



RAGHUNATH GIRLS' POST GRADUATE COLLEGE

Western Kutchery Road, Meerut-250001

Re-Accredited 'B+' Grade by NAAC (CPE Status since 2006)

College of Excellence 2014

AISHE Code: C-28817



Principal - 9520886032
IQAC - 9520886033
Chief Adm. - 9520886031

E-mail : rgpgcollegemrt@gmail.com
Website : <https://rgcollege.ac.in>
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**PSYCHOLOGICAL TESTING
&
COUNSELLING CENTER
R.G. (P.G.) COLLEGE, MEERUT**





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PSYCHOLOGICAL TESTING & COUNSELLING CENTER

About the Center:

Psychological Testing & Counseling center has been initiated by the Department of psychology in R.G (P.G.) College. The center was inaugurated on 25-03-2008 by Prof. Manas K. Mandal, Director, Defence Institute of psychological Research (DIPR). Defence Research and Development Organization (DRDO), Ministry of Defence, Delhi. This cell has provided a platform to psychological/ Emotional Issues of the student's community and helps resolve them.

Psychological Testing & counseling center in college serves as vital support resource for students, offering a safe and confidential space. Psychological Testing & counseling center provides individual counseling session, group counseling to meet the diverse need of students. The counseling cell has been active in both online and offline modes. This counselling center plays a crucial role in fostering a positive campus environment conducive to academic success and overall thriving. This center emphasizes the critical support for students' mental health and overall well-being. This center aim to help students manage academic, personal, social, and emotional challenges effectively. It offered vital resource for students' mental health and personal growth. It offers a wide range of services designed to address academic, emotional, and social challenges that students may encounter. The service typically include individual and group counseling, psychological assessments, workshops, and wellness programs. Counseling sessions provide a safe, confidential space for students to discuss issues such as stress, anxiety, depression, relationship problems, or academic pressure. The professionals or trained counselors help students develop coping strategies, enhance resilience, and set achievable goals for personal and academic success. By addressing mental health proactively, the Psychological Testing and Counseling Center empowers students to navigate college life with confidence and balance. Its holistic approach contributes significantly to students' overall well-being and academic performance.



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OBJECTIVES:

1. Goals and Objectives

- Early Identification of Mental-Health Concerns
- Psychological Support and Counselling)
- Promotion of Mental Well-being
- Prevention and Early Intervention
- Academic Mental Health.
- Emotional Regulation
- Life-Skills Development.
- Reduction of Mental-Health Stigma
- Crisis Identification and Referral
- Digital Mental Health
- Resilience Building.
- Professional Guidance.

2. Context

The college recognises that mental health is an important component of students' overall educational experience and personal development. Students may experience psychological difficulties because of academic pressure, examinations, career uncertainty, interpersonal relationships, family circumstances, adjustment to college life and other personal or social challenges.

Contemporary students may additionally experience digital fatigue, excessive screen exposure, social-media comparison, cyberbullying and online harassment, which can contribute to emotional distress and affect concentration, sleep, relationships and academic functioning.

Students also differ in their social, economic, cultural and educational backgrounds. Consequently, psychological concerns may manifest differently among students, and some students may hesitate to seek help because of stigma, lack of awareness or fear of being judged.

The Psychological Testing and Counselling Centre therefore functions as an accessible first-line student-support mechanism.



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The Centre seeks to ensure that mental-health support is not restricted to students experiencing severe difficulties but is also available as a preventive and developmental resource for the wider student community.

3. Best Practices Adopted

1. Psychological Screening and Early Identification

Areas of concern include:

Academic stress, Examination anxiety, Performance anxiety, Anxiety and excessive worry, Low mood and emotional distress, Adjustment difficulties, Interpersonal difficulties, Low self-esteem, Emotional regulation difficulties, Sleep-related concerns, Social isolation, Career-related stress and Digital and social-media-related stress.

2. Individual Psychological Counselling

Counselling focuses on:

Emotional difficulties, Academic pressure, Examination stress, Relationship and interpersonal concerns, Adjustment issues, Self-esteem and self-confidence, Coping with setbacks, Decision-making, Career-related concerns, Stress management and Personal development.

3. Psychological Testing

Testing support understanding of areas such as:

Stress and anxiety, Emotional adjustment, Personality characteristics, Study habits, Interpersonal adjustment, Self-concept, Coping patterns and Other relevant psychological characteristics

4. Mental-Health Awareness and Psychoeducation

Regular awareness programmes are organised to help students recognise psychological concerns and understand when and where to seek assistance.

The emphasis is on **awareness, prevention, early help-seeking and appropriate referral**, rather than self-diagnosis.

5. Stress Management and Resilience Workshops

Regular practical workshops are organised to equip students with evidence-informed coping skills, including:

These activities help students develop practical skills that can be applied in everyday academic and personal situations.

6. Academic Mental-Health Support

Instagram : <https://www.instagram.com/rgpg58?igsh=aGpveDZ4OGxxaGFu>



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Academic difficulties and psychological well-being are closely interconnected. Transition to higher education

Students are encouraged to develop realistic academic goals, effective study routines and adaptive coping strategies.

