

Registered/ E-mail

From

Director General Higher Education,
Haryana, Panchkula

To

The Principals,
Govt. Colleges (As per list enclosed).

Memo No. 09/1-2023 Trg. Cell
Dated, Panchkula, the

Subject- Submission of Draft Module for Master Trainers and request for Nomination of participants for two-days Workshop on 'Mental Health of Students and Preventions of Suicides in Higher Educations Institution' to be held on 15-16 January at HIPA, Gurugram.

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Kindly refer to the subject cited above.

I have been directed to inform you that two- days workshop on Mental Health of Students and Prevention of Suicides in Higher Education Institution for Principals of various Govt. Colleges has been scheduled on 15th and 16th January, 2026 at the Plot No. 76, Haryana Institute of Public Administration, Gurugram, HIPA Campus, Sector-18, Gurugram and the workshop aims to finalize the draft module and develop a structured framework for creating Master Trainers, who will subsequently train teaching and non-teaching staff of colleges across the State as per Institutional requirement. You are nominated for attending this workshop on 15th and 16th January, 2026 at HIPA, Gurugram and also requested to go through the draft module attached for master trainers, before reaching HIPA.

Therefore, you are directed to attend the two-days workshop on Mental Health of Students and Prevention of Suicides in Higher Education Institution on 15th and 16th January, 2026 at Haryana Institute of Public Administration, HIPA Campus, Sector-18, Gurugram and facility of lodging and boarding will be provided by HIPA, Gurugram.

Strict compliance be adhered.

DA: As above.

-SD-
Superintendent Training Cell
for Director General Higher Education
Haryana, Panchkula

Endst No. Even

Dated, Panchkula, the 12.01.2026

A copy of the above is forwarded to the following of kind information and necessary action in the matter, please:-

1. PS/DGHE for kind information of W/DGHE.
2. Director General, Haryana Institute of Public Administration, Gurugram in reference to their letter No. 1668 dated 16.12.2025 and 1733 dated 09.01.2026.
3. Superintendent Administration, O/o the Director General, Higher Education, Haryana, Panchkula.
4. Superintendent IT Cell (Local). It is requested for uploading the same on the Web-portal of Higher Education.

Arvind Chell
Superintendent Training Cell
for Director General Higher Education
Haryana, Panchkula

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19/11/26

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12/1/26

Draft of

Training Module for Master Trainers on Mental Health of College/University Students

Mental health in University/college students is a big issue on campuses these days. Many college students are struggling with their mental health, contributing to soaring degree incompletion rates and suicides. College life can be very stressful, with tough academics and social pressures not to mention the transition into adulthood. All of these factors can lead to mental health and substance use challenges. About one-third of campus communities experience symptoms of severe depression and there are significant differences between faculty/staff and students when it comes to mental health coping strategies and perceived barriers to seeking professional help. One way to help is by offering Mental Health training to both students and staff, giving campuses the tools to help create a supportive environment for everyone.

On 24th March 2025, the Hon'ble Supreme Court of India emphasized the urgent need to address mental health concerns among students in Higher Education Institutions and constituted a National Task Force (NTF) under the Chairpersonship of Justice (Retired) S. Ravindra Bhat, with experts from various related domains. Its mandate is to deliberate on student mental health issues, recommend preventive measures to reduce student suicides, and strengthen support systems across higher educational institutions.

In accordance with the Hon'ble Supreme Court of India's directives for biannual training of staff at Colleges and University, HIPA and Department of Higher Education, Government of Haryana is jointly conducting a workshop to design a Training Module for Master Trainers on Mental Health of Universities/colleges Students. The draft module is attached for reference.

Session 1

Understanding Mental Health in College Students

- 1.** To understand common student mental health issue.
- 2.** To differentiating between temporary stress/problems and diagnosable mental illness covering topics like Anxiety, depression, burnout, imposter syndrome, social pressures, financial stress, transition to adulthood, gender and cultural considerations, warning signs and Urban Vs. Rural mental health challenges faced by student.
- 3.** To share issues with students, face on your campus.
- 4.** To identify campus-specific challenges for tailored responses.

