

# Aiyyo

India's Counselling Newsletter



JULY  
2023



# A REVIVAL OF AYURVEDIC EDUCATION

**UK ENTRANCE TESTS**

**PROJECT BASED STEM CURRICULUM**

**DECIDING YOUR D-  
SCHOOL MAJOR - PART 1**

**5 ADJUSTMENTS STUDENTS FACE  
WHILE STUDYING ABROAD**

# Featured Articles

03

## **A Revival of Ayurvedic Education**

A Comprehensive Guide for School Counselors.  
Dr. K A Bhardwaj

06

## **A Visit To Shoolini University**

Where Knowledge Meets Nature, and Excellence  
Soars!  
By Devesh Lathi

07

## **UK Entrance Tests**

UK University Admissions Exams Demystified.  
By Bhaktawar Krishnan

10

## **5 Adjustments Students Face While Studying Abroad**

Navigating New Horizons in a Foreign Land.  
By Amy E. Markham

12

## **Project Based STEM Curriculum**

Crafting Real- World Innovators.  
By Julie Loveless

14

## **Deciding Your D-School Major - Part 1**

Initial steps to help a student narrow down to 1-2  
disciplines within art and design.  
By Harsimran Juneja

16

## **Buddha Pada**

Mindfulness in a Post-Pandemic World.  
By Suruchi Choksi

# Editorial Board

## **Girish Ballola**

Founder and CEO of Gen Next Education

## **Jesus Lal**

Chairman, Universal Education

## **Joan Liu**

Founder of Second Chance

## **Neeraj Mandhana**

Independent Education Consultant



# A REVIVAL OF AYURVEDIC EDUCATION

A Comprehensive Guide for School Counselors

By

Dr. K A Bhardwaj

BAMS (Bachelor of Ayurvedic Medicine and Surgery)

Batch of 1980, K G Mittal Ayurvedic College, Mumbai



**Dr. K A Bhardwaj**

As a school counselor, it is essential to provide students information about various career paths available to them across disciplines. Ayurveda, a traditional Indian system of medicine, is gaining popularity worldwide. This ancient practice offers a unique and holistic approach to healthcare.

In this article, we will explore the history of Ayurveda, the educational requirements to become a practitioner, the admission process for pursuing MD in it, as also the career opportunities and growth prospects promised by this field.

## **A brief history of Ayurveda and the role of its doctors:**

Ayurveda has a rich history that dates back thousands of years. Originating in India, it emphasizes and focuses on the balance between the body, mind and spirit to achieve optimal and equilibrium health. Its doctors play a crucial role in diagnosing illnesses, prescribing treatments, and promoting overall wellness. It employs natural remedies, including herbal medicines, suggesting dietary changes and lifestyle modifications to restore balance and harmony within the body.

## **Educational requirements and levels in Ayurveda:**

To practice Ayurveda, one must pursue a Bachelor of Ayurvedic Medicine and Surgery (BAMS) degree which is a five-and-a-half-year undergraduate program. Admissions to the BAMS offering colleges are contingent upon the scores and ranks obtained by the candidates in the NEET exam conducted each year. The Central Council of Indian Medicine (CCIM) governs the field and its regulatory requirements in India. The BAMS program includes theoretical and practical training in various aspects of Ayurvedic medicine such as anatomy, physiology, pharmacology, diagnostics and specialized treatment methods.

Upon completion of the BAMS degree, graduates can further enhance their knowledge and expertise by doing an MD in Ayurveda.

### **Pursuing an MD in Ayurveda:**

To secure admission to MD courses in Ayurveda, aspiring students need to appear for the AIAPGET. The MD program which spans 3 years offers specialization in specific areas such as Kayachikitsa (Internal Medicine), Shalya Tantra (Surgery), Shalakya Tantra (ENT and Ophthalmology) and more. It is essential to prepare thoroughly for the entrance exam which consists of multiple-choice questions covering various aspects of Ayurveda. The syllabus includes subjects like Dravyaguna (Pharmacology), Rasa Shastra (Mineral and Metallic Preparations), Rog Nidan (Pathology) and more. Students should focus on understanding the domain fundamentals, mastering the relevant subjects and practicing previous years' question papers to familiarize themselves with the exam pattern.