7. Crisis Response and Referral

The Centre maintains appropriate procedures for responding to students who present with **urgent or serious psychological concerns**.

8. Faculty and Staff Sensitisation

Faculty members and staff can play an important role in early identification because of their regular interaction with students

9. Expert Professional Guidance

The Centre organises expert lectures, workshops and technical sessions by qualified mental-health professionals, including **RCI-registered psychologists**, wherever appropriate.

These sessions provide professional guidance on contemporary mental-health concerns and help strengthen students' psychological knowledge and coping resources.

10. Digital Wellness and Cyber-Mental Health

Recognising the growing influence of digital environments on students' lives, the Centre addresses:

11. Peer Support and Help-Seeking Culture

Where institutionally appropriate, peer-support initiatives can help students recognise that seeking assistance is acceptable and beneficial. Selected students may be oriented in **basic supportive listening, mental-health awareness and referral**, while recognising that peer supporters do not replace qualified counsellors or mental-health professionals.

12. Feedback and Follow-up

Feedback mechanisms such as anonymous feedback forms, surveys and suggestion boxes are used to understand student needs and improve services.

Where professionally and ethically appropriate, follow-up support may be provided to students who access counselling, while maintaining confidentiality.

4. Implementation

The Psychological Testing and Counselling Centre functions as an integrated component of the college's student-support system.



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The Centre is promoted during student orientation programmes and through institutional communication channels so that students are aware of the availability of psychological support.

The Centre works collaboratively with relevant institutional bodies such as the **Department of Psychology, IQAC, Student Welfare Committee, Mentor-Mentee System and other student-support mechanisms.**

The institution also seeks collaboration with qualified external mental-health professionals and organisations for specialised guidance, professional development and referral support.

Special Focus on Students' Mental-Health Issues

A distinctive feature of the practice is the **proactive identification and management of emerging mental-health concerns among students.**

The Centre addresses mental health at three levels:

A. Preventive Level

B. Early Intervention Level

C. Referral Level

FACILITIES:

Psychological Testing and Counselling Centre offers a range of facilities and services, including **Assessment and Testing:**

Psychological Evaluations: Tools and tests to assess cognitive, emotional, and behavioral functioning.

Personality Tests: To understand individual personality traits and characteristics.

Neuro psychological Tests: Assessments that measure brain function related to memory, problem-solving, attention, and other cognitive skills.

Counselling Services:

Individual Therapy: One-on-one sessions to address personal issues, mental health disorders, and emotional challenges.

Group Therapy: Facilitated group sessions for individuals with similar issues or conditions.

Crisis Intervention: Immediate support and intervention for individuals in crisis situations.

Facilities and Environment:

Private Consultation Rooms: Comfortable and confidential spaces for therapy/ counselling sessions.



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Testing Rooms: Equipped with necessary tools and resources for conducting various psychological tests.

Waiting Area: Comfortable space for clients and students to wait.

Tele health Services:

Online Counselling:

These facilities and services ensure comprehensive support for individuals seeking psychological testing and counselling.

Members of the Committee:

1. Prof. Neelam Singh, Head, Department of Psychology
2. Prof. Anuradha, Department of Psychology
3. Prof. Kumkum Pareek, Department of Psychology
4. Dr. Priyanka Yadav, Assistant Prof., Department of Psychology
5. Dr. Sunita Singh, Assistant Prof., Department of Psychology
6. Ms. Shivani Teotia, Lecturer, Department of B.Voc (Applied Clinical Psychology)
7. Ms. Ammar Fatima, Lecturer, Department of B.Voc (Applied Clinical Psychology)

The centre collaborated with experienced and qualified online counsellors and mental health professionals, including:

- Dr. Malini Srivastava, Himalayan Institute, Dehradun.
- Dr. Priyank Sharma, Path Healing, Ghaziabad.
- Dr. Ashish Pandey, Behaviour Therapist, Kanpur.
- Dr. Rajesh Mehra, Karnal.
- Prof. Naved, Jamia Millia Islamia University, Delhi.
- Dr. Nidhi Goel, Mumbai.
- Dr. Jyoti Vashishtha, Meerut.
- Mrs. Megha Ahuja, Meerut.



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2025-2026

Meeting Agenda

Management of the psychological testing and counselling cell distributed counselling areas to the faculty

In this meeting different counselling areas were distributed allotted to the faculty

Allotted areas	Name of the faculty
1. Mental Health Counselling	Prof. Neelam Singh
2. Career Counselling	Prof. Mumukshu Parash
3. Educational Counselling	Prof. Anuradha
4. Counselling related to Inter-caste	Dr. Samita
5. Educational Counselling	Dr. Prityanka Yadav
6. Adolescent Counselling	Dr. Suvani Singh
7. Stress Management	Dr. Animesh Mishra

July Meetings

Session 1

Name: Mr. Pr.
Date: 25 July 2025
Qualification: B.A. and Year
Counselor: Dr. Prityanka Yadav
Time: Session 2 off 10 min
Department: Psychology

Agenda: Academic Counselling for lack of concentration

Problem discussed: The student reported difficulty in concentrating on studies and daily activities. She stated she was getting distracted easily with things going on around her and was unable to complete assignments on time. She also mentioned about her feelings.