Session-2

Identifying and responding to students in Distress - Role of Teachers

To recognize warning signs

1. **Academic signs** - sudden drop in academic performance, repeated absenteeism, decline in participation in class and disorganized or incomplete work.
2. **Behavioral signs** - withdrawal or isolation, agitation, dramatic change in appearance tired or sleepy in class.
3. **Emotional Signs** - hopelessness, irritability, anxiety panic attacks, self-harm indicators.
4. **To Red Flags** required immediate attention like threats of suicide or self-harm, signs of substance intoxication or withdrawal. Do not wait—refer immediately to campus counseling or emergency services.

Session 3

Creating Psychological Safety through Effective Communication

Teacher role in creating support

Establish a classroom environment where students feel safe to seek help. Build strong, supportive teacher-student and peer relationships and give full attention, reflect feelings, and validate experiences. Avoid assumptions, criticism, or minimizing concerns and asking open-ended Questions "How are you managing?" rather than "Are you okay?"

Recognize diverse ways students express distress and establish clear guidelines confidentially, emphasizing when information is shared.

Practice:

- Role-play – conduct a supportive conversation.
- Feedback from peers.

Session 4

Teachers' Boundaries and Limitations

Understanding Your Role and Knowing When to Step Back)

1. **Ethical considerations** - teachers are not therapists. Your role is to recognize, support, and refer not to diagnose or treat mental health conditions. Understanding this boundary protects both you and your students.

2. **Maintaining confidentiality** - Respect student privacy while understanding mandatory reporting requirements. Know when confidentiality must be broken—threats of harm to self or others require immediate reporting.
3. **When NOT to intervene** - Avoid attempting therapy or counseling beyond your training. If a situation exceeds your comfort level or expertise, immediately connect the student with professional mental health services.
4. **Documentation basics** - Record, observable behaviors, dates, and actions taken. Use objective language. Keep records secure and share only with appropriate campus personnel on a need-to-know basis.
5. **Activity** - may be planned as work through boundary-setting scenarios to practice distinguishing between supportive teacher actions and overstepping professional limits. These exercises build confidence in making difficult judgment calls.

Session 5

Proactive Classroom and Supportive Campus Strategies

To Explore proactive strategies and institutional mechanisms that create a supportive, nurturing campus environment where every student can thrive academically and personally.

1. **Integrating wellness into lectures/curriculum** - simple ways to incorporate discussions on coping skills, stress management, and mental health resources into existing courses.
2. **Student centric practices** - can be applied inclusive pedagogies and flexible academic accommodations that foster well-being and resilience.
3. **Campus Support Systems and Referral Pathways** - Familiarity with on-campus counseling centers, peer support networks, and external community resources (e.g.. national helplines like Tele-MANAS (14416) in India).
4. **Developing Institutional Policies** – create a campus-wide culture of care that includes clear policies, effective grievance redressal mechanisms, and a commitment to student well-being as a core institutional value.

Session 6

Crisis Identification and Immediate Response

To recognize, de-escalate, refer, document, and follow-up with clear roles.

1. **Recognizing crisis signs** - severe agitation, suicidal indicators, or safety threats etc.

- 2. Ensure safety** - priorities student safety, remove hazards, keep environment calm, stay with the person until help arrives.
- 3. De-escalate** - use calm language, short sentences, active listening, avoid judgment, set simple limits and options.
- 4. Contact emergency support or Counselor** - call emergency services or institutional mental health team promptly; provide clear facts and location.
- 5. Document and handover** - record observations, actions taken, time, and hand over to mental health professionals for follow up and ensure timely referral, check on student welfare, and update records per institutional protocol.

Session 7 and 8
Finalization of Module