

**Annual
Report**

2016-2017



Caring for a beautiful mind

Manas Foundation

S-62, Okhla Industrial Area Phase-II New Delhi- 110020
Manas Foundation

Phone : 01141708517 / 8802023901

www.manas.org.in

Table of Contents

About Manas Foundation	3
Vision and Mission	5
Vision	5
Mission	5
Legal Registration Details	5
Achievements	6
IGL CSR Award	6
Manas Models of Change	7
Programs by Manas	8
Mental Health Services	8
Psychometric and Psycho-diagnostic Assessment	8
Psychotherapy and Counselling	9
Family and Marital Therapy	9
Psychiatry	9
Mental Health Workshops	9
Life Skills and Mental Health	10
Gender Sensitization for Commercial Drivers	11
Objectives of the Training	12
Our Footprint so Far	12
Mental Health Module at Sanskriti School	12
MENTAL HEALTH CURRICULUM	13
Mental Health Plug-in Programmes	19
Nirmal Chayya	19
Children Home for Boys, Lajpat Nagar	21
Dayal Singh	24
New Programs Launched in 2016	25
Mental Health Awareness in Schools with collaboration with TLLLF	25
The Overall Aim	25
An Overview Of Workshops	25
Outreach Of The You Are Not Alone Students' School Program	26
Gender Sensitization for Noida Auto	26
Other Program of 2016-2017	28
Capacity Building for School Counsellors	28
UNFPA Study	28
Capacity Building Training	29
Photographs From The Training Sessions	31
No Honking with TOI	34
Objectives:	34
School students	34

Commercial Vehicle Drivers-----	37
Gender Sensitization with Police Personnel-----	38
Events-----	39
Events for Building Bonds -----	39
Sticker Squad Initiative:- -----	39
International Yoga Day -----	39
Mental Health Day -----	40
Cycle Rally-----	41
Auto Santa-----	42
Reward for Auto drivers- Revamping autos withTaxi Fabric -----	45
Events at Nirmal Chayya -----	46
Workshops -----	46
Celebrations -----	50
Events at Lajpat Nagar Boys' Home -----	53
Workshops -----	53
Group Sessions -----	55
Celebrations -----	58
One Billion Rising Annual Event -----	61
Photo Booth -----	61
Manas Team Retreat -----	63
Supporters -----	65
Founding Team -----	66
MONICA KUMAR, Trustee & Psychologist -----	66
Dr. AMIYA BANERJEE, Trustee & Psychiatrist -----	67
NAVEEN KUMAR, Trustee & Psychologist -----	68

About Manas Foundation

Approximately 450 million people worldwide suffer from mental and neurological disorders. Mental healthcare services in resource-poor countries are underdeveloped and are restricted to urban areas. In India, mental healthcare is at a very nascent stage. A recent report from WHO showed that, on the list of countries with the greatest burden of disease for mental and behavioural disorders, India ranked second worldwide. The same report also showed that when it comes to individuals affected by depression and anxiety, India ranked first. At the same time, there is an intense lack of awareness about mental health needs, and the few who are aware, and want to seek help shy away because of the stigma attached to it. People in dire need of critical mental healthcare find it difficult to access it due to the lack of trained professionals, and the institutionalization of these services. Instead of obtaining services on a proactive basis, people only reach out at a critical stage. ***However, we all have mental health needs.***

Manas Foundation was set up in the year 2000 by a group of mental health professionals, with an aim to make preventive, promotive and positive, mental healthcare accessible to everyone.

The goal of Manas Foundation, is to ensure that mental healthcare is available to everyone, so that diverse communities and individuals may lead psychologically healthy lives. The organisation has transformed its fundamental clinical practice into a multi-faceted program. On one level, it builds awareness about mental health and the issues surrounding it, in a targeted effort to reduce stigma. On the next level, it provides mental healthcare in de-institutionalized settings, by implementing interventions to explain the linkage between mental and physical health, and further de-stigmatize mental healthcare. Manas Foundation has a team of qualified, capable and passionate professionals who address frequently unidentified, and ignored mental health concerns such as anxiety, depression, substance abuse, gender-based violence, and assault through psychotherapy and psychological assessments which aims to provide a scientific basis to each diagnosis.

Since its inception, Manas Foundation has made great strides in making mental healthcare accessible to the resource-poor communities of Delhi, largely focusing on children and women. Through its Mental Health Plug-Ins program, Manas extends mental healthcare to women and children, who have undergone sexual, emotional, physical abuse and violence, or trafficked for labor and sex work. In an ongoing effort, Manas is also developing a taskforce of paraprofessionals to support the demand for mental healthcare, by building capabilities of frontline workers including health workers, social workers, students, parents and teachers.

Another key programme run by Manas Foundation is to create safer spaces for women in public transport. Through their expertise, the trustees created a module, using the principles of psychology for behavioral change. Our distinctive training program for public transport personnel, engages commercial vehicle drivers in taking ownership of

safety of women passengers. This program is run with close partnership with the Transport Authority of Delhi and Noida, and has been made a policy mandate for all commercial license drivers in these two cities. In addition, the organization has also conducted various gender sensitization programs for police personnel, using models of psycho-social and civic-legal perspectives, focusing on skill and capacity building for the police personnel. This program has also been adopted as an integral part of personnel trainings in the police force.

Manas works closely with policy makers, development institutions, and the government, to co-create a system that encapsulates a multi-tiered model of holistic health, safety, and well-being. We work with the Department of Women and Child Development [DWCD], Delhi, the State Child Protection Society, the Integrated Child Protection Scheme [ICPS], Transport Authority Delhi, and Transport Authority Noida. Manas has facilitated multiple policy changes in the areas of mental healthcare and gender justice. Manas Foundation has impacted over 2,50,000 beneficiaries.

Vision and Mission

Vision

To integrate mental health into society and reduce the stigma attached therein. Further, to ensure the availability of mental healthcare to everyone, including socio-economically backward communities, so that all can live psychologically healthy lives.

Mission

We all have mental health needs. At Manas, we strive to mainstream mental health, through research-based therapeutic interventions, and creating awareness to enable diverse communities and individuals to lead psychologically healthy lives.

To create safe and equal public spaces for women, using the psychological principles of behavioural and attitudinal change.

Legal Registration Details

Registered Trust, 4 Feb 2002

Registration No.: 469/4

Tax Exemption: 80 G

FCRA NO: 231651004

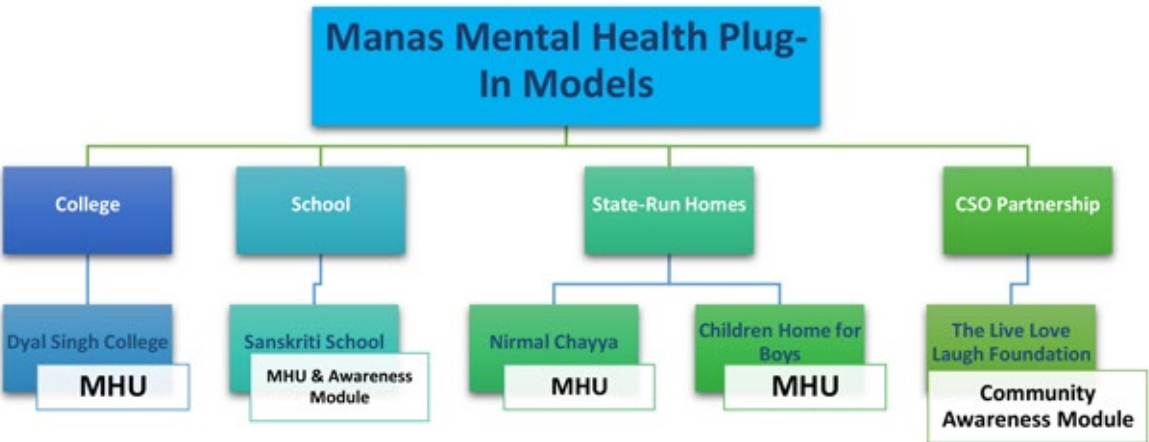
Achievements

IGL CSR Award

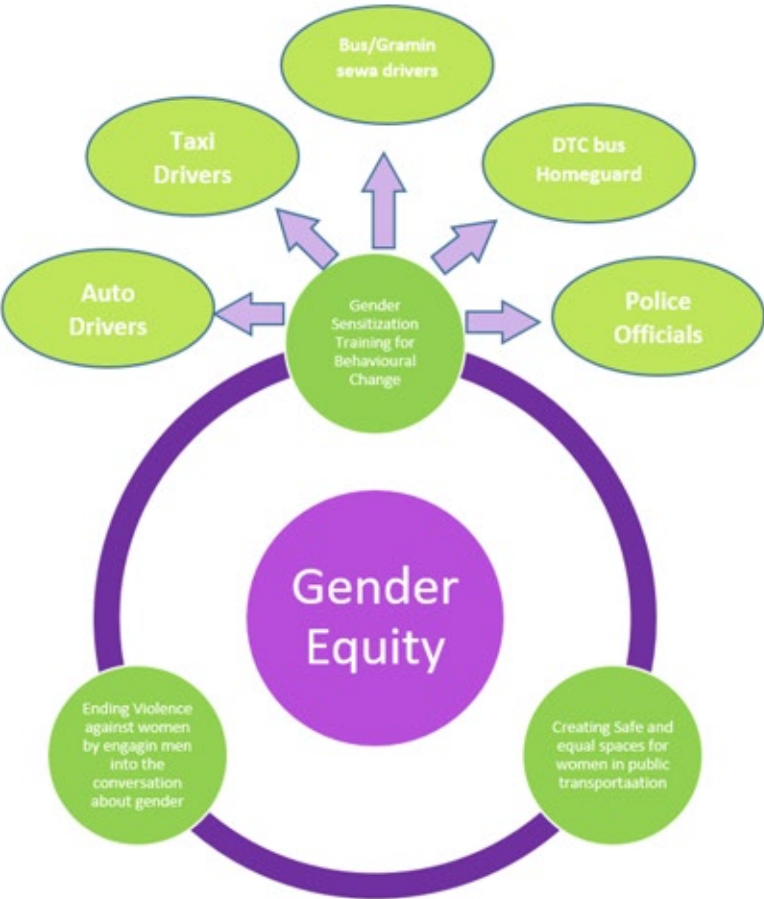
Indraprastha Gas Limited was recognised with CSR Leadership Award for Innovations in Corporate Social Responsibility Practices for the dual initiative of IGL and Manas Foundation for the project 'Building Bonds through Gender Sensitization'. The program was renowned as innovative and key in making public transport a safer place for women. This campaign is ex



Manas Models of Change



MHU - Mental Health Unit Providing Holistic Mental Health Care



Programs by Manas

Mental Health Services

Psychometric and Psycho-diagnostic Assessment

Psychometric and psycho-diagnostic assessments with outpatient and referral clients are an integral part of Manas' mental health services. These services play an essential role in conceptualizing and initiating therapeutic interventions, and in clarifying diagnoses. Manas uses **standardized testing procedures** in order to understand the difficulties around the intellectual adjustment and psychosocial or emotional wellbeing of clients. This also extends to understanding the spectrum of issues that may be taking away from the clients' **positive psychological growth**. At Manas assessment is conducted in a manner that **upholds ethical standards** and ensures the comfort of the client. Reports distinctly reflect the specificity of each client's case, without labelling the client in any way. While acknowledging the difficulties that become clearer through assessment, Manas psychologists focus on the strengths inherent in the client and in his/her support system, which mirrors in their recommendations

Psychometric assessments for individuals across all age groups are available in the following areas:

Intelligence (IQ Testing) is conducted at Manas using standardized tests for a range of age groups that incorporate **performance and verbal tasks** in order to gauge intellectual ability across a various kinds of tasks and also to ensure **culture-fairness** in interpretation.

