



GCS initiatives for mental health

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Director, IIT Mandi

Introduction

- Welcome to the presentation on "Guidance and Counseling Service Initiatives for Mental Health" by IIT Mandi's Guidance and Counseling Service Cell.
- Our focus is on prioritizing mental health in the academic journey of our students.
- This presentation highlights the initiatives and services offered to promote mental well-being and support our student community.
- Our goal is to create a safe, inclusive, and supportive environment for student success.



Contents

- Individual Counselling
- Faculty Advisor Meetings
- Psychiatrist Referrals
- Disciplinary Actions
- Suicide Prevention Training
- Group Workshops
- YourDOST Partnership
- Preventive Care



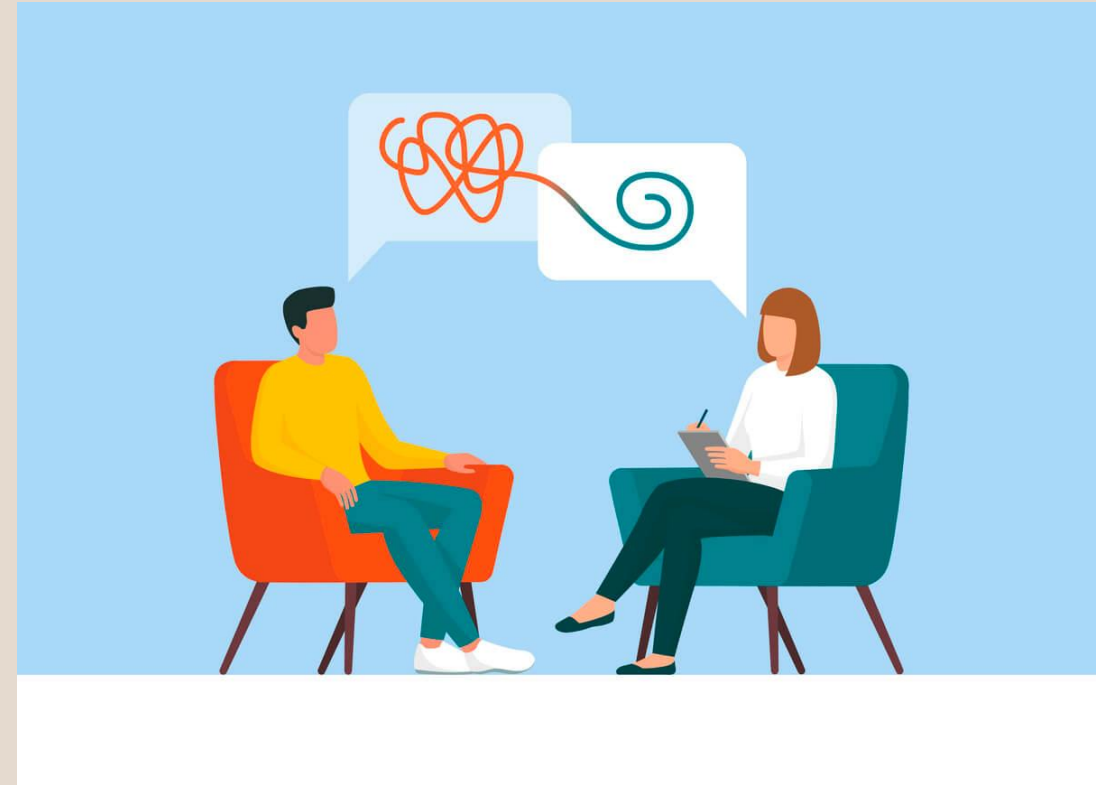
Individual sessions

- Students facing emotional or psychological distress have the opportunity to avail individual counselling sessions.
- These sessions provide a safe and confidential space for students to express their concerns, thoughts, and emotions.
- Trained counsellors listen attentively, offer guidance, and help students explore strategies for coping with their challenges.
- Follow-up sessions are scheduled to assess the progress made and provide ongoing support and guidance.
- Additionally, individual counselling is tailored to meet the specific needs of students coming from diverse backgrounds, including those who may require assistance in adjusting to the campus environment.
- The counselling process focuses on promoting self-awareness, building resilience, and enhancing emotional well-being to support students' overall academic and personal success.



Meetings/Discussion with Faculty Advisors:

- Students facing academic pressure or related concerns have the opportunity to engage in regular meetings and discussions with their faculty advisors.
- These meetings serve as a platform for students to express their challenges and seek guidance and support.
- Students in need of counselling sessions are referred and encouraged to attend them.
- A collaborative approach is adopted, involving faculty advisors, to assist students in addressing their stressors effectively.
- Faculty advisors play a vital role in providing mentorship, academic guidance, and emotional support to help students navigate their academic journey and manage their overall well-being.



