



DEPARTMENT OF PSYCHOLOGY

Report Submission: 30/06/2026

Semester:	EVEN	Academic Year:	2025 – 26	Venue:	Seminar Hall, Mechanical Block, Acharya Institutes
Event Date:	24/06/2026	Time:	9.30AM - 04.30PM	Duration:	7 HRS

TYPE OF EVENT: WORKSHOP

**EVENT NAME: School Counselling: A Practitioner's
Perspective**

Target Audience: M.Sc Psychology students	Number of Participants: 44
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Objectives:

- To provide students with practical insights into the roles, responsibilities, and challenges of school counsellors beyond theoretical knowledge and textbook concepts.
- To enhance students' understanding of the psychological, social, developmental, and educational needs of children and adolescents within the contemporary school ecosystem.
- To familiarize students with ethical practices, legal mandates, child protection policies, crisis intervention strategies, and professional competencies required for effective school counselling.

Program Introduction:

The Department of Psychology organized a Career-Oriented Workshop on "**School Counselling Beyond Textbooks: A Practitioner's Perspective**" on 24th June 2026 from 9:30 AM to 4:30 PM for the M.Sc. Psychology students. The workshop was planned as an extension of the subjects Foundations of Counselling and School Psychology with the objective of bridging the gap between classroom learning and the practical realities of school counselling. A total of 44 M.Sc Psychology students actively participated in the workshop which was coordinated by Mr. George Varied, Assistant Professor and Head, Department of Psychology.

Resource Person:

The resource person for the workshop was **Ms. Arthika R**, Counselling Psychologist, presently serving as a School Counsellor at Vidya Niketan School, Hebbal, Bengaluru, and a Research Scholar at Christ University with 5 years of experience in the field.



Theme of the Event: “Developing Professional Competencies for Effective School Counselling Practice”

The workshop focused on equipping future counselling psychologists with practical knowledge and professional competencies required for school counselling in the Indian educational context. It emphasized moving beyond textbook theories to understand the complexities, ethical responsibilities, and real-world challenges encountered by practising school counsellors.

Detailed Report:

The Department of Psychology organized a one-day workshop titled “**School Counselling Beyond Textbooks: A Practitioner's Perspective**” on 24th June 2026 from 9:30 AM to 4:30 PM for M.Sc Psychology students, in connection with their course. A total of 44 students participated in the workshop. The resource person for the session was Ms. Arthika R, Counselling Psychologist, presently serving as a School Counsellor at Vidya Niketan School, Hebbal, Bengaluru, and a Research Scholar at Christ University.

The programme commenced with a warm welcome address delivered by Ms. Neelanjana, final year M.Sc. Psychology student, who welcomed the gathering and introduced the distinguished resource person. The resource person for the workshop was Ms. Arthika R, presently serving as a School Counsellor at Vidya Niketan School, Hebbal, Bengaluru. With over five years of experience in school and corporate counselling, she brought rich practical insights that made the sessions highly engaging and relevant for aspiring psychologists.

The first session on Reality Check provided participants with a realistic understanding of the multifaceted role of school counsellors. The resource person highlighted how counsellors often perform responsibilities extending beyond counselling, including administrative duties, remedial support, and collaboration with school management. She also explained strategies for effectively managing the complex relationships among students, parents, teachers, and school administrators while ensuring the successful implementation of mental health initiatives.

The second session explored the Adolescent Mind where participants gained deeper insights into the contemporary psychological challenges experienced by adolescents. Topics such as academic stress, digital addiction, cyberbullying, peer relationships, intergenerational conflicts, and changing social identities were discussed extensively. Practical counselling techniques and brief micro-interventions that can be implemented within the limited time available in school settings were also demonstrated through real-life examples.



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The third session focused on "Legal Mandates, Child Protection, and Ethical Gray Areas," one of the most significant aspects of school counselling practice. The speaker elaborated on the provisions of the POCSO Act (2012), mandatory reporting procedures, informed consent, confidentiality with minors, and ethical decision-making when dealing with sensitive disclosures. Students appreciated the clarity with which legal responsibilities and professional ethics were explained using case illustrations from actual practice.

Following the lunch break, the afternoon sessions addressed "**Crisis Intervention and Preventive Frameworks**" where the participants learned practical approaches to handling self-harm, suicidal ideation, panic attacks, grief reactions, behavioral crises, and preventive mental health programs within schools. The resource person also discussed professional self-care, compassion fatigue, boundary management, documentation practices, career opportunities, salary expectations, and continuous professional development for school counsellors in India.

