

Bachelor of Education (B. Ed.)

**Title of the Course: Elective Course: E.1: Education for Mental Health
(Semester: IV)**

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

The course aims to equip student teachers with an understanding of nature and evolution of mental health as a discipline & mental health in practice. The focus lies on developing an informed perspective of fundamental concepts, ongoing issues and recent debates with reference to various perspectives on a healthy person. It is crucial that student teachers are oriented with an updated understanding of the foundational knowledge, skills and attitude which are a prerequisite for nurturing collective mental health, particularly in the context of Schools for Sustainable Development. Adopting a whole-school approach, involving all stakeholders, the course seeks to cultivate a shared commitment to collective responsibility for mental health. Additionally, the course strives to raise awareness among student teachers through critical engagement with government initiatives & educational resources related to School Mental Health. Furthermore, foundational guidance and counseling skills will be developed to student teachers, enabling them to serve as facilitators of mental health. The course also encourages the development of a reflective approach in student teachers, thus fostering sensitivity to mental health issues in school and community settings. The goal is to empower student teachers to be able to identify and address mental health concerns and issues within the personal and social realm & act as liaisoning partners with parents, teachers, school counselors & community members for promotion of school mental health.

Learning Outcomes

After completion of the course, student teacher will be able to:

1. Engage in empathetic communication using age-appropriate mental health

- terminology tailored to the developmental stages of school-age children
2. Counsel school-going children with sensitivity and awareness when discussing mental health concepts, and be cognizant in adapting language and vocabulary to suit the understanding and needs of each age group
 3. Collaborate with other stakeholders to cultivate a positive, inclusive school environment that prioritizes the mental health and emotional well-being of all stakeholders
 4. Critically evaluate educational resources in the field of Mental Health to assess their relevance, credibility, and effectiveness in addressing mental health issues within school settings
 5. Formulate preventive and promotive Mental Health Strategies by synthesizing evidence-based approaches and adapting them to the unique needs of the school community
 6. Design a comprehensive School Mental Health Plan by integrating diverse perspectives, resources, and strategies, and evaluate its efficacy in promoting mental health and well-being within the school environment.


Number of Units 4
hours

Weeks 15 = 60

Unit 1: Towards an Understanding of Mental Health

(4 weeks = 16 hours)

- 1.1 Concept of Mental Health (with reference to World Health Organization (WHO), Mental Health Atlas, Diagnostic and Statistical Manual of Mental Disorders (DSM), World Mental Health Report, Mental Health & Wellbeing National Survey)
- 1.2 Notions of A Healthy Person
- 1.3 Mental Health as a Continuum: Concept & Gaps
- 1.4 Key Debates & Discussions
 - 1.4.1 Mental Hygiene and Mental Health
 - 1.4.2 Nomothetic and Idiographic Approach


Head/Dean

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1.4.3 Statistical and Ideological/Bio-Psycho-Social Approach

1.4.4 Universalism and Cultural Relativism

1.5 De-Stigmatizing Mental Health

1.6 Mental Health Studies in India:

1.6.1 Conceptualization

1.6.2 Educational Policy Perspective (NEP 2020 & NCF-SE 2023)

1.6.3 Legal Perspective (MH Act 2017)

Unit 2: Mental Health: A Life Span Perspective

(3 weeks = 12 hours)

2.1 Life Span Perspective in Mental Health

2.2 Locating and Addressing Mental Health Concerns through life stages with reference to indicative issues such as Peer Conflict, Social Media Addiction, Procrastination, Media, Technology & Communication, Contemporary Lifestyles & Related Issues, Negotiating Stereotypes: Gender, Caste, Class, Religion and Region, Gender Roles & Sexual Orientations.

2.3 Revisiting who is a Healthy Person with special emphasis on different stages of life?

2.4 Development of Life Skills

2.4.1 Frustration, conflict, stress and anxiety: Sources and management

Unit 3: Mental Health: In the context of School

(4 weeks = 16 hours)

3.1 Understanding Nature of School as an Institution

3.2 School Related Challenges to Mental Health

3.2.1 School Based Issues (Home-school continuity & discontinuity; diverseshool contexts)

3.2.2 Mental Health Concerns of Key Stakeholders: Students, Teachers, Schoolleaders, Non-Teaching Staff

3.3 Approaches to Address Mental Health concerns: Schools as Enablers of Mental Health

3.3.1 Preventive and Promotive (Wellbeing and Resilience)

3.3.2 Curative and Diagnostic

3.4 Mental Health & Sustainable Development: A Whole School Approach

3.5 Resources of Mental Health

3.5.1 Exemplary Case Studies from the Field (catering to Preventive & Promotive Aspects of Mental Health)

3.5.2 Mental Health Apps, Podcasts, Blogs, YouTube channels, tool-kits & modules (developed by WHO, UN bodies, National & State Agencies) catering to the mental health concerns of school going children.

