Cover page

SCHOOL-BASED MENTAL HEALTH PROMOTION PROGRAM – A CASE STUDY OF INDIA.

Dissertation Submitted to

The IIHMR University, Jaipur

for the partial fulfillment of the award of the degree of

Master of Business Administration (MBA)

In

Hospital and Health Management

by

Ritika Saini

Under the Supervision and Guidance of

Dr. Mahender Kumar

2023

Title page

SCHOOL-BASED MENTAL HEALTH PROMOTION PROGRAM – A CASE STUDY OF INDIA.

Dissertation Submitted to

The IIHMR University, Jaipur

for the partial fulfillment of the award of the degree of

Master of Business Administration (MBA)

In

Hospital and Health Management

by

Ritika Saini

Under the Supervision and Guidance of

Dr. Mahender Kumar

2023

DECLARATION BY STUDENT

I hereby declare that this dissertation titled SCHOOL-BASED MENTAL HEALTH PROMOTION PROGRAM – A CASE STUDY OF INDIA is the bonafide record of my original research work. I declare that it has not been submitted to any other university or institution for the award of any degree or diploma. Information derived from the published or unpublished work of others has been duly acknowledged in the text.

(Signature)

Name of Student – Ritika saini

Date – 03/06/2023

CERTIFICATE

This is to certify that the dissertation titled SCHOOL-BASED MENTAL HEALTH PROMOTION PROGRAM – A CASE STUDY OF INDIA is a record of the research work undertaken by RITIKA SAINI in partial fulfillment of the requirements for the award of the degree of MBA (Hospital and Health Management) from the IIHMR University, Jaipur under my guidance and supervision and his/her approach to the research study has been sincere, scientific, and analytical.

Faculty Guide	School Dean
IIHMR University, Jaipur	IIHMR University, Jaipur
Date	Date

PATH

Date – 05th June 2023

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ritika Saini has successfully completed her internship with us at PATH India Country Program (Mental Health) from **12th April 2023** to **02nd June 2023** under the guidance of Rachana Parikh.

We wish her all the very best for her future endeavors.

Sincerely,

For, **PATH India**

DocuSigned by:
Bhawna Popli
3593D144FACE4E7...

Bhawna Popli
Human Resource Business Partner

Program for Appropriate Technology in Health (PATH) CIN#F03764
15th Floor, Dr. Gopal Das Bhawan
28, Barakhamba Road
Connaught Place
New Delhi 110001, India

tel/ 91.11.4064.0000
fax/ 91.11.4064.0099

path.org

ACKNOWLEDGEMENT

I would like to express my sincere gratitude and appreciation to **PATH** for providing me with the opportunity to work in the mental health program. It has been an invaluable experience to be a part of this organization and contribute to the project being done in the field of mental health. I am also grateful for having a chance to meet so many wonderful people and professionals who led me through this internship period.

I would like to extend my heartfelt thanks to **Dr. Rachana Parikh, Senior program officer** for their guidance, support, and expertise throughout this journey. Their mentorship and encouragement have been instrumental in shaping my understanding of mental health programs and their impact on individuals and communities.

I extend my sincere thanks to my respected mentor **Dr. Mahender Kumar**, for providing me with guidance and support throughout my project work.

I perceive this opportunity as a big milestone in my career development. I will strive to use gained skills and knowledge in the best possible way, and I will continue to work on their improvement, in order to attain desired career objectives. Hope to continue cooperation with all of you in the future.

- Ritika saini

TABLE OF CONTENT

LIST OF TABLES

ABBREVIATIONS

WHO – World Health Organization

MH – Mental Health

MOHFW – Ministry of Health And Family Welfare

MHRD – Ministry of Human Resource Development

DALY – Disability Adjusted Life Years

ADHD - Attention Deficit Hyperactivity Disorder

NIMHANS – National Institute Of Mental Health And Neurosciences

PMHWB – Promotive Mental Health and Well-Being

SCERT – State Council of Education Research and Training

FAQ – Frequently Ask Question

SSA – Sarva Shiksha Abhiyan

NRHM – National Rural Health Mission

MOE – Ministry of Education

NCD – Non-Communicable Disease

ASHA – Accredited social health activist

NGO – Non-Governmental organization

ABSTRACT

Title: School-based mental health programs to promote the mental well-being of young people- A case study of India.

Submitted by: Ritika Saini

Guided by: Dr. Mahender Kumar

Background:- A notable portion of India's large youth demographic experiences mental health concerns, and the fact that emotional problems like depression and anxiety are widespread among young Indians is distressing. Crucial to addressing mental health challenges at schools that offer convenient locations for delivery of emotional support, depression, and stress-related symptoms in girls are experienced at higher frequencies compared to boys during puberty which is associated with alarming levels of youth suicide. Interventions targeting life skills development and promoting peer-support networks implemented at educational institutions have proven successful in supporting student wellness. The dearth of such programs catering to young people's mental health highlights a pressing need for comprehensive investigations into diverse intervention strategies employed within school settings to ensure the effective promotion of psychological wellness among learners.

Objective:- Implementing interventions at school such as life skills programs & peer support initiatives can lead to improvements in students' mental health along with their social & academic abilities. Even though there are few programs specifically designed to improve the well-being of young people's minds, the objective of our research is to evaluate Indian school-based mental health policies and programs - highlighting areas needing improvement and examining their effectiveness. To judge whether the policies are promoting students' positive psychology that includes psychological well-being and school engagement we would need to analyze their scope, content, and related research.

Methodology:- We comprehensively evaluate the effect that school-based mental health policies and programs have on adolescent emotional well-being in India through the use of a descriptive study design with a narrative review. Additionally, academic

databases were used to conduct an extensive search for relevant studies focused on young people's mental health interventions. To be considered for inclusion among our reviewed articles of the past half-decade encompassing school-related studies was one of three criterion applicants needed to meet. To capture all necessary information for our research project, we carried out a process that involved screening texts followed by thorough review until finally extracting valuable information to identify pertinent themes.

