



ORGANIZATION- MINISTRY OF HEALTH AND FAMILY WELFARE, GOVERNMENT OF NCT OF DELHI.

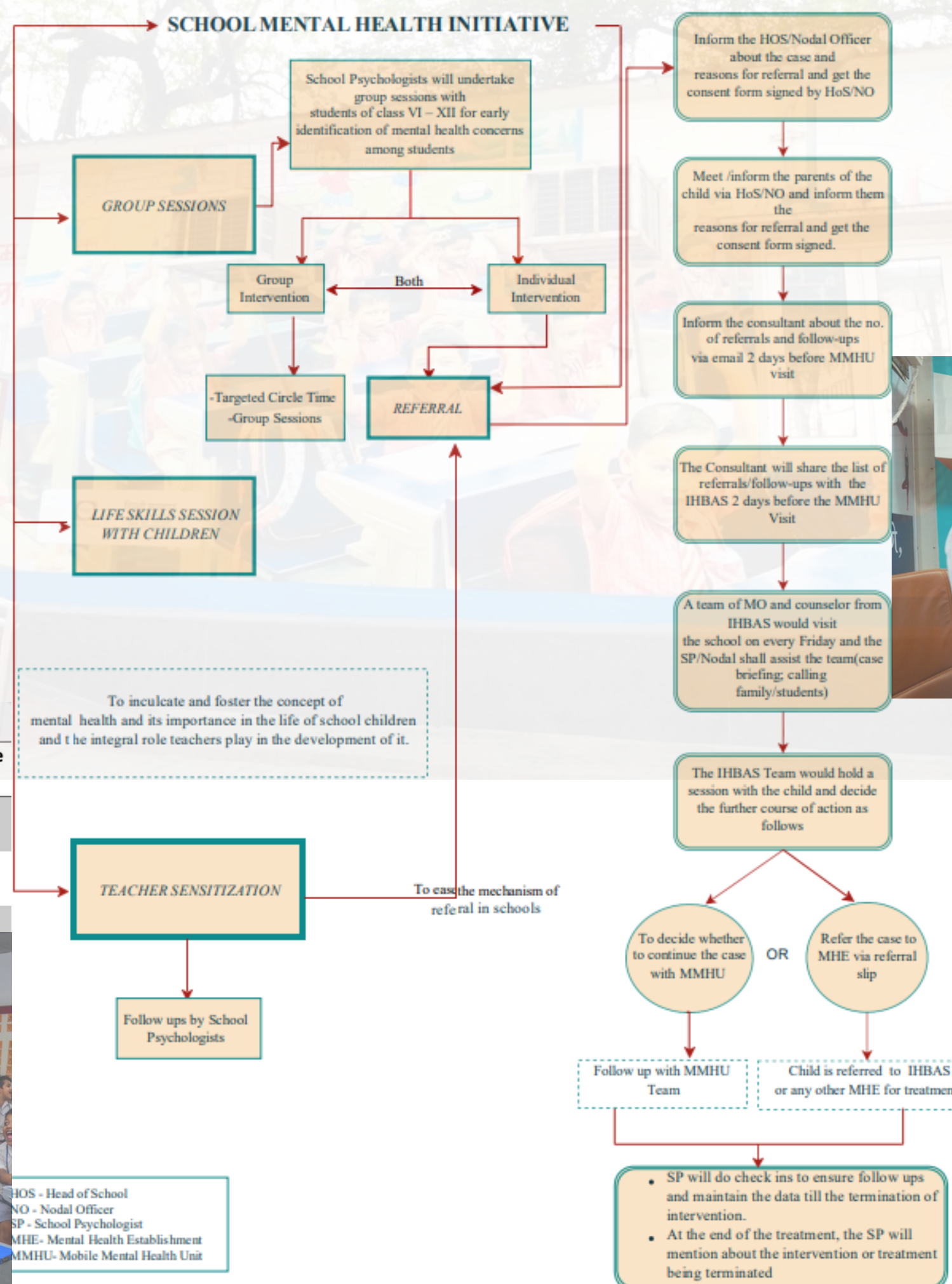
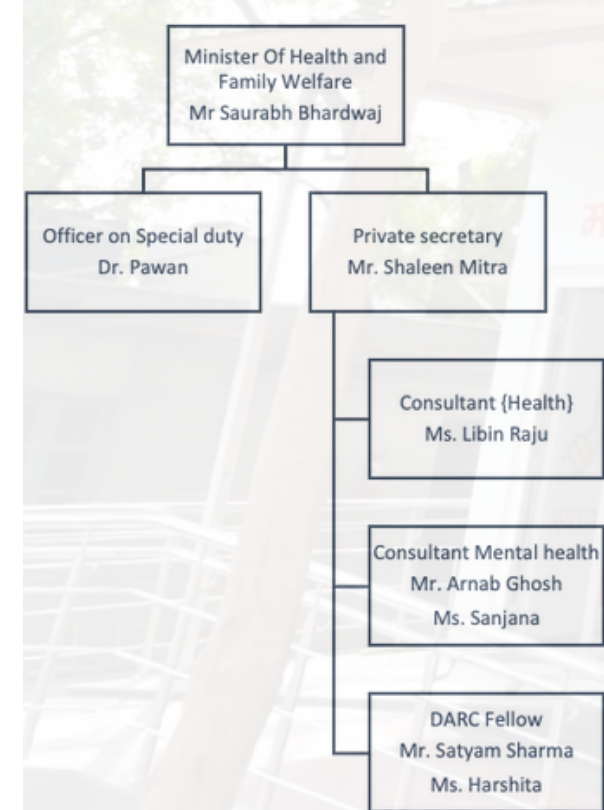
**HISTORY OF THE ORGANIZATION-** Health & Family Welfare Department, GNCTD is the apex body responsible for managing the healthcare needs of the national capital of India since November 1993. The department's focus is on preventive and promotive aspects of healthcare with efforts to make the healthcare delivery system assessable and affordable to all through a holistic, humane, and patient-centric approach.

