

.Title:“AnyTimeStudentsCounseling(ATSC)”policy

Phone Call/ MobileCallCounseling Hours	PersonalCounselinginc ampus	Phone Call/ MobileCallCounseling Hours	Students whatsappgroup for “any querysolveanytime”
MorningSession	Morning- afternoonsession	Afternoon- eveningession	Evening-nightsession

Source:Prof. Ganesh D. Patil

1. Objectives:

At KYDSC Trust’s IMS, Sakegaon-Bhusawal we have started “Any Time Students Counseling(ATSC)” policy. Here we used to term policy not in terms of rules but strategy of studentscounseling as much as possible for close couching and mentoring maximum time in a day. Thispractice seems to be simple but for powerful and help us for overall monitoring and developmentofstudents.

2. TheContext:

Since students coming rural and poor background they always seems to be stressed. Hence IMSstartedATSCPolicytroughwhichwetryingto rectifyfear,lowconfidence, stress,andimproving self-confidence, self-respect, motivate, coach and counsel them to achieve their goalandwritetheirsucces path.

3. ThePractice:

Since faculty need work-life balance hence provisions made along with personal and family lifefor professional life as in morning session students who need guidance and support of facultyused to call only where as when reached in campus personal counseling available in morning-afternoon session and up to leaving time from campus remain same in afternoon-evening

sessionandafterthatagainmobilecommunicationallowedtostudentsifanyquerywhenothersinstitutio n not attain students problems after working hours IMS faculty allow their students to resolve their problems and queries through whatsapp students group on social media. In this wayIMSalwaysreadytocounselandhelptheirstudentsaccordingATSC Policy.

4. Evidenceofsucces:

After implementation of ATSC practice at IMS, Sakegaon-Bhusawal we observed drasticallychangesinstudentshumanvalues,self-confidence,self-beliefsystem,self-motivationandliving

styles. We not only counsel but also mentoring and coaching them and in result we seen highenthusiasm developed in students for education, sports, research and cultural activities as well astheir hobbies. We noticed improved problem solving and decision making skills in students withfamilyandeducationallifebalance.Wechangedreservedmindstudentsintoparticipativebehaviour andsoon.

CounsellingcanimproveStudentslife

Counselling and therapy offer a variety of positive benefits which can enhance your life greatly.Exploring your thoughts with a professional,non-judgmental person can make you feel lessaloneandmoreabletosortoutyourthoughtsinaproductiveway.Whenthoughtsaredisorganized, it can be challenging to make good choices: counselling is a collaborative andconfidential relationship, which works to develop a realistic plan of action to help you moveforward and grow to achieve the results students are looking for in a timely manner in MBAprogramatKYDSCTrust's IMS.

The benefits of counselling include a greater degree of self-awareness and understanding ofstudents. This improves self-esteem, and becomes reflective in students personal relationships.Life feels more enjoyable and fun! Students feel better about MBA program and IMS facultymembers. Students have direction, goals, confidence, and are able to achieve them. Counsellingdoes not have to be something you are ashamed of, but rather that you are proud of, because youwant to lead a happy life! Which we all strive for. Psychological studies have shown empiricalevidence which supports counselling, therapy, and its mental and physical health benefits. Weanalysisfollowing parametersinourstudentswhile anycounsellingmodeofATSC.

- Belonging
- InterpersonalInteraction
- Support
- Perspective
- Motivation

Supportiveanalysisheets, MoMsheetsandphotosareavailableasevidences.

5. ProblemsEncounteredandresourcerequired:

When we used to counsel students we felt some students hesitate to share their problems broadlydue to maintain and protect family and family respect and fear to spoil their self-respect if theyshare. Hence in some cases we unable to reach up to root cause of the problems, thereforecounselingsessionbecameuncertainandpoor.Wehavetoenhanceandsetupdigitalcommunic ation methods very promptly to counsel students virtually if they hesitate physically incounselingsessiontogivethemcomfort

ATSC Outcomes:

Motto: Faculty-Students Long-lasting & Strong Relationship (FSLSR)

What are career information, guidance and counselling at IMS?

1. Career information, guidance and counselling using ATSC Practice at IMS refers to services that assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

2. ATSC includes a wider range of activities. For example:

- Activities within Institutes to help students clarify career goals understand the world of work and develop career-management skills;
- Personal advice, guidance or counselling to assist with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work-for-entry;
- The organised and systematic use of community members such as employers, alumni, parents and peers to provide occupational and educational advice and information; and
- Print-based, computer-based or on-line services to produce and disseminate information about jobs and careers, courses of study and vocational training to help individuals make career choices.