Unit 4: School Mental Health & Role of Teachers

(3 weeks = 12 hours)

4.1. Promoting Mental Health Literacy

4.1 Teacher as a Guide & a Counselor

4.1.1 Concept and Needs

4.1.2 Notion of teacher as a counsellor

4.1.3 Strategies for Guidance and Counselling

4.2 Addressing Mental Health Concerns of Key Stakeholders in Schools

4.3 Partnering with others for Promotion of School Mental Health

4.3.1 Peer Support

4.3.2 Collaboration with Parents

4.3.3 Community Participation

4.3.4 School Counsellors and Mental Health Practitioner

4.4 From Evidence to Action: Designing & Evaluating a School Mental Health Plan

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critically review and interpret the data findings from recent mental health survey published by reputable organizations such as the UN, WHO, or government bodies, focusing on key trends, disparities, and implications for policy and practice.

2. Share anecdotal narratives gathered from grandparents, parents, and peers, highlighting their relevance to mental health. Reflect on how these accounts might have inadvertently reinforced misconceptions. Additionally, provide handouts containing typical mental health myths alongside accurate information. Prompt group collaboration to discern between factual and mythical statements, fostering dialogue to clarify any uncertainties.
3. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
4. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding of the concern. Present your understanding through annotations of the resources and share them in the mental health group.
5. Conduct an observational study to identify prevalent mental health concerns among school-age children at different developmental stages. Develop a detailed report outlining your observations, including promotive strategies for school mental health.
6. Investigate how mental health issues are portrayed in popular media platforms such as magazines, films, television shows, or radio broadcasts. Analyze the stereotypes presented, propagated, or challenged in these representations and discuss their impact on public perceptions and attitudes towards mental health.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Documentaries And Films

Alexander, A. (2014). Elee: The Invisible Child [Animation]. India: NID

(Diploma Project). Bandyopadhyay, M. (2006). Being Male, Being Koti [Documentary]. India: PSBT.

Saryal, A. (Director). (2011). A Drop of Sunshine [Documentary].

India: PSBT. Srinivasan, A. (Director). (2009). I Wonder...

[Documentary]. India: PSBT.

Farooqui, S. and Hassanwalia, S. (2013). Bioscope: Non Binary conversations on Gender

and Education[Documentary]. India: Nirantar.

<http://www.lifeovertakesme.com>

Essential/ Recommended Readings

- Anand, M. (2018). Promoting mental health of school children: Indian reflections. *Indian Journal of Health and Wellbeing*, 9(2), 292-295.
- Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel*. John Wiley & Sons.
- Cattan, M., & Tilford, S. (2006). *Mental health promotion: A lifespan approach*. McGraw-Hill Education(UK).
- Cavioni, V., Grazzani, I., & Ormaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework.
- Chehaib, H., Rodríguez-Campos, L., & Todd, A. (2023). Evaluation of a School-Based Program Designed to Improve the Mental Health in Children: A Collaborative Approach. *School Community Journal*, 33(1).
- Corey L. M. Keyes. (2002). The Mental Health Continuum: From Languishing to Flourishing in Life. *Journal of Health and Social Behavior*, 43(2), 207-222. <https://doi.org/10.2307/3090197>
- Coronel-Santos, M. A., & Rodríguez-Macias, J. C. (2022). Integral definition and conceptual model of mental health: Proposal from a systematic review of different paradigms. *Frontiers in sociology*, 7, 978804. <https://doi.org/10.3389/fsoc.2022.978804>
- de Saint, A. (2021). *The Little Prince*. Aegitas.
- Fenwick-Smith, A., Dahlberg, E. E., & Thompson, S. C. (2018). Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. *BMC psychology*, 6, 1-17.
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annu. Rev. Public Health*, 26, 399-419.
- Gatto, J. T. (2002). *The seven-lesson schoolteacher. Dumbing us down: The hidden curriculum of compulsory schooling*. New Society Publishers.
- Gericke, N. (2022). Implementation of Education for Sustainable Development through a Whole School Approach. In *Education for Sustainable Development in Primary and Secondary Schools: Pedagogical and Practical Approaches for Teachers* (pp. 153-166). Cham: Springer International Publishing.
- Gupta, A., & Coffey, D. (2019). Caste, religion, and mental health in India.
- Helping adolescents thrive toolkit: strategies to promote and protect adolescent mental health and reduce self-harm and other risk behaviours. Geneva: World Health Organization and the United Nations Children's Fund (UNICEF), 2021. Licence: CC BY-NC-SA 3.0 IGO.
- Kuppili, P. P., & Nebhinani, N. (2020). School Mental Health Program: Scenario in India. *Journal of Indian Association for Child and Adolescent Mental Health*, 16(1), 1-12.
- Kuther, T. L. (2022). *Lifespan development: Lives in context*. SAGE publications.

