

# NEWSPAPER ARTICLES



**JINDAL INSTITUTE OF  
BEHAVIOURAL SCIENCES**

# Fatal Games: Addiction to Internet and Internet Games Is The New Threat

*Technology and the internet should be used for enhancing one's life and not for diverting from it*

by: **Sanjeev P Sahni, Karishma**



Two men got mowed down to death by a train while they were hooked to their screens playing PUBG. Several cities have already banned the games and many are moving in to take the same action, but PUBG is just the tip of a gigantic iceberg. A myriad number of people have been injured, even fatally taking selfies at dangerous locations and poses, competing in viral internet challenges like the Kiki Challenge, the Bird Box Challenge, the Blue Whale Challenge and so on.

Maladaptive and overindulgence of internet gaming is so prevalent that internet gaming disorder is being recognized as an independent disorder. Scientific literature suggests that it is more common in young males. It can be recognized by one's obsession with internet games, continued engagement in internet gaming despite negative outcomes and experiencing withdrawal symptoms if not engaging in internet gaming.

Internet use is not confined to gaming and neither is the maladaptive overuse. Affordability of computer systems, smartphones and data plans has opened floodgates for a plethora of applications encompassing almost everything. People are hooked on social networking sites, desperately seeking for validation online in the form of 'likes' and 'comments', watching videos, reposting 'memes', obsessed with uploading a myriad number of pictures of self or random objects or food, broadcasting minute details from daily life and so on. The latest trend is people participating in dangerous internet challenges which have been illegal and even life-threatening. The negative outcomes of maladaptive internet use are numerous and well documented, ranging from poor cognitive functioning, low academic performances,

relationship problems, psychiatric and physical disorders. Yet, the gravity and significance of such behavior are yet to be addressed.

Though the government of India has established the SHUT clinic in NIMHANS, Bangalore which exclusively focuses on combating excessive use of technology some four years ago, no such other initiative has taken place since then. Moreover, in spite of recognizing it as a prevalent health hazard, not enough innovative work is being done for the treatment and management. In light of this, it's imperative that we learn to self regulate internet use:

1. **Set time limits:** Allow yourself limited time online. If you keep losing track of time, many of the applications and smart phones have features that can nudge the user when crossed the time limit. One can also keep check of one's digital behavior.
2. **Monitor children's and adolescent's internet use:** Children and adolescents are the most vulnerable population when it comes to sensation seeking activities. Their activities should be monitored in case they are getting lured into harmful activities like internet challenges.
3. **Develop offline hobbies:** Do something creative that helps you forget going online. Cook something new, read a paperback novel or draw.
4. **Exercise:** Exercise! Moreover, try to mindfully exercise without using monitoring device such a pedometers or similar applications and without 'checking in' the gym.
5. **Talk to family and friends:** Just talk; don't click photographs to beat the urge to upload it on a social media platform.
6. **Go wifi-less and low on data plan:** If you're going out, choose places where there is no wifi available; when you enter your house don't rush straight away to switch on the wifi device. Try buying a smaller data plan once in a while.

Just a couple of months ago Prime Minister Modi quite rightly stated that "technology is a problem, as well as a solution" and "technology should be used for progress and its misuse can have adverse outcomes." Technology and the internet should be used for enhancing one's life and not for diverting from it. Hence, to recognize the fine line that divides the proper and maladaptive use of the internet is the need of the hour.



## **Sanjeev P Sahni**

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for all matters relating to human resources including Talent Management, Development, Retention, Education and Learning for the Group. He has delivered lectures and keynote addresses at various institutes in India and abroad and has published numerous research papers in various national and international journals of repute. He is also awarded with fellowship for Indian Association of Sports Medicine, Sports Psychology Association of India and Indian Council of Medical Research. Dr. Sahni is one of the few Indian psychologists to have dispensed his immense knowledge towards the development of society and nation.

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# Awareness About Plagiarism In Schools & Colleges The Need Of Hour

*Here are some useful tools to help students avoid plagiarism in schools and colleges*

**Dr. Sanjeev P. Sahni & Sweta Lakhani**

The University Grants Commission (UGC) of India recently created a new policy for addressing plagiarism at India's higher educational institutions - 'University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018' providing stricter punishment for the students as well as their supervisors.

In this light it becomes imperative that we raise awareness on plagiarism at all levels be it faculty, researchers, educational administrators or students.

Not many of us can vouch for original content as most of it is picked from online sources to be used in school assignments, at work or on social media. The material that we pull out online to copy and pilfering of such act which is commonly termed as 'plagiarism' is a serious offence.

Students are not conscious that they are involved in such infringing activity of plagiarizing primarily due to lack of awareness about the importance of Intellectual Property Law, and the consequences of plagiarism in schools and universities. Such an act is seen as innocuous or even trendy than offensive for them.

While penalties are being laid down in the policies of school and university administration, the majority of them fail to concede the role of behavioral factors. In some schools and colleges, the consequences of plagiarism can be overwhelming because it may lead to expelling dishonest students. Thereby, it's crucial for the education system to encourage individual creativity in submissions.

The key behavioral factor that plays a pivotal role in persisting with the habit of plagiarism in younger minds is the 'perception of plagiarism'. It is seen as an 'accepted norm' where majority of students have the mindset that 'copying' or 'borrowing' another's original work is universally practiced and not a misdeed. This culture of replication is quite prevalent perhaps because the authorities assume that the students already know the rules. On the other hand, students are highly perplexed and unable to understand the consequences.

Here are some useful tools to help students avoid plagiarism in schools and colleges:

**a) Avoid verbatim writing:** the cut, copy and paste way of writing should be completely avoided. If you come across an article that is relevant to your topic, paraphrase the information.

**b) Research:** With modern technology making it easier for us to access information today, find articles related to your topics, source appropriate content and note down pointers that could help you for your assignments or research papers.

**c) Avoid last minute thinking:** Students end up plagiarizing due to time crunches and the pressure to adhere to deadlines. Students are advised to begin working on the assignments well in advance before submission dates to research and understand the topic.

**d) Mention the sources:** Referring to articles on the internet for ideas is vital. Therefore it is important to cite the sources after you finish your assignment.

Schools and colleges too in fact are taking measures to reduce the amount of plagiarized content by students such as running workshops and programs on 'Understanding Piracy and Plagiarism', 'Best Teaching Practices', 'Stress Management and Performance Enhancement'.

The universities and schools can use the help of applications such as CollPoll, Smallseotools or Quetext that allow students and professors to check for plagiarized content.

# Behavioural Sciences - A must to have course in Indian Universities

Behavioural sciences was a part of the social sciences discipline in the mid 1950's after which subjects like psychology, anthropology and sociology drifted away and were brought in proximity to the sciences as they too studied the effects of diverse factors including physiology on human behaviour. The study of behavioural sciences is a relatively newer field of scientific study in terms of acceptability and reported cases. It is far more complex than natural sciences due to diverse factors operating from within a person and the environment to effect the behavioural outcome. Though, psychological health issues have been addressed for decades, psychological intervention has gained popularity with increase in lifestyle diseases, greater awareness of the effect of mental well being on happy living and maturity to understand the extreme necessity of intervention beyond health treatments.

Behavioural Sciences tries to comprehend not only the human experiences, but also individual and social contrasts. Behavioural Sciences with the help of experiential learning draws different strategies for enquiry, both quantitative and qualitative to decipher human behaviour. Psychology is a scientific study of mental processes and behaviour and the functioning of individual in the society. This feature of psychology effectively links it to all fields of study and thereby increases its relevance in interdisciplinary studies.

It concerns to study perception, attitude formation, motivation, emotions and cognitive processes like memory, learning, thinking and intelligence and their domino effect on behaviour. The influence of all these psychological processes on our behavioural outcome can be seen in our everyday functioning. Recognition and changing the behaviour can be easily elicited through understanding Psychology.

Strong relevance of stress coping mechanisms to disentangle major health problems such as obesity, drug, alcohol, tobacco abuse and propensity for violent behaviour and crime cannot be belittled. The one end of the spectrum has its focus on interpersonal, group, and societal behaviour and on the other end importance of self and personality as key factors that underlie the complex health problems besetting our society.

Inspiring the employees by adding excitement or interest, orienting individual towards goal attainment and implicating a drive towards an action requires motivational techniques ranging from external motivators such as salary raise and back-pat to intrinsic motivators such as instilling enthusiasm through inspiring talks and team involvements. Just as the progress of an organization depends on an efficient manager, so does the performance of the employees to a large extent depends on the managerial style - which in turn rests upon the attitude of a manager. Better the managerial style, more efficient will be the performance of the employees. Positive attitude provides positive results not only to the work place but interpersonal and intrapersonal relationships too. Familial happiness has direct lineage to the self-esteem and

self-identity. Positive attitude towards self and things around improves the value of existence.

Attitude towards things depends on our perceptual biases, prejudice and stereotypes acquired through the entire learning process during our living. The real situation may be different from the perceived one and that which is perceived may involve inaccurate information. Hence, developing perceptual abilities in order to establish positive thinking that may be proven advantageous in the attainment of goals is important. Attitude towards religious group or community, specific gender and color impacts our behaviour in positive or a negative manner. Negative behaviour attracts the same from the other group and strains the relationship. Techniques to understand the perceptual bias and its influence on attitude formation and in turn its effects on ones behaviour and future goal orientation can easily be guided through structural analysis to the factors that govern it through study of Psychology. For e.g., before addressing how to change attitudes and behaviours around AIDS or homosexuality, one needs to know how attitudes develop and change.

Similarly, before convicting any person, one needs to know in-depth case study.

Before addressing memory decline in the elderly, one must know the basics of learning and memory and how that changes with age.

Before guiding the students towards career options, one must know their aptitude and interest in various fields.

Before changing the violent and imbalance emotional adolescent, one must understand the factors that led to its acquisition.

Before the treatment of an autistic or dyslexic, one needs to convince parents of its existence and pull them out of denial mode.

Before improving the relationship between two adults, one must know the extent of disparity in thoughts between them.

Likewise, at every step in life, the decision making and problem solving techniques to influence the path setting. How we think, how we behave, how we react to situations, and how we perform are all associated with psychology.

Though, a late realization but the acceptance of mind governing the body is catching up quite rapidly with the world and hence quick changes in the education system will enable correct path defining and bringing revolution in the society. From revamping the education system to sync it with understanding behaviour to penetrating amongst people the relevance of happiness as a mandate to successful living is the correct way forward change and progress of the society.

Hence, Paramountcy of Behavioural Science cannot be scorned but the only course is to advance.

# Here's how schools can produce intelligent and responsible students

By: **Dr. Sanjeev P. Sahni** and **Prof. Mohita Junnarkar**



Warm, welcoming and a pleasant school environment makes children, school teachers and staff not only happier but gets them pumped to go to school every day. In addition, an encouraging atmosphere and happier people make the educational process more productive and conducive to learning. Schools that promote equality in diversity, collaborative approach to learning, set realistic expectations from teachers and students, and focus on physical-social-psychological well-being of children and teachers make a school admirable. With advent of technology, these days schools are aiming for smart classrooms on one hand and parents are providing gadgets in form of musical toys or tablets at home on other hand. In today's world, we cannot stop our children from getting exposed to technology or artificial intelligence, but at the same time it is essential to cater to the socio-emotional needs of the child. For life excellence it has become imperative to balance between S-E-A intelligence (social, emotional and artificial intelligence)

S stands for Social intelligence aims to generate self and social awareness. It helps children to manage complex social changes. Verbal fluency, communication skills, understanding what makes other person happy or sad, displaying flexibility in different social roles, accepting diversity and treating each individual equally are few of the key elements of social intelligence. A school that caters to social intelligence is instilling values of equality in diversity and collaborative learning process. In today's world collaboration, flexibility and adaptability are required at all levels to become

successful. A child who would lack SI is likely to become ignorant of truth, lack logic and reality of the world that could translate to a child becoming less self-confident. A child who is deficient in self-confidence is expected to be inept to make sound decisions and stand by the decision taken. Observational studies show that these children lack social networks and often demoralized themselves.

E stands for Emotional intelligence on the other hand takes care of developing and enhancing emotional competency, maturity and sensitivity among children.

Emotional competency caters to tackling emotional upsets, building self-esteem in children and how to effectively deal with egoism and inferiority complex; whereas emotional maturity helps to develop self-awareness, adaptability, flexibility, accommodative attitude and skills to delay gratification. The last component of emotional sensitivity helps to develop empathy, effective communication of emotions and controlling emotional arousal in children. Lack of emotional intelligence leads to rigidity in thinking processes and poor relationships with family, peers, and society.

A stands for Artificial intelligence that has entered into our homes through TV shows like Small Wonder, Alexa or in form of gadgets helps child to understand that only one task can be done at a time. This is enabling a child to develop sense of visual and auditory perception, speech recognition, decision-making and translation between languages. Rational and systematic thinking is developed in children.

A school can support and develop S-E-A- intelligence in children through these activities:

1. Start the day with welcoming each child to the classroom. This need not be an elaborate procedure, but simply asking children "how are they feeling today?"
2. Give children at least two tasks per day to work with partners or in groups. This will help build cooperation and community in classroom. For a task,



a teacher can make groups or partners and in other tasks allow the children to choose their partner or group. This helps to develop collaboration and choice-behavior in children.

3. Encourage children to talk, argue, and complement each other and ask questions in classroom. This promotes critical thinking, accommodating other's view-points and tackling emotional upsets and delayed gratification.
4. Teach kids to manage conflicts with peer mediation. Peer mediation helps students to resolve problems in private, safe and confidential settings. This helps children to learn to respect the right to disagree, express real concerns, open up to different viewpoints, listen carefully, think about probable consequences and negotiate mutually for cooperative agreements.
5. Provide plenty of opportunities in structured and unstructured form to talk to one another during the day. When you see that your class is getting wiggly

and distracted, it is good to take a five-minute chat break to reset the mood of the students.

6. Teach children to monitor their own progress. Each week, ask students to set their weekly goals (academic, social, emotional etc) and at end of the week, ask them if they met their goals or not. Help them to meet their goals or ask other students "how do you think the goal could have been met?" This would promote to strengthen interpersonal skills, accept suggestions from others,

and develop divergent thinking patterns and self-monitoring.

7. Encourage students to express their feelings through art.
8. Classroom teaching can be supplemented with educational videos. Higher classes, power point presentations can be assigned to students. This will help students to build self-confidence for public talking and using technology effectively to communicate their thoughts.

A school that caters to and works in a direction to develop S-E-A intelligence in their wards, will be an admirable school. Such a school will not shun away from technology entering classrooms but at the same time will satisfy to the socio-emotional needs of the child. To have a mentally healthy society the need is to create balanced individuals who know how to handle their relationships and emotions in a technologically advancing world.

# What is Turning Juveniles to Heinous Crime?

*Juvenile Behavior, Spotlight*

**Seasoned Academicians\* from newly set up**

**Jindal Institute of Behavioral Sciences (JIBS), JGU, Sonapat, try to provide an answer**

*"What makes the teens (adolescents) commit heinous crimes such as rape?" The answer to this question is highly complex. Mental health studies indicate that currently adolescents are low on resilience, grit, hope, tolerance, and high on aggression, conflict, mood modification etc.*



(NCRB, 2016). Why is it so? Let's try to figure out.

Science suggests that juvenile delinquency occurs due to the interaction of various so called 'risk factors' at the personal, family, peer and community level. Thus, no child is a 'born' criminal or rapist. About 97% of a child's personality consists of values, attitudes and morals formed by age of 7 years-all which is influenced by parents, peers and neighborhood. A child primarily interacts with family, school and neighborhood during personality development.

## Family Environment

Child rearing practices are being influenced by the current changing family structures in India, moving from joint family to nuclear family and single-earner family to dual-career family. Research studies have documented that children who have received poor parenting, lack of affection, poor supervision, maltreatment and abuse (physical, emotional, sexual) in childhood are more likely to display criminal behavior and turn into juveniles. The Indian traditional joint family system helped to establish acceptable child behavior. However, today with both parents working, there is less quality time spent by primary caregiver which is putting children in the "risk" zone. Children who witness domestic violence and gender discrimination at home at an early age can lead to the 'intergenerational' passing on of lack of respect and even violence against the opposite gender which is regarded as acceptable. An analysis of the family background of juveniles arrested in 2016 shows that 38,061 or 86% of the 44,171 minors apprehended lived with their parents, while another 4,550 (10.3%) lived with guardians. The statistics too indicates that family environment plays a crucial role.

Apart from changes at home, there is a significant change in nature of play activities that children are engaging in today. We are raising generations of children who grow up in front of television and use tablets, mobiles etc. This is becoming more important than allowing children to play in parks, read books or involving them in hobbies at home. Playing in parks ensures that child learns the values of negotiation, sharing, caring, accommodating other person's point of view, creativity, problem solving skills, decision-making etc that are slowly fading today. The traditional way of engaging children until age of 3 years at home was to give them wheat dough (for making roti), pulses to sort (mix of rajma and kabuli chana) or vegetables to

sort, shelling peas, skinning boiled potatoes has now been repackaged to playing games on screen that is hindering the growth of fine motor skills. This impairment in growth can be easily observed in the diminishing writing skills among adolescents.

