

ACTIVITY 1

Title: Achieving 'Excellence' in Counselling Practices: Insights from a Workshop at AADI Career Guidance and Counselling Centre

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EXPERT LECTURE ON
ACHIEVING EXCELLENCE IN
COUNSELLING PRACTICES

1st April '24

EXPERT SPEAKER
DR. GUNEET INDER JIT KAUR
Assistant Professor,
Central University of Rajasthan

Date: April 1st, 2024

**Venue: AADI Career Guidance and Counselling Centre,
Sector- 8 C**

INTRODUCTION

On April 1st, 2024, participants embarked on a transformative journey led by the esteemed Dr. Guneet Inder Jit Kaur in the tranquil setting of the AADI Career Guidance and Counselling Centre. Dr. Guneet, known for her expertise in counselling psychology and her upbeat personality, led an immersive workshop on achieving excellence in counselling practices. This report provides an in-depth exploration of the session, highlighting Dr. Guneet's infectious enthusiasm, the engaging activities undertaken, key learnings, participant feedback, and a thorough conclusion.

ABOUT THE SESSION

Dr. Guneet's radiant enthusiasm set an atmosphere for the workshop, filling it with warmth and energy. With extensive counselling psychology experience, Dr. Guneet expertly navigated the complex nature of the human psyche, combining insights from sports psychology, goal-setting strategies, and techniques for fostering positive self-focus. Dr. Guneet's

engaging delivery captivated participants as she effectively combined/ blended theory and practical applications, creating an environment conducive to learning and development.

During the session, a lot of fun and engaging activities were conducted by Dr. Guneet and students were actively taking part in it.

The First Task conducted was **“Do as Directed”- Exploring GRIT strength:** Under the inspirational guidance of Dr. Guneet, the participants set out on a self-discovery journey. Individuals explored their resilience and strength of character through a series of guided tasks. Through her unwavering support and gentle guidance, Dr. Guneet created a safe space for introspection that enabled participants to face their cognitive patterns and embrace opportunities for personal growth. This exercise explained the self-reflection, and how one should follow its approach to achieve excellence in any work. For this activity, NO instructions were given in particular to the participants (students), as the title of the task said ‘do as directed’, the worksheet was circulated and they were asked to respond according to their understanding.

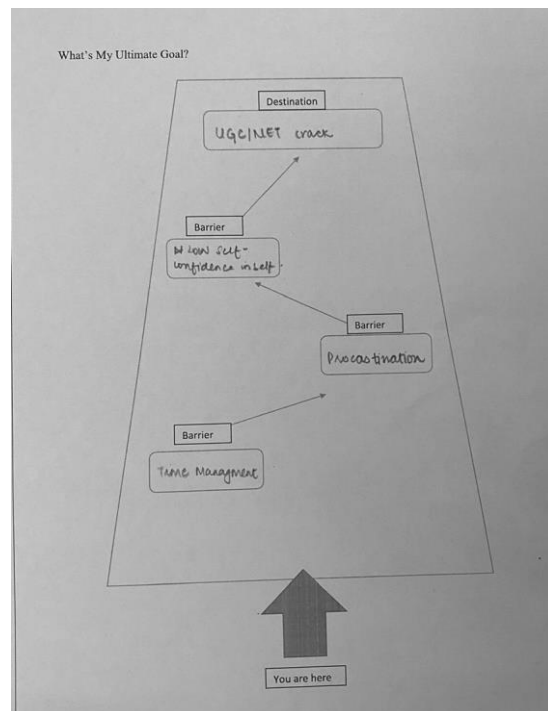
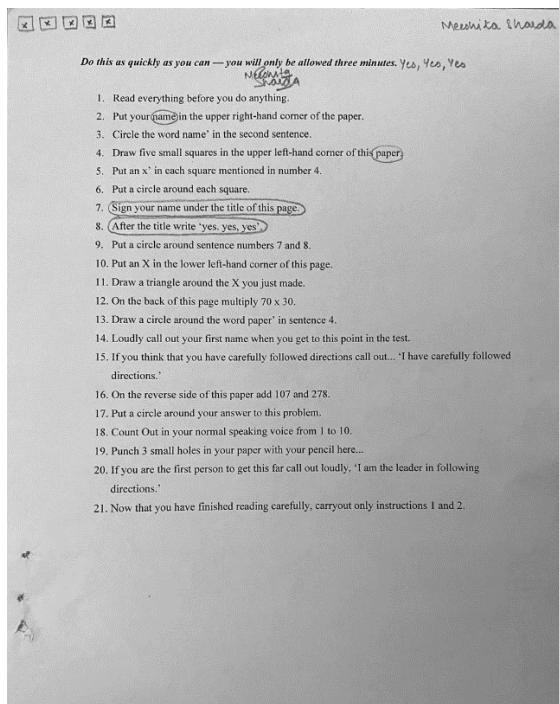
Following it, the next activity was the **“Goal Setting Exercise”-** Dr. Guneet facilitated a lively discussion about