Result:- The goal of finding suitable mental wellness programs led to the discovery of 10 different initiatives aimed at school-going young individuals. An in-depth examination was conducted on the characteristics of these initiatives including their target audience and supportive ministry/organization. In addition to that, we also looked at the impact and current status of every individual initiative. Among these, seven were handled by the government itself, while it authorized non-profit organizations or even companies from the private sector to deal with the remaining three, resulting in diverse geographical presence and diversity.

Conclusion:- Young individuals experienced significant benefits from the assessed initiatives in areas like communication skill enhancement, leadership ability boosting, self-confidence, and self-esteem boosting activities. Mental well-being concerns were addressed through these schemes resulting in positive impacts in various realms such as reducing violent behavior, reproductive health promotion, promoting healthy habits,& non-contagious disease prevention. This led to substantial improvement in students' overall progress through effective solution-based approaches for better interpersonal relationships, self-awareness skill training, and decision-making. For the mental wellness aspect, higher awareness levels translated to a rise in demand for support services despite hurdles like limited resources and inadequate teacher allocation. Lesser investments remained another major challenge that will need attention in order to improve or sustain these programs. Instituting more improved training programs, growth-minded monitoring, and evaluation systems would enhance program outcomes.

ABOUT ORGANIZATION

PATH, formerly known as Program for Appropriate Technology in Health is a non-profit international organization based in Seattle and founded in 1977. The country director of PATH is Mr. Neeraj Jain. PATH focuses to drive transformative innovations to save lives and improve health, especially among women and children.

PATH's programs work to accelerate health equity worldwide so that all people and communities can thrive. The key values that PATH focused on to achieve the mission are Respect, Equity, Integrity, Impact, Innovation, and Collaboration.

PATH is best known for developing and adapting technologies, such as improved vaccination devices and new tools to prevent cervical cancer, to address the health needs in low- and middle-income countries. It specializes in developing, introducing, and scaling up solutions to the world's most pressing health challenges, in collaboration with funders, partner nonprofits, and the private sector. PATH focuses on six platforms: vaccines, drugs, diagnostics, devices, systems, and service innovations. The key health areas are cancer, covid-19, diabetes, diarrhea, early childhood development, epidemic preparedness, malaria, HIV/AIDS, Japanese encephalitis, malaria, maternal & newborn, neglected tropical disease, nutrition, non-communicable disease, sexual & reproductive health, and tuberculosis.

CHAPTER – 1: INTRODUCTION

Young populations are the important pillars of change for today's society. They are the face of various social movements, causes, and extremist ideologies. The active involvement of youth influenced the development of a more inclusive, sustainable, and positive world.

Recognizing the significance of their well-being and mental health is important, as it holds profound implications for both the present and the future. The World Health Organization (WHO) defines "*mental health as a state of well-being in which individuals recognize their capabilities, effectively cope with life's normal stresses, work productively, and contribute to their communities".*

It seems that there is a significant growth in global understanding lately about the critical need to manage psychological concerns among adolescents. The WHO defines "adolescents" as individuals aged 10-19 years, "youth" as those aged 15-24 years, and "young people" encompassing the age range of 10-24 years.

The adolescence stage is crucial to lay the groundwork for healthy development and positive growth. Poor psychological health during adolescence stage can have far-reaching consequences in maturity, affecting many aspects of the life of an individual. It is related to several types of societal and behavioral issues, such as dropouts from school, misconduct, drug misuse, and a greater likelihood of low socioeconomic status and other negative consequences later in life.

Programs that focus on encouraging young people's healthy psychological behavior are important in giving them the capabilities, provide guidance, and resources they require to reach their true potential and overcome difficulties.

Young people are especially sensitive to mental health issues, and the learning environment has a significant impact on their well-being. Schools serve as a focal point for learning and growth by providing structure, support, and opportunity. Therefore, they have the perfect setting to offer activities and interventions targeted at promoting positive psychological well-being, preventing mental illnesses, and meeting students' mental health needs.

Schools must provide a supportive climate that prioritizes not only academic accomplishment but also the emotional and psychological well-being of adolescents. This involves initiatives focusing on recognizing mental health difficulties, making appropriate referrals, and giving children in need the necessary assistance and resources. Schools can help promote an integrated approach by considering mental health inside the school environment, fostering students' psychological and emotional well-being alongside their academic success.

The concentration of this research project on enhancing positive psychological states and preventing psychological disorders makes it essential for promoting good emotional well-being among adolescents. Promoting good mental health involves increasing protective elements and positive behaviors while minimizing negative elements associated with the development of psychological conditions.

Mental health promotion plays an essential role in creating a conducive environment for young people's well-being, and we can achieve this by using effective intervention measures and strategies. Establishing strong positive coping mechanisms together with resilience-building exercises while fostering good health practices and being sociable contribute significantly to overall mental well-being. If we concentrate on improving these protective factors, it's possible to diminish the likelihood of young individuals having a diagnosable mental disorder.

Moreover, the promotion of mental health necessitates the creation of an environment that supports individual behaviors while also enhancing communal welfare, and mental health promotion requires the respect of fundamental civil and socio-economic rights. By prioritizing these rights and advocating for their protection we create an atmosphere ripe for mental well-being.

RATIONALE:

Poor mental well-being during the critical period of adolescence can have detrimental effects on the individual as well as society in the long run, therefore a focus on school settings enables interventions to help a greater number of individuals by reaching youth where they spend much of their time. By implementing effective programs and policies

within schools we have a chance to improve both mental health and well-being while enhancing overall academic performance. Therefore, there is a clear requirement for an all-inclusive analysis involving assessments of current standing regulations regarding both policy and program aspects related to improving mental well-being at schools, while also paying particular attention towards its effects on youth mental stability along with existing weak areas. Addressing these attributes may lead to suggestions based on evidence for enhancing initiatives, guaranteeing that they are suited to adolescents' specific requirements.

RESEARCH QUESTION:

1. What are the school-based mental health policy and programs that are focusing on promoting mental well-being in India?
2. How effective are these initiatives in promoting the psychological well-being of the young population?

OBJECTIVES:

- By evaluating India's present school-based mental health policies and programs, our study seeks to provide a complete analysis, identifying any gaps or areas that could be improved while analyzing the scope and content to evaluate its effectiveness.
- This research aims at assessing whether or not current school-based policies addressing students' well-being are effective in promoting their positive psychology by evaluating available research studies. Examining various areas like psychological well-being or school engagement is part of this process.