Observation: She appeared mostly distracted and slightly stressed but was cooperative and willing to follow the session plan.

Technique used: Rapport building, Active listening, multi-questioning.

Discussion: Possible causes of poor concentration such as stress, disrupted sleep, social time and negative thinking pattern were discussed. Importance of maintaining healthy habits and time management was emphasized to her.

Intervention Techniques: Deep breathing exercise. She was advised to study for 25 min followed by a 5-minute break to improve attention span.

Session 2

Recommendations: Prepare a daily timetable. Reduce screen time during study hours. Study in a quiet and distraction-free environment. Practice deep breathing and sleep on time.

Session 2

Problem discussed: In this session, the student shared that she found it difficult to stick to the schedule and reduce screen time after the previous session. She reported stress and frustration due to procrastination and lack of self-discipline.

Observation: She appeared more comfortable and motivated during the session and showed a willingness to improve study habits.

Technique used: Time management strategies, mindfulness training, and positive reinforcement.

Discussion: Importance of consistency in daily routine and habit-forming study habits were discussed. Screen exposure and social media usage were discussed. Strategies to improve concentration and productivity were explained.

Intervention Techniques: She was asked to create a concentration chart and stick to it. Study breaks were discussed. Techniques to manage procrastination and time management were discussed.

Recommendations: Continue following the daily timetable. Practice deep breathing and sleep on time. Avoid multitasking while studying. Practice gratitude and breathing exercises regularly.

Name: Mr. Pr.
Date: 25 July 2025
Qualification: B.A. and Year
Counselor: Dr. Prityanka Yadav
Time: 45 min Afternoon
Department: B.Voc. (H)

Agenda: Emotional Regulation and Self-Esteem

Problem discussed: The student reported academic stress and low self-confidence.

Observation: Client was cooperative, anxious initially and gradually became comfortable.

Technique used: Active listening, empathy and psychoeducation and cognitive restructuring.

Discussion: Emotional changes and current stressors during adolescence.

Intervention: Provide emotional support and introduce positive thinking and coping skills.

Recommendations: Practice deep breathing, maintain a routine, and communicate openly with parents or trusted adults.

Outcome: Client actively participated, gained insight, was willing to follow recommendations.

Name: Mr. Pr.
Date: 25 July 2025
Qualification: B.A. and Year
Counselor: Dr. Animesh Mishra
Time: 40 min Afternoon
Department: B.Voc. (H)

Agenda: Stress Management

Problem discussed: Difficulty in coping with stress, overthinking and emotional regulation.

Observation: Client appeared anxious but was cooperative and actively participated.

Technique used: Active listening, relaxation, breathing and coping skills training.

Discussion: Discussed causes of stress and its impact on thought, emotions and behavior.

Intervention: Taught relaxation techniques, positive coping strategies and stress management skills.

Recommendations: Practice deep breathing, positive coping strategies, maintain balanced diet, get proper sleep and rest.

Session 1

Name: Mr. Pr.
Date: 25 July 2025
Qualification: B.A. and Year
Counselor: Dr. Prityanka Yadav
Time: Afternoon 45 min
Department: Psychology

Agenda: Counselling for Post-Traumatic Stress Disorder

Problem discussed: The student reported difficulty in managing her thoughts, the stress and the often relapse. Important tasks, great stressors, time on social media, and some trouble to complete assignments on time. She also mentioned about her feelings.

Observation: She appeared distressed and discouraged but was willing to discuss the difficulties.

Technique used: Rapport building, Active listening and Time Management Training.

Discussion: Importance of planning, prioritizing tasks and maintaining study habits were discussed. The impact of procrastination and poor scheduling on academic performance was explained.

Intervention Techniques: To-do list, relaxation, priority setting techniques.

Recommendations: Prepare a daily timetable, divide large tasks into smaller goals, reduce unnecessary social media usage.

Session 2

Problem discussed: She reported improvement in managing daily activities after following the schedule and task list. She stated that completing tasks on time increased her confidence and reduced her stress.

Observation: The student made progress, confident and motivated during the session.

Technique used: Positive reinforcement, behavior modification, motivation enhancement.

Discussion: The progress made by the student. Reinforced the importance of consistency, discipline and balanced routine was emphasized.

Recommendations: Continue following the timetable, avoid procrastination, maintain balance between study and rest, continue self-monitoring of daily tasks.

Outcome of Counselling: The student improved in time management, productivity and self-confidence.

Follow-up Plan: She was encouraged to continue the learned strategies for effective time management in daily life.



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August Meetings

Session 1

Name - XYZ
Date - 13 Aug 25
Time - 8:30 AM
Counselor Name - Dr. Raghunath Yadav
Time - 45 min
Subject - Psychology

Agenda - Academic and Educational Counseling

Problem Discussed - She faced serious learning and academic performance and difficulty maintaining a regular study schedule. She reported procrastination, low regular study habits and confusion about educational goals.

