reflective activities.

8. Happiness Week (20th March)

A week dedicated to promoting joy, gratitude, and positivity within the campus through various community engagement activities.

Self-Identified Best Practice(s)

Student programs (mentors, buddies & wellbeing representatives), Welcome kit distribution, parents' orientation, orientations & Ice breakers for freshers, workshops like clay therapy and art therapy, painting competitions, weekend series by counselors, self-help handouts on different topics, training workshop for staff, faculty and students, annual newsletter from counselling cell.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institute takes informal feedback about policies, events, new initiatives, and practices from time to time. Nevertheless, to streamline the process we are having a third-party screening and evaluation for the entire student community and to offer mental health support. Furthermore, there have been workshops and student engagement activities, events and meets from time to time to understand the needs of the students. Overall, every month the counseling cell organizes one or the other event to ensure the student's well-being.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Peer pressure and social isolation,
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Informal observations, we take feedback from the students coming for sessions, the informal observations from the students and faculty members. Nevertheless, we are in the process of having a third party to help us in psychological screening across the student community.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Mechanisms are in place, but informal (faculty support students as needed).



Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees. We have faculty from each department who are called “Faculty Representatives”. They act as a bridge between their department and the counselling cell.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

There are a few things that are already practiced at IITH, like Mental Health Awareness Training, to help faculty identify and support students in distress. However, the following need to be worked on: - Clear Referral Protocols for connecting students to the Sunshine Counselling Cell. Stress and Resilience Programs to strengthen faculty wellbeing and role modeling. Collaborative Sessions with counsellors to align on student support strategies. Institutional Recognition and Policy Support to encourage faculty engagement in wellbeing initiatives.

Challenges faced by the institution in promoting student wellbeing



IIT Hyderabad faces challenges like maintaining an optimal student-counsellor ratio, building a holistic bridge between departments, students, and families, addressing the stigma around mental health, and lower student turnout as compared to the total student strength on campus for events. To cater to this, we are proposing to introduce the credit system to get more participants for our mental health-related programs. The new counsellor recruitments have been approved for

the optimum student counselor ratio, regular meetings with faculty and student representatives are being held, and community-based mental health programs are being organized. The counselling team also ensures 24/7 availability to support students in need.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Mandatory parents' orientation of the incoming batch every year to sensitize them about the transition from school to college, and from home to hostel environment.
2. Contact the family when the counsellor assesses the need for stable emotional foundation, helping them feel supported and understood even when far from home.

3. We contact the local guardian in case of an emergency to support the student's mental health.

4. Alumni offer relatable insights into academic, career, and personal challenges through pre-internship and pre-placement talks.

5. Regular alumni interactions are done by other clubs to create a sense of belonging and continuity, reducing feelings of isolation among current students.

6. Alumni mentorship helps students align their aspirations with realistic pathways. Sometimes the mentors who are alumni help their mentees who are in need.

7. The counseling cell has also facilitated the stay of family members along with the students who are under distress or any other medical/mental health requirements.



Indian Institute of Technology – Indore

At a Glance

Total Student Strength of Institution: 3393

Total Faculty Strength of Institution: 219

Mental Health Professionals at the Institution: 05 Counsellors

02 Visiting Psychiatrists

Weblink: NA

Introduction

The Counseling Cell at IIT Indore is a dedicated unit that focuses on promoting holistic mental, emotional, and social wellbeing among students. It functions under the Dean of Student Affairs and Head LIVE and includes RCI registered Clinical Psychologist, Rehabilitation Psychologist, Psychologists. In addition, trained faculty members serve as a faculty mentor for a small group of students. Our Institute also has faculty advisor program and student mentorship program that works closely with counselling cell.

The Counselling cell's work includes confidential counselling, peer-support networks, awareness campaigns, and Baseline Psychological Assessment for new intake. Its initiatives aim to create a safe, inclusive, and empathetic campus culture that supports personal growth and academic success. The Counselling Cell has significantly improved help-seeking behaviour, reduced academic stress levels, and fostered an open dialogue about mental health through sustained engagement and community support.



Mental Wellbeing Initiatives on Campus

Lifeskills Initiative and Value Education Committee (LIVE Committee):

This LIVE consisted for resolving the major vulnerable cases reported by the institute core-counseling team. This committee takes a multidisciplinary approach to deal with the mental health-related concerns. The LIVE Committee comprises of Dean of Student Affairs, Dean of Academic Affairs, Associate Dean Student Affairs, Head LIVE, Chief medical officer, Convener minority Cell, and an external member. Based on the cases

the committee also invite relevant institute functionaries as special invitee. This committee addresses mental health and student safety issues from multiple perspectives. They regularly discuss red flag cases and develop Standard Operating Procedures (SOPs) to ensure student safety.

Genesis:

Genesis is a week-long program performed at the start of the first semester. There will be no classes during this period. The entire batch of students would be divided into several groups and would be involved in several activities starting from 6 AM in the morning till late in the evening. Corporate trainers were roped in to help in teaching team building and ice breaking sessions. Our physical trainers would be performing several fun activities in the morning to get the students engage in several physical activity. There will be a separate session by our counselors to give them an idea on when to seek help.

- Promote every student to choose one game to learn and take it up / Join Yoga sessions Make new friends
- Express gratitude and thankfulness to the people who made them who they are today
- Ensure their body clocks follow a proper rhythm
- Ensure healthy lifestyle

Mental Health First Aid Training Program:

A Mental Health First Aid program is being conducted by Dr. Teena Augustine Joseph, founder of Being Balanced Consultancy. The training is offered for both faculty members and student volunteers through engaging sessions, interactive activities, and role plays. It aims to equip participants with essential skills to identify and support students facing mental health challenges. Emphasizing early intervention and compassionate response, the program enhances the community's capacity to provide timely assistance and promote overall well-being within the Institute. This program organised annually.



Student Mentorship Program:

The Student Mentorship Program connected incoming students with trained senior peers from UG, PG, and Ph.D. programs. The mentors offered guidance on academic

planning, stress management, and campus life. Regular check-ins, informal interactions, and collaborative problem-solving helped foster trust and emotional support, enhancing the sense of belonging and reducing transition stress.

Harmony Workshop for Faculty and Staff Members

The Harmony Workshop was successfully organized on April 28, 2025, facilitated by Prof. Rajeev Sangal, former Director of IIIT Hyderabad and IIT BHU. This three-hour session served as a starting point for strengthening the foundation of student-faculty interaction. The workshop focused on fostering mutual respect, enhancing communication, and cultivating a harmonious academic environment. It aimed to equip faculty and staff with practical tools to engage more effectively with students, particularly considering the Institute's growing student strength. The session was well-received and marked an important step toward building a more supportive and inclusive campus culture.

Expert Talks by Psychiatrists

Sessions by mental health professionals provide deeper insights into student mental health challenges and evidence-based coping strategies. A focused workshop was organized for hostel wardens, caretakers, and other residential staff to enhance their understanding of student mental health. The training highlighted practical strategies to support students in distress, recognize changes in behaviour, and refer them to professional help when needed.

Regular initiatives by the counseling cell of institute to create positive environment around mental health that include orientation sessions for PG and UG students, celebration of world mental health day, suicide prevention day etc.

Floor-wise Volunteering Program:

Wellness volunteers are selected floor-wise of every hostel as coordinators. They act as a bridge between students and the counseling services, helping to identify students who may need assistance and ensuring prompt action during emergencies.

Self-Identified Best Practice(s)

- In-house counselors are available round-the-clock. This has been particularly helpful in handling crisis cases, which often arise during late-night hours.
- The close coordination with institute health center and empaneled psychiatrists for individually tailored treatment plans are implemented. Handling crises concerns are also done jointly by both health center officials and counseling cell members as per the requirement. This mutual co-operation and co-ordination among health center and counseling cell has facilitated effective handling of crises concerns.

- Faculty mentors and faculty advisor system to identify early signs of distress.
- Inclusion of wellbeing sessions in orientation programs.
- As part of the early intervention strategy, all first-year undergraduate students undergo a baseline psychological assessment. This includes the administration of the Bell Adjustment Inventory and collection of a detailed case history by the campus counselor to identify adjustment issues and provide timely support
- Proactive informal interactions with students. This practice has been found to facilitate rapport building and breaking-of-ice situations with the larger student community, besides overcoming the stigma associated with seeking help in matters related to psychological well-being.



Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The Indian Institute of Technology (IIT) Indore actively documents, monitors, and periodically evaluates its institutional policies and practices to ensure student mental wellbeing.

Policy Framework and Documentation

The institute's Counselling Cell, under the Dean of Student Affairs, maintains systematic monthly and annual records of counselling activities and student welfare outcomes. These records capture data on case referrals, intervention strategies, and follow-ups, forming the basis for institutional-level policy updates and preventive programming. Policies are periodically reviewed in alignment with new government guidelines and higher education directives, ensuring continued compliance with evolving national standards for student mental health. The institute has recently updated its policy based on the Supreme Court Guidelines issued on 25 July 2025 in the landmark case Sukdeb Saha vs. State of Andhra Pradesh.

Monitoring and Case-Based Protocols

The close coordination with institute health center and empaneled psychiatrists for individually tailored treatment plans are implemented. Depending on the urgency and complexity of the case, students receive stepped care through counselling, psychiatric consultation, or academic accommodations. Monthly case records and annual

evaluation reviews help the institute track the efficacy of its response mechanisms and enable evidence-based improvements.

Interdisciplinary Case Review and Support

For students identified as vulnerable, the Counselling Cell conducts regular LIVE meetings involving counsellors, Director IIT Indore, Dean of Student Affairs, Dean of Academic Affairs, Chief Medical Officer and some external members when required to discuss complex cases in confidence. These meetings ensure timely medical, psychiatric, and academic support while maintaining a coordinated care model. This multi-layered approach promotes early detection, continuity of care, and academic reintegration where necessary.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately up to 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured (e.g., referral systems, mentoring roles) as well as informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Regular sensitization workshops on topics such as stress management, communication with distressed students, and understanding generational mental health trends (especially within Gen Z and emerging adulthood) could equip faculty with practical strategies for empathetic engagement.

- Apart from the already conducted departmental-level Faculty Advisor meetings, additional training and institutional support could significantly enhance the faculty's ability to contribute to student wellbeing. A Gatekeeper Training in Mental Health First Aid (MHFA) would be especially valuable in helping faculty recognize early warning signs of psychological distress, provide initial support, and guide students toward appropriate professional help.
- Developing a resource handbook or referral protocol outlining the campus support system, crisis response steps, and confidentiality guidelines would also empower faculty to respond confidently and appropriately.
- Encouraging peer-learning spaces where faculty can share experiences and best practices in student engagement could further build a supportive institutional culture.
- The institution has already pipelined a Mental Health First Aid (MHFA) Training Programme for faculty members, which marks a positive step toward strengthening the collective capacity to foster student wellbeing.

Challenges faced by the institution in promoting student wellbeing

1. Socio-Emotional Impact of Poor Academic Performance:

The fear of failure, along with managing expectations from family, peers, and themselves, can lead to anxiety, depression, or even burnout. Poor performance creates a cycle where students avoid addressing academic challenges due to stress, leading to further decline in grades. Time management plays a critical role – many students find it hard to balance study schedules with extracurriculars, social life, and self-care, exacerbating mental health issues.

2. Addiction Issues – Substance Abuse, Internet Addiction, Gaming Addiction:

With the stressful academic environment and increased pressure, some students turn to unhealthy coping mechanisms like substance abuse or addictions (internet, gaming, etc.) to escape reality. Internet and gaming addiction, especially in a tech-savvy environment, leads to procrastination, social withdrawal, and deteriorating physical and mental health. Identifying these issues early is crucial but challenging, as these behaviors often develop unnoticed.

3. Resistance/Denial to Address Mental Health Concerns:

Many students may hesitate to acknowledge or address their mental health struggles, either due to stigma, fear of judgment, or the misconception that they can "push through" the challenges. Cultural factors and societal pressure to appear strong or successful also contribute to denial, leading students to avoid seeking help. This

resistance can delay necessary interventions, resulting in prolonged suffering and potentially more severe mental health outcomes such as chronic anxiety or depression.

4. Peer Pressure:

Students often feel pressured to match the achievements of their peers, whether in academics, internships, extracurricular activities, or even social circles. This pressure manifests in unhealthy comparisons, leading to feelings of inadequacy, low self-esteem, or heightened anxiety.

5. Social Isolation/Loneliness:

Loneliness stems from several factors, including academic pressures, language barriers, or simply the struggle of adjusting to a new environment. Loneliness can lead to feelings of despair, exacerbate anxiety or depression, and hinder academic performance. Students in such situations struggle silently, feeling that they don't fit in or have a support network.

6. Relationship Issues:

Many students face relationship issues—whether romantic, familial, or friendships—that impact their mental well-being. Conflicts with romantic partners, misunderstandings with friends, or pressure from family regarding academic performance or life decisions can cause emotional turmoil. The emotional energy required to navigate these relationships takes a toll on a student's mental health, often leading to distractions, anxiety, and a lack of focus on academic or personal growth.

7. Job Market Stress and Career Expectations:

The uncertainty of securing a job or the desire to land a prestigious role adds immense stress. Students may also feel pressured to pursue certain career paths due to societal expectations or peer influence, even if their interests lie elsewhere. This creates internal conflict, stress, and anxiety, which can detract from their ability to focus on current academic responsibilities or make well-informed career decisions.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Promotes Continuity of Care:

Families coordinate with counselors and faculty to ensure follow-up support during recovery or transition phases, creating a stable care environment.

2. Facilitates Supportive Care Arrangements:

Parents or guardians are permitted to stay temporarily on campus or designated to provide hands-on support, supervision, and reassurance to the accommodation student during reintegration.

3. Enhances Academic Flexibility and Recovery:

Students with mental health concerns on case-to-case basis are recommended for academic breaks, reduced course loads, or home visits as part of a structured recovery and reintegration plan.

4. Strengthens the Emotional Safety Net:

Family involvement reinforces the student's sense of belonging, comfort, and stability key factors that promote faster emotional recovery and resilience.

5. Ensures Holistic Wellbeing:

Collaboration between families, counselors, and faculty ensures that emotional, academic, and social aspects of wellbeing are addressed in an integrated manner.

6. Offers Resources and Networking for Growth

Our institute have one dedicated general secretary for counselling, alumni and outreach. Such networks can connect students to internships, career opportunities, and wellness initiatives, enhancing their confidence and sense of purpose. Alumni mentors also offer both professional and emotional guidance, helping students navigate not only in academic but also life and career uncertainties.

Indian Institute of Technology - Jodhpur

At a Glance

Total Student Strength of Institution: 4100

Total Faculty Strength of Institution: 282

Mental Health Professionals at the Institution: 5 Counsellors

1 Psychiatrist

Weblink: <http://swc.iitj.ac.in/index.php>

Introduction

We at IIT Jodhpur believe that wellbeing is not merely the absence of illness, but the active cultivation of a life that is meaningful, connected, and resilient. A truly holistic initiative recognizes that students are not only learners, but also evolving human beings whose intellectual, emotional, physical, and social selves must be nurtured in harmony. To cultivate a campus environment where every individual feels valued, supported, and inspired, where intellectual pursuit and personal growth go hand in hand, and where wellbeing is a shared journey towards a thriving, compassionate community. Different support system in function at IIT Jodhpur: Student Well-being Committee: Faculty and Student Guides; Online counseling service; Student counselor and Junior counselors; Board of Career Development: Career guide; Sports officers and coaches, Diversity Officer, Student Ombudsman, Benevolent Fund, Special support for the fee through different mechanisms.

Mental Wellbeing Initiatives on Campus

Some of the activities and initiatives are:

Screening & Outreach: Early identification of concerns during admissions through proactive interactions, well-being declaration, and well-being checks.

Awareness Talks: Conducted during orientation and high-stress academic periods to promote healthy coping strategies.

Wellbeing Observances: Marking World Mental Health Day, World Suicide Prevention Day, and Nasha Mukta Bharat Abhiyan with campus-wide activities.

Wellness Activities: Wellness circles, recharge zones, meditation workshops, and recreational sessions to promote relaxation and connection.

Wellbeing Newsletter: Annual digital & hard copy publication highlighting events, student reflections, and expert insights on mental health.

Regular updates via YourDOST with tips, resources, and event highlights.

Employees (faculty and staff group) gatekeeper training

Self-Identified Best Practice(s)

Defined protocol for crisis cases, regular awareness talks, Life skill sessions, a closed-loop network of student wellbeing committee members

Most Pressing Wellbeing Needs of Students on Campus

Academic stress, Mental health concerns (anxiety, depression, etc.), Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

- i. Counselling center data
- ii. Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions organized by the Ministry of Education and UGC. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured protocols are in place for example, referral systems and mentoring roles.

Faculty involvement in wellbeing initiatives in the institution

Faculty are members of wellbeing/mental health committees on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty require training in basic psychological first aid.

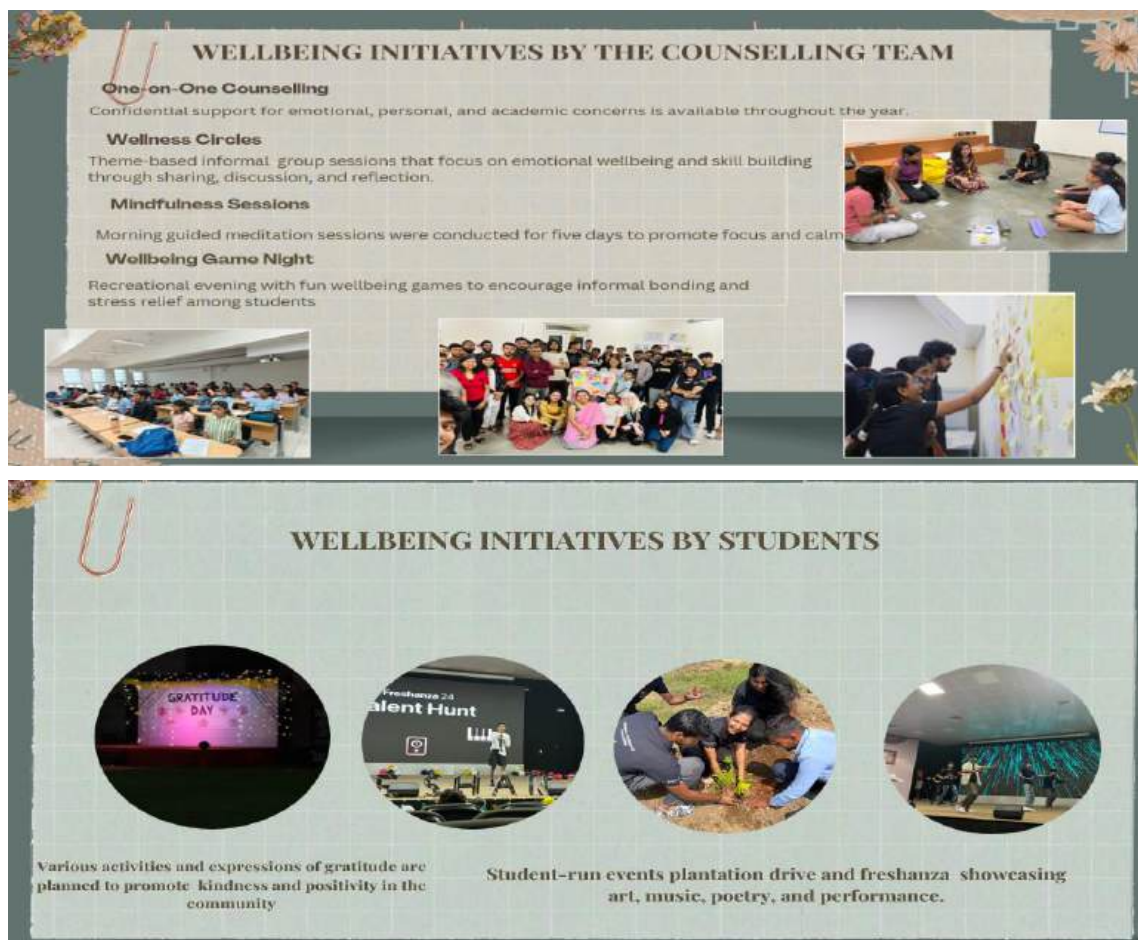
Challenges faced by the institution in promoting student wellbeing

Creating a campus environment that truly supports student wellbeing involves several challenges, especially with the changing behaviors, expectations, and stressors faced by today's students. One major challenge is the rising number of mental health issues, often connected to academic pressure, social comparison, and the constant influence of digital media. Today's students are often online, which increases engagement but also leads to information overload, disrupted sleep, and increased anxiety. Many people find it challenging to disconnect, which makes it difficult to maintain healthy routines and set clear boundaries. Another challenge is the changing attitudes and behaviors of students regarding well-being. The newer generation often values flexibility, inclusivity, and self-expression. However, they struggle to engage consistently with traditional support options like counseling or wellness workshops. The online support complements the traditional one, but it has its own challenges. Additionally, as student populations expand, the likelihood of individuals in need falling through the cracks increases. Limited resources, staff capacity, and the varied needs of a large student body make it hard to offer timely, personalized support to everyone. Ultimately, balancing academic demands with overall well-being remains a persistent challenge. Students

often link their success strictly to grades, overlooking their emotional, physical, and social health. A significant underlying issue is that students are rarely taught psychological hygiene or emotional health during their formative years. When they enter college and begin living independently, many find themselves unequipped to identify their emotional challenges or seek appropriate help, leading to silent struggles and delayed interventions. Ultimately, the challenge is not just to provide well-being programs but also to foster a culture of care. This means normalizing the act of seeking help, embracing diversity, and making sure that no student feels overlooked or unsupported.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Close integration of alumni can help redefine the expectations. Alumni may serve as close mentors for preparing for real life. A regular alumni event and connection helps students lead a better college life and prepare for life after college. Family support when they are monkey parents, not a cat parent, lets the student learn independent living. Realistic expectations and elbow room to explore one's interests let the student figure out their own goals.



Central University of Karnataka

At a Glance

Total Student Strength of Institution: 3009

Total Faculty Strength of Institution: 226

Mental Health Professionals at the Institution: 02 Counsellors

Weblink: NA

Introduction

The Counselling Centre offers a confidential and supportive space for students, faculty, and staff to address emotional, academic, and psychological challenges. Services include individual and group counselling, career guidance, and crisis support, provided by qualified professionals. The center promotes mental well-being, resilience, and a positive campus atmosphere.

Available Counselling Services include individual counselling, group counselling, career counselling, academic counselling, psychological assessment, crisis intervention, workshops & seminars. The University also keeps confidential records, and organises outreach programs. The counselling cell is composed of one male and one female counsellor.

The impact of a well-functioning Wellbeing Centre is profound and ripples across the entire institution:

- Improved Student Retention: Students who receive support are far more likely to overcome their challenges and complete their studies.
- Enhanced Academic Performance: By addressing mental and emotional blockers, students can focus better, improve concentration, and engage more effectively with their coursework.
- Reduced Stigma: The visible presence and active promotion of the Centre help normalize conversations about mental health, making students more comfortable seeking help.
- A Safer Campus: Crisis intervention services are critical in preventing self-harm and ensuring student safety during acute distress.
- Holistic Student Development: The Centre equips students with valuable life skills—such as resilience, emotional regulation, and coping strategies—that they will use long after graduation.

Mental Wellbeing Initiatives on Campus

World Mental Health Day is celebrated every year on 10th October to raise awareness about mental health issues, break the stigma surrounding them, and promote overall mental well-being and accessible care. Every year, the Department of Psychology, Central University of Karnataka observes the celebration of mental health day in the form of METANOIA fest.

METANOIA, 2025 was a three-day program organized on October 29,30,31 by the support of our honorable Vice Chancellor Prof. Battu Satyanarayana, respected Registrar Prof. R.R. Biradar, our HOD prof. Vijyendra Pandey, all the faculty members, non-teaching staff, scholars and all the students.



This year's campaign focuses on the urgent need to support the mental health and psychosocial needs of people affected by humanitarian emergencies. Around 1 in 5 people in conflict-affected areas are estimated to have a mental health condition. Making mental health and psychosocial support a core part of emergency response not only saves lives but also strengthens communities and health systems for the future.

Crises such as natural disasters, conflicts, and public health emergencies cause emotional distress, with one in five individuals experiencing a mental health condition. Supporting the mental well-being of individuals during such crises is not just important – it saves lives, gives people the strength to cope, the space to heal and to recover and rebuild not only as individuals but as communities.

World Suicide Prevention Day

Date: 16th September 2025

The Department of Psychology, School of Social and Behavioral Sciences, Central University of Karnataka, organized a two-day programme on World Suicide Prevention Day with the theme “Changing the Narrative on Suicide” on 15th and 16th September 2025

Self-Identified Best Practice(s)

Professional counselling by the university counsellors: The students are encouraged to visit counselling cell in-person, in case of emergency students have flexibility to contact counsellors 24/7 and are always available in the campus.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The university does document and periodically evaluate its policies and practices related to ensuring student mental wellbeing. The university has appointed 2 fulltime counsellors; male and female, who are available 24/7 on campus.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Peer pressure and social isolation,
- Financial stress,
- Career related uncertainties,
- Relationship issues

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations, Department wise visits and conduction of orientation regarding counselling cell.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions organised by the UGC and the Ministry of Education. Approximately 76-100% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured (e.g., referral systems, mentoring roles) and informal protocols (faculty support students as needed) are in place for faculty to support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Essential training program on Mental Health First Aid.

Challenges faced by the institution in promoting student wellbeing

Linguistics barriers and socio economic problems of the students.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The Role of Family

Early Warning System: Families often serve as the "canary in the coal mine."

They know the student's baseline personality and history, making them

uniquely able to spot subtle, early changes in behavior, communication patterns, or mood that might signal distress long before it becomes a crisis.

Reducing Stigma at Home: When a university educates and involves families in mental health conversations, it creates a supportive "pincer movement." A student who feels their family understands and supports seeking help is far more likely to use campus counselling services without fear of judgment.

Continuity of Care: Families are crucial for managing pre-existing conditions and ensuring a "warm handoff" of care when a student moves to campus. They can also provide a vital support network during academic breaks, ensuring that a student's well-being plan doesn't end at the campus gates.

A "Safe Harbor" of Support: The university environment is inherently evaluative.

Family provides a non-academic "safe harbor" where a student's worth is not tied to their grades or performance, offering an essential source of unconditional emotional support.





The Role of Alumni

"I've Been There" Credibility: Alumni act as powerful "near-peer" mentors. Their advice is highly credible because they have successfully navigated the exact academic and social pressures the student is currently facing. This shared experience ("I also struggled with that professor/class") validates a student's feelings and normalizes their struggle.

Reducing Career and Future Anxiety: A primary source of student stress is anxiety about the future. Alumni mentors can demystify the path from graduation to a career, share their own non-linear journeys, and provide concrete advice, which significantly alleviates this "what-if" pressure.

Normalizing "Failure" and Resilience: Successful alumni are living proof of resilience. By sharing their own stories of setbacks, failed exams, or changing majors, they reframe "failure" as a normal part of the process, which is a powerful antidote to the crippling perfectionism common in high-achieving students.

Expanding Social and Professional Belonging: Loneliness and isolation are major threats to mental health. Alumni networks can proactively foster a sense of belonging by connecting students to a wider professional and social community, making them feel part of something larger than just their immediate campus.

Indian Institute of Technology - Kanpur

At a Glance

Total Student Strength of Institution: 9525

Total Faculty Strength of Institution: 575

Mental Health Professionals at the Institution: 09 Counsellors (8 are Clinical Psychologists and

1 is Psychologist);

04 Psychiatrists (2 Psychiatrists provide regular OPD services at the Health Centre of IIT Kanpur and 2 are Empaneled Psychiatrists offering In-Patient Department services)

Weblink: <https://www.iitk.ac.in/counsel/>

Introduction

The Institute Counselling Service (ICS) at IIT Kanpur is dedicated to supporting the mental, emotional and psychological health of students.

Type of Work / Initiatives:

1. Individual counselling sessions by professional counsellors (clinical psychologists) and psychiatrists
2. Peer mentoring programs where trained student volunteers support their peers
3. Workshops and seminars on stress management, time management and mental health awareness
4. Orientation programs for new students to help them adjust to campus life
5. There is a faculty guide for every first-year student.
6. Annual Sensitization Workshop on Mental Health and Suicide Prevention for faculty, students, and staff, including security personnel, SIS guards, doctors, paramedics,
7. Crisis intervention (24*7) and emotional support during emergencies or academic stress periods



Composition:

1. Professional counsellors and a psychiatrist
2. Professor-in-Charge (as Head of ICS)
3. Faculty advisors
4. Student volunteers, including UG and PG student guides, part of the Counselling Service team
5. Administrative staff for coordination and outreach

**Impact:**

1. Promoting mental health awareness on campus
2. Helping students manage academic pressure and personal challenges
3. Creating a more inclusive and empathetic campus environment
4. Reducing stigma associated with seeking mental health support

Mental Wellbeing Initiatives on Campus

1. Orientation Program: Conducted for all new UG and PG students.
2. Panel Discussion 'Life Lines': Held on World Suicide Prevention Day with experts discussing "Changing the Narrative on Suicide."
3. T-Shirt Painting: A therapeutic art event with enthusiastic participation.
4. Games Bond: Fun game night organized with the Cards and Boards Games Club to enhance bonding.
5. World Mental Health Day: Featured a 5 km run/walk and movie screening of Dear Zindagi.
6. Expression of Hope: Students expressed emotions through poster painting.
7. Hakuna Matata (Diwali Event): Included game night, diya lighting, sky lantern , and "Token of Happiness" initiative for security staff (Sweet Distribution), Jamming Night, Taste the Tradition (cooking), Rangoli, and Mehandi design.
8. Sensitization Workshop on Mental Health and Suicide Prevention: Two-day sensitization program for students, staff, and faculty.
9. Awareness Blogs: Mental health and suicide prevention blogs shared on social media.
10. Support Group - Wellness Mandalis: Continued as a safe space to connect and care.

11. Social Connectivity Session: A session especially designed for Ph.D. Scholars.
12. Social Media Initiatives: Motivation videos, internship comic series, and monthly



- “ICS Monthlies” posts with motivational calendars and updates.
13. Sensitization Training for Cleaning Staff of halls of residences: Planned training sessions for hostel cleaning staff who regularly interact with students, enabling them to identify and report any noticeable changes in students’ behavior.

Self-Identified Best Practice(s)

1. Robust Organizational Structure, Ethical Decision Making and Confidentiality: IIT Kanpur acknowledges the integral role of mental health in the holistic development of its students. Since the last 50 years the ICS plays a critical role in supporting the emotional and psychological well-being of the student community. The mentor-mentee system for the UG students, developed and practiced by the ICS is now a role model for many other IITs and institutes. The ICS collaborates closely with various administrative departments within the institute, including the offices of the Director, Deputy Director, Deans of Students and Academic Affairs, SPGC, SUGC, Health Center, and Security Section. It also maintains regular interactions with the heads of the departments, hall wardens and city doctors/hospitals, as and when needed. Most of the responsibilities are handled by the Head of the ICS, with 9 counsellors focusing on the counselling aspect. A significant portion of the ICS's student-related work is carried out by approximately 600 student volunteers. These volunteers not only maintain our traditional mentor-mentee network but also organize various campus events, including the UG and PG Orientation Programs. ICS serves as a second home for students, a place where their wellbeing is the primary concern. To preserve students' privacy and foster an atmosphere where they feel comfortable talking about their problems, confidentiality is rigorously maintained within the ICS. The ICS Team and students' trust is strengthened when counselors uphold professional and ethical standards in all their contacts.
2. Robust structure, Crisis Intervention and Round-the-Clock Emergency Support: The Institute Counseling Service maintains a state-of-the-art operational structure involving professionals, employees and students. The ICS provides round-the-clock assistance, guaranteeing that students can get help right away in case of an emergency.

3. This emergency service is important in our campus where the population is large and, especially for students who are struggling with serious problems like panic attacks, self-harm, or suicide thoughts. ICS makes sure that students can get help whenever they need it by setting up a crisis response strategy and having counselors available on call. ICS work closely with the institute health centre. This helps in seamless referral from ICS to medical professionals when needed.
4. Orientation program, workshops and Awareness Campaigns: ICS conducts orientation programs for freshers to help them adjust to academic and social life at IITK. ICS conducts regular workshops and seminars on: Stress and anxiety management, Mindfulness and emotional regulation, Relationship and communication skills, Regular Wing visits to Hostels by Counsellors and Student Teams. ICS conducts Mental Health Awareness Week, talks and campaigns to reduce stigma.
5. Focus on Culture and Diversity: Because students have diverse backgrounds at IIT Kanpur and may encounter a range of pressures, the ICS advocates for culturally appropriate counseling. To create a welcoming and compassionate environment for all students, regardless of their backgrounds, ICS embraces a variety of counseling practices, i.e., group therapy, expressive art therapy, and wellbeing workshops. ICS also tries to cultivate a biases free environment among the students as soon as the freshers join the campus.
6. Continuing Education Practices: IIT Kanpur's nine RCI-registered clinical psychologists participate in professional development programs on a regular basis to stay up to date on developments in the field. Counselors provide students with excellent, research-based support because of their commitment to study.
7. Academic Interventions: For many students, academic expectations are a major source of stress. Counsellors work with academic departments, including Faculty Guides, and student volunteers (Coordinators, Core Team Members, Student Guides and Academic Mentors) to offer interventions that address time management, study skills, and exam stress coping mechanisms to mitigate this. Student Guides (UG/PG) are Trained senior students are assigned to first-year students to support their academic, social, and emotional adjustment. Apart from this, the student team (Academic Mentors) also conducts remedial classes for freshers who take a lot of time to get acclimatized to the academic structure of IITK.
8. Follow-up for Severe Cases: To guarantee that students receive continuous care in cases of serious mental health difficulties, the ICS Team regularly holds follow-up meetings. These follow-ups give counselors the chance to evaluate progress, modify the treatment plan as needed, and offer a safety net to students who are having serious difficulties.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

ICS has different protocols related to counselling as well as emergency case handling. These are updated as per the needs and wellbeing of the students. Different mental health workshops and events are also designed keeping in mind the current mental health of the student community.

Emergency case protocols for mild, moderate, and severe risk students are also shared between different stakeholders such as health center, security section and institute counselling service office.

Most Pressing Wellbeing Needs of Students on Campus

- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training. Approximately up to 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty sensitization program on Mental Health and Suicide Prevention is already in place at IIT Kanpur. Such training can be made more frequently to contribute towards student wellbeing.

Challenges faced by the institution in promoting student wellbeing

There are still several issues that affect how well IIT Kanpur's mental health services work, even with the extensive services and procedures put in place.

1. Lack of Awareness and Stigma Around Mental Health Issues: Some students are still deterred from getting help because mental health issues are stigmatized.

Students who require support may feel even more ashamed or alone as a result of this ignorance. Ongoing campaigns to raise awareness of mental health issues can aid in the fight against stigma and inspire more students to seek counseling services without fear.

2. **Limited Information from Parents on Students' Mental Health History:** Due to parents' poor communication, the ICS Team may occasionally be missing important details regarding a student's past mental health issues. Counselors may find it difficult to customize interventions to meet the unique needs of adolescents without this knowledge. Promoting open and honest communication between parents and counselors while maintaining privacy may improve the standard of treatment given.
3. **Parenting Supervision:** Expectations can occasionally add pressure, striking a balance between the necessity of parental oversight and student independence can be difficult. It's still challenging to find strategies to positively involve parents in their kids' mental health journeys without making things worse.
4. **Need for Updated Training for ICS Team:** New therapy approaches and resources are continually being developed in the field of mental health. For counselors and student volunteers to deliver high-quality support, it is imperative that they get continual training in these modern techniques. In order to ensure that they are adequately equipped to support their peers, student volunteers in peer support roles must also receive the appropriate training and certification.
5. **Effects of Social Media and Digital Addiction:** Internet addiction affects a lot of students and can cause anxiety, disturbed sleep, and poor productivity. Students' comparisons to others on social media can sometimes lead to feelings of inadequacy or self-doubt. Both awareness campaigns and useful tactics are conducted to combat digital addiction in order to assist the students in controlling their online behavior and setting up more positive limits with technology.
6. **Shift of the new generation to digital platforms:** Many students of the new generation are accustomed to having everything easily accessible on their smart phones. It is also easier to initiate a request for help digitally than physically because of the exiting stigmas. However, the quality of help might suffer when provided digitally. As a result, there is no current digital platform of ICS that could provide online help to students.
7. **Lack of Proper Follow-Up:** Despite the emphasis on follow-up, it is usually impossible to follow up as frequently as one would like due to the great demand for counseling services. This absence of ongoing assistance may cause students to feel alone or impede their development. Increasing funding and even growing

the campus team of mental health specialists are necessary to address this problem.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Over the time, the alumni have been interacting with the current students through various platforms. They have participated in different kinds of sessions to guide current students towards a better mental health and wellbeing. Types of these session include:

1. Motivational sessions
2. Placement Prep session
3. Sharing their personal struggles – Safarnama Videos
4. Financial Contribution for mental health initiatives (Proposed)

Indian Institute of Management – Kashipur

At a Glance

Total Student Strength of Institution: ~500

Total Faculty Strength of Institution: 47

Mental Health Professionals at the Institution: 01 Psychiatrist

Weblink: <https://www.iimkashipur.ac.in/students-corner/club-committee-and-%20cells/club/wellness-coordinators>

Introduction

The Wellness Coordinators adopt a well-rounded approach to enhancing the physical and mental wellbeing of students through many different activities and initiatives. This includes health awareness sessions, physical fitness events, blood donation drives, vaccination and oral health camps, and mental health workshops with contracted service providers such as YourDOST. The Wellness Coordinators club is composed of a faculty chairperson and student representatives who liaise and collaborate with the medical and counselling services on campus. The overall impact of the initiatives has been to establish a more supportive health-minded campus culture, decreasing student stress and encouraging them to think about overall wellness as a companion to their academic life.