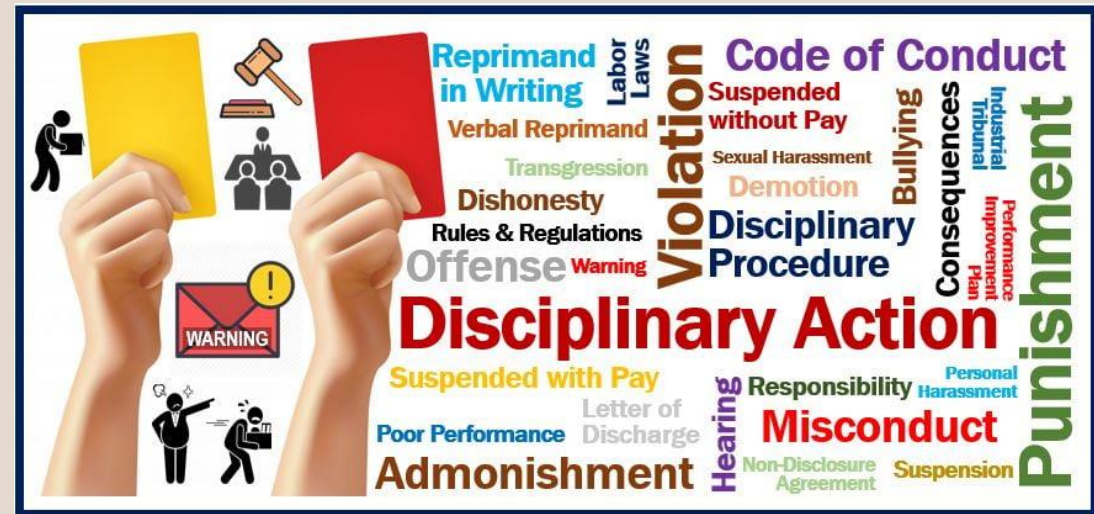
Referrals to Psychiatrist:

- Students expressing suicidal ideation are promptly referred to a psychiatrist for specialized care.
- A dedicated support group is established to provide assistance to students experiencing intense stress.
- Regular counselling sessions are scheduled to ensure ongoing support and monitoring for the referred student.



Disciplinary Actions:

- Students who have received warning letters for disciplinary reasons are proactively engaged in regular counselling sessions.
- These sessions aim to provide guidance, support, and mentorship to help students understand and address the underlying issues that led to the warning letter.
- Counselling sessions create a safe space for students to reflect on their actions, explore strategies for personal growth, and develop positive behaviors.
- The focus is on promoting self-awareness, accountability, and responsible decision-making to facilitate positive changes and academic success.
- Through these counselling sessions, students are encouraged to learn from their mistakes, take ownership of their actions, and make necessary adjustments to their behavior and conduct.



Suicide Prevention :

- GCS Volunteers trained in suicide prevention.
- Training includes recognizing warning signs and appropriate response.
- Volunteers equipped to assist fellow students exhibiting signs of distress.
- Referrals made for counselling sessions.
- Institute developing a comprehensive suicide prevention protocol for students, faculty, and staff.



Group Workshops and Training Sessions:

- **Conducted group activities focused on understanding stress and mental health.**
- **Workshops held in February, March, and April to raise awareness and provide knowledge.**
- **GCS volunteers trained in risk assessment and providing support to students with mental health concerns.**
- **Support groups established to offer a nurturing environment for students in need.**
- **These workshops and trainings aim to enhance mental health literacy and provide valuable resources for students' well-being.**



Empowering Resources for Mental Well-being

- **Creation and distribution of mental health-related content to students via mailers.**
- **Brochures available outside the GCS office and various academic areas for easy access.**
- **Posters displayed in hostels to promote mental health awareness and resources.**
- **Content covers a range of topics, including self-care practices, stress management, and seeking help.**
- **These resources aim to empower students with knowledge and support for maintaining positive mental well-being.**



Guest Lectures

- The lecture focused on empowering students to cultivate a stronger sense of self-worth.
- The session provided insights, strategies, and inspiration for building self-esteem and self-confidence.
- Students gained valuable tools for personal growth, resilience, and developing a positive self-image.
- Guest lectures offer opportunities for students to learn from experts and broaden their understanding of mental health and well-being



NSS (National Service Scheme):

- Organized a group workshop in April for all NSS volunteers.
- Workshop focused on stress management techniques and strategies.
- NSS volunteers learned practical tools for managing personal and academic stress.
- The workshop aimed to equip volunteers with skills to maintain their own mental well-being while engaging in community service.
- By nurturing the mental health of NSS volunteers, the workshop promoted holistic well-being and effective social service engagement.



YourDOST Partnership:

- Regular meetings held with YourDOST, an online mental health support portal for our students.
- Collaborative efforts with YourDOST to ensure accessible and confidential mental health support.
- Mailers from YourDOST sent to students, providing resources and tips for improving well-being.
- Students encouraged to utilize the YourDOST platform for personalized mental health support.
- The partnership with YourDOST enhances the availability of resources and support, promoting the overall well-being of our students.



Your DOST

Proposed Initiatives:

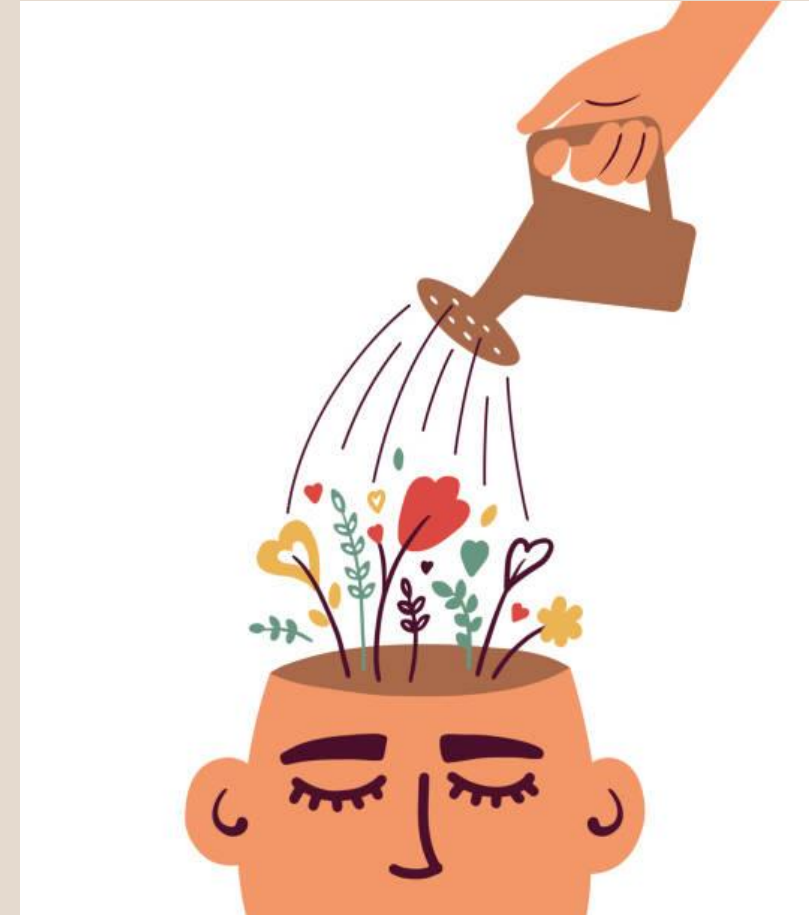
Mental Health Trainings in Induction Programme: Including mental health training for new students during their induction to prioritize their well-being.