Observations - She appeared nervous about her studies but was motivated to improve her academic performance.

Techniques Used - Rapport Building, Active Listening, Empowerment.

Discussion - Importance of Effective Study habits, time management, and setting realistic academic goals was discussed. She was encouraged to identify factors affecting her academic performance. Intervention techniques - Study schedule preparation, Goal setting, Self-reflection.

Recommendations - Set clear, achievable goals. Maintain Regular Attendance in Class.

Session 2

Name - P.T.
Date - 20 Aug 25
Time - 45 min Affix
Counselor - Dr. Raghunath
Department - Psychology
Agenda - Counseling Related to Interpersonal Issues

Problem Discussed - Student reported frequent misunderstandings and communication problem with her friends. She felt hurt when disagreements occurred and found it difficult to express her feelings openly. As a result, she started avoiding social interactions and felt isolated.

Observation - Student appeared upset while discussing her relationship but was willing to share her experience.

Technique used - Rapport Building, Active Listening and Empathy.

Discussion - She was encouraged to discuss the nature of conflicts and her feelings regarding the situation. Importance of effective communication and understanding different perspectives was explained. Also taught various techniques for building better self-esteem.

Intervention Techniques - Communication skills Training, Role play activity.

Recommendations - Express feelings calmly and respectfully. Listen carefully before responding. Avoid making assumptions. Discuss conflicts, practice open communication with friends.

Session 2

Problem Discussed - She reported improvement in her interactions with friends. She stated that communicating openly helped reduce misunderstandings and improved relationships.

Observations - She appeared more relaxed and confident compared to the previous session.

Technique used - Positive reinforcement, problem solving approach.

Discussion - The progress made by her in achieving healthy relationships with friends and conflict resolution strategies were reinforced.

Intervention Techniques - Exercise and Positive Communication Practice.

Recommendations - Continue using effective communication skills, respect others' viewpoints, address conflict calmly, maintain healthy interpersonal boundaries.

Outcome of Counseling - She showed improvement in communication, conflict resolution and better personal relationships.

Session 1

Student Name - ABC
Date - 8 Sep 25
Time - 45 min Affix
Counselor - Prof. Raghunath Singh
Department - Psychology

Problem Discussed - Student reported feeling emotionally overwhelmed, experiencing low mood, reduced motivation and difficulty concentrating on studies.

Observations - She appeared withdrawn and shy but participated willingly in the discussion.

Technique used - Rapport Building and Active Listening.

Discussion - She was encouraged to express emotions openly, importance of self-care, healthy routines and seeking support were discussed.

Intervention Techniques - Emotional expression Exercise, Supportive Counseling.

Recommendations - Maintain regular sleep schedule, engage in enjoyable activities, practice positive self-talk, reach out to supportive friends or family.

Session 2

Problem Discussed - Student reported feeling more aware of emotions and slightly more positive. She felt more confident and motivated in her daily activities.

Observation - She appeared calm, cooperative and actively engaged during the session. She was able to express her feelings more openly than before.

Technique used - Positive reinforcement, Reflection exercise.

Discussion - Student progress since the previous session was reviewed, setting coping strategies, emotional awareness and the importance of maintaining a positive attitude were emphasized. Intervention Techniques - Thought identification, Healthy self-talk practice.

Recommendations - Continue healthy daily routines, practice emotional awareness, use positive coping strategies during stressful situations, seek support when needed.

Outcome of Counseling - Student demonstrated improved emotional awareness, confidence and coping skills.

Session 1

Student Name - S.
Date - 20 Sep 2025
Time - 45 min Affix
Counselor - Prof. Raghunath Singh
Department - Dept. of Psychology
Agenda - Career Counseling

Problem Discussed - Student expressed confusion regarding career choices and future goals. She was uncertain about selecting a suitable career path according to her interests, abilities and academic background.

Observations - She appeared concerned about her future and lacked confidence in making career-related decisions. She was willing to discuss her interest and aspirations.

Technique used - Rapport Building, Active Listening and Career Exploration.

Discussion - She was encouraged to discuss her interests, strengths and career aspirations. Various career options related to her educational background were explored. Importance of informed decision making and career planning was explained.

Intervention Techniques - Career Quiz, Goal setting exercise, Strength Assessment.

Recommendations - Explore different career options related to her field, identify personal strengths and interests, seek required information about qualifications and skills.

Name - S.
Date - 22 Sep 2025
Time - 45 min Affix
Counselor - Mr. Anurag Singh
Department - B.Voc. Eds.
Qualification of Client - B.Com 1st Year
Agenda - Stress Management

Problem - Academic pressure, excessive worry and difficulty managing daily stress.

Observations - Appeared tense initially but was cooperative and actively involved.

Techniques used - Active listening, Empathy, Relaxation Training.

Discussion - Discuss sources of stress, emotional response and effective ways to manage stress.

Intervention - Introduced deep breathing, relaxation techniques, positive coping strategies.

