

# PATH



IIHMR UNIVERSITY



## SCHOOL-BASED MENTAL HEALTH PROMOTION PROGRAMMES – A CASE STUDY OF INDIA

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# INTRODUCTION

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”*.

Mental disorders, such as anxiety and depression, profoundly affect the well-being of young people in India, with prevalence rates ranging from 2% to 13% among individuals aged 10-24 years. During puberty, girls tend to experience higher rates of depression and stress-related symptoms.

Schools are essential for promoting social and mental well-being, serving as an ideal platform to deliver mental health support through effective school-based interventions that improve mental health by preventing any mental health disorders

WHO's Health Promoting School initiative recognizes the promotion of emotional health and well-being as a significant goal, with comprehensive approaches showing positive outcomes in mental, social, and academic abilities.

Negative attitudes toward mental illness and insufficient dissemination of information contribute to inadequate support for child and adolescent mental healthcare.



# LITERATURE REVIEW

## Overview of National mental health initiatives across different countries

| Program                                                 | Country   | Target group                  | Key aspects                                                                                                                                                                                                          | Impact                                                                                                                           |
|---------------------------------------------------------|-----------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Social and emotional aspects of Learning (SEAL) Program | 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.<br>The program failed to achieve the expected outcome. |
| KidsMatter                                              | 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.          |

| Program          | Country     | Target group                                      | Key aspects                                                                                                                                 | Impact                                                                                                                      |
|------------------|-------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Up               | 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.                |
| FRIENDS for life | 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      | 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      |

| Program                                                                                                                   | Country     | Target group                                  | Key aspects                                                                                                                                              | Impact                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive behavior for learning (PB4L)<br> | 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<br> |
| Be You<br>                                | 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.                                                                           |

# STUDY OBJECTIVES



**The study evaluates India's current school-based mental health policies and programs, identifying gaps and areas for improvement while assessing their effectiveness through a comprehensive analysis of the scope, content, and available research studies.**



**The research aims to assess the effectiveness of existing school-based policies in promoting positive psychology and students' well-being by examining areas such as psychological well-being, school engagement, and other relevant factors through the evaluation of research studies.**



# RESEARCH QUESTION



**What are the school-based mental health policy and programs that are focusing on promoting mental well-being in India?**



**How effective are these initiatives in promoting the psychological well-being of the young population?**

# METHODOLOGY

## Study Design

Descriptive study  
with narrative review



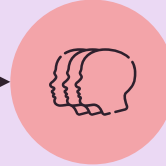
## Search strategy

Inclusion – last 5 yrs.  
Articles, young age group  
10-24 yrs., school setting  
and mental health  
specific



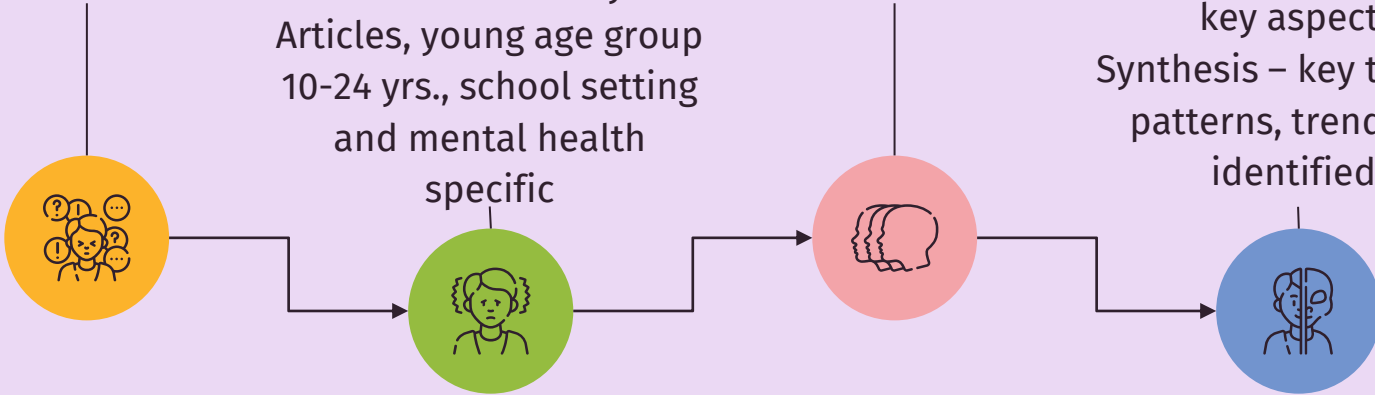
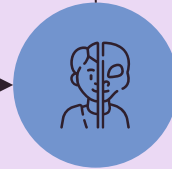
## Data Collection

Literature screening  
Full-text review



## Data Analysis

Extraction – study name,  
type of intervention, and  
key aspects  
Synthesis – key themes,  
patterns, trends are  
identified.