A major highlight of the workshop was the experiential learning component. Students actively participated in role plays, mock counselling sessions, and group activities designed to simulate real school counselling scenarios. These activities enabled participants to observe counselling skills, practice communication techniques, understand rapport-building, conduct initial assessments, and experience the practical challenges faced by school counsellors. The interactive nature of these exercises significantly enhanced students' confidence and professional readiness.

The workshop concluded with an interactive feedback session during which several participants shared their reflections and expressed appreciation for the practical orientation of the programme. The vote of thanks was delivered by Ms. Meghanjali, II Semester M.Sc. Psychology student, who acknowledged the valuable contribution of the resource person and everyone involved in organizing the workshop. As a token of appreciation, a memento was presented to Ms. Arthika R by Mr. George V. T., Head of the Department of Psychology. The programme concluded with a group photograph, followed by the collection of participant feedback.

PHOTOS:



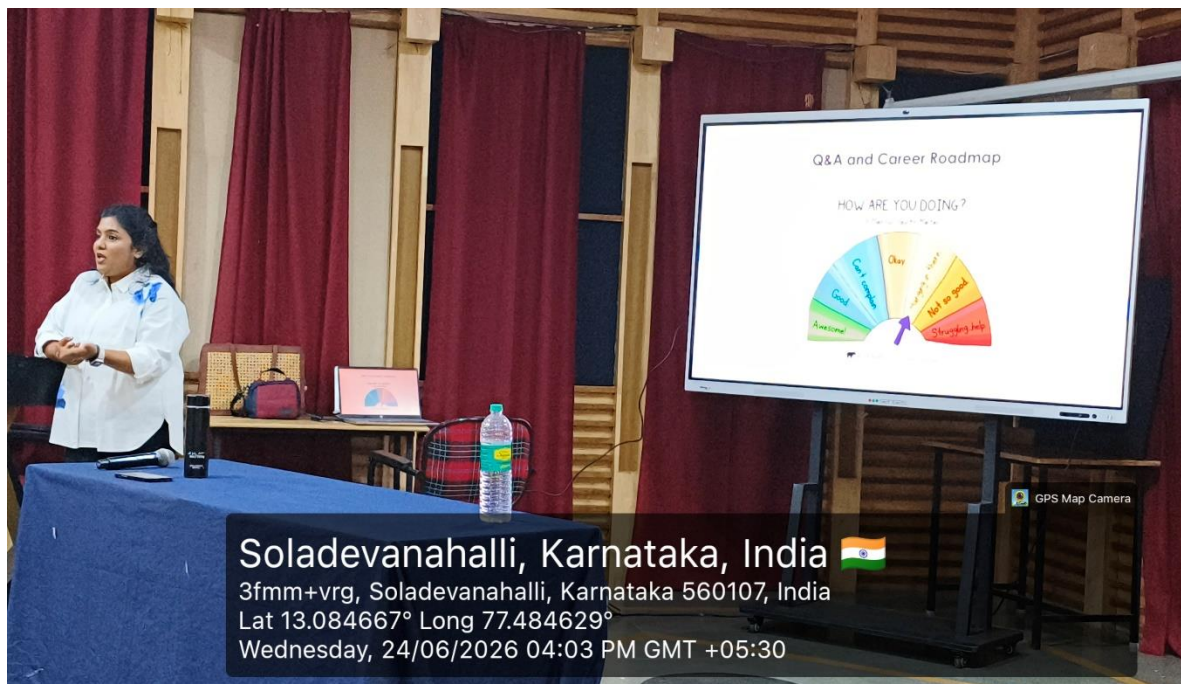
Inaugural session and Introduction of Ms. Arthika. R



Explanation about the Basics of School Counselling



Mock Counselling sessions



Resource person explaining career roadmap to the students



Group photo

Outcomes:

- Students gained a realistic understanding of the school counselling profession, including the opportunities, responsibilities, and challenges encountered in educational settings.
- Students developed enhanced awareness of adolescent mental health issues, legal and ethical responsibilities, crisis intervention strategies, and preventive mental health practices in schools.
- Students strengthened their practical counselling competencies through role plays, mock sessions, and experiential activities, thereby improving their preparedness for professional practice in school counselling.

Conclusion:

The Career-Oriented Workshop proved to be an enriching learning experience that successfully integrated theoretical concepts with practical applications in school counselling. The sessions offered valuable exposure to the realities of working within schools while highlighting the importance of ethical practice, child protection, crisis management, and professional resilience. The experiential learning activities significantly enhanced students' confidence, counselling skills, and career awareness. Overall, the workshop inspired participants to approach school counselling with greater competence, empathy, and professionalism, thereby preparing them for meaningful careers in educational and mental health settings.



Audience Feedback Summary:

