



Society of St. Francis Xavier Pillar's
FR. CONCEICAO RODRIGUES COLLEGE OF ENGINEERING
FR. AGNEL ASHRAM, BANDRA (W), MUMBAI 400 050
(An Autonomous College Affiliated to University of Mumbai)

Mental Health Awareness Workshop: Beyond Burnout – Leading with Purpose, Perspective and Empathy

Date of Conduct

13 July 2026- Mechanical & CSE Department
15 July 2026- Computer Engineering Department
17 July 2026- ECS and H & S department

Time: 1:30 PM – 3:30 PM

Organized By: Internal Quality Assurance Cell (IQAC), Fr. Conceicao Rodrigues College of Engineering

Resource Person: Ms. Manasi Hindlekar

Professional Counselor- [M.Sc.](#) in Psychology (Clinical)

Target Audience: Faculty Members of the Departments of Computer Engineering (CSE), Mechanical Engineering (MECH), Electronics & Computer Science (ECS) and Humanities & Applied Sciences (H&S).

Objectives of the Workshop

The workshop was designed to enhance the psychological well-being of faculty members by promoting awareness about mental health, stress management and burnout prevention in higher education. The specific objectives were:

- To enhance awareness regarding mental health, burnout and occupational stress among educators.
- To encourage self-awareness and emotional resilience in managing professional responsibilities.
- To introduce practical strategies for stress regulation and healthy coping.
- To strengthen empathy, compassion and psychologically safe interactions with students and colleagues.
- To motivate faculty members to cultivate sustainable self-care practices for improved personal and professional well-being.



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Brief Description of the Workshop

The Internal Quality Assurance Cell (IQAC) organised a faculty development workshop titled **"Beyond Burnout – Leading with Purpose, Perspective and Empathy"** on **13th, 15th & 17th July 2026** to promote mental well-being among faculty members. The workshop focused on recognising burnout, understanding the importance of emotional well-being, and equipping educators with practical coping strategies to manage occupational stress.

The session combined experiential learning, reflective activities, group discussions and psychoeducation to encourage participants to reconnect with their purpose as educators while fostering empathy towards themselves, their colleagues and their students. Faculty members actively participated throughout the session and reflected on strategies that could be integrated into both their professional and personal lives.

Activities Conducted:

1. Energiser and Perspective walk

The workshop commenced with an interactive energiser ("Follow the Leader"), followed by reflective conversations that encouraged faculty members to share meaningful personal experiences, memorable teaching moments, and stories of mentors who had influenced their lives. Group norms promoting respect, confidentiality and non-judgemental communication were established to create a psychologically safe learning .





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2. Zones of Awareness Activity

Faculty members participated in an experiential activity based on the **Comfort–Stretch–Panic Zone Model**. Through guided reflection, participants identified professional situations that placed them within different emotional zones, helping them recognise personal stressors, growth opportunities and early signs of burnout. The activity promoted emotional awareness and normalised conversations around workplace stress.



3. Developing Healthy Coping Practices

Participants were introduced to practical strategies for maintaining emotional well-being, including the **1% Commitment Rule**, reflective journaling and four evidence-based daily practices focused on pausing, emotional release, cognitive reframing and reconnecting with personal values. Faculty members identified small yet meaningful behavioural changes that could enhance resilience and work-life balance.

4. Mental Health Awareness and Burnout Prevention

An interactive psychoeducational session highlighted the importance of mental health in higher education and discussed common signs and symptoms of stress, anxiety and burnout among educators. Faculty members explored practical approaches for recognising emotional distress, seeking timely support and implementing healthy coping mechanisms within their daily routines.



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5. Empathy in Education

A reflective activity titled "**I Wish My Professors Knew...**" encouraged faculty members to understand the hidden emotional experiences students often carry into the classroom. The discussion reinforced the importance of empathy, active listening, validation and supportive communication in creating psychologically safe and inclusive learning environments. Participants reflected upon the lasting influence educators have on students' emotional well-being and academic growth.

Learning Outcomes:

At the end of the workshop, faculty members were able to:

- Recognise the signs and symptoms of stress, burnout and emotional fatigue.
- Understand the importance of self-awareness and emotional regulation in maintaining professional effectiveness.
- Apply practical coping strategies to improve resilience and work-life balance.
- Commit to incorporating small, sustainable self-care practices into their daily professional lives.



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Impact of the Workshop

The workshop created an open platform for faculty members to reflect on their own mental well-being and the emotional demands of the teaching profession.



The experiential activities encouraged meaningful dialogue, strengthened peer connections and reinforced the importance of prioritising mental health within academic institutions.

Participants expressed appreciation for the practical nature of the session and recognised the value of creating psychologically supportive environments for both educators and students.

Recommendations:

- Conduct faculty mental health and well-being programmes at regular intervals.
- Introduce advanced workshops on resilience, mindfulness and emotional intelligence.
- Encourage departmental peer-support initiatives to promote faculty well-being.

Prepared By

Ms. Manasi Hindlekar

M.Sc. Psychology (Clinical)

Professional Counselor