Specific Learning Disability or SLD assessment involves administration of a range of tests tapping into testing clients' level of difficulty with regard to specific scholastic and perceptual skills that include **attention, language, arithmetic, as well as perceptual gestalt and accuracy**. Generally paired with IQ assessment, testing for specific learning disability at Manas is done to understand aberrations in performance across the aforementioned areas.

Career Guidance- at Mana focuses on three key areas for assessment: **interest, aptitude and personality** and tries to bring out a match between them. The report provides detailed and specific recommendations (including market trends in relevant areas, where applicable) based on the results of the assessment. Interactive report sharing sessions are often a follow up of career assessment, wherein the client and key family members are briefed on findings and engaged with for the road ahead.

Personality assessment- involves the administration of tests that bring out various aspects of clients' traits and characteristics. These are often referred as an **aid in self-awareness** for clients, or to assist clinicians in gaining insight into the personality patterns of clients who are high on guardedness. Both **self-report and projective measures** are included in personality assessment.

Neuropsychological Functioning- is administered with clients manifesting symptomology that appears to reflect brain damage or degeneration. Several subtests are conducted in order to gauge neuropsychological functioning of the **frontal, parietal-occipital, and temporal lobes**.

Psycho-diagnostics- Psycho diagnostic assessment is conducted at Manas to assist in the **clarification of diagnoses** following referrals or cases in which clients report or demonstrate behavioural or psycho-emotional patterns reflective of mixed symptomology. Psychological disorders such as **depression, anxiety, obsessive-compulsive disorder, schizophrenia, and personality disorders**, among others, are screened for in such diagnostic testing.

Psychotherapy and Counselling

Counselling at Manas helps clients undergoing life stresses to overcome maladaptive psychological patterns thereby equipping them to cope effectively. Psychotherapy helps individuals with emotional and behavioural problems to develop skills and resources that help them recover and become more autonomous and self-determined.

Family and Marital Therapy

Sometimes the problems arise not from within the individual, but from the interactions and relationships unique to the family. Such difficulties are resolved only when the family as a whole participates in the therapy. Family and marital therapy at Manas involves remediation of such maladaptive interpersonal patterns.

Psychiatry

Manas provides psychiatric consultation based on contemporary treatment practices and integrates it with psychological support to the individual and family. Psychiatric treatment is provided in outpatient setting for residents of the Lajpat Nagar Boys Home and Nirmal Chhaya, with illnesses like schizophrenia, mood disorders, anxiety, obsessive compulsive disorders and substance abuse.

Mental Health Workshops

We at Manas Foundation believe initiating the conversation around Mental Health via the implementation of our innovatively designed mental health Curriculum which involves holding series of workshops that are customized as per the needs of the population to be addressed. The Workshops not only facilitate in building awareness around mental health and related issues but also enhancing the demand and supply of mental health services within that population. The workshops are used as an interactive media to initiate a comprehensive discussion on Mental Health and related themes. The workshop utilizes videos, pictorial cues, interesting activities and student participation to encourage facilitation of psycho-educative discussions and contextualizing it to the lives of the population. Manas has designed workshops to address a variety of themes that fall under the umbrella theme of mental health.

Mental Health Awareness campaigns in schools, colleges and organizations – One-Touch workshops

This workshop module is an introduction to mental health for school students and teachers. These workshops facilitate the accurate understanding of mental health, demystifying the myths attached to it and reducing the stigma associated with help seeking behavior. Psycho-education about common mental health concerns such as Stress, Anxiety, Depression and Self-harm and Suicide is also imparted through discussions, videos and activities. This is followed by a section to inform the students and teachers about the help seeking avenues available to them. The workshops are

concluded with providing certain Self-help techniques to apply for encouraging positive mental health and enhancing their overall wellbeing.

Mental health Curriculum for School Students

The Mental health curriculum is a comprehensive workshop series that is conducted in a school set up, throughout 1 whole academic year. The curriculum is implemented in different classes simultaneously usually across 4-5 phases. The themes addressed via the curriculum are customized as per the school's requirements with regard to the pressing mental health concerns they notice amongst their students. The workshops make use of a variety of videos and activities to address various issues the students might encounter in the school, home or social context during their growing up years. They also provide a safe space to have discussions around these issues, build within school support groups and encourage a sense of empathy towards one another. The workshops are usually concluded with a brainstorming session on ways to resolve conflicts, address challenges faced and supporting each other. Certain self-help techniques for enhancing one's mental health and wellbeing are also shared by the psychologists if and when they are requested by the students.

The themes usually covered in these workshops are-

- *Growing Up*: Physical and Emotional Development
- Fitness & Body Image
- Attraction and Relationships
- Understanding Self & Individuality
- Identity Formation
- Gender and Sexuality
- Abuse: physical and sexual
- Strengths, weaknesses & Self Esteem
- Sensitivity to Diversity
- Anti-Bullying
- Social Responsibility
- Friendship
- Adolescence and Temptation
- Stress
- Depression and anxiety
- Career and decision making
- Assertiveness

Life Skills and Mental Health

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. These training and workshops are important for the overall development of the children. They help individuals deal with everyday situations adaptively as well as make good decisions about more abstract, long-term choices, especially children who come from difficult situations and family backgrounds.

In everyday life, the development of life skills helps children to find new ways of thinking and problem solving along with recognizing the impact of their actions and taking responsibility for what they do. It also helps to build confidence both in spoken skills and for group collaboration and cooperation, and makes them adept to make decisions and understand the impact of their choice. A greater sense of self-awareness also develops along with being mindful of the comfort of others around them.

Manas conducts group sessions for strengthening the social and life skills of individuals in various settings such as Nirmal Chhaya home and the Lajpat Nagar home for boys. Following are some of the themes that are covered in these workshops:

- Team work and Leadership
- Good Touch and Bad Touch
- Assertiveness and Peer Pressure
- Communication Skills
- Decision Making
- Attraction in Adolescence
- Personal health and hygiene
- Critical Thinking and Creativity
- Handling criticism

Gender Sensitization for Commercial Drivers

Violence against women is constantly on the rise. The societal norms instilled in the minds of our citizens, constantly reinforce the belief that men provide more value to the society than women. These beliefs undermine women and the role they play in society. Believing women to be fundamentally lesser than men, as patriarchal ideals perpetuate, has a huge bearing on the opportunities available for women, but also on quality of life. In a city like Delhi, there are little to no public spaces where women feel and actually are safe. In the last few years, the stories of sexual assault, molestation and sexual harassment have been increasing drastically. Many of these incidents have transpired in every form of the massive public transport system. Be it buses, taxis or autos, every mode has been proven to be unsafe for women; with incidents of sexual harassment, assault and molestation experienced by almost all women who use public transportation. In light of increasing concerns for safety, Manas developed a unique, behaviour-change training module to engage men in transforming public transport into safe spaces for women.

Public vehicles bring drivers and women commuters in close intimate spaces where chances of uncomfortable and abusive interactions are high. The efforts of the program are to make these spaces safe. This programme will not only enhance women's safety but also increase the mobility of women and thereby raise their socio-economic status. Long lasting effects of this programme can transform the image and socio-economic makeup of Delhi. The trainings activate positive behaviour to promote pro-gender behaviour using psychological concepts of dissonance and social commitment resulting in attitudinal change in the long run.

This has made a big headway in violence against women in public transport in the past year.

Manas Foundation created and launched Barabari ki dagar...surakshit safar, which is a campaign for Gender Sensitization for commercial vehicle drivers, in January 2014. Till date, the program has successfully provided trainings to over 1,60,000 auto drivers, 60,000 taxi drivers, 20,000 bus/gramin sewa drivers and 1800 DTC Bus Marshals since. In addition, Manas

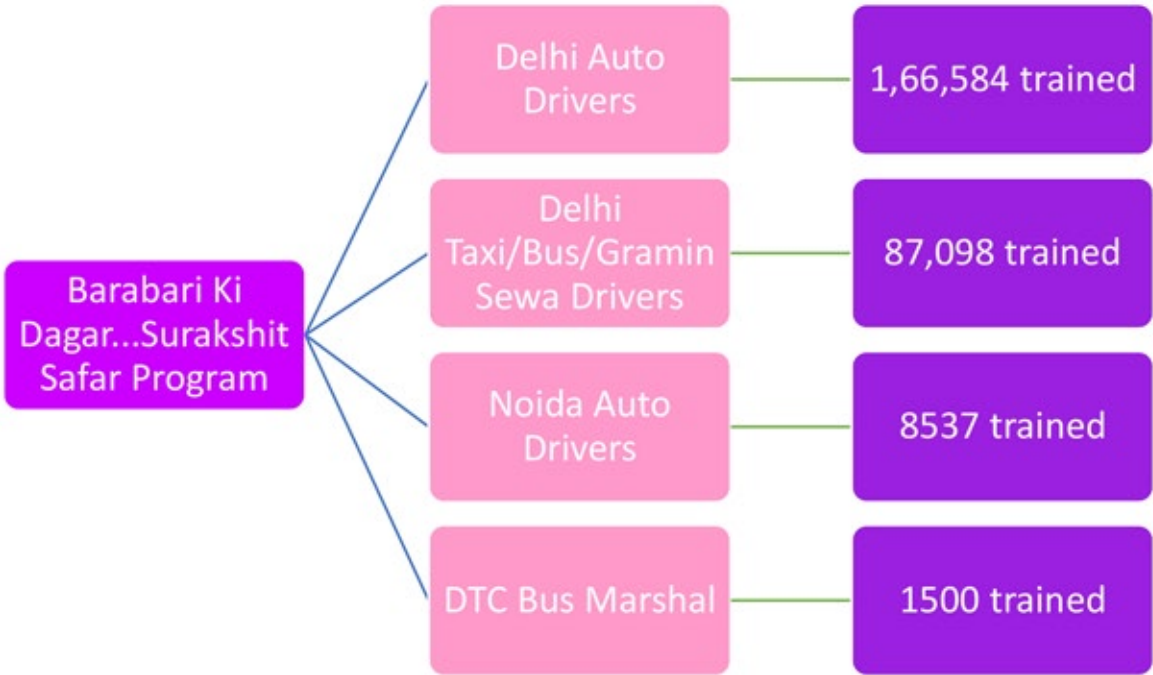
Foundation has set-up an Auto-Sahara Helpline to support the progress made during mandatory trainings. This helpline provides an opportunity for drivers to face challenges and difficulties in gender-specific situations. Manas also launched a Facebook page “Spot the Auto”, engaging public in supporting the behavior change of auto drivers.