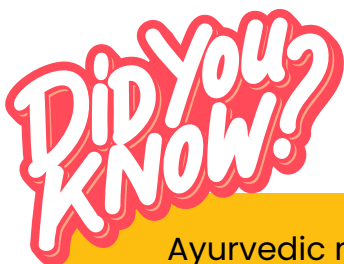
### **Career opportunities and scope for growth:**

Ayurveda offers a wide range of career opportunities both within India and abroad. After completing BAMS or MD, graduates can work as physicians in hospitals, wellness centers, resorts, research institutes and pharmaceutical companies. They can also establish their private clinics or work as consultants. These practitioners can explore a multiplicity of fields such as Panchakarma therapy, Ayurvedic pharmacy, clinical research, academia, and government healthcare projects.

The future prospects for Ayurvedic professionals are promising. With increasing global acceptance of alternative and complementary therapies, the demand for such practitioners is expected to grow. Moreover, Ayurveda's holistic approach to health and its focus on preventive care align well with the current healthcare trends. As a result, it offers ample scope for professional growth, research and contribution to the field of healthcare.

### **Conclusion:**

Ayurveda is a unique and rewarding career option that combines ancient wisdom with modern healthcare practices. School counselors can play a crucial role in guiding students having an aptitude for medical science towards the availability of such a powerful path as Ayurveda to health management.



Ayurvedic medicine is one of the oldest medical systems in the world. It originated in India more than 3,000 years ago.

Ayurveda concentrates on the root cause of the problems and provides a permanent cure and permanent immunity in most cases.

Ayurveda involves a large number of treatments such as Ayurvedic massage, herbal therapy, Yoga, diet, and meditation.

In Ayurveda, perfect health is defined as a good balance between the body, mind, and spirit. If the balance is disturbed, then the person starts to hurt.





# ENGINEERING AT THE COLLEGE OF CHARLESTON

Combining the best of the liberal arts with the demands of technology and the needs of the marketplace

**ELECTRICAL ENGINEERING** - the first program of its kind in South Carolina

**SYSTEMS ENGINEERING** - a first-of-its-kind program in a high-growth area of the economy

[engineering.cofc.edu](http://engineering.cofc.edu)

**EXTRAORDINARY STARTS HERE**

SCAN TO WATCH  
*a day-in-the-life video of  
an engineering student.*



COLLEGE of CHARLESTON



# A VISIT TO SHOOLINI UNIVERSITY

Where Knowledge Meets Nature, and Excellence Soars!

By  
Devesh Lathi  
Quizmaster  
The Next Genius Scholarship Program



**Devesh Lathi**

Nestled amidst the picturesque Solan valley in Himachal Pradesh, Shoolini University stands as a testament to excellence in education and research. Recently, I had the opportunity to visit this extraordinary institution, and I must say, it was an experience that left a lasting impression on me.

The journey to Shoolini University is an adventure in itself, as the campus is located on the top of a hill, offering breathtaking views of the surrounding landscapes. After a scenic 2-hour drive from Chandigarh, I was greeted with a sense of tranquility and beauty as I set foot on the campus grounds.

What struck me the most about Shoolini University was its unwavering commitment to research. The university proudly boasts a high number of patents produced each year, a testament to its strong emphasis on scientific inquiry and innovation. The Biotechnology and Bioinformatics research facilities are particularly impressive and have garnered international recognition.

Shoolini University offers an extensive array of programs, catering to a diverse range of interests and fields of study. From the School of Agriculture to the Yogananda School of AI Computer and Data Sciences, students are presented with a myriad of opportunities to explore their passions and shape their futures.

A news release from the university revealed that Shoolini had achieved a momentous milestone, becoming the first private university in the country according to the prestigious Times Higher Education (THE) Rankings. This recognition solidifies Shoolini's position as an institution committed to making valuable contributions to research and expanding the reach of education across India.