CHAPTER – 2: LITERATURE REVIEW

The young population is considered the most energetic and lively portion of society. India possesses the largest youth population globally. According to the Population Projections Report conducted by the MOHWF, young individuals aged 15-29 years constitute 27.2% of the population in 2021. (1)

Mental illness accounts for approximately 15% of all disease conditions worldwide, based on the World Health Organization (WHO) estimate. India currently has considered one of the world's largest populations that are affected by mental illness (2). Symptoms might range from mild psychological disorders to more severe, which can lead to long-term forms of depression and anxiety issues. (3).

According to the 2019 Global Burden of Disease study, the lifetime prevalence of all mental health disorders in India was estimated to be 1.4%. Specifically for the young population aged 10-24 years, anxiety disorders accounted for 2% of all DALYs with a prevalence rate of 3% in 2019. Mental disorders, including depressive disorders, caused 10% of all DALYs and had a prevalence rate of 13% among young people. The statistical data reveals that only depression was prevalent at a frequency rate of approximately 2% in 2019, however, the significant effect that mental health issues have on the overall health and wellness of young people in India can be seen clearly from these figures. (4)

The intrinsic link between education and health establishes schools as vital players in an individual's social growth thereby affecting their overall wellness. (5). Also, mandatory school attendance requires young people's constant presence in academic institutions throughout much of their day making it a convenient location for delivering quick and easily reachable emotional assistance. This involves improving psychological conditions as well as early detection, prevention, and intervention of psychological disorders before they start to worsen. (6). Depression prevails among Indian children more than any other psychological illness accompanied by anxiety disorders, substance misuse disorder, attention deficit hyperactivity disorder (ADHD), and conduct disorders. According to the findings of the study conducted it can be concluded that suicide is primarily responsible for a high number of deaths among young people. (7).

NIMHANS' latest epidemiological survey reveals a worrying finding regarding Indians: every year sees a rise of up to 10% in suicides. Besides pinpointing physical discrepancies between genders at an early stage including hormonal shifts amongst several other aspects, the study demonstrates that girls experience elevated frequencies

of depression and stress-related symptoms in contrast to boys during puberty. (8). Insufficient support for child and adolescent mental healthcare can be attributed to the combination of negative attitudes toward mental illness with inadequate dissemination of related information. However, the educational environment, on the other hand, facilitates the promotion of social, emotional, and psychological health together with educational achievement, benefiting a vast majority of adolescents who are coping with psychological concerns. (9).

The promotion of emotional health and well-being in educational institutions has been identified as a significant goal by WHO's Health Promoting School initiative. Available data suggest that employing all-encompassing approaches when implementing school-based promotions for students' well-being can bring about significant improvements in important areas such as their mental, social, and academic abilities (10). One of the main components of school-based interventions aimed at promoting positive mental health outcomes is the incorporation of life and coping skills programs. Health-focused interventions within school settings include implementing a resilience curriculum along with teachers' training programs or even introducing a peer-led learning approach.

Mental Wellness is recognized as a critical concern in the National Adolescent Health Program, school networks have yet only managed limited school-based efforts to tackle this challenge. Through the implementation of specific measures such as Adolescent Health Strategies, explicit indications show committed effort to serve as the groundwork for promoting comprehensive support systems crucial in meeting teenage needs within India; However, more work remains incomplete yet. (8) To address varying degrees of challenges concerning adolescents' mental welfare within a school setting different types of interventions have been implemented very briefly which vary from educational modules fostering mental well-being or resilience curricula meant for promoting greater collective participation by enhancing schools environment positively. (11).

A notable finding is that limited interventions incorporating digital programs have been developed specifically targeting youth mental health issues. Of those identified, just one focused on testing the feasibility and acceptability of utilizing targeted messaging

to increase participation in a hotline service tailored toward teen girls' welfare concerns (12). Another effort relied on trained peer mentors located in remote regions as well as engaged educators gathered within urban zones honing strategies aimed at enhancing young people's daily life experiences collectively. (13). At present, there exists a paucity of studies that investigate how successful interventions like policies or programs could be in the overall improvement of the mental gladness of youth. Of special interest is examining how such strategies are employed within an academic setting. In reaction to this rare literature base, we have planned an examination of the specific wellness approaches utilized by institutions for the mental wellness of youngsters.

Globally, there are many school-based initiatives implemented by the respective country's government focusing on the young population for promoting mental health within the school environment. These programs focused on various aspects of student's life by providing peer-support programs, curriculum integration, teachers' training, and counseling services. Table 2.1 provides an overview of some of the programs implemented globally by different countries.

Table 2.1: Overview of National mental health initiatives across different countries.

Program	**Country**	**Target group**	**Key aspects**	**Impact**
Social and emotional aspects of Learning (SEAL) Program (14)	UK	All secondary school students	An integrated approach encourages emotional and social competencies that support successful learning, positive conduct, punctuality, staff performance, and everyone's psychological well-being and physical health.	The program showed no impact on the mental well-being of the individuals. The program failed to achieve the expected outcome.

Table 2.1: continued.

Program	Country	Target group	Key aspects	Impact
Be You (15)	Australia	Teachers in all primary and secondary schools	Aims to build and strengthen teachers' abilities to implement MH promotion strategies within the school environment and provide early learning services.	This program is cost-effective and fully funded by the Australian government had shown a positive impact on educators as well as students,
Up (16)	Denmark	Students in classes 5 to 9 in metropolitan school	Up comprises four aspects: teaching and activities for students, staff training, parent participation, and initiatives in school life.	The program shows a positive impact with higher competency skills among students, staff, and family members.
KidsMatter (17)	Australia	Primary schools in Australia	Create a healthy school environment, psychological and social development, parental support, and early prevention of psychological illness.	Positive impact on mental health by improving academic performance, attendance rate, positive attitude, and resilience.

Table 2.1: continued.