Recommendations - Follow a balanced routine, practice meditation, avoid negative thinking, take proper diet and sleep.

Outcome - Client understood techniques and showed readiness to implement them in daily life.

Name - D.
Date - 24 Sep 2025
Time - 45 min Affix
Counselor - Ms. Seema Singh
Department - B.Com 1st Year

Agenda - Adolescent Counseling (Peer Pressure and Decision Making Skills)

Problem Discussed - Difficulty coping with peer pressure and fear of rejection.

Observations - Client was cooperative but appeared confused while discussing peer relationships.

Technique used - Active listening, Empathy, and problem solving.

Discussion - Explained situations where the client felt pressured by friends.

Intervention - Targeted decision-making strategies.

Recommendations - Develop supportive friends, practice saying 'no' confidently and stick to their values.

Outcome - Client understood the importance of assertiveness and informed decisions in applying the strategies.



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Session 1 Student Name - A Date - 3 Oct 2025 Time - 40 min Affix Counselor - Prof. Rishu Singh Department - Psychology Agenda - Mental Health counselling problem discussed: The student reported difficulty in regulating emotions during stressful situations. She often felt nervous, frustrated, or upset over small issues, which affected her concentration, relationship and overall functioning. Observations: She appeared emotionally distressed while discussing the concerns. She was able to share her experiences openly. She demonstrated insight into the impact of her emotional reaction on daily functioning. Technique used: Support building, Active listening and Empathy. Discussion: She was encouraged to discuss situations that triggered strong emotional reactions. The importance of emotional awareness, daily emotion regulation, perception and effective coping strategies were explained. Students' strengths, emotions and behavior were discussed to help the student better understand her patterns in stressful situations. Intervention Techniques: • Emotional awareness exercise • Coping skill training.	Recommendations: • practice identifying and naming emotions when they arise. • use deep breathing and relaxation techniques during stressful situations. • maintain a journal to record emotional experiences and triggers. • engage in healthy activities such as, hobbies, exercises and social interaction. • seek support from trusted individuals when feeling overwhelmed.	Student Name - A Date - 10 Oct 2025 Time - 45 min Affix Counselor - Prof. Rishu Singh Department - Dept. of psychology Agenda - Educational Counselling problem: poor study habit and ineffective learning strategies. problem discussed: Student reported difficulty in maintaining focus, study habits and stated that she often started without proper planning and found it difficult to learn information for exams. She also stated she felt that she was not able to learn effectively during study period, resulting in poor academic performance. Observations: She appeared concerned about her academic progress and was motivated to improve her study habits. Technique used: Support building, Active listening and psychoeducation. Discussion: Importance of effective study habits, regular revision and proper learning strategies were discussed. She was encouraged to identify patterns that affected her learning and academic performance. Various methods to improve study effectiveness and retention of information were explained.	Intervention Techniques: • preparation of study time table • learning style assessment activities. Recommendations: • follow structured study schedule. • revise topics regularly. • study in distraction free environment. • use chunking method, Make a smart note and follow summarization techniques.
February Meeting Student Name - B Date - 6 Feb 2024 Time - 45 min Affix Counselor - Dr. Rishu Singh Department - Dept. of psychology Agenda - Counselling related to Interpersonal Issues problem: Conflict with family members. problem discussed: Student reported frequent arguments, disagreements and miscommunication with family members. She stated she often felt stressed and lack of communication often led to conflicts. She also stated that she sometimes felt and affected her emotional well-being and concentration in studies. Observations: She appeared upset and emotionally affected while discussing family related concerns. Technique used: Active listening, empathy and supportive counselling. Discussion: She was encouraged to express her feelings and concerns regarding family relationships. The importance of open communication, mutual understanding and respecting different viewpoints was discussed.	Intervention techniques: She was encouraged to think about her relationships with family and identify the reasons behind conflicts. • practice expressing emotions feelings calmly and listening others effectively. Recommendations: • communicate feelings calmly and respectfully. • listen actively to family members through avoid reacting impulsively during disagreements. • spend quality time with family members.	Student Name - B Date - 8 Feb 2024 Time - 40 min Affix (Session 1) Counselor - Prof. Rishu Singh Department - Dept. of psychology Agenda - Counselling related to low self-esteem and social withdrawal. problem: Low self-esteem and social withdrawal. problem discussed: Student reported feeling of low self-worth and lack of confidence in her abilities. She stated that she often compared herself with others and felt inferior. She expressed discomfort in social situations and avoid interaction with classmates and participation in group activities and find difficulty in making new friends. Observations: She was affected. Her self-esteem and social skills were observed. Signs of self-doubt and negative self-evaluation were evident. Technique used: Support building, Encouragement and Reassurance, Cognitive Restructuring. Discussion: She became more comfortable discussing her feelings during the session and was encouraged to express her concerns to...	importance of recognizing personal strength and challenging Negative self-talk was discussed. Intervention techniques: • self-esteem enhancement exercise. • Cognitive Restructuring. • Social Interaction Practice. Recommendations: • practice positive self-talk and self-affirmations daily. • focus on personal strengths and achievements rather than weaknesses. • Avoid comparison. • Seek Support from trusted friends, family members or mentors when needed.
May Meetings Student Name - A Qualification - B.Com. Date - 06 May 2026 Time - 40 min Affix Counselor - Prof. Anuradha Agenda - Educational Counselling problem: Examination Anxiety and preparation difficulty. problem discussed: The student reported feeling nervous about upcoming examinations and difficulty in organizing revision effectively. She often felt overwhelmed by the amount of material and stress related to performance. Observations: The student appeared anxious and tense. She was cooperative and actively participated in the session. Technique used: Active listening, empathy, reflection and motivational counselling. Discussion: The student was guided to understand exam anxiety and its impact on performance. Basic strategies for structured revision...	Time Management and stress control were discussed. Intervention Techniques (Deep Breathing) • Relaxation Techniques (Deep Breathing) • Study Planning Guidance. • psychoeducation on Exam Anxiety. Recommendations: • prepare a simple revision timetable. • practice daily revision instead of last-minute study. • use relaxation techniques before exams. • maintain regular sleep and healthy diet. Outcome: The student understood basic strategies to manage exam anxiety and showed willingness to follow structured preparation plan.	Name - "N" Qualification - B.A. 1st Year Date - 14 May 2024 Time - 40 min Affix Counselor - Mr. Anuradha Agenda - Academic Counselling problem discussed: Student felt overwhelmed due to studies and family expectations. Observations: Active listening, and open ended questions. Discussion: She identified emotional triggers and discussed impact of these on studies and daily life. Healthy ways to express feelings were explored. Interventions: provided emotional support, taught deep breathing, relaxation techniques, managed positive thinking. Recommendations: Practice relaxation exercise daily, maintain a balanced routine, communicate openly with trusted family members or teachers. Outcome: She appeared calmer and committed to following the suggestions.	



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Ms. Jyoti Vashishtha



Mrs Megha Ahuja





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Group Discussion



Classroom Discussion





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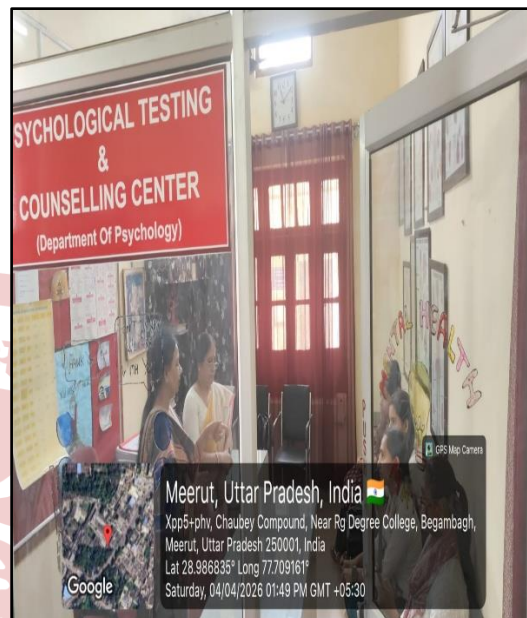
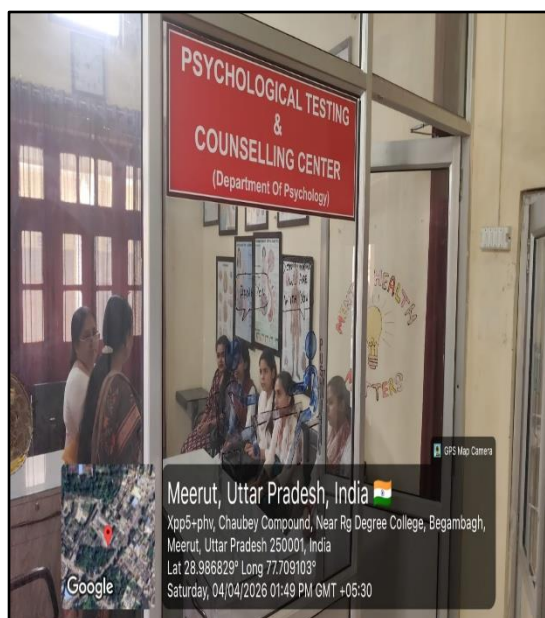
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Group Counselling





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RAGHUNATH GIRLS' POST GRADUATE COLLEGE MEERUT

LEARNING MANAGEMENT SYSTEM

2025-26



LMS (Pragyan) Enabled Teaching-Learning: Promoting Accessible, Student-Centric and Outcome-Based Education

1. Goals

- To provide **equitable access to learning resources** to students irrespective of their pace, location and individual learning requirements.
- To organise and provide course content, learning materials, assignments, quizzes and other academic resources through a common digital platform.
- To **customise and enrich learning content** according to students' academic needs, interests and learning levels.
- To promote **student-centric and self-directed learning** by enabling students to access learning resources at their convenience.
- To monitor students' academic progress through **assignments, quizzes, projects and other continuous assessment activities**.
- To identify students who require additional academic support and facilitate **early academic intervention**.
- To strengthen **Outcome-Based Education (OBE)** by connecting learning activities and assessment with course and programme learning outcomes.
- To provide academic continuity during situations in which conventional classroom teaching is interrupted.