Mental Wellbeing Initiatives on Campus

IIM Kashipur actively promotes student mental well-being through a diverse range of initiatives, workshops, and events organized throughout the academic year. These efforts

aim to build awareness, resilience, and a supportive campus environment.

Key initiatives include:

- **YourDOST Sessions and Workshops:** Regular sessions and promotional workshops are conducted to familiarize students with YourDOST, the institute's

24×7 online mental health service provider, offering confidential counselling and wellness resources.



- **Inquisition: Kaboom by Wellness Coordinators:** A fun, stress-buster event encouraging students to unwind and connect through music, games, and recreation.
- **Mr. and Ms. Fitness:** An engaging competition focusing on both physical and mental resilience, as well as awareness of personal well-being and surroundings.
- **Regular Psychiatric Consultations:** Weekly consultations with a qualified psychiatrist are available on campus to provide professional mental health support.
- **Buddy Program by Spectrum:** A peer-support initiative that pairs students to foster inclusion, empathy, and community belonging.
- **Run for Unity by Parivartan:** A community-driven event promoting collective wellness, physical fitness, and social harmony among students.

Together, these activities reflect the institute's holistic approach to well-being-integrating physical, mental, and social health to create a thriving student community.

Self-Identified Best Practice(s)

IIM Kashipur ensures student mental well-being through a combination of professional and accessible support systems:

- **Psychiatric Consultations:** The institute provides regular on-campus consultations with a qualified psychiatrist, who offers diagnosis, therapy, and follow-up support to students in need of professional mental health care. These sessions help in early identification and management of psychological concerns.
- **YourDOST Platform:** In collaboration with YourDOST, a 24×7 online counselling and emotional wellness platform, students have continuous access to certified counsellors and psychologists for confidential support. The service includes one-on-one counselling, webinars, and workshops focusing on stress management, anxiety, and emotional resilience.



Together, these practices create a comprehensive mental health ecosystem that ensures

students receive timely, professional, and stigma-free mental health support.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

IIM Kashipur documents and periodically evaluates its students' wellbeing initiatives through Wellness Coordinators. Feedback from YourDOST sessions, workshops, and counselling interactions is regularly reviewed to identify emerging needs and improve support mechanisms. The institute psychiatrist also provides inputs on policy updates and the effectiveness of ongoing initiatives. Regular student feedback and data from wellness programs help the institute refine its approach to promoting mental health and well-being on campus.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)
- Special learning difficulties
- Peer pressure and social isolation
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately between 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Regular interactions between students, mentors, and faculty members help identify early signs of stress or adjustment issues.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees.



Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Ongoing participation in programs related to mental well-being of students.

Challenges faced by the institution in promoting student wellbeing

The only challenge is to allow everyone to feel safe while expressing their mental health issues to the mentors and qualified psychiatrist.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Students are informed about whom to approach in case of difficulties
2. Friendly approach towards finding solutions to problems
3. Sense of belongingness is ensured for students
4. Break the stigma associated with mental health issues
5. Alumni are able to share their lived experiences with students
6. The connection of students and alumni is strengthened
7. Regular interactions between students, mentors, and faculty members help identify early signs of stress or adjustment issues

Central University of Kashmir

At a Glance

Total Student Strength of Institution: 2451

Total Faculty Strength of Institution: 111

Mental Health Professionals at the Institution: 00

Weblink: NA

Introduction

The Central University of Kashmir has made sustained efforts to promote the mental health and overall well-being of its students, staff, and faculty through a variety of structured initiatives led by the Dean of Student Welfare (DSW), Health Center, Department of Physical Education, and individual academic departments.

Mental Wellbeing Initiatives on Campus

Here is a comprehensive summary of the student wellbeing and sports-related initiatives, events, and workshops organized or planned at Central University of Kashmir for the academic year 2025–26:

1. Lecture Session and Awareness Camp on Illicit Trafficking: Organized in collaboration with SUN Pharma & IMHANS, this session focused on raising awareness about the dangers of illicit drug trafficking and substance abuse prevention among students and staff.
2. Walkathon with IMHANS: A health and awareness walkathon conducted jointly with the Institute of Mental Health and Neurosciences (IMHANS) to promote physical fitness and mental health awareness.
3. World Suicide Prevention Day Observance: A program organized in partnership with District Hospital Srinagar (DHSK) to highlight suicide prevention strategies and offer support resources.
4. Interdepartmental Tournaments: Competitive sports events involving students, staff, and faculty across various disciplines:
 - Football
 - 2 km and 3 km Walks
 - Table Tennis
 - Carrom
 - Athletic events including 100 m, 200 m, 400 m sprints, and relay races
5. Participation in External Sports Events: The University's employee cricket team took part in the 21st Vice Chancellors Cricket Cup held at LUVAS Hisar, enhancing competitive spirit and inter-institutional camaraderie.

6. Celebration of National Sports Day 2025: A university-wide celebration involving faculty, staff, and students to recognize the importance of sports and physical activity in holistic development.

Self-Identified Best Practice(s)

Regular best practices ensuring student mental wellbeing at the Central University of Kashmir (CUK) encompass a combination of physical, educational, and awareness activities integrated across departments and dedicated units:

1. Organization of Interdepartmental Sports Events: CUK regularly organizes interdepartmental tournaments in multiple sports disciplines such as football, athletics (100 m, 200 m, 400 m sprints and relay), table tennis, and carrom. These events engage students and employee enthusiastically, fostering camaraderie, physical fitness, and stress relief.
2. Participation in Higher-Level Competitions: Eligible students are supported to participate at Union Territory (UT) and All India University (AIU) level tournaments, which enhances motivation, self-esteem, and a sense of achievement.
3. Fit India Movement Campaigns: The university promotes regular campaigns under the Fit India movement, encouraging students, staff, and faculty to adopt healthier lifestyles through fitness routines and awareness about physical and mental health.
4. Seminars, Workshops, and Lectures on Mental Health: CUK conducts seminars, lectures, and webinars on mental health and wellbeing topics. These sessions are important to raise awareness, reduce stigma, and provide coping strategies and resources to the university community.
5. Collaborations with Mental Health Institutions: Collaborative events with organizations like IMHANS and health centers provide expert-led workshops, walkathons promoting mental fitness, and participation in awareness days like World Suicide Prevention Day. These initiatives facilitate professional guidance and community engagement.
6. Holistic Student Support: Efforts led by the Dean of Student Welfare (DSW), Health Center, and Physical Education department ensure mental health is addressed through medical consultation, counseling, fitness activities, and peer support.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The Central University of Kashmir places top priority on student well-being by implementing practices to ensure mental health support. At the departmental level, initiatives to reduce academic stress during internal examinations are actively pursued, including workshops and fitness activities, which are conducted continuously

throughout the academic year. These efforts are complemented by organized sports events, seminars, and awareness campaigns focused on mental health and well-being. The university adopts a holistic approach that integrates academic, physical, and psychological elements to create a supportive environment. Continuous monitoring and evaluation of these initiatives take place through feedback from participants and collaboration between the Dean of Student Welfare, Health Center, Physical Education department, and academic units. This ongoing evaluation helps refine and improve mental health strategies, ensuring they remain effective in addressing student needs.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Mental health concerns (anxiety, depression, etc.),
- Financial stress,
- Career related uncertainties



Institutional Mechanisms to Assess Student Wellbeing Needs

At departmental level we have mentor-mentee system where student wellbeing is addressed.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions organised by the UGC and the Ministry of Education. Approximately 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured (e.g., referral systems, mentoring roles) protocols are in place for faculty to support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

To better contribute to student wellbeing, faculty at Central University of Kashmir would benefit from additional institutional support and specialized training in several key areas:

1. Mental Health Awareness and Response Training
2. Stress Management and Resilience Building
3. Awareness of Substance Abuse and Suicide Prevention Pedagogical Approaches that Support Wellbeing.

Challenges faced by the institution in promoting student wellbeing

The Central University of Kashmir faces several significant challenges in promoting student wellbeing, influenced by the unique socio-political and cultural context of the region as well as general institutional limitations:

1. Prevalence of Mental Health Issues: Studies indicate a high prevalence of depression, anxiety, and stress among college students in Kashmir, often exacerbated by prolonged regional political instability, conflict, and socioeconomic uncertainties. This environment contributes to the vulnerability of students to mental health disorders, making early identification and intervention more complex.
2. Stigma Around Mental Health: Cultural norms often discourage open discussion of emotional struggles, resulting in stigma that prevents many students from seeking help. This stigma is a major barrier in creating a proactive mental health culture on campus.
3. Academic and Familial Pressure: Students face significant academic stress coupled with family and societal expectations, which strains their emotional wellbeing. Balancing traditional values with modern educational and career demands creates internal conflicts and stress.
4. Resource Constraints: Limited availability of specialized mental health professionals and infrastructure at university level restrict the scalability and reach of wellbeing programs and counseling services.
5. Need for Awareness and Training: There is an ongoing challenge to effectively train faculty and staff as frontline supporters of student mental health due to resource and time constraints. Increased sensitization and training are critical but require systematic planning and institutional backing.
6. Safe Spaces and Outreach: Creating and sustaining safe, stigma-free environments on campus for students to share their mental health concerns remains difficult. More widespread awareness



campaigns and peer-led support groups are needed.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The enriching role of continued family and alumni participation in mentoring and supporting student mental health and wellbeing includes the following key aspects:

1. **Emotional Support and Stability:** Family involvement provides students with a strong emotional anchor, reducing feelings of isolation and anxiety, which is essential for mental wellbeing.
2. **Role Modeling and Inspiration:** Alumni serve as role models who share their personal and professional experiences, helping current students navigate challenges and build resilience.
3. **Mentoring and Guidance:** Both families and alumni can mentor students by offering practical advice on coping strategies, career planning, and balancing academics with mental health.
4. **Creating a Supportive Ecosystem:** Their ongoing engagement fosters a community of care and encouragement, making students feel valued and supported beyond the campus environment.
5. **Reducing Stigma Around Mental Health:** Alumni and families talking openly about mental health can help normalize discussions, breaking taboos and encouraging students to seek help without fear.
6. **Resource Sharing and Networking:** Alumni networks often provide access to mental health resources, workshops, and professional contacts, enhancing students' support systems.
7. **Encouraging Participation in Wellness Programs:** Support from families and alumni increases student motivation to engage in wellbeing initiatives like fitness movements, counseling, and resilience workshops.
8. **Feedback and Community Building:** Families and alumni can offer feedback to the institution on student needs, helping tailor mental health services and creating a more responsive environment.
9. **Financial and Logistical Support:** Alumni often contribute through scholarships, funding wellness programs, or facilitating events that enhance the mental health infrastructure of the institution.
10. **Continuity and Long-Term Care:** Sustained involvement from alumni ensures continuity in support, helping students transition successfully through different phases of university life and beyond.

These multi-dimensional roles of family and alumni help create a nurturing space addressing emotional, social, and academic challenges faced by students, ultimately fostering stronger mental health and wellbeing.

Indian Institute of Science Education and Research - Kolkata

At a Glance

Total Student Strength of Institution: 1840

Total Faculty Strength of Institution: 131

Mental Health Professionals at the Institution: 01 Psychiatrist

01 Male Psychologist

01 Female Psychologist

Weblink: <https://www.iiserkol.ac.in/~mcwc/index.html>

Introduction

IISER Kolkata is a residential academic institute where students face intense academic pressure, life transitions, isolation, and emotional challenges.

The Mind Care and Wellness Centre (MCWC) provides structured, preventive, and crisis-oriented mental health support. The focus is on early identification, timely intervention, accessibility, stigma reduction, and community wellbeing.

Recent upgrades include improved visibility of services, addition of a female counsellor, updated webpage, baseline screening of first-year students, and strengthened peer support.

Mental Wellbeing Initiatives on Campus

- Individual counselling, crisis counselling, de-addiction support, behavioural modification.
- Weekly psychiatric services; red-flag monitoring and follow-up.
- Campus-wide awareness drives: substance abuse, ADHD support, workplace stress, suicide prevention.
- Annual Mental Health Day, Suicide Prevention Week, and email sensitization campaigns.
- Capacity-building: NIMHANS Gatekeeper Training, MMTTP faculty training, first-responder training for wardens and SAC volunteers.
- CARES peer support network, IKRAR LGBTQAI+ inclusion, wellbeing circles, DMT workshop, Jhankaar cultural wellbeing event.
- Baseline mental health assessment for all first-year students completed; high-risk individuals contacted and monitored.

Self-Identified Best Practice(s)

1. Baseline Mental Health Screening: Implemented for all first-year students, scoring completed; individual risk-based outreach undertaken.

2. Quick Response Team (QRT): Coordinated counsellor–medical–warden response for emergencies.
3. Accessibility Enhancements: Updated MCWC webpage; counsellor contacts displayed across campus and hostel rooms; female counsellor added.
4. Peer Buddy Groups (new): Small-group emotional and social support for adjustment, loneliness reduction, and smoother integration.

Self-Identified Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing.

MCWC maintains structured documentation including intake sheets, consent forms, red-flag logs, and case tracking.

The Annual SOP Review (2025) strengthened referral pathways, parent communication, reintegration after crises, and warden sensitization.

Monthly meetings between MCWC, DoWW, DoSA, DoAA, and wardens review trends and emerging needs.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress and burnout.
- Social isolation, loneliness, and lack of peer connection.
- Anxiety, sleep dysregulation, and emotional overwhelm.
- Identity, adjustment, and interpersonal difficulties.
- Need for structured support during transition periods (first year, exam phases).

Institutional Mechanisms to Assess Student Wellbeing Needs

- Baseline mental health screenings for 1st-year students.
- Red-flag follow-up system with weekly/biweekly counselling.
- Pulse surveys through CARES and hostel interactions.
- Feedback collection on counsellors and services through anonymous dropboxes.
- Direct referrals from faculty, wardens, SAC, and mentors.

Faculty participation in wellbeing-related capacity building or training sessions

- MMTTP training for faculty on promoting positive mental health.
- Suicide Prevention and Gatekeeper workshops.
- Sensitization sessions on understanding student distress, classroom empathy, and supportive communication.



Institutional mechanisms for faculty to identify and support students in distress

- Structured referral pathway (faculty → wardens → MCWC → DoSA/DoAA/DoWW).
- Availability of emergency contact sheets across departments.
- Faculty mentors assigned for red-flag cases as part of reintegration plans.
- Orientation for faculty on identifying behavioural, academic, and emotional warning signs.

Faculty involvement in wellbeing initiatives in the institution

- Participation in awareness talks, training programmes, and panel discussions.
- Support for induction, peer mentoring, and wellbeing events.
- Direct engagement with MCWC during follow-ups of academically at-risk students.
- Department-level involvement in monitoring student stress and adjustment.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Additional training on handling high-distress situations.
- More resources on academic flexibility for students with mental-health concerns.
- Continued orientation on updated SOP procedures.
- Department-wise wellbeing liaisons to strengthen communication with MCWC.

Challenges faced by the institution in promoting student wellbeing

- Persistent stigma around help-seeking.
- Feelings of isolation and social disconnection among students.
- Mismatch between student needs and available peer/faculty support.
- Limited specialized long-term care requiring external referrals.
- Increasing need for scalable preventive and resilience-based programmes.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Family involvement is crucial in red-flag cases; early communication supports stabilization.
- Alumni with lived experience can contribute to peer talks, mentorship, and awareness sessions.
- Families can reinforce emotional support, monitor recovery, and collaborate during reintegration after crises.



National Institute of Technology – Kurukshetra

At a Glance

Total Student Strength of Institution: 6000

Total Faculty Strength of Institution: 223

Mental Health Professionals at the Institution: 01 Counsellors

01 Psychiatrist

Weblink: <https://nitkkr.ac.in/about-us-11/>

Introduction

Thought Lab at NIT Kurukshetra serves as the institution's dedicated Student Wellbeing

Centre. It works to enhance mental wellness, focus, emotional resilience, and creativity among students. The Lab conducts regular mindfulness sessions, stress-management activities, experiential learning modules, and self-development initiatives using scientific and meditative tools. The team comprises faculty coordinators, trained student volunteers, and collaborating experts who jointly design and facilitate wellbeing practices on campus.

Mental Wellbeing Initiatives on Campus

Mental Wellbeing Initiatives at NIT Kurukshetra (2025–26)

- Expressive Arts Therapy Workshop: A creative session enabling students and staff to express emotions and reduce stress through guided drawing activities.
- Expert Talk: Success Sutras for College Life: An interactive motivational session on focus, discipline, positive habits, and emotional resilience for students.
- Writers' Meet: A literary wellbeing event with authors and TEDx speakers encouraging creative expression, storytelling, and self-reflection.
- Thought Lab Stall at Confluence: A major wellness showcase featuring mind-training games, spiritual books, wellbeing devices, competitions, and interactive demonstrations promoting mindfulness, creativity, and stress management.
- Anti-Ragging Awareness Week: Discussions and digital campaigns highlighting the psychological impact of ragging and promoting peer support and safe campus practices.
- Digital Awareness Campaigns: Online initiatives for National Suicide Prevention Day and World Mental Health Day, focusing on early intervention, self-care, stress-management, and destigmatizing mental health conversations.

- Movie Screening – Dear Zindagi: A reflective screening followed by open discussions on therapy, emotional wellbeing, and coping strategies.
- Seminar on Drug Abuse Awareness: A counselling-led session creating awareness about substance misuse, its psychological effects, early signs, and building refusal and help-seeking skills.
- Seminar on Digital Wellness: A workshop promoting balanced screen-time, mindful technology use, digital detox practices, and managing cyber stress.
- Seminar on Healthy Eating Habits: A session on the connection between nutrition and mental wellbeing, encouraging balanced diets, mindful eating, and sustainable lifestyle habits.
- Seminar on Personality Development – “Becoming the Best Version of Yourself”: An interactive session focused on self-awareness, confidence-building, communication skills, emotional intelligence, and cultivating a growth-oriented mindset for holistic personal development.

Future Activities:

- Seminar on Stress Management, Emotional Intelligence
- Mental Health Awareness Week
- Workshop on Mind Body Connection

Self-Identified Best Practice(s)

Regular Best Practices Ensuring Student Mental Wellbeing

- Dedicated Counselling Support: Continuous one-to-one counselling, walk-in support, and emotional guidance for students.
- Thought Lab Mindfulness Activities: Regular relaxation practices, focus-building exercises, and experiential wellbeing tools to support stress management and emotional balance.
- Awareness Workshops & Expert Talks: Frequent sessions on digital wellness, drug-abuse prevention, healthy eating habits, personality development, and other wellbeing themes.
- Student Engagement; Creative Activities: Competitions, interactive sessions, and peer-led initiatives that promote bonding, confidence, and a supportive campus atmosphere.
- Celebration of all festivals of all Religions: At NIT Campus all festivals are celebrated for the students promoting harmony and uplifting the celebratory mood of the students.
- Colours Club Contributions: Campaign-based awareness activities on mental health and positive coping

- Peer support initiatives encouraging students to reach out and help one another
- Identification and referral of students who may require counselling or additional mental health support
- Safe & Inclusive Campus Environment: Regular sensitization activities reinforcing empathy, respect, and a zero-tolerance environment toward harassment.
- Accessible Wellbeing Spaces: Calm, supportive spaces such as the Thought Lab for reflection, relaxation, and informal peer interactions.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

We have established Institute Level Task Force Committee which addresses issues related to mental health concerns among students, identification of suicidal causes, analysis of existing regulations, initiatives taken for mental well-being etc., in the Institute.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Financial stress, Relationship Issues

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations.



Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the UGC and Ministry of Education. Approximately 25% faculty may have

undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured (e.g., referral systems, mentoring roles), and informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty would benefit from enhanced guidance on identifying student distress early, clear referral protocols, strengthened skills for empathetic communication, and additional support for creating student-friendly, low-stress learning environments.

Challenges faced by the institution in promoting student wellbeing

Promoting student wellbeing faces challenges such as increasing academic pressure, rising digital fatigue, and hesitation among some students to seek help due to stigma. Identifying students in distress early can be difficult, especially in large batches. Limited time within academic schedules for wellbeing activities and the need for stronger peer-support mechanisms also pose constraints. Despite this, the institution continues to expand counselling, awareness initiatives, and wellbeing-focused engagement.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students



Role of Family and Alumni Participation in Student Wellbeing

- At NIT Kurukshetra, the Wednesday Colloquium connects students with alumni who share their personal journeys, challenges, and mental health learnings, promoting resilience and confidence.
- Alumni actively mentor students on career paths, higher studies, internships, and industry expectations, reducing anxiety and uncertainty.

- Through their guidance in startups, innovation, and idea development, alumni help students build purpose, motivation, and self-belief.
- Alumni stories of failure, adaptability, and growth normalize help-seeking and encourage students to approach counselling without hesitation.
- Families reinforce emotional stability, encourage healthy coping, and help identify early signs of distress, complementing campus efforts.
- Together, family involvement and alumni engagement create a strong support network that nurtures students' mental, emotional, and academic wellbeing.

Babasaheb Bhimrao Ambedkar University, Lucknow

At a Glance

Total Student Strength of Institution: 7279

Total Faculty Strength of Institution: 200

Mental Health Professionals at the Institution: 01 Psychological Counsellor
01 Medical Officer (Ayurveda)
01 Associate Professor (Yoga)
01 Assistant Professor (Yoga & Naturopathy)

Weblink: <https://www.bbau.ac.in/SCC-Home.aspx>

Introduction

The student counselling Centre at Babasaheb Bhimrao Ambedkar University, Lucknow was established in 2016 to offer support services to its students. This centre has been involved in providing individual counselling and developmental group activities including workshops for the students of the University. The counsellors available at the centre, help the



students in their day-to-day issues which further leads to improve their overall performance. In order to extend support to the students, different workshops on relevant topics are regularly organized by the counsellor and team of experts. The services offered by the counselling centre are exclusively offered to the students of the University and in the course of offering services, the confidentiality is being maintained by the centre, wherever applicable.

Mental Wellbeing Initiatives on Campus

1. Suicide prevention and mental health promotion program
2. Mental health promotion program
3. Mental health workshop for students
4. Yoga for mental health and wellbeing program

Self-Identified Best Practice(s)

1. Regular yoga practices for students and faculty members organized by the Department of Yoga.
2. Every Monday and Wednesday, psychological counselors provide mental health counseling to students and staff of the university.
3. Awareness of new students by organizing “Orientation sessions for students” at the departmental level.



Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Babasaheb Bhimrao Ambedkar University, Lucknow, regularly documents and reviews its policies and practices related to

student mental well-being through the Student Counselling Center.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Awareness cum interactive session at different venues including hostels and departments.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training. Approximately 26-50% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured (e.g., referral systems, mentoring roles), as well as informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty would benefit from regular training in mental health awareness, empathetic communication, and early identification of student distress.

Capacity-building programs on stress management, mindfulness, and referral mechanisms would help them better support students. Institutional



support through clear mental health policies and counselling resources would further strengthen faculty involvement in promoting student wellbeing.

Challenges faced by the institution in promoting student wellbeing

Key challenges include the limited availability of trained counselors, varying levels of mental health awareness among students, and the stigma associated with seeking psychological help. Balancing academic pressure with well-being initiatives is also a concern, as students often prioritize performance over self-care.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Regular family engagement provides emotional reassurance and a sense of security, helping students cope better with academic and social stress.
2. Families often notice early behavioral or emotional changes, enabling timely intervention and referral for professional help.
3. Family encouragement reinforces students' confidence, resilience, and persistence in facing challenges during their academic journey.

4. Continued family involvement nurtures empathy, discipline, and ethical behavior – key aspects of holistic well-being.
5. Alumni can guide students through real-life experiences, offering perspective on managing academic pressure, career uncertainty, and life transitions.
6. Alumni mentors often bridge the gap between faculty and students, fostering open communication and emotional comfort.
7. Alumni networks provide professional mentoring, which reduces anxiety related to career choices and future planning.
8. Joint family-alumni engagement helps students build emotional resilience through shared stories of overcoming challenges.
9. Family and alumni involvement together create a nurturing ecosystem that normalizes mental health conversations.
10. Their continued participation strengthens long-term institutional efforts toward mental health awareness and peer-driven support systems.

Indian Institute of Technology - Madras

At a Glance

Total Student Strength of Institution: 12500

Total Faculty Strength of Institution: 670

Mental Health Professionals at the Institution: 21 Mental health professionals

Weblink: <https://dost.iitm.ac.in/iitmdost/wellness-center>

Introduction

The Student Wellbeing Centre (SWC) at IIT Madras is a dedicated support system aimed at enhancing the mental, emotional, and overall well-being of students. It serves as a resource for students to manage academic pressures, personal challenges, and life adjustments during their time at the institute. Key initiatives include counselling services, workshops and seminars, peer support network (Saathi and MITR), Crisis intervention.

Mental Wellbeing Initiatives on Campus

The “Rekhi Centre” is new and will roll out courses, lab sessions, outreach in 2025-26.

The wellness ecosystem (SAATHI, MITR, Wellness Centre) continues ongoing operations and likely will host workshops, lectures and support groups throughout the year.

Self-Identified Best Practice(s)

Mentor-mentee meeting every month. Regular Wellness workshop to students. Support system on wellness during placement. 24x7 counselling service (offline and online).

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

IIT Madras adopts the best practices and follow procedures.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training conducted by the Ministry of Education and UGC. Approximately up to 25% faculty have undergone training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Require training in empathetic communication.
- Structured connections to professional wellbeing resources,
- Institutional policies that prioritize mental health

Challenges faced by the institution in promoting student wellbeing

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Central University of Haryana

At a Glance

Total Student Strength of Institution: 4600

Total Faculty Strength of Institution: 230

Mental Health Professionals at the Institution: 01 Wellness Clinic In-Charge

Weblink: NA

Introduction

The Central University of Haryana focuses on the holistic growth and overall well-being of student welfare. As academic success intrinsically depends on mental, emotional and physical development to establish an effective ecosystem. The Central University of Haryana extends its student support with its Students Wellness and Psychological Counselling Cell. The primary aspect of this cell is to provide students with a healthy and inclusive campus.

The core objective focuses on facilitating every student's mental and emotional well-being by addressing issues related to academic stress, personal stress, career related pressure and making the student resilient towards these kinds of challenges.

It consists of 7 members namely Prof. Payal Chandel (Convenor), Prof. Vishwa Choudhary (Coordinator), Prof. Asish Mathur, Prof. R. K. Dhiman, Dr. Ravi Pandey, Dr. Heena (Medical Officer) and Dr. Vishnu Narayan Kucheria.

The Cell helps in identifying problems that are faced by students and provides counselling services to students.

Moreover, the Cell has taken initiatives such as assigning mental health buddies through Departmental induction programmes so all the newly admitted students at the university receive basic training to be each other's mental health buddies and to know what to do when a friend is facing issues.

These initiatives help to spread awareness among masses and create healthy student ecosystem which further reduces the stigma related to mental health and students are actively prioritizing their mental well-being.

Mental Wellbeing Initiatives on Campus

Central University of Haryana has conducted various activities for mental wellbeing, such as:

1. Sensitization workshop for deans of the Central University of Haryana on mental health needs for students: It highlighted the importance of understanding and addressing students' mental health needs, emphasizing teachers' role in fostering awareness, early diagnosis, and supportive academic environments.

2. Suicide Prevention Workshop: Consisted of awareness activities, expert discussions, competitions, and outreach visits, to promote proactive suicide prevention across the university and the nearby community.
3. Two “One-Day Sensitization Programme on Transgender Persons”: Persons from the LGBTQIA+ community gave a talk to sensitize students on mental health issues faced by transgender persons.
4. Two-Day state-level conference on elderly wellbeing in India: Bringing together experts, stakeholders, and participants to discuss challenges, share ideas, and promote better care and support for the elderly in India.
5. Mental Health Buddies: All newly admitted students at the university receive basic training to be each other's mental health buddies and to know what to do when a friend is facing issues.
6. Diploma Programmed: The Department of Psychology at Central University of Haryana offers two RCI-approved Diplomas that equip graduates to become highly professional individuals in counselling and rehabilitation.

Self-Identified Best Practice(s)

Central University of Haryana actively takes steps to ensure student mental well-being, some key practices such as:

- Psychological support and counselling services are provided through Students Wellness and Psychological Counselling Cell which consist of trained professional staff. It also actively organizes events to destigmatize mental health and spread awareness.
- Student led peer support system, including happiness circles and happiness areas, offering guidance, comfort and companionship to enhance emotional well-being.
- Further, holistic growth and balance is promoted with the help of meditation club where yoga and mindfulness activities are done to help students to manage stress.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

University is in process to develop proper mechanism to document and evaluate the policies for mental wellbeing.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),

- Peer pressure and social isolation,
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions organised by the UGC and Ministry of Education. Approximately up to 0-25% faculty may have undergone such training.



Institutional mechanisms for faculty to identify and support students in distress

Mechanisms are in place, but informal (faculty support students as needed).

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Allocation of resources for campus wide programs related to wellbeing campaigns, initiatives, and events.
- Referral networks: A clear referral path will ease the communication chain of students to access support services.
- Dedicated wellness teams will help to reach large student masses and act effectively in promoting wellness as well.
- Dedicated office hours for institutional works and specific mentorship time should be divided accordingly so that faculties don't feel overloaded with work and efficiently meet the needs of students, focusing on well-being and support.

Challenges faced by the institution in promoting student wellbeing

- Students come from diverse backgrounds with different socio-economic status and cultures; single well-being strategy rarely suits everyone and making multiple customized strategies is difficult.
- Institution have limited Resources which makes consistent support difficult.

- Institutions must maintain rules like attendance, but strict enforcement can create fear, stress and discourage openness. Finding the balance between structure and empathy is challenging.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The role of Family and alumni has not been decided for students' mental wellbeing. Although all our alumni are connected with current students and they are providing all possible support to students for their better adjustment and mental wellbeing.



Indian Institute of Technology - Mandi

At a Glance

Total Student Strength of Institution: 3609

Total Faculty Strength of Institution: 212

Mental Health Professionals at the Institution: 01 Mental health professional

Weblink: <https://students.iitmandi.ac.in/main/gcs/>

Introduction

The Guidance and Counselling Services cell (Student Wellbeing Centre) at IIT Mandi promotes students' mental, emotional, and social well-being through counselling, workshops, and outreach initiatives. It offers individual and group counselling, crisis support, and awareness programmes on stress management, mindfulness, and substance use. The Centre comprises professional counsellors, faculty advisors, and medical staff working collaboratively with student representatives. Its initiatives—such as the Wall of Hope and monthly wellness workshops—have enhanced help-seeking behaviour, resilience, and a supportive campus culture.

Mental Wellbeing Initiatives on Campus

Mental Wellbeing Initiatives and Events at IIT Mandi (Academic Year 2025–26):

1. 10-Day Induction Programme: A comprehensive orientation designed to welcome new students and promote healthy lifestyle habits through yoga, nature walks, hiking, freshers, sports meets, and interactive sessions on the Art of Living, Nutrition and Mental Wellbeing, Early Identification of Mental Health Concerns, etc. The programme also introduces students to access campus wellness services and support systems.
2. Monthly Wellbeing Workshops: Regular interactive sessions on mindfulness, stress management, emotional regulation, and resilience building (Journey from Conflict to Harmony – Self-Exploration, Building Assertiveness, Resilience & the Importance of Emotional Regulation: The Power of Pause – Enhancing Wellbeing through Intentional Leisure; Self-Expression Day – a 4-day event on expressive art open for all; etc.)
3. Mental Health Week (October 2025): A weeklong series of expert talks, interactive Activities and student-led initiatives focused on awareness and destigmatization.
4. Wall of Hope: Visual installations across hostels and academic spaces displaying messages of hope, courage, and empathy.
5. Sensitisation and capacity-building sessions: training programs for faculty, wardens, carers, staff, and security personnel to recognise early signs of distress and provide timely support.

6. Planned Initiatives (Upcoming 2026): We will introduce Mindful campus drives, create short wellbeing videos for digital circulation, and expand outreach.

Self-Identified Best Practice(s)

At IIT Mandi, student mental wellbeing is supported through regular counselling services, monthly workshops on stress management and mindfulness, and outreach initiatives like the Wall of Hope and Swear-Free Language



Drive. Multiple posters are displayed across hostels and academic areas to increase visibility, spread awareness, and reduce stigma related to mental health, including information on emotional regulation and self-help techniques. The Guidance and Counselling Services (GCS) team collaborates closely with faculty advisors, Hostel administration, student representatives, and the Health Centre to provide early intervention and crisis support and foster a positive, supportive campus environment.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

IIT Mandi regularly reviews and documents its student wellbeing policies through the Guidance and Counselling Services (GCS) and the Dean of Students' Office. Periodic evaluations, feedback, and review meetings help assess the effectiveness of counselling services and wellbeing initiatives, enabling the institute to refine its approach and strengthen support mechanisms for students.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)
- Peer pressure and social isolation
- Career related uncertainties
- Family Pressure

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training conducted by the Ministry of Education and UGC. Approximately up to 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

IIT Mandi is dedicatedly working in this direction by organizing regular sensitization and capacity-building programs for faculty, staff, wardens, assistant wardens, caretakers, security guards, and volunteer teams. These sessions focus on identifying early signs of student distress, effective communication, and referral protocols. Training in basic counselling skills, stress management, and mental health first aid further equips them to respond empathetically and contribute effectively to a supportive campus environment.

Challenges faced by the institution in promoting student wellbeing

IIT Mandi faces challenges such as stigma around seeking help, academic pressure, adjustment issues, and limited access to external mental health resources due to its remote location. Ensuring consistent student engagement in wellbeing activities is also a challenge. However, ongoing awareness drives and coordinated efforts by GCS, faculty, and administration are helping address these concerns effectively.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

At IIT Mandi, families and alumni play a vital and compassionate role in supporting the mental health and wellbeing of students. Families provide emotional continuity and reassurance, helping students feel connected and grounded even when away from home. Their involvement in counselling processes and reintegration meetings ensures a collaborative approach to student care. Alumni, on the other hand, serve as relatable mentors—sharing real-life experiences, coping strategies, and career guidance that help students manage academic stress and life transitions more confidently.

Manipur University

At a Glance

Total Student Strength of Institution: 6189

Total Faculty Strength of Institution: 377

Mental Health Professionals at the Institution: 9

Weblink: NA

Introduction

University has recently opened a Psychological Counselling Cell at the Manipur University Health Centre. The Cell aims to provide counselling services to all the university community and it functions every Friday from 11:00 AM to 1:00 PM.

Mental Wellbeing Initiatives on Campus



Manipur university has undertaken several initiatives to ensure student mental wellbeing in the campus. Seminars and workshops on mental health are organized periodically. The university also observes mental health related events to promote awareness. Manipur University plans to undertake the following events for the academic year 2025-26):

(i) Documentation and evaluation of

student's mental wellbeing

(ii) Workshops and Training programme for faculty on mental health

(iii) Strengthening proactive mentoring system for students

Self-Identified Best Practice(s)

Institute supports student mental wellbeing through mentorship guidance and regular counselling services provided by the Psychological Counselling Cell. The university also practices awareness programmes on mental health. Student-focused activities such as NSS regular activities, YOGA, sports, cultural events, and other co-curricular engagements further help students build resilience and manage stress effectively.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Manipur University does not have documentation or a policy for periodically reviewing students' mental wellbeing. However, the university plans to establish a documentation and evaluation system to enhance student mental wellbeing.

Most Pressing Wellbeing Needs of Students on Campus



- (a) Academic stress
- (c) Mental health concerns (anxiety, depression, etc.)
- (d) Special learning difficulties
- (e) Peer pressure and social isolation
- (f) Financial stress
- (g) Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

The institute collects feedback through mentors/faculty and Counselling center data

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training sessions in which approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institute has structured protocols in place (e.g., referral systems, mentoring roles) to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

- (a) Mentorship programme (faculty assigned to student groups)
- (b) Membership of wellbeing/mental health committees
- (c) Leading wellbeing-related workshops/activities on campus



Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty need additional institutional support through training. This includes workshops and orientation programs to identify early signs of distress, capacity building in psychological first aid, and equipping faculty to engage effectively with students for their mental wellbeing. Sensitization programs, along with training in effective communication and mentorship, are essential.

Challenges faced by the institution in promoting student wellbeing

Some of the challenges includes:

- (i) Inadequate counselling services and trained personnel
- (ii) Limited awareness and stigma
- (iii) Socio-economic and state's political chaos related stressors
- (iv) Manpower and Infrastructure

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Continued family and alumni participation will enrich student wellbeing by offering emotional support, guidance, motivation, early detection of distress, and long-term mentorship that fosters resilience, belonging, and holistic development.

The alumni association actively contributes to enhancing students' mental health and overall well-being

National Institute of Technology - Meghalaya

At a Glance

Total Student Strength of Institution: 1185

Total Faculty Strength of Institution: 76

Mental Health Professionals at the Institution: 02 Counsellors

Weblink: NA

Introduction

The student well-being centre of NIT Meghalaya functions as a multi-level professional help. We have 2 highly dedicated counsellors supervised by a faculty. Under the counsellors, there are student volunteers. The student well-being centre is highly active in organising need-based awareness programmes, periodical student interactions, assessments, and individual sessions. The student wellbeing centre provides a non-judgmental space for students. During the vacations, the centre is committed to doing outreach community-based programmes for the local community in Cherrapunjee.

Mental Wellbeing Initiatives on Campus

The student well-being centre is active in designing and delivering awareness programmes. During the 2025-2026 academic year, we have already completed five events within three months. The centre aims to have a minimum of one programme per month, which targets the needs of the students. In August 2025, the centre conducted an induction programme for the freshers. Specific Learning Disability screening and Personality assessment were also carried out during the same month. In September, we conducted a suicide prevention awareness programme in collaboration with YourDOST. In October, the centre organised a special Self-Assessment Camp named “Discover Yourself” where anxiety, stress, personality, learning styles, family relationships, intelligence, depression, etc. were assessed, and a report will be provided to the individual. Some of the upcoming events during this academic year will focus on gender and wellbeing, student volunteer training, substance abuse awareness, interpersonal relationship skills, self-care care and body positivity.