GCS Volunteer Mentoring: Assigning GCS volunteers as mentors to guide and support the new batch of students.

Guest Lectures: Inviting experts to deliver lectures on various mental health topics.

World Mental Health Day Celebration: Organizing events and activities to raise awareness and celebrate World Mental Health Day in October.

Communication and Confidence Building Classes: Introducing classes to enhance students' communication skills and self-confidence.



SCIENCE OF MIND, BODY AND CONSCIOUSNESS

WHO AM I?
HARDLY DO WE
INTROSPECT

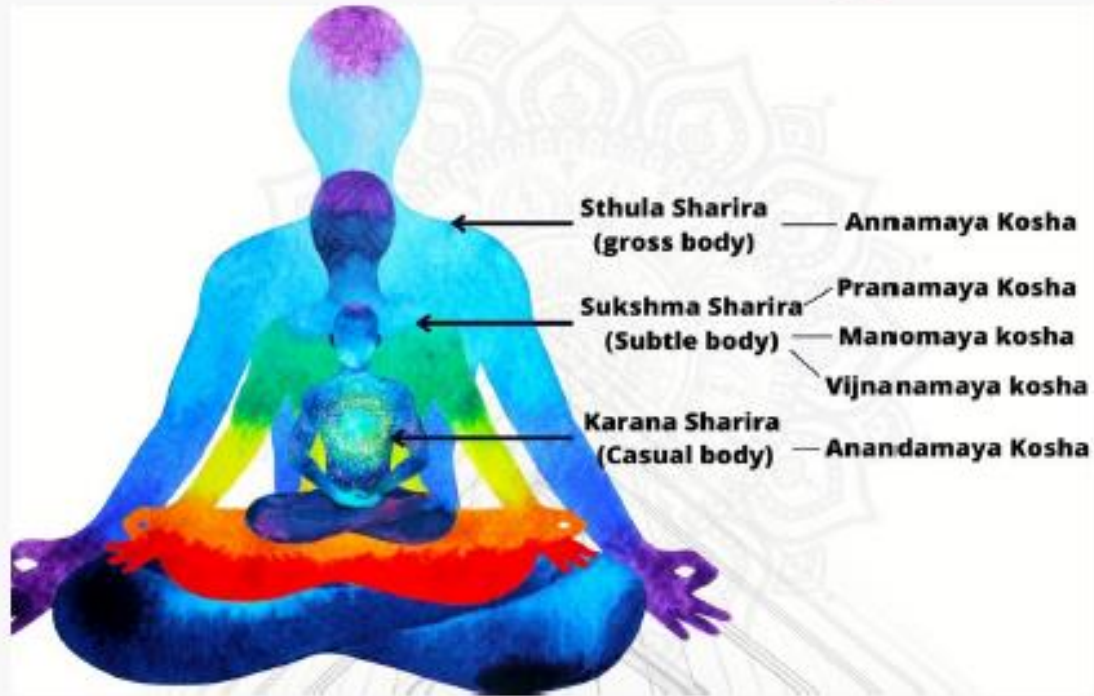
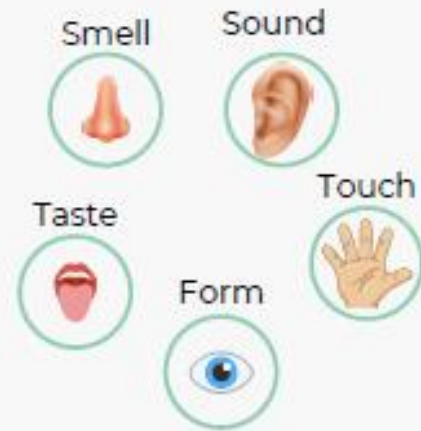


IS IT OF FLESH, BONE,
BLOOD, CELLS?

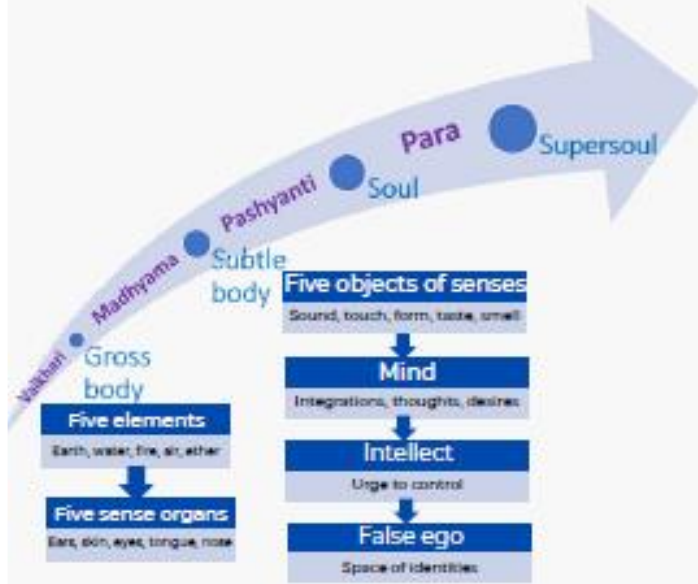
IS IT A MATERIAL
PERCEPTUAL SPACE OR A
DIVINE PERCEPTUAL SPACE ?