# RESULT & DISCUSSION

| PROGRAM                                             | TARGET GROUP                                                       | MINISTRY/ ORGANIZATION                                                                                                                    | KEY ASPECTS                                                                                                                                                                                                             | CURRENT STATUS/ IMPACT                                                                                                                                                                                                 |
|-----------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                         |
| 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. |

| PROGRAM                                                | TARGET GROUP                              | MINISTRY/ ORGANIZATION                                                 | KEY ASPECTS                                                                                                                                                                                                                                  | CURRENT STATUS/ IMPACT                                                                                                                                                                             |
|--------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| Ullasapara vaka                                        | Class 1 <sup>st</sup> to 12 <sup>th</sup> | 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.                        |

| PROGRAM<br>                                                                                                                                                 | TARGET GROUP                                                           | MINISTRY/<br>ORGANIZATION                    | KEY ASPECTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CURRENT STATUS/<br>IMPACT                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MANODRPAN<br>(Mirror of<br>Mind) under<br>“Atma Nirbhar<br>Bharat”<br><br> | Schools at the<br>state, district,<br>sub-district,<br>and block level | Ministry of<br>human resource<br>development | <p>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.</p> <p>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.</p> | 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. |

| PROGRAM                                                                                                                  | TARGET GROUP                                                    | MINISTRY/ ORGANIZATION                | KEY ASPECTS                                                                                                                                                                                                                       | CURRENT STATUS/ IMPACT                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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.                          |



| PROGRAM                                                                        | TARGET GROUP                            | MINISTRY/<br>ORGANIZATION             | KEY ASPECTS                                                                                                                                                                                                                                                                                                                                                                                                        | CURRENT STATUS/<br>IMPACT                                                                                                                |
|--------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 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 <i>saathiyas</i> , 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. |



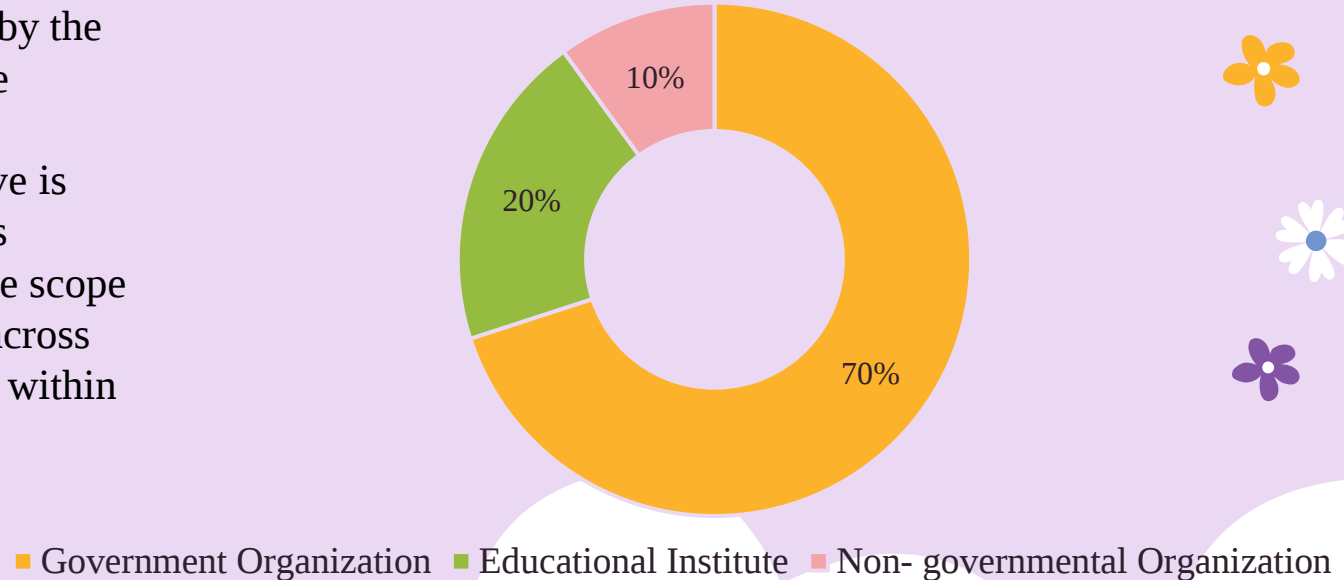



| PROGRAM                                                                   | TARGET GROUP                                          | MINISTRY/<br>ORGANIZATION  | KEY ASPECTS                                                                                               | CURRENT STATUS/<br>IMPACT                                                                                                                 |
|---------------------------------------------------------------------------|-------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Spark<br>Positive<br>Emotions<br>Academics<br>and<br>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 |
| LEAP<br>(Lifestyle Education and Awareness Program)                       | Adolescents in government and aided schools in Kochi. | Health department via NRHM | Preventive and promotional activities.<br>Mental health promotion included as part of lifestyle education | Individuals get valuable and adaptable skills for dealing with the obstacles that life brings.                                            |

# RESULT ANALYSIS

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.

**Programs Implemented by various sectors**



# CONCLUSION



Life skills lessons in schools improve coping skills, satisfaction, responsibility, and trustworthiness, positively impacting intellectual, personal, and psychological development.



Programs enhance problem-solving skills, interpersonal relationships, self-awareness, and decision-making processes, contributing to overall student development and increasing awareness of mental health issues and service utilization.



Life skills lessons in schools improve coping skills, satisfaction, responsibility, and trustworthiness, positively impacting intellectual, personal, and psychological development.

# RECOMMENDATIONS

**Increase  
resource  
allocation**

**Improve  
teacher  
training**

**Collaborate  
with  
stakeholders**

**Increase  
investment**

**Strengthen  
monitoring and  
evaluation**



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**THANK  
YOU!**