- World Health Organization. (2014). Social determinants of mental health.
- Laursen, B., Finkelstein, B. D., & Betts, N. T. (2001). A developmental meta-analysis of peer conflict resolution. *Developmental review*, 21(4), 423-449.
 - Math, S. B., Basavaraju, V., Harihara, S. N., Gowda, G. S., Manjunatha, N., Kumar, C. N., & Gowda, M. (2019). Mental Healthcare Act 2017 - Aspiration to action. *Indian journal of psychiatry*, 61(Suppl 4), S660-S666. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_91_19
 - Mental Health and Well-being of School Students - A National Survey, 2022 <https://dsei.education.gov.in/node/2145>
 - Middlebrooks, Jennifer S. & Audage, N. C. (2008). The Effects of Childhood Stress on Health Across the Lifespan. *Psychology*, 6(6).
 - NCF-SE (2023) Policy document released by Government of India. Retrieved from https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
 - NEP (2020) Policy document released by Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
 - Padhy, S. K., Khatana, S., & Sarkar, S. (2014). Media and mental illness: Relevance to India. *Journal of Postgraduate Medicine*, 60(2).
 - Parikh, R., Michelson, D., Sapru, M., Sahu, R., Singh, A., Cuijpers, P., & Patel, V. (2019). Priorities and preferences for school-based mental health services in India: a multi-stakeholder study with adolescents, parents, school staff, and mental health providers. *Global Mental Health*, 6, e18. doi:10.1017/gmh.2019.16
 - Patil, R. (2022). NEP 2020: Mental Health And Emotional Well Being Of Students And The Changing Role Of Teacher As Counsellor. *International Journal of Research Publication and Reviews*, Vol. 3, no 3, pp 497-517
 - Pilgrim, D. (2022). Key concepts in mental health. *Key Concepts Mental Health*, 100.
 - Prasad, K. M., Angothu, H., Mathews, M. M., & Chaturvedi, S. K. (2016). How are social changes in the twenty first century relevant to mental health?. *Indian Journal of Social Psychiatry*, 32(3), 227-237.
 - Rajaraman, D., Shinde, S., & Patel, V. (Eds.). (2015). *School health promotion: Case studies from India*. Byword Books.
 - Raman V, Thomas S. (2023). School Mental Health Program in India—Issues and Possible Practical Solutions. *Indian Journal of Psychological Medicine*. 45(3):283-288. doi:10.1177/02537176231165033
 - Scott, D. A., Valley, B., & Simecka, B. A. (2017). Mental health concerns in the digital age. *International Journal of Mental Health and Addiction*, 15, 604-613.
 - Sharma, P. (2019). Peer support in mental healthcare. *Economic and Political Weekly*, 54(26 & 27), 27-29.
 - Solbes-Canales, I., Valverde-Montesino, S., & Herranz-Hernández, P. (2020). Socialization of gender stereotypes related to attributes and professions among young Spanish school-aged children. *Frontiers in psychology*, 11, 609.
 - Southwick, S. M., Litz, B. T., Charney, D., & Friedman, M. J. (Eds.). (2011). *Resilience*

and mental health:Challenges across the lifespan. Cambridge university press.

Teaching Learning Resources (Digital and others):

https://ncert.nic.in/pdf/announcement/Training_Resource_Material_english.pdf

<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>

https://manodarpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf

https://www.youtube.com/results?search_query=manodarpan+ncert

<https://www.youtube.com/playlist?list=PLUgLeppv1YiccG7-nLBHnOpjwB-R9wMq>

<https://podcasters.spotify.com/pod/show/epw-research-radio/episodes/Socio-cultural-Factors-and-Mental-Health-in-India-c1p275r/a-a8ludil>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation.

Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Mental Health, Education, Schooling



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