INDIAN KNOWLEDGE
SYSTEMS

PHENOMENAL WORLD IS
MADE UP OF FIVE
TANMATRAS



FLOW OF INFORMATION



ALTHOUGH MIND IS MATERIAL AGENT, IT ATTAINS THE COGNITIVE NATURE IN CONNECTION WITH PURE CONSCIOUS AGENT AND THIS MIND (MENTAL ENERGY) SUSTAINS THE BODY

KIND OF ASSOCIATION



POSITIVE ENERGY



NEGATIVE ENERGY

MIND IS POSITIVE
IMPLIES BODY IS POSITIVE

INDIAN KNOWLEDGE SYSTEMS - ASSOCIATE WITH SATTVA

WE DON'T HAVE THE CAPACITY TO ASSOCIATE WITH PURE SELF.

THUS, ASSOCIATE WITH SATTVA (MODE OF GOODNESS) WHICH IS THE CONSCIOUS CREATION OF SAINTLY PEOPLE

- SATSANGA
- MEDITATION
- ORGANIC FARMING
- YOGA
- COMMUNITY SERVICE
- GOSHALA
- INDIAN ART FORMS

RESEARCH

COGNITIVE BEHAVIORAL THERAPY WITH MINDFUL DEVOTIONAL MEDITATION FOR INSOMNIA



Participants - 48 men in the age group 19–45 years
HMBCT group (n=26) and the control group (n=22).

Results

- 80% of the subjects experienced a 32% decrease in total arousal.

-A larger post-treatment Sleep Efficiency value, for the HMBCT group ($p < 0.001$)

-A significant increase in the mean percent REM sleep score in the HMBCT group ($p < 0.001$)

-A decreased day-time sleepiness in the HMBCT group.

Behera CK, Reddy TK, Behera L, Birbaumer N, Ika K. A Meditation Based Cognitive Therapy (HMBCT) for Primary Insomnia: A Treatment Feasibility Pilot Study. *Appl Psychophysiol Biofeedback*. 2023 Apr 27.

THE EFFECTS OF INDIAN CLASSICAL MUSIC ON THE COGNITIVE FUNCTION OF THE BRAIN LIKE INTELLIGENCE, ATTENTION, EMOTION REGULATION



Participants -

Experiment 1 - Raga Darbari for cognitive enhancement - 20 students

Experiment 2 - Mishra jogiya raag for emotional coping - 20 students

Results

Experiment 1 -

- According to the findings of the study, Raag Darbari can help bust stress
- Ease of concentration goes up, improves thoughtfulness, and the time in taking decisions reduces.