Objectives of the Training

The key objectives of the program are as follows:

- 1. To understand the socio-economic and educational background of the drivers.
- 2. To understand the perception of the drivers regarding the reason for crime against women.
- 3. Secondly, it delves in to understand their professional behavior in different situations and their corresponding response thereafter.
- 4. It looks into orienting the participants about various laws related to women safety provisioned under the constitution of India.
- 5. Overall one of the biggest goals of the training remains in to inculcate in the mind-set of the people about changes that can emerge from personal responses

Our Footprint so Far



Mental Health Module at Sanskriti School

Sanskriti School in collaboration with Manas Foundation has pioneered a Mental Health Curriculum (MHC) to incorporate mental health inputs throughout the school year. The MHC was implemented in Sanskriti School in April, 2014 for students from classes 6th

to 8th and uses activities and language that is understood by them. The Mental Health Curriculum (MHC) aims to introduce and build awareness about mental health issues on an ongoing basis. It will enhance the positive growth and development of the children, shaping them into caring and responsible individuals and citizens.

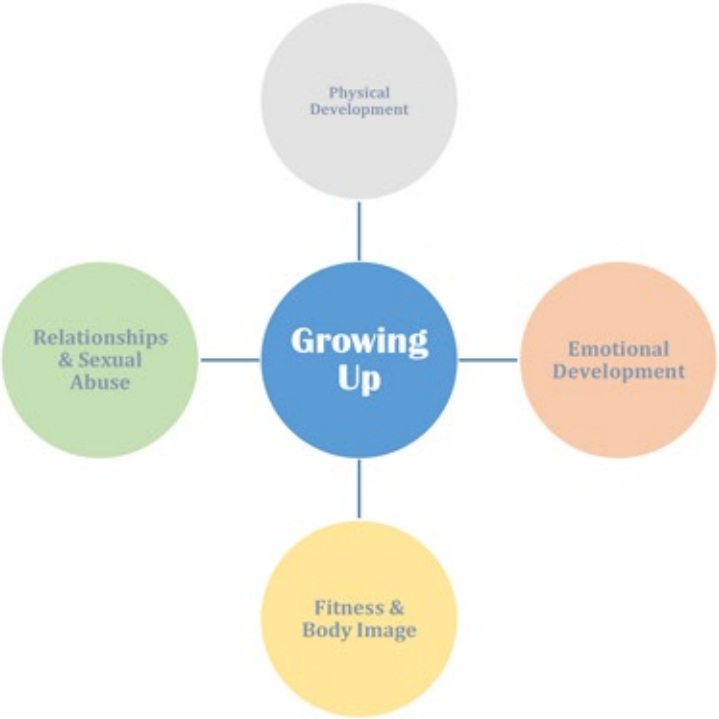


MENTAL HEALTH CURRICULUM

Middle School

Based on our experience in this area, grade specific themes have been incorporated into a comprehensive curriculum that is outlined in the following pages. For Grade 6, the theme of **Growing Up** has been taken up in light of puberty and associated changes that brought out physical, emotional, relational and self-related developments that pertain to this stage. At Grade 7, building on an understanding of growing up, the developing self has been taken up in greater detail, engaging the students in workshops themed around **Self and Identity** that explored selfhood, gender and identity formation and social influences on the self relating with peer pressure. Grade 8th the focus is on understanding the **Self by placing it within a psycho-social context**. The themes covered involve identifying one's strengths "my superpower." Inculcating sensitivity towards the diversity among their peers, understanding the complexities and challenges with regard to changing friendships and finally talking about temptations and impulsive decision making and emphasizing the importance of self efficacy and resilience. The implementation of workshops around these specific themes with grades 6, 7 and 8 over the course of the academic year 2014-2015 was an enriching experience that enabled a long-term engagement with these concerns and allowed the students to build on personal and collective insights through each successive interaction.

Class 6: Growing up



Class 7: Self Development



Class 8: Myself in the world



Photographs

I feel like with time I'll be left behind.

Sometimes I feel like I'm not very important to them. Like they don't miss me when I'm not here

A question I have about being friends with boys is that you won't take our friendship THAT way???

STRENGTHS

- Bodminster
- Friendly
- Kind
- Maths
- Arts & Crafts

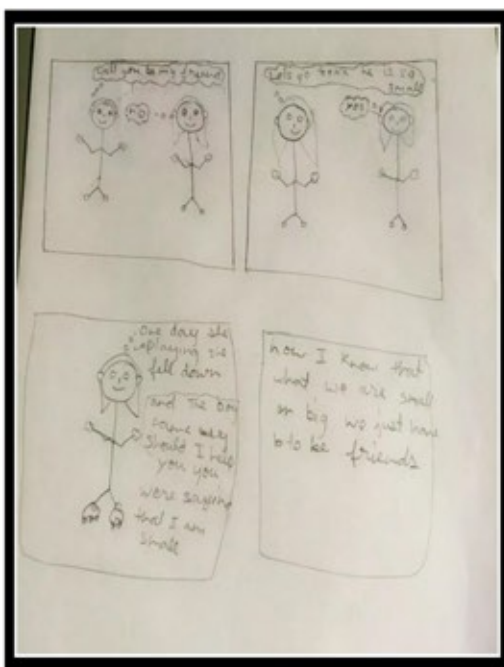
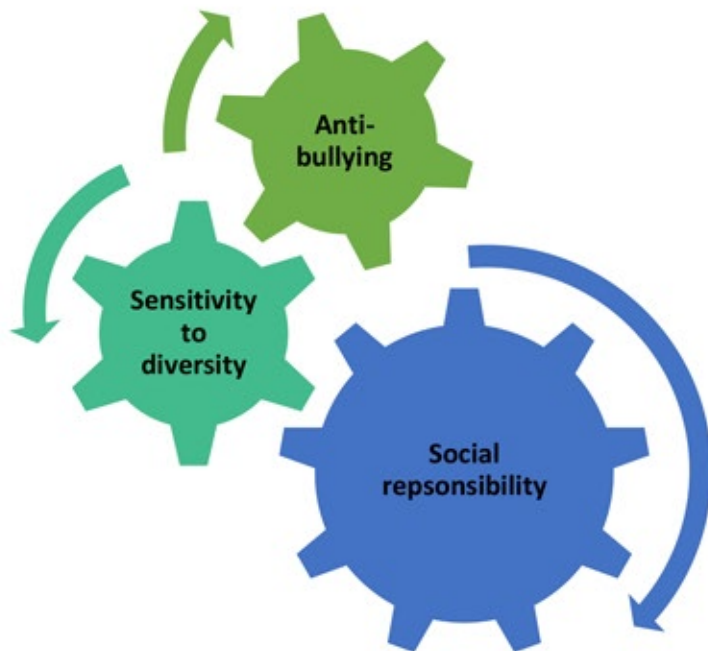
WEAKNESSES

- Vocabulary
- French
- Singing
- Resolving Fights
- Dancing

- 1) Relationships - tempts
- 2) Responsibility - scares
- 3) Change - confuses

Junior school

For junior school, the curriculum incorporated themes relevant to the issues the students might encounter within their context of junior school. The themes chosen for class 3 was anti-bullying to promote healthier forms of interactions amongst peers and dissipate the negative effect of early experience with bullying on self esteem and confidence. The second theme for class 4 was sensitivity towards diversity to promote acceptance of individual differences and integration of peers from diverse backgrounds into their interaction groups. The last theme for class 5 was to take forward the themes of anti-bullying and sensitivity towards diversity to promote an overall sense of social responsibility encompassing everything from promoting positive interaction with their peers to keeping the planet clean.



When somebody bullies me. I feel very bad.

Please those who are bully please stop teasing,
hitting and behaving bad to other children -

Please Don't Do



Mental Health Plug-in Programmes

Nirmal Chayya



Manas Foundation runs a Mental Health Unit (MHU) at Nirmal Chayya complex providing mental healthcare services to over 1,500 resident women and children every year since January, 2010. In collaboration with Delhi State Department of Women & Child Development, Manas has been working with 9 homes of the complex: Nari Niketan, Short Stay Home, Widow Home, After Care Home, Beggar Home, Home for Healthy children of Leprosy Patients, Observation Home for Girls, Children Home for Girls, and Foster Care Home. These institutions cater to the needs of children and women in the ages of 2-80 years who are, destitute, neglected, abandoned, victims of atrocities, violence, sexual assault, family disputes or any other distress. Majority of them fall under the age group of 2-18 years.

OBJECTIVES OF THE MHU

- Identification and treatment of mental illnesses in women and children at Nirmal Chhaya Complex.
- Coordinate with and facilitate the work of welfare officers in the rehabilitation of mentally ill women and children.
- Preventive counseling of women and children who have suffered violence and abuse at some stage in their lives.
- Promotion of positive mental health to make women and children at Nirmal Chhaya capable of independent existence.

APPROACH

Manas Foundation provides mental healthcare to help the women and children in this state-run home to cope with their traumatic experiences and surmount their psychosocial disadvantage, by leveraging their full potential and through promotion of personal growth. Upon admission into the home, an intake session is held with each resident. A psychological evaluation is conducted, involving detailed history-taking and mental status examination. Screening and diagnosis of psychological disorders is done. In relevant cases, the client is referred to the team psychiatrist, and pharmacological treatment is initiated.

A management plan is drawn up for each resident, tailored to their unique needs and potentials. Individual psychotherapy and counselling sessions are held with the clients on a regular basis to enable them to cope with specific symptoms or difficulties in psychosocial adjustment. Psychological assessment is conducted in pertinent cases. Family counselling sessions are also held to aid in understanding the problems of the client in the context of their familial milieu, and evaluating the possibilities of restoration. Group sessions are held with the clients on a regular basis which address a diverse range of issues from hygiene, stress management, team-building, motivation, emotions, identity-formation, self-awareness, love, and interpersonal relationships, among others.