goal-setting strategies, stressing/emphasizing the significance of accountability, specificity, and clarity. Dr. Guneet's passion for empowering individuals to follow their dreams without fear inspired the students. Under her knowledgeable direction, students created attainable objectives, recognized possible roadblocks, and devised plans for overcoming difficulties with resilience and determination. In this task, a goal-setting worksheet was circulated which included 3 barriers faced by the individual before attaining their final goal. It provided a clear picture of one's life barriers and their priorities. In a way, it helped students to declutter their thoughts.

The last activity that concluded the session was the **“Concentration Exercise”**-In this activity, students worked together in a group to complete a concentration exercise meant to improve focus in the face of distractions. For the first concentration task, the students were divided into 2 groups, the one who focused on Dot and the other who enacted the role of distracters. The distracters tried to shift the concentration of the focus person, and at the end of the task, they were asked how many they felt distracted. Dr Guneet helped students push past their comfort zones and improve their resilience and focus through her optimism and unwavering support. Through

teamwork and perseverance, individuals embraced the challenge, embodying Dr. Guneet's belief in their innate potential for growth and achievement.

Second and the final concentration tasks involved striking off jumbled numbers (1-99) in Ascending order. The students were asked to keep the track of time taken by them to complete the task, this time would indicate the concentration level of the student, the lesser the time higher the concentration, and vice-versa.



EXERCISE: CONCENTRATION GRID

Directions: Begin with 00, and put a slash through each number in ascending order.
Time yourself to see how fast you can do it.

63	12	49	28	37	16	23	21	73	03
34	83	45	36	30	28	08	64	09	50
06	68	99	75	28	15	41	66	27	40
02	91	14	58	74	54	22	04	79	53
34	67	93	14	07	43	72	94	69	56
24	62	32	10	17	38	42	89	82	48
76	87	71	00	98	81	05	46	88	95
32	96	65	38	80	77	49	86	48	70
23	25	57	31	90	97	04	92	60	28
84	27	54	78	59	52	13	85	61	58

Time taken:
Personal Best: 12min : 50sec

Alternatives:

- begin with any number and go full circle
- do the exercise backwards
- select even numbers first then odd numbers
- select odd numbers first then even numbers
- see how many numbers can be slashed in a fixed time

SESSION TAKEAWAYS:

- **Charismatic Leadership:** Dr. Guneet's upbeat disposition and enthusiastic support of personal development motivated participants to face challenges with hope and fortitude.
- **Empowering Self-Reflection:** Under the constant guidance and support of Dr. Guneet, students confidently navigated introspective exercises.
- **Development of Practical Skills:** Under the knowledgeable supervision of Dr. Guneet, it was possible to acquire the

practical skills necessary for counselling practices, such as concentration methods and goal-setting strategies.

- **Cultivation of Resilience:** Students represented Dr. Guneet's belief in their ability to grow and achieve by developing resilience and adaptability through hands-on activities.

CONCLUSION

Finally, the workshop on achieving excellence in counselling practices at the AADI Career Guidance and Counselling Centre demonstrated Dr. Guneet's unwavering commitment to empowering students to reach their full potential. Dr. Guneet's upbeat personality and infectious enthusiasm fostered a nurturing environment conducive to learning and growth. As participants leave with new insights and practical skills, they express their profound gratitude to Dr. Guneet for her transformative guidance and eagerly anticipate future opportunities for personal and professional development.

INPUT

Participants unanimously praised Dr. Guneet for her positive attitude, expertise, and unwavering support throughout the session. The provision of small chocolates as prizes, combined

with Dr. Guneet's encouragement, created a sense of community and motivation. Future session suggestions included more interactive learning opportunities and in-depth exploration of specific counselling techniques. The students gave an excellent rating at the end of the session.



ACTIVITY 2

Title: Workshop Report: Exploring Child Legal Rights

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EXPERT LECTURE ON CHILD LEGAL RIGHTS

Certificate will be provided

8th April '24

VENUE
AADI CAREER CENTRE
Sector 8, Madhya Marg
Chandigarh

EXPERT SPEAKER
DR. PRIYA ANAND
An Alumnus Of Nalsar Hyderabad
FORMER FACULTY DEPT. OF LAW,
Panjab University, Chandigarh

FOR MORE INFO : +91 99888 82077

Date: April 8th, 2024

Venue: Aadi Career Guidance and Counselling Centre

Topic: Child Legal Rights

Duration: 90 minutes

ABOUT THE EXPERT

Dr. Priya Anand, a former faculty member of Punjab University's Department of Law and an alumna of Nalsar

Hyderabad, contributed an extensive amount of knowledge and experience to the workshop. Dr. Priya Anand led participants through difficult legal concepts with compassion and clarity, demonstrating her strong commitment to child rights advocacy and legal education.