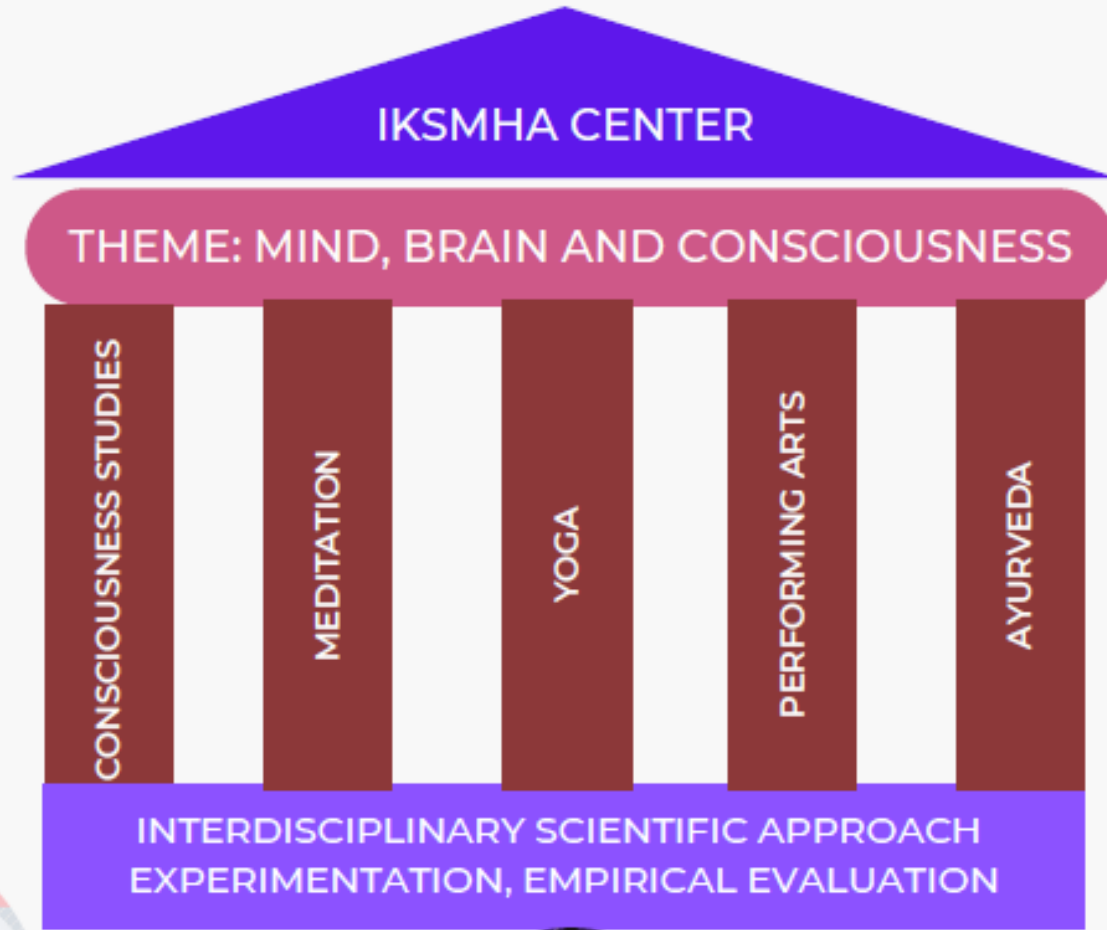
Experiment 2 -

- Listening to Mishra Jogiya Raga (sad music) enhances alertness and processing of sad emotions and memories.
- The coping effects are not simply due to the aesthetic appeal of the music, as previously believed, but an inherent property of sad music.

Gupta A, Bhushan B, Behera L. Short-term enhancement of cognitive functions and music: A three-channel model. *Scientific Reports*. 2018 Oct 19;8(1):15528.

Gupta, Ashish, Braj Bhushan, and Laxmidhar Behera. "Neural response to sad autobiographical recall and sad music listening post recall reveals distinct brain activation in alpha and gamma bands." *Plos one* 18.1 (2023).

INDIAN KNOWLEDGE SYSTEM AND MENTAL HEALTH APPLICATIONS (IKSMHA) CENTRE AT IIT MANDI



Introduction to Consciousness and Wellbeing (IC 171)

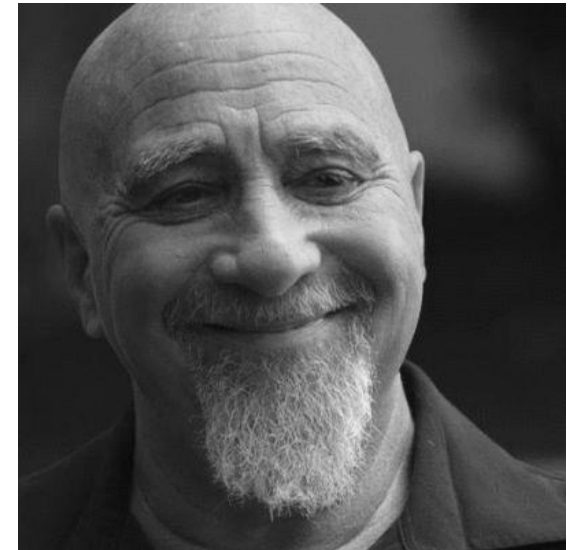
The Compulsory Course for all 1st year BTech Students

Instructors: Prof. Laxmidhar Behera and Prof. Stuart Hameroff

- Science of Consciousness
- IKS Models of Consciousness
- Yoga, Meditation, Diets, Habits
- Morning Mountain Treks
- Sattvic Cooking Sessions
- Social Service



Prof. Laxmidhar Behera



Prof. Stuart Hameroff

Activities: Introduction to Consciousness and Wellbeing (IC 171)