Program	Country	Target group	Key aspects	Impact
FRIENDS for life (19)	New Zealand	Secondary schools	The program aims to support students to deal with their mental health issues like anxiety and depression by promoting interpersonal skills.	This program showed a positive impact on student's mental health by reducing the risk of developing a psychological illness
MindMatters (18)	Australia	Adolescents in all the schools in Australia	Involves teachers and students to promote resilience, kindness, and acceptance within the school environment.	The program showed some improvements in the development of social skills and a better understanding of social behavior
Positive behavior for learning (PB4L) (20)	New Zealand	Primary and Secondary Schools	It aims to promote positive behavior and well-being among students by providing a healthy environment within the school setting.	The impact assessment of this program shows some positive influence on young minds by increasing resiliency and coping skills

CHAPTER – 3: METHODOLOGY

Our research revolves around the assessment of school-based initiatives designed to promote mental wellness among teenage students in India. We pose two significant questions: What are existing policies and programs schools have established concerning this goal? How effective are they?

STUDY DESIGN: To comprehensively examine these concerns our research is based on descriptive study design with narrative review – allowing us to assess current practices in India and identify how they affect adolescents' emotional well-being.

SEARCH STRATEGY: We aimed to find studies concerning mental health policies through a thorough online investigation using various academic databases such as Pubmed, research gate, and google scholar. To identify pertinent peer-reviewed articles, books, reports, and policy documents we utilized diverse combinations of search terms which informed our comprehensive search tactics : (“adolescent” OR “youth” OR “young people”) AND (“mental health” OR “mental illness” OR “mental disorders” OR “psychological disorder” OR “behavioral problems” OR “depression” OR “anxiety”) AND (“school” OR “college” OR “community”) AND (“promotion” OR “prevention” OR “treatment” OR “interventions”) AND (“project” OR “policy” OR “intervention” OR “program”). Cross-referencing is used to review other related articles. Table 3.1 displays the terminologies used for the search of the related articles. The search was narrowed down to human research conducted in India.

Table 3.1: The terminologies used for searching the databases.

MH terms	Focus group	Target area	Intervention terms
Mental health	Adolescents	School	Policy
Mental illness	Youth	College	Program
Depression	Young people	Community	Intervention
Anxiety		Population	Implementation
Stress			Project
Psychological illness			Promotion
Suicide			Evaluation

INCLUSION CRITERIA:

- Articles published in the last five years (January 2018 to April 2023) are reviewed.
- Studies report interventions that specifically target the young population's mental health.
- Participants: Studies focusing on adolescents, youth, and young populations aged between 10-24 years.
- Outcomes of Interest: Positive indicators include self-worth, self-confidence, interpersonal abilities, and psychological and emotional well-being. Whereas negative indicators include psychological distress, suicidal behavior, stress, anxiety, and depression.

EXCLUSION CRITERIA: Exclusion criteria may include studies conducted in settings other than schools, studies focusing solely on physical health, studies including covid-19 pandemic, or studies not specific to Indian youth.

DATA COLLECTION: Data collection is done by the comprehensive narrative review and includes the following steps-

Screening of Literature: The selected articles will be reviewed using overviews to assess their significance for the study subject. Articles that are possibly pertinent are chosen for the complete text analysis.

Full-Text Review: The screened articles are carefully reviewed with full text to determine their suitability for inclusion in the narrative review. The study also utilized specific inclusion criteria to assess their pertinence and quality. Through careful selection, we've included studies that offer valuable insights into how school-based mental health programs promote mental well-being among the young population.

DATA ANALYSIS: For a comprehensive narrative review, the data analysis process follows a specific series of steps:

Data extraction: Recorded systematically for analysis are the extracted details from selected articles, such as sample characteristics and outcomes for school-based mental health policies and programs. This includes the study name, type of intervention, and key aspects.

Data Synthesis: The extracted data are synthesized to identify key themes, patterns, and trends across the literature. Common findings, and challenges in the literature are identified and documented. This synthesis provides a comprehensive review of the available knowledge on the existing school-based mental health interventions in promoting mental well-being among youth in India.

ETHICAL CONSIDERATIONS: The study uses the data that was available in the public domain which requires no ethical approval. The study uses information that is published previously and required no involvement of human participants.

OPERATIONAL DEFINITIONS:

School-Based Mental Health Policy: The official guidelines, regulations, and strategies implemented by educational authorities and policymakers to address psychological health issues among young people within the school setting.

School-Based Mental Health Programmes: The interventions which are implemented within schools and have a larger impact on the community in promoting the mental well-being of the young population. These interventions may include teacher's training, counseling sections, awareness programs, curriculum-based interventions, and partnerships with mental health professionals.

Mental Well-being: It is the state of positive mental health encompassing psychological, emotional, and social health. This focus is on emotional well-being, resilience, coping skills, and the absence of any mental health disorders.

Young People: Population encompassing the young age group of 10 to 24 years going to school and universities.

CHAPTER – 4: RESULTS

With the search process, a total of 10 initiatives were identified, encompassing both policies and programs mainly focusing on promoting the mental health of the school-going young population. Therefore, to gain a better understanding, the key features have been identified and analyzed. This review included identifying the audience they intended to target, determining the supporting ministry or organization involved in their implementation, and highlighting the key aspects or characteristics of each initiative. In addition, the current status or the impact of these initiatives was also considered. This information was compiled and presented concisely in Table 4.1, providing a brief overview of the identified initiatives and their pertinent details. It is observed that out of the 10 initiatives, 7 of them are implemented by the government, 2 are by private organization and 1 by NGO. This differentiation highlights the scope and reach of the initiatives across different geographical areas within the country.

Table 4.1: Overview of SMHPs in India.

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS/ IMPACT
(21)	National education policy, 2020	Adolescents in government and government-aided schools	Ministry of education	Implement psychological well-being education in schools through school curricula, counselors, and well-trained social workers.	Increases Responsibility, provides satisfaction in the school, feels more trustworthy, increases support from friends and parents, and improves coping skills.

Table 4.1: continued.

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS/ IMPACT
(22)	School Health & Wellness program by Ayushman Bharat	Students in government and government-aided schools in the country	Ministry of Health and family welfare (MOHFW), Ministry of human resource & Development (MHRD), department of school education & Literacy	Health awareness and preventative measures. are included. Tutors are educated as Health and Wellness Ambassadors to provide adolescents with health-related knowledge by engaging in tasks such as yoga and meditation.	Improved access to healthcare services, reduced out-of-pocket expenditures for health care, especially for low-income households, and increased utilization of healthcare services, particularly in the public sector.
Promotion of Mental Health and Well-Being of Adolescents in Schools-A NIMHANS Model (23)	Promotive Mental Health and Well-Being (PMHWB) program	students from 7th to 10th class	National Institute of Mental Health Neurosciences (NIMHANS), Bangalore	The program emphasizes decreasing the potential risks and improves youth's interpersonal abilities and resilience. It emphasizes psychological well-being, resilience, self-perception, family members, gender difficulties, and drug abuse.	The program is found to be acceptable and feasible. Behavioral changes observed in students: - Boosted confidence, managerial abilities, student engagement, self-worth, and interpersonal skills.

Table 4.1: continued.

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS
Manodrpan, 2020 (24)	"MANODRPAN" (Mirror of Mind) under "Atma Nirbhar Bharat"	Schools at the state, district, sub-district, and block level	Ministry of human resource development	Promoting, improving, and enhancing mental health. Interventions include a webpage with advisory information, practical tips, videos, and FAQs. National Toll-free helpline number "8448440632" for tele-counseling. It emphasizes creating a safe environment, early identification of issues, flexible curriculum to accommodate diverse students, teacher education courses covering mental health and physical education, and teaching life skills, stress management, and drug abuse prevention.	Life skills allow individuals to overcome any challenges to lead a successful life, provide resilience over time and enable individuals to live happily, effectively, and productively.

Table 4.1: continued.

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS/ IMPACT
(25)	Ullasaparavaka	Class 1st to 12th	State council educational and research training (SCERT)	Curricular life skills modules designed for children and delivered by teachers, aim to teach children essential life skills that can contribute to their personal development, social interactions, and overall well-being.	Enhance knowledge like empathy, and decision-making. Improve skills like self-awareness and critical thinking. Enhance positive attitudes like interpersonal relationships.
(26)	Strengthening the evidence base on effective school-based interventions for promoting adolescent health programs (SEHER)	Government-run secondary and higher secondary schools in Bihar.	Sangath	Create a supportive environment and promote healthy behavior and social skills among students. Key interventions include display magazines, a speak-up box, the establishment of SHPC, and the implementation of health policies.	Reduced harassment, aggression, and anxiety, as well as a moderate increase in students' perspectives toward gender parity and sexual and reproductive health. information.

Table 4.1: continued

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS
Mental health provisions in Schools (27)	Help desk program by Sarva Shiksha Abhiyan (SSA)	Adolescents in schools.	Ministry of Health and family welfare	Provide adolescents with guidance and assistance by providing a drop box (where students may obtain confidential help for their difficulties) and educated instructors to diagnose mental illnesses and deliver counseling.	Counseling services and workshops conducted as a part of SSA resulted in increasing referrals and follow-ups for child guidance clinical services.
(28)	Rashtriya Kishor Swasthya Karyakram (RKSK, National Adolescent Health Program)	In-school and out-of-school adolescents	Ministry of Health and family welfare	Peer learning programs, or *saathiyas*, are undertaken to provide preventative and promotional initiatives and raise knowledge about the well-being of adolescents. Key initiatives included "Adolescent Health Days" at the community level, periodic meetings of "Adolescent Friendly Clubs" at sub-centers, as well as counseling and healthcare assistance through "Adolescent Friendly Health Clinics."	The program is not effectively implemented across districts and states in the country, and it is generally underutilized by adolescents.

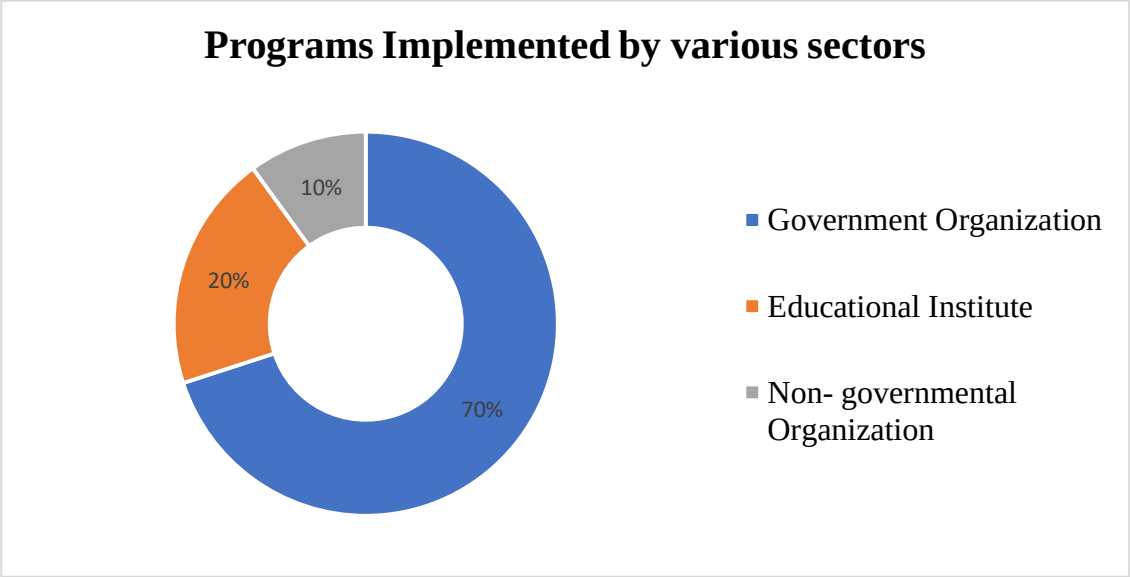
Table 4.1: continued

STUDY/ DOCUMENT	POLICY/ PROGRAM	TARGET GROUP	MINISTRY/ ORGANIZATION	KEY ASPECTS	CURRENT STATUS
School mental health program-scenario in India. (29)	LEAP (Lifestyle Education and Awareness Program)	Adolescents in government and aided schools in Kochi.	Health department via NRHM	Preventive and promotional activities. Mental health promotion included as part of lifestyle education	Individuals get valuable and adaptable skills for dealing with the obstacles that life brings.
School-based mental health promotion for urban adolescents. (30)	Spark Positive Emotions Academics and Relationships- SPEAR	Urban adolescents in school	NIMHANS, Bangalore	Components of SPEAR- personal development, safety, emotional management, academics, and relationships.	Create a unique, secure, and joyful environment that nurtures teenagers' freedom of choice and delight. Focus on developmental challenges

CHAPTER – 5: RESULT ANALYSIS

With the search process, a total of 10 initiatives were identified, encompassing programs mainly focusing on promoting the mental health of the school-going young population. Therefore, to gain a better understanding, the key features have been identified and analyzed. This review included identifying the audience they intended to target, determining the supporting ministry or organization involved in their implementation, and highlighting the key aspects or characteristics of each initiative. In addition, the current status or the impact of these initiatives was also considered.

There are a total of 10 initiatives listed in Table 4.1. Out of these, 7 initiatives are implemented by the government, 2 initiatives are undertaken by private organizations, and 1 initiative is carried out by an NGO. This differentiation showcases the scope and reach of the initiatives across different geographical areas within the country.



CHAPTER – 6: DISCUSSION

The narrative review highlights the presence of 10 school-based interventions in India, with 7 implemented by government agencies/ministries, 2 initiated by private and 1 by non-governmental organizations. These initiatives primarily aim to promote the mental well-being of young individuals in schools. The study suggests that most policies and programs focus on teaching life skills, counseling, and coping skills to improve young people's behavioral and social skills and equip them with effective and resilient abilities to deal with real-world challenges in school.

The study highlights that some of the initiatives being implemented at the national level are managed by different ministries which include the Ministry of Health and Family Welfare (MOHFW), the Ministry of Education (MOE), and the Ministry of Human

Resources Development (MHRD). These ministries play a key role in designing and implementing programs at the national level to promote the psychological well-being of the school-age young population.

On the other hand, interventions at the state level are regulated by non-governmental organizations (NGOs). These organizations work with local government and educational institutions to implement and oversee state-specific mental health promotion initiatives.

BY GOVERNMENT AGENCIES

Rashtriya Kishor Swasthya Karyakram (RKSK, National Adolescent Health Program) was launched in 2014 by the MOHFW. One of the key interventions in this program is the peer education program which focuses on increasing health services for adolescents and their involvement in the same. This program assists in enhancing their perspectives, expertise, and competencies in six areas: mental well-being, trauma and assault, reproductive and sexual health, NCDs, drug abuse, and nutrition. The peer educators called *saathiyas* are selected by the ASHAs to improve coverage with preventive and promotive activities like Adolescent Health Days, Adolescent Friendly Clubs, and Adolescent Friendly Health Clinics; and increasing awareness about issues and needs of the adolescent's health. (28) However, it is noted that there are various challenges in promoting the mental health of adolescents through the peer education program inadequate training time, a lack of quality control procedures, and a lack of standardization in the instructional material.. (31)

Similar to RKSK, there is a *school health and wellness program under Ayushmann Bharat* implemented by the MOHFW, MHRD, and Department of school education & Literacy in 2021. Through numerous initiatives aimed at promoting health, this program strives to increase the preventative and promotional segments. From every school, two teachers one male and one female are selected as health and wellness ambassadors and are trained to deliver health information through various interactive activities such as yoga, and meditation. This program had shown a significant impact on the mental well-being of the young population by improving access to healthcare

services, specifically the public sector, and reducing the financial burden on individuals as well as families. This program was also found effective in promoting mental health by increasing the utilization of the services and support to young people. (22)

The *new education policy (NEP) 2020*, by the Ministry of Education, aims to promote mental health and increase awareness across the country. This program offers young people psychological and emotional support, helps them to identify their abilities, and learn positive and adaptive skills. It involves various group activities and workshops to raise awareness and develop a positive attitude to deal with various life challenges. (21) From the study, this program was found to be effective in providing satisfaction to the students, making students feel more trustworthy and responsible. It increases the support from friends and family and improves coping skills. (32)

Under the prime minister's vision of "*Atma nirbhar Bharat*", a new initiative called "*Manodrpan*" is channelized through the new education policy (NEP) 2020. This program helps students to live their youthful years pleasantly, successfully, and efficiently and to grow adaptable over time. There are various components and activities in this program like a web page that contains advisory guidelines, FAQs, practical tips; a national helpline number; tele counseling. It emphasizes creating a safe environment, early identification of issues, flexible curriculum to accommodate diverse students, teacher education courses covering mental health and physical education, and teaching life skills, stress management, and drug abuse prevention. (24) Therefore, it is observed that this program allows students to cope with their own emotional, social, personal, or interpersonal problems. It helps not only for their intellectual development but also for personal and psychological development.

"Sarva Shiksha Abhiyan" by the MOHFW, has implemented a "*help desk program"* which is also a teacher-led program with the key component of teachers counseling sections and a drop box facility for the students to share their problems confidentially and seek support and help with the trained professionals. These counseling sessions and workshops are found to be effective in increasing clinical services utilization by the students. (27)

Ullasaparavaka is the health education and life skill program, implemented by the SCERT in the government and government-aided schools in Kerala. This program focuses on training modules that will be delivered by the teachers to the students as part of their course curriculum. These modules will contribute to their overall personality development, well-being and improve social interaction. However, the program is found to be effective in improving problem-solving skills, interpersonal relationships, and self-awareness; as well as improving their decision-making processes. This program was found to be more effective for urban students. (25) Similar to this life skill program*, Lifestyle Education and awareness program (LEAP)* is implemented by the NRHM in the government and aided schools in Kochi. (27) The health department has recently added mental health promotion as part of lifestyle education, in which counseling services are provided for mental health issues. However, no further studies are conducted to assess the impact of the program on the students. (29)

BY PRIVATE ORGANIZATIONS

The national institute of Mental Health Neurosciences (NIMHANS), Bengaluru has implemented many programs to promote, prevent and treat mental illness in India. There is a universal comprehensive model program named *Promotion of mental health and Well-being of Adolescents* (PMHWB) implemented in 2015 in all the government and aided schools in Karnataka, which aims to decrease risks and improve adolescents' interpersonal abilities and perseverance in the school setting. This program uses a preventive approach to enhance their knowledge, attitude, and skills by using existing teachers as “facilitators”. These facilitators are provided with the manual which serves as a guide to effectively deliver various interactive and activity-based classroom sessions to the adolescents focused on mental well-being, adaptation, and confidence. This program is found to be more acceptable, feasible, and cost-effective. The evaluation done after 2 months of the implementation shows that the students had developed communication skills, leadership skills, Improved confidence, and increased self-esteem. (23)