2. Why does ATSC matter?

2.1 Well-organised career information, guidance and counselling services using ATSC at IMS are important to MBA education systems and to the Business market, as well as to their interface. Many arguments in support of this assertion are long-standing, but have been strengthened or refined by more recent developments within a management education systems and Business markets: both by trends in the ways that these are organised and operate; and by thinking within ATSC-policy and other fore on how they might be organised and operate more effectively. There are analogies between the importance that well-organised systems of information and advice play in improving the efficiency of management education systems business markets, and the role that they play in improving the efficiency of financial or other markets. Ignorance is rarely bliss, and information about complex systems is often insufficient by itself. It needs careful organisation and can need sympathetic interpretation if it is to be of value in improving decision making. Context and relevance, trust and shared understanding, each help to mediate information flows and information use.

2.2 Within Management education systems, career education has an important role to play within compulsory education in laying the foundations for lifelong career development. These include knowledge and competences regarding self awareness, the world of work, and making decisions and transitions.

2.3 Well-organised career information, guidance and counselling are particularly important in post-compulsory education like MBA/MMS/PGDM. Here, wider curriculum choice results in more diverse and complex routes into later stages of education, into employment, or into both. Where choices are more complex and their consequences are more costly, effective advice and guidance on educational options, and on links between these options and later occupational destinations, can help to better match individuals' learning choices to their interests, talents and intended destinations. This can help to:

- Reduce dropouts from and back-tracking within management education systems, and thus improve internal flows;
- Improve flows between different levels of management education, thus raising national level of educational attainment;
- Improve transitions from education to the labour market.
- These outcomes help to make better use of educational resources, and to increase both individual and social returns to investments in education.

2.4 Arguments within management education systems for the importance of well-organised systems of career information, guidance and counselling like ATSC practice receive greater prominence when Faculty commit themselves to implementing policy frameworks that can make lifelong learning for all a reality. This is because the notion of lifelong learning stresses:

- The central role of individual learner demands in driving the learning that is provided, how it is provided and where and when it is provided. (This implies substantial flexibility and diversity within education systems, and more complex frameworks for learner choice. A consumer-driven learning system implies attention to the information and advisory systems needed to make decision efficient).
- Stronger links between management education systems and the business market, and better systems for translating business market signals into educational choices.
- Wider access to learning throughout all stages of life, often by those who have been away from formal learning for many years.
- Wider access to learning by groups who are under-confident in, unskilled in, or unused to negotiating access to, complex learning systems. If such individuals are to have wider access to learning, many will need to have access to the information and advice required to make it possible.

2.5 Within the actual business & market, well-organised career information, guidance and counselling can:

- Improve the accuracy and accessibility of the information available to individuals about short- and long-term job opportunities. In turn this can improve individual decision making about jobs and about job training opportunities, and improve the allocation of human talents within the labour market. In particular, well-organised career information, guidance and counselling can help to:
 - Achieve a better match between skills, interests and qualifications on the one hand and available job opportunities on the other; and
 - Unearth the talents of those who are not favored by life's circumstances, thus improving the social and intergenerational mobility of talent.

- Help to improve the allocation of labour across regions, industries and occupations in the face of labour supply and demand fluctuations resulting from technological and structural change; and
- Make a key difference between the successful and unsuccessful implementation of active labour market programmes and active welfare-to-work programmes (together with other support services).

2.6 These roles for career information, guidance and counselling practice like ATSC services become increasingly relevant as human knowledge and skill come to play an increased role, compared to capital and labour, in national economic performance. They become still more important in the context of discussions about new concepts of careers that emphasize individual responsibility for career management, and individual and corporate responsibility for developing employability skills, often as a substitute for long-term commitment or loyalty.

3. Does it matter how it is provided?

The argument thus far implies that well-organised career information, guidance and counselling services need to be high for professional programmes like MBA. The emphasis on lifelong learning and sustaining employability also has implications for *how* such services should be provided. It implies that career information, guidance and counselling services need to:

- Be provided in a variety of settings: not only educational institutions and employment offices but also workplaces and community settings;
- Be provided in a variety of sectors; not only the public sector but also the private and community sectors;
- Allocate an important role to informal and non-professional sources of information and guidance such as alumni, local employers, community members, parents and peers as well as to formal professional sources;
- Achieve a balance between universal access and the targeting of public resources to those who most need them; and
- Play a proactive role, helping individuals to create new options, as well as fitting them into existing jobs and courses. This implies:
 - Advocacy on individuals' behalf, and support for their self-advocacy on their own behalf;
 - Feedback to learning providers on learners' unmet needs; and
 - Encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices.