

REPORT

One-Week Faculty Development Programme (FDP)

Institutional Wellbeing and Human Sustainability: Reimagining Higher Education through SDG 3 (Good Health and Well-being)

16 June – 22 June 2026

Mode: Online

Participants: 136 Faculty Members from Higher Educational Institutions

Jointly organised by:

Mahatma Hansraj–Malaviya Mission Teacher Training Centre (MH-MMTTC)
Hansraj College, University of Delhi

&

Counselling Committee: Mental Well-being Club
Janki Devi Memorial College, University of Delhi
(Under the aegis of IQAC)

Introduction

A one-week Faculty Development Programme (FDP) on “**Institutional Wellbeing and Human Sustainability: Reimagining Higher Education through SDG 3 (Good Health and Well-being)**” was organized from **16 June to 22 June 2026** in online mode by the **Counselling Committee: Mental Well-being Club, Janki Devi Memorial College (under the aegis of IQAC) & Mahatma Hansraj–Malaviya Mission Teacher Training Centre (MH-MMTTC), Hansraj College, University of Delhi.**

The programme witnessed enthusiastic participation from **136 faculty members from Higher Educational Institutions (HEIs)** across the country. The FDP was conceptualized as an interdisciplinary platform to foster dialogue on wellbeing as a critical institutional responsibility and to explore how higher education institutions can evolve into more inclusive, compassionate, resilient, and sustainable spaces.

Aligned with **Sustainable Development Goal 3 (Good Health and Well-being)**, the programme focused on the interrelationship between academic excellence, mental health, emotional resilience, inclusion, and sustainable human development. Through expert-led sessions, practical exercises, reflective discussions, case studies, and experiential learning, the FDP aimed to equip educators with knowledge, perspectives, and tools to foster wellbeing-centric institutional cultures.

Objectives of the FDP

The major objectives of the programme were:

- To understand the significance of **SDG 3 (Good Health and Well-being)** in higher education.
- To explore wellbeing as an institutional responsibility rather than an individual concern.
- To strengthen awareness regarding mental health challenges in academic spaces.
- To equip faculty members with practical tools to support student wellbeing.
- To promote resilience, mindfulness, emotional intelligence, and positive psychology.
- To foster inclusive, psychologically safe, and compassionate institutional cultures.
- To encourage leadership practices that support sustainable wellbeing in HEIs.

Inaugural Session (16 June 2026)

The Faculty Development Programme commenced with an inaugural session attended by members of both organizing institutions—**Janki Devi Memorial College** and **MH-MMTTC, Hansraj College**. The session marked the formal beginning of a week-long journey of learning, reflection, and engagement centered on institutional wellbeing.

The programme began with a formal welcome by the organizing team from JDMC. The significance of the FDP theme was highlighted, emphasizing that mental wellbeing, sustainability, and human flourishing have become essential priorities for higher education institutions in the contemporary era.

Prof. Swati Pal, Principal, Janki Devi Memorial College, addressed the gathering and emphasized the growing importance of mental wellbeing in educational institutions. She highlighted that academic excellence alone is insufficient unless institutions also nurture emotionally safe, inclusive, and supportive learning environments. She appreciated the collaborative initiative between JDMC and MH-MMTTC and expressed hope that the programme would generate meaningful insights for participants.

Dr. Ashutosh Yadav, representing **MH-MMTTC, Hansraj College**, shared the vision of the teacher training centre and reiterated the importance of faculty development in addressing contemporary educational challenges. He emphasized that teachers play a transformative role not only in imparting knowledge but also in shaping emotionally resilient and socially responsible learners.

The inaugural session successfully set the tone for the FDP by establishing wellbeing as a shared institutional responsibility and by underscoring the role of educators in fostering healthy academic ecosystems.

Session 1

Understanding SDGs and Higher Education Ecosystem

Resource Person: Prof. Ashutosh Kumar, Head, Department of Continuing Education and Extension, University of Delhi

The first academic session focused on understanding the framework of the **Sustainable Development Goals (SDGs)** and their relevance in higher education. Prof. Ashutosh Kumar introduced participants to the global vision behind the 17 SDGs and their role in promoting equitable, sustainable, and inclusive development.

He explained that higher education institutions occupy a critical position in advancing the SDGs through teaching, research, innovation, and community engagement. Universities and colleges, he emphasized, are not merely centres of knowledge but agents of social transformation capable of influencing policy, societal values, and future leadership.

Particular emphasis was placed on the interconnected nature of the SDGs, highlighting how education influences poverty reduction, gender equality, health, economic growth, and environmental sustainability. Participants were encouraged to view educational institutions as ecosystems where sustainability must be embedded into curriculum, institutional policies, pedagogy, and everyday practices.

The session broadened participants' understanding of how HEIs can become active contributors to sustainable development.

Session 2

SDG 3 and Human Sustainability in Institutions

Resource Person: Ms. Pallavi Maitra, Advocate

Ms. Pallavi Maitra delivered an insightful session on **SDG 3: Good Health and Well-being** and its relationship with human sustainability in institutions. She discussed wellbeing as a multidimensional construct encompassing physical, emotional, mental, and social health.

The session emphasized that institutions cannot claim sustainability without prioritizing human wellbeing. A sustainable institution is one where policies, practices, and systems support safety, dignity, health, and inclusion.

She discussed the legal and ethical dimensions of institutional wellbeing, stressing the importance of rights-based frameworks, safe reporting mechanisms, grievance redressal systems, and accountability structures. The session also explored how mental health, workplace stress, discrimination, and lack of support can negatively affect productivity and human flourishing.

The session encouraged participants to rethink institutional development through the lens of wellbeing and sustainability.

Session 3

Holistic Wellness in Academic Spaces

Resource Person: Prof. Gunjan Mohan Sharma, JGBS, O.P. Jindal Global University

Prof. Gunjan Mohan Sharma introduced the concept of **holistic wellness**, emphasizing that wellbeing extends beyond physical health to include emotional stability, mental clarity, social connectedness, and purpose.

He highlighted that academic environments today often expose both faculty and students to chronic stress, pressure, burnout, and emotional fatigue. In such circumstances, wellness must be approached holistically.

The speaker discussed various dimensions of wellness and their interconnectedness. He emphasized self-awareness, self-care, reflective practices, and intentional living as essential components of wellbeing.

Through practical examples, he illustrated how institutions can encourage healthier lifestyles, emotional resilience, and balanced work cultures. The session helped participants understand that wellness is a continuous process requiring conscious effort at both individual and institutional levels.

Session 4

Reimagining Higher Education through a Wellbeing Lens

Resource Person: Prof. Gunjan Mohan Sharma, JGBS, O.P. Jindal Global University

In the concluding session of Day 1, Prof. Sharma focused on how higher education can be reimagined through a wellbeing-centered perspective. He challenged conventional notions of institutional success based solely on performance indicators, rankings, and productivity.

He argued that truly flourishing institutions are those that prioritize human wellbeing alongside academic achievement. Such institutions foster compassion, inclusion, empathy, belongingness, and emotional safety.

The session encouraged participants to critically reflect on how institutional culture, leadership, policies, and pedagogical practices shape the wellbeing of students and faculty. Participants were invited to envision academic spaces where learning thrives through support, trust, and shared responsibility.

The session concluded by reinforcing the need to integrate wellbeing into the core philosophy of higher education.

Session 5

Mental Health in Higher Education

Resource Person: Mr. Hitesh Vasishth, Consciousness Coach

The first session of Day 2 focused on the increasingly significant issue of **mental health in higher education**. Mr. Hitesh Vasishth initiated the session by drawing attention to the rising prevalence of stress, anxiety, emotional exhaustion, loneliness, and identity-related struggles among students and faculty members in academic institutions.

He emphasized that mental health is not merely the absence of illness but a state of emotional balance, clarity, resilience, and overall psychological wellbeing. In today's fast-paced and highly competitive academic environment, students often face multiple pressures arising from academic expectations, career uncertainty, social comparison, family expectations, and personal insecurities. Faculty members, too, experience workload pressure, performance expectations, administrative responsibilities, and emotional fatigue.

The speaker encouraged participants to recognize that mental health concerns often remain invisible due to stigma, lack of awareness, or fear of judgment. He highlighted the importance of early recognition of distress signals such as withdrawal, irritability, sudden academic decline, emotional outbursts, lack of concentration, and reduced motivation.

A significant focus of the session was on the role of consciousness and self-awareness in mental wellbeing. Mr. Vasishth discussed how emotional disturbances often arise from unregulated thoughts, constant comparison, and attachment to outcomes. He encouraged participants to cultivate inner awareness and mindfulness to build mental resilience.

The session also emphasized the role of higher education institutions in creating psychologically safe environments where help-seeking is normalized. Faculty were encouraged to become more observant, empathetic, and supportive toward students experiencing distress.

Overall, the session sensitized participants to the urgent need for mental health awareness and highlighted the importance of integrating emotional wellbeing into institutional culture.

Session 6

Stress and Burnout Management

Resource Person: Prof. Rajesh Sagar, AIIMS

Prof. Rajesh Sagar delivered a highly informative session on **stress and burnout management**, focusing on the growing burden of chronic stress in academic and professional environments.

He began by differentiating between healthy stress (eustress), which can enhance motivation and performance, and chronic stress, which negatively affects mental and physical health. While moderate stress can improve focus and productivity, prolonged exposure to stress can lead to emotional exhaustion, reduced efficiency, cognitive overload, and burnout.

Prof. Sagar explained that burnout is a state characterized by physical fatigue, emotional detachment, reduced motivation, and declining performance. Common symptoms include irritability, sleep disturbances, difficulty concentrating, emotional numbness, cynicism, and a persistent feeling of being overwhelmed.

The session explored major sources of stress among faculty and students, including workload, deadlines, administrative pressures, perfectionism, unrealistic expectations, and poor work-life balance. He emphasized that burnout is not a sign of weakness but a consequence of sustained unmanaged stress.

A major highlight of the session was the discussion on coping strategies. Prof. Sagar stressed the importance of:

- Setting healthy boundaries
- Prioritizing rest and recovery
- Practicing self-care
- Seeking support when needed
- Building resilience through healthy routines

He also emphasized the role of institutions in reducing burnout through supportive policies, realistic expectations, and emotionally healthy work cultures.

The session provided participants with practical strategies to identify stress early and adopt preventive measures before it escalates into burnout.

Session 7

Strengthening Student Support and Wellbeing Systems

Resource Person: Ms. Rachel Alice, Psychotherapist

Ms. Rachel Alice conducted a highly engaging session on the importance of strengthening **student support and wellbeing systems** within higher education institutions.

She highlighted that students today face complex challenges extending beyond academics, including emotional struggles, relationship difficulties, financial concerns, family pressures, and career uncertainty. In such situations, institutions must move beyond reactive responses and proactively build structured support systems.

The session focused on the importance of creating accessible and reliable support mechanisms such as:

- Counselling services
- Mentorship programmes
- Peer-support systems

- Referral pathways
- Crisis intervention mechanisms

Ms. Alice emphasized that support systems should be visible, approachable, and stigma-free. Many students hesitate to seek help because of shame, fear, or lack of trust. Therefore, institutions must cultivate cultures where help-seeking is normalized and encouraged.

She also discussed the critical role of faculty members as first responders. Since teachers interact regularly with students, they are often the first to notice behavioral changes, academic decline, withdrawal, or emotional distress. However, faculty must also understand their professional boundaries and know when referral to trained professionals is necessary.

Participants engaged in reflective discussions on how institutions can strengthen psychosocial support systems and improve student wellbeing outcomes.

The session reinforced the idea that student wellbeing requires coordinated institutional efforts rather than isolated interventions.

Session 8

Inner Wellbeing and Stress-Free Living

Resource Person: Mr. Sandeep Vaswani, Art of Living Trainer

The final session of Day 2 focused on **inner wellbeing and stress-free living** through experiential learning and practical techniques. Mr. Sandeep Vaswani introduced participants to the idea that external success alone cannot ensure happiness unless individuals cultivate inner calm, emotional stability, and mental clarity.

He explained that stress often originates not only from external situations but also from internal responses such as overthinking, emotional reactivity, anxiety, and inability to remain present. Therefore, managing stress requires both outer adjustments and inner transformation.

The session included guided breathing exercises, relaxation techniques, and mindfulness-based practices aimed at calming the nervous system and enhancing emotional balance. Participants were introduced to the role of breath in regulating stress responses and improving mental clarity.

Mr. Vaswani emphasized that practices such as conscious breathing, meditation, gratitude, and self-awareness can significantly improve resilience and emotional wellbeing. He explained how regular practice strengthens the ability to remain calm under pressure and improves focus, patience, and decision-making.

A key message from the session was that wellbeing is a daily practice rather than a one-time intervention. Even small habits practiced consistently can create significant positive shifts in mental and emotional health.

The experiential nature of the session offered participants practical tools they could incorporate into their daily lives to promote greater calmness, balance, and inner wellbeing.

Session 9

Building Academic Resilience

Resource Person: Prof. Ajay Kumar Singh, Department of Commerce, Delhi School of Economics, University of Delhi

The first session of Day 3 focused on **building academic resilience**, an increasingly important capability for educators and students in rapidly changing academic environments. Prof. Ajay Kumar Singh introduced resilience as the ability to withstand adversity, adapt to challenges, and recover effectively from setbacks.

He emphasized that resilience is not an innate trait limited to a few individuals but a skill that can be consciously developed through awareness, mindset, and consistent practice. In the context of higher education, resilience becomes particularly important as students and faculty frequently encounter academic pressure, uncertainty, failures, workload challenges, and emotional stress.

Prof. Singh highlighted the **four pillars of learning** as identified by UNESCO—**Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be**—and explained how these pillars contribute to resilient academic communities. He also referred to the Indian knowledge tradition, emphasizing the stages of learning: **Shravan (deep listening), Manan (reflection), and Nidhyasan (internalization and practice)**.

A significant focus of the session was the identification of signs of poor resilience. These included emotional volatility, social withdrawal, indecisiveness, victim mentality, and mental burnout. The speaker noted that post-pandemic academic spaces have especially witnessed increased vulnerability among students, with many facing psychological distress despite appearing outwardly functional.

The session encouraged participants to promote resilience by strengthening support systems, encouraging reflective practices, and fostering emotionally safe academic spaces. Participants were reminded that resilience grows when individuals feel supported, valued, and empowered to learn from adversity.

Overall, the session offered valuable insights into building emotional strength and adaptive capacity within academic institutions.

Session 10

Emotional Intelligence and Self-Regulation

Resource Person: Dr. Vibhash Kumar, South Asian University

Dr. Vibhash Kumar delivered an engaging and highly interactive session on **Emotional Intelligence (EI) and Self-Regulation**, highlighting their importance in effective teaching, leadership, and interpersonal relationships within higher education institutions.

He explained emotional intelligence as the ability to recognize, understand, manage, and appropriately express emotions while also understanding the emotions of others. He emphasized that in academic spaces, emotional intelligence plays a critical role in communication, classroom management, conflict resolution, and relationship building.

The session explored key dimensions of EI, including:

- Self-awareness
- Self-regulation
- Motivation
- Empathy

- Relationship management

Through reflective questions and real-life scenarios, participants were encouraged to examine how their emotional states influence classroom interactions and decision-making. Dr. Kumar asked participants to reflect on situations where stress or emotional reactivity may have affected teaching effectiveness or interactions with students.

A key focus of the session was **self-regulation**, which involves managing impulses, stress, and emotional reactions in challenging situations. Practical strategies discussed included pausing before reacting, emotional reframing, mindful breathing, and reflective communication.

The speaker emphasized that emotionally intelligent educators are better equipped to build trust, create safe learning environments, and inspire students. He also highlighted empathy as a core skill that enables teachers to understand student perspectives and respond with sensitivity.

The session concluded with the insight that emotional intelligence is not just a professional skill but a foundational competency for wellbeing, leadership, and healthy institutional culture.

Session 11

Digital Wellbeing and Work–Life Balance in Academia

Resource Person: Dr. Kanudeep Kaur, Holistic Wellness Expert

Dr. Kanudeep Kaur conducted a highly relevant session on **Digital Wellbeing and Work–Life Balance in Academia**, focusing on the challenges posed by increasing digital dependency in academic and professional life.

She began by discussing how digital technologies have transformed teaching, communication, and productivity, but have simultaneously created challenges such as screen fatigue, information overload, digital distractions, reduced attention spans, and blurred personal-professional boundaries.

The session emphasized that digital wellbeing does not imply avoiding technology but rather using it intentionally and responsibly to enhance overall wellbeing. Dr. Kaur introduced the concept of **digital flourishing**, which encourages balanced and mindful technology use that supports rather than harms mental, emotional, and physical health.

Key challenges discussed included:

- Continuous notifications and digital interruptions
- Excessive screen time
- Mental fatigue
- Sleep disturbances
- Reduced deep work and concentration
- AI overdependence

Dr. Kaur offered practical strategies for maintaining digital wellbeing, including setting screen boundaries, scheduling device-free time, creating technology-free learning spaces, and practicing mindful digital consumption. She also discussed how work–life balance in academia requires conscious effort, particularly in an always-connected digital culture.

Participants reflected on their own digital habits and the impact of technology on productivity, emotional wellbeing, and personal relationships. The session highlighted that sustainable productivity is possible only when individuals create healthy boundaries between work and personal life.

Overall, the session provided actionable tools for managing digital stress and cultivating healthier technology practices.

Session 12

Positive Psychology in Education

Resource Person: Dr. Saniya Bedi, Psychologist

The final session of Day 3 focused on **Positive Psychology in Education**, offering a strengths-based perspective on wellbeing, resilience, and flourishing in academic institutions.

Dr. Saniya Bedi introduced participants to **Positive Psychology**, a field pioneered by Martin Seligman, which focuses on understanding what enables individuals and communities to thrive rather than merely addressing dysfunction and distress. She clarified that positive psychology is not about ignoring problems but about expanding focus toward strengths, positive emotions, meaning, and growth.

A major highlight of the session was the **PERMA-V model**, comprising:

- Positive Emotions
- Engagement
- Relationships
- Meaning
- Accomplishment
- Vitality

Dr. Bedi explained how these dimensions contribute to both personal and institutional wellbeing. Through reflective activities such as gratitude exercises and identifying meaningful accomplishments, participants explored practical methods to cultivate optimism, resilience, and emotional balance.

The session discussed wellbeing at three interconnected levels:

Personal level: Self-care, boundaries, gratitude, and reflective awareness

Student level: Strength-based feedback, active listening, safe classrooms, and encouraging help-seeking behavior

Institutional level: Peer support systems, inclusive decision-making, and counselling mechanisms

Dr. Bedi emphasized that flourishing institutions are created when wellbeing becomes embedded in everyday interactions and institutional culture. Positive psychology can help transform classrooms from spaces of mere survival into spaces of growth and flourishing.

The session concluded with practical recommendations for fostering wellbeing-centered educational environments that support both academic success and human flourishing.

Session 13

Psychological Safety in Campuses

Resource Person: Prof. Anand Prakash, Emeritus Professor, MRIIRS; Former Head, Department of Psychology, University of Delhi

The first session of Day 4 focused on the concept of **psychological safety in educational institutions**, a critical factor in building healthy and thriving campuses. Prof. Anand Prakash introduced psychological safety as an environment where individuals feel secure to express thoughts, ask questions, make mistakes, and participate without fear of judgment, ridicule, or punishment.

He emphasized that learning flourishes in spaces where people feel emotionally safe. Students and faculty perform better when they experience trust, respect, and openness in institutional culture. Conversely, fear-driven environments often result in silence, withdrawal, anxiety, and reduced engagement.

Prof. Prakash discussed the relationship between psychological safety and wellbeing, explaining that emotional security directly impacts confidence, creativity, collaboration, and academic participation. He highlighted how even subtle behaviors such as dismissive feedback, harsh criticism, exclusion, or hierarchical barriers can negatively affect psychological safety.

The session encouraged participants to reflect on whether their classrooms and institutions truly foster safe spaces for dialogue and learning. The speaker emphasized that psychologically safe campuses promote:

- Open communication
- Respectful disagreement
- Trust and belongingness
- Healthy risk-taking in learning
- Emotional expression without fear

He further explained that psychological safety is foundational for inclusion, collaboration, and innovation. Educational institutions must consciously create cultures where every individual feels valued and heard.

The session concluded by reinforcing that wellbeing in institutions begins with creating emotionally safe environments that encourage growth, participation, and human connection.

Session 14

Diversity, Inclusion and Wellbeing

Resource Person: Prof. Anand Prakash

Continuing the themes of psychological safety and institutional wellbeing, the second session focused on **diversity, inclusion, and wellbeing**. Prof. Anand Prakash highlighted that diversity in educational spaces is no longer limited to visible differences such as gender, language, or socio-economic background but also includes diversity in learning styles, emotional experiences, cultural values, abilities, and identities.

He emphasized that diversity alone is insufficient unless accompanied by genuine inclusion. Inclusion refers to creating environments where individuals feel accepted, respected, and able to participate meaningfully. Without inclusion, diversity remains superficial.

The session explored the connection between inclusion and wellbeing. Individuals experience better mental and emotional health when they feel a sense of belonging and acceptance. Conversely, exclusion often leads to isolation, low self-esteem, disengagement, and psychological distress.

Prof. Prakash introduced the **PERMA framework of wellbeing**, which includes:

- Positive Emotions
- Engagement
- Relationships
- Meaning
- Achievement

He explained how inclusive campuses strengthen each of these dimensions by promoting meaningful relationships, supportive communities, and equitable participation.

Participants reflected on how institutions can move toward greater inclusion through:

- Sensitive communication
- Non-discriminatory policies
- Accessible infrastructure
- Inclusive teaching practices
- Empathy-driven leadership

The session emphasized that wellbeing cannot be achieved in institutions where exclusion or bias persists. Inclusive campuses create the foundation for human flourishing.

The discussion provided valuable insights into the importance of integrating diversity and inclusion into institutional values and daily practices.

Session 15

Sustaining Wellbeing Initiatives in Higher Education Institutions

Resource Person: Ms. Jayati Talapatra, Environmentalist and Springer Author

Ms. Jayati Talapatra delivered a thought-provoking session on **sustaining wellbeing initiatives in higher education institutions**, focusing on how wellbeing must become a continuous institutional priority rather than a one-time intervention.

She began by discussing the **World Health Organization's definition of wellbeing**, emphasizing that wellbeing is a positive state shaped by social, economic, environmental, and psychological conditions. True wellbeing includes resilience, quality of life, meaningful contribution, and sustainable living.

The session highlighted the growing mental health challenges among youth, citing concerns such as anxiety, depression, burnout, social comparison, and emotional exhaustion. Ms. Talapatra emphasized that higher education institutions are increasingly becoming critical spaces for mental health promotion and preventive wellbeing interventions.

A unique aspect of the session was the integration of **environmental sustainability and mental wellbeing**. The speaker discussed how environmental degradation, pollution, excessive plastic use, and disconnection from nature affect both physical and psychological health. She introduced the idea that sustainable wellbeing requires reconnecting individuals with natural ecosystems.

She emphasized that higher education institutions can promote wellbeing through:

- Mental health centres
- Awareness and capacity-building programmes
- Peer-support networks
- Green campus initiatives
- Wellbeing policies
- Regular monitoring mechanisms

The session broadened participants' understanding of wellbeing by linking institutional health with ecological sustainability. Participants were encouraged to think beyond conventional wellness approaches and adopt systems-level interventions.

The session concluded by reinforcing that sustainable wellbeing requires long-term commitment, policy integration, and collective institutional responsibility.

Session 16

Action Planning for Sustainable Wellbeing

Resource Person: Ms. Jayati Talapatra

The final session of Day 4 focused on translating wellbeing discussions into practical **action planning for sustainable wellbeing**. Building on the previous session, Ms. Jayati Talapatra guided participants toward designing actionable institutional strategies for creating wellbeing-centred academic ecosystems.

She emphasized that awareness alone is insufficient unless institutions implement measurable and sustainable interventions. Effective action planning requires identifying institutional needs, prioritizing wellbeing goals, creating support structures, and establishing monitoring systems.

Participants were encouraged to reflect on current gaps in institutional wellbeing, such as inadequate mental health support, weak counselling systems, poor work-life balance, communication barriers, and limited emotional support mechanisms.

The session outlined a structured approach to wellbeing planning involving:

1. Assessment

Identifying existing institutional challenges related to mental health and wellbeing.

2. Strategy Development

Designing targeted interventions and wellbeing programmes.

3. Implementation

Building committees, support networks, and action mechanisms.

4. Monitoring and Evaluation

Tracking impact through feedback and measurable outcomes.

Ms. Talapatra stressed that sustainable change requires leadership commitment, resource allocation, and continuous review. She also highlighted the importance of involving all stakeholders—students, faculty, administrators, and families—in wellbeing initiatives.

Participants engaged in reflective discussions on how institutions can implement practical, evidence-based strategies to improve campus wellbeing. The session successfully shifted the focus from conceptual understanding to actionable transformation.

It concluded with the important message that institutions committed to wellbeing must move from intention to implementation, ensuring that wellbeing becomes embedded in institutional culture and policy.

Session 17

Identifying Early Signs of Student Distress

Resource Person: Prof. Gauri Shankar Kaloiya, Professor of Clinical Psychology, AIIMS

The first session of Day 5 focused on the critical issue of **identifying early signs of student distress**. Prof. Gauri Shankar Kaloiya highlighted the growing psychological challenges faced by students in higher education and emphasized the urgent need for early recognition and timely intervention.

He explained that emotional distress in students often goes unnoticed because symptoms may initially appear subtle or be misunderstood as lack of discipline, poor motivation, or disinterest. Therefore, faculty members must develop sensitivity to behavioral and emotional changes in students.

The session identified several early warning signs of distress, including:

- Sudden withdrawal from social interactions
- Frequent absenteeism
- Decline in academic performance
- Emotional outbursts or irritability
- Persistent sadness or hopelessness
- Loss of motivation
- Sleep disturbances and fatigue
- Difficulty concentrating

Prof. Kaloiya used real-life case studies to illustrate how students experiencing distress often communicate indirectly through behavior, reduced engagement, or statements indicating helplessness. He emphasized that distress may arise from academic pressure, family conflict, relationship issues, trauma, financial stress, identity struggles, or mental health conditions.

A key takeaway from the session was that faculty members often serve as the **first line of support** because of their regular contact with students. However, identifying distress requires active observation, empathy, and non-judgmental communication.

The session also emphasized that early intervention can significantly reduce the severity of emotional crises. Timely support, compassionate listening, and appropriate referrals can prevent escalation into severe mental health conditions.

Overall, the session sensitized participants to the importance of recognizing early warning signs and responding with care and responsibility.

Session 18

Supporting Students with Special Needs

Resource Person: Prof. Gauri Shankar Kaloiya

The second session of Day 5 addressed the important topic of **supporting students with special needs** within higher education institutions. Prof. Kaloiya emphasized that inclusive education requires institutions to move beyond access and focus on meaningful participation, support, and accommodation.

He explained that students with special needs may include individuals with:

- Learning disabilities
- Neurodiversity (ADHD, autism spectrum conditions)
- Physical disabilities
- Sensory impairments
- Psychological challenges
- Chronic health conditions

The session highlighted that these students often face additional academic, social, and emotional challenges, including stigma, exclusion, communication barriers, and inadequate institutional support.

Prof. Kaloiya stressed that faculty must adopt inclusive pedagogical approaches that recognize diverse learning needs. Supporting students with special needs requires sensitivity, flexibility, and willingness to adapt teaching methods and evaluation practices.

Some strategies discussed included:

- Flexible instructional approaches
- Clear communication
- Additional academic support
- Accessible materials
- Reduced stigma
- Encouraging peer support

He also highlighted the importance of institutional infrastructure, assistive resources, counselling support, and inclusive policies.

A major emphasis of the session was shifting from a deficit-based perspective to a strengths-based perspective. Students with special needs should not be viewed through limitations alone; institutions must also recognize their capabilities, potential, and contributions.

The session encouraged participants to reflect on how educational environments can become more inclusive and equitable. The discussion reinforced that true inclusion is achieved when all learners feel respected, supported, and empowered to succeed.

Session 19

Empathetic Communication with Students

Resource Person: Dr. Tanushree Sharma, Indian School of Business

Dr. Tanushree Sharma delivered a highly engaging session on **empathetic communication with students**, highlighting the central role of communication in building trust, connection, and psychological safety within educational settings.

She began by explaining that communication is not merely about exchanging information but also about creating emotional connection and understanding. In academic institutions, the way educators communicate can significantly influence student confidence, engagement, motivation, and wellbeing.

The session emphasized empathy as the ability to understand and acknowledge another person's emotional experience without judgment. Dr. Sharma explained that empathetic communication helps students feel heard, valued, and emotionally safe.

Participants explored common barriers to effective communication, such as:

- Assumptions
- Biases
- Impatience
- Premature advice-giving
- Lack of active listening
- Emotional reactivity

The speaker introduced the importance of **active listening**, which involves full presence, attention, emotional attunement, and reflective responses. Faculty members were encouraged to listen not only to words but also to emotional undertones and non-verbal cues.

Through interactive examples and scenarios, participants reflected on how communication can either escalate distress or create support. The session highlighted the importance of using validating language, maintaining calmness, and avoiding dismissive responses when students share concerns.

Dr. Sharma emphasized that empathetic communication strengthens relationships, builds trust, and improves classroom dynamics. It also helps educators support students effectively while maintaining professional boundaries.

The session provided practical tools for developing more compassionate and emotionally intelligent communication practices in academic spaces.

Session 20

Mindfulness and Wellbeing Practices

Resource Person: Mr. Karan Rohera, Faculty, Art of Living

The final session of Day 5 focused on **mindfulness and wellbeing practices** aimed at reducing stress and enhancing emotional balance. Mr. Karan Rohera conducted an experiential session that combined reflective insights with practical techniques for cultivating inner calm and resilience.

He introduced mindfulness as the practice of consciously bringing attention to the present moment with awareness and without judgment. In today's fast-paced world, individuals often function in a constant state of mental overload, stress, and distraction. Mindfulness helps reduce this internal noise and promotes clarity, calmness, and balance.

The session included guided practices involving:

- Conscious breathing
- Gentle movement
- Relaxation exercises
- Awareness practices
- Stress-release techniques

Mr. Rohera explained how stress is stored not only in the mind but also in the body, making physical relaxation equally important for emotional wellbeing. He introduced simple workplace-friendly exercises and breath-based practices that participants could incorporate into daily routines.

A key message of the session was that wellbeing cannot be achieved solely through intellectual understanding; it must also be cultivated through embodied practices. Consistent mindfulness practices help improve focus, emotional regulation, resilience, and overall wellbeing.

Participants experienced firsthand the calming effect of guided breathing and reflective silence. The experiential nature of the session made it particularly impactful, leaving participants with practical tools to manage stress and enhance mental wellbeing.

The session concluded Day 5 on a deeply reflective and rejuvenating note, reinforcing the importance of self-care and mindful living in sustaining personal and professional wellbeing.

Session 21

Leadership for Institutional Wellbeing

Resource Person: Mr. Sanjay Gupta, World Bank

The first session of the final day focused on **Leadership for Institutional Wellbeing**, delivered by Mr. Sanjay Gupta from the World Bank. The session offered valuable insights into how leadership plays a crucial role in shaping institutional culture, employee wellbeing, and student success.

Mr. Gupta began by distinguishing between **management and leadership**, explaining that while management primarily focuses on planning, organizing, and controlling processes, leadership is about vision, influence, inspiration, and enabling people to grow. He emphasized that institutions flourish when leaders move beyond administrative efficiency and consciously prioritize human wellbeing.

The session highlighted that modern leadership requires not only **Intelligence Quotient (IQ)** but also **Emotional Quotient (EQ)**. Leaders who demonstrate empathy, emotional awareness, adaptability, and effective communication are better equipped to build psychologically safe and supportive environments.

Through case studies and reflective discussions, the speaker engaged participants in examining the challenges faced by educational leaders in contemporary academic settings. These included faculty burnout, student mental health concerns, conflict management, communication gaps, and rising emotional stress.

A particularly important discussion centered around student suicides and emotional crises in educational institutions. Mr. Gupta emphasized that such issues should not be viewed merely as individual mental health concerns but as indicators of broader systemic and institutional challenges. This perspective encouraged participants to think critically about institutional responsibility and proactive leadership.

The speaker stressed that wellbeing-oriented leadership involves:

- Active listening
- Compassionate decision-making
- Transparent communication
- Emotional sensitivity
- Inclusive participation
- Long-term vision

The session concluded by reinforcing that leadership is central to creating institutions where both students and faculty can thrive. Participants left with a deeper understanding of how leadership can influence wellbeing, resilience, and institutional sustainability.

Session 22

The Neuroscience of Wellbeing and Resilience

Resource Person: Dr. Sweta Adatia, Neurologist, Gargash Hospital, Dubai, UAE

Dr. Sweta Adatia delivered an engaging and highly informative session on **The Neuroscience of Wellbeing and Resilience**, providing participants with scientific insights into how the brain influences emotions, stress responses, resilience, and human performance.

She began by introducing the human brain as a dynamic and adaptable organ capable of significant transformation through conscious practice and habit formation. The session explored how different brain regions contribute to emotional regulation, cognition, memory, and behavioral responses.

Dr. Adatia explained the neurological basis of stress and how chronic stress affects brain functioning. Prolonged stress can impair concentration, decision-making, emotional balance, and productivity by overstimulating stress-response systems. She highlighted that in today's **VUCA world (Volatile, Uncertain, Complex, Ambiguous)**, understanding brain health is essential for maintaining wellbeing.

The speaker used visual illustrations and scientific explanations to discuss how stress hormones affect neural pathways and influence performance. She emphasized that resilience is not simply a psychological construct but also has measurable neurological foundations.

A key focus of the session was **neuroplasticity**, the brain's ability to reorganize and form new neural connections. This concept offered a hopeful perspective—individuals can train their brains to respond more effectively to stress through consistent practices.

Strategies discussed for improving brain health included:

- Quality sleep
- Physical movement
- Mindfulness practices
- Breath regulation
- Positive thinking
- Emotional regulation
- Healthy routines

Dr. Adatia emphasized that resilience can be strengthened through small daily habits that improve neural flexibility and emotional balance. The session effectively connected science with practical wellbeing strategies.

Participants gained a deeper appreciation of how brain health influences emotional resilience, productivity, and overall wellbeing.

Session 23

Healthy Communication and Conflict Resolution

Resource Person: Dr. Vibhash Kumar, South Asian University

The third session of the final day focused on **healthy communication and conflict resolution**, emphasizing the importance of communication in maintaining healthy institutional relationships and workplace harmony.

Dr. Vibhash Kumar initiated the session by inviting participants to reflect on what conflict feels like in professional settings. Through interactive exercises, he encouraged participants to identify common emotional responses to conflict such as frustration, defensiveness, anger, discomfort, and avoidance.

The session emphasized that conflict itself is not inherently harmful; rather, unresolved or poorly managed conflict creates tension, mistrust, and dysfunction. In academic institutions, conflicts may arise due to communication gaps, misunderstandings, unclear expectations, personality differences, workload issues, or structural challenges.

Dr. Kumar discussed common barriers to effective communication, including:

- Assumptions
- Lack of clarity
- Emotional reactivity
- Poor listening
- Misinterpretation
- Hierarchical communication barriers

He highlighted that healthy communication requires intentionality, empathy, clarity, and mutual respect. Effective conflict resolution begins with understanding the underlying issue rather than reacting impulsively to surface-level disagreements.

The speaker shared practical strategies for conflict resolution such as:

- Active listening
- Calm communication
- Perspective-taking
- Clarifying assumptions
- Constructive feedback
- Collaborative problem-solving

Case studies were used to demonstrate how conflicts can escalate when communication breaks down and how timely dialogue can prevent unnecessary tension.

The session reinforced that emotionally intelligent communication is essential for creating psychologically safe and productive institutional environments. Participants gained practical tools for managing disagreements more effectively and fostering healthier professional relationships.

Session 24

Campus Counselling and Support Systems

Resource Person: Dr. Saniya Bedi, Psychologist

The final academic session of the FDP focused on **Campus Counselling and Support Systems**, highlighting the importance of structured psychological support within educational institutions.

Dr. Saniya Bedi began the session by inviting participants to reflect on their own student years and the sources of emotional support they relied upon. This reflective exercise created a meaningful connection between personal experience and institutional responsibility.

She explained counselling as a professional process that helps individuals navigate emotional, psychological, behavioral, and interpersonal challenges. The session clarified the distinction between informal support, mentoring, psychological counselling, and clinical intervention.

Dr. Bedi emphasized that faculty members are often among the first individuals students approach when experiencing distress. Students frequently communicate concerns related to academic pressure, anxiety, loneliness, relationship issues, self-doubt, and emotional exhaustion. Therefore, faculty play a crucial role in identifying distress and providing initial support.

However, she also stressed the importance of professional boundaries. Teachers are not trained therapists and should avoid taking on the role of mental health professionals. Instead, they should:

- Listen empathetically
- Validate student concerns
- Offer immediate emotional support
- Recognize red flags
- Refer to professional counsellors when necessary

The session discussed warning signs that require urgent intervention, including severe hopelessness, self-harm ideation, suicidal statements, extreme withdrawal, and sudden behavioral changes.

Dr. Bedi highlighted the need for institutions to establish strong campus counselling systems that include counselling professionals, referral networks, crisis protocols, awareness programmes, and accessible support services.

The session concluded with a powerful message: institutions committed to student wellbeing must treat counselling support as an essential part of academic infrastructure rather than an optional service.

Assessment and Evaluation Day

The assessment was designed to evaluate participants' understanding of major themes covered throughout the FDP, including:

- Sustainable Development Goals and SDG 3
- Mental health in higher education
- Stress and burnout management
- Emotional intelligence and self-regulation
- Academic resilience
- Digital wellbeing
- Positive psychology
- Psychological safety and inclusion
- Student support systems

- Leadership and counselling

The assessment consisted of carefully curated questions contributed by various resource persons. These questions encouraged participants not only to recall concepts but also to apply them in institutional contexts. The evaluation aimed to assess conceptual clarity, critical thinking, and the ability to translate theoretical insights into practical academic interventions.

The assessment process also served as a reflective exercise. Participants revisited key discussions from the week and considered how these learnings could be integrated into their teaching practices, leadership roles, and institutional responsibilities.

A significant outcome of the assessment day was participants' recognition of the interconnected nature of wellbeing. Rather than viewing mental health, sustainability, leadership, and inclusion as isolated themes, participants increasingly understood them as interdependent components of healthy educational ecosystems.

The evaluation reinforced the core objective of the FDP: to move beyond awareness and encourage meaningful implementation of wellbeing-oriented practices within higher education institutions.

Valedictory Session (22 June 2026)

The valedictory session marked the formal conclusion of the one-week Faculty Development Programme. It served as a meaningful occasion to reflect upon the collective journey of learning, dialogue, and transformation undertaken during the programme.

The session was conducted in the presence of distinguished dignitaries including **Prof. Swati Pal, Principal, Janki Devi Memorial College, Prof. Poonam Kanwal & Dr. Sonal Jain (Convenors)**, and **Dr. Ashutosh Yadav from MH-MMTTC, Hansraj College**, along with participants, organizing teams, and faculty members from both collaborating institutions.

The session began with a brief report summarizing the week-long programme. It highlighted how the FDP successfully created an interdisciplinary platform to examine wellbeing through academic, psychological, neuroscientific, leadership, and sustainability perspectives.

The report emphasized that across **24 academic sessions**, participants engaged with a wide range of themes, including:

- SDGs and human sustainability
- Mental health and emotional wellbeing
- Stress management and resilience
- Digital wellbeing
- Positive psychology
- Psychological safety and inclusion
- Student support systems
- Mindfulness and healing practices
- Leadership and counselling systems

Prof. Swati Pal, in her valedictory address, reflected on the importance of wellbeing-centered academic spaces and reiterated that educational institutions must evolve into spaces where students and educators can flourish not only academically but also emotionally and socially.

Prof. Poonam Kanwal shared reflections on the success of the programme and highlighted the significance of sustained institutional efforts toward wellbeing. She emphasized that the learnings from the FDP should translate into long-term practices within educational institutions.

Dr. Ashutosh Yadav, representing MH-MMTTC, appreciated the collaborative effort and acknowledged the relevance of the theme in contemporary higher education. He noted that faculty development programmes such as this play an essential role in equipping educators to address emerging challenges in academic spaces.

The valedictory session concluded with collective reflection on the transformative potential of wellbeing-oriented institutions and the shared responsibility of educators in creating such spaces.

Key Outcomes of the FDP

The Faculty Development Programme generated several important outcomes and insights for participants.

1. Wellbeing as Institutional Responsibility

One of the strongest learnings from the programme was that wellbeing must be understood as a shared institutional responsibility rather than an individual concern. Sustainable academic environments require collective commitment from leadership, faculty, staff, and students.

2. Mental Health Awareness

Participants developed greater awareness regarding the prevalence and complexity of mental health challenges among students and educators. The programme highlighted the need for stigma reduction, early intervention, and supportive institutional systems.

3. Strengthened Faculty Capacity

Faculty members gained practical tools for:

- Identifying student distress
- Practicing empathetic communication
- Managing stress
- Supporting diverse learners
- Building psychologically safe classrooms

4. Importance of Resilience and Emotional Intelligence

The programme reinforced the importance of resilience, emotional intelligence, self-regulation, and mindfulness in navigating academic pressures and personal challenges.

5. Inclusive Institutional Culture

Participants recognized that diversity, inclusion, and psychological safety are foundational to healthy educational institutions. True wellbeing is possible only when individuals experience belongingness and respect.

6. Leadership for Wellbeing

The FDP emphasized that leadership plays a decisive role in shaping institutional culture. Wellbeing-oriented leadership requires empathy, communication, emotional sensitivity, and long-term vision.

7. Sustainable Wellbeing Practices

The programme highlighted the need to integrate wellbeing into institutional policies, systems, and daily practices to ensure long-term sustainability.

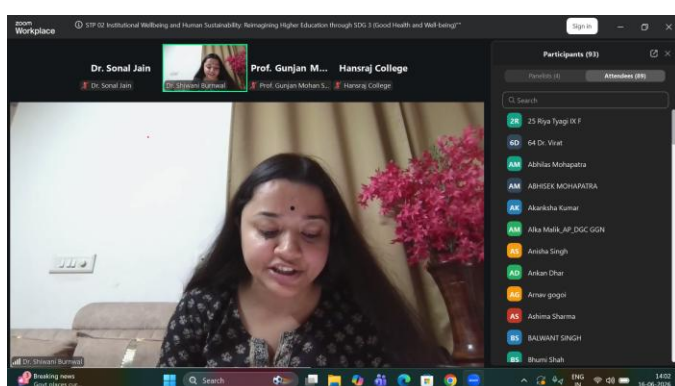
Conclusion

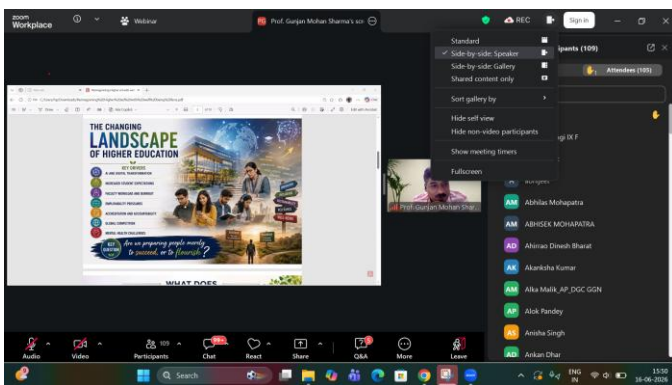
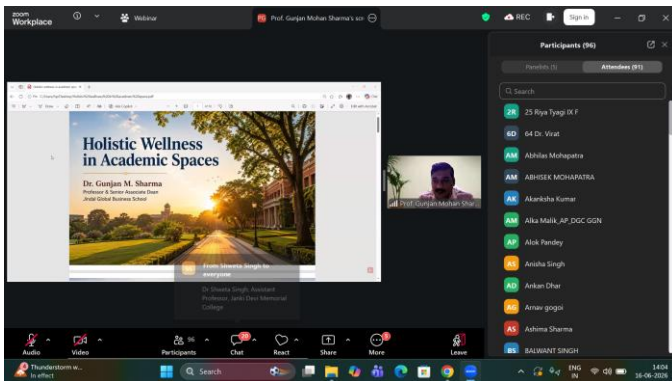
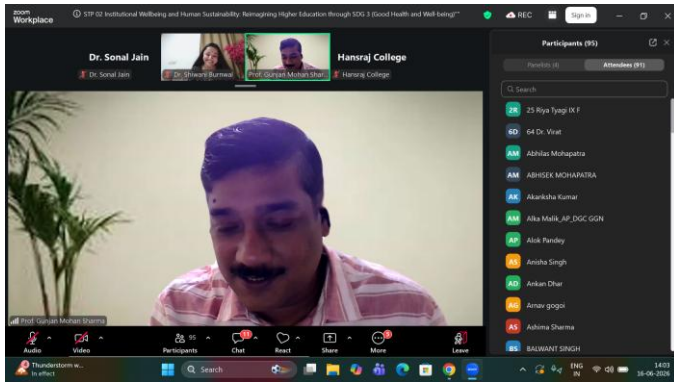
The one-week Faculty Development Programme on “**Institutional Wellbeing and Human Sustainability: Reimagining Higher Education through SDG 3 (Good Health and Well-being)**” successfully created a rich platform for meaningful dialogue, reflection, and capacity building.

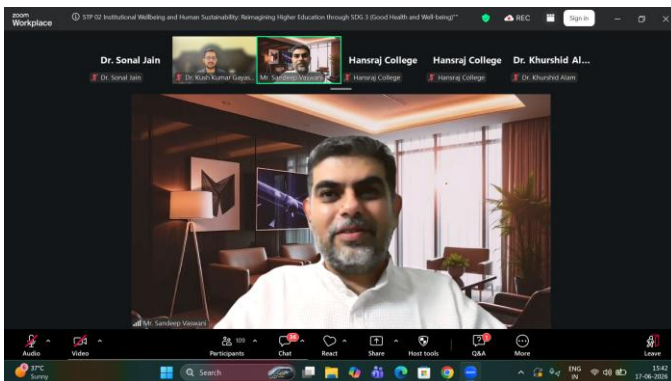
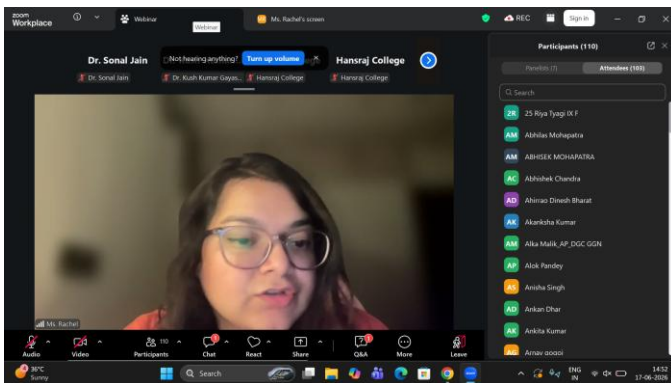
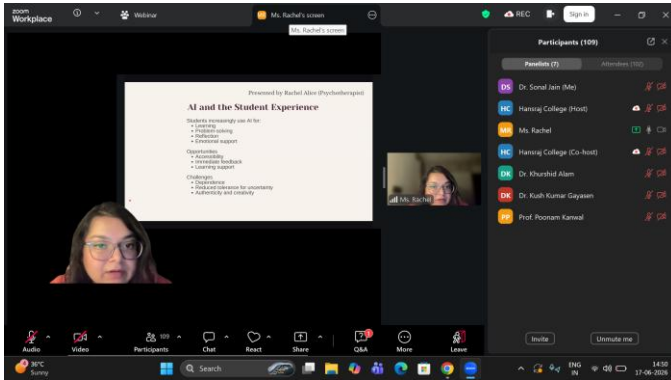
The programme effectively brought together diverse perspectives from psychology, neuroscience, leadership, counselling, wellness practices, sustainability, and education to create a holistic understanding of institutional wellbeing. Through interactive sessions, practical exercises, case studies, and reflective discussions, participants gained valuable conceptual insights as well as actionable tools.

The FDP reinforced the understanding that **academic excellence and human sustainability are deeply interconnected**. Higher education institutions must move beyond traditional performance-driven models and consciously cultivate environments rooted in wellbeing, compassion, inclusion, and resilience.

The programme concluded with a strong collective commitment toward creating healthier, more humane, and flourishing educational ecosystems aligned with the vision of **SDG 3 – Good Health and Well-being**.







FOUR PILLARS OF RESILIENCE

Physical Resilience (Somatic Well-being): Focuses on the body's natural capacity to handle and recover from physiological stress, exhaustion, or illness. It relies strictly on baseline lifestyle variables like quality sleep, adequate nutrition, and regular physical movement.

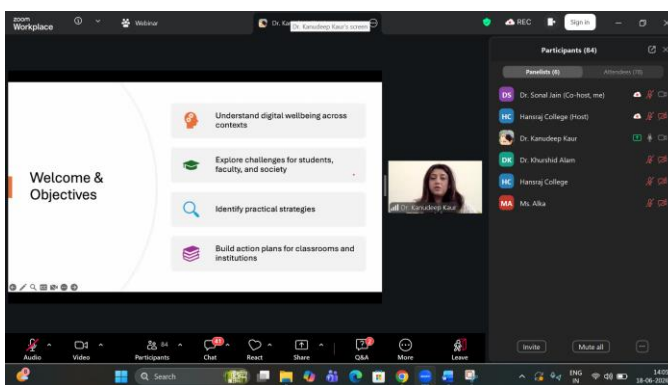
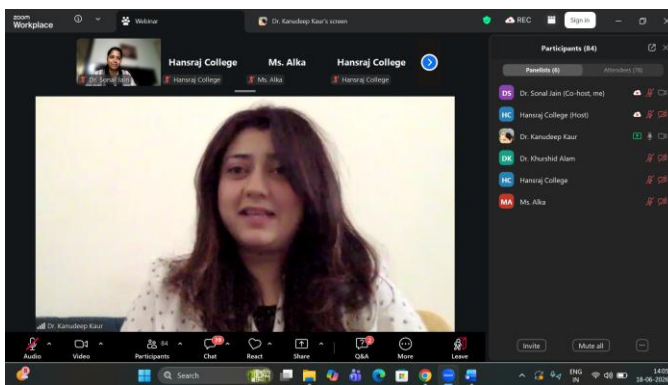


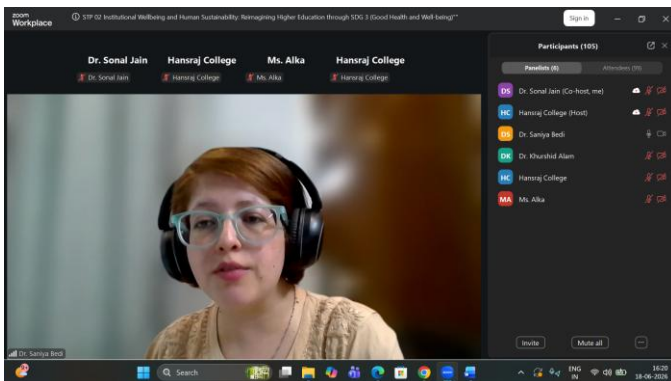
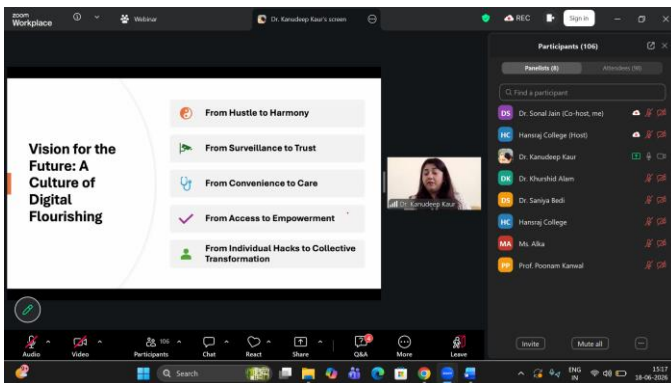
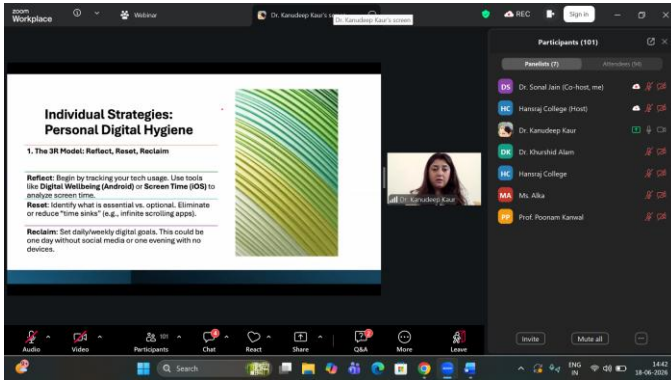
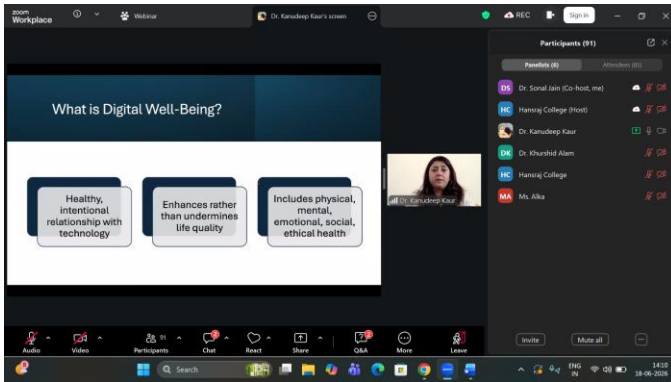
The image shows a Zoom meeting window. On the left is a presentation slide titled 'FOUR PILLARS OF RESILIENCE'. The slide has a white background with a green header and a green footer. The main content is on a dark green background with white text. On the right is a video of a man with glasses and a white shirt, identified as 'Dr. Arun Kumar' in the name bar below him. The Zoom interface includes a top bar with window controls and a bottom taskbar with various application icons and system clock showing 10:15 on 18-06-2024.

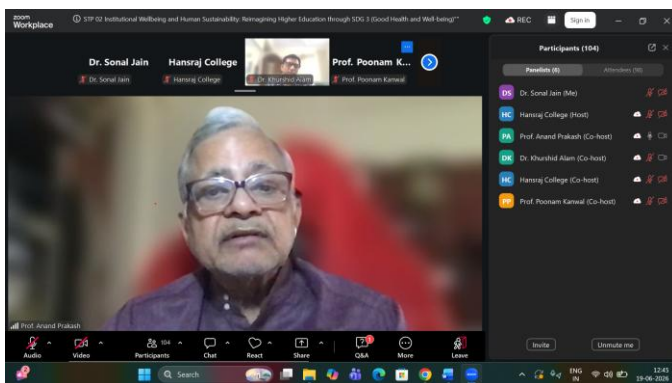
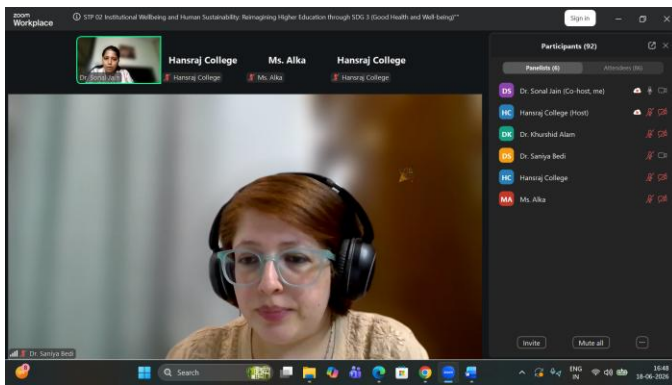
The screenshot displays a Zoom meeting in progress. The central area is occupied by a presentation slide from a document titled 'Can Emotional Intelligence Be Learned?'. The slide content includes:

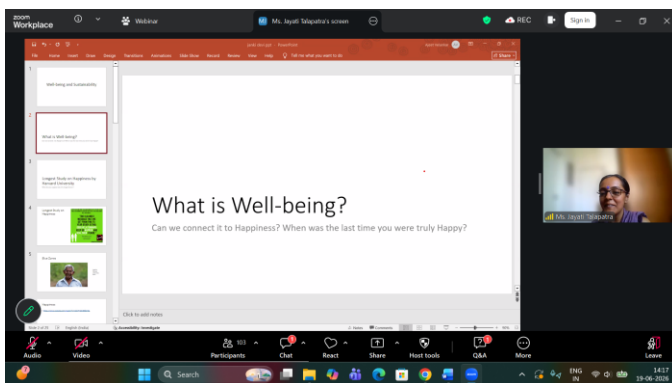
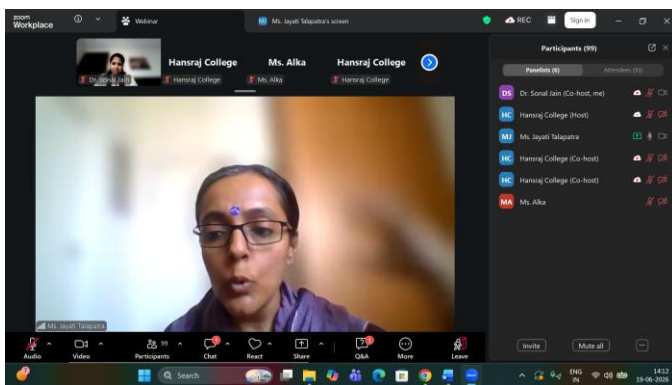
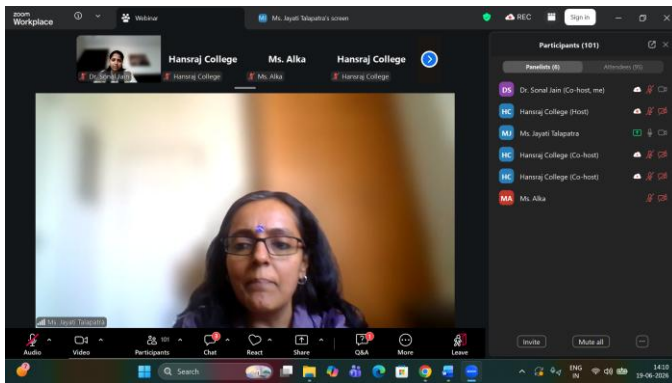
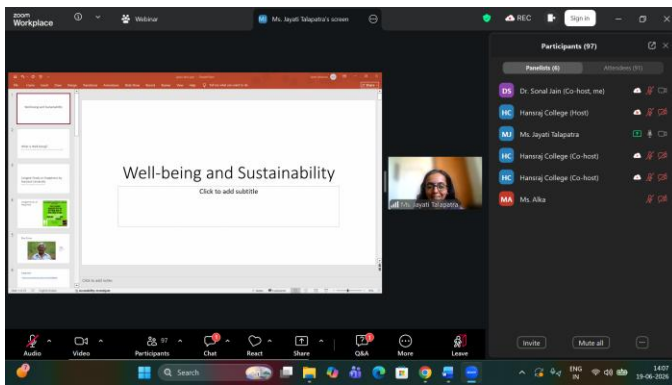
- Yes – it is learnable**: It is learnable through practice and self-awareness.
- Neuroplasticity**: The brain's capacity to adapt and grow through intentional effort.
- Growth mindset**: Belief in the ability to develop competencies over time.

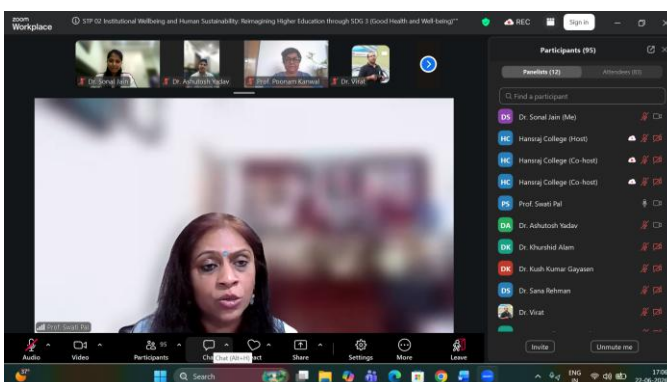
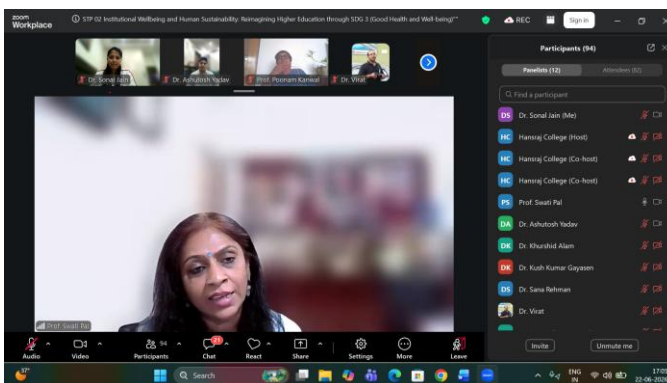
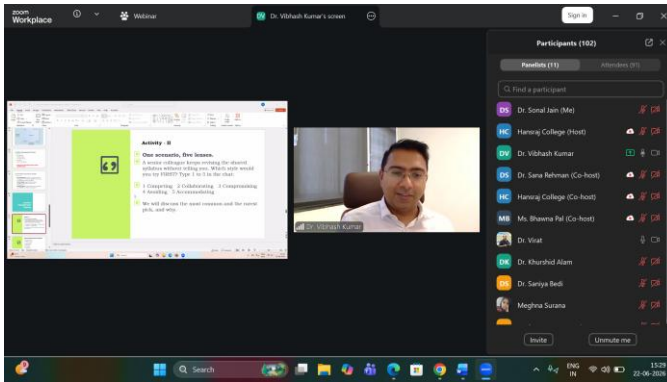
On the right side of the interface, the 'Participants' panel is visible, showing a list of attendees. The top of the list includes 'Dr. Vishash Kumar's screen' and 'Aishwarya Singh'. The bottom of the Zoom window shows the standard toolbar with icons for Audio, Video, Participants, Chat, Reactions, Share, Q&A, More, and Leave. The system tray at the very bottom indicates the time as 12:53 on 14-06-2025.

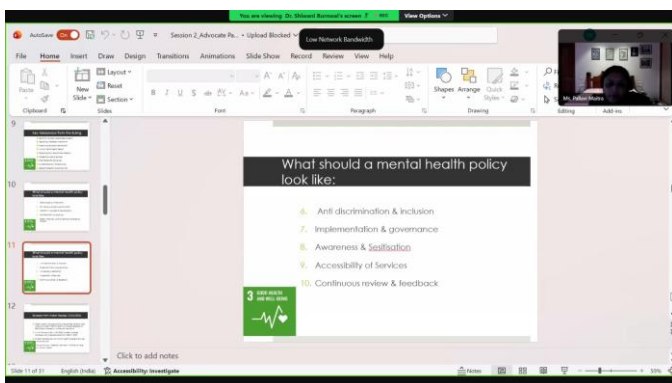
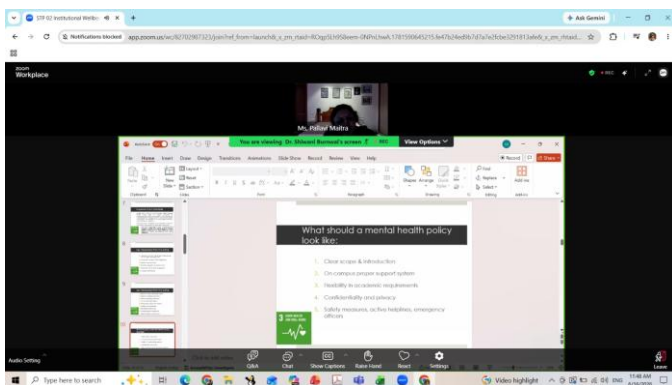
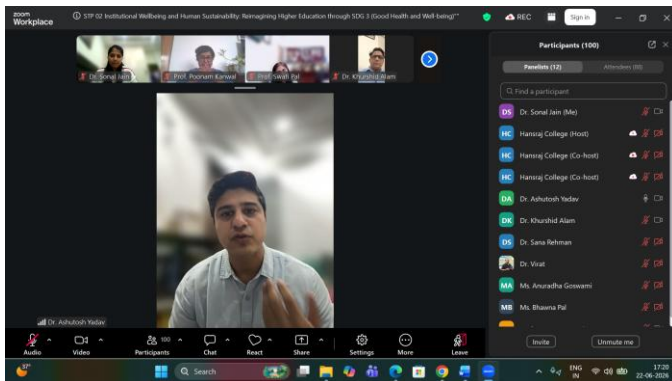


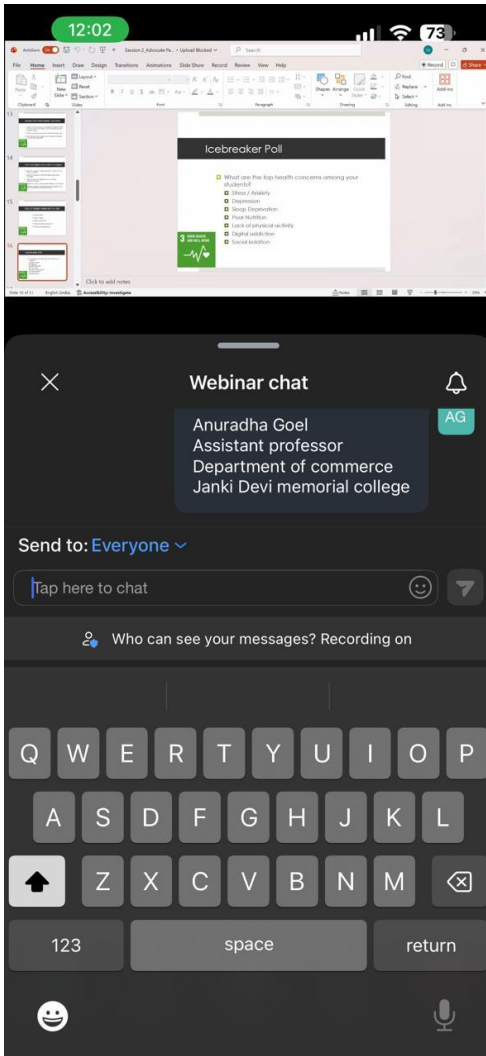
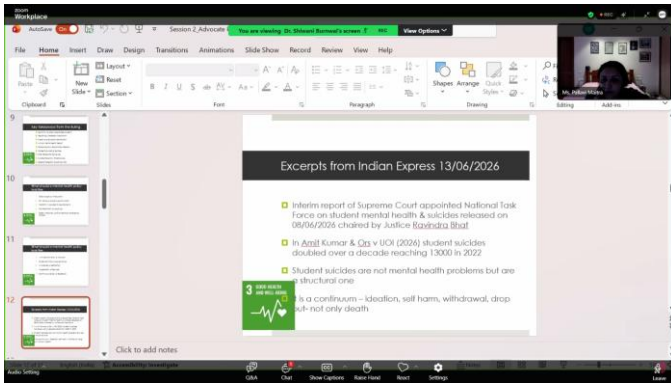