Self-Identified Best Practice(s)

The best practices followed by NIT Meghalaya to ensure mental health care are many. One of the strongest pillars of this is routine needs assessment and organising events accordingly. One hour per week

is added to the timetable for the students, which are dealt with by the counselling centre staff. Regular needs analysis is done through feedback and surveys from the students. Also, the kind of cases which are significantly high in number were considered in designing awareness programmes. In addition to this, whenever our counsellors identify a student in need of specialised psychiatric support, we ensure a prompt referral to a qualified psychiatrist and schedule follow-up sessions to monitor progress and maintain continuity of care.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

At present, our institution does not have a formal system in place to document or periodically evaluate specific policies and practices related to student mental well-being. However, we recognise the importance of supporting students' mental health and overall well-being. While there are currently no structured policies or formal evaluation mechanisms, informal efforts are made through faculty interactions, mentoring, and student support initiatives. The institution is committed to strengthening this area in the future by exploring ways to establish more systematic practices and evaluation processes.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),
- Relationship issues

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions



Faculty have participated in capacity building sessions and training. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Structured (e.g., referral systems, mentoring roles) as well as informal (faculty support students as needed) protocols are in place for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

A compulsory training for faculties on the importance and psychological first aid would be a great initiative. Especially faculties from the technical background, sometimes find it difficult on how to deal with certain mental health concerns of the students. This compulsory training will enhance the faculties understanding about the importance of mental health and how to deal with the students issues effectively.



Challenges faced by the institution in promoting student wellbeing

Conflict with the academic schedule is the biggest problem faced so far. The students are having a high academic load, so the classes. Conducting programmes during working hours is a Herculean task when it collides with the class routine. It is difficult to organise sessions during non-working hours due to fatigue and sometimes the unavailability of external experts.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

Mentoring and helping students' mental health and wellness is greatly enhanced by family and alumni involvement. They build strong emotional support networks that alleviate isolation by reassuring and uniting. Alumni with similar academic and personal issues assist students in normalising and tackling struggles constructively. Families and alumni that openly discuss stress and wellbeing create a culture where asking for help is a strength. Their mentoring and support boost students' confidence, drive, and work-life balance. Regular interactions also detect stress and burnout early, enabling appropriate intervention and support. Alumni exemplify adversity management by sharing their coping skills and resilience stories. Families and alumni strengthen students' community and belonging by expanding social and professional networks. Their involvement fosters a supportive institutional atmosphere that values emotional and academic growth equally.

Mizoram University

At a Glance

Total Student Strength of Institution: 4256

Total Faculty Strength of Institution: 259

Mental Health Professionals at the Institution: NIL

Weblink: NA

Introduction

The university has a Student Counselling Cell and a Student Welfare Committee.

Mental Wellbeing Initiatives on Campus

- 1. World Mental Health Day - October 10th
- 2. World Suicide Prevention Day - September 10th
- 3. Alzheimer's Day Observance- September 21st
- 4. Campus Wide Screening for Mental Health and Suicide Prevention since September and currently ongoing

Self-Identified Best Practice(s)

1. Counselling cell is established at Dept. of Psychology in collaboration with Dept. of Clinical Psychology, Dept. of Sociology, Dept. of Social Work and others.
2. Mental health screening, follow up and interventions for students and teaching & non-teaching staffs of MZU.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Meetings of different cells for the students and Teaching & Non-Teaching Staffs are documented. However, counselling assessment and interventions are not documented to maintain confidentiality.



Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Financial stress,

- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, feedback through mentors/faculty

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised in house. Approximately up to 25% faculty have undergone such training.



Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

- Mentorship programmes (faculty assigned to student groups),
- Membership of wellbeing/mental health committees,
- Leading wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

In-campus professionals comprising of Psychiatrists, Psychiatric Nurse, Clinical Psychologists and Psychiatric Social Welfare is favourably desirable.

Challenges faced by the institution in promoting student wellbeing

Lack of in-campus professionals and Infrastructure.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Frequent parents-teacher meeting for all batches.
2. Faculty members are open to parents for individual needs of the students.
3. Parental support to the University students for academic activities.
4. Parental support to the University students for Co-curricular activities.
5. Participation of parents in the events/workshop/other related activities of the University.

6. Participation of alumni in the events/workshop/other related activities of the University.
7. Collaborated efforts of Faculties, Parents/Guardians and Alumni members to resolve personal and institutional issues.



Indian Institute of Science Education and Research – Mohali

At a Glance

Total Student Strength of Institution: 1856

Total Faculty Strength of Institution: 122

Mental Health Professionals at the Institution: 02 Counsellors

Weblink: NA

Introduction

2 in house counsellors, 24*7 online app-based counselling service, Nasha Mukta Hostel Committee, Anti Ragging Committee, Club activities, Sports and Yoga activities, Cultural activities, Availability of Emergency & Healthcare services, Peer Group Mentorship

Mental Wellbeing Initiatives on Campus



Student orientation on mental health services, talk on Unplug Devices, Recharge Your Brain: The Neuroscience of Digital Balance, Gender sensitization talks, Inter hostel IISER Sports, Cultural fests, Science fest

Self-Identified Best Practice(s)

Promoting awareness about availability of mental health support system encouraging open communication, identifying early signs of stress, conducting seminars/workshops regarding mental health, addressing red flag cases with urgency, maintaining confidentiality and sensitivity.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

NA

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)
- Special learning difficulties
- Peer pressure and social isolation
- Financial stress
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and the UGC. Approximately 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus Curriculum integration (embedding wellbeing themes in teaching)



Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty requires regular sensitisation workshops.

Challenges faced by the institution in promoting student wellbeing

- Social stigma and fear of discrimination about mental health among students
- Ignorance and less appreciation for professional psychotherapists
- Non-availability of male counsellors
- Lack of residential social counsellors in hostels.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Communication with family,
- Club activities,
- Sports activities,
- Peer Group,
- Mentor-Mentee interaction,
- Outreach activities,
- Participation in Social services (NSS, BSG etc.),
Yoga sessions

Indian Institute of Management – Mumbai

At a Glance

Total Student Strength of Institution: 1100

Total Faculty Strength of Institution: 52

Mental Health Professionals at the Institution: 01 Medical Officer

01 Counsellor (Part Time)

Other mental health professionals
available on a call on a need basis

YourDOST & Manodarpan 24 x 7

Weblink: <https://iimmumbai.ac.in/to-be-healthy-as-a-whole-mental-wellness>

Introduction

The Student Wellness Centre (SWC) at IIM, Mumbai, envisions a community where holistic mental health and well-being are integral to personal and academic success. The centre is committed to providing counselling/training to all students and is guided by the visionary goal of the institute to cultivate transformative leaders who contribute positively to society.

The centre exists to help students confront the diverse life changes and challenges in a safe, supportive and non-judgmental manner.

Objectives

- To achieve all-round mental, emotional and social well-being.
- To provide a safe space for individuals to cultivate self-discovery, address mental health concerns, explore & express feelings, examine beliefs, reflect on patterns of behavior, learn to make healthier choices, and embrace a growth mind-set.
- To provide non-judgmental, unconditional and genuine support to all stakeholders of the institution.
- To help the students accept life-changing situations and cope with stress and anxiety.

Services Provided by the Student Wellness Centre

- Individual Counselling
- Group and Family Psychological Interventions
- Training and workshops on various topics, nurturing mental and emotional well-being.
- Preliminary Psychological Assessments, Screenings, and Psychiatric Referrals

IMPACT - Reached 3000 Students.

Mental Wellbeing Initiatives on Campus

- Mental well-being initiatives, events, workshops, etc., that have taken place:
- Mind Mood Magic- Wellbeing and Self Awareness Session
- Grooming and Etiquette
- Psychological First Aid & Supporting students in times of distress.
- POSH Training
- A complete course on:
 - Empowering Self, Others and Organizations: Exploring Transactional Analysis
 - Diversity and Equity in Global Context: Pathways to Inclusive India
 - Enhancing Managerial Skills through Performing Arts
- Conversation in the Dark
- Malaviya Mission Teachers Training Programme (SLD)
- Thespian Club Activities
- Anti-ragging Drive
- International Yoga Day

Planned:

- Digital Wellbeing & Sleep (Student)
- Wellbeing Drive (All)
- Faculty Sensitisation + Stress Management
- Awareness on Substance Abuse (Student)
- Building Healthy Relationships. (Student)



Self-Identified Best Practice(s)

- Student Workshops, Emotional Check-ins, Assessments
- Counsellors' Presence and Hostel Rounds. This visibility encourages students to connect more comfortably and builds familiarity and trust outside the counselling room.
- Additional Counsellors During the Summer Placement Weeks.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The Institute is in the process of setting up a documentation and evaluation practice.

Existing Practices: We have an active Student Wellness Centre. Student Interaction forms, Self-referral forms, and feedback forms are collected.

In-Process Improvements: Comprehensive Mental Well-Being Policy, Periodic Evaluation Mechanism.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)
- Special learning difficulties
- Peer pressure and social isolation
- Financial stress
- Career related uncertainties
- Interpersonal Relationship Issues
- Sleep



Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately between 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

There are structure protocols (e.g., referral systems, mentoring roles) in place for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

There is need for further faculty sensitisation programmes.

Challenges faced by the institution in promoting student wellbeing

Integrating workshops and training into students' existing schedules remains a challenge.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Builds a Sense of Belonging and Cultural Grounding
- Strengthens emotional safety needs
- Normalises Help-Seeking Behaviour
- Dependable alumni support system, especially in placements and family in managing expectations
- Alleviating feelings of isolation and enhancing emotional security during high-stress periods.
- Facilitates positive role modelling.



Indian Institute of Technology – Palakkad

At a Glance

Total Student Strength of Institution: 1470

Total Faculty Strength of Institution: 136

Mental Health Professionals at the Institution: 02 Clinical Psychologists

Weblink: <https://iitpkd.ac.in/mitra>

Introduction

The Institute Counselling Services aka MITRA, is the counselling and wellbeing initiative of IIT Palakkad dedicated to promoting mental health and emotional resilience within the campus community. The team includes 2 qualified clinical psychologists. It offers professional counselling, peer support, and wellness programs to help students, staff, and faculty manage stress and adapt to campus life. Through workshops, awareness campaigns, and interactive activities, MITRA fosters a culture of openness and self-care. The team works under the institute's Wellness Hub, ensuring confidential, empathetic, and accessible support for all members of the IIT Palakkad family.

Mental Wellbeing Initiatives on Campus

- Support Group for Research Scholars: Informal group sessions were conducted for MS-PhD research scholars to provide a safe and open space for sharing and peer connection.
- Maitri: A support group was created for mothers within the campus community, primarily staff and faculty, to promote well-being and mutual support.
- Emogen Sessions: Conducted themed sessions such as “Navigating Breakups – Healing Hearts”.
- Workshops for Staff and Faculty: Sessions titled “Healthy Minds, Happier Workplace” for staff and “Unlocking a Healthier You” for faculty were organized to enhance emotional well-being.
- Outreach programs: Conducted wellness activities and awareness sessions as part of Science Quest, ASAP programs, Balyam Vihar
- Observance of Important Days: Celebrated No Tobacco Day, International Day Against Drug Abuse and Illicit Trafficking, Pride Month, World Suicide Prevention Day, and World Mental Health Day through campaigns and interactive events.
- JWALA: A well-being initiative focused on supporting the security personnel of the institute.

- Survey on Substance Abuse: Conducted to understand patterns and promote preventive mental health strategies.
- Expression Through Art: Included creative outlets such as art therapy sessions, mime performances, and movie screenings to encourage emotional expression and dialogue on mental health.

Self-Identified Best Practice(s)

MTM Sessions (Meet the Mitra): One-to-one interactive sessions with freshers to help them adjust to campus life and feel supported during their transition.

Early Identification and Referral: Faculty Advisors (FAs) and faculty members actively refer students who may be struggling academically or facing emotional and adjustment difficulties for timely support.

Student Volunteer Involvement: Trained student volunteers collaborate with the MITRA team to promote peer support, foster a sense of belonging, and create a compassionate campus environment

Emogen Sessions: Regular group sessions on various relevant topics are conducted aiming towards an Emotionally fit Generation.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Regular surveys are conducted among the students.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties,
- Relationship Issues

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately 26-50% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured (e.g., referral systems, mentoring roles) and informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Expert talks at campuses for faculty to increase awareness about mental health challenges faced by students. Programs focused on mental wellbeing of faculty which will in turn make them more sensitive and proactive towards mental wellbeing of the students also. Periodically organizing faculty development programs focused on mental and physical well-being and good work-life balance, with everyone attending once every few years. Expert session for faculty on communication and team management in the context of maintaining and encouraging, open and supportive environment in the research groups. An aspect that also needs to be focused on setting realistic expectations keeping the students work-life balance needs in mind.

Challenges faced by the institution in promoting student wellbeing

- Students' participation in the activities are limited.
- The stigma associated with seeking mental health support also prevails strong among students.
- The fear of being labeled if medical treatment is required from the Psychiatrist. In certain cases demanding a combined approach also remains as a challenge which leads to poor outcomes in terms of mental health.
- Among clients who are already undergoing psychiatric treatment, monitoring aspects related to medical compliance, regular follow ups with the Psychiatrist is highly challenging.
- The lack of mental health literacy leads to misinterpretation of signs and symptoms and delayed help-seeking behaviours.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

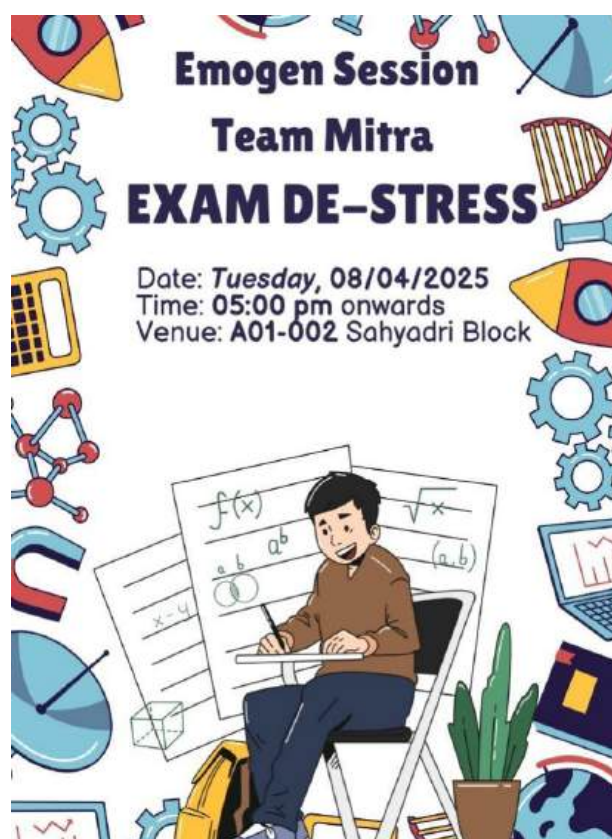
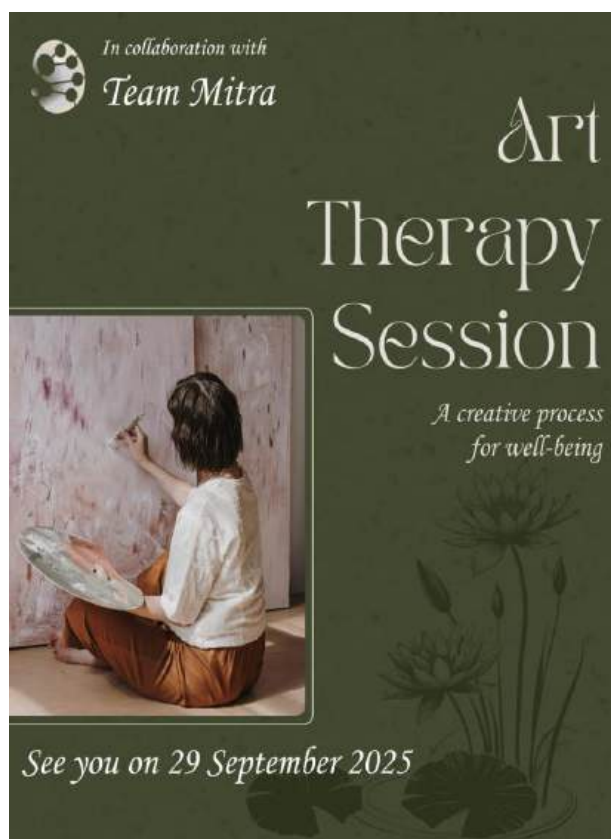
Family

- The family should understand the challenges throughout the tenure of their ward's life in a residential campus and support them.

- The family should know the unique stressors in each domain like personal, academic, developmental etc., in the young adult and support them.
- The family should take their wards home for special occasions and spend quality time enriching their relationship with extended family.
- Family should not be pressurizing them further in terms of higher grades and placement related matters.

Alumni

- The alumni cell should be the liaison to the student community of the Institute in terms of providing internship-training or job opportunities.
- The alumni cell related activities and the knowledge gained will enhance the confidence of students in all domains like academic, co-curricular and extra-curricular activities.
- The alumni members will be a guide in terms of providing inputs for industry opportunities, research openings (inter disciplinary/multi-disciplinary) and teaching prospects in their respective core areas for the future.



Indian Institute of Science Education and Research - Pune

At a Glance

Total Student Strength of Institution: 2200

Total Faculty Strength of Institution: 130

Mental Health Professionals at the Institution: 03 Counsellors

01 External Psychologist

Weblink: NA

Introduction

There is a wellness center staffed by two doctors and two nurses. In addition, there are three counsellors available with consulting psychologists available by appointment. The counsellors conduct individual counseling sessions, relationship counseling session, family counseling sessions, along with group counseling sessions which are based on different counselling paradigms (e.g. adult play therapy, drama therapy, body movement therapy).

Mental Wellbeing Initiatives on Campus

1. Individual counseling for students, parent, faculty, staff and family members.
2. Regular group counselling initiatives
 - Once a week sessions for first year students at undergraduate and graduate level
 - Exclusive sessions for PhD students for targeted issues with the PhD process.
 - Regular "Play-pause-peace" sessions including adult play therapy for IISER community (students and staff as well).
 - "Mindful silence" sessions are organized on-demand for groups of students based on specific topics requested by them.
 - Drama therapy sessions focused on deep rooted issues such as addiction, social anxiety, loneliness, and isolation.
 - Group sessions for exam-related stress are conducted in the weeks leading up to exam.



3. Sessions under the "Nasha-Mukt Bharat Abhiyan" (drama therapy and dance movement therapy)
4. Dedicated sessions on anti-ragging and anti-discrimination focused on empathy and kindness-based outlook towards campus life.
5. Pilot peer-to-peer counseling processes.

Self-Identified Best Practice(s)

1. Individual counseling and group initiatives
2. Weekly emails sent to entire community on good practices, engagement with mental health, with occasional tailor-made worksheets for self-care.