Experts have also opined that children whose parents do not spend at least two hours with them are less likely to develop emotional regulation and self-control. A recently concluded positive mental health research study in North India indicated that adolescents' who were able to express their opinion and thoughts in front of parents and other family members, who perceived presence of relaxed environment in family, amicable relationships among family members, were satisfied with their physical appearance, satisfied with dressing style and perceived presence of environment for facilitating character strengths were emotionally, psychologically and socially healthy. Parent-child relationship, shared family activities and positive parent role modeling enhanced adolescent mental health and development.

## Interaction at School

Interaction with peers in school enhances social communication skill of children. However, there is always a fear of the child being in the company of other deviant children thus, making child monitoring important. Bullying in school has its effect on both the victim and the bully. These children are observed to develop non-acceptable behavior to either protect themselves or to feel accepted by other children. In addition, rejection from peers and teachers at schools can act as a major blow to the self-esteem of a child and resilience to deal with life problems. In an effort to 'fit in' and compensate for the lack of self-confidence and anxiety, adolescents' may fall into the trap of deviant behavior and ultimately get caught up in the vicious cycle of crime. The competitiveness in schools has increased many fold leading to lack of focus on life excellence.

## Neighborhood Environment

A research study conducted on North Indian 'school going' and 'school dropout' adolescents indicated that as compared to 'school going' adolescents, 'school dropouts' had lower psychosocial functioning indicating that they were more depressed, displayed violent behavior, had conduct problems and showed a lack of emotional control and impulsivity. Early exposure to impoverished environment and petty crimes such as thefts, gambling, alcoholism, violence etc creates a conducive atmosphere for children to consider violence as acceptable behavior.

The factors that put children at risk for turning into juveniles can be turned around to serve as 'protective factors'. Therefore, there is an immediate need for a transformation in the social environment that should commence with parenting at home, child monitoring system, and instilling the right values of what is acceptable and not acceptable at parental level. However, role of the school cannot be undermined.

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# 10 Commandments To Achieve Excellence Beyond School

*While there are many mantras for success, following these ten commandments can lay the foundation for excellence and positive result.*

**By Dr Sanjeev P Sahni and Dr Mohita Junnarkar**

*Researchers and psychologists from around the world believe that excellence can be achieved. And, it can be attained when physical health, relationships and daily living practices are balanced with contribution to the community, purpose and meaning of life. When it comes to children, there is a plethora of research on how they can achieve excellence. Here are ten simple commandments to help your child achieve excellence in learning and life.*

## Commandment 1: Teach your child to maintain a good posture

Good posture really matters, as the way we hold our body while standing or sitting affects our quality of life. Many children develop the habit of slouching in the chair, which creates a strain on their back. The correct way is to sit with the back straight and shoulders back, and feet placed on the floor. Also, the chair on which children sit should have armrests to support and relax the muscles of the forearms and elbows. If your child uses a computer, make sure that the computer screen is at eye level. This will prevent him from straining his neck muscles. Also, encourage your child to develop the habit of getting up every 20 minutes to walk for a minute or two, as it helps stretch all the muscles.

## Commandment 2: Create a good study environment

The study room should be well ventilated and well lit. However, the light shouldn't be too bright as this can make it difficult for your child to read from books and from the computer screen. Overhead light reflects off the computer screen and causes glare, which can interfere with your child's vision. Also, when using a computer, your child should avoid sitting with the window behind her, as this can cause the light to reflect off the computer screen and cause glare.

Before your child sits down to study, ask him to ensure that he has all the books and other articles like geometry set, pen, pencil, and eraser with him. He should keep all the study materials within reach to avoid getting up often to fetch them, as this can prove distracting.

## Commandment 3: Give nutritious food

For various reasons, many children don't have breakfast in the morning. Kang and Park published a study titled, 'Does Skipping Breakfast and Being Overweight Influence Academic Achievement Among Korean Adolescents?' in ScienceDirect (2016). According to them, "Skipping breakfast and being overweight are associated with poor academic achievement in Korean adolescents. Eating breakfast and weight control is being discussed as the overlooked factors that may influence better academic achievement."

At the same time, it is essential to keep track of what your child eats. Food high in white, refined sugar, white flour and oil release more energy. This can induce increased activity levels, which can make a child feel tired after a short while and cause poor concentration, headaches, and lethargy. Depletion of energy can also make a child want to eat more, which can lead to weight gain.

Intake of fruits, milk and oatmeal increases blood glucose levels and improves a child's attention span, reaction time and word recall skills. Try to ensure that your child has about five meals a day, which includes three complete meals (breakfast, lunch and dinner) and two small portions of snacks like nuts, fruits and shakes. Nutritional research recommends that children should not go hungry for more than four hours while they are awake and active, and for more than eight hours from the time they go to sleep at night to when they wake up in the morning.

## Commandment 4: Teach relaxation techniques

Encourage your child to practice mental relaxation techniques. For example, during study breaks, ask him to close his eyes and concentrate on his breath for a minute. Doing this will help decrease muscle tension and regulate blood pressure. This will also help release endorphins that enhance the feeling of well-being and flush harmful toxins out of the body. Also, encourage your child to engage in activities like reading and sport, which help relax the brain.

## Commandment 5: Encourage physical activity

Rigorous physical activity for at least 30 minutes a day helps regulate blood flow, improves mental performance and increases functional activity of the temporal lobe, which stores sensory information. It also helps manage stress, depression and anxiety, releases endorphins, and regenerates and maintains nerve cells. Some rigorous physical activities include dancing, aerobics, walking, stretching and sport.

## Commandment 6: Keep your child hydrated

Keeping our body hydrated at all times, even during the winter, is essential. Water helps regulate body temperature, carry nutrients and oxygen to cells, convert food to energy, protect and cushion vital organs, and remove waste from the body. It is recommended to have three litres of water every day. The easiest way to ensure that your child drinks enough water is to inculcate in him the habit of drinking about 300 ml of water every hour and a half.

## Commandment 7: Ensure adequate sleep

Make sure that your child gets about seven to eight hours of sleep every day. Instead of sleeping eight hours every night, your child can sleep for six to seven hours at night and the remaining time in the afternoon. It is also important to inculcate a regular sleep routine by encouraging your child to go to bed and wake up at a fixed time. If your child sits down to study within one hour of waking up in the morning, then the amount of information he can memorise and recall can go up to about 83 per cent. As the day progresses, our body's metabolic rate decreases, and we begin to feel tired. This also leads to a decrease in our retention and recall ability.

## Commandment 8: Instil the habit of revision

Looking at the same information every day helps in retention and recall. This can be achieved through a process called photoreading. For this, ask your child to make an index of the chapters with at least 30 key words of the topics on a single sheet of paper. Ask her to glance through this sheet diagonally, that is, from the top corner of the left side of the paper to the right lower corner and then from top corner of the right side to the left lower corner, thus forming a X. The best time to engage in photoreading is after waking up in the morning.

## Commandment 9: Set a routine

Following a set routine inculcates a sense of discipline, responsibility and commitment in your child. It also enhances planning, problem-solving and decision-making skills in children, which are the stepping stones to excellence. Discuss with your child what he needs to do, how to do the tasks and achieve his goals.

## Commandment 10: Develop time-management skills

The most important commandment is time management. Help your child understand the concept of time to help him learn to plan and prioritise. There are some very simple ways of developing time-management skills in your child. Encourage your child to reach school three to five minutes before the gate closes to teach her the importance of being punctual. Help her make a weekly checklist of submissions and assignments and keep track of it to complete the tasks before time. While you try to follow these ten commandments, also ensure that you extend your support to your child. Appreciate your child whenever he puts in his best efforts and teach him to learn from his mistakes.

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<https://www.parentcircle.com/article/10-commandments-to-achieve-excellence-beyond-school/>

# 'Social acceptance key to integration of refugees, migrants'

Sonipat (Haryana), May 18, Social acceptance is a stepping stone to the integration of refugees and migrants, said an O.P. Jindal Global University professor at a UN symposium.

"The integration (of refugees and migrants) is a multi-group responsibility involving the host government, non-governmental organisations, communities and local residents," a statement quoted S.P. Sahni, Principal Director at the University's Institute of Behavioural Sciences, as saying on Friday.

The five-day UN symposium was held in Vienna from May 14-18.

According to the United Nations Human Rights Council (UNHRC), there are about 65.6 million people forcibly displaced worldwide out of which 16.1 million refugees are registered with the council, while another 5.2 million are registered with United Nations Relief and Works Agency (UNRWA) and many of them are under the age of 18 years.

There are about 10 million stateless people who are

denied nationality and access to basic rights such as education, healthcare, employment and freedom of movement.

The people who leave everything behind in the hope of finding safety and a better tomorrow are also on the risk of developing mental health issues, and thus need to be targeted in a "integrative and holistic" way, Sahni said.

"Mental health of refugees is dependent on a complex web that is governed by bio-psycho-social factors being mediated by government and other agencies at large," he noted.

Sahni emphasised about the need to build a conscious narrative where there is a cohesive social acceptability for immigrants that needs to be instilled among host citizens by making an "a robust policy" at the governmental level and involving non-governmental organisations.

The event also saw participation of leading global experts on refugee crisis, human rights crusaders, health care professionals and legal luminaries.

***Prof. (Dr.) Sanjeev P Sahni is the Principal Director  
Jindal Institute of Behavioural Sciences (JIBS)***

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[https://www.business-standard.com/article/news-ians/social-acceptance-key-to-integration-of-refugees-migrants-118051801188\\_1.html](https://www.business-standard.com/article/news-ians/social-acceptance-key-to-integration-of-refugees-migrants-118051801188_1.html)

# Justice for Refugees and Migrants: Jindal Global University Voices at UN Symposium

SONIPAT, India and VIENNA

## “Social Acceptance: Stepping Stone to Integration of Refugees and Migrants.” – Dr. S.P. Sahni

O.P. Jindal Global University (JGU) received the unique honour to present an invited talk on 'Perspectives on Refugees and Migrants in the Age of Migration and Global Crime' held in Vienna from 14th-18th May, 2018.

It is noteworthy to mention that JGU was the only Indian University to get this invite to present at this global platform.

The event was held under the aegis of United Nations Office on Drugs and Crime (UNODC).

Prof. (Dr.) Sanjeev P. Sahni, Principal Director, Jindal Institute of Behavioural Sciences (JIBS) of JGU presented his talk on '*Educating for Justice for Refugees and Migrants: A Global South Perspective*' in this forum.

In his presentation, Prof. (Dr.) Sahni stressed on the 'social acceptance' being a key stepping stone to integration of refugees and migrants, "The integration is a multi-group responsibility involving the host government, non-governmental organizations, communities and local residents." He also spoke about building a conscious narrative where there is a cohesive social acceptability for immigrants that needs to be instilled among host citizens.

He mooted, "At the governmental level, a robust policy is required to be drafted that could take into account the immigration policies, promote integration policies that acknowledge diversity, provide national realities, recognize local context, providing healthy physical conditions to reside, involve non-governmental organizations and delegation of authority aptly; at community level the non-governmental organizations need to promote social acceptance, mobilize the immigrants to search jobs, educate the immigrants regarding the countries cultural context and language, ensuring that children of immigrants are enrolled in school and at individual level, each citizen of the host country needs to be sensitized of the immigrants."

Immigration is not country specific, it has become a global phenomenon, where human exodus is constantly happening; it is the reality of the times we live in. This takes a load on livelihood, demographic and infrastructure of a nation.

There are about 65.6 million people forcibly displaced worldwide out of which 16.1 million refugees are registered with UNHRC and 5.2 million with UNRWA and many of them are under the age of 18 years. There are about 10 million stateless people who are denied nationality and access to basic rights such as education, healthcare, employment and freedom of movement.

The world is witnessing a huge humanitarian crisis. Every minute, 24 people around the world are forced to flee their homes. That's 34,000 people a day who leave everything behind in the hope of finding safety and a better tomorrow.

Stressing on the role of mental health which plays a crucial role in rehabilitation of displaced people, Dr. Sahni was of the opinion that, "We need an integrative and holistic approach towards it. Mental health of refugees is dependent on a complex web that is governed by bio-psycho-social factors being mediated by government and other agencies at large."

Migration is reported to affect mental health of refugees that is dependent on the biological factors (physical health), psychological health and social acceptance by people of the host country.

Asylum is a human right and no human being is illegal; these are the pertinent narratives that are needed to combat ***all kinds of xenophobia and racial discrimination*** in this unfolding humanitarian crisis.

The 5-day event saw participation of leading global experts on refugee crisis, human right crusaders, health care professionals and legal luminaries.

***Prof. (Dr.) Sanjeev P Sahni is the Principal Director  
Jindal Institute of Behavioural Sciences (JIBS)***

# Tackling exam paper leakage



■ Papers getting leaked is becoming common news

FILE/HT

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Papers getting leaked and exams being postponed as a result, have become common news these days. As the problem becomes more endemic, it becomes increasingly important to not JUST discuss steps to prevent leakage of papers, but also understand the problem itself; the context and environment that create this issue.

The students in classes X and XII, which see most of these paper leaks, belongs to a generation referred to as Generation Z (Gen Z).

What do we know about them? They were born between the years 1996-2010.

The strong connect with technology is a salient issue that should be discussed in the context of this problem. The first thing we need to remember, is that we are talking about the digital generation. Technology is an important part of their identity. Therefore, they are very prone to exposure and overexposure of social media and digital world (Snapchat, Instagram, Facebook, WhatsApp, etc). This is a generation constantly glued to their phones for information, news and chats and sharing information rapidly with each other. So, it comes as no surprise that the leaked papers spread like wild fire within seconds of its release!

Secondly, this technologically competent generation believes in working smart and is constantly on the lookout for smarter and shorter options. But because of their shorter attention spans and immediate need to gratify their needs they could be prone to making wrong choices. An impatient and individualistic generation IS MORE easily gullible to seeking shortcuts to reach their desired goal. These are also adolescents, no longer a child and not an adult yet. Because of their age and stage of life, they may not make

rational and thoughtful decisions, which REQUIRE CAREFUL analyses OF the price one pays for shortcuts! Thirdly, the parents of Gen Z are usually from the Gen X generation (born between years 1960-1980). They are highly qualified, result driven and pragmatic people. They can be pushy parents and want their children to be not just achievers but over achievers! For these parents, results tend to define them and their future and hence, children of such parents experience immense pressure to perform the best. This puts additional physical and emotional stress on the adolescents. Life comes to a standstill during these board exams. When stress is intense, any form of temporary relief whether good or bad seems to be a good option. Just as the leaked paper is a temporary solution to stress relief and increased performance. The materialistic, instant minded generation Z adolescents as a result, seeks the quickest and the shortest route to fame and success.

Perhaps, the solution lies in understanding the role of three crucial systems (home, school and coaching centers) in the lives of 10th and 12th grades. Our schools and home should provide space for open conversations about success, failures and emotional well-being. They should help identify strengths, weakness and coping mechanisms among students. Supportive parents and important resource and help children cope with stressors. There is a growing and pervasive presence of coaching centers in the lives of a large number of 10th and 12th graders. Lastly, we should acknowledge the role of multiple systems in teaching self-control, good decision-making and responsibility among our adolescents.

*The author is Assistant Professor & Deputy Director, Jindal Institute of Behavioural Sciences*

# Teaching Practices that Encourage Excellence Among Students

By **Manjushree Palit**, Assistant Professor, Jindal Institute of Behavioural Sciences

Imagine if you had to recollect and talk about the best and worst teachers from school or college life? Almost every one of us would instantly be able to draw a name or two from their memory. Ever wonder why it is so easy to remember such teachers or professors? Is it because of their lesson plans and the content they taught us? We also remember them because of our quality of interactions with them, which has etched them in our memory. In fact, it is their enthusiasm, engagement or style of delivery or lack of it that has remained with us for a longer time.

Best teaching practices embody more than just simple learning strategies. The social and emotional well-being of children has been the basis for developing healthy behaviours. It has also been strongly associated with educational achievement in children. In fact, best practices emphasize on creating a supportive physical, social, emotional and learning environment. Such a conducive environment fosters enjoyable and engaging learning experiences for students in schools.

## What are these strategies?

**Preparing the student for the lesson:** Start the class with an ice-breaker activity or question or observation. Drawing the students' attention in the beginning of the lesson. This process of engagement prepares the students to be mentally, emotionally, and physically receptive to start a lesson or transition from one lesson to the other. When students are aware of the purpose and objective of the lesson plan, it results in increased engagement from their end.

**Focus on emotional and social well-being:** Schools or colleges should systemically assess the emotional and social well-being of the children. A professor's observation in the classroom could provide crucial information about the emotional and social well-being of children. Such information can guide teachers in designing activities and curriculum. For example, teacher could ask students to identify the best feeling and thought they had that day.

**Interpersonal communication:** Teacher-student interpersonal communication promotes learning behaviour. Teacher's professionalism, sensitivity and care towards the students and their needs are associated with favourable outcomes such as, students feeling happy, communicative and participating responsibly in the learning process.

**Providing feedback:** Feedback is a crucial element in the learning process. It can be both positive and negative. Timely feedback is of immense importance in the learning process. Help children recognize their emotions, and share appreciation. This knowledge is empowering for both the teachers and the children.

**Reinforcement and punishment:** Usually there are two types of reinforcement and two types of punishment. In case of positive reinforcement, a pleasant stimulus is provided such as, praise, applause, a sticker, a prize or an appreciation. This positive reinforcement increases the frequency of the desired behaviour. On the contrary, in negative reinforcement, an unpleasant stimulus is removed to increase good behaviour. For example, taking away an important assignment, or taking away a deadline.