During my visit, I had the privilege of meeting some of the university's founders and team members, who exuded both brilliance and humility. It was heartening to witness an undergraduate student guiding us on a campus tour, passionately sharing their research experiences. The culture of engagement and encouragement for research at Shoolini was evident throughout the campus.

As an educator, I couldn't help but be thoroughly impressed by Shoolini University's dedication to nurturing intellectual curiosity and fostering a spirit of inquiry among its students. The holistic approach to education, blending academic excellence with an emphasis on research and innovation, has the potential to mold the next generation of trailblazers and pioneers.

Upon leaving the campus, I couldn't shake off the feeling that Shoolini University is poised for greatness. The drive for continuous improvement and commitment to excellence makes me believe that it is well on its way to becoming one of the world's top universities.

In conclusion, my visit to Shoolini University was a captivating experience, and I am excited about the prospects of recommending it to my grade 12 students in the future. Shoolini University embodies the essence of what a modern educational institution should be: a beacon of knowledge, innovation, and inspiration. Its scenic location, combined with its dedication to research and education, makes it an ideal destination for aspiring scholars and seekers of knowledge.

# UK ENTRANCE TESTS

UK University Admissions Exams Demystified.

By Bhaktawar Krishnan

Founder, Director – Inspirus Education



**Bhaktawar Krishnan**

Exams !! the bane of every students life. The word itself evokes emotions .....

More so when the results of these exams are going to decide your future career prospects and your university prospects.

Its almost as if your world revolves around them. As a high school student waiting to join prestigious universities life is a whirlwind of activities.

Today lets discuss ..... Entrance exams required to get admits to universities of UK.

UK has become quite a favorite with students mainly because you are allowed to stay in the country for 2 years post completion of your degree.

## UCAT

The University Clinical Aptitude Test (UCAT) is a computer-based admissions test, used by a consortium of UK and International Universities to help select applicants for their medical and dental degree programmes.

It is used in collaboration with other admissions processes such as the UCAS application and academic qualifications. It is also your opportunity to stand out from other applicants and demonstrate your aptitude for a demanding programme of study.

The UCAT is a computer-based test, delivered in Pearson VUE test centres throughout the UK and worldwide.

## TMUA

The Test of Mathematics for University Admission (TMUA) is designed to give you the opportunity to demonstrate that you have the essential mathematical thinking and reasoning skills needed for a demanding undergraduate Mathematics or Mathematics-related course, such as Computer Science or Economics.

The following universities accept these tests:

University of Bath	University of Cambridge
Cardiff University	Durham University
Lancaster University	London School of Economics and Political Science
University of Nottingham School of Mathematical Sciences	University of Sheffield
University of Southampton	University of Warwick

However there are talks that the test maybe discontinued from 2024.



## TSA - Thinking Skills Assessment - University of Oxford

Most students who apply to University of Oxford have great profiles both academically and extra curricular wise.

This test enables the admission officer to get one more piece of information regarding a students profile.

The Thinking Skills Assessment (TSA) is divided into two parts: a 90-minute, multiple-choice Thinking Skills Assessment and a 30-minute writing task. The TSA will be a paper-based test in 2023.

If you are applying for one of the following courses you will be required to take both sections of the TSA:

- [Experimental Psychology](#)
- [Human Sciences](#)
- [Philosophy, Politics and Economics](#)
- [Psychology, Philosophy and Linguistics](#).

However, if you are applying for [Economics and Management](#) or [History and Economics](#), you will be required to take only Section 1.

**Section 1** is made up of 50 multiple-choice questions and aims to assess the following: Problem-solving skills, including numerical reasoning. Critical thinking skills, including understanding argument and reasoning using everyday language.

**Section 2** is a writing task, that seeks to evaluate a candidate's ability to organise ideas in a clear and concise manner, and communicate them effectively in writing. Questions are not subject-specific and candidates must answer one question from a choice of four.

## The LNAT

It is used by universities to help them select people for their undergraduate law courses.