3. Connecting junior students with seniors for academic and campus life support under supervision of the campus counselling team.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

There are regular meetings between the counselling team, with the Medical committee members and the Dean. The policies and protocols are reviewed after each relevant case, and improvements are included in future iterations.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Financial stress,
- Career related uncertainties,
- Relationship-related challenges
- Pre-existing mental health conditions such as OCD, ADHD, and personality disorders.

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations, Feedback circles after every individual and group sessions and activities.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised by the Ministry of Education and the UGC. Approximately 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress



The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees, Leading

wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty require formal, structured support to engage more effectively in mental health practices.

Challenges faced by the institution in promoting student wellbeing

1. Lingering taboos about seeking counseling help.
2. Lack of dedicated budget for mental health initiatives.
3. Lack of approved positions to maintain an optimal student-counselor ratio

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Alumni remain engaged and share good practices that they learn of in their new positions.
2. Alumni directly communicate with counseling team to provide support for initiatives and current students.
3. Family members participate in counseling sessions (with and without their ward being present)
4. Family members spend time on campus as needed, and interact with the peer group of their ward.

National Institute of Technology - Raipur

At a Glance

Total Student Strength of Institution: 4800

Total Faculty Strength of Institution: 255

Mental Health Professionals at the Institution: 01 Psychiatrist

01 Counsellor

Weblink: <https://www.youtube.com/@valueeducationnitraipur8365>,
https://www.youtube.com/watch?v=ZLs_uFDaigl
<https://www.youtube.com/watch?v=-Rbrbw7m9u0>

Introduction

Mental Health through Values Education Classes/ Seminar and Psychological Counseling cell. To support the holistic development of students' personalities, regular value education classes are conducted for first-year students. These classes cover the following topics:

- i. How to attain human happiness and prosperity, and develop self-confidence.
- ii. Developing an understanding of human consciousness and cultivating a healthy lifestyle.
- iii. Fostering an understanding of harmony within oneself, in the family, in relationships, with nature, and in coexistence.
- iv. Engaging in open discussions on various issues and their solutions – such as what it means to be a successful person, what constitutes a happy family, the importance of gratitude in family relationships, understanding universal human values, identifying the true source of happiness, practicing universal human conduct, learning to live in the present moment, and creating harmony in relationships.
- v. In values education classes, students are given the opportunity to consider important life questions and their solutions—such as how to overcome overthinking, how to manage stress, what the true source of happiness is, and what role comfort, wealth, and understanding play in life. These classes also explain human needs, why self-awareness is important, and how we relate to ourselves, our families, society, and nature. Discussions focus on how to live a happy and prosperous life, and students are introduced to human values such as trust, respect, affection, gratitude, and love.

Mental Health Support System:

- i. "There are 3 regular and 3 contractual visiting doctors of medicine, dermatology and psychiatry specialty available at NIT dispensary.
- ii. Student counseling services are available daily

- iii. Regular Value Education classes are conducted for first-year students to support their mental health and emotional well-being, and motivational classes on stress management.
- iv. Routine Yoga, Gym and sports facility available, - Mental Well-being Counselor and Clinical Psychologists
- v. Workshops on mental health are organized from time to time-
- vi. A "Mental Health Awareness Week" is organized for students.
- vii. Every year, World Mental Health Day is observed on October 10 to raise awareness about mental health issues and to encourage support for those dealing with mental health challenges. Similarly, World Suicide Prevention Day is observed annually on September 10.

Apart from the students of NIT Raipur, our institute also organizes seminars on stress management for employees of all departments and levels to promote mental health and emotional well-being. As part of these efforts to help maintain a positive environment in the institute, counselors conduct seminars and workshops on topics such as "Mann Ki Baat" (Heart-to-Heart Talk) "Source of Happiness," "Learning to Live in the Present," and others.

Mental Wellbeing Initiatives on Campus

- Session on Stress Management, 06.11.2025
- Seminar on "How to Overcome Over thinking in Life through Value Education", 07.10.2025
- Observation of "World Mental Health Day", 07.10.2025
- Seminar on World Suicide Prevention Topic-Stress Management through Value Education, 10.09.2025
- Seminar on "Work-Life Balance and Mental Health", 16-17.07.2025
- Seminar on "Stress Management, 27-30.06.2025

Self-Identified Best Practice(s)

Regular Best Practices to Ensure Student Mental Wellbeing

Accessible Counseling and Support Services

Regular Value Education classes are conducted for first-year students to support their mental health and emotional well-being, and motivational classes on stress management.

Wellbeing Workshops and Seminars

Regular sessions on stress management, mindfulness, time management, and resilience are conducted throughout the academic year. These programs help students build coping skills and normalize discussions around mental health.

Community Building and Inclusion Activities

Events such as wellness weeks, social gatherings, volunteer opportunities, and cultural celebrations promote belonging and social connection—key factors in maintaining positive mental health.

Promotion of Healthy Lifestyles by yoga class

The institution encourages physical wellbeing through access to recreational facilities, fitness classes, and nutritional education.

Awareness Campaigns

Collaboration Across Departments

Counseling services, student affairs, academic departments, and residential life teams work together to ensure a coordinated approach. This helps ensure that mental wellbeing is not treated as an isolated service but as a campus-wide commitment.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institution does not currently document and periodically evaluate its policies and practices related to ensuring student mental wellbeing.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Peer pressure and social isolation

Institutional Mechanisms to Assess Student Wellbeing Needs

Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised in house. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution



Curriculum integration (embedding wellbeing themes in teaching), Regular classes of Yoga and Value Education.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Value Education Workshop "Jeevan Vidya Shivir" Based on "Madhyasth Darshan".

Challenges faced by the institution in promoting student wellbeing

Students entering higher education, especially first-year and transfer students, often face adjustment difficulties

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NIT Raipur hosts seminar on 'Stress Management through Value Education'

■ Staff Reporter
RAIPUR, Sept 10

NATIONAL Institute of Technology (NIT) Raipur's Department of Humanities and Social Sciences (HSS) organised a seminar on 'Stress Management Through Value Education' in observance of World Suicide Prevention Day on Wednesday.

The session was graced by the presence of Director (I/C), NIT Raipur Dr AB Soni as Chief guest. Dean Corporate Relations and Resource Mobilization Dr S Sanyal and Dean (Student Welfare) Dr Manoj Chopkar were also present as distinguished guests. On this occasion, Faculty of Value Education and Psychological Counsellor and Program Coordinator Dr Heena Chawda along with faculty members, staff and students were also present. The event aimed to raise awareness about mental health, break the stigma surrounding suicide and encourage students to adopt healthy coping mechanisms through value-based living.

Students actively participated by sharing their thoughts on mental health and presenting a video, prepared by first-year students that highlighted the reasons behind suicide and show to overcome this. Delivering her address, Dr AB Soni emphasised the root causes of suicide, which include unemployment, poverty, and excessive materialism. She stressed the need for a paradigm shift in the education system where value education and spiritual culture, inspired by leaders like Swami Vivekananda, are given due importance. She highlighted that true well-being lies in moving beyond material pursuits and embracing holistic development.

Dr Hina Chawda, while highlighting the psychological aspects of suicide stated that the major causes of depression are lack of self-confidence, competition, financial stress and unhealthy relationships. She suggested practical measures such as living in the present, letting go of the past and developing self-confidence. She explained that human beings often make three types of misjudgement like perceiving a person differently from what they are, over-evaluating others, under-evaluating others and mis-evaluating them. Such misunderstandings lead to conflicts and mistrust. To correct this, one must make accurate evaluations understanding and recognising a person as they truly are, she added.

In an interactive session with students, Dr Sanyal addressed academic and lifestyle concerns. He explained the credit system, relative grading, and the importance of time management through simple tools like to-do lists. The event concluded with a vote of thanks by Dr Hina Chawda.



Eminent speakers, faculty members and students during seminar.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

The Enriching Role of Family and Alumni Participation in Student Wellbeing

Emotional Support and Stability

Families provide a strong emotional foundation for students.

Regular communication with parents or guardians helps students feel supported, reducing feelings of isolation and homesickness—especially for those living away from home.

Early Identification of Distress

Family members who stay engaged are often the first to notice behavioural or emotional changes in a student. Their observations can help institutions intervene early, connecting students to appropriate counselling or wellbeing services before issues escalate.

Career and Life Guidance

Mentorship programs connecting students with alumni can ease anxieties related to career uncertainty or life transitions. This sense of direction contributes significantly to emotional stability and confidence.

Indian Institute of Management - Ranchi

At a Glance

Total Student Strength of Institution: 1100

Total Faculty Strength of Institution: 83

Mental Health Professionals at the Institution: 01 Clinical Psychologist,
Tie-up with Central Institute of Psychiatry,
Ranchi

Weblink: NA

Introduction

The Counselling Cell at IIM Ranchi is a student-led initiative dedicated to fostering emotional well-being through peer support, professional counseling access, and awareness-driven initiatives. It promotes empathy, openness, and balance within the academic community, creating a supportive environment for holistic student growth.

Mental Wellbeing Initiatives on Campus

1. Student Support Desk: Assisted new students in campus adjustment through interactive peer sessions.
2. Emotion of the Week: Weekly campaign promoting emotional awareness via digital displays.
3. Human Connect – Human Library: Facilitated one-on-one storytelling to build empathy and openness.
4. Well-Being Mailers: Shared research-based insights on everyday emotional challenges.
5. Campus Unplugged (Planned): Interactive event promoting mindful disconnection and authentic conversations.

Self-Identified Best Practice(s)

Regular practices include open peer-support channels, professional counseling access, proactive awareness campaigns, and consistent engagement through initiatives like well-being mailers and reflective events. The focus remains on creating a safe, inclusive environment where students feel heard, supported, and encouraged to seek help without stigma.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institution periodically reviews its mental well-being practices through feedback from students, counselors, and faculty mentors. The Counselling Cell evaluates

engagement impact, participation trends, and initiative outcomes to refine support systems and ensure continuous improvement in addressing evolving student needs.

Most Pressing Wellbeing Needs of Students on Campus

Academic stress, Transition challenges (new environment, first generation learners, etc.), Mental health concerns (anxiety, depression, etc.), Special learning difficulties, Peer pressure and social isolation, Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in-house. Approximately form 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

Mechanisms are in place, but informal (faculty support students as needed).

Faculty involvement in wellbeing initiatives in the institution

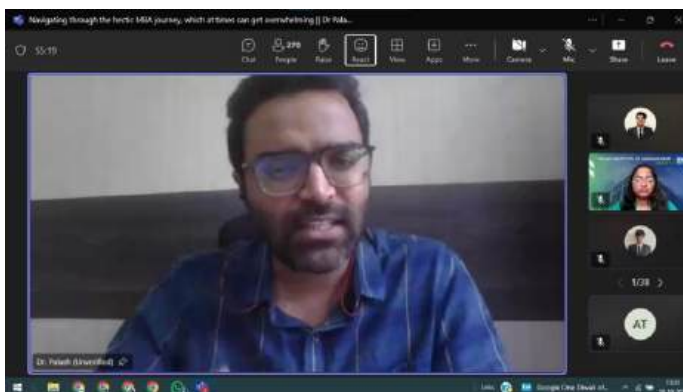
Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty require structured mental health sensitization workshops focused on identifying early signs of distress.



Challenges faced by the institution in promoting student wellbeing

Key challenges include overcoming the stigma around seeking help, encouraging voluntary participation in well-being initiatives, and balancing academic rigor with personal well-being. Limited awareness about available support systems also affects engagement, highlighting the need for continuous sensitization and open communication across the student community.



Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Families offer emotional grounding and continuity, helping students navigate transitions with reassurance.
2. Alumni mentorship provides relatable guidance drawn from shared institutional experiences.
3. Regular family communication reinforces a sense of belonging beyond academics.
4. Alumni interactions normalize discussions around stress and balance.
5. Alumni-led storytelling sessions model resilience and adaptive coping.
6. Family involvement helps identify early behavioral or emotional concerns.
7. Alumni networks create safe, non-judgmental spaces for open




EMOTION OF THE WEEK

GRATITUDE

Definition: A sense of thankfulness and happiness in response to receiving a gift, either a tangible benefit (e.g., a present, favour) given by someone or a fortunate happenstance.

HOW IT FEELS




- A quiet sense of warmth and appreciation
- Calm reflection on life's small positives
- Emotional balance and increased contentment
- A feeling of connection with others and the present moment

OFTEN CONFUSED WITH


1. **Obligation** – Feeling pressured to be thankful rather than genuine
2. **Toxic Positivity** – Assuming gratitude means ignoring pain or discomfort
3. **Mental Signal** – “I recognize and appreciate the good that’s already present in my life.”

MANAGEMENT TIPS



1. **Keep a Gratitude Journal** – Note 2–3 things you value each day.
2. **Express Appreciation** – Verbally or in writing, thank someone sincerely.
3. **Practice Mindful Pause** – Take a moment before reacting or complaining.
4. **Reframe Challenges** – Ask, “What is this experience teaching me?”

EMOTIONAL INSIGHTS



“Gratitude doesn’t deny challenge - it reminds us that even within them, good still exists.”

Indian Institute of Information Technology – Ranchi

At a Glance

Total Student Strength of Institution: 1200

Total Faculty Strength of Institution: 33

Mental Health Professionals at the Institution: NIL

Weblink: NA

Introduction

Student Mentorship & Wellness:

1. Attaching faculty members to groups of students for personal and academic well-being.
2. Providing Counselling
3. Organizing Talks and interactions with professional counsellors for wellbeing.

Mental Wellbeing Initiatives on Campus

Mental Health Awareness Workshop as on Sep 23 by Dr Roshan Khanade, Dr Prashant Srivastava, Dr Alisha Arora CIP Ranchi.

Self-Identified Best Practice(s)

1. Counseling
2. One-to-One Interactions
3. Personal Checks by Faculty and Heads in Class as well as in hostels

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Documentation and evaluation are done periodically.

Most Pressing Wellbeing Needs of Students on Campus

- Peer pressure and social isolation,
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have **not** participated in capacity building sessions and training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

- Training in Student Mental Health Awareness,
- Dedicated Time and Resources,
- Workshops on Inclusive Teaching and Supportive Classroom Environments,
- Clear Referral Mechanisms and Support Protocols.

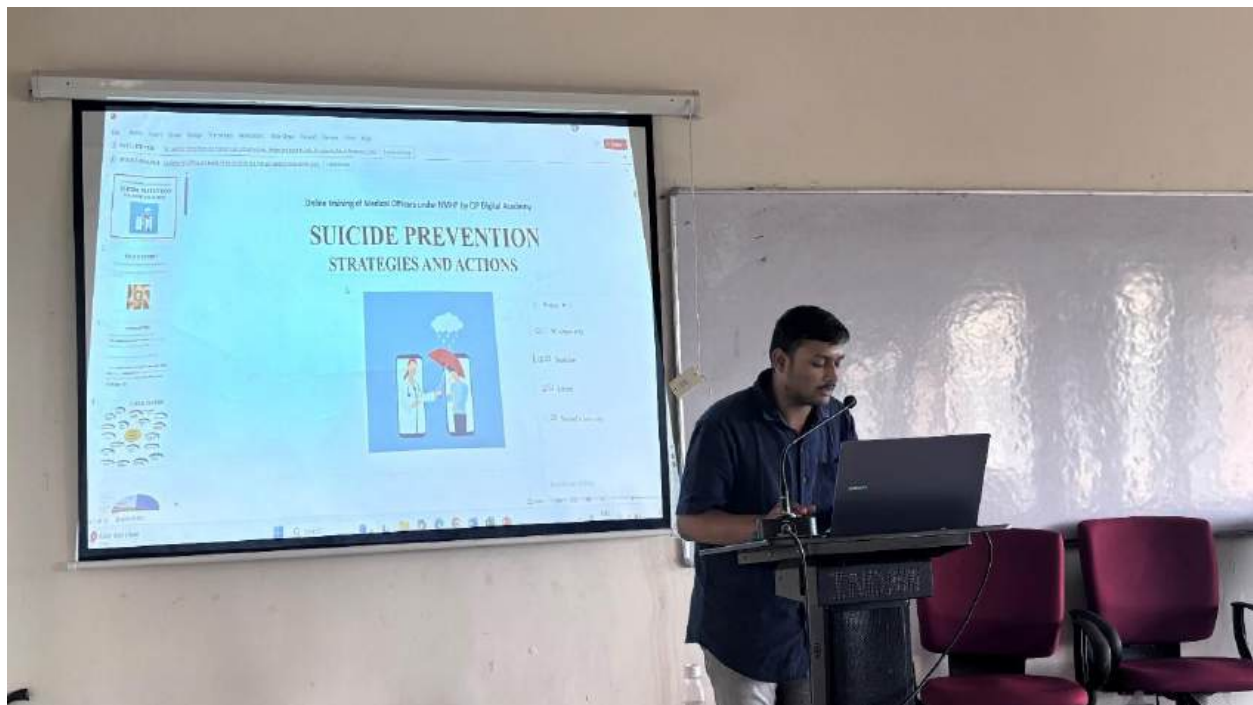
Challenges faced by the institution in promoting student wellbeing

Time and Resources



Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Alumni who have navigated high-pressure environments can share practical coping strategies—time management, stress techniques, balancing priorities—which students find more relatable than generic advice.
2. Active participation by families and alumni creates a multi-layered support ecosystem. Students feel connected not only to their institution but to a wider, caring community, boosting psychological safety and wellbeing. Family and alumni support is especially valuable during transitions—entry into college, examinations, internships, or placement processes. Their reassurance helps students manage uncertainty with greater confidence.
3. Career-related stress is a major contributor to student distress. When alumni mentor students, provide guidance, or help with internships, it reduces anxiety about the future and enhances a sense of direction.
4. Families often serve as mediators when students hesitate to approach faculty or counselors. Their involvement encourages open dialogue and timely problem-solving, preventing emotional bottlenecks.
5. Families can reinforce habits like adequate rest, balanced nutrition, and maintaining social connections. Alumni can echo the importance of these practices, emphasizing how wellbeing supports academic and professional success.



Indian Institute of Technology - Roorkee

At a Glance

Total Student Strength of Institution: 11062

Total Faculty Strength of Institution: 556

Mental Health Professionals at the Institution: 03 Counsellors (Permanent)

05 Counsellors (Contractual Clinical Psychologists)

01 Psychiatrist (Part-time)

01 Psychiatrist Nurse (Permanent)

Weblink: <http://wellness.iitr.ac.in>

Introduction

IIT Roorkee established a wellness centre in the year of 2009 which provide comprehensive guidance, support, and resources to help students navigate academic and emotional challenges effectively. In the last two year the wellness centre conducted 60 mental health literacy programmes among the IITR community.