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- To promote digital literacy and prepare students for the technology-enabled professional environment.
- To facilitate effective communication and interaction between teachers and students.
- To preserve course materials and academic resources as part of the institution's **digital academic repository/institutional memory**.
- To use appropriate LMS-generated information and assessment evidence to improve teaching-learning practices.

2. Context

The institution has a diverse student population with differences in educational background, learning pace, digital familiarity and academic requirements. A single mode of classroom instruction may not adequately address these variations.

Diverse Learners

Students differ in their pace and preferred ways of learning. Digital resources allow students to revisit learning materials and engage with content according to their individual requirements.

Flexible and Continuous Learning

Students can access prescribed learning materials beyond the physical classroom, thereby supporting continuity of learning.

Accessibility

Learning resources can be made available through a common platform, helping students access academic content from different locations and at different times, subject to institutional and technological access.

Digital Literacy

Regular use of an LMS familiarises students with digital learning tools, online communication, submission systems and virtual academic collaboration.

Standardisation of Academic Resources

The LMS provides a structured mechanism for organising course-related materials and academic activities.

Continuous Assessment

Assignments, quizzes, projects and other activities enable teachers to monitor students' progress rather than depending exclusively on end-semester assessment.

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3. Best Practices

1. Structured and Organised Digital Content

Course material is systematically organised into appropriate **courses, units, topics, modules and learning resources**.

2. Blended and Technology-Enabled Teaching-Learning

Pragyan LMS supplements classroom teaching rather than replacing teacher-student interaction. This blended approach provides students with opportunities to revise classroom concepts, access supplementary resources and engage in learning activities beyond scheduled classroom hours.

3. Student-Centric and Self-Directed Learning

The LMS encourages students to take greater responsibility for their learning.

4. Continuous Assessment and Monitoring

Regular assignments, quizzes, projects and other activities are used to monitor students' academic progress.

5. Data-Informed Academic Intervention

One of the important augmentations of the LMS practice is the use of available academic information to identify students who may be falling behind.

6. Outcome-Based Education

The LMS is used to support the transition from content-oriented teaching towards **learning-outcome-oriented teaching**.

7. Personalised and Differentiated E-Content

Teachers can provide additional or supplementary digital content according to students' academic requirements.

8. Interactive Learning Activities

The LMS can be used to move beyond passive content consumption through:

9. Peer-to-Peer Collaborative Learning

The institution can strengthen collaborative learning through dedicated discussion forums and group activities.

10. Digital Resource Library and Institutional Academic Repository

The LMS can function as a structured digital academic resource repository.



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This contributes to the preservation of **institutional academic memory** and facilitates continuity across academic sessions.

11. Multimedia and Inclusive Learning Resources

To address diverse learning requirements, teachers can incorporate appropriate:

Where feasible, digital resources should also follow **accessibility principles**, including readable formats, clear presentation and compatibility with commonly used devices.

12. Feedback and Academic Communication

The LMS provides opportunities for structured communication between teachers and students.

13. Gamification and Motivation

Where appropriate, selected gamification elements may be introduced to encourage student participation

14. Academic Support for Slow Learners

The LMS can strengthen the institution's support system for students who require additional academic assistance.

15. Support for Advanced Learners

The LMS can simultaneously provide enrichment opportunities for academically advanced students

4. Implementation

The implementation of Pragyana LMS follows a structured academic cycle:

Step 1: Course Planning

Faculty members identify course objectives, units, learning resources and assessment activities.

Step 2: Digital Content Development

Relevant teaching-learning resources are organised and uploaded on the LMS.

Step 3: Classroom Integration

LMS resources are integrated with classroom teaching wherever appropriate.

Step 4: Student Engagement

Students access learning materials, complete assignments, attempt quizzes and participate in academic activities.

Step 5: Continuous Assessment

Teachers monitor performance through available assessment mechanisms.

Step 6: Feedback

Students receive appropriate feedback and guidance.



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Step 7: Academic Intervention

Students requiring additional support are identified and provided suitable academic assistance.

