



GRIZZLY COLLEGE OF EDUCATION



RECOGNISED BY ERC, NCTE BHUBANESHWAR

A PRIMARY AND SECONDARY LEVEL TEACHER'S TRAINING INSTITUTION

AFFILIATED TO VINOBA BHAVE UNIVERSITY, HAZARIBAG & JAC, RANCHI

NEAR SATPULIA, GUMO, P.O.: JHUMRI TELAIYA, DIST. KODERMA, 825409

● Seven Days Faculty Development Programme

On

Health, Well-being and Stress Management

Date: 16th May to 24th May 2024

**Organised By
IQAC**



Resource Person

MR. SUMIT DUTTA

**Counselling
Psychologist and
Mental Health
Trainer, Kolkata**



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Recognised by ERC, NCTE, Bhubaneswar, Affiliated to VBU, Hazaribag & JAC, Ranchi
Near Satpulia, Gumo, Jhumritelaiya, Koderma-825409, Jharkhand



REPORT

Faculty Development Programme

Health, Well-being and Stress Management

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**SEVEN DAYS
FACULTY
DEVELOPMENT
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ON

HEALTH, WELL-BEING AND STRESS MANAGEMENT

About College -

Grizzly College of Education is located in an educationally backward and rural area and was established in 2009 and has a smoothly running B.Ed. and D.El.Ed. Programme through the **Grizzly Charitable Trust, established in 2007**. Most of the students come from social and economic backgrounds. The institution maintains the quality of education and accredited with 'B' grade by the NAAC in 2022. The institution has appointed qualified and permanent faculty as per NCTE and UGC guidelines. The institution is affiliated to Vinoba Bhave University, Hazaribag, and JAC, Ranchi.

Grizzly College of Education was founded with the express aim of creating a high-quality professional education where students would receive expert instruction and individual support. It was felt that to fulfil the dearth of trained and skilled teachers in the state of Jharkhand, there was an urgent need for high-quality professional primary and secondary teacher training at a reasonable cost.

The college is geared specifically to provide high-quality education, adopting the latest techniques and methodologies for curriculum transactions, and is poised to develop into an institute of higher learning and interdisciplinary research. The institution also aspires to kindle in the students the desire for lifelong learning and to reach the unreached. It aims at producing quality teachers to form a learning society because quality teachers imply quality education, and the same education determines the virtues of people in a society. Our college is committed to quality, excellence, and standards in teacher education. The whole

campus has been equipped with Wi-Fi. However, we are on the way to being recognised as the centre of excellence in teacher education.

Introduction - *Faculty Development Programme (FDP)*

“Empowered teachers produce empowered children, empowered children produce empowered Nation”

The IQAC of Grizzly College of Education successfully conducted the 7-day Faculty Development Program on A 7-day Faculty Development Program was held at Grizzly College of Education, Koderma, Jharkhand from 16th May, 2024 to 24th May 2024. The theme of the Faculty Development Program was Health, Well-being and Stress Management. The Faculty Development Programme (FDP) aims at enhancing the academic and intellectual environment in the Institutions by providing faculty members with enough opportunities to pursue research and also to develop their teaching skills and knowledge. Participation in such programme would enable faculty members to update their research and pedagogical skills.

Faculty Development Programme is a skill development program specially designed for academic educators. The Faculty Development Programme has been specially developed for the up gradation of skill, knowledge of the aspirants regarding technology, Health, Well-being and Stress Management or any other area of specialization. Faculty Development Programme focuses on areas like Case and teaching skill development, Health and Well-being, Mental Health, Stress Management, Life Skills Education, Self-awareness, Emotional Intelligence, Communication Skills, Area wise specialization courses, etc.

Rationale-This topic is of paramount importance in everyone’s life as Stress is inevitable in modern day living affecting Health and Well-being of one and all. This is even more relevant for the faculties as they are involved in the training and development of future teachers. To do so, they need to first take care of their Health, enhance their Well-being and manage their Stress and help others do the same. Only then can they

attain optimum Work-Life Balance and handle their personal and professional lives more effectively and achieve greater efficacy at workplace.

Methodology- The 7-day Faculty Development Program, was held as 7 workshops consisting of DEEPEST (Dynamic, Engaging, Enriching, Participatory, Experiential, Self-reflecting, Transformational) interactive sessions. Doing away with the typical lecture sessions with power-point presentations, the sessions included 2-way exchanges of ideas, knowledge, experience and expertise, among the participants and the Resource Person, through Lively Energizers, Active Brainstorming, Insightful Individual Exercises, Focused Group Discussions, Presentations of Group Findings in the Large Group, Resource Person's Timely Inputs and Self-Reflective Home Assignments.

Objectives- the Faculty Development Program aimed to serve the following objectives-

1. To enlighten the faculties on the various aspects Health, Well-being and Stress Management
2. To empower the faculties to uphold health and well-being of their own and that of others around them
3. To enable them to attain work-life balance
4. To enhance their efficacy at workplace

Inaugural Session

The Inaugural began with the tradition of Lighting the Lamp and Prayer Song. The Program was presided by Mr. Sumit Dutta, counselling Psychologist and mental health trainer, Kolkata visiting resource person international institute of peace and development studies, Bangkok, Thailand and correspondent Dr. Sanjeeta Kumari, Deputy Director. Principal introduced to all the honorable guests and shared a few details about the college.



Day 1- (16th May, 2024)

Topic:- Health and Well-being

1. Concept of Health- WHO Definition of Health
2. Bio-Medical (BM) Model of Health
3. Limitations of BM Model
4. Bio-Psycho-Social Model of Health
5. Concept of Illness
6. Concept of Well-being- from Ill-being to Well-being
7. System-Surrounding Concept



Report- The first day of the Faculty Development Program was on Health and Well-being, based on the definition of Health given by the World Health Organization. Two models on health and healthcare were introduced, the first one being the Bio-Medical Model, prevalent in

medical fraternity today. Its features and limitations were discussed in detail. Then it was demonstrated as to how the second model on health, the Bio-Psycho-Social Model, came into being, necessitated by the limitations of the Bio-Medical Model. Features of the Bio-Psycho-Social Model and its significance were highlighted, showing how it aligns with the definition of Health given the World Health Organization. Concept of Illness was viewed from the prisms of both the Bio-Medical Model and the Bio-Psycho-Social Models, showcasing the changing paradigm of Illness over time regarding the types and nature of diseases in the past and how they are different from those in modern times, elucidating the transition from Illness to the spectrum of Ill-being to Well-being, in the light of the System-Surrounding concept elucidated with a diagrammatic representation.

Day 2- (17th May, 2024)

Topic:- Mental Health

1. Concept of Mental Health
2. Significance of Mental Health in Well-being
3. Concept of Mental Illness- Psychopathology
4. Myths and Stigma regarding Mental Health
5. Roles of Mental Health Professionals
6. Psychological First Aid



Report- Following from the first day, the second day of the Faculty Development Program focused on Mental Health, upholding the motto ‘Health is Wealth and Mental Health is its Crowning Glory.’ For starters,

the concept of Mental Health was introduced. Connecting with the Bio-Psycho-Social Model introduced on the first day, the significance of Mental Health in Well-being and healthcare was discussed, with a role play. A substantial discussion on Psychopathology centered around the various mental Illnesses. The discussion included the issues related to such illnesses, focusing the stigma and misconceptions associated with Mental health and Illnesses, also elaborating the varied Mental Health Professionals operating in this domain and the different roles they, explaining whom to approach, when, why, where, how and for what. Discussion on what is Psychological First Aid and demonstration on how the participants can apply it in their respective situations were given, before reaching out to Mental Health Professionals.

Day 3- (18th May, 2024)

Topic:- Stress Management

1. Concept of Stress
2. Stress Symptoms
3. Eu-stress and Distress
4. Demand-Resource Model of Stress
5. ABCDE Concept of Stress Management
6. Behavioral Techniques of Stress Management
7. Cognitive Techniques of Stress Management



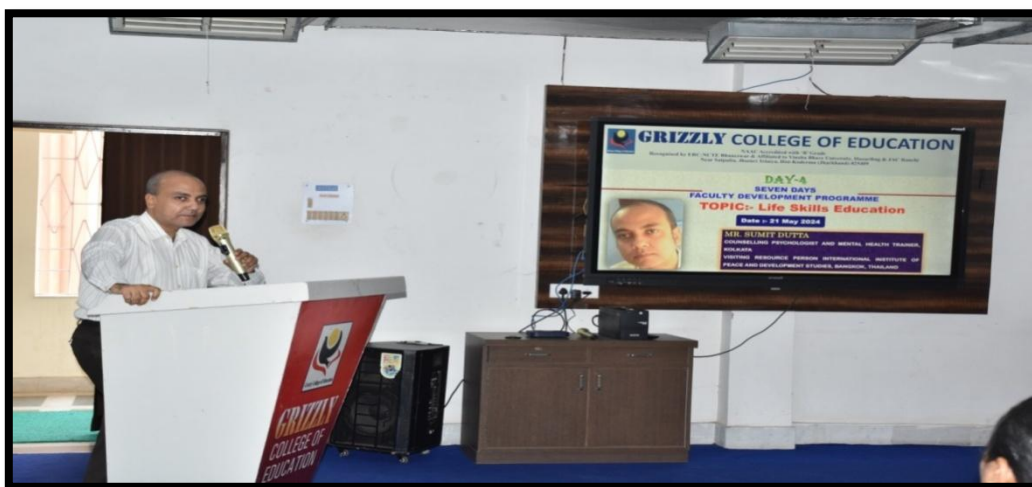
Report- One of the biggest, if not the biggest, reasons of most diseases today is Stress, which was the theme of the third day of the Faculty

Development Program. The concept of Stress and its symptoms were discussed in detail, categorizing the Physiological, Emotional, Behavioral and Cognitive symptoms of Stress following brainstorming on the same. Then the notion of Eu-stress and Distress was given with a graphical representation, highlighting that not all stress is bad and that some amount of stress is needed in everyday life. The Demand-Resource Model of Stress was introduced which led to the ABCDE Model of Stress Management, with Individual Exercises, Focused Group Discussions and Presentations in The Large Group by participants, in between, on the stress in their lives and how they attempt to manage them. The day with Deep Breathing and Relaxation Exercises as Behavioral Techniques of Stress management, preceded by the elaboration of the varied Cognitive techniques of Stress Management.

Day 4- (21st May, 2024)

Topic:- Life Skills Education

1. The 10 Life Skills given by WHO
2. Life Skills Education
3. Significance of Life Skills Education in Health and Well-being
4. Role of Life Skills Education in fulfilling NEP 2020 goals
5. Role of Life Skills Education in achieving UN Sustainable Development Goals
6. Implementing Life Skills Education in Schools



Report- Stress Management being a Life Skill, it was imperative that the next after the one on Stress Management, would be one on the other nine Life Skills given by the World Health Organization, namely Self-awareness, Empathy, Managing Emotions, Communication Skills, Interpersonal Relationships, Critical Thinking, Creative Thinking, Problem Solving and Decision Making and their relevance in Health and Well-being. The participants of the Faculty Development Program being teachers, detailed discussions on Life Skills Education and its role and relevance in fulfilling the goals of the National Education Policy, 2020 and also the United Nations Organization Sustainable Development Goals, especially Goal 3 that is Health and Well-being for All and Goal 4 that is Quality Education for All, were done. Brainstorming, Individual Exercises, Focused Group Discussions and Presentations in Large Group were done by the participants where they discussed and deliberated on the issues, challenges and significance of implementing Life Skills Education in their respective schools and in other schools at large.

Day 5 - (22nd May, 2024)

Topic:- Self-awareness

1. Concept of Self- Perspectives from Freud's Psychoanalytic Theory, Roges' Humanistic Theory
2. Self and Surroundings- Maslow's Need Hierarchy
3. Conflicts of Self- Intrapyschic Conflicts, Interpersonal Conflicts, Intergroup Conflicts
4. SWOC Analysis
5. Self and Others- Johari Window
6. Self in Action- from Aversion to Actualization



