REDEFINING EDUCATION FOR FUTURE: EFFECTIVENESS OF ADOLESCENT MENTAL HEALTH PROGRAMME

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Abstract:

This survey study specifically focusing on the awareness of Massive Open Online Courses (MOOCs) among student teachers in Pune city, appears to be limited the objective of this study was Awareness of the MOOC course among the student-teachers in Pune city. A survey method was adopted for this study. Sample of 120 Student-teachers from B. A. B.Ed., B.Ed., M.Ed. Colleges. The results of the present study indicate that the student-teachers are an average level of Awareness of the MOOC , and awareness of SWAYAM based on student-teachers Basic Qualification etc.

Key words: *MOOC, Student Teacher, Awareness ,SWAYAM,NEPTEL,mooKIT etc.*

Introduction:

Education moves beyond traditional classrooms, promoting holistic growth through experiential and socio-emotional learning. The focus shifts to creativity, adaptability, and problem-solving, preparing individuals for emerging challenges.

Education 5.0 is the **use of new technologies to provide more humanized teaching, with a focus on students' social and emotional development and solutions that improve life in society.** Over the last few decades, we have witnessed a boom of digital transformation and new technology in our day-to-day. Artificial Intelligence, the Internet of Things, data processing, and other tools have been embedded in our lives and in companies. With the Covid-19 pandemic, life turned more digital, and things were no different in educational institutions. Online classes and distance learning were no longer trends, but reality, and everyone had to get used to them. But beyond technological devices, the pandemic made clear the need to prepare human beings for adversity, for emotionally intelligent people who know how to turn

digital transformation into a tool for social transformation. And that's exactly what Education 5.0 is: a chain that links digital and technological knowledge to human social and emotional skills to promote well-being.

Holistic Development: Education's Role in Holistic Development: Education 5.0 emphasizes the development of well-rounded individuals with not only cognitive skills but also emotional intelligence, social awareness, and ethical values. This holistic development aligns with Society 5.0's focus on human-centric solutions that promote well-being, inclusivity, and ethical considerations. Society's Impact on Holistic Development: Society 5.0's aim to enhance overall human welfare encourages education systems to address broader societal challenges. This means that Education 5.0 curricula can integrate topics related to sustainability, ethics, social justice, and responsible technology use, aligning with Society 5.0's principles. (Carvalho, L. 2023).

World Health Organization defines 'adolescence' as age spanning 10 to 19 yr. According to 2011 census

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data, there are 12, 05, 26,449 adolescents, which comprise nearly 9.95% of India's total population (Census 2011). Of the total adolescent population, 11% belong to the 10-14 years age group and nearly 10% are in the 15-19 years age group. Data on adolescents from national surveys call for focused attention with respect to health for this age group. It will also help India realize its demographic bonus, as healthy adolescents are an important resource for the economy (Adolescent Health, National Health Mission). An empowered child has the competence to cope with the challenges of life using the available resources even amidst such adversities (Bharath and Kumar, 2010). The incidence of mental health issues among adolescents is growing (Collishaw, Maughan, Goodman & Pickles, 2004). School counsellors support students with mental health issues in their schools. This provides the guidance that schools need in order to be proactive, provide immediate assistance to those students in need, and maximize general education's overall effectiveness. (Repie, 2005).

Need of the research:

1. The health situation of this age group is a key determinant of India's overall health, mortality, morbidity and population growth scenario. Education 5.0 focuses on student's social and emotional development also promotes well-being.

2. It will also help India realize its demographic bonus, as healthy adolescents are an important resource for the economy (Adolescent Health, National Health Mission)

3. Academic stress, violence including bullying, sexual permissiveness, easy drug availability and abuse, crowding, poor infrastructure, social divide are some of major issues which a youth has to contend within this rapidly changing social scene of India. An empowered child has the competence to cope with the challenges of life using the available

resources even amidst such adversities (Bharath and Kumar, 2010)

4. Good mental and physical health enables adolescents to make the most of these years, which, in turn, provides a sound foundation for the adult years.

Objectives:

1. To develop mental health programme for adolescents in school.

2. To assess the effectiveness of mental health programme on the mental health of adolescents in PMC school, Pune.

Significance of the study:

1. A young person might feel disappointed, disillusioned and hurt one minute; ecstatic, optimistic and in love the next. As they grapple with physical and emotional changes, today's adolescents must also cope with external forces over which they have little control. Demands of culture, gender, globalization and poverty have pushed millions of adolescents prematurely into adult roles and responsibilities. With their world lacking safety, consistency and structure, all too often adolescents are left to make difficult choices, largely on their own. (Adolescence: A Time that Matters, UNICEF 2002).