Mental Wellbeing Initiatives on Campus

The Institute has undertaken several initiatives and programs to promote mental wellbeing and emotional support among students during the academic year 2025-26. The key activities conducted and planned are as follows:

- Ph.D. Orientation Program – Introduction to campus resources, academic environment, and mental wellness support.
- Nurturing Future Leadership Program – Capacity-building sessions to enhance leadership and interpersonal skills.
- Initiation of Support Circle at Ganga Bhawan – A peer-sharing safe space aimed at emotional support and community building.
- 1st Support Circle (Academic Theme) at Ganga Bhawan – Focused group discussion to address academic challenges and stress.
- PG & Ph.D. Orientation Program – Awareness about student support services and wellness resources.
- UG Orientation Program – Introduction to Wellness Centre services and mental health awareness for new undergraduates.
- Parents Orientation Program (UG) – Engaging parents in understanding student wellbeing needs.
- Life Skills Program – Training sessions of new entrant (total 1300 UG students) emotional regulation, communication, and resilience.
- PG & Ph.D. Orientation Program in SRE Campus of IIT Roorkee

- Valedictory Ceremony for Team Wellness, ARP & SMP PORS and Mentors – Recognition of student volunteers contributing to campus wellbeing.
- Gratitude Day (Main Campus & SRP Campus) – Events promoting appreciation, positivity, and emotional connection.
- “Yaaron Ki Mehfil” – Informal student engagement events to encourage openness, bonding, and stress-relief.
- World Mental Health Day Observance – Awareness activities, talks, and campaigns promoting mental health.
- Gatekeeper training programme conducted in each hostel of IIT Roorkee.



Self-Identified Best Practice(s)

- Implementation of a Standard Operating Procedure (SOP) to ensure an effective response to mental health emergencies and suicide risks/attempts.
- Build strong referral system by using Faculty representatives from each department to identify students with low or declining academic performance or behavioral concerns.
- To provide early intervention, a brief profiling for newly admitted students conducted.
- Providing peer support at the hostel level. Each Bhawan has a Bhawan Wellness Council with a wellness warden, wellness Secretary, and wellness council members.
- The Wellness Centre utilizes an Online Assessment Pack to evaluate students' mental health status.
- The centre has strong team of RCI licensed trained mental health professionals, as suggested under Mental Health Care Act 2017.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

New programs or policies were implemented to address the problems as the circumstances required. For instance, a program is established to address the difficulties

faced by new PhD scholars, wherein faculty members and enrolled scholars accept their enquiries and offer them a network of support.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Peer pressure and social isolation,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Academic records of the student with poor academic performance.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress



The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty may benefit from regular mental health awareness workshops, clear referral mechanisms, and institutional support for workload balance to effectively identify and assist students in need.

Challenges faced by the institution in promoting student wellbeing

Stigma around seeking help, and difficulty in encouraging students to consistently engage in wellbeing programs, fewer mental health service providers, Parental support.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Strengthening Emotional Support System
2. Early Identification of Stress or Distress
3. Role Modelling Healthy Coping Skills (Alumni)
4. Career and Life Guidance (Alumni Mentorship)
5. Creating a Sense of Belonging and Continuity
6. Reducing Stigma Around Seeking Help
7. Support During Critical Phases (Exams, Transitions, Placements)

Indian Institute of Technology – Ropar

At a Glance

Total Student Strength of Institution: 3329

Total Faculty Strength of Institution: 186

Mental Health Professionals at the Institution: 03 Counsellors

01 Clinical Psychologist

01 Visiting Psychiatrist

01 Yoga Trainer

Weblink: NA

Introduction

Snehita - Well Being Cell has been set up with the objective of providing assistance to the IIT Ropar fraternity for overall psychological wellbeing, with a major focus to cater the mental health care and counselling needs of our individuals. Addressing and helping with emotional and psychological issues of the individuals is the core aim of this cell. This cell encourages our students to understand themselves better and to enable them in solving their personal, emotional as well as psychological problems and also to facilitate positive changes in their overall growth and behaviour.

Wellbeing and Counselling services at IIT Ropar are a part of Student Support Service which comes under Student Affairs Section. The cell has been providing services like individual counselling on various psychological issues like academic anxiety, adjustment problems, depressive reactions, sleep difficulties, relationship concerns, confidence building, problem solving, decision making, unhealthy internet use, etc. We have a group of Student Volunteers known as our Snehita Buddies who are actively engaged in helping us in reaching out to the unreached and in conducting various promotional/educational activities on mental health. With the mix of reactive and proactive approach, Snehita Wellbeing Cell has proactively taken up the initiative of promoting the information & knowledge within the students, staff and faculty on various healthy issues in the form of online/offline talks, poster competitions, etc.

Every year Snehita-Well Being Cell conducts Induction/Orientation program for the fresher's both UG and PG students and their parents just to orient the new students about various challenges during the time of transitions from school to college and help them enable to deal with those challenges effectively. Also, this cell conducts various informative seminars and activities (online/offline) regularly with the help of prominent experts/consultants/faculties from medical colleges and academic institutes

on Wellbeing, Quality of Life, and related to General Mental Health issues with the purpose of creating awareness among the Institute population.

Mental Wellbeing Initiatives on Campus

- Feel It, Flaunt It, Frame It! - BOWA x VIBGYOR
- Parent Connect
- Inside Out - A Wellness Orientation (BOWA Assessment)
- Talk by Parwinder Sir
- Talk by Gargi Ma'am
- Board Games Session 1
- Civic Engagement Day
- Board Games Session 2
- RISE Inaugural Event
- Nasha Mukti Abhiyan
- Rise Session 1
- Rise Session 2
- Rise Session 3
- Pottery Workshop
- World Mental Health Day Session for Staff/Faculty
- Rise Session 4
- Daily Yoga Sessions

Self-Identified Best Practice(s)

- Induction Program for UG/PG/PhD involving Parents
- Mentor/Mantees Program
- Wellness Survey
- Faculty Advisors for Each 20 Students
- Separate Faculty Advisors for SC/ST/OBC
- Nodal Officer for Specially Abled Students
- Remedial Classes
- Advanced/Basic English Classes Based on Prior knowledge
- One Credit Course on NSO/NSS/NCC till 2nd Year (Total 4 Credits)
- Double Occupancy in First Year to Encourage Socialization
- Provision for Supplementary Exam who received E grades
- Summer Courses to Help Students to Complete Degree on Time
- Different Clubs to Engage Students in Different Activities like Cultural/Dramatics/Technical/Literary/Sports
- Students Legislative Council to Engage Students in Decision Making and Management Skills

- Career Development and Placement Cell workshops on Communications and Placement Related Skills
- Installations of Suicide Prevention Devices in all the Hostels
- Door to Door Counseling Provision.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institution currently does not document and periodically evaluate its institutional practices.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress
- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)
- Peer pressure and social isolation
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Informal observations.



Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the Ministry of Education and UGC. Approximately 25% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in

distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Time to time sensitisation program on repo-building, faculty-student bonds, basic counselling skills, first-aid psychological support.

Challenges faced by the institution in promoting student wellbeing

- Unhealthy lifestyle,
- Motivational factor,
- high parental and self-expectations

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

- Provides emotional stability and a sense of belonging.
- Helps in early identification of stress or behavioural changes.
- Offers relatable mentorship through alumni experiences.
- Strengthens the support ecosystem beyond campus.
- Reinforces healthy coping habits and routines.
- Reduces academic and career-related anxiety through guidance.
- Builds resilience through continuous encouragement.
- Creates a community culture that normalizes seeking help.



North Eastern Regional Institute of Science and Technology

At a Glance

Total Student Strength of Institution: 2809

Total Faculty Strength of Institution: 146

Mental Health Professionals at the Institution: 01 Counsellor

03 Medical Doctors

Weblink: NA

Introduction

The institution has in place the following committees to ensure student mental wellbeing on campus:

1. Committee at the institute level: The Director is the patron of the committee and the Dean of Students' Affairs. is the chairman, followed by a nodal officer, faculty members, and student volunteers
2. Committee at Departmental level (For all the departments): This committee is headed by the HoD of the department. All the faculty members are the member of this committee, technicians, class representative and members of departmental associations
3. Hostel-Level Committee (For all the 10 hostels): The hostel warden is the chairman, followed by Caretaker cum Mess manager, block prefect and mess secretary

Mental Wellbeing Initiatives on Campus

The various activities planned are:

1. Leaders' training
2. Gatekeeper training
3. Youth training (completed)
4. Literary and art competitions commemorating suicide prevention month
5. Student orientation for newly admitted students
6. Conclave 2025 at IIT Bombay (to be completed in due course)



7. Cultural activities (to be completed in due course)
8. Sport activities (to be completed in due course)

Self-Identified Best Practice(s)

The institute has a well-being center with more than 7 trained faculty members this year, an altogether 39 faculty members, and 33 youth champions who look after the students' well-being. The youth champions are staying at the residential campus, so they are in constant touch with the students. The institute has a health unit of three doctors for faculty members, staff, and students.



Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institute's well-being center is in the initial stage of its formation, so the institute is in the process of developing the well-being center, and accordingly, policies will be formed for continuous evaluation.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, counselling center data, informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training. Approximately 26-50% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place structured protocols (e.g., referral systems, mentoring roles) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

1. More training with mental health practitioners will enable them to identify and provide timely support to the students
2. More collaboration with mental health practitioners



Challenges faced by the institution in promoting student wellbeing

One of the challenges is that there are currently no collaborations. However, the institute is on the process to liaising with key stakeholders of the state to promote sensitization programs and conduct outreach programs with the students' wings

National Institute of Technology - Sikkim

At a Glance

Total Student Strength of Institution: 750

Total Faculty Strength of Institution: 75

Mental Health Professionals at the Institution: 01

Weblink: NA

Introduction

The institute provides a medical unit with primary and emergency healthcare services for all students and staff on campus. The responsibilities and initiatives related to student wellbeing are managed by several key administrative bodies and cells. The primary office overseeing these activities is the Dean of Student Welfare (DSW).

Mental Wellbeing Initiatives on Campus

Lecture on Mental Health & Wellbeing

Self-Identified Best Practice(s)

The institute's approach is not built around a single "counseling centre" but is integrated into its academic and administrative framework, managed primarily by the Office of the Dean of Student Welfare (DSW). The institute has an established position for a Student Counselor. This role is filled by a professional with qualifications in psychology to provide students with formal counseling and support. The inclusion of practices like "Art of Living" sessions helps students learn techniques for self-reflection, relaxation, and managing academic pressure from the beginning of their time at the institute.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The evaluation of these policies is not a static event but an ongoing process integrated into the institute's governance structure, primarily through its main academic and executive bodies.

Most Pressing Wellbeing Needs of Students on Campus

- Transition challenges (new environment, first generation learners, etc.)
- Mental health concerns (anxiety, depression, etc.)

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

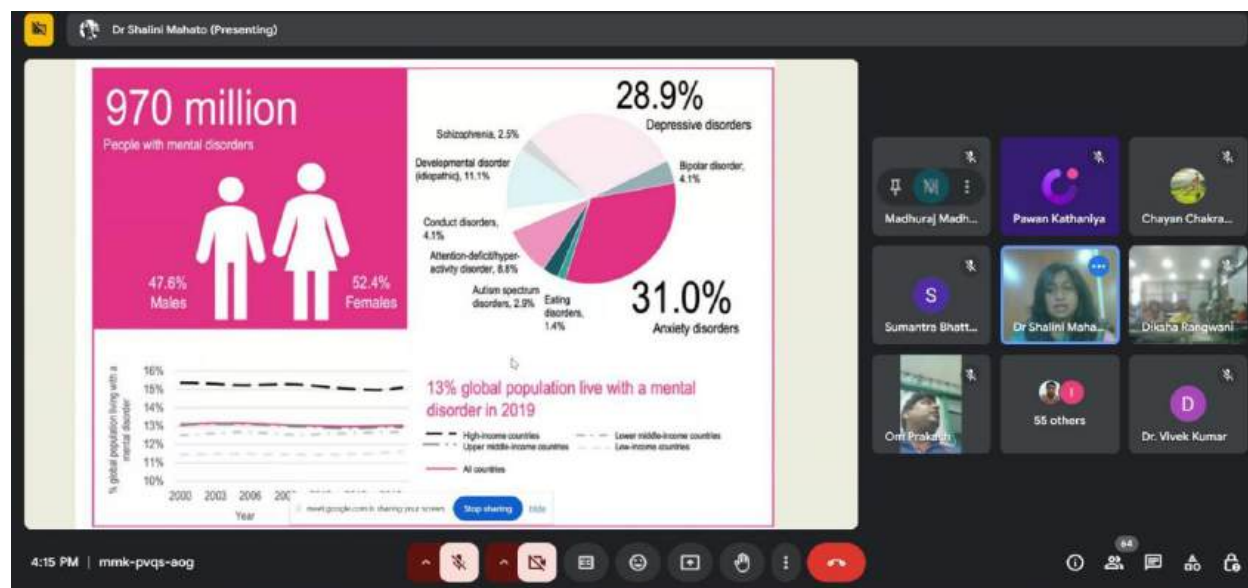
Faculty have participated in capacity building sessions and training organised by the UGC and Ministry of Education. Approximately up to 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Leading wellbeing-related workshops/activities on campus.



Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

While faculty (like those in the Faculty Adviser role) are a crucial "first line of support," they are not expected to be professional counselors. The goal is to equip them to recognize distress, respond compassionately, and refer students to professional help effectively.

Challenges faced by the institution in promoting student wellbeing

While the institute has a medical unit and a student counselor, the remote location can limit quick access to advanced or specialized psychiatric care, specialized therapies, or emergency services that a larger city would offer.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. When students hear from a successful alumnus that they also felt overwhelmed, faced imposter syndrome, or struggled with a specific course, it normalizes the experience. This "relatable role-modeling" is highly effective at reducing feelings of isolation and shame, encouraging students to seek help rather than suffering in silence.
2. Family members are often the only people students feel they can be completely vulnerable with. This relationship provides a "safe harbor" - a judgment-free zone to vent frustrations, express deep anxieties, or admit to failures without fear of academic or social consequences. This function is a critical outlet for emotional pressure.
3. A primary source of student stress is anxiety about the future ("Will I get a job?"). Alumni mentors directly combat this by demystifying the path from university to career. They provide practical advice, review resumes, and share their own non-linear career journeys, which helps to transform abstract fear into a set of manageable, actionable steps.
4. Family support is a source of unconditional belief, which builds a student's foundational self-worth. Alumni support builds practical confidence; by guiding a student through a tough project or networking, the mentor provides tangible proof that the student is capable, boosting their self-efficacy and resilience.
5. Family members, through regular calls or texts, are often the first to notice subtle changes in tone, behaviour, or communication patterns that may signal the onset of a mental health challenge. They can act as an early warning system, encouraging the student to access on-campus resources (like the counselling center) before a problem escalates.
6. Active alumni engagement creates a culture that extends beyond four years. When students see alumni "giving back," it reinforces that the institution is a lifelong community, not just a temporary transaction. This sense of belonging is a powerful protective factor against loneliness, depression, and detachment.
7. This goes beyond just academic or career advice. An alumni mentor provides psychosocial support by helping a student navigate university politics, manage



difficult peer relationships, or find a work-life balance. They act as a life coach who has navigated the specific culture of that institution.

Central University of Tamil Nadu

At a Glance

Total Student Strength of Institution: 3200

Total Faculty Strength of Institution: 200

Mental Health Professionals at the Institution: NIL

Weblink: <https://cutn.ac.in/centre-for-happiness/>

Introduction

The Student Wellbeing Centre at the Central University of Tamil Nadu functions as a collaborative initiative led by the Department of Applied Psychology. It is managed by Postgraduate Psychology students, Research Scholars, and Faculty members. The Centre offers counselling services and stress management support to the students of the University. It aims to create a safe and empathetic environment for students to express their concerns and seek guidance.

Mental Wellbeing Initiatives on Campus

The Department of Applied Psychology at the Central University of Tamil Nadu have undertaken a wide range of initiatives to promote holistic mental wellbeing among students, faculty, and staff during the academic year 2025–26.

Key highlights include:

- Mental Health Awareness Week named Psyfinity, featuring exhibitions, interactive games, and wellbeing activities aimed at destigmatizing mental health concerns.
- Workshop on Coping with Stress Management, conducted by psychology faculty members and postgraduate students, providing students with practical coping techniques and emotional regulation strategies.
- Peer Counselling Training for Suicide Prevention, a highly impactful initiative that received a great response from students, equipping them with the skills to identify and support peers in distress.



- “Eyes Closed, Hearts Open” was a powerful reflective session where participants were blindfolded and encouraged to share their thoughts and emotions freely. It created a safe, non-judgmental space for open conversation between strangers, allowing authentic emotional expression without the fear of identity.
- The Meditation Room offered students a calm and reflective space to unwind and reconnect with themselves amidst their busy schedules. Guided by postgraduate psychology students, the sessions focused on mindfulness, breathing techniques, and emotional balance, helping participants manage stress effectively.
- The Quiz Competition on Mental Health and Psychology, which combined learning with fun and fostered curiosity and awareness among participants.
- The Expressive Arts Corner provided a safe space for participants to paint or draw their emotions, allowing them to externalize feelings that are often hard to express in words. Many participants became emotional as they reflected on and explained the meaning behind their artwork, making it a deeply moving and therapeutic experience. The activity beautifully highlighted the healing power of creative expression and self-awareness.
- Detangle was another event that served as a therapeutic activity using colorful ribbons to symbolize emotions, regrets, and apologies, encouraging participants to express forgiveness and closure.
- Corridor Installations such as the Gratitude Tree, Worry Box, and Emotional Thumb Impression Wall, which provided safe spaces for emotional release and reflection.
- The Counselling and Guidance Cell provides a counselling service to assist the students in addressing their personal and emotional issues. The cell offers free and confidential counselling to the students, which enhances their mental health and optimal functioning; administers psychological assessment wherever necessary, and supports students with appropriate intervention during a crisis.
- The Center for Happiness works towards bringing more value additions like work-life balance, managing stress, a positive approach, effective management of personal and professional development, and it also provides a platform for students to prepare themselves for the competitive world.
- The Health, Clinical, and Positive Psychology Awareness Room showcased various dimensions of mental well-being through informative displays, models, and interactive discussions.

- The publication of PsyNova, the Department's official magazine dedicated to mental health and wellbeing. The magazine features a rich collection of articles, research summaries, personal stories, artwork, and event reports that reflect diverse perspectives on mental health. It serves as a creative platform for students and scholars to share their insights, promote awareness, and foster an open dialogue around psychological well-being.

Self-Identified Best Practice(s)

- **Mentorship Programmes:** Each faculty member is assigned a group of students for mentorship, ensuring regular check-ins, academic guidance, and emotional support. These interactions help students in discussing challenges and seeking advice.
- **Accessible Counselling Services:** The Student Wellbeing Center, staffed by postgraduate psychology students, research scholars, and faculty, provides confidential counselling sessions. Students can approach the Center for emotional, academic, or personal support at any time.
- **Awareness Campaigns and Workshops:** Regular workshops, seminars, and campaigns are organized to educate students about mental health, stress management, resilience, positive psychology, and coping strategies. These sessions include interactive components such as activities, discussions, and demonstrations.
- **Observance of Mental Health Days:** The University observes events like World Mental Health Day, Suicide Prevention Day, and organizes campus-wide initiatives, including exhibitions, competitions, and interactive sessions to raise awareness and reduce stigma.
- **Peer Counselling Training for Suicide Prevention,** a highly impactful initiative that received a great response from students, equipping them with the skills to identify and support peers in distress.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The University periodically evaluates its mental health-related initiatives. Feedback is collected through surveys, informal discussions, and counselling records to assess student satisfaction and identify emerging needs. The Department of Applied Psychology regularly documents these findings and shares them with the administration for further action.