Stopping a child from being 'laughed at' and 'bullied or ridiculed by others' could increase student participation in the class because an unpleasant stimulus has been removed by the teacher. Positive and negative punishment can decrease undesirable behaviour. An example of positive punishment is when a child fails in an exam because he or she did not prepare for the exam. Next time, the child will study if he or she does not want to get a negative stimulus.

**Innovative techniques:** Faculty members who use tools such as flipped classroom techniques (where the child or group of children are assigned to prepare for a lesson), design thinking (such as group discussion, role play, games, creativity, brain storming), audio-visual aid (videos of lessons, a good example would be khan academy lessons), self-learning tools (self-analysis, learning by doing) are often effective. These techniques not only ensure retention of the content but encourage learning through participation and engagement.

The last significant thing is the faculty's satisfaction in imparting the content of the course. Through their research work, Bulger, Mohr and Walls found that the teacher's enthusiasm is contagious. If the faculty member loves to teach, it will be reflected in their creativity and delivery of lessons in the classroom and in the enthusiasm and engagement of the students. Conversely, if a teacher hates to teach, that too will be reflected in the lack of engagement in the entire classroom. Undeniably, faculty has the ability to shape the thoughts of students in any academic institution.

# Culture-fairness can impact the accuracy of assessments

Towards a reform of the educational system, governments are making it mandatory for would-be and existing employees to undertake aptitude tests whereas at workplaces, many organisations are making it obligatory for would-be and existing employees to undergo personality screening before being accepted for training, employment or employment continuation. Countries like Finland have introduced aptitude, personality and resilience assessments for accepting students to be trained as teachers. However, a question that arises "Is India ready to adopt such models? Do we have enough resources, understanding, and maturity to undertake such measures?"

Psychological assessment is very complicated. It is often undertaken to screen a person's behavior, personality or performance. The assessment often uses a numerical scale that is in form of a questionnaire. They are initially administered to a large number of people to statistically check for the consistency, stability, uniformity, legitimacy, and rationality of the test. Assessments are not always accurate as often people try to respond in a socially desirable manner or tend to give a neutral responses as they are fearful of being caught through their responses.

Assessments enable to screen mental health issues, understand the performance of children, increase productivity at workplaces, and show a path of improvement and assists in the identification of strengths and weakness of people. Assessments are done from birth till old age to screen out mental and physical disabilities or impairments. It is very rare that parpopulation. ents



■ A large pool of available assessments are constructed on nonIndian population PHOTO/HT

## CULTURE FAIRNESS AND LANGUAGE APPROPRIATENESS ARE FACTORS THAT IMPACT THE FINAL SCORE

will undertake cognitive screening of their children. At the workplace, assessment helps to assign work duties, recognize strong personality attributes, help employees to overcome weaknesses and design training modules.

A large pool of available assessments are constructed on non-Indian population. However, very few psychological assessments have been constructed on Indian population. Assessment scores are highly sensitive to how a person responds, the environmental conditions present and language and cultural context of the questions or statements.

Culture fairness and language appropriateness are important factors that impact the final score. There is a high demand to establish the consistency and rationality of the tests for Indian population. An increasing demand prevails in constructing new assessments for Indian population.

Few of western screening and assessment tests have shown contrasting results on the Indian population. When the errors in the assessment were statistically corrected for the Indian population, the results were much more acceptable. However, many trained psychologists and untrained professionals from allied fields of psychology use the assessment tests without adjusting it for statistical errors.

Lack of check on consistency and rationality of assessments is largely attributed to psychological training imparted in colleges. Most of the times, the westernized assessments are adjusted for statistical errors for Indian This

does not take care of culture fairness and language appropriateness. For example, Indian psychologists have undertaken the adaptation of former intelligence tests which is insufficient because they fail to address the diversity of language and culture, complexity of school systems, and infrastructural inadequacies in school. Intelligence tests are presently used to identify disability, assess well-being, and account for gaps in potentiality and performance in school, rehabilitation, and guidance. Primarily I. Q. tests are undertaken in schools which focused on general intelligence. A child can be good in spatial orientation or musical ability and hence, it is recommended that parents and teachers should assess specific area of intelligence. Apart from intelligence, developmental problems such as specific learning disability, and autism spectrum disorder. However, there is a need to develop indigenous intelligence assessments that are based on Indian educational system and child's growth and development parameters.

Lastly, the need of the hour is to train psychology students with rigor in assessments and prepare them to construct more indigenous assessments.

A new trend in Indian psychological research that has come to surface in last decade is to construct new indigenous assessments. However, many of these assessments lack statistical robustness and hence are not free from biases.

Psychological assessments need to be handled ethically and in the right way to avoid incorrect labelling and identification of mental health issues.

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# Making an extra effort to make the classroom a free and open space can help nurture students' creativity

According to a renowned psychologist Martin Seligman, "We have finally arrived at an era in which more creative thinking, less rote following of an order and...even more enjoyment will succeed better". However, how prepared are schools to foster creativity in students? Sir Ken Robinson, an international advisor on education stated that "All kids have tremendous talents but we squander them, pretty ruthlessly". The current education system effectively educates people out of their creative abilities.

In a study published in 2005 by Dr Sarsani and Dr Halam, Indian teachers stated that preparing students for exams (87.3%), vast syllabus (86.2%), inadequate resources at schools (80.5%) and conflicting curriculum demands (76.3%) are the obstacles encountered in fostering creativity among students. While it is evident that change at a broader level of the education system itself is required; the question is what can be done given the current situation?

Robin Fogarty in an annual conference on supervision and curriculum development in San Francisco highlighted that there are three critical attributes to develop a good learning experience; first, the art of teaching, second, the instructional methodology used and third the curricular frameworks to bind this learning experience. Therefore, even within the existing curriculum there is scope for nurturing creativity. Some areas that teachers can keep in mind are as follows:

## Plan for the lecture

In order to fit the activities that complement the regular lecture based method, adequate planning must be done before the session starts. A realistic lesson plan along with appropriate activities can be designed.



■ Bulletin boards are spaces for creative expression PHOTO/HT

## Build an environment to encourage curiosity among students

Foster an environment where curiosity and creativity is valued rather than rote learning. Sir Ken Robinson stated that "If you're not prepared to be wrong, you'll never come up with anything original". A classroom environment in which word-toward definitions from books are reinforced with praise and acceptance cannot foster creativity at the same time. Adequate reinforcement and encouragement for asking or writing something new must be the

norm rather than the other way around. Teachers could start a system wherein they can meet with students during a separate hour if possible, but not discourage students from asking pertinent questions and labelling them as disturbing elements'.

## Encourage Peer Learning

Group activities and peer-led discussions can go a long way in helping students develop original ideas about topics present in the curriculum.

## Create a creativespace

Even though resources are limited, a lot, however, can be done to create a space where new ideas can be stimulated through bulletin boards, spaces for students to display their creative skills, putting up information about their recent achievements or their future goals and beliefs. These activities should not be merely limited to the pre-school level. The need to create individualised and unorthodox spaces has been recognized by technology giants such as Google, Apple and Microsoft. As early as in 1958 the formative book, *The Poetics of Space*, highlighted the power of surroundings in influencing our mind.

## Foster Divergent Thinking

What can a pen be used for? Definitely writing, but also to open the sim slot of an iphone. Divergent thinking forms an important part of creativity and

problem solving. Giving homework that utilises such thinking skills instead of a routine assignment would help students not only understand concepts better but also train them to 'think' out of the box rather than just accept what is the norm.

## Recognise that each child is unique

Research has noted that external motivation in the form of competition and comparison often discourages creativity. Recognising and acknowledging each student's unique talents can help build self-esteem.

## Teachers must be updated

Keep a tab on recent updates related to resources, institutions, scholarships or even events that can help students get field exposure to explore unique interests.

## Sessions for brainstorming

Take time out in class to discuss the interests, views and goals of the students. Going that extra mile will help develop an environment where students can express themselves freely.

## Foster your own creativity

To help bring out the creativity in students, teachers themselves must be creative.

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PressReader

# Building an empathetic peer community on campus

Across our country, our college students are increasingly struggling with stress, anxiety, addiction, depression and relational difficulties. It's a phenomenon more widespread than we realise! With the rise of mental health issues faced by students, supervised peer mentoring or peer educator programs on campuses are becoming an increasingly important need.

Peer mentoring refers to peerled or peer-assisted programs, where peers serve as agents of change in attitudes, norms, and behaviours. Peer mentors are selected, trained, sensitized and supervised by professional mental health experts in planning, operating and implementing programs. Peer mentoring programs on campuses can increase reach out and promote awareness about mental health issues.

## WHY DOES IT WORK?

It's easier for us to reach out to our peers than to the significant "know it all" older adults in our life. Each of us has at some point in our lives, shared our positive and negative experiences with our peers without hesitation or fear of condemnation.

We have poured our hearts out, shared stories of love, accomplishments, happiness, and secret desires.

We have disclosed our reasons and experiences of fear, despair, worry, desperation, and disappointments.

We have also offered words of wisdom and in turn, have received advice from our peers who have gone through similar life experiences.

Peers are able to break down barriers, which well-intentioned, significant adults in our lives at times fail to. Peer-mentoring programs proactively create spaces for open discussions and facilitate long term engagements in well-being among peers. In young adults, peer mentoring nurtures a sense of empathy for others, respect for freedom with responsibility, and informs young adults about tolerance towards different perspectives.

## WHY IS IT USEFUL?

Peer mentoring programs on campuses benefit both, the mentee and the peer mentor. For the mentee, the benefits often show up as a significant improvement in the academic performance. It also helps in actively addressing socio-emotional issues of students. It can help freshmen students' in transition and navigation of social and personal difficulties. Such programs often help reduce substance abuse on campus.

Awareness is created about important issues such as healthy lifestyle and coping with stress. They are beneficial in promoting suicide prevention, removing the stigma about seeking professional help for depression, addiction (cigarettes, alcohol, and drugs), and relationship difficulties.

For the peer mentors, there is a growth in meaningful experiences, enjoyment, and satisfaction from helping others. It helps in developing communication and leadership skills. Peer mentors become knowledgeable about the resources of the university. Engaging in such mentoring activities improves self-awareness through self-learning experiences. Mentors also develop a sense of pride, empathy, and confidence.

In other countries, such programs have proven useful, such as University of California's (United States) Wellness Peer Education Program targeted towards bringing awareness about wellness and mental health, has helped decrease stigma and improve understanding about the Counselling and Psychological Services provided on campus.

In India, very few college campuses have peer mentoring programs for promoting mental health and well-being. Erik Erikson, a famous developmental psychologist once said "Life doesn't make any sense without interdependence. We need each other and the sooner we learn that, the better for all of us".

We need more colleges and universities to acknowledge the need for, and proactively provide these supervised peer mentoring programs.

They are needed to provide support, remove ignorance about mental health

needs on college campuses, and promote active and long-term engagement. We will need to help each other to lessen stress, improve coping skills and form caring relationships.

Interconnections and interinfluences are an inevitable part of our development.

Therefore, mobilizing resources such as peer groups in maintaining and sustaining mental health on campuses will need to be a crucial bedrock in enabling the development of our country's youth.

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# Social Media: A Double Edge Sword

Social media is evolving fast and it is almost impossible to reject and hide from this new form of media. Not only is it an important part of socialization within peer groups but it is seen as a tool for group conformity and peer acceptance. A web site that allows social interaction is considered a social media site, including social networking sites such as Facebook, MySpace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years.

Social media sites can be accessed from laptops, desktops and mobile phones.

The penetration of social media usage spiraled with the increase in the availability of smart phones.

Mobile phone ownership rate in India is 57%. Children acquire their first mobile phone around the age of 15.

The mobile internet usage is about 18% and about 76% of children use social networking on mobile phones. About 14% of children access the internet. Indian children are the most careful in their privacy settings for social networking services, with only 10% of children having public profiles.

Approximately 60 to 80% of parents have concerns about their children's use of mobile phones and are concerned about the length of time their children spend on mobile phones.

Psychologically children have limited capacity for self-regulation and are susceptible to peer pressure which leads them to experiment and make them vulnerable to cyber bullying, privacy issues, sexting, internet addiction and chronic sleep deprivation.

Aligning to this, UNICEF last September published a report on "Child Online Protection in India Report". Keeping in mind the challenges of children's usage of internet and social media, the chairman of NCPCR, Stuti Kacker stated that "it is an important step in the direction of child online protection and safety and will go a long way in improving child online protection measures in our country."

This report is a valuable resource for stakeholders and elaborates on the threats that children may face online such as cyberbullying, sexual abuse, 'grooming' and manipulation to engage in illegal activities.

Even though these days parents are comfortable and capable of using social media, at times they may find it difficult to relate to their digitally savvy children for several reasons.

At times parents lack a basic understanding of these new forms of socializations, which have become an integral part of a child's life.

Keeping in view that social media may be helpful in boosting a child's self-esteem, creativity, general knowledge, respect for other people's opinions and offers an alternative way of socializing, it is essential that parents and teachers play a pivotal role in monitoring social media usage.

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■ **Mobile phone ownership rate in India is 57%.**

## HOW CAN PARENTS MONITOR SOCIAL MEDIA USAGE

- Talk to their children and adolescents about their online use and specific issues that kids may face online.
- Parents need to keep themselves abreast with the latest internet content that children are likely to connect to.
- Discuss online topics that children are browsing.
- Keep a check on privacy settings and online profiles for inappropriate posts. Parents should focus on healthy behaviour and not engage in punitive action unless it's extremely essential.
- Educate children that people whom they find on social media may not be reliable.
- Keep all lines of communication open with children and assure your availability. This will enable a child to report any trouble that they may face.
- Make sure that child has access to only age appropriate online sites which promote ethical behaviour.

- Always ensure that the child has access to computer placed at home.
- Parents can explore the online world together with the child and engage in interesting activities demonstrating ethical and safe online behaviour.
- Parents are the first role models for children. Parents need to maintain caution about their own online activities.
- Parents need to observe the child's behaviour closely and be on alert for any unusual changes like moodiness, lack of sufficient communication, lack of interest in studies or leisure activities, declining grades, and change in sleeping patterns.

## WHAT CAN TEACHERS DO AND WHAT IS THEIR ROLE

- Monitor the behaviour of each and every child.
- Monitor each child's performance. Constant falling grades and change in social behaviour will need intervention.
- They should look for anti-social behaviour, and personally talk to children who don't interact with other children or tend to spend activity time alone.
- If the teacher finds the behaviour of any child suspicious or alarming then she should inform the school authorities and the school counsellor immediately.
- Teachers and school authorities should ensure that no child carries any gadgets to school.
- Regular sensitization programmes informing students about the pros and cons of social media and Internet should be conducted.

*Jindal Institute of Behavioral Science*

# Is blue whale eating our teens?

Sanjeev P. Sahni

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Technology is a double-edged sword. It can enrich the learning experience and serve as entertainment for children and adolescents. However, it also brings with it a few dangers such as the Blue Whale Challenge. The Blue Whale challenge has affected adolescents from the East to West globally with cases being reported from Argentina, Brazil, Bulgaria, Chile, China, Colombia, Georgia, India, Italy, Kenya, Paraguay, Portugal, Russia, Saudi Arabia, Serbia, Spain, United States, Uruguay, and Venezuela.

The Blue Whale challenge is an internet game which consists of series of tasks assigned to players by administrators during a 50-day period and it culminates with suicide. Tasks include waking up at 4:20 AM, climbing on a crane, carving specific phrase on own hand, standing on a bridge etc. The term Blue Whale originated from the phenomenon of beached whales which is linked to suicide.

Globally psychologists are trying to reason "Why are only some adolescents engaging themselves in this game?", "Will removal of Blue Whale from platforms like Google, Facebook and other resolve the mental health problems such as suicide ideation?", "Are such games indicating us how mentally vulnerable our children have become?" or

"How can we help adolescents as adults to combat life stressors?"

Just saying that pressures on adolescents are enormous and that they are being confronted by a dysfunctional educational system, lack of parental and joint family support, overworked and over-stressed parents will not resolve the issue at large. We need to provide more love, care, affection and most importantly listen to what our children and adolescents want to tell us at school and home.

As adults, we often brush-off what the adolescents want to communicate to us, but we need to encourage them to talk and make sound decisions, encourage them to come up with ideas so that they can be creative and finally, be the role models and act in the same way as we expect our children to be.

Research studies have documented that feeling of hopelessness, feeling of not being able to contribute in school or at home, inability to perform daily routine tasks sets the route for depression in children and adolescents. Regularly reprimanding the child of all his actions sets in the sense of hopelessness.

In adolescence, academic performance is highly associated with self. Failure to perform at school may affect how adolescents think about themselves. The linkage



■ The Blue Whale challenge is an internet game which consists of series of tasks assigned to players during a 50day period GETTY IMAGES

between pressure to excel in school and suicide ideation in children and adolescents is established by research. Furthermore, suicide ideation increased with high experience of stress during the examination. East Asian cultural research studies mention that stress-suicidal ideation came from family lifestyle and cultural demands for academic excellence. Constant parental pressure to excel in school and score high grades affected children's thought processes. Apart from academic performance, in India few other reasons like not attending school or college, premarital sex, physical abuse at home, the experience of sexual abuse, hostile environment and psychological distress were observed to increase suicidal ideation in adolescents.