NIMHANS had implemented another program named *Spark Positive Emotions Academics and Relationships (SPEAR)* which is a self-awareness-raising promotion

program for educational institutes. This program is focused on 6 core competencies-safety which includes interpersonal boundaries, sexual abuse, and violence; personal development focusing on self-image, sexuality, and decision-making; emotional management emphasis on emotional awareness, regulation, expression, and assertiveness; academics including Study skills, learning styles, and memory training; and lastly relationships which focus on interpersonal communication, connecting with peers, family, and societies. Similar to the PMHWB program, facilitators are assigned who will implement activities focusing on each domain of the SPEAR, and for that, an instructor handbook and manual were developed. It is a program for the universal promotion of mental well-being that may be applied everywhere in metropolitan India. The piloted SPEAR conducted in the Karnataka schools had shown positive feedback. These sessions have established an innovative, healthy, and enjoyable environment for teenagers to address developmental concerns. (30)

BY NGO

Sangath is a not-for-profit organization, that implemented many programs and initiatives focusing primarily on child development, adolescent and youth health, and mental health. *SEHER (Strengthening Evidence Base on school-based interventions for promoting adolescent health program)* is a low-cost intervention implemented in government schools in Bihar, which aims to establish a good environment in the educational setting by fostering healthy behavior and social competencies among teenagers. This program also helps children to feel more connected to the school by integrating their families, educators, and peers in the institutional-level decision-making process. Various activities like wall magazines, speak-out box, intra-school competitions, and the establishment of a School Health Promotion Committee (SHPC) are implemented by the teachers selected as “Seher Mitra” in the schools to improve factual knowledge, and problem-solving skills among students. (26)

CHAPTER – 7: CONCLUSION

The initiatives reviewed in the study give an idea of how different policies and programs have affected the lives of young individuals by improving their communication skills, leadership abilities, self-confidence, and self-esteem. These initiatives have not only addressed mental health but also shown an impact on other domains like violence, sexual and reproductive health, substance abuse, and NCDs by successfully improving the attitude, knowledge, and life skills of the young population.

Moreover, the program has contributed to the overall development of the students by enhancing their problem-solving skills, interpersonal relationships, self-awareness, and decision-making processes. Through these initiatives, students become more aware of mental health-related issues, which overall increases the utilization of services and assistance to young people.

The life skills lessons conducted within the school environment enhance students' coping skills and increase satisfaction, responsibility, and trustworthiness. These achievements highlight the program's impact on students' intellectual, personal, and psychological development.

Despite the positive outcomes and cost-effective intervention, it is important to address the challenges identified in the reviewed programs. Due to a lack of resources and inadequate allocation of teachers, teachers at government schools often feel burdened with heavy workloads. They sometimes viewed life skill programs as an additional task which result in a lack of interest and commitment. There are also low investments in these initiatives which result in poor management and difficulty in conducting activities.

The limitation of the study is that the effectiveness of the programs is based on the short-term impact. Therefore, to understand the outcomes of the initiatives a study should be conducted to assess the long-term effect of the program on young mental health.

CHAPTER – 8: KEY RECOMMENDATIONS

- Government schools need more resources by providing essential support like teacher allocations and resources, which will improve efficacy in implementing life skill programs.

- Provide a robust teacher training program focusing on developing skills and self-esteem and ensure effective delivery of the program. These programs must focus on developing leadership and communication skills.

- Monitoring and evaluation should be done regularly to ensure that the programs are meeting the expected outcomes, as well as any gaps that need to be addressed will be identified.

- The initiatives should be supported by ample funds and resources for seamless implementation. Increasing investments can raise the efficiency and accessibility of the interventions.

- Stakeholders such as parents, students, teachers, and schools should take part in decision-making and implementation processes to ensure the success of the program. As their learning and experiences can ensure better outreach of these programs.

REFERENCES

1. Youth_in_India_2022.pdf.

2. World mental health report Transforming mental health for all.pdf.

3. Richter A, Sjunnestrand M, Romare Strandh M, Hasson H. Implementing School-Based Mental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation. Int J Environ Res Public Health [Internet]. 2022 Mar 15 [cited 2023 May 21];19(6):3489. Available from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8948726/

4. Global Burden of Disease Study 2019 (GBD 2019) Data Resources | GHDx [Internet]. [cited 2023 May 21]. Available from: https://ghdx.healthdata.org/gbd-2019

5. Association of Mental Disorder in Childhood and Adolescence With Subsequent Educational Achievement | Adolescent Medicine | JAMA Psychiatry | JAMA Network [Internet]. [cited 2023 May 21]. Available from: https://jamanetwork.com/journals/jamapsychiatry/article-abstract/2763443

6. Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB. The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Dev. 2011;82(1):405–32.

7. Nebhinani N, Jain S. Adolescent mental health: Issues, challenges, and solutions. Ann Indian Psychiatry. 2019 Jan 1;3:4.

8. RKSK_Strategy_Handbook.pdf [Internet]. [cited 2023 May 21]. Available from: https://nhm.gov.in/images/pdf/programmes/RKSK/RKSK_Strategy_Handbook.pdf

9. Gopalan R, Sangeetha C, Ramakrishnan P, Raghavan V. School and Community - based Youth Mental Health Intervention Studies in India: A Scoping Review.

10. Creating an environment for emotional and social well-being: an important responsibility of a health promoting and child-friendly school [Internet]. [cited 2023 May 21]. Available from: https://www.who.int/publications-detail-redirect/creating-an-environment-for-emotional-and-social-well-being-an-important-responsibility-of-a-health-promoting-and-child-friendly-school

11. Shinde S, Weiss HA, Khandeparkar P, Pereira B, Sharma A, Gupta R, et al. A multicomponent secondary school health promotion intervention and adolescent health: An extension of the SEHER cluster randomised controlled trial in Bihar, India. PLoS Med. 2020 Feb;17(2):e1003021.