Yoga and Meditation lab



Hiking and Practice of Yoga in natural environments



Ayurvedic Cooking Sessions

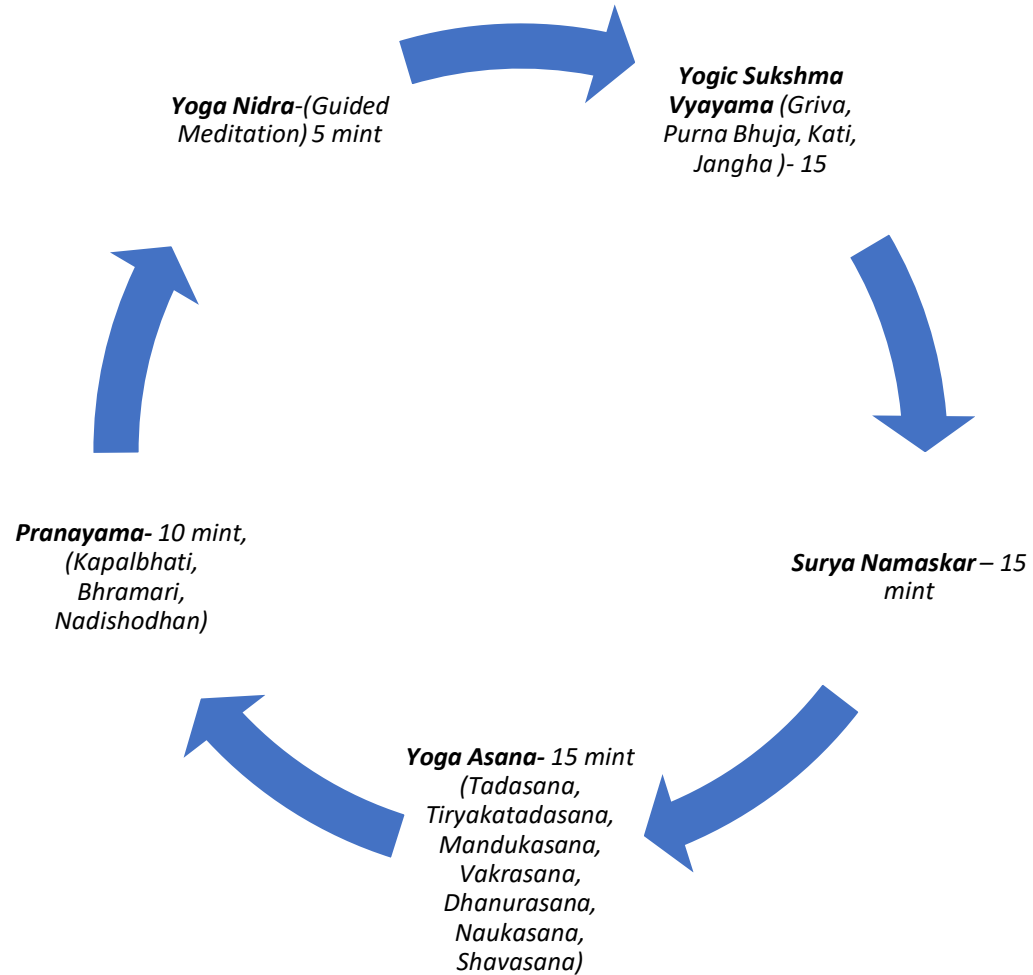


Ayurvedic Cooking Sessions

Yoga Protocol

(Developed from Ministry of AYUSH Common Yoga protocol)

1hr a day, 4 days a week for 3 weeks
7:00 am to 8:00 am



Experimental Design

1. Consent form
2. Collection of demographic data from the participants
3. Pre Questionnaire (VPI, PANAS, DASS-21, OHQ, PSQI, ISI)
4. Pre HRV

N= 165

Yoga Protocol
45 min a day
4 days a week for 3 weeks

Post Data Collection-

1. Post Questionnaire (VPI, PANAS, DASS-21, OHQ, PSQI, ISI)
2. Post HRV

Parameters

- **OHQ-** The 29-item Oxford Happiness Questionnaire (OHQ) is a widely-used scale for the assessment of personal happiness. While its psychometric properties are acknowledged to be acceptable, it presents scores on an ordinal scale and may thus not discriminate precisely between individual happiness levels.
- **PSQI- The Pittsburgh Sleep Quality Index (PSQI)** is a self-rated questionnaire that assesses sleep quality and disturbances over a 1-month time interval.
- **Insomnia Severity Index-** is a brief instrument that was designed to assess the severity of both nighttime and daytime components of insomnia.
- **DASS-21-** The short version of the Depression Anxiety Stress Scale-21 (DASS-21) was developed to provide a self-report measure of anxiety, depression, and stress signals.
- **PANAS (Positive and Negative effects)** The Positive and Negative Affect Schedule (PANAS) is a scale that consists of different words that describe feelings and emotions.

RESULTS:

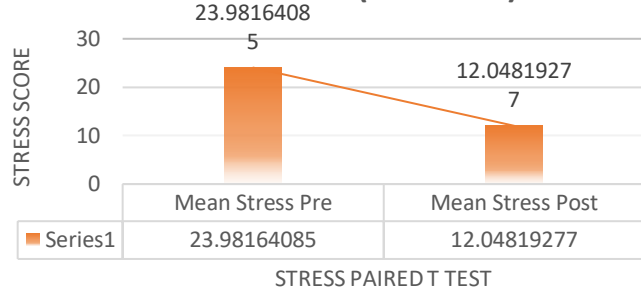
Psychometric Variables	n	Mean+/- SD	P
Depression Before intervention (DASS-21)	165	20.02	0.0001
Depression After intervention (DASS-21)	165	12.39	
Anxiety Before intervention (DASS-21)	165	19.79	0.0001
Anxiety After intervention (DASS-21)	165	12.39	
Stress Before intervention (DASS-21)	166	23.98	0.0001
Stress After intervention (DASS-21)	166	12.048	
Oxford happiness Before intervention (OHQI)	150	4.08	0.0001
Oxford happiness After intervention (OHQI)	150	7.45	
Negative affect %age (PANAS) Before intervention	172	58.99	0.0001
Negative affect %age (PANAS) After intervention	172	27.74	
Positive affect %age pre (PANAS) Before intervention	172	39.86	0.0001
Positive affect %age pre (PANAS)After intervention	172	58.99	
ISI (Insomnia Severity Index) Before intervention	166	10.25	0.0001
ISI (Insomnia Severity Index) After intervention	166	7.14	

RESULTS:

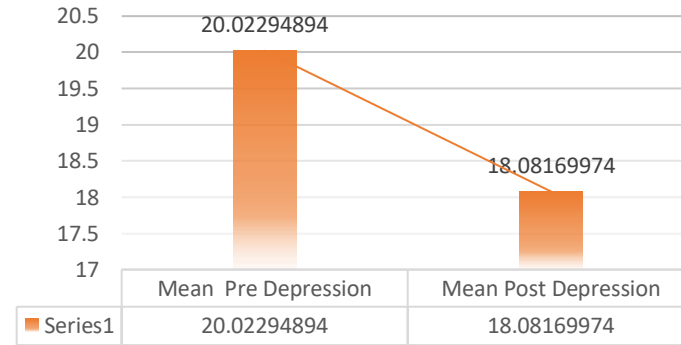
Heart rate variability (HRV)Variables	n	Mean+/- SD	Pearson Correlation Coefficient-R	P Value
RMSSD Before intervention	49	28.851	0.1415	0.0004
RMSSD After intervention	49	43.482		
Mean RR Before intervention	49	19.79	0.3477	0.0001
Mean RR After intervention	49	12.39		
SDNN Before intervention	49	37.37	0.2573	0.0001
SDNN After intervention	49	61.27		
NN50 Before intervention	49	30.81	0.2006	0.0001
NN50 After intervention	49	64.78		
PNN50 Before intervention	49	8.28	0.3401	0.0021
PNN50 After intervention	49	14.08		
LH/HF RATIO Before intervention	49	61.67	0.1357	0.3632
LH/HF RATIO After	49	7.45		