INTRODUCTION

Dr. Priya Anand's workshop on child legal rights, held on April 8, 2024, at the Aadi Career Guidance and Counselling Centre, gave students a wealth of knowledge about the laws pertaining to child welfare and protection. This report provides a comprehensive overview of the workshop, outlining the main subjects addressed, the learning goals, and the overall experience. The whole experience of the workshop was great. It helped us to gain a deeper understanding of the topics related to child legal rights, and participants participated in interactive discussions, case studies, and role-playing scenarios. A positive learning atmosphere was promoted

by Dr. Priya Anand's captivating presentation style and tact when discussing delicate subjects. Participants were inspired and empowered to advocate for child rights. for children's rights as the workshop came to an end with a fun quiz, certificate distribution, and photo ops with Dr. Priya Anand.

ABOUT THE WORKSHOP

The workshop aimed to:

- Educate participants about the legal framework governing child rights.
- Explore the evolution of child protection laws, particularly the introduction of the POCSO Act.
- Examine various forms of sexual assault offences and their legal implications.
- Equip participants with knowledge and skills to respond effectively to instances of child sexual abuse.

- Discuss the role of counsellors in supporting children affected by sexual abuse.
- Highlight the interplay between the Juvenile Justice Act and the POCSO Act.
- Familiarize participants with helplines and support services available for children in need.
- Provide insights into legal education and career opportunities in the field of child rights advocacy.

KEY TOPIC TALKED IN THE WORKSHOP

- Types of Child Abuse
- Pre-POCSO Act Era
- Introduction of the POCSO Act
- Types of Sexual Assault Offences
- Response to Child Sexual Abuse
- Forensic Interview Protocol
- Role of Counsellors
- Juvenile Justice Act and POCSO Act

- Helplines and Support Services
- Legal Education and Career Paths

PRE-POCSO ACT ERA

Before the enactment of the Protection of Children from Sexual Offences (POCSO) Act in 2012, the legal framework addressing child sexual abuse in India faced significant challenges. Child sexual abuse was often inadequately addressed within existing laws, leading to gaps in protection and accountability.

- **Lack of Specific Legislation:** Before the POCSO Act, child sexual abuse was primarily addressed under the Indian Penal Code (IPC) and the Juvenile Justice (Care and Protection of Children) Act, 2000. However, these laws lacked comprehensive provisions specifically targeting child sexual offenses.
- **Inadequate Protection:** The absence of dedicated legislation resulted in limited protection for children

against sexual abuse. Cases of child sexual abuse were often underreported and inadequately prosecuted, perpetuating a culture of impunity for perpetrators.

- **Challenges in Legal Procedures:** Legal procedures for handling cases of child sexual abuse were often cumbersome and insensitive to the needs of child victims. Courtroom settings and interrogation techniques were not conducive to eliciting accurate testimony from child witnesses, leading to low conviction rates and re-traumatization of victims.
- **Social Stigma and Silence:** Societal taboos surrounding discussions of child sexual abuse contributed to a culture of silence and victim-blaming. Victims and their families often faced social stigma and ostracization, further hindering the reporting and prosecution of cases.
- **Advocacy for Legislative Reform:** Civil society organizations and child rights activists advocated for

the enactment of dedicated legislation to address the unique vulnerabilities of child victims of sexual abuse. Their efforts culminated in the drafting and passing of the POCSO Act in 2012.

Introduction of the POCSO Act and its Impact

The enactment of the Protection of Children from Sexual Offences (POCSO) Act, 2012 marked a significant milestone in addressing child sexual abuse in India. The POCSO Act introduced comprehensive provisions specifically tailored to protect children from various forms of sexual exploitation and abuse.

- **Comprehensive Legal Framework:** The POCSO Act provided a dedicated legal framework to address the various forms of sexual abuse and exploitation faced by children. It defined specific offences such as penetrative sexual assault, aggravated penetrative sexual assault, sexual harassment, and child

pornography, thereby enhancing clarity and specificity in legal provisions.

Penetrative Sexual Abuse	Unlawful act involving forced penetration without consent.
Aggravated penetrative sexual abuse	Severe form of sexual assault resulting in grave harm or injury.
Sexual harassment	Unwanted and offensive sexual behaviour causing distress or discomfort.
Child pornography	Creation, distribution or possession of sexually explicit images involving minors.
Sexual assault	Non-consensual sexual contact or behaviour inflicted upon an individual.