As adults we need to engage our children and adolescents in

meaningful activities and not pressurize them to excel scholastically but to learn the way of life, provide them encouraging positive feedback, ask children and adolescents to engage in more outdoor activities with peers and keep all lines of communication open. As adults and parents talk to children and adolescents, even if they may not make much sense to adults, encourage them to talk. Lastly, media too needs to play a mature role.

The Blue Whale challenge gained pace in India after media reports. This led to curiosity among teenagers and indirectly encouraging them to search information.

**Sanjeev P. Sahni is Principal Director, Jindal Institute of Behavioral Science**

From people live-streaming their suicide on social media, to those risking their life in search of PokemonGo, to fatal games like the Blue Whale Challenge, the gaming world has started instigating children as young as 10, to kill themselves. SANGEETA YADAV speaks to experts about the spectre of virtual



**M**ama, do you have the trust of the Blue Whale,” asked a 10-year-old girl from a top-end Gurgaon school. The mother was stunned. Even her small little daughter was talking about the deadly game. “To win trust you have to send them your nude pictures. You have to cut off your small finger and post the picture and the video of that to them. Only then you get to play the game. It is important that they trust you mama,” she added.

The shocked and worried this mother of two (even her son in Class II told her how his friend had already downloaded this game on his iPad) ran to school to discuss why and how her children would know all this and how to stave off the danger. The teachers were as worried and said these were disturbing times and the children need to be under subtle but sustained monitoring.

Circulars have been issued from all schools for the regimen to follow for parents. Worryingly however, everyone knows about this online suicide game which the police now say they have offloaded from the national servers. The step, it seems, has come a bit late.

On July 29, 2017, a 14-year-old boy jumped to death from the terrace of a seven-floor building in Andheri East, Mumbai. He had photographed himself sitting on the parapet just before jumping off and captioned it: “Soon the only thing you would be left with is a picture of me.”

All his friends knew he had taken up the Blue Whale Challenge but no one squeaked. After creating havoc in Russia with the death of over 130 children from November 2015 to April 2016, and again making headlines from early this year across the countries, the deadly Blue Whale Challenge made its way to India and had this boy, a game addict, as its first victim.

The Blue Whale game, also known as A Silent House, A Sea Of Whales and Wake Me Up At 4:20am, consists of a series of 50 horrifying tasks assigned to players by administrators to be completed in a 50-day period and share photos of each task completed.

The tasks start off easy — listen to certain genres of music, wake up at odd hours, watch a horror movie, among others, and then slowly escalate into carving out shapes on one's skin and self mutilation to win trust and eventually suicide.

“The Internet is being used to exploit the sadistic tendencies among its users and often encouraging them to commit self harm, even suicide. There are a horde of games, e-books and videos available which encourage users how to commit suicide in different ways. These suicide games are being offered because there is a market for them. People who are dejected or depressed are most likely to play such games of committing self-harm,” president of cyberlaws.net and mobilelaw.net Pavan Duggal explains.

In just a month, more than eight children in India have fallen prey to this suicidal game. Some have been rescued and many are struggling to come out of it. Like the Blue Whale Challenge, there have been many other games designed to trigger the players to self-harm or to committing suicide.

In July 2017, the game called Mariam was released in the UAE. It revolved around a child lost in the forest and the players had to help her to find her way back home. Users were exposed to all sorts of strangers since the game had access to a number of apps and folders from the participant's smart phone and could even retrieve photos from the albums of those playing it.

Games are used not just for killing purposes but to get players addicted to it and then brainwashing them for deadly activities. In 2016, a game called AL Badayer, named after an area in Sharjah in UAE, was believed to

have coded messages for children to lure them into joining a terror group.

The most challenging thing for the cyber cell is to identify the creators of these game. “Today, with the advent of the darknet, more and more of these kind of games are increasingly using features of anonymity provided by the darknet for communicating with their targets. Since the games providers are very clever, they seldom leave behind electronic footprints. Given the fact of the increased propensity to use Darknet, getting the darknet identity of perpetrators from darknet service providers becomes a virtual impossibility,” Duggal tells you.

Every day, there is some or the other suicidal content been generated online by gamers. Game developers spend years researching on creating stronger deadlier content like the Blue Whale which is not accessible to everyone and available through hidden platforms. This makes them difficult to identify and block.

“Massive suicidal content is being generated online. Game creators have tasted blood. They have seen that there is a demand and more significantly that children are willing to be brainwashed. Consequently, they are working overtime to generate such trash,” Duggal adds.

The Blue Whale game developer Philipp Budeikin was just 22 when he unleashed it on the net. The Russian, who got convicted in July last year for the suicides, feels that victims of his game are a “biological waste” which he needed to “cleanse society” from. What gave him a boost is the experience of sadistic pleasure by inflicting pain on the victim and their families.

“The Internet presents a ruthless ecosystem. There are so many sadists who get pleasure by creating such games and constantly providing the ecosystem for children to end their lives. Often, the creators of such games are ruthless and do not have any

emotions. Further, they love to play with the feelings of the users. They get motivated by variety of factors, not bothering about the trail of suffering they leave behind,” Duggal says.

Prof (Dr) Sanjeev P Sahni, principal director, Jindal Institute of Behavioural Sciences, agrees. He adds that “an individual who creates such games may have suffered from a traumatic disturbed childhood or belong to broken families where harming others is considered normal. Such people possess traits of psychoticism or neuroticism. They need psychological help.”

What's more alarming is that there are a plenty of pro-suicidal groups functioning actively in India and other countries that are propagating such games. “We have number of such pro-suicidal groups functioning in India. Currently, there is no data on it. However, these indigenous groups have seen the success of the Blue Whale Challenge and are increasingly offering their customised versions of self-harm and suicide games, targeting an existing market,” Duggal tells you. Other games like Pokemon Go, made plenty of people across countries an addict, so much so that they didn't realise they were risking their lives by going on a Pokemon hunt in the middle of the traffic or running on roof tops.

Last year, more than 14 people died and 55 injured after they met with an accident while playing Pokemon Go to find various places.

Many mysterious deaths of youngsters have been cited for gaming addiction, youngsters not able to face defeat and rejection. Back in 2001, 21-year-old US-based youth Shawn Woolley committed suicide, and his mother claimed that because it was over a popular game called EverQuest, a massively multi-player online role-playing games (MMORPGs), which she suspected pushed him over the edge after a rejection or a betrayal.

Another case took place on December 27, 2004, when 13-year-old Zhang Xiaoyi from China, after playing for World of Warcraft for 36 hours straight, jumped off a tall building leaving a suicide note behind saying he wanted "to join the heroes of the game he worshiped."

His parents sued the game distributors for \$12,500.

Gaming addiction is being tagged worldwide as the biggest online havoc. Avid gamers spent hours playing online and show major behavioural changes. It makes them aggressive, violent and pushes them to crime. For instance, 17-year-old Daniel Petric murdered his mother and injured his father after they refused to let him play Halo 3.

People playing such games turn revengeful and can go to any extent to vent out the anger after losing the game. One such incident took place in Beijing in 2012 where a young boy, who was addicted to playing World of Warcraft, lost the game with his classmate and took revenge by killing him. He mentally visualised himself as being a fire mage, and set his classmate on fire.

The biggest factor leading the older generation to game addiction is the easy way of earning a lot of money and investing their bank balance by buying virtual valuable items available in the games. Selling virtual items include currency or gold, virtual items like armour, weapons, mounts, etc, boosting services levelling, Player vs. Player (PvP), achievement completions, and selling game accounts.

Mobile games like Clash Royale and Clash of Clans are making people earn money hand over fist. Whereas online games like World of Warcraft, Dota 2, Counterstrike Global Offensive, Eve Online, Entropia Universe are encouraging them to spend huge money on virtual items and also often get cheated by other players.

In 2005, Qiu Chengwei, 41 from Shanghai, stabbed competitor Zhu Caoyuan repeatedly in the chest for selling his cyber-sword 'dragon sabre' that was used in the Legend of Mir 3 game. Qiu and a friend jointly won their weapon and lent it to Zhu who then sold it for 7,200 yuan (over Rs 69,000). Qiu went to the police to report the theft but was told the weapon was not real property protected by law.

While China has no laws to deal with the ownership and theft of virtual property, some countries (such as South Korea) have a section of their police force that investigates in-game crimes. Back in 2013, a 13-year-old boy from Vietnam was arrested after he killed and robbed an 81-year-old woman for \$6.20 to spend on an online game.

Even after these games come into light due to shocking deaths and suicides, the Government takes time to offload them or the platform from the Internet space.

"Regulating these online self harm or suicide games is not a political priority. That is the reason why we find that the existing policies of the Government do

not cater to regulating such violence. Further, the Information Technology Act, 2000 is silent on these issues. Given the lack of appropriate priority and urgency to regulate online games, we find them visiting us with all their horrors," Duggal says.

To earn money sitting at home by just playing virtual PvP games, many people get serious health issues which can be fatal. For instance, after a 50-hour Starcraft session, a South Korean man collapsed and died of heart failure. The craze of the game was such that he stopped using the washroom when required and slept for short durations. There have been other cases in China where people have been playing a single game anywhere from three to 15 days without a break.

To deal with the rising menace, a strong regulatory framework and compulsory workshop on cyber crime for all age groups is needed. "India can come up regulate such self-harm games through a legal framework for which appropriate amendments to the Information Technology Act, 2000 are needed. In addition, we need to look at the entire issue of intermediary liability from a fresh perspective. Service providers cannot be mere spectators as their platforms get misused by self-harm game administrators for perpetuating their illegal designs on targeted victims. We need to create massive awareness programmes among children in schools and colleges to sensitise them to the consequences of such games," Duggal opines.



December 27, 2004, when 13-year-old Zhang Xiaoyi from China, after playing for World of Warcraft for 36 hours straight, jumped off a tall building leaving a suicide note behind saying he wanted "to join the heroes of the game he worshiped." His parents sued the game distributors for \$12,500.

## DEADLY SIGNS

- Lack of sleep or insomnia
- Sudden withdrawal from daily routine activities
- Lack of communication with parents and peers
- Poor personal hygiene
- Isolation
- Lack of sense of time
- Unable to keep with schedules
- Feelings of guilt
- Euphoric feelings
- Self-harm inflicting talks and acts
- Constantly talking of death
- Talking of life after death
- Excessively spending time alone

## NEED FOR CHECKS & BALANCES

Bursting with curiosity, 12-year-old Richek, a tech savvy student at Amrita Vidyalayam, Delhi, came home with a question for the family: "What is Blue Whale Challenge? All my friends have been talking about it in school."

Next day, Richek got a long circular from his school requesting parents to keep an eye on their children's activities online and offline and making sure they didn't play suspicious games that could be harmful mentally, psychologically or physically.

"Although the Internet has become a huge craze with the youngsters, as it has proved to be a great source of assistance, yet it acts as an unvarying source of threat to their existence. There are many sites/ games which are not conducive for the young minds. They divert their attention towards undesirable acts or things which can hamper their growth. The most recent development on the networking site is the advent of the game "Blue Whale Challenge" where the youngsters are targeted very easily," the circular said.

Guidelines by this vigilant school included:

- Monitor the digital behaviour and subtly keep an eye on their Internet activity. It is important for you to understand what websites, apps and social media platforms they are on.
- Make sure they know when and how to report and block any malicious or inappropriate messages or posts.
- Be careful about over sharing of personal information such as the details related to your school, telephone number or anything that identifies where you might live. Consider not using full name for your profile.
- Use the T-shirt test when it comes to sharing images online or sending pictures or videos to friends. Would you wear it on your T-Shirt? If not then don't send it.
- Parents need to keep talking to children. Take interest in your child's activity. Give them space to share their feelings instead of negating them.
- Have regular conversation about the risk such as cyber bullying and grooming they may be exposed to and how to deal with them and ensure they feel free to come and talk to your counsellor if you see anything upsetting.
- Never reprimand your child for whining, crying or staying aloof. Try to find out the reason behind the behavioural change. Talk to your child for at least 20 minutes daily. This will help you read trouble signs — are they bullied, body shamed or going through academic decline?
- If you are worried about your child's emotional welfare or feel that they many have come across The Blue Whale Challenge, consult a psychiatrist. Consulting a psychiatrist is not an act of defaming yourself or putting yourself into any shame. It is a corrective remedial measure meant for the welfare of your children.

Many Public and Private school across India have rolled out the similar circulars and have been conducting cyber security workshops to prevent children from falling for such deadly games.

"We have a monthly cyber safety workshop by Rakshit Tandon, a cyber safety expert working closely with UP Police. The students are made aware of the danger lurking in cyber space and the adverse effects of gaming and social media," Sunita Nagpal, Principal, Delhi Public School (DPS), Sushant Lok, Gurgaon, says.

Nagpal points out that students with depressive tendencies are being cyber bullied.

"Children who are indulging in this game are already loners prone to be depression or are having some psychological issues. We ensure that we have an interactive time in the morning between the children and parents where our teachers discuss emotional issues and encourage children to talk. All our teachers have been trained to identify children who are not behaving normally. We contact the parents get them counselling and if the condition is bad, we recommend psychological help. That's how we help them to come out of it," Nagpal adds.

Abha Kohli, counsellor at the Shiv Nadar School, is planning to release guidelines and conduct workshops. "Considering the growing threat of the Blue Whale Challenge, we plan to spread wider awareness among our parent and teacher communities. As part of this, the school will be sharing guidelines for parents on how to stay alert and watch out for any signs jeopardizing the safety of their ward through online challenges. The school will also hold sessions with all staff members and senior students on the subject of safety in the cyber world," Kohli says.

Some activities that schools and parents are making their children do are: "Encourage the child to engage in extracurricular activities. Not reprimand them unnecessarily. Keep lines of communication open. Observe behavioural changes and regulate his time on the internet. Encourage children to read books," Prof (Dr) Sanjeev P Sahni, Principal Director, Jindal Institute of Behavioural Sciences, says.

# Sexual assault survivors need long-term support

Prevent secondary victimisation by dealing with their emotional traumas and social ostracisation



**SANJEEV SAHNI**

**T**hough states have come up with victim-friendly laws to encourage participation in the criminal justice process, many survivors of sexual assault feel further traumatised by the way justice is dispensed. This reduces their willingness to come forward and report these crimes. A case in point is the recent one of a woman raped by three men, who also killed her 8-month-old child by throwing her out of a moving vehicle. The woman could only tell her family about her assault much later, and reported it to the police after that.

In fact, even those cases that get as far as criminal proceedings often see the process itself becoming the source of another kind of victimisation. In legal parlance, this is called secondary victimisation. An important thing to consider in this regard is whether the survivor is satisfied with the severity of punishment meted out to the perpetrator. There is nothing worse for a victim than to feel that the perpetrator has got away lightly. In fact, survivors often feel that they are being treated worse than the perpetrator when it comes to dispensing justice. This is especially true in cases of sexual assault.

Agencies set up to assist the survivors, ironically, also have policies and procedures that lead to further or secondary victimisation. The first logical step in case of a sexual assault is to approach the medical agencies. But the questioning procedure and tests the victim is put through can be more traumatic than the offence itself.

The next step is approaching the police; there have been several instances of debasement, and insensitive remarks against the survivor (for example asking what kind of clothes they were wearing at the time of offence) that lead to secondary victimisation (the police's refusal to file the case saying it is not serious enough, or worse, casting moral aspersions on the survivor).

**SURVIVORS OF VIOLENT CRIMES LIKE SEXUAL ASSAULT OFTEN BECOME PARANOID AND SEE THEMSELVES AS COMPLETELY VULNERABLE; THEY MAY ALSO LOSE PERSONAL AND PROFESSIONAL STABILITY**

Clearly, more often than not, the remedy is worse than the disease. It is therefore important that we pay due attention to secondary victimisation that takes place very often. Compensation should not only encompass monetary relief, but should also focus on soothing the mental and psychological trauma resulting from the crime. This is lacking in the discourse on sexual assault today. It overlooks the fact that the crime affects the survivor's social relationships—with friends, family, colleagues—and brings about a change in the survivor's psyche. Survivors of violent crimes like sexual assault often become paranoid and see themselves as completely vulnerable. This adversely affects the quality of their life. Survivors also tend to lose personal and professional stability, leading to reduction in financial capacity as well. But this aspect is generally ignored. Quantifying emotional effects is complex and problematic.

We need to devise policies and methods to reduce this victimisation. This could be done by sensitising policy makers and making them realise that trauma associated with an offence extends far beyond the actual commission. The government has some provisions for addressing the concerns of victims, but these are hardly adequate and often leave out those from poor socio-economic backgrounds. What we need is to address the difficulties faced by survivors and prevent secondary victimisation. These policies should keep in mind the main causes of secondary victimisation—(1) the acceptance of stereotypes about offences that lead to treating survivors in an insensitive manner; (2) officials refusing to provide assistance and contributing to delay, and (3) assistance offered is insensitive and invasive.

Secondary victimisation can be prevented by supporting and empowering survivors in all possible ways. This can be achieved by prioritising and targeting efforts. It is essential to involve the survivors in post-victimisation intervention as it gives them a framework for their recovery process. In fact, their non-involvement results in further victimisation. Lack of sensitivity by officials may influence the survivor's willingness to report crimes. Therefore, the need for sensitisation training for officials. But none of these attempts at preventing secondary victimisation is possible without the active support of people in power. They have to be the agents of change. They must work closely with the community and society. The focus of the victimisation prevention must be on the well-being and social integration of the survivor.

*Sanjeev P Sahni is principal director, Jindal Institute of Behavioral Sciences. The views expressed are personal.*

# Address the secondary victimisation of sexual assault survivors

**Sexual assault survivors are often further victimised by the process of justice seeking. The criminal justice system does not take into account the emotional, social, and professional toll such an assault can have on a survivor's life. This needs to be rectified.**



*Redressal for sexual assault survivors is usually seen only in terms of the criminal justice system, without taking into account the massive emotional toll that very system can put on the survivor. (Ashok Nath Dey/Hindustan Times)*

Though states have come up with victim-friendly laws to encourage participation in the criminal justice process, many survivors of sexual assault feel further traumatised by the way justice is dispensed. This reduces their willingness to come forward and report these crimes. A case in point is the recent one of a woman raped by three men, who also killed her 8-month-old child by throwing her out of a moving vehicle. The woman could only tell her husband and family about her assault much later; and reported it to the police after that.

In fact, even those cases that get as far as criminal proceedings often see the process itself becoming the source of another kind of victimisation. In legal parlance, this is called secondary victimisation. An important thing in this regard is to consider whether the survivor is satisfied with the severity of punishment meted out to the perpetrator. There is nothing worse for a victim than to feel that the perpetrator has got away lightly. In fact, survivors often feel that they are being treated worse than the perpetrator when it comes to dispensing justice. This is especially true in cases of sexual assault.

Sexual assault survivors are stigmatised in cultures with strong taboos about sex and sexuality. There are instances where a rape victim is viewed as "damaged", isolated, ostracised, disowned by the family and prohibited from marrying.

Agencies set up to assist the survivors, ironically, also have policies and procedures that lead to further or secondary victimisation. The first logical step in case of a sexual assault is to approach the medical agencies. But the questioning procedure and tests the victim is put through can be more traumatic than the offence itself.

The next step includes approaching the police; there have been several instances of debasement, and insensitive remarks against the survivor (for example asking what kind of clothes they were wearing at the time of offence) that lead to secondary victimisation (the police's refusal to file the case saying it is not serious enough, or worse, casting moral aspersions on the survivor). This sort of victim-blaming mindset has also permeated some social organisations and NGOs that are supposed to help the victim during the criminal proceedings.

## Remedy worse than disease

Clearly, more often than not, the remedy is worse than the disease. It is therefore important that we pay due attention to secondary victimisation that takes place very often. Compensation should not only encompass monetary relief, but should also focus on soothing the mental and psychological trauma resulting from the crime. This, unfortunately, is lacking in the discourse on sexual assault today. It overlooks the fact that the crime affects the survivor's social relationships – with friends, family, colleagues – and brings about a change in the survivor's psyche. Survivors of violent crimes like sexual assault often become paranoid and see themselves as completely vulnerable. This adversely affects the quality of their life. Survivors also tend to lose personal and professional stability, leading to reduction in financial capacity as well. But this aspect is generally ignored. Quantifying emotional effects is complex and problematic. This is because emotional experiences and people's willingness to discuss emotional trauma are highly subjective and culture-specific.

Secondary victimisation is a social process of victimisation that needs to be addressed urgently. It is a major cause for offences going unreported and also for survivors not coming forward with their stories of victimisation and their failure to get justice. The judicial system needs to realise that a survivor's well-being is affected not only by the offence, but also by the interactions after the offence.

## The way forward

We need to devise policies and methods to reduce this victimisation. This could be done by sensitising policy makers and making them realise that trauma associated with an offence extends far beyond the actual commission. The government has some provisions for addressing the concerns of victims, but these are hardly adequate and often leave out those from poor socio-economic backgrounds. What we need is to address the difficulties faced by survivors and prevent secondary victimisation. These policies should keep in mind the main causes of secondary victimisation- (1) the acceptance of myths and stereotypes about offences that lead to officials treating survivors in an insensitive manner; and (2) There have been instances where officials have refused to provide any form of assistance and as such contributed to delay. (3) The assistance that is offered is insensitive and invasive.

Secondary victimisation can be prevented by supporting and empowering survivors in all possible ways. This can be achieved by prioritising and targeting efforts. It is essential to involve the survivors in post-victimisation intervention as it gives them a framework for their recovery process. In fact, their non-involvement results in further victimisation. Lack of sensitivity by officials may influence the survivor's willingness to report crimes. Therefore, the need for sensitisation training for officials.

But none of these attempts at preventing secondary victimisation is possible without the active support of people in power. They have to be the agents of change. They must work closely with the community and society. The focus of the victimisation prevention must be on the well-being and social integration of the survivor.

Sanjeev P Sahni is principal director, Jindal Institute of Behavioral Sciences and a member of the governing body and advisor to the vice chancellor at Jindal Global University.

*The views expressed are personal*

# Spare a thought for victim

**Various states and UTs have come up with their own definitions of victim, legal heir and dependents. There is no uniformity even in the time limit for applying for compensation and for getting relief**



*For rape victims, the compensation in most states is from Rs 0- Rs 50,000. But in Haryana, Karnataka, Punjab, Uttar Pradesh and UTs it is Rs 1 lakh or above. Goa provides an exceptional amount of Rs 10 lakh for rape victims*

One of the basic principles of the criminal justice system in India is that crimes are wrongs against the State, but our overemphasis on this principle leads us to a situation where we focus primarily on punishing the accused, ignoring the plight of the victims and their dependents who suffer grave loss and deprivation in cases of death caused by negligence, murder, rape, acid attack and other heinous crimes.

Acknowledging the fact that victims (and their dependants) need to be provided relief and rehabilitation and that this is the responsibility of the State, the United Nations Declaration on Victims of Crime and Abuse of Power, 1985, led member states to make provision for victim compensation in their laws.

India already had a law in this regard (the Code of Criminal Procedure 1973) empowering courts to order compensation if needed. But this enabling provision in the law, intended to provide relief, failed to do so because of three major reasons – the court could not order the accused person to pay fine or compensation if he did not have the resources, or was found not guilty, and no interim compensation could be ordered to be paid while the case was pending in the court.

In line with the UN Declaration, this Code of Criminal Procedure, which granted powers to the courts to award compensation to victims was amended in 2009, with the insertion of Section 357. This new clause mandated states to enact Crime Victim Compensation Schemes (VCS). As a follow-up, most states created District Legal Services Authority and State Legal Services Authority, charged with the job of providing compensation to victims and their dependents.

Although the amendment and various victim compensation schemes, set up in response, by various states governments, were well-intended, they have unfortunately not been able to provide victims the required relief because of a number of shortcomings in the way these schemes were devised and in their implementation.

The foremost is the restrictive eligibility criteria. Next is the long and vague procedure for processing of applications and the disbursement of funds. Another major infirmity is that the word 'dependent' has not been defined anywhere in the code or in the VCSs, thus creating ambiguity within the system.

Various states and UTs have come up with their own definitions of victim, legal heir and dependents. There is no uniformity even in the time limit for applying for compensation and for getting relief.

Different states have come up with different income qualification to be eligible for compensation. In Haryana it is Rs 4.5 lakh while in Mizoram only below poverty line families can apply for compensation. In Tripura, a victim cannot claim compensation if there is an earning member in the family. There are even more restrictive clauses in several other states

States have laid down different time limits for reporting the crime to the police or magistrate, failing which the application for compensation is not to be accepted. States like Haryana, Uttar Pradesh, Tamil Nadu and Karnataka have a time limit of 48 hours, but in Jammu and Kashmir it is six months. Many states require claimants to "cooperate with the police" without which their application would be rejected.

There is great disparity also in the amount of compensation offered under the Victim Compensation Scheme in different states. For instance, Rajasthan gives Rs 2 for acid attack victims; Bihar gives Rs 25,000. For rape victims the compensation in most states is from Rs 0- 50,000. But in Haryana, Karnataka, Punjab, Uttar Pradesh and UTs it is Rs 1 lakh or above. Goa provides an exceptional amount of Rs 10 lakh for rape victims.

Similarly while the handling of funds for compensation, in most states is done by the district collector, it is the legal department in Gujarat and the director of police in Uttarakhand and Tamil Nadu that is entrusted with the task.

Clearly there is a lot of ambiguity, arbitrariness, disparity, red tape in the schemes and the procedure followed that prevent the victim from receiving timely relief. The schemes are also plagued by an element of subjectivity.

The heartless and indifferent attitude of the authorities and public apathy deepens the grief of victims and dependents. It is about time they were given a sympathetic relook and issues were resolved to ensure speedy relief and justice with a degree of uniformity across states.

Perhaps, the best way to do it is to enact a central legislation overriding individual state victim compensation schemes. This would help in streamlining the process of application for compensation and remove the disparities created by different schemes offered by various state governments.

**Sanjeev P Sahni is principal director, Jindal Institute of Behavioural Sciences**

*The views expressed are personal*



# NEWS COVERAGE



**JINDAL INSTITUTE OF  
BEHAVIOURAL SCIENCES**

## Conference on Spirituality and Management held in OP Jindal University

The conference aimed at the need for a dialogue to deliberate upon the integration of spirituality into the core of the professional, personal, social, political and economic lives of people.



Dr. Sanjeev P Sahni Director JIBS and Dr. Tithi Bhatnagar, Joint Director JIBS with the dignitaries during the conference at OP Jindal University. (Handout)

A two day-conference on “Spirituality and Management: From Model to Application” was inaugurated on Friday under the aegis of the Jindal Institute of Behavioural Sciences (JIBS), at O.P Jindal Global University. In a press release issued by the varsity, the conference aimed at the need for a dialogue to deliberate upon the integration of spirituality into the core of the professional, personal, social, political and economic lives of people.

“The essence of spirituality is achieved through the development of an all-encompassing self that transcends limitations of everyday reality, brings together individual and common human identity with the broader understanding of our thinking patterns and conflicts for the better coordination of common global well-being. This transformed and extended self is necessary to overcome challenges and apply wisdom to optimise technological advancements and their application. This conference aims to bring to light to the assimilation of spirituality and management in various ways of our lives, “ said Dr. Tithi Bhatnagar, Head Organizing Committee of the conference and Assistant Professor & Joint Director, Jindal Institute of Behavioural Sciences,

Professor (Dr.) Sanjeev P. Sahni, Principal Director, Jindal Institute of Behavioural Sciences while presenting the welcome remarks during the inaugural session emphasized on need to dissociate spirituality with mere religiousness and related activities. “ We have mistaken spirituality with religious practices, rituals, sermons, commemoration or veneration of deities, doing yoga, and meditation when in reality it is more than that. Bringing core spiritual values such as integrity and honesty to our homes and workplaces can add boon to our lives,” he said.

18 scholars presented their work that focused on themes like Spirituality in business organizations, Spirituality Models of Management and Leadership, Impact of workplace spirituality upon employee performance, Sacred/Secular landscape and environmental management and Incorporating spirituality at the Level of Family, Society, Corporate and Nation etc.

The delegates discussed and addressed key issues in spirituality and management ranging from

Spirituality and Health Management to understanding convergence of law and spirituality.

Dr. Madnesh Kumar Mishra, Joint Secretary Department of Financial Services, Government of India presented the keynote address in which he elaborated on the importance of ancient Indian scriptures. “These texts give detailed insights into cognitive abilities of human kind but there is still a need to build sustainable models based on these texts,” he said.

During the introductory remarks, Dr. Pankaj Gupta, President IIHMR University emphasized on need to live a balanced life and channelizing the restless mind on the right track through spiritual means. “Most of the time we are driven by ‘I’ factor but we need to work on a collective level and that can be achieved by looking at spiritual connotations of our lives,” he said. He also thanked Dr. Sahni for encouraging the establishment of innovative courses such as ‘Self-Awareness and Mindful Leadership’ and ‘Happiness Course’ at O.P. Jindal Global University.

## Young Psychologists' Annual Meet Held at JGU

The First International Association of Young Psychologists' Conference was inaugurated on Thursday under the aegis of the Jindal Institute of Behavioural Sciences (JIBS), at O.P Jindal Global University with a view to provide a platform for the exchange of newly emerging perspectives in the field of behavioural sciences and contribute to the advancement of the field globally.

"This is the first such conference to be held will focus on the advancement of knowledge and research in the field of Psychology and encourage young psychology professionals to cultivate a multi-disciplinary approach in behavioural sciences through innovation, scholarship and clinical care," said Prof. (Dr.) Sanjeev P. Sahni Principal Director Jindal Institute of Behavioural Sciences (JIBS).

"More than 1000 scholars, academics and psychologists are expected to participate in the first annual conference of the association," he added.

"I would like to congratulate the Jindal Institute of Behavioural Sciences (JIBS) and in particular, Professor (Dr) Sanjeev P. Sahni for taking a leadership role in organising this conference on Emerging Trends in Behavioural Sciences under the aegis of the International Association of Young Psychologists (IAYP).

JIBS is a multidisciplinary research institute that focusses its work on teaching, research, experiential learning, containing education, advocacy and community engagement. The objective of JIBS is manifold: not just to focus on issues related to psychological well-being of people but to benefit teachers and students of psychology to grow into well informed practitioners and critical thinkers and apply their knowledge for community support, educational growth and research outcomes. The conference, which is the first such international initiative from JIBS will help establish the institutional framework for pursuing scholarship, research and advocacy," said Prof. (Dr.) C. Raj Kumar, Founding Vice Chancellor of O.P. Jindal Global University.

Nearly 50 scholars will be presenting their work on themes like Psycho-social Safety, Parental Role and Child Development, Understanding Identity, Psychological Distress: Coping with Diversity, Psychological Competencies among Diverse Professions, Developmental Trajectories of Adolescence etc.

The keynote addresses were delivered by Prof. P. Jeychandran and Prof. G.P. Thakur and (Prof.) Dr. Sanjeev P. Sahni. Prof. G.P. Thakur is Hon. Director, Centre for Advanced Research on Development & Change. Prof. P. Jeychandran is Director, Vijay Human Services, Chennai, Founder SPASTN, Founder and Consultant - Madhuras Narayanan Centre for Exceptional Children member.

"The aim of the conference is to train young psychologists to expand interdisciplinary research between behavioural sciences and other allied disciplines and to also establish and maintain liaison with other National and International Associations for academic and professional growth of young psychologists," said Dr Sanjeev P. Sahni.

The delegates discussed and addressed a range of key issues in psychology ranging from cognitive neurosciences, psychological testing, child and adolescent issues, parental role in child development to understanding identity, dealing with distress, interpersonal relationships and future directions in the field of psychology.

The International Association of Young Psychologists (IAYP)- a professional organization dedicated to the advancement of knowledge and research in Psychology- includes practitioners, and researchers who promote quality training for research and practice in psychology and to cultivate a research-based training attitude in young psychologists for growth of psychology as a science and profession.

## Positive parenting key to shaping up kids' personality: Experts

Jaipur, Jan 10- In order to raise better and more successful human beings, positive parenting is the key as children are the reflection of their parents, experts said here on Friday.

The way parents deal with their children is the key factor to determine the approach children will take towards problem solving, decision making, goal pursuance, handling stress, understanding and managing their emotions, dealing with success and failures and so on, they noted during the 'Positive Parenting Seminar' here.

"The worldviews, beliefs and values of a child are implicitly developed and influenced by those of parents," said Sanjeev P Sahni, Behavioural Scientist and Principal Director of the Jindal School of Behavioural Sciences (JIBS), a value-based research Institute of OP Jindal Global University.

According to Sahni, parents play a very important role in supporting the development of their child during the crucial period of 0-7 years.

These years of child development are crucial to the health, wellbeing and overall trajectory of the lives of the children in a variety of ways.

"Fortunately, there are many things that parents can do to help their children develop and grow," he said.

Sahni also emphasised on the behaviour patterns of parents and consequent influence on children.

These behaviours can be both consistent and inconsistent. There is an adverse effect of parents' inconsistent behaviour on children and how their behaviours are modelled as a result.

According to Sahni, there can be communication roadblocks, which can also adversely affect the mental health of the child. At home, children occasionally become embroiled in conflict with parents, which is inevitable.

"Helping kids develop healthy confliction skills does take time and a consistent approach. Children always watch how parents behave," he noted.

According to the Social Learning Theory, people learn by watching others.

Children do the same. Kids repeat what they hear, and they imitate what they see. For this reason, it is important for parents to be mindful of the things they are teaching their children.



# ‘Need more psychologists than doctors’

## EXPERT SPEAK

**Dr Sanjeev Sahni,**  
Principal director of  
Jindal Institute of  
Behavioural  
Sciences



Globally the field of psychology is moving forward, but India seems to be still playing catch up.

We require more psychologists than engineers and medical doctors. If mental health issues are taken care of there will be fewer medical issues as a number of diseases are psychosomatic in nature. We require one million psychologists at the very least in the country. And we lack in providing the right kind of education to them. Most of the psychology departments here are not equipped with scientific tests. Despite the rising awareness about mental health, we don't have neuropsychological laboratories, so students pursuing psychology are not able to relate to the people with mental health issues.

The subject is still among the eighth or ninth choice for students as a career option. Computer Science is most often number one.

There are many reasons for this I believe. In our country, people are not interested in visiting psychologists because there is still a lot of stigma around it. In the US, almost every family consults a psychologist so the scope is immense. Secondly, psychologists invariably do their job under psychiatrists and are called in only for psychometry tests. There is so much more to the field and people need to understand it. People with PhDs in psychology are only getting teaching jobs in colleges or nursing homes.