RESULTS:

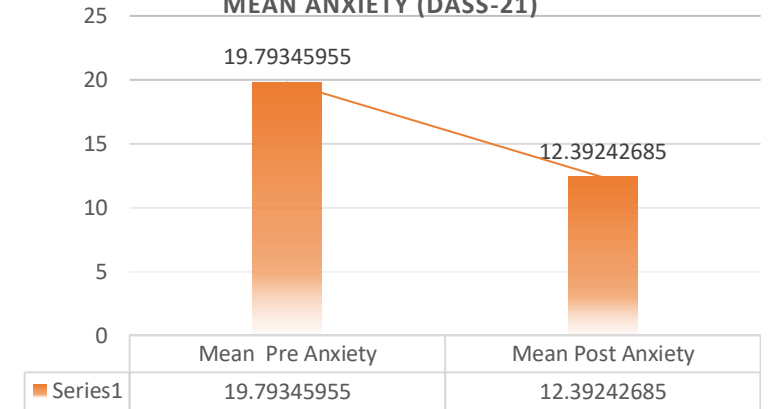
STRESS MEAN(DASS-21)



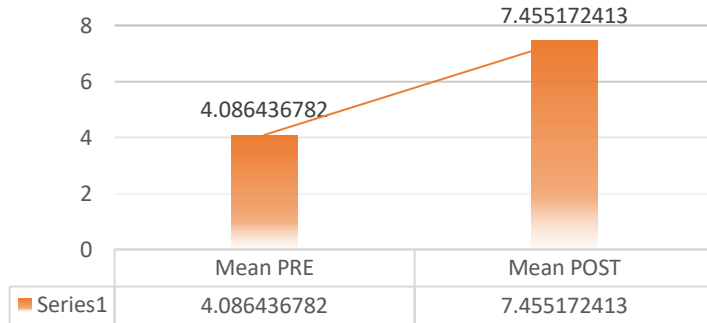
MEAN DEPRESSION (DASS-21)



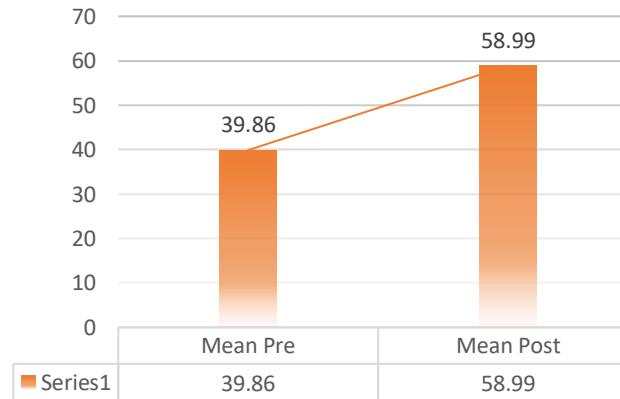
MEAN ANXIETY (DASS-21)



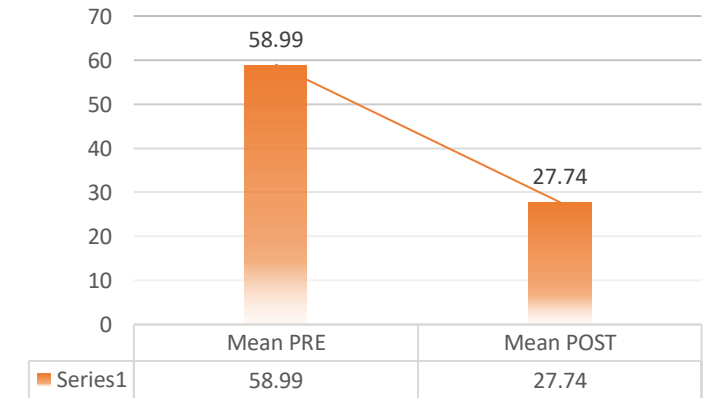
MEAN OHQ (OXFORD HAPPINESS QUESTIONNAIRE)



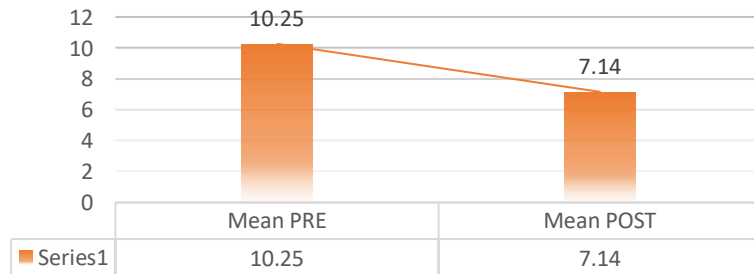
MEAN POSITIVE AFFECT %AGE (PANAS)



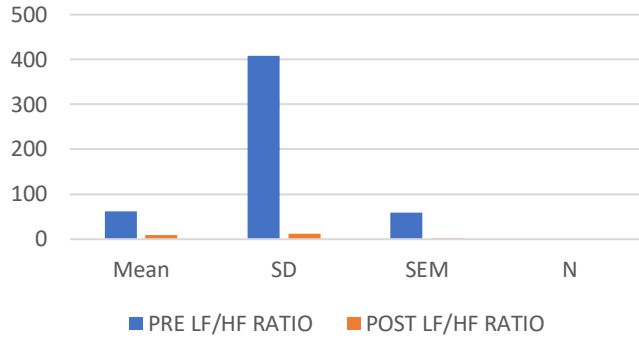
MEAN NEGATIVE AFFECT %AGE (PANAS)