Step 8: Review and Improvement

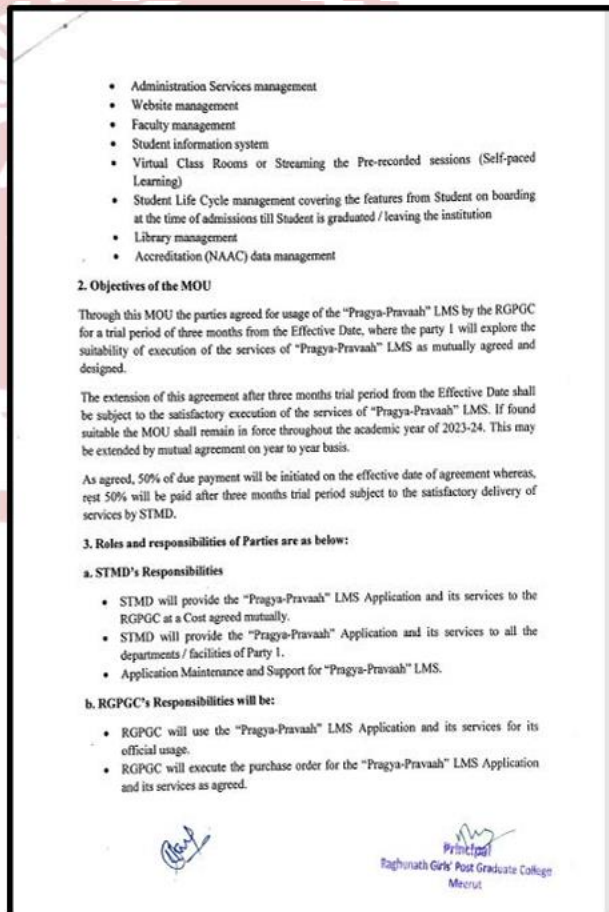
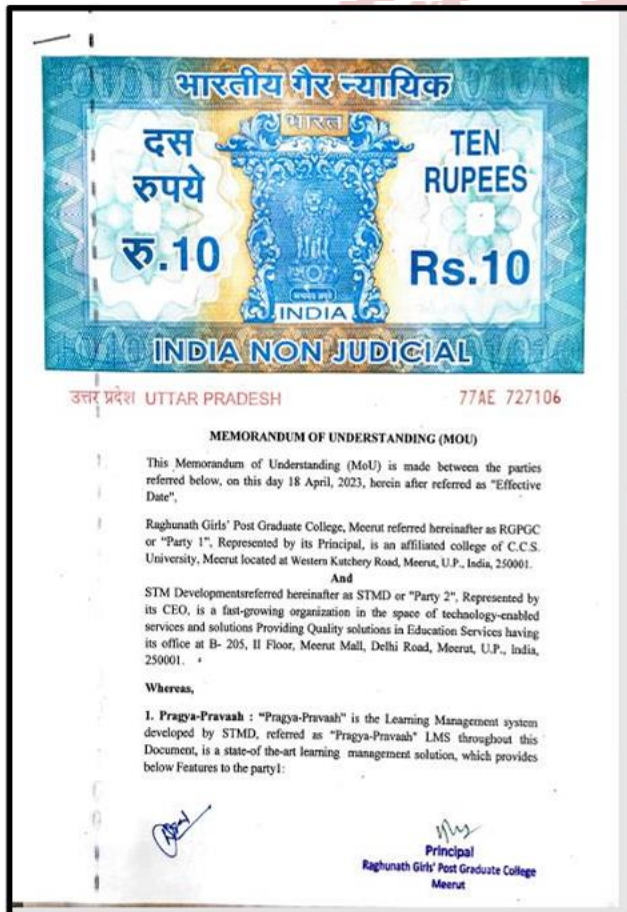
Faculty members review student participation and performance and modify teaching-learning strategies where required.

Strengthening Equity and Inclusion

A major contribution of the LMS is its potential to support **equitable educational opportunities**.

Effective LMS implementation also requires faculty capacity building. The institution can organise orientation and training programmes on:

This helps faculty members use the LMS as a **pedagogical tool rather than merely a content-uploading platform**.





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4. Changes / Modification in MoU

- The terms of this MoU may be modified / amended at any time subject to the mutual written agreement. Such modifications / changes shall be effective from the date on which both the parties execute them in writing.
- No amendment to the MOU shall be valid unless executed in writing and signed by both parties.

5. Detailed description of RGPGC's Payment Liabilities*:

S.N.	Description of Head	Payment Liability	Total fixed payment
1.	College ERP	1,50,000 (one time)	1,81,500/per year
2.	Single Domain Name	1500 (per year)	
3.	ERP Domain Hosting & Maintenance Charge	25000 (per year)	
4.	Website Management AMC	5000 (per year)	
5.	SMS (including tax)	0.22 (per SMS) total payment As per usage	

*Taxes applicable as per rules

IN WITNESS WHEREOF, the undersigned, intending to be legally bound, have duly executed this agreement as of the date first above written Signed on the day of 18 April, 2023.

For and behalf of
CEO 
STM Developments


Principal
Raghunath Girls' Post Graduate College
Meerut



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NOTICES & NEWS

21 Sep 26

Submission of odd Semester/Back examination form **NEW**

18 Sep 26

Notice regarding Internal Complaint Committee **NEW**

View All

SEARCH

WEBSITE | DASHBOARD | REPORTS

[2025-26] | DEFAULT | ENGLISH | 10

Welcome - Raghu Nath Girl's Post Graduate College | Super admin

Teachers
Total Teachers

152

Student
Grievances

Feedback

Notices
Add Notice

Notice Board

DATE

TITLE

MESSAGE

INFORM TO

DELETE

Dear Students, As you prepare to appear for your External University Examinations, I extend my heartfelt best wishes to each one of you.
You have worked diligently throughout the semester, honing your

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