The test doesn't test your knowledge of law or any other subject. Instead, it helps universities assess your aptitude for the skills required to study law.

It is a two-part test: multiple choice questions based on passages of text, and an essay.

**Section A:** The first part is a computer-based multiple choice exam. You'll be asked to read passages of text and answer questions that test your comprehension of them. Your scores from the multiple choice section of the test are checked by computer, and a mark out of 42 is created This is known as your LNAT score.

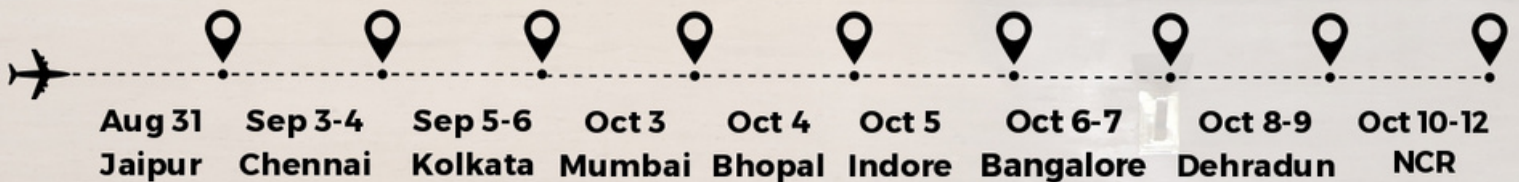
**Section B:** In the second part of the test you will be asked to write one essay from a list of three proposed subjects. This section is not marked by the test centre and does not contribute to your LNAT score, but it is your opportunity to show your ability to construct a compelling argument and reach a conclusion.

**HOST TOP USA UNIVERSITIES AT YOUR SCHOOL**

# COLLEGE FAIR

## NEXT GENIUS FOUNDATION

is coming to your city with Admission Representatives from top US Universities!



**INTERACT WITH GLOBALLY ACCLAIMED INSTITUTIONS**  
**PROVIDE EXPOSURE OF TOP USA UNIVERSITIES TO YOUR STUDENTS**  
**PROFESSIONAL DEVELOPMENT CERTIFICATION FOR COUNSELORS**

To host the group at your school, email: [nextgenius.devesh@gmail.com](mailto:nextgenius.devesh@gmail.com)

# 5 ADJUSTMENTS STUDENTS FACE WHILE STUDYING ABROAD

Navigating New Horizons in a Foreign Land.

By

Amy E. Markham

Director of International Admission, Mount Holyoke College



**Amy E. Markham**

## **Culture Shock**

When I meet students in their home countries, I am always amazed by their confidence, sense of adventure and willingness to step outside their comfort zone by studying abroad. I often imagine their experiences when they arrive at their university and encounter unfamiliar norms and behaviors. I've discussed this topic with students over the years and recently conducted a survey to identify the most common adjustment issues. Though each student's experience is different, there are a number of common themes that I outline below:

## **Academics**

Students attending smaller colleges say they had to adjust their study habits to be prepared for frequent quizzes to measure their real-time learning versus larger and less frequent exams in their home countries. For many, working with other students on group projects was a new experience that sometimes felt competitive (negative) and other times felt collaborative (positive).

The classroom atmosphere was another common adjustment, with many students indicating surprise by how freely students share their opinions, ask questions and feel comfortable presenting observations that may differ from the professor's teachings. Some find this uncomfortable if they came from an environment that emphasized knowledge transmission from the teacher and the expectation that students master material for the purpose of earning a high exam result.

## **US-Centric Thinking**

Americans' general lack of knowledge about other countries and cultures surprises students. Some mention that their American peers display a sense of superiority, "...many Americans really think of their country as being the superior one and anything outside of the US is like a museum." Students feel that Americans tend to have unsophisticated and stereotypical views of cultures that are not familiar.

## **Unspoken Social Norms**

Students recount instances of confusion about social interactions. Things like personal space (Americans instinctively maintain physical distance in most social encounters), superficial greetings (Americans frequently inquire about how someone is, but don't expect that details will be provided), and lack of formality (many professors may invite students to address them by their first name) are described as uncomfortable.