There are newer career prospects in the area of artificial intelligence, strategy, business, economics, but we need to give them the right foundation. Behavioural science is all pervasive. In 2017, Richard H Thaler won the Sveriges Riksbank Prize in Economic Sciences in memory of Alfred Nobel for his contribution to behavioural economics and for building “a bridge between the economic and psychological analyses of individual decisionmaking”. So that sums up the scope of the subject.

# Of leadership and behavioural competencies...

**A**n awareness workshop on 'Leadership and Competency Mapping for School Leaders, Educationists and Academicians' was organised for school principals and teachers at The Orchid, Vile Parle. Conducted by Prof Dr Sanjeev Sahni, principal-director, Jindal Institute of Behavioural Sciences (JIBS) and Dr Mohita Junnarkar, assistant director, JIBS, the session aimed to develop effective leadership and managerial qualities.

The session shed light on real life competencies that every school leader would have to display while performing their role of building and running the institution. "Currently, when cases of child abuse are on the rise, it is essential for teachers and parents to be very vigilant and notice symptoms. Such issues need to be addressed at once. As the head of a school, I thought it was quite worthwhile as the session proved to be extremely relevant in the contemporary scenario," said Suma Das, prin-



**“If an individual possesses appropriate values and attitude then excellence is not far.”**

- Prof Dr Sanjeev Sahni, principal-director, JIBS

incipal, Pawar Public School, Bhandup (W).

After establishing five pa-

rameters such as leadership, awareness, structure, assumptions and collaboration that are essential to transform a school and enhance its functioning, they delved into the competency framework for educational setting. This was explained with behavioural indicators that are essential for excelling in school. Prof Sahni emphasised the role of attitudes, values, self-image and trait motives over and above skill and knowledge.

The event was attended by representatives from renowned schools such as Bombay Scottish, S J Poddar Academy, Singhania Group of Schools, Utpal

Shanghvi Global School, Helen O'Grady International, Ryan International School, and Children's Academy from Mumbai and other suburbs. "Primarily, educational institutes focus only on results, but this initiative addressed the problems all the leaders face on a regular basis. It was an eye-opener for all the school leaders to understand the learners as well as the teachers. At our school, we dedicate the first hour of the day to develop the soft skills of students. And this session encouraged us to continue doing the same," said Bijo Kuri-an, principal, Witty International School, Malad.

## 9th International Forum on Crime and Criminal Law Hosted in India for the First Time



Jindal Institute of Behavioural Sciences (JIBS), of O.P. Jindal Global University (JGU), recently hosted the 9th International Forum on Crime and Criminal Law in the Global Era (IFCCLGE) on 10th and 11th December, 2017.

Being held in India for the very first time, the global forum was inaugurated by Justice Ashwani Kumar Mishra and Justice Rajeev Misra from Allahabad High Court. Over 70 delegates from all over the world participated in the conference based on the theme 'Perspectives on Refugees and Global Migration'.

Speaking about the conference and its importance in the international arena, Dr Sanjeev P Sahni, Principal Director, JIBS, said, "We are honoured to be hosting the IFCCLGE forum for the first time in India. The event has witnessed diverse attendance from across the world, and has been fruitful in bringing together experts on effective policing, governance, policy making and media control. I hope the government and social sciences academia will consider and use the discussions from this forum to form a better balanced society with equal sharing of rights and resources."

The deliberations, this year, attracted discussions on various aspects of the global migrant movement. While the humanitarian responsibility on States to provide refuge and allow refugees to seek a good quality of life was highlighted, the forum also brought to light the challenges faced by the State to ensure integration into indigenous communities and provide effective policing in the face of challenges such as hate speech and migration associated crimes such as human trafficking, money laundering, terrorism and others. Dolores Madueno, Associate Public Defender, National Defence ministry, Argentina remarked, "The way to move forward begins with the visualization of the conflict and with the discussion about how to manage the facts around the subject. The failures are mostly regarding the practice of the judicial system, than the lack of legal regulations."

Ivana Todevska, President at TIM Institut, Macedonia felt that "political authority and influence of the international political scene is very important in handling the migrant crisis in Europe, which would help to find a faster and more practical resolution with the help of other countries."

Speaking on behalf of India, panelist Ruchi Sinha from Tata Institute of Social Sciences emphasized, "Most of migrant-related crimes arise as a result of polarization of the host society based on existing or artificially created prejudices, cultural biases such as race, religion, ethnicity, class, caste and socio-political circumstances between countries. Unless the State enables integration of the migrant community in all forms, the public's perception of refugees and immigrants is unlikely to change from otherness to acceptance."

The two-day forum was extremely productive in assimilating the range of challenges that the world-wide migration phenomenon has given rise to, as well as encouraging stimulating and comparative discussions on the countries' response to them when it comes to policy, law and health care changes.

This forum was first established in 2009 by Dr. Bingsong He, eminent Chinese scholar, and other well-known criminal law and criminology scholars from eight countries, including China, U.S., France, Germany, Italy, Japan, Russia and Spain. Held every year since, it comprehensively facilitates experts in criminal law to get together to discuss reforms, innovation, integration and development of criminal law theory between countries. For the last years, Dr He has successfully hosted it in China and this was the first time that it was hosted in India.

Next year, the forum will return to China for its tenth anniversary based on the theme of Emerging Trends in Transnational Organized Crimes.

## O.P. Jindal Global University Organises 15th Asian Postgraduate Course on Victimology, Victim Assistance and Criminal Justice

- The course sees participation from 50 experts and 40 resource faculty from USA, Netherlands, Germany, India, Australia, Belgium and Bangladesh
- Participants to deliberate on critical victimology issues and challenges in 40 Sessions over 13 Days



O.P. Jindal Global University (JGU), in association with World Society of Victimology (WSV) and Indian Society of Victimology (ISV), is organising the 15th Asian Postgraduate Course on Victimology, Victim Assistance and Criminal Justice at its university campus in Sonapat from October 23rd - November 4th, 2017.

Over 50 delegates and 40 faculty members from USA, India, Australia, Netherlands, Germany, Bangladesh and Bulgaria are participating in the course, which is being held in India for the first time. The 15th edition of this course is being

organized by Jindal Institute of Behavioural Sciences, a value-based research institute of JGU.

The forum was inaugurated by the **President of World Society of Victimology Professor (Dr.) Marc Groenhuijsen**. He said, *"The 15th Asian Postgraduate course on Victimology and Victim Assistance is important to address some of the most cogent challenges and serious problems affecting different forms of victims. As experts, we stand committed and renew our commitment to deliberations, good research, professional advancements and most importantly, to the values of dignity, decency and human rights to all."*

The thirteen days postgraduate course focusses on Victimology and Victim Assistance in an international setting. The sessions specifically focus on pertinent areas like avoidance of secondary victimisation, principles of interventions for crime victims, victimisation in India, principles of victim assistance, victimisation of juveniles, structural victimisation, cyber-victimisation, rape victims, mediation, restoration and compensation, restorative justice in India, victims of communal violence, sex trafficking, prison victimisation and female genital mutilation.

Speaking on the course, **Professor Dr. Sanjeev P. Sahni, Principal Director, Jindal Institute of Behavioural Sciences**, said, *"The 15th Asian Postgraduate Course on Victimology and Victim Assistance is truly a melting pot of ideas on victim assistance. It will generate ideas and thoughts which are likely to influence victim assistance strategies and policies. I would like to express my gratitude to all those made this high-calibre course a big success."*

Prof. Dr. Marc Groenhuijsen (President, World Society of Victimology), Prof G.S. Bajpai (President, Indian Society of Victimology) and Prof. Dr. Robert Peacock, the Nestor of victimology in Africa and many other leading experts from across the world will be participating in the course. The forum will also witness participation of postgraduate students, researchers, lawyers and academicians.

**Professor (Dr.) Gerd Kirchhoff, Professor for Victimology and Criminology in the Law School of JGU**, said, *"The Victimology course deliberates about victimology and victim assistance in international arena. It demonstrates the expectations for restorative justice, communal conflicts as well as criminal justice system. This is the time of growing attention towards privacy rights of victims in India."*

**Professor (Dr.) Peacock, Nestor of victimology in Africa** remarked, *"The courses of these sort give students an experience beyond the traditional form of learning. Such a platform gives an opportunity to get knowledge, network and brainstorm more and more ideas for victim assistance."*

World Society of Victimology, Indian Society of Victimology, National Law University (Delhi), University of Madras, Manonmaniam Sundarnar University, Raksha Shakthi University are the knowledge partners for this course.

# Govt should expedite passage of anti-human trafficking Bill

New Delhi, Mar 8 () The government needs to fast-track passage of the proposed anti-human trafficking Bill and set up an effective enforcement machinery to deal with this organised crime, say experts.

The draft Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill aims to create a strong legal, economic and social environment against such a practice and other related matters.

"The reduction in trafficking reportedly created by demonetisation can increase if not handled effectively. The government needs to pass the anti human trafficking Bill at the earliest to have a comprehensive check on the situation," said P M Nair, Chair Professor at Tata Institute of Social Sciences (TISS), said.

He said trafficking is an organised crime and called for special expertise to tackle the same.

"We have several provisions in our legal system to check child labour and commercial sexual exploitation of children. However, there is no comprehensive law to tackle human trafficking. It is the first step towards all these crimes, and we need to have a comprehensive law to tackle this," he added.

Passing a law is not enough and there is a need for its effective enforcement and implementation, Nair emphasised, who is heading TISS research with support from the government and certain UN bodies on human trafficking.

"The Ministry of Home Affairs at the Centre and states need to take a more active role in driving enforcement of existing and emerging legislations," he suggested.

Elaborating on how to prevent this menace, he said effective rehabilitation of the rescued children and women are important besides coordination among all departments and with civil society and corporates.

He also suggested that panchayat representatives can put in efforts to empower citizens in ensuring trafficking is prevented and "traffickers are taken to task".

Another expert is of the view that the proposed draft of the anti-human trafficking Bill seems promising in that it has dwelt at length on rehabilitation of victims.

"However, the Bill may still not be sufficient enough as there has been a convenient neglect of victims who run away or break away from their captives," said Sanjeev P Sahni, Principal Director, Jindal Institute of Behavioural Sciences. RR CS ARD

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## Jindal Group foster new teaching techniques



*Sanjeev P Sahni, Principal Director of JIBS at the Jindal Global University (JGU), Sonapat, addressing teachers at the programme*

Hyderabad: Jindal Institute of Behavioural Sciences (JIBS), a research institute of NCR-based OP Jindal Global University, organized an awareness programme on identifying best teaching practices for teachers in school to empower them with techniques and tools to enhance and encourage active involvement of the teachers and students in the learning process. This skill enhancement programme

on 'Identifying Best Teaching Practices in School Education for School Leaders' was held at Taj Deccan by Sanjeev P Sahni, Principal Director of JIBS at the Jindal Global University (JGU), Sonapat; Director for "Center for Innovative Leadership and Change", and Advisor to the Vice Chancellor at JGU. Indrani Lahiri, Senior Trainer, Jindal Institute of Behavioral Sciences was also a key speaker.

# Jindal Group foster new teaching techniques

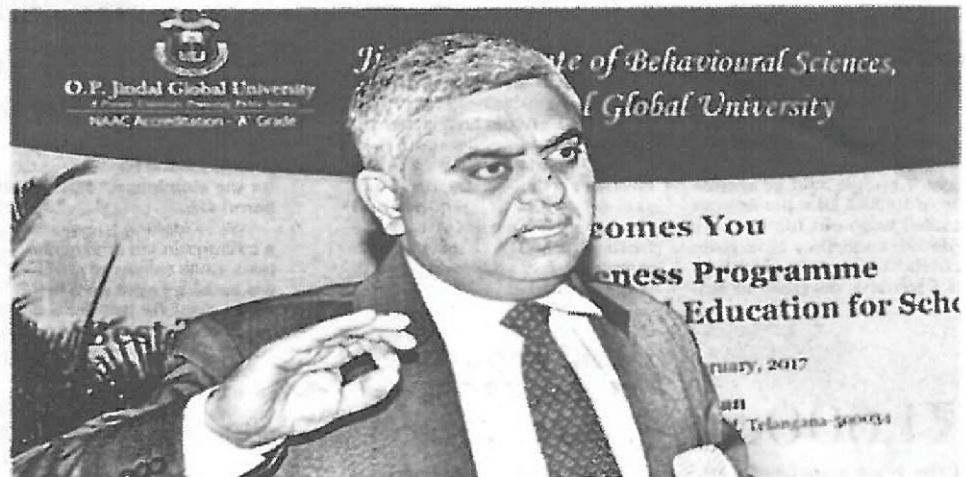
OUR BUREAU

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With an aim to offer value addition to the country's school education system, JIBS is actively working with teachers across the country and offering short term courses to help them better customize their teaching mechanisms to meet the needs of different children. Dr Sahni and his team have conducted similar training programs for teachers in Bhubaneswar and Jamshedpur recently. They also travelled on a multi-city tour of UAE to engage school teachers there in similar sessions.

The Course aims to equip teachers with effective teaching skills and encompasses the opportunities to cultivate a personalized path for academic achievement for students while maintaining a sense of support and community.



*Sanjeev P Sahni, Principal Director of JIBS at the Jindal Global University (JGU), Sonapat, addressing teachers at the programme*

"School education lays the basic foundation of learning in children. If supported by right teaching practices it plays a pivotal role in instilling a spirit of enquiry and pursuit for knowledge in them. It is therefore imperative to give special attention to teaching methodologies at school and develop approaches that involve children into the learning process and catalyze their minds to ask questions, rather than remain passive listeners. Unfortunately in India, the teaching practices at school are uni-dimensional and do not take into account the different learning needs of different children, forcing learning by rote. At JIBS we have undertaken several studies and researches to understand the best approaches and practices to school education and we have incorporated the knowledge obtained

from them into a series of courses and programs for teachers," says Sanjeev P Sahni.

Indrani Lahiri, Senior Trainer, Jindal Institute of Behavioural Sciences, Jindal Global University, through experiential exercises demonstrated and discussed various scenarios ranging from psycho-social explanations of the disciplinary problems in students to issues faced by our teachers, principals, and parents. She also discussed about the possible solutions and actions that can be implemented to overcome these problems and issues.

Teaching, especially at school level, is an intrinsically complex discipline since it involves dealing with children and catering to their multiple needs of learning. Some students might be more inclined to learn from the conventional book teaching

methods while others may be predisposed to better learn from practical experience. At the same time, there are special children who need a completely different approach to learning and teaching. Keeping these factors in mind, JIBS is working with teachers to devise and impart better modalities of teaching based on better psychological, social and development understanding of children.

Among a series of courses and programs offered for school teachers by JIBS are Stress Management, Performance Enhancement, Assertive Discipline, Positive Psychology, Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Anger Management Program, Handling Troubled Children/Teens, & Developmental Needs of Children: Pre-school to Higher Secondary.

## Bid to improve teaching practices

CITY BUREAU

*Hyderabad*

The Jindal Institute of Behavioural Sciences (JIBS), a research institute affiliated to OP Jindal Global University, organised an awareness programme on identifying best teaching practices for teachers in school.

The programme was organised to empower the teacher with techniques and tools to enhance and encourage active involvement of the teachers and students in the learning process, said Sanjeev P Sahni, principal, JIBS.

"The skill enhancement programme on 'Identifying Best Teaching Practices in School Education for School Leaders' offers value addition to the school education system," he said.

## ‘खोज बेहतर शिक्षा की बुनियाद’



हैदराबाद, 19 फरवरी-(मिलाप ब्यूरो)

जिंदल ग्लोबल यूनिवर्सिटी, सोनीपत के सेंटर फॉर इन्वोकेटिव लीडरशिप एंड चेंज के निदेशक डॉ. संजीव पी. साहनी ने कहा कि बच्चों में सीखने की बुनियाद स्कूली शिक्षा के दौरान ही रखी जाती है। यदि उनमें खोज की प्रवृत्ति का विकास किया जाए, तो वे ज्ञान की सही दिशा में प्रवृत्त होंगे।

डॉ. साहनी यहाँ शिक्षकों के लिए स्कूली शिक्षा में बेहतर अध्यापन पद्धतियों की खोज के लिए आयोजित कार्यक्रम को संबोधित कर रहे थे। उन्होंने कहा कि स्कूली शिक्षा के दौरान बच्चों को खोज के लिए प्रेरित किया जा सकता है। शिक्षकों को ऐसे तौर-तरीके अपनाने होंगे, जिससे बच्चों का ध्यान उस ओर आकर्षित हो। उनमें रटने की प्रवृत्ति को छोड़ प्रश्न पूछने वाली प्रवृत्ति को प्रोत्साहित करना होगा। डॉ. साहनी ने कहा कि दुर्भाग्य से भारत में अलग-अलग बच्चों की जरूरतों को ध्यान में रखते हुए शिक्षा की पद्धतियों के विकास की ओर बिल्कुल ध्यान नहीं दिया गया है। विद्यार्थियों को जबरदस्ती बने बनाये तरीके से पढ़ने के लिए मजबूर किया जा रहा है। अक्सर पर वरिष्ठ ट्रेनर इंद्राणी लाहिरी ने भी अपने विचार रखे। कार्यक्रम में बड़ी संख्या में शिक्षक मौजूद थे। शिक्षा से जुड़े विभिन्न मुद्दों पर उनका मार्गदर्शन किया गया।

## టీచింగ్ ప్రాక్టీసెస్పై అవగాహన కార్యక్రమం



హైదరాబాద్: ప్రముఖ టీచింగ్ గ్లోబల్ యూనివర్సిటీకి చెందిన రీసెర్చ్ ఇన్స్టిట్యూట్ ఆయిన టీచింగ్ ఇన్స్టిట్యూట్ ఆఫ్ టీచింగ్ సైన్సెస్ లాగా సూర్య ఎడ్యుకేషన్లో అత్యుత్తమ టీచింగ్ ప్రాక్టీసెస్ గుర్తింపుపై అవగాహన కార్యక్రమం నిర్వహించింది. విద్యార్థానాళ్లన ప్రత్యేకంగా ఉపాధ్యాయులు, విద్యార్థుల చురుకైన ప్రమేయాన్ని ప్రోత్సహించేందుకు అవసరమైన అత్యుత్తమ సాంకేతికలు, ఉపకరణాలతో ఉపాధ్యాయులకు సాధికారత అందించడం లక్ష్యంగా ఈ కార్యక్రమం నిర్వహించారు. ఈ కార్యక్రమానికి టీచింగ్ గ్లోబల్ యూనివర్సిటీ టెలివిజన్ ప్రొగ్రామ్ డైరెక్టర్ దాశ్తర్ సంజీవ్ పి సాహెబ్ తదితరులు సాంకేతిక వహించారు.