**MISSION-** To improve lives in a measurable, scalable, and sustainable way by mobilizing the caring power of communities.

**VISION-** The vision of the Government of Delhi is to provide accessible, affordable, and quality healthcare services to all residents.

**ABOUT THE PROJECT-** The School Mental Health Initiative is a pilot project run by the Government of Delhi which is currently being implemented in 20 Delhi Government Schools. The project was implemented on 1st October 2022 where group sessions, tree of life, circle time, and narrative art therapy are being conducted with the students of classes ranging from 6th - 12th along with the sensitization of Nodal teachers.

## ORGANISATIONAL STRUCTURE-



The Mental Health component of the children will be headed by trained Mental Health professionals, i.e., Psychologists through the following mediums:

- Group sessions
- Life Skills Group Session
- Referral mechanism

The mental health component of the teachers will be headed by experts in the field through the medium of teacher sensitization.



### CHALLENGES FACED DURING INTERNSHIP-

- ### CHALLENGES FACED DURING INTERVIEW
1. The initial obstacle was the resistance of school administrators towards recognizing the significance of mental health.
  2. Even when some administrators were receptive, their primary concern revolved around maintaining the school's reputation, which overshadowed addressing mental health concerns.
  3. Another challenge arose from the frequent turnover of psychologists, either through transfers or terminations, resulting in a significant void in the support system for students.
  4. Parental involvement was lacking, which hindered effective intervention and support for the students.
  5. Finally, there was a fear among some individuals of potential legal actions, which deterred them from taking necessary steps to address mental health issues.
  6. During summer vacations when schools are closed, psychologists are temporarily placed at the Ministry of Health. Currently, there are 16 psychologists in this situation. As the project grows, accommodation for these psychologists may become a more pressing issue.

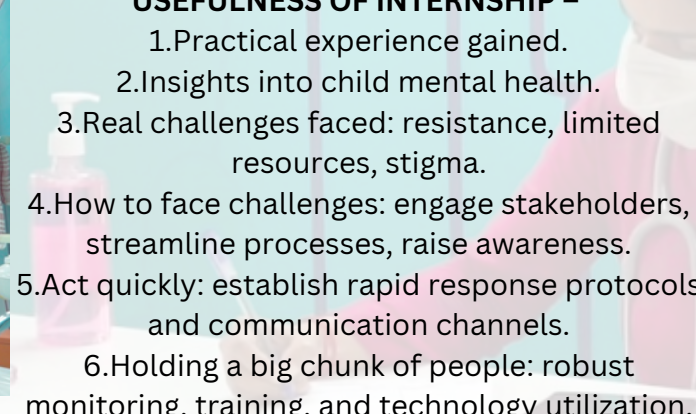
## DIFFERENCE BETWEEN PRACTICAL EXPOSURE AND THEORETICAL WORKS:

In theoretical work, my learning experience was based on understanding the concept, reasoning, techniques and theory of the project. But during the practical exposure, I utilized the concepts that I learnt in the theoretical work, which provided me with hands-on experience, helped me navigate through the working environment smoothly, and got exposure to the Healthcare system. It taught me to try new things apart from what had been assigned to me, helped me to develop new skills .

**LEARNINGS DURING INTERNSHIP** - One valuable lesson I learned during this internship is that not everything can be learned in a project right from the start. There are certain aspects, particularly management skills, that are best learned through experiencing and navigating through crisis situations.



### USEFULNESS OF INTERNSHIP –

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- ## USEFULNESS OF INTERVIEWING
1. Practical experience gained.
  2. Insights into child mental health.
  3. Real challenges faced: resistance, limited resources, stigma.
  4. How to face challenges: engage stakeholders, streamline processes, raise awareness.
  5. Act quickly: establish rapid response protocols and communication channels.
  6. Holding a big chunk of people: robust monitoring, training, and technology utilization.

## SUGGESTIONS –

1. Regular monitoring: Implement a system for regular monitoring and evaluation of the project to ensure its effectiveness.
2. Create a dedicated department or surveillance body to address cases of self-harm, suicidal tendencies, substance abuse, and other critical concerns. This department should have the necessary expertise to handle such cases promptly and effectively.



**Strength -**

1. Trained Mental Health professionals: The initiative benefits from having trained Psychologists who can provide mental health support through group sessions, life skills group sessions, and a referral mechanism.
1. Teacher sensitization: Experts in the field lead the mental health component for teachers, which helps in building their awareness and understanding of mental health issues.

### Opportunities-

1. Increased parental involvement: Encouraging and fostering parental participation can enhance the effectiveness of interventions and support for students.
2. Addressing legal concerns: Mitigating the fear of potential legal actions can create an environment where necessary steps can be taken to address mental health issues more effectively.

**Weakness-**

1. Resistance from school administrators: Some administrators initially resist recognizing the importance of mental health, which can hinder the successful implementation of the initiative.
2. Concerns about reputation: The primary focus on maintaining the school's reputation may overshadow addressing mental health concerns, limiting the effectiveness of the program.
3. Turnover of psychologists: Frequent turnover of psychologists creates a void in the support system for students and disrupts the continuity of care.

### Threats-

1. Stigma and misconceptions: Overcoming social stigma and misconceptions around mental health may pose a challenge in creating a supportive environment for the initiative.
2. Resource constraints: Limited resources, both in terms of funding and availability of mental health professionals, could hinder the effective implementation and scalability of the project.
3. Institutional resistance: Resistance from within the education system or bureaucratic challenges may impede the successful integration of the initiative into the broader school framework.