Report- Following the session on Life Skills Education, the next day was dedicated on the Journey Within Own Self aimed towards creating Awareness and Acceptance of one's Own Self, enroute to Actualization of Self, erasing or at least reducing all sorts of Avoidances and Aversions regarding Acceptance of Own Self as one is. Sigmund Freud's Psychoanalytic Theory was introduced to explain the Topography of Self, elucidating the Id, Ego and Superego aspects within oneself and their interplay. The Self was also viewed from the perspective of Carl Rogers's Humanistic Theory, introducing the aspects like, Self-Concept, Organismic Valuing System, Need for Positive Regard, Conditions of Worth and Self-Regard. Based on these theoretical standpoints, the Self was analyzed thoroughly, to better understand and resolve conflicts of the Self, be it Intrapsychic Conflicts, that is within one's Own Self, be it Interpersonal Conflicts, that is with others, or be it Intergroup Conflicts, that is among groups of individuals. Armed with Conflict Management tools and techniques, participants did individual exercises, focused group discussions and presentation of group findings in the larger group, regarding their identifying their respective Strengths, Weaknesses, Opportunities and Challenges and how to enhance their Strengths, eradicate or at least try to minimize their Weaknesses, maximize their Opportunities, making optimum use of them and finally handle their Challenges. Discovering and Understanding Self in the light of Others' perceptions were conducted through a 'Draw Yourself As A Non-Human Object' Exercise by each participant upon which others gave their feedback of analyzing that person concerned from her/his drawing following which the Resource Person collated all the analyses introducing the Johari Window. All these endeavors were part of the journey of the Self from Aversion regarding Self to Actualization of Self, through Awareness and Acceptance of Self.

Day 6- (23rd May, 2024)

Topic:- Emotional Intelligence

1. Concept of Emotions- Plutarch's Wheel of Emotions
2. Thoughts and Feelings
3. Emotional Intelligence- EI
4. Significance of Empathy in EI
5. Impact of Positive Emotions and Negative Emotions on Well-being- Seligman's PERMA Model
6. Aspects of Cognitive Behavior Therapy
7. Anger Management- Tools and Techniques
8. Anxiety Management- Tools and Techniques



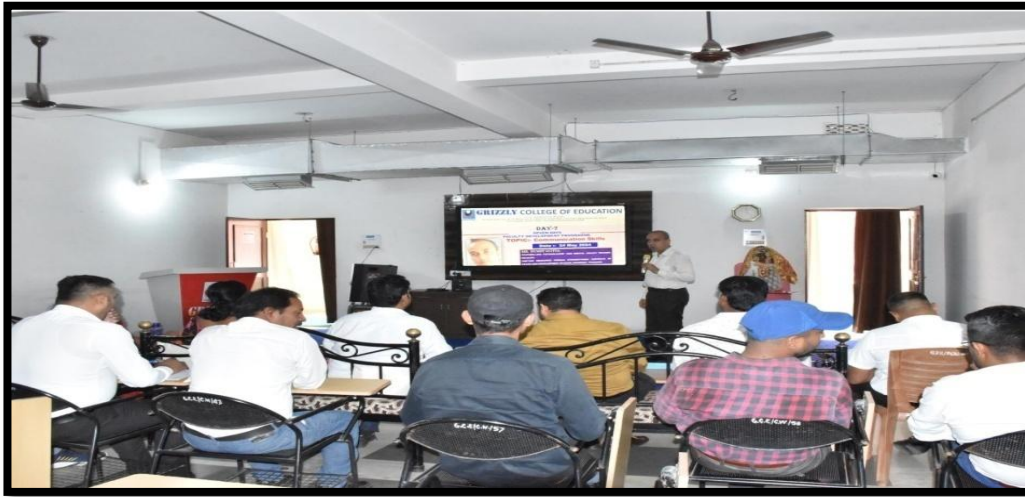
Report-One important aspect of Self-Awareness is to be Aware, Understand and Accept one's own Emotions as and when they happen and be enabled to handle them appropriately to properly adjust oneself with one's Surroundings. Awareness, Understanding and Acceptance of one's Emotions form the first three steps of Emotional Intelligence, the other steps being Empathy, Handling one's Own Emotions, Helping Others to do the same. All these steps were discussed in-depth while elucidating the concept of Emotional Intelligence, as the participants got equipped in the Behavioral Techniques of Anger and Anxiety Management, like Jacobson's Progressive Muscle Relaxation Techniques, Deep Breathing Exercises, Guided Imagery and Self-Instructional

Training. Cognitive Techniques of Managing Emotions were also elucidated like Dealing with one's Irrational Beliefs by Handling Cognitive Distortions like Filtering, Black and White Thinking, Overgeneralization, Personalization, Emotional Reasoning, Fallacy of Locus of Internal Control, Fallacy of Locus of External Control, Fallacy of Fairness, Fallacy of Change, Blaming, Shoulds, Global Labelling and Heaven's Reward Fallacy. All these strategies enabled participants to handle their Prejudices and Cognitive Biases like Augmenting Principles and Discounting Principles. Participants also learnt the techniques of enhancing Positive Emotions like Love, Happiness etc. in Self and Others. Martin Seligman's PERMA Model focusing on Positive Emotions, Engagement, Relationships, Meaning and Achievement was introduced to help participants understand the significance of enhancing positive emotions and handling negative emotions to uphold Well-being of Self and that of Others.

Day 7- (24th May, 2024)

Topic:- Communication Skills

1. What is Communication? Sender- Receiver Model
2. Relevance of Cognition and Emotion in Communication
3. Verbal and Non-Verbal Communication
4. What, Why, When, Where and How of Communication
5. Communication Styles- Aggressive, Passive, Passive-Aggressive, Assertive Styles
6. Importance of Assertive Communication
7. Steps in Assertive Communication
8. Role of Empathy in Assertive Communication
9. Feedback Principles- Criticism and Manipulation
10. Handling Criticism and Manipulation
11. Styles of Negotiation
12. Strategies of Collaborative Negotiation



Report- The last day of the 7-day Faculty Development Program with session on Communication Skills. This was one area where most participants had problems as to how to communicate with others, be it in personal life, that is with partner, parents, children, friends, relatives etc. and in professional life, that is with seniors, juniors, colleagues, authorities, students, etc. Connecting with the previous day's topic on Thoughts and Feelings, participants were made to understand that through Communication, we convey our Thoughts and Feelings and try to understand the same, conveyed by others, through their communication. With regards to that it was demonstrated through Role Play, most of what we convey, we do so through our Non-verbal communication only. Our Gestures, Postures, Appearance, Disposition, all speak volumes about ourselves and the messages we convey. It's not just important to be aware of What one conveys but also How one conveys, to Whom, When and of course Why one communicating What s/he is communicating. All these factors play important roles in ascertaining the style of communication one employs in a given communication situation, be it Aggressive, Passive, Passive-Aggressive or Assertive. All these topics were discussed at length, through Role Plays. It became clear to all participants that Assertive style of Communication is the most preferred style of Communication. Steps involved in Assertive Communication were elaborated, highlighting the role of Empathy in Assertive Communication. Role Plays were held with participants showcasing the various situations which people go through, involving Criticism and

Manipulation. Principles demarcating how to give Feedback, how to Criticize were elucidated and tools and techniques to deal with Criticism from others and handle Manipulation were elaborated. It was clarified that not all Criticism are bad. Participants were trained to discern between Positive Criticism and Feedback and Negative Criticism and Feedback and ways to deal with them. The session ended on the crucial topic of Negotiation, the various styles of Negotiation like Competitive, Avoiding, Compromising, Passive and Collaborative styles, showcasing the benefits of Collaborative style of Negotiation, elaborating the various techniques of Collaborative Negotiation.

Outcomes- attending the Faculty Development Program, the participants were able to-

1. Have better understanding of their own selves and their surroundings
2. Have greater knowledge of health and well-being and how to enhance the same
3. Get equipped with Life Skills to effectively manage their stress and emotions, and communicate better
4. Be better able to handle their life situations in their personal and professional lives.

Way Forward- The program catered to a vast theme, with the participants demanding more programs on related topics, which were brought during the course of this program. Already discussions were held to further the cause of this faculty Development Program by having another one of its kind, picking up from where this program ended, that is a more detailed program dedicated to Life Skills Education. That would serve as a continuation of this program and take the cause ahead of empowering faculties to improve their Health, enhance their Well-being and better Manage their Stress and help others do the same.

Conclusion- The 7-day Faculty Development Program held at Grizzly College of Education, Koderma, Jharkhand was a grand success with all the participants giving positive feedback that the program was really beneficial to them and that they got to learn a lot of things, know themselves and others much better and most importantly were better motivated and empowered to apply the learnings in their personal and professional lives to enhance their own Well-being and that of others. The program was a pioneering event, being a first of its kind in Grizzly College of Education, ushering the possibilities of holding many more such programs with faculties from other colleges as well, increasing the outreach activities of the college and enhancing its image among other institutions.

Vote of Thanks

The session ended with a vote of thanks by Dr. Manish Kumar Paswan who thanked all the dignitaries, facilitators on the behalf of all the participant faculty members, for putting together such a well-conceived programme for us.




PRINCIPAL
GRIZZLY COLLEGE OF EDUCATION
Jnumri Telaiya, Koderma
