

ECHELON INSTITUTE OF TECHNOLOGY, FARIDABAD

SCHEDULE FOR PSYCHIATRIST, PSYCHOLOGIST AND PROFESSIONAL STUDENT COUNSELLORS

Academic Session 2025–26

Echelon Institute of Technology (EIT) has established the Mental Health and Well-Being (MHW) Club in 2024 to ensure the promotion of mental health awareness, emotional well-being, stress management, and a supportive and positive campus environment for students and staff.



ECHELON INSTITUTE OF TECHNOLOGY
Kabulpur, Kheri-Manjhawali Road, Faridabad 121101, Haryana
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OFFICE ORDER

Constitution of Mental Health & Wellness Club / Cell

Ref. No.: EIT/Notice/2024/08/029

August 27, 2024

In compliance with the AICTE guidelines and NAAC requirements for student support and wellbeing, the **Mental Health & Wellness Club / Cell** is hereby constituted at **Echelon Institute of Technology, Faridabad** with the following members to promote mental health awareness, emotional wellbeing, counselling support, and a positive campus environment.

Composition

S. N.	Name	Designation	Role in Committee
1	Prof. Sudarshan Goswami	Director	Chairperson
2	Prof. Anupama Jain	Professor-HAS	Convener
3	Dr. Poonam Rani	Associate Professor-HAS	Member
4	Prof. Sunil Verma	Head-IQAC	Member
5	Dr. Neatu Narang	Senior Consultant, Amrita Hospital, Faridabad	Member
6	Dr. Meenakshi	Consultant, Amrita Hospital, Faridabad	Member
7	Prof. Irfanullah Khan	NSS SPOC	Member
8	Ms. Arti Pandey	Girls Hostel Warden	Member
9	Mr. Pradeep Singh	Boys Hostel Warden	Member


Director

Copy to:

- Chairman office (FKI)
- All Deans/All HoDs/Faculty/Staff
- Club Members
- Website Coordinator
- Notice Board



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A psychologist has appointed for the smooth functioning of the Mental Health and Well-Being (MHW) Club and to facilitate its activities and counselling services



BHAVANA MEHRA

PSYCHOLOGY ENTHUSIAST

CONTACT

7404392257

bhavana.mehra2003@gmail.com

A- 84, Ashoka Enclave,
Sector 37, Faridabad

SKILLS

- Counseling
- Classroom Management
- Student Mentoring
- Behavioral Analysis
- Conflict Resolution
- Problem Solving
- Presentation Skills
- Team Collaboration
- Time Management

LANGUAGES

- English (Fluent)
- Hindi (Fluent)
- French (Beginner)



PROFILE

A passionate psychology enthusiast with a strong interest in understanding human behavior, mental health, and emotional well-being. Dedicated to supporting individuals through empathy, active listening, and evidence-based psychological approaches. Committed to continuous learning and contributing to positive mental health outcomes through counseling, assessment, and personal development initiatives.

WORK EXPERIENCE

Echelon Institute Of technology
Assistant Professor

2026 - PRESENT

- Assisted in teaching psychology courses, preparing academic content, and facilitating student learning through interactive sessions.
- Provided career guidance and mentorship to students, helping them identify educational pathways, career opportunities, and personal development goals.

Nav Prerna NGO
Child Psychology Intern

October 2025- December 2025

- Conducted behavioral observations and assisted in psychological assessments for children with diverse developmental and emotional needs.
- Helped design and facilitate therapeutic and educational activities aimed at enhancing children's social, emotional, and cognitive development.

Lady Hardinge Medical College
Psychology Intern

June 2025- September 2025

- Assisted in conducting psychological assessments, case observations, and client interviews under professional supervision.
- Supported counseling sessions, prepared case reports, and gained practical experience in mental health interventions and client care.

EDUCATION

M.A. Applied Psychology
Manav Rachna International University | Faridabad
GPA: 7.9 / 10

2023-2025

B.Sc. (Hons) Biological Science
Amity University | Gurugram
GPA: 8.4 / 10

2020-2023



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In addition, a Student Counsellor (Dr. Poonam Rani) has been assigned to ensure the smooth functioning of the Mental Health and Well-Being (MHW) Club and to coordinate student support and counselling activities effectively.