PROGRESS SINCE 2010

- From a mere *166 clients* in 2010, Manas Foundation now receives over *2,000 new cases* every year. This reflects the trust placed by the system officials in the MHU.
- Caretakers and the staff of the homes now understand the importance of these services and the situation of their clients.
- The ongoing psycho education with the psychiatric patients has improved awareness amongst the patients about their mental status ensuring they don't skip the prescribed dosage of medicines resulting in radical change in their conditions.
- Counselling sessions have increased from *924 in 2010* to approximately 2000 *in 2016*. There is a remarkable increase in the number of individual counselling sessions reflecting the trust this vulnerable population places in the solutions and support offered by the MHU.
- Family counselling has increased from *60 sessions in 2010* to *660 in 2016*, showing a *900% increase* in the last four years. This is partly due to the mandatory policy in place because of Manas Foundation which made family counselling for rehabilitation compulsory. The system has seen higher number of successful rehabilitation.
- Greater sensitization towards the needs and success of mental healthcare provided by Manas Foundation.
- The success of the MHU at Nirmal Chhaya has motivated other state-run homes to accept and appreciate this model.
- Other therapy models like spirituality through meditation and breathing techniques have shown improvements in behaviour and attitudes of the residents. The

effectiveness of extracurricular activities and group sessions has increased participation.

DATA TABLE FOR THE YEAR 2016

The following is a table with all the data that represents the work done by the MHU from December 2016 to December 2017.

HOME	TOTAL INTAKE	FOLLOW UP	CLIENTS UNDER PSYCHIATRIC TREATMENT	CLIENTS UNDER PSYCHIATRIC FOLLOW UP	FAMILY SESSIONS
CHG	662	1503	167	374	543
NN	75	399	544	1301	18
SSH	321	395	615	1556	42
ACH	12	120	17	40	2
CWC	95	-	-	-	55
Grand Total	2,353	2,417	1,343	3,271	660

Children Home for Boys, Lajpat Nagar



Manas Foundation launched its Mental Health Unit (MHU) at Children Home for Boys, Lajpat Nagar on 11th September, 2011. This MHU plugs mental healthcare and

implements innovative individual and group psychotherapeutic interventions for boys every month in the tender age bracket of six to eighteen years. The MHU has made mental healthcare a part of the care and protection system set up under Juvenile Justice Act, 2009.

These boys come from adverse and disadvantaged psychosocial backgrounds and have faced parental abandonment, neglect, trafficking, child labour and sexual abuse. Such factors contribute to an increased predisposition to developing psychological and socio-emotional disorders. This includes conduct disorders, adjustment disorders, mood and anxiety disorders, eating disorders, Attention Deficit Hyperactivity Disorder (ADHD), psychotic disorders, substance abuse and dependence. Specialized management is essential for these children to experience a sense of psychological security. The Manas approach won the trust of staff and residents alike, making the MHU indispensable.

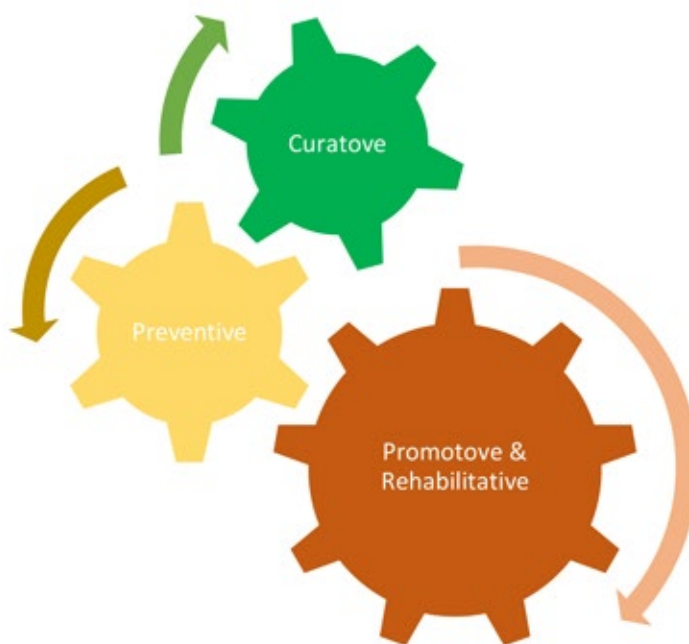
OBJECTIVE

- Identification and management of mental health concerns among the residents
- Coordination with and facilitation of the work of the welfare officers in rehabilitation and restoration of the children
- Promotion of positive mental healthcare to make children at the home capable of independent existence
- Implementation of career counselling program

APPROACH

The MHU provides Curative, Promotive and Rehabilitative Mental Healthcare. The curative approach focuses on children in need of active mental healthcare owing to a history of severe abuse or trauma. This form of treatment involves understanding clinical history, conducting psychological assessments, introducing pharmacological interventions and psychotherapy.

Preventive counselling is introduced at individual levels as well as in group sessions to generate awareness about mental health, ensuring reduction in future psychological concerns. Group sessions cover diverse topics including hygiene, substance use, stress management, team-building and motivation, emotions, identity, self-awareness, love, and interpersonal relationships. Promotive and rehabilitative aspects involve reintegration into academics, career assessment and planning, helping the children to build a brighter future.



Data Table For the year 2016

The following is a table with all the data that represents the work done by the MHU during the year 2016.

Month	Intake	Follow up counselling session	Total cases seen	Psychiatric Referrals	Group sessions/ Family sessions	IQ screening/ Detailed assessment
<u>January</u>	7	30	17	0	6/1	2/0
<u>February</u>	3	69	31	3	3/0	1/5
<u>March</u>	3	63	31	3	3/2	2/0
<u>April</u>	6	51	33	1	0/3	3/3
<u>May</u>	1	70	34	1	3/4	½
<u>June</u>	6	33	21	0	24/2	5/3
<u>July</u>	10	53	36	2	10/0	6/2
<u>August</u>	8	44	30	0	2/2	5/0
<u>September</u>	9	50	32	8	3/0	1/1
<u>October</u>	4	45	29	3	5/3	2/5
<u>November</u>	1	50	35	16	3/3	3/0
<u>December</u>	2	68	31	2	4/4	1/0
TOTAL	60	626	360	39	66/24	32/21



Manas Foundation has been running a counselling practice at Dyal Singh College since April, 2014. One of the psychologists visit the college weekly to aid the students find solutions for their psychosocial needs. The youth of our country is highly susceptible to pressures and stress related to life changes because of their transition from childhood to adulthood. The Counselling centre provides individual sessions for a wide range of stressors, and also helps the students and teachers understand the importance of preventive, and positive mental healthcare in their lives. Common stressors experienced by the students are because of career, adjustment problems, relationship management, understanding self, and handling grief.

Positive improvements in the students' thinking processes has been recorded which reflects in their behaviour and habits. These young individuals are now active thinkers who are conscious of who they are and what they believe in and want. This has led to greater goal directedness and better relationships with family and others in their life.

New Programs Launched in 2016

Mental Health Awareness in Schools with collaboration with TLLLF

In light of the current state of Mental Health in our country and Deepika Padukone's personal encounter with mental health concerns such as Depression and Anxiety, The Live Love Laugh Foundation was founded by Deepika Padukone to champion the cause of Mental Health in India with a focus on Depression in particular. Besides spreading awareness, it also aims to support and carry out various on ground activities – trainings General Physicians, creating a national database of mental healthcare professionals for easy access, developing helplines with actual healthcare professionals and furthering the cause through fundraising, partnering with other organizations and NGOs.

The Live Love Laugh Foundation being an organization based out of Bangalore reached out to Manas Foundation, a Delhi based trust, in pursuit of widening its nationwide outreach. Manas foundation was established in 2000 in response to the experience of the growing need of Mental healthcare in India. It has been actively upholding psycho-social health and wellbeing of all age groups in addition to addressing psychological disorders. Over the last 15 years Manas has extensively worked with adolescents and young adults in schools and colleges implementing Mental health awareness (MHA) campaigns and also redressing the mental health needs of school and college students via counseling services along with psycho-educational and psycho-diagnostic assessments. In light of their common organizational goals and target populations, Manas Foundation collaborated with the Live Love Laugh Foundation as their Delhi partner to implement the *"You are not alone Students School program: a series of workshops for students and teachers"*, across 120 schools located in Delhi NCR.

The Overall Aim

- To De-Stigmatize Mental Health
- Initiate a healthy conversation about mental health, with facts, theory, and evidence-based research on depression and anxiety.
- Facilitate effective help and support for the students

An Overview Of Workshops

The workshops are used as an interactive media to initiate a comprehensive discussion on Mental Health and related themes. The workshop utilizes videos, pictorial cues, interesting activities and student participation to encourage facilitation of psycho-educative discussions and contextualizing it to the lives of students and teachers.

Themes covered in the students workshops included:

- **Mental health and its understanding**
- **Common stressors in the lives of school students**
- **Depression- symptoms, causes and management**
- **Anxiety- symptoms, causes and management**
- **Social media and mental health**
- **Preventive mental health practices and help seeking behavior**
- **Role of a therapist**
- **Self harm and suicide**

Themes covered in the teachers workshops

The themes covered in the teachers workshops are parallel to themes covered in the students' workshops but with a focus on how the teachers can redress these issues when observed among their students. A few additional themes covered in the teachers' workshops are provided below.

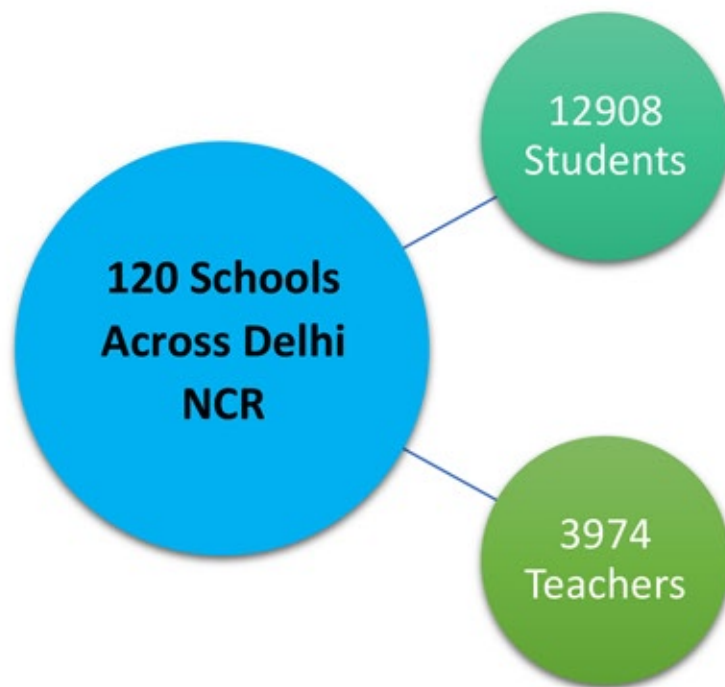
- **Role of a teacher**
- **Student mental health: Why we need to talk!**

- **Mental health concerns among students**
- **How teachers can help?**
- **Suicide and Self Harm among students**

Outreach Of The You Are Not Alone Students' School Program

The students and teachers workshops of the You are not alone Student's School program were conducted across–

- **50 Kendriya Vidyalayas in Delhi NCR region.**
- **70 Delhi Government Schools** consisting of Sarvodya Kanya Vidyalayas, Sarvodya Bal Vidyalayas, Government Girls Senior Secondary Schools, Government Boys Senior Secondary Schools, Government Sarvodya Co-ed Vidyalaya.
- An approximate average of 108 students and 33 teachers per school and a total of **12908 students** and **3974 teachers** were reached out to via the workshops.



Gender Sensitization for Noida Auto

In 2016, Barabari Ki Dagar, Surakshit Safar... program to gender sensitize all commercial vehicle drivers in Delhi, was extended to the auto drivers of Noida. With the rising cases of gender discrimination and gender based violence, awareness on gender, difference between gender and sex, gender discrimination and gender based violence are key issues in today's society. However, these are also issues which are not discussed in society today, and hence, awareness on the same is low.

In 2016, Manas Foundation expanded the gender sensitivity trainings to cover all auto drivers in Noida. As in Delhi, the trainings have been made a policy mandate in Noida; wherein all holders of auto drivers license must go through a two hour training on gender sensitivity when coming in for license renewal or fitness of vehicle.

In each city, the commercial vehicle drivers have somewhat unique issues which they deal with on a daily basis. Along with interacting with women and other people of a very diverse range, Noida auto

drivers were found to be dealing with significant amounts of stress. Keeping this in mind, the two hour trainings include a portion on stress management along with the key issues of women safety, and gender equality.

Till date, 8537 auto drivers have undergone training. In the coming year, this program is being extended to all commercial drivers license holders, including taxi drivers.

Other Program of 2016-2017

Capacity Building for School Counsellors

UNFPA Study

The very first counselors in Delhi Government Schools were appointed in the 1960s and the services have been running from approximately 30 years. There had been a large lapse in time between the first formalized appointment of in-house school counsellors in government schools and the present day, due to which the monitoring and evaluation of these services could be considered significantly overdue. The initially appointed counsellors had been termed Educational and Vocational Guidance Counsellors and are referred to as EVGCs within their framework of operation. Post certain policy reforms, as recently as in 2013, a position titled Guest Counselors (Guest EVGCs) was created as a contractual position of a one-year duration, under which 25-30 counselors were appointed. Prior to scaling up the services and implementing a large scale intervention, it was considered imperative to look into the current systems in place to cater to the counselling needs of school students, in terms of its approach and the effectiveness with which it addresses this specific population in the present context.

Within this context, in the academic year 2015-2016, the UNFPA commissioned Manas Foundation to undertake a Study of School Counselling Services in Delhi Government Schools, an in-depth qualitative study of the current status of the counselling mechanism as understood from the perspectives of all the stakeholders involved: counsellors, students, principals and teachers, as well as the Directors of SCERT and the EVGC Bureau as heads of the relevant overseeing bodies.

The main objectives of the study included the following:

- To understand the strengths and weaknesses of the existing counseling mechanism in Delhi government schools
- To assess the recruitment process and the criteria for selection for Yuva counselors
- To provide recommendations for alignment of counseling services to better cater to the needs of the stakeholders in the system (students, teachers, staff, etc.) and scaling these up in Delhi Government Schools

A total of 16 schools were visited as a part of the research, out of which 11 were implementation schools and 5 were Non-implementation schools. There were in-depth detailed interviews conducted with all the stakeholders involved in the system, including the students, teachers, guest counsellors, EVGCs, YUVA helpline counsellors, and the principal. Focused group discussions were held with a group of 8-10 students in each school.

Some of the key findings for the academic year 2015-2016 of the research are:

- Counselling services were available to students of **approximately 12% Delhi Government Schools** on a **shared basis**.
- Basis for placement of counsellors at schools was not clear.
- System of shared counselors appeared to lack consistency.
- High need for counselling services was reported by all.

- EVGCs were noted to have permanent posts and multitasking responsibilities, compromising availability to schools.
- Guest counsellors were contractually attached to schools with minimal supervision.
- **Lack of clarity in governance** & supervision of different aspects of the counselling mechanism was noted: **recruitment (DOE), supervision (EVGC Bureau), training (SCERT)**
- Lack of infrastructure: **counselling room was not available** in most school.
- **Lack of resources and initiative to upgrade skills** and capacities of the counselors.
- No scope for appraisal or promotion of counsellors: adverse effects on motivation on the job.
- **Lack of clarity on expected roles** and responsibilities of counselors.
- **Only 5 out of 11 principals saw individual counselling as a core duty**, whereas all 11 counsellors reported this as a core counselling responsibility.
- All schools were noted to focus on group interactions based on syllabus outlined by the EVGC Bureau and Career Mela
- Only 4 out of 11 principals reported career counselling and family sessions as part of the duties of counselors.
- **Focus was on educational and career counselling** with Classes 10 and 12
- Availability of counseling **services to other classes was restricted.**
- Associated **lack of awareness was noted amongst students regarding availability of counseling services** particularly in younger classes.
- **Yuva Helpline:**
 - 4 counselors at the YUVA Helpline for approx. 16,00,000 govt. school students
 - Helpline **advertised as pertaining to vocational/educational guidance** thus majority of calls relate to academic or career related enquiries
 - Coordination between helpline counsellors and school counsellors absent

The structural recommendations of the UNFPA-Manas Study presented to the Directorate of Education included two key action points that could be initiated to begin enhancing the counselling services currently available to the government school students:

- Hiring of additional counsellors to be placed in schools to expand the supply of counselling services to government school students
- Provisions for specialized training and capacity-building of counsellors in technical skills and other relevant areas for their work

Capacity Building Training

In the context of the above, a training programme for newly inducted Guest Counsellors in Delhi Government Schools was initiated as a collaborative effort of UNFPA, the State Council of Educational Research and Training (SCERT) and Manas Foundation. The trainings were facilitated with three subsequent batches of approximately 55

counsellors per batch, with each group undergoing a mandatory five-day induction programme covering specific subthemes pertaining to counselling schoolchildren.

This was a hands-on training on the application of counselling skills specifically to the concerns of the children who attend government schools.

Each counsellor was provided with a **Reference Guide**, which covered the topics that would be discussed in the training in greater detail. Some of the themes covered across the five days include:

- **Basic counselling skills:** The role of a counsellor, and establishing a professional, effective and ethical counselling relationship
 - This involved discussion regarding the basis of therapy and a therapeutic relationship, including techniques to be utilized during the various phases of therapy.
 - Case history taking along with Mental Status Examination was discussed in detail with role play.
- **Identification and management of common mental health concerns in school-going children:** Internalizing and Externalizing disorders and Learning Disability
 - Internalizing disorders like Anxiety, Depression, Dissociative traits or episodes observed in students
 - Internalizing disorders like Attention Deficit Hyperactivity Disorder, Conduct Disorder, Bullying and Aggression and risk taking behaviour
 - Identification, screening and management strategies for learning disability
- **Psychometric assessment and screening** for IQ, learning disability, ADHD and behavioural issues
 - Understanding psychological testing and its importance
 - Role plays for conduction of various assessments
- **Trauma counseling skills** with focus on Child Sexual Abuse
 - Definition and myths surrounding abuse
 - Mental and behavioral indicators of sexual abuse
 - Understanding concepts of psychological First-Aid
- **Career counselling** from a psychological perspective
 - Screening tests to gauge various variable related to career counselling

- Understanding and collecting information about present market trends in career
- Role plays of case studies for practical understanding of career counselling techniques
- **Mental health awareness and advocacy within schools**
 - Training the counsellors in a module on Mental Health to be taken forward to their individual schools
 - Discussion Action Plans – discussing the various issues currently faced in the school setup and ideas to overcome these difficulties

Photographs From The Training Sessions



Director, SCERT and Programme Director, Yuva Helpline, with the Trustees of Manas Foundation and the Manas Team: Inauguration of the Induction Training Programme and launch of the Reference Guide for Counsellors by Manas Foundation.





REFERENCE GUIDE FOR COUNSELORS IN EDUCATIONAL INSTITUTIONS

BY MANAS FOUNDATION
SUPPORTED BY UNFPA



Study of School Counselling Services in
Delhi Government Schools under the Directorate of Education,
Govt. of NCT of Delhi

Executive Summary

Commissioned and written by
MANAS FOUNDATION



Co-funded by
UNFPA NATIONAL POPULATION FUND, India



No Honking with TOI

Noise pollution is an unwanted or disturbing sound which can interfere with normal activities for humans and wildlife, such as sleeping, conversation, reproduction, communication, or disrupt or diminish one's quality of life. *Noise pollution can negatively impact the body in significant ways, including elevated blood pressure, impaired cognitive functioning, cardiovascular and psycho physiological effects, cause heart attacks, reduce performance, provoke annoyance responses and changes in social behaviour and other effects of chronic stress.*

Honking and driving seem to be synonymous when you are on Indian roads. Many Indian drivers honk their horns without pause. Contrary to the horn-use standards in most of the rest of the world, honking while driving on Indian roads is a mean of venting out stress and emotions. Some people assume that the more you honk the more "safe driver" you are.

There are some "No Honking Zones" such as roads beside schools and colleges, roads beside hospitals etc but people have little or no respect or awareness about these signs, and hence noise pollution is an issue which is affecting every single person living in Delhi. In collaboration with Times of India, Manas Foundation launched a No-Honking program with the following objectives:

Objectives:

1. Enhancing Social Responsibility and Environmental Awareness among school students.
2. To enable behaviour change and attitudinal activation of the commercial vehicle drivers by taking a pledge against No- Honking.
3. Reinforce behaviour, create ownership and ensure sustainability by branding the vehicle as a supporter of No- Honking.

This program targeted noise pollution on three levels: Increasing awareness in School students and commercial vehicle drivers, and by creating social awareness through branding. Each workshop had the following focus points:

- An introduction to Mental Health and effects of an adverse environment on well-being.
- Invoking personal responsibility and self image as responsible citizens
- Creation cognitive dissonance by exposure to real life situations.
- Suggesting actionable measures to reduce dissonance.
- Making social commitment to enhance compliance and personal responsibilities.
- Creating structures/ associations to ensure repeat behaviour resulting in long term attitudinal change.
- Understanding Noise Pollution: effects, occurrence and solutions.
- Laws against Noise Pollution.
- Learning how to get better – the route to recovery.

School students

The Times of India's initiative to raise awareness about Noise Pollution that adversely affect mental and physical health is beginning its dialogue with schools across Delhi. **Workshops with Grade 9 and 11 students and teachers** were held in 4 schools in Delhi, in order to enhance social responsibility and environment friendly awareness among the student. Workshops with students were created to be interactive and not of classroom-lecture model.