There are significant differences in the way students experience social aspects of US university life, with one student saying "It can be overwhelming when everyone is so nice and wants to be involved in other's life" while another student said "People are wary about interacting with strangers."



In addition, international students note that Americans generally do not reach out to try to make them feel welcome, as they would to a foreigner traveling in their own country. This difference in hospitality is disappointing to many international students who experience Americans traveling in their home country as friendly, but when they encounter Americans in the US, they feel indifference.

### Self vs. Group

The United States is a very individualistic and achievement-oriented society which can be a shock for students from cultures which value decision-making that is based on what is best for a community or group. One student said “The American emphasis on individuality sometimes makes it challenging for me to navigate interactions that prioritize self-expression and personal aspirations.” Other students struggle to find a balance between what an American would consider self-advocacy and what they feel is arrogance or boastfulness.

### Feeling Settled

While most students gradually adapt to the obvious and subtle differences in communication, relationships, etc., some acknowledge that full assimilation can be difficult “...no matter how much time you spend here, how much you learn about Americans and their culture...full assimilation is a myth.” She said that she originally wanted to blend in, but has decided that “...finding that balance between US and home culture...” is the best approach.

### Advice for Counselors

It’s important to help students prepare for a range of culture shock experiences. Discussing these situations with your students will help them anticipate some of the challenges they may encounter. Involving students currently enrolled US students can also be helpful, as their first-hand anecdotes will bring credibility to the conversation. Finally, emphasizing that there is no “normal” amount of time that it takes to feel at home in a new culture, so it’s important not to compare oneself to any perception of how others are doing.



# Advertise With Aiyyo

Aiyyo’s vision is to become India’s premier magazine for the high school counseling community. A place of up-to-date, meaningful, and actionable content that our readers keep coming back to every month. Our digital nature means that readers can click links and connect with online opportunities right away. By partnering with us, you can be confident that your communiqué will be seen by the right people at the right time. Email [contact@aiyyo.com](mailto:contact@aiyyo.com) to learn more.

# PROJECT BASED STEM CURRICULUM

Crafting Real-World Innovators.

By

Julie Loveless

Director of First-Year Admissions, Worcester Polytechnic Institute



**Julie Loveless**

Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts has been a pioneer in implementing Project-Based Learning (PBL) as an innovative educational approach that fosters active learning, critical thinking, and collaboration among students. More than ever, higher education needs to prepare students not just for their first jobs, but for lives and careers that, much like open-ended projects, are difficult to predict.

At WPI, Project Based Learning takes shape in various ways. In almost every class, there is a project component; whether it be a term-long project, or a final project to encapsulate what was learned in the class, every professor will be including PBL in the syllabus. Aside from daily project work, WPI also has larger-scale projects that students complete during their time at the university.

In their first year, students have the option to complete the Great Problems Seminar (GPS). GPS is completed during students' first year, and it explores problems that face today's society. Some examples of GPS courses have topics like 'Shelter the World', 'Recover, Reuse, Recycle', 'Power the World', and 'Livable Cities'. GPS works to introduce PBL to incoming first year students and enhance skills like oral communication, managing time, groupwork, and critical thinking.

The Interactive Qualifying Project (IQP) is one of the most distinctive elements of WPI's project-based curriculum, giving every WPI student the experience of working in interdisciplinary teams to solve a problem or need that lies at the intersection of science and society. Unlike an academic course, this project involves students working in teams with students not in their major to tackle an issue that relates science, engineering, and technology to society. Sustainability serves as a common theme for IQPs, many of which address problems related to energy, environment, sustainable development, education, cultural preservation, and technology policy. 90% of WPI students choose to complete this project off campus at one of WPI's 50+ [project centers around the globe](#). Every admitted WPI student gets up to \$5,000 to help cover the cost of travel which means that WPI is able to send more scientists and engineers abroad than universities twice its size. Of this project, WPI Faculty Project Advisor Grant Burrier, PhD says "What I see as a project advisor time and time again are students producing these results that I would expect of graduate students. Completing projects, completing technically difficult tasks with grace, with ease, and with a comradery and teamwork that is absolutely unique." Students in this project come up with sustainable fishing solutions in Costa Rica, reduce single-use plastic silverware in Hong Kong, create ways to alert deaf communities about approaching wildfires in Australia, and build and design vertical gardening solutions in South Africa. The approach problems in the community with a sustainable, lasting focus.