10/15/26, 12:52 PM

Echelon Institute of Technology Mail - Additional Responsibility of Counsellor



Poonam Rani <poonamrani@eitfaridabad.co.in>

Additional Responsibility of Counsellor

1 message

Dean Student Welfare <dsw@eitfaridabad.co.in>

Mon, Apr 28, 2025 at 9:53 PM

To: notify-all-students@eitfaridabad.co.in

Cc: Eit Faridabad <eitfaridabad2019@gmail.com>, Dean Academics <deanacademics@eitfaridabad.co.in>, IQAC Echelon <iqac@echeloninstitute.co.in>, Dean First Year <deanfirstyear@eitfaridabad.co.in>, hod-eit-all@eitfaridabad.co.in, eit-all-faculty@eitfaridabad.co.in, HR -EIT <hr@echeloninstitute.co.in>, director@eitfaridabad.co.in, accounts@eitfaridabad.co.in, Transport@eitfaridabad.co.in, adminstaff@eitfaridabad.co.in, bhatimanoj1780@gmail.com, Rinkoo Nagar <rinkoonagar@eitfaridabad.co.in>, sachinkumar@eitfaridabad.co.in

Dear Students

It is hereby informed to all that Dr. Poonam Rani has been assigned the additional responsibility of Counsellor. Students seeking counselling services or guidance may meet her during college hours.

Seating Location: Ground Floor, Academic Block, G-24 (Inner Cabin)

All concerned students are advised to take note of this information and approach Dr. Poonam Rani as and when required.

Prof. (Dr.) M. K. Saini
Dean Students' Welfare
Echelon Institute of Technology
Faridabad-121001
Contact:- +917988258653
Email- mukeshkumarsaini@eitfaridabad.co.in,
dsw@eitfaridabad.co.in



Institute Vision:

"Technical and Management leaders engaged in the evolution of life, being at the frontiers of the continuous technological and administrative breakthroughs, inspired by ongoing exploration of self, society, and nature through self-reflective consciousness by building a culture of inspiration, exploration, and growth."

You received this message because you are subscribed to the Google Groups "EIT-All Faculty" group.

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3. Schedule has been shared with the appointed psychologist to review students' mental health and well-being, discuss counselling needs, and plan appropriate interventions. The meetings has also focus on stress management, emotional support, and ensuring the effective functioning of the MHW Club.

Month	Time	Suggested Focus
October 2025	2:30 PM -4 PM	Student mental-health consultation
November 2025	2:30 PM -4 PM	Well-being and stress management
December 2025	2:30 PM -4 PM	Examination stress and emotional well-being
January 2026	2:30 PM -4 PM	Personal and academic adjustment
February 2026	2:30 PM -4 PM	Mental-health assessment and guidance
March 2026	2:30 PM -4 PM	Follow-up consultations and student support
April 2026	2:30 PM -4 PM	Examination-related anxiety management
July 2026	2:30 PM -4 PM	Student well-being consultation



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Detailed Report on Student Mental-Health Consultation and Well-Being Activities

1. Introduction

Student mental health and emotional well-being are essential components of academic success, personal development and overall quality of life. During their academic journey, students may experience examination pressure, stress, homesickness, difficulty adjusting to college or hostel life, personal challenges and uncertainty about their future. These concerns may affect their concentration, motivation, attendance, interpersonal relationships and academic performance.

To promote a supportive and student-friendly campus environment, a monthly schedule of student mental-health consultations and well-being activities was planned at Echelon Institute of Technology, Faridabad. The sessions were scheduled from 2:30 PM to 4:00 PM, with specific themes addressing different aspects of student well-being.

The programme aimed to provide students with opportunities to discuss their concerns, receive appropriate guidance, develop healthy coping strategies and access further support whenever necessary.

2. Objectives of the Activities

The major objectives of the programme were:

1. To promote awareness of mental health and emotional well-being among students.
2. To provide a supportive environment where students can discuss personal and academic concerns.
3. To help students understand and manage stress associated with examinations and academic responsibilities.
4. To support students in adjusting to college life, hostel living and changing social environments.
5. To encourage healthy coping mechanisms, time management and emotional regulation.
6. To identify students who may require additional guidance or referral to qualified mental-health professionals.
7. To ensure continuity of student support through follow-up consultations.
8. To promote a positive, empathetic and inclusive campus environment.