12. Chandra PS, Sowmya HR, Mehrotra S, Duggal M. "SMS" for mental health—feasibility and acceptability of using text messages for mental health promotion among young women from urban low income settings in India. Asian J Psychiatry. 2014 Oct;11:59–64.

13. Balaji M, Andrews T, Andrew G, Patel V. The Acceptability, Feasibility, and Effectiveness of a Population-based Intervention to Promote Youth Health: An Exploratory Study in Goa, India. J Adolesc Health Off Publ Soc Adolesc Med. 2011 May;48(5):453–60.

14. dfe-rb049-libre.pdf [Internet]. [cited 2023 Jun 3]. Available from: https://d1wqtxts1xzle7.cloudfront.net/6701459/dfe-rb049-libre.pdf?1390847650=&response-content-disposition=inline%3B+filename%3DSocial_and_Emotional_Aspects_of_Learning.pdf&Expires=1685779629&Signature=B9E8iXAKT-wzAI8SYWnlbstIWsuh-QLqre3YPmjlbujfxEZHGiJ0dDm~E38h9LfCmSWS2EvqcwbM2Is8HE~PyAqOTgaMdEqh7AkJTtvp1KC-p-tog1lmZp1DjuWUNXG8SYlhk6IgzFSCSSItqBU4byLh41tXBV4hjukR-Mw3~mwGGkQ~RsXB2Dk6JX67E-gWbXBPp40oySOwfADCOlvF~7yQYYRviVGWFSKx9pZQypL5~mlfubJX0CRPMNqfiMRbPHv3S3WQVzq2ukJrmlcRoPRIiKReK1Fbb2Gm8BB6UuEtZVZDIwHMq8Qyo4BzmsoNC-IfSZUJLQxdUV82P85YgA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

15. Hoare E, Thorp A, Bartholomeusz-Raymond N, McCoy A, Butler H, Berk M. Be You: A national education initiative to support the mental health of Australian children and young people. Aust N Z J Psychiatry [Internet]. 2020 Nov 1 [cited 2023 Jun 3];54(11):1061–6. Available from: https://doi.org/10.1177/0004867420946840

16. Promotion of social and emotional competence: Experiences from a mental health intervention applying a whole school approach | Emerald Insight [Internet]. [cited 2023 Jun 3]. Available from: https://www.emerald.com/insight/content/doi/10.1108/HE-03-2014-0039/full/html

17. KidsMatter: Children's mental health promotion & early intervention in schools & communities [Internet]. [cited 2023 Jun 3]. Available from: https://anzmh.asn.au/blog/mental-health/kidsmatter-childrens-mental-health-promotion-early-intervention-schools-communities

18. MindMatters – a programme for the promotion of mental health in primary and secondary schools: Results of an evaluation of the German language adaptation | Emerald Insight [Internet]. [cited 2023 Jun 3]. Available from: https://www.emerald.com/insight/content/doi/10.1108/09654280910970938/full/html

19. Youth_Mental_Health_project-School_Based_Initiatives.pdf [Internet]. [cited 2023 Jun 3]. Available from: https://www.beehive.govt.nz/sites/default/files/Youth_Mental_Health_project-School_Based_Initiatives.pdf

20. What is PB4L School-Wide? / PB4L School-Wide / Welcome - Positive Behaviour for Learning [Internet]. [cited 2023 Jun 3]. Available from: https://pb4l.tki.org.nz/PB4L-School-Wide/What-is-PB4L-School-Wide

21. Mental_Health_WSS_A_Survey_new.pdf [Internet]. [cited 2023 May 28]. Available from: https://ncert.nic.in/pdf/Mental_Health_WSS_A_Survey_new.pdf

22. Operational_guidelines_on_School_Health_Programme_under_Ayushman_Bharat.pdf.

23. Mn V, Mysore Narasimha V. Promotion of mental heath and Wellbeing of Adolescents - A NIMHANS Model. 2015 Jan 1;303.

24. Patil DR. NEP 2020: MANODARPAN (MIROR OF MIND) - AN INITIATIVE FOR PSYCHOSOCIAL SUPPORT AND MENTAL HEALTH PROMOTION. 2022;3(4).

25. Impact Study of Health Education and life skills programme- Ullasaparavakal class 1,2.pdf [Internet]. [cited 2023 May 23]. Available from: https://scert.kerala.gov.in/wp-content/uploads/2021/04/Impact%20Study%20of%20Health%20Education%20and%20life%20skills%20programme-%20Ullasaparavakal%20class%201,2.pdf

26. Seher | Sangath [Internet]. [cited 2023 May 24]. Available from: https://sangath.in/seher/

27. Ramkumar GS. Mental Health Provisions in Schools of Kerala: A Narrative Overview of Programs and Interventions. Kerala J Psychiatry [Internet]. 2015 Mar 23 [cited 2023 May 25];28(1):82–93. Available from: https://kjponline.com/index.php/kjp/article/view/12

28. Peer Education Programme :: National Health Mission [Internet]. [cited 2023 May 23]. Available from: https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=1249&lid=493

29. Kuppili PP, Nebhinani N. School Mental Health Program: Scenario in India. J Indian Assoc Child Adolesc Ment Health [Internet]. 2020 Jan [cited 2023 May 21];16(1):1–12. Available from: http://journals.sagepub.com/doi/10.1177/0973134220200101

30. Poornima M, Nv A. School-based mental health promotion for urban adolescents in India. In 2019 [cited 2023 May 27]. Available from: https://www.semanticscholar.org/paper/School-based-mental-health-promotion-for-urban-in-Poornima-Nv/5ea48f40528aaad3e676b573e878233bde00735b

31. Jain N, Bahl D, Mehta R, Bassi S, Sharma K, Arora M. Progress and challenges in implementing adolescent and school health programmes in India: a rapid review. BMJ Open. 2022 May 1;12:e047435.

32. Patil DRD. NEP 2020: MENTAL HEALTH AND EMOTIONAL WELL BEING OF STUDENTS AND THE CHANGINGROLE OF TEACHER AS COUNSELLOR. 2022;3(3).