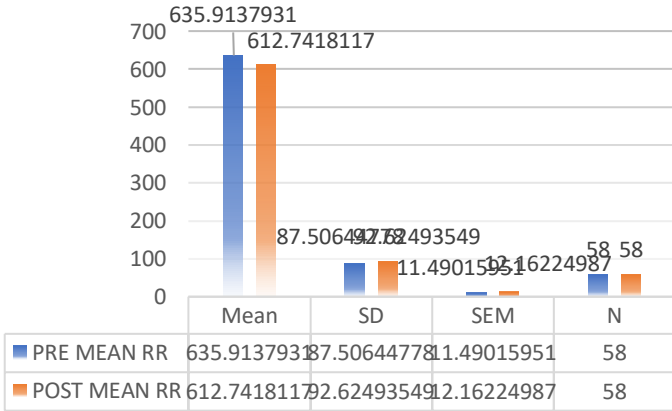
MEAN ISI (INSOMNIA SEVERITY INDEX)



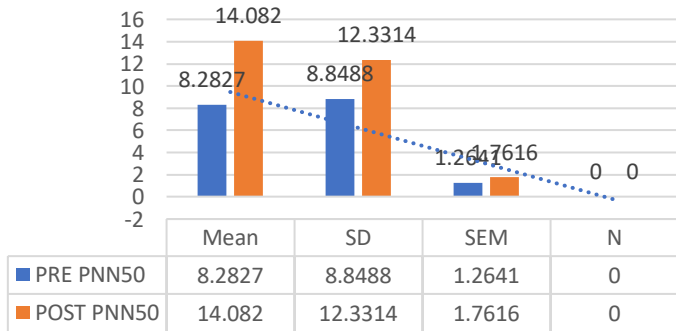
LF/HF RATIO PAIRED t-Test



MEAN RR PAIRED T TEST

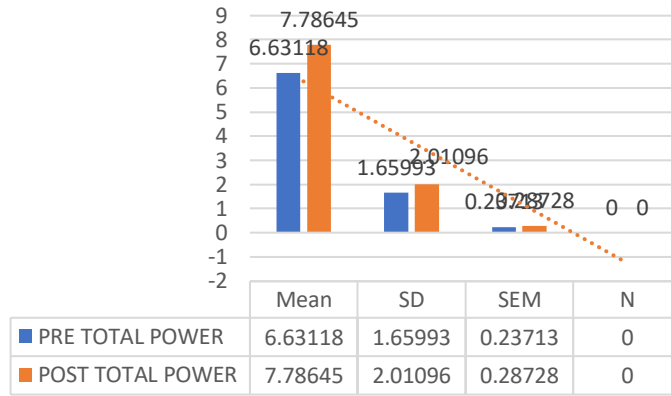


PNN50 PAIRED t-Test

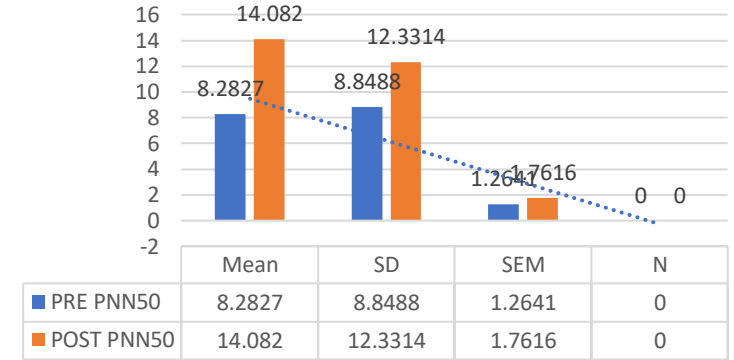


RESULTS:

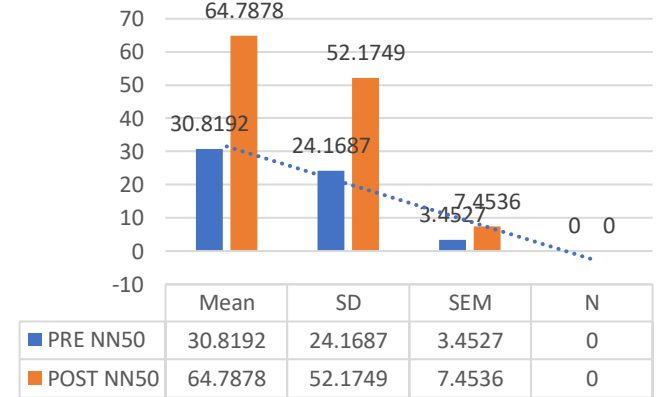
Total Power PAIRED t-TEST



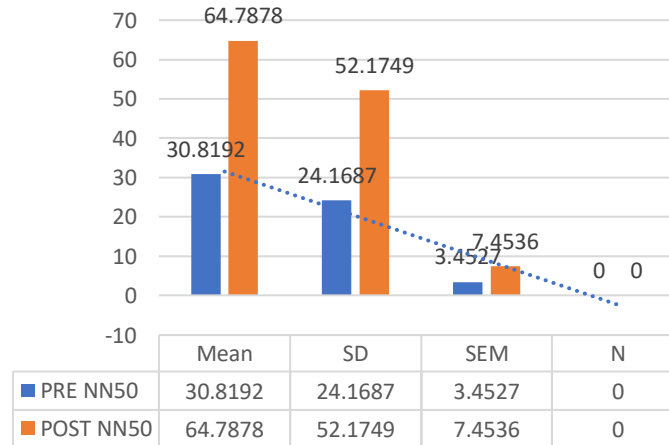
PNN50 PAIRED t-Test



NN50 PAIRED t-TEST



NN50 PAIRED t-TEST





Thank you!