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3. Detailed Description of Monthly Activities

3.1 October 2025 – Student Mental-Health Consultation

Time: 2:30 PM–4:00 PM

Purpose: To provide students with an opportunity to discuss emotional, personal, social and academic concerns in a supportive environment.

The activity was planned to establish a foundation for student mental-health support. Students may experience difficulties related to academic workload, relationships, homesickness, family expectations, adjustment to college life or uncertainty about their future. A consultation provides a structured opportunity to express these concerns and explore appropriate support.

The consultation process included:

- Listening to students' concerns in a respectful and non-judgmental manner.
- Understanding the nature of personal, emotional or academic difficulties.
- Discussing the possible impact of these concerns on studies, daily routines and relationships.
- Encouraging students to identify constructive ways to manage their difficulties.
- Providing information about available institutional support and professional services.

Expected outcomes:

- Greater awareness of available mental-health support.
- Increased confidence in seeking help.
- Improved understanding of personal concerns and possible next steps.
- Early identification of situations requiring additional professional support.

3.2 November 2025 – Well-Being and Stress Management

Time: 2:30 PM–4:00 PM

Purpose: To promote healthy habits and practical techniques for managing everyday stress.

Stress may arise from assignments, examinations, deadlines, peer relationships, family expectations and difficulties balancing academic and personal responsibilities. If not managed effectively, stress can affect concentration, sleep, motivation and emotional well-being.

The session was planned to help students recognise common sources of stress and understand the importance of maintaining a balanced lifestyle.

Key areas of discussion:

- Identifying common academic and personal stressors.
- Understanding the relationship between stress, emotions and behaviour.
- Developing realistic daily schedules and prioritising tasks.
- Maintaining regular sleep, healthy eating habits and physical activity.
- Practising relaxation techniques, mindful breathing and short breaks.
- Seeking support from faculty mentors, counsellors, family or trusted individuals when needed.

Students encouraged to divide large tasks into smaller, achievable goals and avoid unnecessary comparisons with their peers.

Expected outcomes:

- Improved awareness of stress triggers.
- Better time-management and self-care practices.
- Increased understanding of healthy coping strategies.
- Greater confidence in managing everyday academic and personal pressures.

3.3 December 2025 – Examination Stress and Emotional Well-Being

Time: 2:30 PM–4:00 PM

Purpose: To help students manage examination-related pressure while maintaining emotional balance.

Examinations can create anxiety due to preparation difficulties, fear of failure, expectations of parents and teachers, time constraints and concerns about academic performance. The activity was designed to encourage students to approach examinations with realistic expectations and a structured preparation strategy.

Key areas of discussion:

- Identifying common causes of examination stress.
- Preparing a realistic revision timetable.
- Breaking the syllabus into manageable study targets.
- Using practice questions, revision exercises and self-assessment.
- Avoiding last-minute overloading and unhealthy study habits.
- Maintaining adequate sleep, nutrition and short relaxation breaks.
- Developing positive and realistic self-talk.

Students encouraged to recognize that one examination does not determine their entire future and that mistakes can provide opportunities for learning and improvement.

Expected outcomes:

- Improved examination preparation and planning.
- Better understanding of emotional responses to academic pressure.
- Increased confidence in approaching examinations.
- Greater awareness of the relationship between self-care and academic performance.

3.4 January 2026 – Personal and Academic Adjustment

Time: 2:30 PM–4:00 PM

Purpose: To support students in adapting to college life, academic expectations and personal responsibilities.

The transition to higher education may require students to adjust to new routines, independent learning, different teaching methods, peer relationships and greater personal responsibility. Some students may also experience homesickness, particularly when staying in a hostel away from their parents and familiar surroundings.

The activity was planned to help students understand adjustment-related difficulties and identify practical ways to manage them.

Key areas of discussion:

- Adapting to college schedules and academic expectations.
- Developing effective study habits and time-management skills.
- Building healthy peer relationships and communication skills.
- Managing homesickness and emotional discomfort associated with living away from family.
- Developing independence, responsibility and confidence.
- Maintaining a balance between academics, recreation and personal interests.
- Identifying support systems available through faculty mentors and student-support personnel.

Students experiencing hostel-related adjustment difficulties may be encouraged to maintain regular contact with family, establish a daily routine, participate in suitable campus activities and seek assistance when distress persists.

Expected outcomes:

- Improved adjustment to college and hostel life.
- Greater confidence in managing personal responsibilities.
- Better understanding of available support systems.
- Improved awareness of strategies for maintaining academic and emotional balance.



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3.5 February 2026 – Mental-Health Assessment and Guidance

Time: 2:30 PM–4:00 PM

Purpose: To understand students' support needs and guide them towards appropriate assistance.

This activity was planned to provide an opportunity to discuss concerns that may require more focused attention. Students may seek guidance regarding persistent stress, emotional difficulties, adjustment challenges, academic pressure or problems affecting their daily functioning.

Key areas of focus:

- Understanding the concerns shared by students.
- Discussing how these concerns affect studies, routine and relationships.
- Identifying the type of support that may be helpful.
- Providing general guidance on stress management and emotional well-being.
- Identifying whether academic mentoring, personal guidance or professional consultation may be appropriate.
- Encouraging follow-up where necessary.

Any formal psychological or mental-health assessment should be conducted by an appropriately qualified professional using suitable assessment procedures. General student-support discussions should not be treated as a clinical diagnosis.

Expected outcomes:

- Better understanding of individual student-support needs.
- Appropriate guidance based on the nature of the concerns raised.
- Improved awareness of professional support and referral options.
- A clearer process for follow-up and continued assistance.

3.6 March 2026 – Follow-Up Consultations and Student Support

Time: 2:30 PM–4:00 PM

Purpose: To provide continuity of support to students who may require further guidance. Follow-up consultations are important because some personal, emotional and academic concerns may require more than one interaction. This activity was planned to review previously discussed concerns, where applicable, and help students evaluate the usefulness of the steps they had considered or undertaken.

Key areas of focus:

- Reviewing the student's current concerns and support requirements.
- Discussing progress in implementing agreed strategies.
- Identifying difficulties in following recommendations.
- Providing further guidance on academic planning, stress management or adjustment.



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- Coordinating appropriate academic support through mentors, where required.
-
- Suggesting professional referral when concerns are beyond the scope of general student guidance.

All discussions should be handled sensitively. Follow-up records should be factual, limited to necessary information and maintained securely.

Expected outcomes:

- Continuity of support for students requiring further assistance.
- Better identification of unresolved concerns.
- Improved access to appropriate institutional and professional support.
- A more structured approach to student guidance and follow-up.

3.7 April 2026 – Examination-Related Anxiety Management

Time: 2:30 PM–4:00 PM

Purpose: To equip students with practical strategies for managing anxiety before and during examinations.

Examination-related anxiety may involve excessive worry, difficulty concentrating, restlessness, negative expectations or fear of poor performance. The activity was planned to help students prepare systematically and develop confidence in their ability to manage examination situations.

Key areas of discussion:

- Recognising thoughts and situations that increase examination anxiety.
- Preparing a practical revision plan based on available time.
- Practising with sample papers and previous examination questions.
- Using slow, comfortable breathing and brief relaxation exercises.
- Maintaining adequate sleep and regular meals.
- Avoiding excessive last-minute revision and unnecessary comparisons.
- Using balanced self-talk and realistic performance expectations.
- Seeking academic clarification and additional support when required.

Students may also be encouraged to prepare examination materials in advance, read questions carefully and allocate time according to the requirements of the paper.

Expected outcomes:

- Improved awareness of examination-anxiety triggers.
- Better preparation and examination-management strategies.
- Increased confidence in handling examination pressure.
- Greater awareness of when additional support may be beneficial.

3.8 July 2026 – Student Well-Being Consultation

Time: 2:30 PM–4:00 PM

Purpose: To provide a broader opportunity for students to discuss their well-being and identify appropriate support.

The session was planned to address student well-being beyond examination periods. Students may require guidance concerning motivation, personal development, academic adjustment, relationships, emotional balance or the management of daily responsibilities.

Key areas of discussion:

- Reviewing general emotional and personal well-being.
- Identifying difficulties affecting academic engagement or daily routines.
- Encouraging healthy lifestyle habits and positive coping strategies.
- Promoting awareness of available institutional support.
- Discussing personal goals and practical steps towards improvement.
- Identifying concerns that may require further consultation or professional assistance.

Anonymised feedback and broad themes, where properly documented, may also help the institute plan future well-being activities without disclosing individual students' identities or personal information.

Expected outcomes:

- Greater awareness of student well-being needs.
- Improved understanding of available guidance and support.
- Encouragement of healthy routines and help-seeking behaviour.
- Identification of areas for future student-support initiatives.

Overall Expected Impact

The programme is intended to contribute to the following areas of student development:

- Emotional well-being: Greater awareness of emotional needs and healthy coping strategies.
- Academic development: better understanding of stress management, preparation and academic support.
- Personal adjustment: Improved awareness of ways to manage college routines, hostel adjustment and personal responsibilities.
- Help-seeking behaviour: Greater willingness to seek appropriate guidance when difficulties arise.
- Institutional support: A more structured framework for student consultations, follow-up and referral.



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The Mental Health and Well-Being (MHW) Club has organized various activities, awareness programmes, counselling sessions, and wellness initiatives to promote mental health, emotional well-being, and stress management among students. These activities ensure the smooth functioning of the club and foster a healthy, supportive, and positive campus environment. This annual report highlights the key activities organized by the Mental Health and Wellness Club of Echelon Institute of Technology during the academic year. These activities were aimed at promoting physical wellness, emotional balance, social responsibility, and holistic development of students.

1. International Yoga Day

Date: 23rd June

The Mental Health and Wellness Club organized *International Yoga Day* to promote physical fitness, mental peace, and emotional well-being among students and staff. The session included yoga asanas, pranayama, and meditation practices. Participants were sensitized about the role of yoga in stress management and maintaining a healthy lifestyle.



2. Drug-Free Campus Awareness Program

Date: 25th June

A *Drug-Free Campus* awareness program was conducted to educate students about the harmful effects of substance abuse. The program emphasized emotional self-control, positive decision-making, and peer responsibility. The initiative encouraged students to contribute towards a safe, healthy, and drug-free academic environment.



3. Blood Donation Camp

Date: 6th November

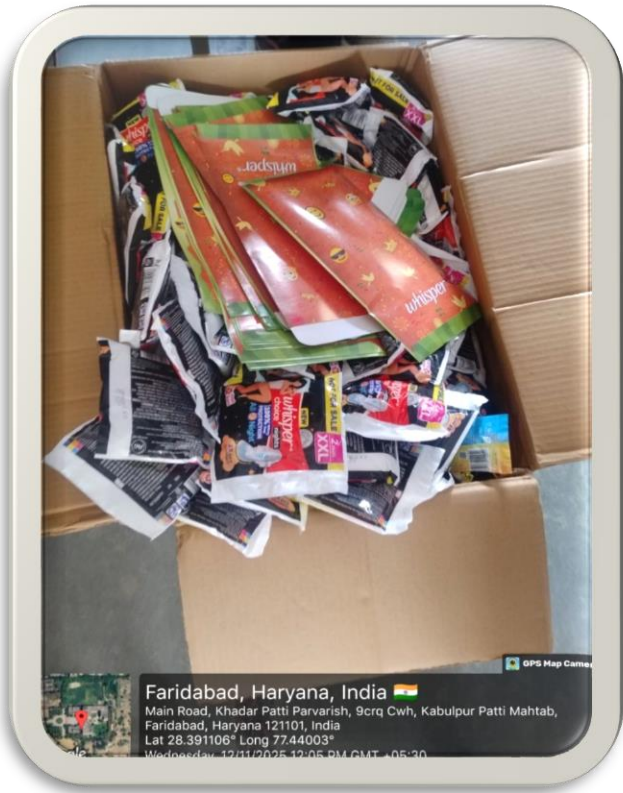
The MHW Club organized a *Blood Donation Camp* to inculcate values of empathy, compassion, and social responsibility among students and faculty members. The camp witnessed active participation, with voluntary blood donations carried out under proper medical supervision, ensuring safety and hygiene standards.



Personality Development Program

Date: 12th November

A *Personality Development Program* was conducted to enhance students' self-awareness, communication skills, emotional intelligence, and confidence. The interactive session focused on personal growth, leadership qualities, and professional behavior, helping students prepare for academic and career challenges.



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5. Health Check-Up Camp

Date: 19th December

The *Health Check-Up Camp* was organized to promote preventive healthcare and health consciousness among students and staff. Basic health assessments such as blood pressure, blood sugar, BMI, and general health check-ups were conducted by qualified medical professionals. The initiative encouraged regular health monitoring and well-being.