Most Pressing Wellbeing Needs of Students on Campus

- Transition challenges (new environment, first generation learners, etc.),
- Financial stress,
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Feedback through mentors/faculty, Counselling center data, Informal observations

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized in house. Approximately 51-75% faculty may have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching)

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Faculty members would benefit from more structured training in identifying mental health concerns, handling crises, and promoting inclusive classroom practices. Also, having a mental health professional to periodically guide the faculty to handle mental health issues based on the changing scenarios would benefit the institution.

Challenges faced by the institution in promoting student wellbeing

The Central University of Tamil Nadu has been proactive in promoting student mental wellbeing, and most initiatives have been highly successful. While there are minor challenges such as occasional high demand for counselling services due to the ever-growing number of students in the institute, balancing academic workload with participation in wellbeing programs, and the need for more physical spaces and resources for counselling cells, these are being actively addressed. Overall, the institution maintains a supportive and inclusive environment, continuously collaborating with faculty, student volunteers, and administration to ensure that students' mental health needs are met effectively.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Emotional Support: Families provide consistent emotional guidance, helping students manage stress, anxiety, and other challenges.
2. Mentorship from Alumni: Alumni serve as mentors during the Alumni Meet held every year, sharing personal experiences and career guidance, which helps students build resilience and confidence.
3. Promoting Mental Health Awareness: Involvement of families and alumni in workshops and seminars helps reinforce the importance of mental health and destigmatizes help-seeking.
4. Early Identification of Distress: Families and alumni can recognize early signs of emotional or psychological distress and guide students to appropriate support services.
5. Motivation and Inspiration: Alumni stories and engagement inspire students to overcome academic, social, and personal challenges.
6. Sense of Community: Their active participation fosters a sense of belonging, safety, and connectedness, which is essential for mental wellbeing.
7. Support During Transitions: Families and alumni help students navigate transitions, such as adjusting to university life or planning post-graduation paths.
8. Resource and Networking Support: Alumni provide access to networks, opportunities, and resources that can relieve stress related to career uncertainties.
9. Encouraging Healthy Coping Strategies: Through guidance and example, families and alumni encourage students to adopt positive coping mechanisms and self-care routines.
10. Sustaining Long-Term Wellbeing: Continued engagement ensures that students have a strong support system beyond the campus, promoting long-term emotional and psychological stability.

Indian Institute of Technology (BHU) - Varanasi

At a Glance

Total Student Strength of Institution: 8000+

Total Faculty Strength of Institution: 350+

Mental Health Professionals at the Institution: 02 Counsellors (01 Male, 01 Female)

Weblink: <https://scs-iitbhu.notion.site/SAKHA-Student-Counselling-Services-IIT-BHU-2160a2f013b94af9a2798a014d6fdff2>

Introduction

The Student Counselling Services, IIT(BHU), was constituted on 2nd April 2019 as an institute-level faculty-student body dedicated to the holistic development of students. It comprises a team of 10 faculty members and 140+ students who act as SAKHA. The Student Counselling Services is also known as SAKHA, “Your Friend in Campus”, the acronym for “Seek, Aspire, Know Holistic Advancement”. The services focus on wellness, academics, career, skills, and research through guest talks, activities, and counselling sessions. It has conducted 400+ sessions and 5000+ counselling sessions, benefitting over 9000 students on campus. The services are structured into five councils and one operation vertical, each with a unique specialization.

Mental Wellbeing Initiatives on Campus

1. Be a SAKHA:- A certified peer-support training program that equips students with the skills to identify and assist peers facing stress, anxiety, or depression. Trained “SAKHAS” act as the first line of empathetic support within hostels and academic departments.
2. Faculty Sensitization Workshop:- A dedicated session for faculty members focusing on recognizing early signs of student distress, empathetic communication, and referral pathways to professional support services.
3. Emotion Expression Series:- An online initiative where heartfelt and gratitude-filled messages are collected from students periodically and these messages are shared through digital platforms to spread positivity, appreciation, and emotional warmth across the campus community, fostering empathy and connection among students and faculty alike.
4. General Wellness Series:- A digital initiative sharing insights on wellbeing topics like building empathy, physical exercise, time management, yoga, exam stress, and emotional balance to promote holistic wellness and healthy daily habits among students.
5. Heritage Walk:- An engaging activity where students explore the cultural and historical landmarks of the campus and nearby areas, promoting mindfulness,

connection with surroundings, and a sense of belonging while encouraging physical well-being and community bonding.

6. **Interaction with Counsellors:-** An open and interactive session where students engage with professional counselors to discuss mental health, stress management, and personal wellbeing. The initiative encourages open dialogue, breaks stigma around seeking help, and familiarizes students with available support resources.
7. **Bicycle Rally:-** A wellness-driven activity organized within the campus to promote physical fitness, environmental awareness, and a sense of community among students while encouraging an active and sustainable lifestyle.
8. **Stress Management Workshop:-** An interactive session designed to help students understand the causes of stress and learn effective techniques such as relaxation exercises, mindfulness, and time management to maintain emotional balance and academic focus.
9. **Readers' Circle:-** A collaborative space where students come together to read, share insights, and discuss books or articles related to self-growth, psychology, and wellbeing, fostering reflection, empathy, and mindful communication.
10. **21 Days Habit Challenge:-** A motivational initiative encouraging students to build positive habits over 21 days, promoting consistency, discipline, and overall mental and physical wellbeing.

Self-Identified Best Practice(s)

1. **Accessible Counseling Support:-** Professional counsellors are available for one-on-one sessions, providing confidential guidance to students dealing with stress, anxiety, or emotional difficulties.
2. **Anonymous Feedback and Wellness Surveys:-** Regular surveys and suggestion mechanisms are conducted to understand student wellbeing trends and tailor institutional interventions.
3. **Induction Mentorship Programme:-** A structured support initiative where senior student mentors are assigned to guide freshers during their initial months on campus. The programme helps newcomers adjust to academic and hostel life, manage stress, and build meaningful peer connections.
4. **Awareness Through Posters and Digital Media:-** Regular campus-wide campaigns using posters, reels, and digital messages to spread awareness about mental health, positivity, and self-care.
5. **Celebration of Wellbeing Days:-** Observance of days like World Mental Health Day, International Yoga Day, and World Kindness Day through engaging and interactive campus activities.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Documentation is done periodically, collecting information from the on-campus counsellors and the online platform YourDOST, based on the information, policies and practices are evaluated and reconstituted..

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Mental health concerns (anxiety, depression, etc.),
- Career related uncertainties

Institutional Mechanisms to Assess Student Wellbeing Needs

Regular surveys, Counselling center data.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organized by the UGC and Ministry of Education. Approximately between 26-50% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Membership of wellbeing/mental health committees.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

1. Faculty Counsellors:- We should have a personalized and dedicated team of faculty volunteers who are specially trained with mental health resources, so that they can handle students more effectively during their initial stage. The students feel more safe with faculty members and faculty members may help the student address better. Ensuring time and workload adjustments so faculty can realistically participate in such initiatives.
2. First Aid Training:- Each Faculty Member should mandatorily attend a dedicated workshop on Psychological First Aid, briefing the faculty about the basic communication way to stressed students and empathic listening.
3. Faculty Peer Support & Reflection Spaces:- Creating faculty wellbeing circles or peer discussion groups to share experiences and learn from each other.

Challenges faced by the institution in promoting student wellbeing

1. Limited Mental Health Awareness and Stigma:- Despite growing awareness, stigma around seeking psychological help persists. Students often fear being judged or

misunderstood by peers and faculty, resulting in underreporting of distress and reluctance to approach counseling services.



2. Resource and Accessibility Gaps:- While counseling services exist, the ratio of counselors to students is often inadequate. Additionally, 24*7 opened wellness centres must be formed. Along with that we should have a self-reflection room in that wellness centre.

Annual mandatory wellness surveys should be conducted for all students to help the institution assess evolving wellbeing trends and design data-driven interventions for improvement.

3. Limited Integration of Wellbeing into Curriculum:- Wellbeing is still seen as an add-on, not an integral part of education. There's limited emphasis on life skills, emotional regulation, or resilience training within the formal academic structure.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. Regular communication with family members provides students a sense of belonging, emotional grounding, and reassurance – helping them navigate loneliness, homesickness, and academic stress more effectively.



2. By involving families in awareness programs or wellness campaigns, the institute can foster an environment where mental health conversations are normalized at home, reducing stigma and encouraging help-seeking behavior.
3. Alumni, having once experienced similar academic and emotional pressures, can share relatable coping strategies, personal stories, and lessons that inspire resilience among current students.

4. When alumni engage regularly through talks, open houses, or informal meetups, students feel connected to a larger, caring community beyond academics – reinforcing a sense of identity and institutional pride.
5. Alumni mentors often act as non-judgmental listeners whom students can approach more freely than faculty, bridging the gap between peer and professional support systems.
6. Joint initiatives – such as wellness workshops or parent-alumni panels – can strengthen the overall support ecosystem, aligning efforts of home and institution toward the student's emotional growth.
7. Continued engagement from families and alumni provides valuable feedback loops for the institution, helping shape policies and wellbeing programs that reflect real student needs and lived experiences.



School of Planning and Architecture – Vijayawada

At a Glance

Total Student Strength of Institution: 983

Total Faculty Strength of Institution: 86

Mental Health Professionals at the Institution: 01 Psychiatrist/Student Counsellor,
MBBS, MD, employed directly by
institute (psychiatry)

Weblink: <https://www.spav.ac.in/committees.html>

Introduction

School of Planning and Architecture Vijayawada is having following Centres/Cells within the Institute, toward ensuring students' well-being and welfare:

1. The Mental Health Well-being Committee (MHWBC) - SPAV - MHRD (YUKTI) looks into the well-being and Mental health of students, faculty and staff of SPAV. The Cell regularly conducts many programs like Yoga, Social service activities, etc. The Mental Health Well-being Committee (MHWBC) - SPAV - MHRD (YUKTI) comprises of Dean Student Affairs as Chairperson, Four Wardens (Girls and Boys Hostels), one Student Counsellor cum Psychiatrist (MBBS, MD-Psychiatry) and one Full-time Authorised Medical Attendant.
2. One Female Full-time Authorised Medical Attendant is available at SPAV for everyday issues of physical and mental well-being of the students. For two hours in the afternoon of everyday, a medical doctor is available at SPAV to ensure general well-being of the students, faculty and staff of SPAV.
3. One MBBS, MD-Psychiatry Psychiatrist visits twice every month. About 3 to 5 students take the services of the Psychiatrist on his every visit.
4. Faculty members are allocated as Counsellors/Mentors in the ratio of about 1:15
5. Students Service Centre (SSC) of SPAV comprises of Dean Student Affairs as Chairperson, Heads of the Departments (Architecture, Planning), Nodal Officer, SC/ST/OBC/Scholarships, Coordinator, Placement Cell and three faculty members.
6. Student Grievance Redressal Committee (SGRC) of SPAV comprises of One Senior Professor as Chair-person, four faculty and one student representative.
7. Drug Prevention Committee comprises of Chairperson/Anti-Drug Officer, Chief Warden, two faculty members, Consultant Doctor of SPAV, one male Police Inspector, one female Police Sub-Inspector, four UG students (CRs) and two PG students (CRs).
8. Anti-Ragging Squad of SPAV comprises of Dean Student Affairs as Chairperson, Chief Warden, Wardens (Girls and Boys hostels), Assistant Registrar (Academic).
9. The Anti-Ragging Committee of SPAV comprises of The Registrar, Dean Student Affairs, Chief Warden, Wardens (Boys & Girls hostels), one professional Architect,

one Assistant Commissioner of Police, one Editor of a News Paper, one NGO activist, one parent of a SPAV student, two students of SPAV.

10. The Yoga and Health Club of SPAV comprises of three faculty members and one staff member.

Mental Wellbeing Initiatives on Campus

1. The Pre-INYAN 2025 event, part of the Annual Cultural Fest, was held at SPA Vijayawada on 30th January 2025.
2. The INYAN 2025 – A Grand Celebration of Culture & Creativity of SPA Vijayawada, was conducted on 31st January 2025.
3. The National Science Day 2025 celebrations at School of Planning and Architecture, Vijayawada, were successfully held on 28th February 2025.
4. “Yoga for One Earth, One Health”, School of Planning and Architecture Vijayawada conducted the Yoga Session on 21st April 2025.
5. The Countdown Activity for International Day of Yoga 2025 was successfully organized at SPA Vijayawada on 06th May 2025.
6. International Day of Yoga – "Yoga Sangam 2025" was successfully organized at SPA Vijayawada, on 21st June 2025.
7. The International Olympic Day 2025 program was successfully conducted at School of Planning and Architecture, Vijayawada on 21st June 2025.
8. The ‘ZERORAG’ – Anti-Ragging Week (12th –18th August 2025) was successfully conducted at the School of Planning and Architecture, Vijayawada.
9. The "Nasha Mukta Bharat Abhiyan" (Drug-Free India Campaign) was successfully organized at the School of Planning and Architecture, Vijayawada on 13th August 2025.
10. The Orientation Programme for Newly Joined UG Students Successfully held at SPA Vijayawada on 25.08.2025
11. The School of Planning and Architecture, Vijayawada proudly commenced the Swachhata Hi Seva Fortnight 2025 from 17th September 2025, with an inspiring Inauguration Ceremony featuring a Pledge and Human Chain.
12. The One Day Painting Workshop – “Viksit Bharat Ke Rang, Kala Ke Sang” was successfully held at SPA Vijayawada on 28th September 2025.
13. The National Unity Day (Rashtriya Ekta Diwas) was successfully held at the School of Planning and Architecture, Vijayawada on 31st October 2025.

Self-Identified Best Practice(s)

1. Conduct of regular Yoga sessions, creativity-based workshops and sensitization programs relevant to mental well-being.
2. Curating and nurturing Mentor-Mentee relationship between Faculty - Students.

3. Constitution of 15 students' clubs (as of now), to cater diverse interests of student community.
4. Ensuring availability of well-trained professional clinical psychiatrist, to address any issues of needing students in the very early phases of difficulty.
5. Enabling learning by doing, two weeks of study trips in every semester, wherein, faculty and students of each class travel to relevant places in India, to explore, learn and complement classroom learning with the real-world knowledge.
6. Conducting regular opportunities for the students like "Chaay pe Charcha", Open Forums for the students to discuss, debate, etc.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

Although this activity takes place informally, this activity has to be taken-up formally.

Most Pressing Wellbeing Needs of Students on Campus

- Transition challenges (new environment, first generation learners, etc.),
- Mental health concerns (anxiety, depression, etc.),
- Special learning difficulties,
- Financial stress

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty, Counselling center data, Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised by the UGC and Ministry of Education. Approximately between 25% faculty have undergone such training.

Institutional mechanisms for faculty to identify and support students in distress

The institution has in place informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.



Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus, Curriculum integration (embedding wellbeing themes in teaching).

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

Periodical Training Sessions for the Faculty may be sponsored and conducted by the Ministry.



Challenges faced by the institution in promoting student wellbeing

Currently, School of Planning and Architecture Vijayawada fosters a very healthy, positive learning-living environment for its most important stakeholders, i.e. the student community.

Few more additional infrastructure facilities, to the already existing

infrastructure would greatly enhance the overall life learning experience and promoting well-rounded and holistic student wellbeing.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. The School is the second home. However, the student's first home should have a positive environment, so that the students can share any difficulty, if at all, without any inhibition.
2. In the second home, i.e. the School, senior students and faculty have to take the role of mentoring each individual to a holistic positive professional.
3. In the college-life, each of the student is undergoing an important phase of their life. Creating necessary conditions at the Institute to support such transition greatly influences and enhances the overall abilities of each individual.
4. In the current web-connected-world, telescopic mentorship programs with the alumni can create new avenues for positively engaging present-day highly capable students.
5. In case of students passing through some difficult phase, true-connect with their family members can help ease-out the situation more effectively.
6. Periodically Inviting parents of some students to take part in any of the Institutions' Important Events can instil a sense of pride and true belongingness to the students.

7. Reward and Punishment system can be made more transparent, so the enough opportunity to self-correct is made available to each of the student undergoing some difficulty.

National Institute of Technology - Warangal

At a Glance

Total Student Strength of Institution: 7206

Total Faculty Strength of Institution: 380

Mental Health Professionals at the Institution: 01 Consultant Psychiatrist

Weblink: <https://www.nitw.ac.in/mhw>

Introduction

A dedicated Centre for mental Health and Wellness has been in place since Feb.9,2024.

Chairperson, department wise faculty advisor not less than 2 have been functioning.

Mental Wellbeing Initiatives on Campus

1. A dedicated hall for the centre is inaugurated on October 10, 2025.
2. A talk by a Neuro-physician was arranged on the day of World Mental Health Day October 10, 2025.
3. An awareness on the benefits and practices of Yoga and Mudras was arranged on October 13,2025.
4. A calendar is drawn for Weekend meditation programs to both faculty and students.



Self-Identified Best Practice(s)

1. A Mentor-Mentee is formed for all Faculty & UG students.
2. Meditation.
3. Yoga practices
4. Identify reasons for poor performance by poor performers.
5. Counselling.

Documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing

The institution currently has no provision for the documentation and periodic evaluation of institutional policies and practices related to ensuring student mental wellbeing.

Most Pressing Wellbeing Needs of Students on Campus

- Academic stress,
- Transition challenges (new environment, first generation learners, etc.),
- Special learning difficulties,
- Peer pressure and social isolation,

- Financial stress,
- Career related uncertainties,
- Poor Hostel facilities (residence as well as food) by a few students.

Institutional Mechanisms to Assess Student Wellbeing Needs

Feedback through mentors/faculty,
Informal observations.

Faculty participation in wellbeing-related capacity building or training sessions

Faculty have participated in capacity building sessions and training organised in-house. Approximately between 51-75% faculty have undergone such training.



Institutional mechanisms for faculty to identify and support students in distress

The institution has in place both structured protocols (e.g., referral systems, mentoring roles) and informal protocols (e.g., faculty support students as needed) for faculty to identify and support students in distress.

Faculty involvement in wellbeing initiatives in the institution

Mentorship programmes (faculty assigned to student groups), Membership of wellbeing/mental health committees, Leading wellbeing-related workshops/activities on campus.

Faculty requirement of additional institutional support or training in order to better contribute to student wellbeing

1.Appointment of faculty in Psychology.

Challenges faced by the institution in promoting student wellbeing

Students are hesitant and do not come forward and disclose their mental illness.

Role of continued family and alumni participation in mentoring and supporting the mental health and wellbeing of students

1. A strong Faculty-Alumni-Student relation is essential
2. Sharing past experiences of Alumni on the campus life
3. Career guidance
4. Educate on mental-wellbeing.
5. Faculty-parent meet
6. Industry readiness

7. Awareness on Work-life balance.



www.swc.iitb.ac.in/nwc2025



Department of Higher Education
Ministry of Education
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