#NOHONKINGDRIVE

TOI

The workshops had activities to involve each and every participant in the workshop, and to help them understand the dangers or Noise Pollution. One such activity was about creating innovative slogans and posters to disseminate the message of 'no honking'.

Creative Thinking

TOI



15th - 22nd August 2016

NO HONKING DRIVE

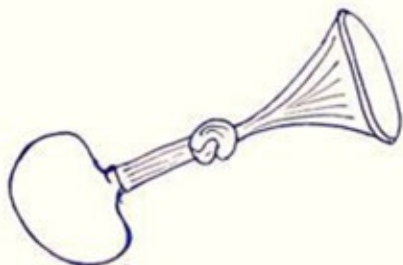
THE TIMES OF INDIA

CHANGE Begins Here



Even one
can bring
the
change!

Maintain
silence and
don't be
violent.



Beware
of
noise Pollution

Be the change
you want to see in
the
World!

Honk
Like A
Monk.



CHANGE Begins Here

Creative Thinking



Commercial Vehicle Drivers

On 22nd August, 2016, which was declared as No-Honking Day by Times of India, the commercial vehicle drivers which are given gender sensitivity trainings by Manas Foundation, were given workshops on Noise Pollution. These workshops aimed to enhance the social responsibility which a driver has to reduce noise pollution on the roads. This training focused on road safety, the ill effects of noise pollution on mental and physical health.

At the end of the workshops, stickers and pamphlets were distributed to all the participants. Participants were also invited to pledge against noise pollution, and volunteer to become socially and environmentally sensitive men.

A 5km No-Honking Hope run was organised for all commercial vehicle drivers. This marathon acted as a pledge to enable behavioural and attitudinal activation. Manas, Times of India and all the commercial drivers ran under the same banner which read “No Honking”

Gender Sensitization with Police Personnel

With the rise of violence against women, the dependence on Police for justice and safety is also increasing which calls for a prompt and proper response from the police on all such complaints. However, as has been noted by many in the city, Police personnel are also impacted by societal beliefs and morals, which often demean women, place onus of responsibility for sexual assault and harassment on them. In order to make police officers act in a gender sensitive manner in cases of violence against women and in the discharge of their duties in general, an urgent need to conduct gender sensitization training courses for police was noted.

At present, the concept of gender and gender equality is grossly misunderstood by a large majority of police officers. This results in low awareness about the gender inequalities which exist within police officers. Even if there is awareness, the cult of masculinity prevailing in the police organizations does not easily permit a change in the attitude and behaviour of male police personnel toward women. The stereotypes held by the police about sexual violence/ harassment and domestic violence, clearly indicate the general attitude of police towards women, which has a role to play in the number of cases of sexual violence or gender based violence which remain unreported; women are not yet trusting of police personnel.

In 2014, Manas started trainings for police officials, in order to change the understanding and role of police personnel in violence against women.

Objectives

- To create conscious awareness about the specific gender stereotypes of the group and map the process of how these stereotypes are formed .
- To generate awareness on why it is important to rewire ourselves to become more gender-sensitive in the current context
- Participants should be able to understand the meaning and need for being gender-sensitive in their own lives and their professional practice
- To teach the police personnel skills required to conduct a fair and unbiased interview with women

Events

Events for Building Bonds

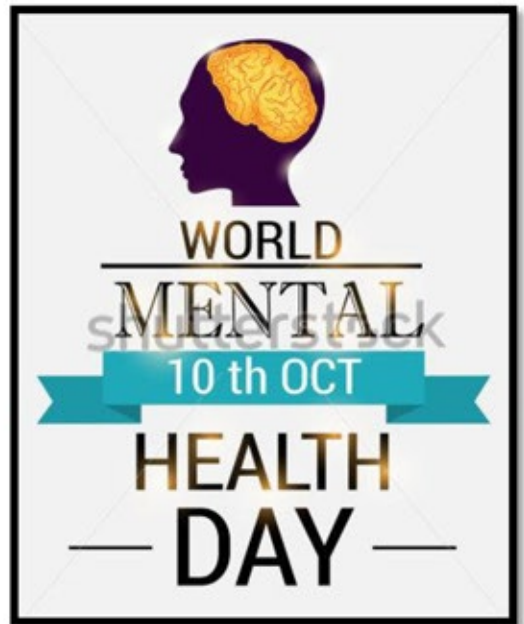
Sticker Squad Initiative:-

On 18th June, 2016, Team Manas divided itself into groups and set out to increase awareness about the gender sensitivity training program. On this one day, nearly 1200 autos were covered across Delhi, decorated with external and internal stickers with messages regarding gender equality and women safety. This activity also facilitated as a team building exercise for Manas Foundation, and ignited the spirit of working together for a greater cause.



International Yoga Day

21st June 2016 was celebrated as International Yoga Day across all the centers where Manas Foundation provides gender sensitivity trainings to commercial vehicle drivers. The participants were informed of the importance of yoga, and its benefits for wellbeing of mental, as well as physical health. Many of the participants already practiced yoga, as a part of their daily routine and these individuals motivated and further informed them of the benefits they had personally felt due to their daily practicing of yoga. As seen in most trainings, the personal anecdotes helped create an environment of co-learning and increased the energies within all participants.



Mental Health Day

On 11th October, the Manas team celebrated "Mental Health day" with the participants of the gender sensitivity trainings. The facilitators spoke about Mental Health, explaining what mental health truly is, and the importance of having conversations regarding mental health. The day focused on the mental health needs of commercial drivers, which is impacted by air and noise pollution, along with the unique stresses which in incurred with interacting with such a diverse population. Keeping these in mind, the facilitators described the meaning, and consequences of mental health issue.

The team discussed the beliefs regardingin mental health, with the participants and then revealed which of these beliefs are myths, and correcting the same. The aim of the exercise was to reduce the stigma attached to mental health, and open up the discussion regarding the same within the community of commercial drivers. Some of the most commonly believed myths were found to be:

Myth on Mental Health:-

- Mental health ka matlab "pagal hote hain".

- Mental health matlab “behem hota hian ki mansik bimarya kabhi sahi nahi ho sakta hain.
- “Pagaloko humesha rehab ke under rakhna chahie becouse bahar ake dushroke life barbad kardete hain”
- “Yeh apne aap sahi ho jata hain, iske liye koi ilaz ke jarurat nahi hain”
- “Kuch log jan bujh kar acting karte hain pagal banne ka”

Positive questioned asked by the participants:-

- Yeh sab bimario ke liye kaha kaha pe hospitals hain Delhi main?
- Kya koi sansatha hain jo ghar main ake illaj karta hain?
- Kya jyada goossa ana bhi mental health ka hi issue hain? Mujhe jyada se jyada goossa ata hain main kya karu?
- Muje raatko nind nahi ata hain or mere dimag main tarah tarah ke pictures chalna shuru ho jata hain, kya yeh bhi mental health issue hai?
- Agar koi mental health issue hota hain to hum kya doctor ke pass jaye?

Each myth was addressed separately, and questions were answered with the support of scientific research, and well known facts along with anecdotes from the facilitators and well known individuals such as celebrities, politicians etc. The outcome of this activity was that there was a healthy discussion on mental health and the questions of the participants were answered in a well informed manner.

Cycle Rally

On November 27, 2016 team and a group of ten auto and taxi drivers hit the city roads to cycle 8 km on early morning of Sunday autowalas and taxi drivers participated which was organized by Decathlon Khel Gaon. In this cycle rally to support the campaign; end violence against women and girls by volunteering to become Saajhedaars and socially- sensitive person. After finished the rally some of the drivers were shared about their participation and some of the comments mentioned as belows:-

Sl no	Name	Comments/ views
1	Manoj Kumar	I really enjoyed the rally and feeling proud that had run for women safety issue.
2	Mohammad Salim	Life is very short that is why each individual have to work for some good cause. I am happy
3	Hem Chand	I am happy and if Manas will call me again I will come again because my daughter also needs good safe society.
4	Sujeet Jha	I am really happy and happy to announce that I like to join again for the novel cause.
5	Daya Sankar	Cycling is always good for our health and paddle for a good cause, feeling energetic and proud.



Auto Santa

Christmas brings all joy and happiness in our life so this time Manas has decided that to celebrate Christmas with our commuters. On this occasion the team has selected 30 auto drivers and who were very sincere and owner to their profession. Then the team has given forty packets of gifts which includes of a sweet (Chicopee) , colorful glitters and a beautiful designed card with Christmas wishes. On 23rd all thirty drivers were cam to Burari Training Centre and

hand over them all their packets. Team has given all clear instruction before hand over those gift packets and those instructions were mentioned as bellows:-

1. Give those gift packets to their passengers after the ride and wish of Merry Christmas.
2. After hand over the gifts passengers also have to give the missed call to our help line number for the monitoring and accountability.

We have received around 300 missed calls from the passenger and some of the passengers were called to us and spoke very positive note for such beautiful initiative. Some of the comments mentioned as below:-

Commuters Name	Phone Number	Comments
Ravindra Kumar	991040219	First time I have received a Christmas gift from the Auto drivers at Civil line, which make me really surprise and feeling really happy to such good initiative.
Tanu	8800871107	I received the gift at Karkarduma Depot and my child like it very much and feeling really happy. Wish u a merry Christmas to Manas.
Anjli	8368348027	I received the the gift at Tilak Nagar and which make me really surprise. Felt very happy and long live dear.
Rajesh	9910402192	I really salute for such initiative and feeling happy.
Sumit	9811536161	I felt happy and wish all Merry Christmas. I received at Shashtri Nagar.





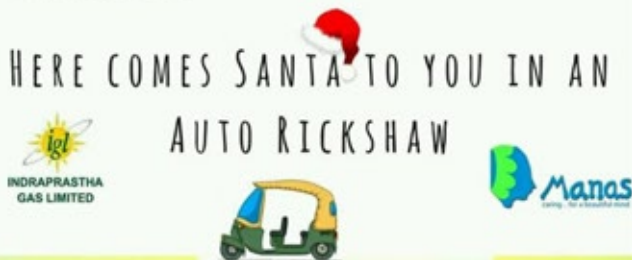
Manas Foundation

23 Dec at 3:15pm • 🌐

Hohoho!

Christmas is a time of celebration, giving and happiness. To spread holiday cheer and make it a little more wonderful for somebody, the auto drivers who have undergone gender sensitization training under the programme Barabari Ki Dagar Surakshit Safar, a CSR campaign by @IndraprasthaGasLimited, will roam around the city. This pleasant surprise is guaranteed to brighten a commuters day.

Look out for these auto rickshaws and receive your bit of Christmas cheer **#ridewithpride #christmas #santaautowala**



Manas Foundation added 5 new photos. ✓

30 Dec at 1:09pm • 🌐

Spreading Happiness by our Delhi ke Auto Rickshaw wale.