## Tibetan teachers emphasise counselling for schoolchildren

TRIBUNE NEWS SERVICE

ROHTAK, FEBRUARY 3

Corporal punishment, which is often criticised by academic administrators, can be done away with the help of counselling for schoolchildren and meditation sessions.

This was stated by members of a group of school administrators, including headmasters and education officers, of the Central Tibetan Administration (CTA), who were on a visit to Rohtak today to have a first-hand exposure of the school education here.

Interacting with media-persons on the premises of Scholars Rosary Senior Secondary School at Bohar village in the district, the Tibetan delegates praised the blend of tradition and modernity



A delegation of Tibetan school administrators at a school in Rohtak on Friday. TRIBUNE PHOTO

in school education.

The Tibetan school administrators, who serve in different parts of India as well as Nepal, said they were overwhelmed at the warm welcome they received in Rohtak.

Phurbu Thinley, a school principal, said good educa-

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Preeti Gugnani, principal, Scholars Rosary Senior Secondary School, appreciated the idea to go in for meditation, counselling and behavior therapy instead of corporal punishment.



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## जिंदल इंस्टीट्यूट ने शिक्षकों को किया प्रभावी शिक्षण दक्षता से लैस

### विभिन्न स्कूलों के प्रिंसिपल सहित 80 से अधिक भागीदार शामिल

बमबोईपुर : एनसीआर शिक्षण ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू) की शोध संस्था जिंदल इंस्टीट्यूट ऑफ़ एडुकेशनल स्टडीज (जेआईएस) ने शिक्षकों को प्रभावी और अभिरूपा शिक्षण प्रणालियों से लेस करने और उन्हें तकनीकी तथा साधनों में सक्षम करने के लिए आज प्रिंसिपलों की बैठक और शिक्षक प्रशिक्षण कार्यक्रम आयोजित किया।

'स्कूल शिक्षा में स्कूल प्रमुखों के लिए सर्वश्रेष्ठ शिक्षण कर्तव्यों की पहचान' पर आयोजित चार घंटे का यह दक्षता विकास कार्यक्रम बेस्डिड क्लब में आयोजित किया गया। इसमें बमबोईपुर तथा आसपास के क्षेत्रों में मौजूद स्कूलों के शिक्षकों और प्रिंसिपल्स सहित 80 से अधिक भागीदारों ने हिस्सा लिया।

प्रिंसिपल की बैठक और शिक्षक प्रशिक्षण कार्यक्रम का नेतृत्व डॉ. संजीव पी. सहानी ने किया जो जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू), सोनीपत में जेआईएस के प्रमुख निदेशक, 'सेंटर फ़ॉर इन्वोल्वेड सोल्यूशन एंड रिसर्च' के निदेशक तथा जेजीयू में वाइस

'वाइस' के सहायक हैं। जेआईएस की विलंबिकत साइकोलॉजिस्ट सुश्री पायल चौकर भी कार्यक्रम की प्रमुख कर्ता थीं। कोर्स का उद्देश्य शिक्षकों को प्रभावी शिक्षण दक्षताओं से लैस करना, छात्रों को शैक्षणिक उपलब्धि पाने के लिए खुद मार्ग प्रशस्त करने के अनुसार प्रदान करने के साथ ही सहयोग एवं सामाजिकता की भावना भी विकसित करना है।

इस मौके पर मौजूद अन्य गणमाय्य व्यक्तियों में ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी के मानव संसाधन निदेशक जीतू मिश्रा, ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी में मानव संसाधन के सहायक



निदेशक सुश्री दीपमाला चौधरी तथा ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी में एडमिशन एवं अवस्तीय के डिप्टी डेनजर पवन सिंह शामिल थे। जेआईएस की ओर से स्कूली शिक्षकों के लिए

पाठ्यक्रमों और कार्यक्रमों की मंजूरी में प्रोस्कूल से उच्च शिक्षा तक के लिए स्लैस मैनेजमेंट, परफॉर्मिंग विकास, निरूपणसहक शिक्षण, सकारात्मक मनोविज्ञान, शिक्षण अक्षमताएं, अटेंशन डेफिशिट

हाइपरएक्टिविटी डिसऑर्डर (एडीएचडी), एंगर मैनेजमेंट प्रोग्राम, शराबती बच्चों/किशोरों से निपटना और बच्चों की विकाससम्बन्धक संस्कारों को शामिल किया गया है।

# जिंदल इंस्टीट्यूट ऑफ बिहेव्यरल साइंसेज ने की प्रिंसिपल की बैठक जमशेदपुर और आसपास के 80 भागीदारों ने हिस्सा लिया

## » कार्यक्रम का मकसद शिक्षकों को प्रभावी शिक्षण दक्षता से लैस करना

जमशेदपुर : एनसीओएर स्थित ओपी जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू) की शोध संस्था जिंदल इंस्टीट्यूट ऑफ बिहेव्यरल साइंसेज (जेआईबीएस) ने शिक्षकों को प्रभावी और अभिनव शिक्षण पद्धतियों से लैस करने और उन्हें तकनीकों तथा साधनों में सक्षम करने के लिये बुधवार को प्रिंसिपल की बैठक और शिक्षक प्रशिक्षण कार्यक्रम आयोजित किया ताकि शिक्षण प्रक्रिया में शिक्षकों और छात्रों की सक्रिय भागीदारी बढ़ायी जा सके एवं उन्हें प्रोत्साहित किया जा सके। 'स्कूली शिक्षा में स्कूल प्रमुखों के लिए सर्वश्रेष्ठ शिक्षण कानूनों की पहचान' पर आयोजित चार घंटे का यह दक्षता विकास कार्यक्रम वेल्लिड क्लब में आयोजित किया गया और इसमें जमशेदपुर तथा आसपास के क्षेत्रों में मौजूद स्कूलों के शिक्षकों और प्रिंसिपल्स सहित 80 से अधिक भागीदारों ने हिस्सा लिया।

प्रिंसिपल की बैठक और शिक्षक प्रशिक्षण कार्यक्रम का नेतृत्व डॉ.



संजीव पी. साहनी ने किया जो जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू), सोनीपत में जेआईबीएस के प्रमुख निदेशक, 'सेंटर फॉर इनोवेटिव लीडरशिप एंड चेंज' के निदेशक तथा जेजीयू में व्यास चांसलर के सलाहकार हैं। जेआईबीएस की क्लिनिकल साइकोलॉजिस्ट सुश्री पायल चोकर भी कार्यक्रम को प्रमुख वक्ता थीं।

देश की स्कूली शिक्षा प्रणाली का मूल्यवर्धन के मकसद से जेआईबीएस देशभर के शिक्षकों के साथ मिलकर सक्रियता से काम कर रही है और विभिन्न बच्चों की जरूरतें पूरी करने के खयाल से

उनकी शिक्षण पद्धतियों को मुकम्मल बनाने में मदद के लिए उन्हें अल्पकालीन कोर्सेज भुलैया करा रही है। डॉ. साहनी और उनकी टीम ने हाल ही में भुवनेश्वर में भी शिक्षकों के लिए इसी तरह के प्रशिक्षण कार्यक्रम आयोजित किए थे। उन्होंने यहाँ के स्कूली शिक्षकों को इसी तरह के सत्रों के साथ जोड़ने के लिए वहाँ के कई शहरों का भी दौरा किया।

डॉ. संजीव पी. साहनी बताते हैं, स्कूली शिक्षा से बच्चों में शिक्षा की बुनियाद खड़ी होती है। यदि इसे उचित शिक्षण पद्धतियों से मजबूत किया जाए तो बच्चों में वह जिज्ञासु भावना भरने

तथा ज्ञान की लालक बढ़ाने में कारगर हो सकती है। लिहाजा स्कूलों में ऐसी शिक्षा पद्धतियों और विकास कार्यक्रमों पर विशेष ध्यान देना जरूरी हो गया है जो बच्चों में ज्ञानार्जन की लालक पैदा कर सके और उन्हें निष्क्रिय श्रोता बनाने के बजाय उनके दिमाग को सक्रिय रखने के लिए प्रेरित कर सके।

इस मौके पर मौजूद अन्य गणमान्य व्यक्तियों में ओपी जिंदल ग्लोबल यूनिवर्सिटी के मानव संसाधन निदेशक जीतू मिश्रा, ओपी जिंदल ग्लोबल यूनिवर्सिटी में मानव संसाधन के सहायक निदेशक सुश्री दीपमाला चौधरी तथा ओपी जिंदल ग्लोबल यूनिवर्सिटी में एडमिशन एवं

ऑउटरीच के डिप्टी मैनेजर पद्म सिंह शामिल थे।

जेआईबीएस की ओर से स्कूली शिक्षकों के लिए पाठ्यक्रमों और कार्यक्रमों की भुखला में स्ट्रेस मैनेजमेंट, परफॉर्मेंस विकास,

## जेआईबीएस के बारे में

जेआईबीएस मानवता के व्यक्तिगत, सामूहिक, संगठनात्मक और सामाजिक सम्मान और स्वायत्तता के लिए समर्पित ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी की एक मुख्य आधारित शोध संस्था है और व्यवहारिक तथा प्रायोगिक बिहेव्यरल साइंस से संबंधित निरंतर प्रयोग, शोध एवं ज्ञान के जरिये मानव प्रक्रिया प्रतिस्पर्धाओं की समझ, विकास एवं क्रियान्वयन के लिए प्रतिबद्ध है।

विश्वव्यापक शिक्षण, सकारात्मक मनेविज्ञान, शिक्षण अक्षमताएँ, अदरेशन डेफिसिट हाइपरएक्टिविटी डिऑर्डर (एडीएचडी), एंगर मैनेजमेंट प्रोग्राम, शारती बच्चों/किशोरों से निपटना और बच्चों की विकासार्थक जरूरतें : प्रीस्कूल से उच्च शिक्षा तक के लिए।

## जिंदल इंस्टीट्यूट ऑफ बिहेव्यरल साइंसेज ने की बैठक

### जमशेदपुर और आसपास के क्षेत्रों के 80 भागीदारों ने हिस्सा लिया

जमशेदपुर : एनसीआर स्थित ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू) की शोध संस्था जिंदल इंस्टीट्यूट ऑफ बिहेव्यरल साइंसेज (जेआईबीएस) ने शिक्षकों को प्रभावी और अभिनव शिक्षण पद्धतियों से लेस करने और उन्हें तकनीकों तथा साधनों में सक्षम करने के लिए आज शिक्षण की बैठक और शिक्षक प्रशिक्षण कार्यक्रम आयोजित किया ताकि शिक्षण प्रक्रिया में शिक्षकों और छात्रों को सक्रिय भागीदारों बढ़ाई जा सके एवं उन्हें प्रोत्साहित किया जा सके।

'स्कूली शिक्षा में स्कूल प्रमुखों के लिए सर्वश्रेष्ठ शिक्षण कार्यों को पहचान' पर आयोजित चार घंटे का यह दक्षता विकास कार्यक्रम बेरिडज बल्लभ में हुई जिसमें जमशेदपुर तथा आसपास के क्षेत्रों के स्कूलों के शिक्षकों और प्रिंसिपल्स सहित 80 से अधिक



भागीदारों ने हिस्सा लिया।

कार्यक्रम का नेतृत्व डॉ. संजोय पी. साहनी ने किया जो जिंदल ग्लोबल यूनिवर्सिटी (जेजीयू), सोनीपत में जेआईबीएस के प्रमुख निदेशक, 'सेंटर फॉर इन्वेलोपिंग लीडरशिप एंड रिसर्च' के निदेशक तथा जेजीयू में ब्रिजस चोसलर के सलाहकार हैं। जेआईबीएस की क्लिनिकल साइकोलॉजिस्ट सुश्री पायल चैकर भी कार्यक्रम की प्रमुख वक्ता थीं।

देश की स्कूली शिक्षा प्रणाली

का मूल्यवर्धन के मकसद से जेआईबीएस देशभर के शिक्षकों के साथ मिलकर सक्रियता से काम कर रही है और विभिन्न बच्चों की जरूरतें पूरी करने के ख्याल से उनकी शिक्षण पद्धतियों को मुकामल बनाने में मदद के लिए उन्हें अल्पकालीन कोर्सेज सुझाया कर रही है।

डॉ. संजोय पी. साहनी ने कहा कि, "स्कूली शिक्षा से बच्चों में शिक्षा की बुनियाद खड़ी होती है। यदि इसे उचित शिक्षण पद्धतियों से



मजबूत किया जाए तो बच्चों में यह जिज्ञासु भावना भरने तथा ज्ञान की ललक बढ़ाने में कारण हो सकती है। लिहाजा स्कूलों में ऐसी शिक्षा पद्धतियों और विकास कार्यक्रमों पर विशेष ध्यान देना जरूरी हो गया है जो बच्चों में ज्ञानअर्जन की ललक पैदा कर सके और उन्हें निष्क्रिय शैला बनाने के बजाय उनके दिमाग को सवाल पूछने के लिए प्रेरित कर सके।

प्रोफेसर साहनी ने एजुकेशनल साइकोलॉजी में पीएचडी की है

और वह काउंसिलिंग साइकोलॉजी में पोस्ट ग्रेजुएट है तथा इस क्षेत्र (शिक्षा एवं प्रशासन) के अपने व्यापक एवं गहरे अनुभव को उन्होंने मौजूदा शिक्षा नीतियों, हमारी शिक्षा पद्धति में मानक बदलाव तथा विश्व की सर्वश्रेष्ठ शिक्षण प्रक्रियाओं में इस्तेमाल किया है। उन्होंने इन समस्याओं और मसलों से निपटने के लिए संभावित समाधानों एवं उपायों पर भी बर्चा की।

, इस सीके पर मौजूद अन्य

गणमान्य व्यक्तियों में ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी के मानव संसाधन निदेशक जीतू मिश्रा, ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी में मानव संसाधन के सहायक निदेशक सुशी दीपपाल चौधरी तथा ओ. पी. जिंदल ग्लोबल यूनिवर्सिटी में एडमिशन एवं आउटरीच के डिप्टी मैनेजर पवन सिंह शामिल थे।

जेआईबीएस की ओर से स्कूली शिक्षकों के लिए पाठ्यक्रमों और कार्यक्रमों को भूखला में स्ट्रेस मैनेजमेंट, परफॉर्मेंस विकास, निरचयात्मक शिक्षण, सकारात्मक मनोविज्ञान, शिक्षण अक्षमताएं, अंदेशन डेफेंसिट हाइपरएक्टिविटी डिसऑर्डर (एडीएचडी), रंगर मैनेजमेंट प्रोग्राम, शरासी बच्चों/किशोरों से निपटना और बच्चों की विकासात्मक जसुते: प्रीस्कूल से उच्च शिक्षा तक के लिए।

## JIBS holds principals' meet-cum-teacher's training programme

PNS ■ JAMSHEDPUR

The Jindal Institute of Behavioural Sciences (JIBS), a research institute of NCR-based OP Jindal Global University, on Monday organised a Principals' Meet-cum-Teachers' Training Programme here to equip teachers with effective and innovative teaching methodologies and to empower them with techniques to enhance and encourage active involvement of teachers and students in the learning process.

The four-hour skill enhancement program on 'Identifying Best Teaching Practices in School Education for School Leaders' was held at Beldih Club and was attended by over 80 participants including teachers and principals from schools across Jamshedpur.

The programme was headed by Dr Sanjeev P Sahni, who is Principal Director of JIBS at the Jindal Global University (JGU), Sonapat, Director for "Center for Innovative Leadership and Change", and

Advisor to the Vice Chancellor at JGU. Payal Chhoker, Clinical Psychologist with JIBS was also a key speaker.

With an aim to offer value addition to the country's school education system, JIBS is working with teachers across the country and offering short term courses to help them better customise their teaching mechanisms to meet the needs of different children. Dr Sahni and his team have conducted similar training programs for teachers in Bhubaneswar recently.