The final project for WPI students is the Major Qualifying Project, or MQP. Generally undertaken in teams and completed in a student's senior year, this capstone project is an integral element of WPI's project-based education. MQPs are high-level research projects that address problems typical of those found in the student's professional discipline, and as such are coordinated through the student's academic department. MQPs can be conducted off campus, on campus, and can be sponsored by companies. MQPs cover a wide range of topics, from publishing video games to creating less invasive medical testing devices. Some students even apply for (and receive) patents after their MQP!

Jetro, a WPI alumnus from Thailand who studied Robotics Engineering and Electrical and Computer Engineering, and got his master's degree in Robotics Engineering, says "Six years and two patents later, I am a firm believer in WPI's unique project-focused curriculum. This education has trained me to think critically about multifaceted real-world problems, work effectively in interdisciplinary teams to develop holistically solutions, and has equipped me with the technical prowess to effectually manifest these ideas into tangible products. I am proud to be a WPI alumnus and will forever call WPI my home."

Worcester Polytechnic Institute's commitment to Project-Based Learning sets it apart as an institution that prepares students for real-world challenges. Through its project-centered curriculum, collaborative learning approach, and global experiences, WPI equips students with the skills and mindset needed to thrive in the 21st-century workforce.





# DECIDING YOUR D- SCHOOL MAJOR PART 1

Initial steps to help a student narrow down to 1-2 disciplines within art and design.

By

Harsimran Juneja

Founder, Unolona Academy



**Harsimran Juneja**

If you are an educator or a counsellor who works primarily with students from Grades 9 – 12, you've probably had plenty coming to you utterly clueless about what to do with their careers. 'She's very creative and is always drawing or painting at home but she's also very good at science and she enjoys that too', will be a typical statement from a parent. But how do you make sense of a student's interests and his/her desires to suggest a career path that might be the most suitable?

As an artist and an educator who has been working with such students since the past 6 years, I have learnt a few things about facilitating creative careers. In this piece, I am going to share some of these insights that might enable you to do the same.

## **Conduct a Review with some self-reflection and dialogue**

I am certain that you already perform a review to understand a child's interests, desires and goals. But in addition to the review, engage them in a directed exercise in self-reflection. You will be surprised to learn how little most students know about themselves. Schools don't often encourage a child to reflect on their self in a manner that is meaningful. In my practice, along with other faculty members, we have developed a reflective exercise that allows students to dig deeper into understanding themselves. But there are a few imperative points that contribute to the successful use of this exercise.

- Allow complete flexibility in responding to the exercise. For instance, for our questionnaire, we allow students to write an essay, write points or even record voice notes. Make the exercise as simplified as possible for them and you'll see them become more participative.
- Create an environment of inclusivity that allows them to be themselves without any fear of judgement. Children are never transparent in front of their parents. If you can maintain confidentiality between you and the student where necessary, that will not only build trust, but also allow the child to make an effort to be honest and transparent with you.
- Have a one-on-one dialogue post the reflective exercise. This not only helps in drawing more information from the student, but also allows for building further trust with the student. To be heard and to be understood without any judgement is not very common amongst students in the high school, especially by adults.

## **Encourage Pursuing Courses**

Your review – in any format – is going to give you a few directions for the student. Once you're able to narrow down on 1-2 directions, encourage the child to learn more about those directions. For instance, if a child is certain that s/he enjoys working with 3-dimensional objects, then encourage that child to explore the realms of product / industrial design, architecture or interior design. In another, if the child is a little vague and says something like 'I'm okay with fashion or graphics, maybe even product, but definitely not architecture' – then suggest a foundation course or sampling of multiple short courses across disciplines. Chances are, this child has not had the chance to have guided exposure to art and design as a subject which can often create a confusion. A foundation course allows for a systematic learning journey that builds skills, explores subjects and even allows for sampling. These courses can help a child eliminate subjects that they don't enjoy and help them narrow down to what they may enjoy as a potential career.