Did you get a chance to ride with Auto Santas, this Christmas?

30 Gender-Sensitized drivers by Manas Foundation spread Christmas Cheer around Delhi NCR, passing out a sweet treat to the commuters to say Merry Christmas and have a good day!

Here is a sneak-peak from the roads.

Indraprastha Gas Limited #ridewithpride #mentelmantra #santaautowala



Anniversary of Nirbhaya- 16th December

On the memories of 16th December team has enlighten candles after the training. Many of the participants were remembered the day and many of them told that it was a unforgettable day for them. Most of the participants reacted very badly towards the Governments attitude and they told that governments should have taken some action towards such heinous crimes. On this occasion all participants were enlightened candles and also had two minutes silent prayers for peace of "Nirbhaya".



Reward for Auto drivers- Revamping autos with Taxi Fabric

With collaboration with TaxiFabric, Mr.Gagan Thakur, an auto driver, was rewarded for exhibiting pro-gender behaviour and incorporating the training in his professional, as well as personal life. His auto was re-designed by Taxi Fabric to feature Indian Women Leaders. His auto was declared as a "Gender Sensitive Auto". Auto Drivers' have been undergoing gender sensitization training under Barabari Ki Dagar Surakshit Safar, a campaign by Manas Foundation towards safe and equal public transport running successfully since 2014.

The makeover was conceived by Delhi-based illustrator and graphic designer Kruttika Susarla as part of the Mumbai-based art initiative Taxi Fabric which refurbishes the interiors of taxis and autos in Delhi and Mumbai in collaboration with local designers.



Media coverage:-

<http://epaper.navodayatimes.in/m/946698/Navodaya-Time-Magazine-/The-Navodaya-Times-Magazine#issue/1/1>

<http://everylifecounts.ndtv.com/delhi-autorickshaw-gets-a-thoughtful-makeover-hails-women-crusaders-5337>

Events at Nirmal Chayya

The year 2016 has been very exciting with the introduction of initiatives engaging the residents of different homes in interesting, spiritual or recreational activities. While workshops were conducted to improve the basic habits and stress management among the residents, extracurricular activities have improved participation and a general sense of wellbeing.

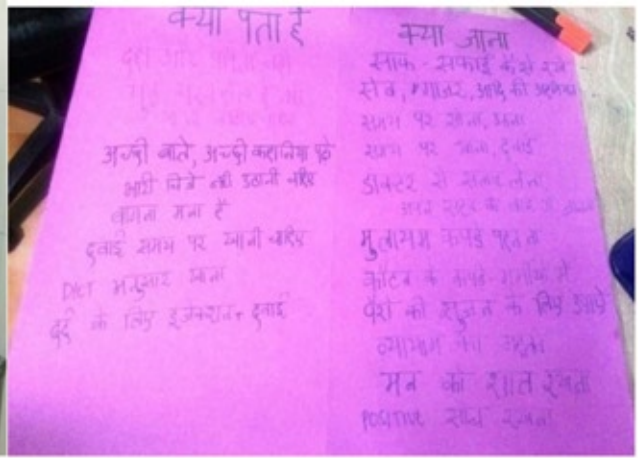
Workshops

A number of relevant issues pertinent to the lives of the women and girls residing at the Nirmal chhaya complex are addressed by conducting workshops and holding group therapy sessions. The topics range from health and hygiene to career counseling and guidance. These workshops aid in dissemination of psycho-educative information along with addressing various challenges faced by the women in their lives. The purpose of the workshops is to normalize these challenges, build internal support groups and also encourage help seeking among the residents.

CHILDREN HOME FOR GIRLS (I & II)

Pregnancy And Care

A workshop was conducted at CHG with adolescent pregnant residents on the topic of – *Pregnancy and Care*. The focus of the workshop was to assess the knowledge the group members had about their pregnancy and provide them information about various facets of their well-being as expecting mothers.



Leadership And Team Work

A workshop was conducted at CHG with the school going residents on the topic of *Leadership and Teamwork*. The two facilitators conducted the workshop which was divided into three sections. The 12 group members were briefed about the activity to be conducted and a quick demonstration was given to others regarding the activity to be completed so as to make their understanding easier. All participants reported to have gained as well as enjoyed through this activity and the overall goal of the workshop was accomplished. Lastly, the team members shared the reasons they felt were valid for their failure/victory and were explained about their performance and efforts put in by each team. They were able to provide relevant examples and shared that they understood the concept of team work and leadership better with through the activity conducted.

Good Touch And Bad Touch

A workshop was conducted at CHG-2 on the topic of "*Good Touch and Bad Touch*". The focus of the workshop was to psycho-educate the participants about good touch and bad touch. Through the session, children were educated about the different parts of the body and their names were discussed. They were educated about private body parts and what is meant by "private". The topic of good and bad touch was then initiated. They were explained how to identify a touch as good or bad. Many hypothetical situations were discussed to help them learn to differentiate. Many interesting analogies were also provided to keep them interested. Overall, children remained engaged throughout the session and showed good understanding and interest in the topic.

NARI NIKETAN & SHORT STAY HOME

Health And Hygiene Drill

A surprise drill was conducted at Nari Niketan and Short Stay Home with the residents to access the hygiene and health. The purpose of the workshop was to visit Nari Niketan and Short Stay Home so as to conduct workshops for the residents' on *health and good personal hygiene*. All the residents present at both the shelter homes were addressed through the session. The residents were informed about different ways of maintaining personal hygiene. The importance of keeping themselves fresh and clean was explained. It was ensured that each resident's current status of hygiene was checked and issues addressed individually.

AFTERCARE HOME

Exam Stress Management

A workshop was conducted at ACH with the school going residents on the topic of *Exam Stress Management*. The focus of the workshop was to initiate an open conversation around exam stress and ways in which it can be overcome. The facilitator shared how she herself may plan and study for examinations which in turn can help in stress management related to examinations. Further, tips based on personal experience were also shared.

Attraction In Adolescents

A workshop was conducted at ACH with the school going residents on the topic of *Attraction in Adolescents*. The focus of the workshop was to demystify misconceptions surrounding adolescence. It was found that the participants had a basic idea about the content. The participants were also explained that attraction can be one sided and it is not necessary that every crush/liking should culminate into a relationship. The feedback session involved participants sharing their queries regarding the topic of attraction, based on the following issues:

- Inter-religion relationships/marriages
- Intimacy in relationships
- How to deal with heartbreak
- How to deal with exploitation in the name of relationships/friendships

A discussion was facilitated amongst the participants, based on these issues and they were asked to share their opinion regarding the right way(s) to deal with such issues. The participants were able to provide responses and the facilitator added to their ideas and views where and when required.

Workshop Series On Career Guidance

Objective: To motivate after care girls for their career.

A series of workshops which focused on providing guidance and psycho-educational information with regard to careers and facilitating them to arrive at possible options as their potential career choices. The information provided during the sessions included the minimum educational qualifications required when applying for different jobs along with the process and procedure of application. The facilitators also addressed certain challenges such as lack of

fluency with English language, that the girls might face when interviewing for jobs and how to overcome those challenges.



Personality Development

The participant attended the session with keen interest wherein the major focus was *personality development*. One major problem identified by the facilitators as discussed by the participants was the fear of talking in English. The facilitator tried to discuss regarding the consciousness to speak in English, along with providing techniques to learn English. One of the techniques discussed was by making group of five participants and pick five words from the lesson and find the meaning of those selected words from dictionary by this group exercise they can learn at least twenty five words in a day. Moreover, as there is no dictionary available in the library for which facilitator advised to provide dictionary to participants and to provide them with some story books. One more alternative suggested is to write five news headlines everyday in there notebook which will be discussed in next session.



Celebrations

International Women's Day 2016: Celebrating womanhood at NirmalChhaya

In honor of Women's Day 2016, a colorful assortment of activities was scheduled over a period of three days to celebrate womanhood as an essence of identity for the residents of NirmalChhaya.

8th March, 2016

To begin the celebrations, cultural activities such as rangoli-making, one minute activity, dance and singing competition were organized at After Care Home. To bring out the sense of belongingness to a particular home, residents from different homes formed teams and were encouraged to participate in the spirit of friendly competition. Residents from the Short-Stay Home and the After-Care Home participated individually as well as in groups in the rangoli, singing, dancing and one minute activity. Differently abled residents and residents with psychiatric conditions were also involved in the rangoli making competition and thoroughly enjoyed representing each home. More involvement of the residents was encouraged and all the residents enthusiastically enjoyed their participation.

Upon the conclusion of the activities residents of all the homes came together for a dance party. The facilitators attempted to engage their attention with the music and helped break their symptoms of social withdrawal through bringing out a sense of connectedness amongst the group. They danced and participated in the celebrations joyfully. The officials and members of staff at the NirmalChhaya Complex also joined in the celebrations and helped enhance the interpersonal interactions between the residents during dance party.

Diwali Celebration

CHILDREN HOME FOR GIRLS

On the festive occasion of Diwali, Manas foundation organized a rangoli making activity in Children Home for Girls. Different type of flowers were used to bring out their creativity and the festive spirit in them. Children enthusiastically participated in this activity and made vibrant and beautiful rangolis. There was a lot of team effort observed and leadership qualities came out in positive ways.





NARI NIKETAN HOME

On the occasion of the festival of lights, 40 residents of Nari Niketan participated in diya painting and decorating. The activity went on for about 2 weeks where the residents painted around 250 diyas which were displayed at the WCD headquarter. The response received was positive as all the diyas were sold at the display. The officials appreciated Manas 's efforts on providing vocational activities to the residents which was done in collaboration with Nari Niketan, helping the clients in their cognitive training- including increasing attention span and improved psychomotor coordination. The clients took increased interest and enjoyed the activity thoroughly. The positive response from the WCD headquarter display further gave them a positive reinforcement to engage in such activities in the future.



Diya Painting at Nari Niketan

AFTER CARE HOME

At After care home 3 competitions were held at the After Care home as part of diwali celebration

- Slogan writing competition
- Rangoli making competition
- Card making competition

First, second and third prizes were given for each of the competitions. The girls participated zestfully and the response received was highly positive



Events at Lajpat Nagar Boys' Home

Workshops

This year has seen the MHU initiate and carry out multiple interventions which have sought to *enhance individual well being* of the committed children in the residential home. Through group sessions which either address an issue relevant to the group in question (for instance, psychoeducation regarding substance use within a group of substance users) or addressing certain life skills which are deemed important for the emotional and psychological growth of children, thereby fostering resilience. Further, the MHU organized numerous *creative activities* throughout the year which were dually purposeful in terms of self-expression through a creative outlet and cultivate creative imagination.

WORKSHOP ON DEPRESSION

The workshop was aimed at providing emotional support, reducing stress levels and enhancing the personal confidence and self-image. The workshop was initiated by discussing the participants' understanding of '*mental health*'. They were asked to share the challenges and difficulties they face in their everyday life. This was followed by a discussion regarding common mental health concerns such as depression, anxiety and its various symptoms. This was followed by interaction regarding help seeking and providing help to those who need it. Many interesting anecdotes were also provided to keep them interested for the workshop. The workshop was ended with a feedback session.



WORKSHOP ON HEALTH AND HYGIENE

Workshop on Health and Hygiene at VCH was organised for children to create awareness among them about health and hygiene. It was invariably observed that children are getting proper maintenance pertinent to health and hygienic condition by Child Welfare Committee. The Committee is providing all kinds of welfare facilities to these children. However, need was observed to create awareness amongst the children regarding the importance of personal hygiene.



During an activity conducted, plain sheets of paper were distributed among children. They were instructed to draw or write their opinion and views on “health and hygiene.” It was further observed that children were familiar with the basic hygiene habits. They drew pictures of nail cutting, bathing, teeth brushing, maintaining sanitation at home, and washing clothes. Also, some of the students agreed to convey this message to their friends.

WORKSHOPS ON EFFECTIVE COMMUNICATION FOR STAFF MEMBERS

Three workshops were undertaken in total with the home staff, particularly the caretakers, housefathers and security guards over a period of three days, on effective communication with the children. The purpose was to increase the desired behaviour of the children and reducing unwanted behaviour through positive communication style. The workshop focused on helping the participants understand the perspective of the children, along with the impact of staff's positive and negative behaviour on the behaviour of the children. Techniques of increasing positive interaction along with importance of management of one's emotions were also discussed in the workshop. Participants were encouraged to come up with feedback regarding implementation and non implementation of the suggested techniques.



Group Sessions

The group sessions conducted at MHU aim at development and enhancement of skills related to various spheres for the holistic well-being and happiness of a child. Various common concerns in the home environment are undertaken. Addressing these concerns helps not only at the larger scale but also provides inputs for planning other group and individual sessions. These groups can act as a support network and a sounding board for the participants. Other members of the group can often help the participants come up with specific ideas for improving a difficult situation or life challenge, and diversity is another important benefit of group therapy.

Group sessions usually involve addressing issues from the lives of the children at the home such as-

- Self hygiene and cleanliness
- Dealing with criticism
- Stress management
- Good touch and bad touch
- Peer pressure
- Social skills and life skills

Critical Thinking/ Creativity

A group session was undertaken with a mixed group of junior and senior boys on critical thinking. Instead of discussing and initiating a group discussion regarding the same, the session was conducted with the help of a fun activity where the participants had to prepare a collage using newspaper clippings of a particular alphabet and describe the picture in detail. The activity promoted creativity and thinking skills.

Group sessions were undertaken with a mixed group of junior and senior boys on creativity and craft. As the summer vacations had approached, it was an initiative to engage the boys in creative and constructive work to channelize their energies in a positive direction as a part of "fun hour".



Movement Therapy

Group sessions were conducted for senior and junior boys and girls from both CHB I and II. As a part of summer activity, dance sessions were conducted for the children during the vacations. The dance sessions focused not only teaching dance as an activity to channelize energy but also as a movement therapy to vent out pent up feelings, enhancing skill, improving motor movement and coordination and developing team building skills.



Gender Sensitization

Keeping in mind the growing age of the boys and the exposure from multiple sources regarding the roles, stereotypes and norms associated with both genders, 4 group sessions in collaboration with Parivartan group and Centre for Health and Social Justice was conducted separately for senior and junior boys over a period of 4 days throughout the month of June. Overall, the sessions focused on gender sensitization, breaking the stereotypes related to both genders, understanding the difference between sex and gender, and developing understanding of masculinity and sexuality through group participative discussions, art, skits, critical thinking and creative understanding by making comic strips.



Celebrations

Rangoli Competition as a part of Diwali Celebration

Rangoli competition was organized by Manas foundation at Children Home for Boys. The competition was attended by the Superintendent and the Welfare Officers of children home for boys. Rangoli colours were provided to the children for expressing their creativity. This tap of creative potential helped them break free from the everyday rut of life and experience the beauty of colours. The involvement as a group facilitated social interaction, interpersonal well-being and team building. Their enhanced attention and engagement was a pleasure to observe.



Children's Day Celebration

Children's Day Celebration was marked by a one minute activities and indoor games in collaboration with the Superintendent and staff of Children's Home for Boys. Children actively participated in the event. One minute activities such as rolling chapatis, hoopla, blowing balloons, sorting pulses, making paper boats, dart game, ring game, breaking pyramid, searching toffees from sand were conducted. Participants from the age of 12 to 17 were registered for each activity. Residents with compromised intellectual ability were encouraged to participate at the same level. A very visible sense of motivation and enthusiasm was observed from the participants. Non-participating residents were cheering the contestants and were enhancing the spirit of belongingness and celebration. Assessing and identifying self-perceptions related to achievement and performance were focused on and the manner of interaction with fellow mates was observed. This was done in order to inculcate a sense of enjoyment in daily activities.



Christmas Celebration

December is considered as the time of goodwill and merry. Christmas is greeted with cheerfulness and rejoice everywhere. So, with the collaboration with an organization named

91Springboard, a few members of the organisation came to meet the children and to show them how special they are. Children introduced themselves to the members and shared their interest areas. Celebration ended with giving gifts to the children.



One Billion Rising Annual Event

Every year, in February, One Billion Rising holds an annual event in Central Park, Connaught Place. NGOs from across the city which work on gender-related issues, come together to do performances which bring awareness to various gender-related issues. These performances celebrate equality, strength and power of women, showcasing the talents of the NGOs and those associated with it. On February 5th, 2017, Manas Foundation took part in the annual One Billion Rising Event I two key ways

Photo Booth

Manas Foundation created a unique photobooth where peoepl could come and take funky photographs with slogans which promote gender equality, ending of gender based violence and thus forth, along with fun props such as faky mustaches and hats. This photo booth was created to spread awareness to the surrounding public about different perspectives such as a slogan which said – Short Skirts don't rape. Rapists rape.



These and other slogans encouraged the public to be involved in gender justice and opened their perspectives to beliefs which went beyond the societal norms.



Manas Team Retreat

On 18th March, 2016, the entire Team Manas went on a team retreat to recharge and plan the next year. The retreat was held at Nag Tibba, where the team went hiking on the Serpent Trail to 9,915 ft. Many psychological benefits of hiking were discussed before the trip was finalised. Hiking enhances the ability to overcome challenges and being out in fresh air and daylight also boosts creative thinking. The mornings were started with group Yoga and meditation. After which the team head out on the trek. The trip was both enjoyable and productive as the entire team got a chance to relax and recharge for the coming year.





Manas Foundation (c)

Supporters

Manas Foundation is able to work towards its vision of providing mental healthcare to all, extending the wellbeing model of mental healthcare and leveraging psychology for reducing violence against women because of its supporters. While its donors and funders have made it possible for the Foundation to execute its unique interventions, its partner organisations have helped it extend its work to diverse communities.



Founding Team

MONICA KUMAR, Trustee & Psychologist



Monica Kumar is a practicing psychologist, founding trustee of Manas Foundation and an Ashoka Fellow. She has worked extensively in mental health service delivery in both hospital and community settings. She founded Manas (2000) to extend mental health services to the broader community specifically focusing on marginalized and resource-poor segments. Monica has been bridging the gap between mental health service-provision and service-implementation by integrating mental healthcare units in different settings like school structures and custodial care settings.

She has been instrumental in defining the guidelines for mental health needs and childcare and protection policies for the Delhi Commission for Protection of Child Rights [DCPCR].

Monica aspires to co-create a multi-tiered model of recovery that will be supported by the pillars of accessible and affordable preventive-promotive-recovery methods for mental illness management and alleviation. She remains in continuous dialogue with the government and development institutions to build alliances for this co-creation. Monica is also the recipient of the EdelGive: Social Innovation Honor for her work with underprivileged women, using models of psycho-social rehabilitation and care. She serves as a member of the State Child Protection Society on the board of the Department of Women and Child Development [DWCD], Delhi, and is a member of the governing body of the Integrated Child Protection Scheme [ICPS]. Monica is an alumna of NIMHANS with an MPhil. in Medical and Social Psychology. Monica has worked with a plethora of afflicted populations including children and women afflicted with sexual/emotional/physical abuse and violence, juveniles delinquents, and trafficked children.

Dr. AMIYA BANERJEE, Trustee & Psychiatrist



Dr. Amiya Banerjee is a practicing psychiatrist and founding trustee of Manas Foundation. He practices out of Greater Noida and has been a Consultant psychiatrist at VIMHANS, Delhi, for 10 years. Dr. Banerjee completed his Diploma in Psychiatry at NIMHANS, Bangalore and his MD at AIIMS, New Delhi. His subsequent work as a practicing psychiatrist has taken him into roles and settings that have broadened his understanding of psychiatry.

Dr. Amiya's interest in persons suffering from serious forms of mental illness like schizophrenia and mood disorders is in being able to provide them with sound diagnosis and treatment. This is possible when one integrates psychiatry with other branches of neuroscience, since the mind is seated in the brain and is affected when brain structure or function is disturbed. Inspired by this thought, he developed the Behavioral Neurology Clinic where conditions like Alzheimer's disease, stroke and Parkinson's disease were jointly treated by the neurologist, psychiatrist and neuropsychologist. He worked closely with the neurosurgeons in situations like head injury, brain tumors and post-operative and ICU care.

Just as the mind is in the brain, the brain is in the body. Physical and brain illnesses are often intertwined. Dr. Amiya's interest in these interfaces led him to collaborate with other medical specialists when he was a visiting Consultant at Escorts Heart Hospital and Dharamshila Cancer Hospital. Hospital based practice, however varied, offers but one perspective of the problems prevalent in the community at large. In 2000, Dr. Amiya along with Monica founded Manas spurred by their vision of a community based mental health initiative.



A psychologist by choice and wanderer by nature, Naveen Kumar is a practicing psychologist and the founding trustee of Manas. He has over 15 years of experience in providing mental health inputs to individuals and disadvantaged groups through his clinical practice and community outreach projects. Naveen has been instrumental in conceiving the idea and process behind the key target

Interventions implemented by Manas to promote wellbeing and positivity for many vulnerable and volatile communities.

Naveen's work is highly appreciated and recognized in the field of individual therapy, especially with adolescent and youth, marital problems, and resistant psychological issues of obsessions and addictions. He switched to psychology in 2000 and completed his masters and training as a psychologist to follow his keen interest in human behavior and the principles governing it.

Naveen's association as alumni of IMT Ghaziabad and Campus Law Faculty, Delhi University, helped him build his understanding of the corporate and legal worlds. As his core area of interest, this experience enables him to effectively provide mental health care required for issues related to work situations, environmental stress and personal and professional relationships.