"School education lays the basic foundation of learning in children. If supported by right teaching practices it plays a pivotal role in instilling a spirit of enquiry and pursuit for knowledge in them. It is therefore imperative to give special attention to teaching methodologies at school and develop approaches that involve children into the learning process and catalyse their minds to ask questions, rather than remain passive listeners. Unfortunately in India, the teaching practices at school are uni-dimensional



Dr Sanjeev P Sahni, Principal Director of JIBS, during the Principals' Meet-cum-Teachers' Training Programme in Jamshedpur on Monday  
Pioneer photo

and do not take into account the different learning needs of different children, forcing learning by rote. At JIBS we have undertaken several studies and researches to understand the best approaches and

practices to school education and we have incorporated the knowledge obtained from them into a series of courses and programs for teachers," said Sahni. Other resource people present on the occasion included Jitu

Mishra- Director, Human Resources, Deep Mala Chowdhury- Asst. Director, Human Resources, and Pawan Singh- Dy Manager- Admissions and Outreach all from O P Jindal Global University.



# ऑनलाइन अपराध के खिलाफ वियना के संयुक्त राष्ट्र पैनल में जिंदल ग्लोबल युनिवर्सिटी ने की मांग

नई दिल्ली। इंटरनेट संचार और डिजिटल लेनदेन की बढ़ती मांग ने दुनियाभर में क्रांति ला दी है, लेकिन इसके फायदे के साथ इसके खतरे भी सामने आने लगे हैं, इस माध्यम से अपराध और अपराध से भरी धमकियों के साथ कई तरह की अपराधिक कृत्य जैसे - डिजिटल चोरी, साइबर धोखाधड़ी, यौन अपराध और ऑनलाइन बेवफाई, आदि सामने आये हैं।

ओ पी जिंदल ग्लोबल युनिवर्सिटी ने हाल ही में वियना में क्राइम प्रिवेंशन एंड क्रिमिनल जस्टिस के 26वें सत्र में इस तरह के खतरों को उजागर किया। जेजीयूर अंतरराष्ट्रीय सम्मेलन में भाग लेने वाला एकमात्र विश्वविद्यालय था जिसने विक्टिम ऑफ ऑनलाइन कम्यूनिकेशन और साइबोर्लॉजिकल एंड कल्चरल एस्पेक्ट्स लीडिंग टू डिजिटल पाइरेसी नामक दो कार्यक्रमों में हिस्सा लिया, इसे वर्ल्ड सोसायटी ऑफ क्रिमिनोलॉजी एंड स्टडी नेशनले डी प्रीवेंजियन इ डिफेंसेसोसिएल ने आयोजित किया था। नागरिक समाज, शिक्षा और अंतरराष्ट्रीय संगठनों का प्रतिनिधित्व



करने वाले 32 देशों के 1000 से अधिक प्रतिभागियों ने सीसीपीसीजे के 26वें सत्र में हिस्सा लिया जो इस एंड क्राइम पर संयुक्त राष्ट्र कार्यालय के एक शांति निकाय के रूप में कार्य करता है। सीसीपीसीजे की शुरुआत एक उच्च स्तरीय सत्र के साथ हुई, जिसमें कानून के शासन के समर्थन में अपराध निवारण रणनीतियों और सार्वजनिक भागीदारी, सामाजिक नीतियों और शिक्षा की जांच करने वाले विषयों पर विस्तार से बहस हुई। सीसीपीसीजे के समक्ष पेश मामलों के विषय थे - स्वास्थ्य और न्याय, प्रवासी तस्करी, शांतिपूर्ण और समावेशी समाज को बढ़ावा देना, साइबर

अपराध, सतत विकास के लक्ष्य को हासिल करना, शहरी अपराध की रोकथाम, जेल की हालत, अपराधी पर नियंत्रण और बढ़ती महिलाओं की हत्या।

जीआईओएस के प्रधान निदेशक डॉ संजीव पी सहनी ने साइबर अपराध, साइबर के जरिये मिलने वाली धमकी, यौन अपराध, पोर्नोग्राफी और ऑनलाइन धोखाधड़ी से संबंधित पीड़ितों की व्याख्या पर बात की। उन्होंने डिजिटल पाइरेसी की रीतिविधि के आसपास की जटिलताओं और डिजिटल पाइरेसी की बारीकियों को समझने के लिए व्यापक अनुसंधान और प्रशिक्षण की आवश्यकता सामने लाने पर जोर दिया।

दक्षिण ऑस्ट्रेलिया सरकार के पीड़ितों के अधिकारों के आयुक्त माइकल ओ कोनेल ने ऑनलाइन संचार के कानूनी और नैतिक जटिलताओं पर चर्चा की और कहा कि दुनिया इस तरह के अपराध के सबसे अधिक शिकार हुए है। वर्ल्ड सोसायटी ऑफ पीडिंपोर्लॉजी की डिप्टी कमिशनर सारा फ्लेचर ने मंच पर बोलते हुए ऑनलाइन संचार के पीड़ितों के अधिकारों पर विचार-विमर्श किया।



स्कॉलर्स रोजरी स्कूल में धर्मशाला से आया तिब्बती प्रतिनिधिमंडल।

अमर उजाला ब्यूरो  
रोहतक।

तिब्बत से आए प्राचार्यों और हेडमास्टर्स के 14 सदस्यीय प्रतिनिधिमंडल ने शुक्रवार को बोहर गांव स्थित स्कॉलर्स रोजरी सीनियर सेकेंडरी स्कूल का दौरा किया। प्रतिनिधिमंडल में धर्मशाला के शिक्षाविभाग की अधिकारी के साथ तिब्बती स्कूलों के मुखिया और स्नो लायन फाउंडेशन के पदाधिकारी शामिल थे। दौरे के दौरान प्रतिनिधिमंडल के सदस्य स्कूल के शिक्षकों और बच्चों से रू-ब-रू हुए। उन्होंने न केवल स्कूल में दी जा रही शिक्षा पद्धति को जाना, बल्कि बच्चों से उनके लक्ष्य और गणित से संबंधित सवाल भी पूछे। छोटे उस्तादों के आत्मविश्वास और हाजिर जवाबी ने प्रतिनिधिमंडल के सदस्यों का दिल जीत लिया। प्रतिनिधिमंडल ने स्कूल प्रबंधन की ओर से संस्कृति और नैतिक मूल्यों को संजोने की जमकर तारीफ की। प्रतिस्पर्धा के दौर में बच्चों को मानसिक दबाव से उबारने के लिए मेडिटेशन कराने का सुझाव भी दिया।

बाद में स्कूल में प्रतिनिधिमंडल ने पत्रकारों से अपने अनुभव और सुझावों को साझा किया। प्रतिनिधिमंडल के सदस्य ताशी डोरजी ने बताया कि अमूमन बच्चों से सवाल पूछा जाता है तो वह डर जाते हैं। लेकिन इस स्कूल के बच्चों ने सभी सवालों के जवाब पूरे आत्मविश्वास से दिए। सीटीए की शिक्षा अधिकारी तेंजीन यांगचेन ने बताया कि जब उन्होंने बच्चों से उनके लक्ष्य के बारे में पूछा तो सभी का विजन साफ था कि उन्हें किस क्षेत्र में अपना कैरियर बनाना है। उन्हें यह

## बोहर गांव स्थित स्कॉलर रोजरी सीनियर सेकेंडरी स्कूल में आया तिब्बती प्रतिनिधिमंडल

जानकर अच्छा लगा कि भारत का भविष्य डॉक्टर, इंजीनियर, टीचर जैसी लीक से हटकर सिंगर, क्रिकेटर, कोरियोग्राफर बनना चाहता है। उन्होंने कहा कि घर में दो बच्चे संभालना मुश्किल होता है, लेकिन स्कूल में छह हजार बच्चों को इतने अच्छे तरीके से संभालना काबिल-ए-तारीफ है।

स्कूल की प्रधानाचार्या प्रीति गुगनानी ने बताया कि ओपी जिंदल ग्लोबल यूनिवर्सिटी की ओर से आईएस ऑफिसर, सिविल सर्विसेज, राज्य और अन्य राज्यों की सरकारों के लिए एग्जीक्यूटिव एजुकेशन प्रोग्राम कराया जाता है। विद्यार्थी लीडरशिप, मैनेजमेंट और कम्यूनिकेशन, ऑर्गेनाइज्ड व्यवहार को अच्छी तरह से जान सकें इसलिए दो सप्ताह का कार्यक्रम होता है। इसमें बच्चों को चुनिंदा बेहतर स्कूलों का दौरा कराया जाता है, ताकि वे बेहतर सीख सकें। गुगनानी ने बताया कि इसलिए जिंदल यूनिवर्सिटी ने उनका स्कूल तय किया और सेंट्रल तिब्बन एडमिनिस्ट्रेशन (सीटीए) ने अपने स्कूलों के प्राचार्यों और हेड मास्टर्स के प्रतिनिधिमंडल को यहां भेजा। इस अवसर पर स्कूल के डायरेक्टर डॉ. रवि गुगनानी, हेडमास्टर नोरबू नायमा, डोरजी डेमडुल, सोनम डोरजी, जंपा सेगपो, गोनपो वांगचुक, फुरबु तिनले, दावा गयात्सो, तेंजीन रेवग्युल आदि मौजूद रहे।



## ऑनलाइन अपराध के खिलाफ वियना के संयुक्त राष्ट्र पैनल में जिंदल ग्लोबल युनिवर्सिटी ने की मांग

नई दिल्ली। इंटरनेट संचार और डिजिटल लेनदेन की बढ़ती मांग ने दुनियाभर में क्रांति ला दी है, लेकिन इसके फायदे के साथ इसके खतरे भी सामने आने लगे हैं, इस माध्यम से अपराध और अपराध से भरी धमकियों के साथ कई तरह की अपराधिक कृत्य जैसे - डिजिटल चोरी, साइबर धोखाधड़ी, यौन अपराध और ऑनलाइन बेवफाई, आदि सामने आये हैं।

ओ पी जिंदल ग्लोबल यूनिवर्सिटी ने हाल ही में विएना में क्राइम प्रिवेंशन एंड क्रिमिनल जस्टिस के 26वें सत्र में इस तरह के खतरों को उजागर किया। जेजीयूए अंतरराष्ट्रीय सम्मेलन में भाग लेने वाला एकमात्र विश्वविद्यालय था जिसने विक्टिम ऑफ ऑनलाइन कम्यूनिकेशन और साइकोलॉजिकल एंड कल्चरल एस्पेक्ट्स लीडिंग टू डिजिटल पाइरेसी नामक दो कार्यक्रमों में हिस्सा लिया, इसे वर्ल्ड सोसायटी ऑफ विक्टिमोलॉजी एंड सेंट्रो नेशनले डी प्रीवेंजियोन ई डिफेंसेसोसिएल ने

आयोजित किया था। नागरिक समाज, शिक्षा और अंतरराष्ट्रीय संगठनों का प्रतिनिधित्व करने वाले 32 देशों के 1000 से अधिक प्रतिभागियों ने सीसीपीसीजे के 26वें सत्र में हिस्सा लिया जो ड्रग्स एंड क्राइम पर संयुक्त राष्ट्र कार्यालय के एक शासी निकाय के रूप में कार्य करता है। सीसीपीसीजे को शुरूआत एक उच्च स्तरीय सत्र के साथ हुई, जिसमें कानून के शासन के समर्थन में अपराध निवारण रणनीतियों और सार्वजनिक भागीदारी, सामाजिक नीतियों और शिक्षा की जांच करने वाले विषयों पर विस्तार से बहस हुई। सीसीपीसीजे के समक्ष पेश मामलों के विषय थे - स्वास्थ्य और न्याय, प्रवासी तस्करी, शक्तिपूर्ण और समावेशी समाज को बढ़ावा देना, साइबर अपराध, सतत विकास के लक्ष्य को हासिल करना, शहरी अपराध की रोकथाम, जेल की हालत, अपराधी पर नियंत्रण और बढ़ती महिलाओं की हत्या।

जीआईबीएस के प्रधान निदेशक डॉ संजीव

पी साहनी ने साइबर अपराध, साइबर के जरिये मिलने वाली धमकी, यौन अपराध, पोर्नोग्राफी और ऑनलाइन धोखाधड़ी से संबंधित पीड़ितों की क्या पर बात की। उन्होंने डिजिटल पाइरेसी की गतिविधि के आसपास की जटिलताओं और डिजिटल पाइरेसी की बारीकियों को समझने के लिए व्यापक अनुसंधान और प्रशिक्षण की आवश्यकता सामने लाने पर जोर दिया। दक्षिण ऑस्ट्रेलिया सरकार के पीड़ितों के अधिकारों के आयुक्त माइकल ओ कोनेल ने ऑनलाइन संचार के कानूनी और नैतिक जटिलताओं पर चर्चा की और कहा कि युवा इस तरह के अपराध के सबसे अधिक शिकार हुए हैं। वर्ल्ड सोसायटी ऑफ पीडिपोलॉजी की डिटी कमिशनर सारा फ्लेचर ने मंच पर बोलते हुए ऑनलाइन संचार के पीड़ितों के अधिकारों पर विचार-विमर्श किया। उन्होंने वित्तीय संस्थानों से सहायता के अलावा पीड़ितों के लिए विशेष सुविधा मुहैया कराने पर जोर दिया।



## ऑनलाइन अपराध के खिलाफ वियना के संयुक्त राष्ट्र पैनल में जिंदल ग्लोबल युनिवर्सिटी ने की मांग

नई दिल्ली। इंटरनेट संचार और डिजिटल लेनदेन की बढ़ती मांग ने दुनियाभर में क्रांति ला दी है, लेकिन इसके फायदे के साथ इसके खतरे भी सामने आने लगे हैं, इस माध्यम से अपराध और अपराध से भरी धमकियों के साथ कई तरह की अपराधिक क्रिया जैसे - डिजिटल चोरी, साइबर धोखाधड़ी, यौन अपराध और ऑनलाइन बेवकूफ, आदि सामने आये हैं।

ये जी जिंदल ग्लोबल यूनिवर्सिटी ने हाल ही में वियना में हुए प्रिक्शन एंड क्रिमिनल जस्टिस के 26वें सम्मेलन में इस तरह के खतरों को उजागर किया। जेजीएफ अंतरराष्ट्रीय सम्मेलन में भाग लेने वाला एकमात्र विश्वविद्यालय था जिसने विविध ऑफ ऑनलाइन कानूनीकरण और साइबोलेजिकल एंड कल्चरल एक्सचेंज लीडिंग टू डिजिटल पाइरेसी नामक दो कार्यक्रमों में हिस्सा लिया, इसे वाल्ड मोसापरी ऑफ विविडमोसाली एंड सेंट्रो नेशनले डी प्रोसेजियोन इ डिफेसेसोसिएल ने आयोजित किया था। भारतीय समाज, शिक्षा और अंतरराष्ट्रीय संगठनों का प्रतिनिधित्व करने वाले 32 देशों के 1000 से अधिक प्रतिभागियों ने मोसोपरी के 26वें सम्मेलन में हिस्सा लिया जो इस एंड आइड पर संयुक्त राष्ट्र कार्यालय के एक शाली निवास के रूप में कार्य करता है। मोसोपरी की शुरूआत एक उच्च स्तरीय सम्मेलन के साथ हुई, जिसमें

कानून के शासन के सम्बंध में अपराध निवारण रणनीतियों और सामाजिक भागीदारी, सामाजिक नीतियों और शिक्षा की जांच करने वाले विषयों पर विस्तार से बहस हुई। मोसोपरी के समक्ष पेश मामलों के विषय थे - स्वास्थ्य और न्याय, प्रवासी तस्करी, शक्तिपूर्ण और समावेशी समाज को बढ़ावा देना, साइबर अपराध, सतत विकास के लक्ष्य को हासिल करना, शहरी अपराध की रोकथाम, जेल की हालत, अपराधों पर नियंत्रण और बढ़ती महिलाओं की हत्या। मोआईबीएस के प्रधान निदेशक डॉ संजीव पो सान्नी ने साइबर अपराध, साइबर के जरिये मिलने वाली धमकी, यौन अपराध, पोर्नोग्राफी और ऑनलाइन धोखाधड़ी से संबंधित पीड़ितों की बचत पर बात की। उन्होंने डिजिटल पाइरेसी की गतिविधि के आसपास की जटिलताओं और डिजिटल पाइरेसी की बर्बरियों को समझने के लिए व्यापक अनुसंधान और प्रशिक्षण की आवश्यकता सामने लाने पर जोर दिया। दक्षिण अफ्रीका सरकार के पीड़ितों के अधिकारों के अभ्युक्त माइकल ओ कोनेल ने ऑनलाइन संचार के कानूनी और नैतिक जटिलताओं पर चर्चा की और कहा कि कुछ हम तरह के अपराध के सबसे अधिक शिकार हुए हैं। बल्ले सोल्यटी ऑफ पीडिओसाली की डिप्टी कमिश्नर सरा क्लेयर ने भी यह जताते हुए ऑनलाइन संचार के पीड़ितों के

अधिकारों पर विचार-विमर्श किया। उन्होंने वितीय संस्थानों से सहपदा के अलावा पीड़ितों के लिए विशेष सुविधा मुहैया कराने पर जोर दिया। जिंदल ग्लोबल ली स्कूल के एसोसिएट प्रोफेसर डॉ इंदनाथ गुप्ता ने डिजिटल पाइरेसी के लिए जिम्मेदार कर्मचारियों को रोकने के लिए कानून बनाने पर जोर दिया। उन्होंने डिजिटल पाइरेसी की समस्या से निपटने के तरीके को मजबूत बनाने के साथ ही लोगों में इसके प्रति जागरूकता बढ़ाने पर जोर देने का सुझाव दिया।

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