## **Facilitate Research**

The amount of information that is accessible at the expense of a few finger taps is just mindboggling. And to make sense of that information can drive any individual, let alone a kid, a little crazy. Facilitating research can ensure that a student has an easier starting point with necessary information that you, as a counsellor or a field expert, are able to provide. Engage in dialogue perhaps after every research session so that the students are able to delve deeper into their interests. In the past, I have put together a list of videos, podcasts, articles, books and even movies for students to help them understand a subject a little better.

## **Encourage Shadowing or Interning**

In my opinion, interning for a 16 -18 years old student is not going to reap many benefits. But the internships available at this level can do a slightly better job than shadowing. And for that reason, I'd still recommend it. Encourage students to spend anywhere between 2 days to a month at an office / studio. Ask them to observe things happening around them above everything else. If they like it, they'll naturally be curious and their dialogue with you after will be enough evidence for the same. If not, you know what direction is closed or perhaps left for later. Shadowing and Interning reduce the gap between education and practice, allowing firsthand experience into what their own careers might look like. These opportunities may be hard to come by, but when they do, students should definitely grab them.

I wish I could create a guide that listed all permutations and combinations of situations with recommended courses for each. That could perhaps even go in a book of world records if someone manages to do so. But unfortunately, our professions may not allow us so much time. The things I recommend above are only the first few steps to guiding a student interested in pursuing a creative career. These steps can help you lay the groundwork for what follows – narrowing down to suggest an apt career path or a college course for the student. Sometimes, even the groundwork may not be conclusive, but there's a way out for that too. And I'll mention that in Part II of this piece.



# BUDDHA PADA

Mindfulness in a Post-Pandemic World.

By

Suruchi Choksi

Certified Deep Transformational Coach



**Suruchi Choksi**

In a post-pandemic maximalist world, I have found myself busier than I have ever been. Fed by my own FOMO, it's as if I just cannot sit still. I have also often suffered from brain fog. Sometimes, I pick up the phone to call or text someone and go blank. I try to juggle multiple jobs, myriad responsibilities and tend to over-commit. And often botch up when I multi-task. Due to the demanding nature of my various jobs. I feel I come up short in fulfilling all my responsibilities well. And there could be a separate calendar for all the things I've missed because I was committed to be elsewhere at the same time!

In writing this one article for instance, I will have gotten up 8-10 times, stopped mid-sentence to check WhatsApp the moment I receive an alert, and while the phone is in my hand, also quickly scroll through my emails. Impatient about asking the difficult questions, looking for creative ways to solve problems, I have been in a terrible rush to find the answers(read, quick-fixes).

At a time when mindfulness is the trendiest word to throw around in the 'wellness' circuit, my mind feels full. Pushed to the brink of physical and mental exhaustion, I asked my friend and teacher, Geshe Tenzin Lhabsum to help me understand my own predicament better. This is what he had to say,

*"In the journey of life, our mental and emotional well-being plays a crucial role in our overall happiness and fulfilment. However, the complexities of modern life often disrupt our mental and emotional balance. Mindfulness practice serves as a valuable tool to address these challenges by prompting us to question our priorities and expectations. It enables us to cultivate a state of presence, attentiveness, and empathy in our relationships, leading to enhanced communication, connection, and relationship satisfaction.*

*Many individuals suffer physically and mentally because they are unaware that their constant busyness prevents them from slowing down and experiencing the peace and serenity that mindfulness offers. It is in the stillness and silence of mindfulness that we can tap into our creativity and discover our greater purpose in life.*

*Mindfulness practice serves as a potent means of self-exploration. By engaging in mindfulness, we embark on a journey of exploring our inner selves, delving into our thoughts, emotions, and beliefs. This transformative process allows us to gain understanding, heal, and address our mental and emotional health issues, ultimately contributing to a happier and more content existence.*

*Through mindfulness, we develop heightened self-awareness, enabling us to consciously respond to our mental and emotional experiences. By transcending the incessant mental chatter we often experience, mindfulness empowers us to flourish like a flower, radiating beauty, fragrance, and vitality for all to witness, smell, and embrace.*

*Mindfulness involves embracing vulnerability and cultivating self-compassion. By acknowledging and accepting our vulnerabilities, we create a nurturing environment for personal growth. Self-compassion fosters resilience, self-forgiveness, and enables us to navigate challenging emotions with kindness and understanding.*

*Through prioritizing self-care via mindfulness, transformative shifts occur that extend beyond our own well-being. We come to recognize that others face similar challenges, and our wisdom, love, and compassion expand to include them. The compassion and altruism that arise from mindfulness have a ripple effect, inspiring and encouraging others to embody these qualities.*

*Developing a deep understanding of oneself through mindfulness is crucial for nurturing healthy relationships. By exploring the workings of our minds and comprehending our inner selves, we cultivate self-awareness that serves as a foundation for meaningful connections based on mutual understanding and support, rather than on a sense of need or attachment.*

*This process enables us to examine our fears, understand their origins, and release them, paving the way for relationships founded on trust and openness.*

*Some key points to practice mindfulness are:*

- *Present-moment awareness. Cultivating a calm mind.*
- *Breath awareness.*
- *Learning to let go of our attachments.*

*Cultivating gratitude for what we have and finally developing self awareness."*

A moment of quiet reflection on Geshe's words and it becomes apparent that my busyness is not always a response to the supposed demands of the outside world. It could very well be just my own unsettled, restless and confused monkey mind creating constant chatter to ensure I can keep up the facade of being important / useful / productive / happy / you-name-your-reason. A persistent urge to keep doing. Often, we do this because we are afraid. Afraid of sitting still and seeing our own minds. As if our busyness is linked to our sense of self-worth.

Thinking pulls us away from living in the here and now. The present moment is the only moment we have. When our mind is full (and when we're not mindful of what it's filled with), we can end up stressed or anxious. When we silence our minds, through slowing down of chatter, when the need to speak, share, opine reduces, silence creates the space for stillness.

So, here is the invitation to slow down and move to the natural cadence of life. Even as you contemplate this, you might feel an undemanding, unhurried deliberateness set in. Your inner rhythm may start to shift. You may realise, there is no place to be other than here, and no thing to rush to over there. Watch your levels of patience, joyousness and creativity rise.

Mindfulness creates the grounds for us to see our own truth, to self-define what is good, important, meaningful and necessary. To move beyond concepts and long-held (and often erroneous and limiting) beliefs. To not conform behaviour to a belief system.

No need to travel anywhere. Let silence and stillness become your most sought-out destinations.





**August 17–18, 2023**

**ITC GARDENIA  
BANGALORE**

## **The Professional Development Event of the Year!**

### **ADMISSIONS, RECRUITMENT, & COUNSELING (ARC) SOUTH ASIA EDITION**

g2 South Asia ARC edition offers high school leaders, counselors, and IECs across South Asia and university admissions officers from around the world an opportunity to develop meaningful relationships in an intimate gathering. Join us for workshop-style sessions, intentional networking and fantastic food as we discuss and create opportunities for growth in working together to support the needs of our students

HOW YOU CAN

#### **CONTRIBUTE**



**DRIVE REAL  
CHANGE**



**ENHANCE PROFESSIONAL  
DEVELOPMENT**



**TRANSFORM  
NETWORKING**

*register at*



WHAT YOU CAN

#### **EXPECT**

The 2023 g2 series is designed to facilitate meaningful and impactful engagement between international educators around the world.



**WORKSHOPS**



**NETWORKING**



**ACTIONABLE TAKEAWAYS**

**[gennext.me/g2](https://gennext.me/g2)**