- **Enhanced Protection for Children:** The POCSO Act prioritized the best interests of the child and sought to ensure their safety and well-being. It mandated stringent punishments for offenders, including imprisonment and fines, to deter perpetrators and promote accountability.
- **Streamlined Legal Procedures:** The POCSO Act introduced streamlined legal procedures for handling cases of child sexual abuse, with provisions for child-friendly courtroom settings and special measures to protect the privacy and dignity of child victims. It emphasized the use of forensic interview protocols to elicit accurate testimony from child witnesses while minimizing trauma.
 - When it comes to allegations of child sexual abuse, there are two distinct ways to get information from the child (or attending adult):
 1. Medical History
 2. Interview
 - Conducting interviews with children necessitates specific abilities and is best left to qualified

professionals. If the child feels uncomfortable being interviewed alone, they may, if at all possible, be accompanied by a support person. But rather than interfering with the child's answers, the support person should let them express themselves freely.

- Section 19 of the Act and Rule 4 (7) of the POCSO Rules specify that the support person can be a professional working in child rights or protection, an official from a children's home or shelter home, or a DCPU employee. The Child Welfare Committee (CWC) may appoint a trusted individual, including parents. An NGO worker may be assigned to guide the child through the trial process, keeping them informed of developments and communicating relevant information to them and their family.
- Under Section 24 specifies that the child's statement be recorded at their preferred location, preferably by a female police officer not below the rank of sub-inspector and not wearing a uniform. Interpreters may be hired if the child does not speak the

interviewer's language, has a hearing impairment, or if the court language is different from the child's language.

- **Awareness and Reporting:** The implementation of the POCSO Act led to increased awareness about child sexual abuse and encouraged victims and their families to report incidents to the authorities. Helplines such as the **Child helpline phone number** (1098) provided crucial support and assistance to children in need, facilitating timely intervention and protection, **Department of Social Welfare, Chandigarh- Sector-17, Bachpan Bacho Andolan:** 180-102- 7222.

- **SOP FOR MISSING CHILDREN:** A missing child has been separated from their family without notice, either through abduction, kidnapping, trafficking, or abandonment. This includes traced or found children.

Who can file a complaint?

Individuals with knowledge of a missing child include parents, legal guardians, relatives, CWC, Childline No. 1098, NGOs, police, and anyone concerned with their safety.

Where/how do I report a missing child?

Police, PCR Dail 100, Childline 1098. To report a missing child, contact the police, then upload a photograph to www.trackthemissingchild.gov.in.

- **GHAR Portal:** Go Home and Re-Unite is a digital platform launched by the NCPCH and Union Ministry of Women and Child Development, facilitating the tracking and monitoring of children in the Juvenile Justice system for repatriation. It expedites cases transfer, tracks missing and found children, encourages citizen participation, and integrates with the Ministry of Home Affairs' Crime and Criminal Tracking Systems.

- **Role of Counsellors and Support Services:** The POCSO Act recognized the integral role of counsellors and support services in assisting child

victims of sexual abuse. It emphasized the importance of providing psychosocial support and rehabilitation to survivors, empowering them to heal and rebuild their lives.

- **Juvenile Justice Act, 2015** -The Act enhances the protective measures within the juvenile justice system for children in conflict with the law and those in need of care and protection. It redefines "juvenile in conflict with the law" as a "child in conflict with law" under the Juvenile Justice Act 2015 and classifies offenses as petty, serious, or heinous. Children aged 16-18 years may be tried as adults for heinous offenses following an initial assessment by the Juvenile Justice Board.
- Children in law-abiding situations are temporarily placed in Observation Homes, segregated based on age, gender, and offense, with regular inspections by the Juvenile Justice Board.

- Children's Courts ensure child safety until 21 and assess pending terms in adulthood, assessing reformative changes or transfer needs.
- The Act identifies children in need and prevents incarceration, distinguishing orphaned or separated children. It criminalizes selling or buying children, corporal punishment, and adoption without procedures. After the Nirbhya Gang Rape case, the law treats juveniles 16-18 years old as adults for heinous offenses.
- **Continued Advocacy and Enforcement:** While the POCSO Act represented a significant step forward in protecting children from sexual abuse, ongoing advocacy and enforcement efforts are essential to address remaining challenges and ensure effective implementation of the law. Civil society organizations, legal professionals, and policymakers continue to advocate for reforms to strengthen child protection mechanisms and promote justice for survivors of sexual abuse.

CONCLUSION

Dr. Priya Anand's workshop on Child Legal Rights acted as a spark to increase public awareness and foster child protection advocacy. The student acquired a thorough comprehension of legal structures, assistance programs, and their function in preserving the rights of minors. The workshop emphasized how crucial it is to work together to ensure children's safety and well-being in society.