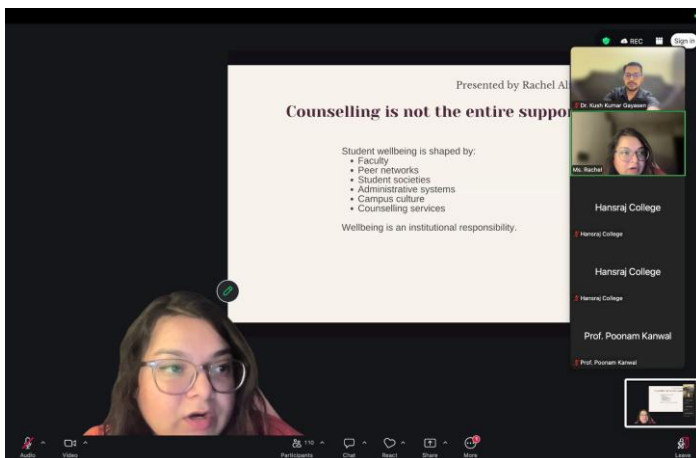
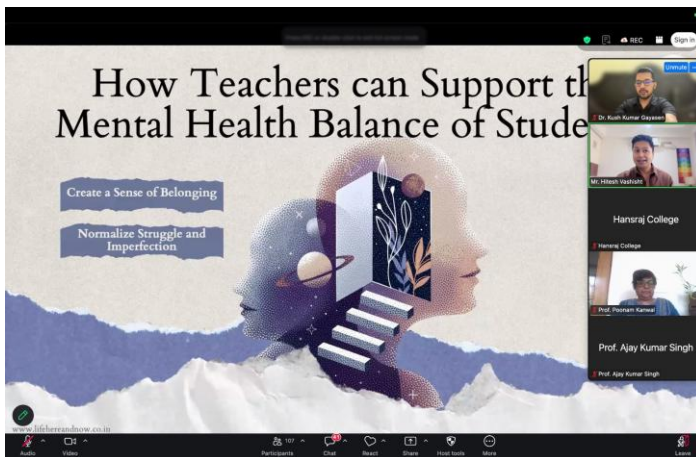
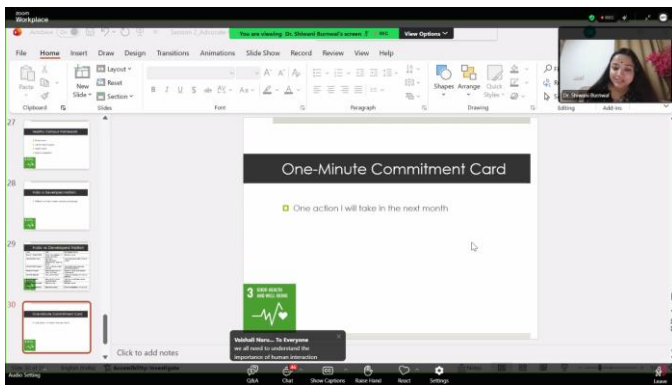












Press ESC or double-click to exit full screen mode

Self-care assessment worksheet

Self-Care Assessment

Self-care activities are the things you do to maintain good health and improve wellbeing. They are things you do for yourself, not for other people. Self-care is not a luxury, it is a necessity. It is a way of taking control of your health and wellbeing. It is a way of taking care of yourself, not just for the moment, but for the future. It is a way of taking care of yourself, not just for the moment, but for the future. It is a way of taking care of yourself, not just for the moment, but for the future.

1. Take time out
2. Take time out
3. Take time out
4. Take time out

1.2.2 Physical Self-Care

1.2.2.1 Physical Self-Care

1.2.2.2 Physical Self-Care

1.2.2.3 Physical Self-Care

Self-Care Assessment

1.2.2.1 Physical Self-Care

1.2.2.2 Physical Self-Care

1.2.2.3 Physical Self-Care

Self-Care Assessment

1.2.2.1 Physical Self-Care

1.2.2.2 Physical Self-Care

1.2.2.3 Physical Self-Care

(source :<https://www.therapistaid.com/therapy-worksheet>)

Presented by Rachel Al

Counselling is not the entire support

Student wellbeing is shaped by:

- Faculty
- Peer networks
- Student societies
- Administrative systems
- Campus culture
- Counselling services

Wellbeing is an institutional responsibility.

Press ESC or double-click to exit full screen mode

Five Step Approach to Students' Mental Health

See

Notice Before You Judge

Listen

Understand Before You Advise

Support

Connect Before You Correct

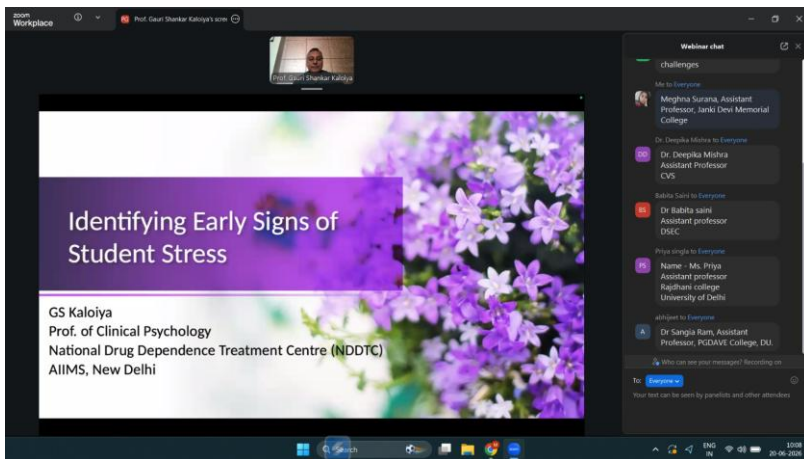
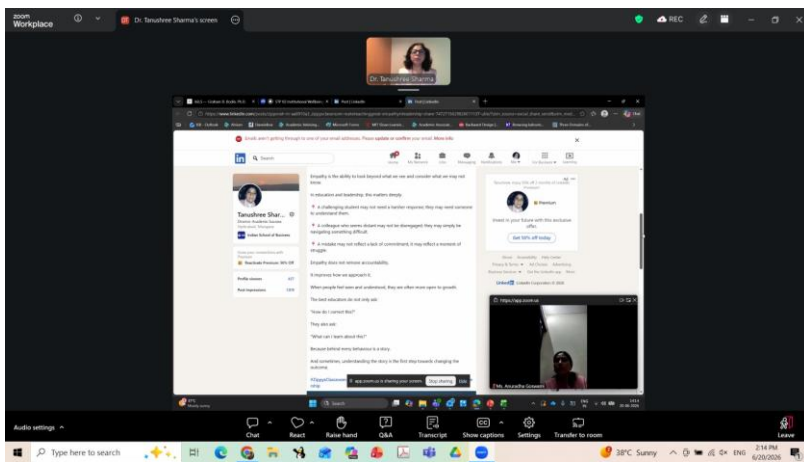
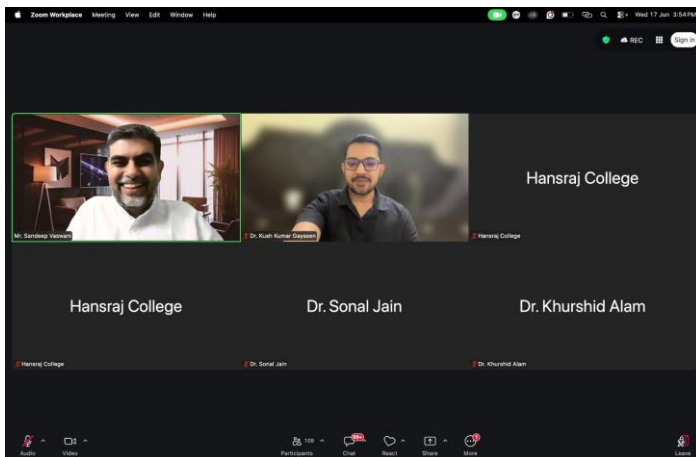
Refer

Know When Professional Help Is Needed

Stay

Stay Smiles Up

www.bharranandson.com



Zoom Workplace

Prof. Gauri Shankar Kaloiya's screen

Identifying Early Signs of Student Stress

GS Kaloiya
Prof. of Clinical Psychology
National Drug Dependence Treatment Centre (NDDTC)
AIIMS, New Delhi

Audio settings

Chat, React, Raise hand, Q&A, Transcript, Show captions, Settings, Transfer to room, Leave

ENG IN 10:08 20-06-2024

Zoom Workplace

Prof. Gauri Shankar Kaloiya's screen

Note taking is available
Zoom

Demystifying Distress

• The Basic Question

- Do all the people with mental illness have poor mental health?
- Do all the people with no mental illness have good mental health?

From Prema Butta to everyone
B. No

Audio settings

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Type here to search

Turkiye - Paraguay G... 10:10 AM 20-06-2024

Zoom Workplace

Prof. Gauri Shankar Kaloiya's screen

Supporting Students with Special Needs

GS Kaloiya
Prof. of Clinical Psychology
National Drug Dependence Treatment Centre (NDDTC)
AIIMS, New Delhi

Webinar chat

Abhishek Chandra to Everyone
Dr. Abhishek Chandra, Assistant Professor, Department of Environmental Studies, Swami Shradhdhanand College, University of Delhi

Rahul Rangan to Everyone
Dr. Rahul Rangan, Assistant professor, Political science, PGDAV College (Gurgaon?)

Alka Malik, AP, JOC, GGS to Everyone
Alka Malik, Assistant Professor, Dronacharya Government College Gurgaon

Shivali Veen to Everyone
Shivali Veen, Assistant Professor, Kamala Nehru College

Ankan Dhar to Everyone
Ankan Dhar, Assistant Professor, Janki Devi Memorial College

Who can see your messages? Recording on

To: Everyone

Your text can be seen by panelists and other attendees

Audio settings

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ENG IN 11:08 20-06-2024

Zoom Workplace

Post Gauri Shankar Katiyar's slide

Click to add Title

LGBTQ+ & Sexual/Gender Minorities

- LGBTQ+ youth, including those who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, & non-binary.

Specific Higher Education Populations

- Gifted & talented students, including those with exceptional abilities in specific areas like mathematics.
- Specific subpopulations of students on campus, including athletes, international students, & students in leadership roles or dual-career relationships.

Slide 4 of 37

Audio settings

Chat React Rate Fund Q&A Transcript Show Captions Settings Transfer to room Leave

30°C Sunny 11:47 AM 6/20/2025