2. Adolescents are the backbone of the society as the future of country depends on them. "The number, severity and duration of these symptoms are influenced by age, history of trauma, psychological status before the event, hours spent watching media coverage of the event, having a family member who died and the presence or absence of social and economic supports," wrote Hertz and Barrios in a paper published in February 2021 in Injury Prevention. Covid-19 pandemic impact on AMH is important. (Hertz and Barrios, 2021)

3. Adolescents are affected by the impact of the pandemic on their caregivers, including unemployment, financial and emotional stress, and

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fear of infection, highlighting the need for adults to receive adequate care and support as well.

4. Education promotes holistic growth and prepare students to face challenges in life. Sound mental health is necessary to face challenges of life.

5. School plays important role in student's life. All school programmes facilitate holistic growth of adolescents. School should equip adolescents to face life challenges with sound mental health.

The literature review is drawn from books, periodicals, education encyclopaedia, journals, dissertations and related research.

Review of Related Literature:

The majority of mental illnesses begin in childhood, adolescence and young adulthood before the age of 25. The transition from adolescence to adulthood is a particularly vulnerable time for adolescents with mental illness, affecting psychosocial functioning and participation in work life. Therefore, they need—in contrast to classic standard vocational interventions—a long-term, holistic and individually oriented vocational rehabilitation program. With the innovative model project "Start in education and employment (StAB)", adolescents and young adults with mental illnesses are to be supported with regard to their vocational perspectives and participation by a new type of individualized, holistic, long-term job coaching. Beyond improving the young people's participation in education or working life, and consequently their career prospects, StAB should also lead to positive changes in non-work-related characteristics, such as the adolescents' psychosocial functioning, quality of life or self-efficacy. (Schniedermann I., et al., 2022)

There was a significant influence of using new media on mental health and academic achievement of adolescents. The adolescents who have their own media devices spent a long time on it. They didn't take care of their academic activities. They used the media devices for the non-academic activities. They played internet games. This affected their academic achievement. Over use of internet and smart phone were associated with mental health disorders such as depression, anxiety, aggression and cyber bullying. This finding coincides with the findings of the study of Kumar (Kumar, 2011). The study found that the new media influence the mental health and academic achievement. (Selvakatheeswaran, 2017)

A study reflected that mental health programme among adolescents was found to be effective in improving on mental health characteristics. The study recommended that mental health professionals should work in collaboration for the implementation and evaluation of mental health educational interventions in order to identify evidence-based interventions for the purposes of the mental health promotion. (Baskaran, 2017)

Population and Sampling procedure:

The target population for the current study is adolescent students studying in Pune city. The study confines to respondents from Pune city.

For experimental method, purposive sampling method is used. One PMC school will be selected by the researcher by convenience of time and place. 60 students will be selected for the study.

Tools of Research:

For the purpose of attaining the objectives, the following tools will be used: -

a) **Mental Health Test**

Standardised Mental Health Test would be administered to school going adolescent students to identify in details the nature of mental health.

The researcher selected a test by Prof. Usha Khire & Meghamala Rajguru which is a publication of Jnana Prabodhini Institute of psychology (JPIP). The test focuses on the four dimensions of mental health of adolescents like confidence, sociability, neurotic tendency, self -sufficiency. It is used as a pre-test and post-test.

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b) **Mental health programme**

The researcher prepared the mental health programme for adolescents in school. The researcher implemented it on adolescents in school.

Methodology:

Type of research

1. Multi method is used in research.
2. At first step, product development method is used.
3. Then experimental method is used.

Experimental Research design:

True experimental research design will be used in this research.

Pre-test and post-test control group design:

In pre-test and post-test control group design, participants are given a pre-test of some kind to measure their baseline state before their participation in an intervention.

In our experiment, we would have participants in both the experimental and control groups complete some measure of mental health, an established scale before they start their treatment. As part of the experiment, we would have a defined time period during which the treatment as implementation of mental health programme, would take place. At the end of 21 weeks, we would give both groups the same measure as a post-test.

RA   O1   X   O2
RB   O1   O2

In the diagram, RA (random assignment group A) is the experimental group and RB is the control group. O1 denotes the pre-test, X denotes the experimental intervention, and O2 denotes the post-test.

The researcher randomly selects the adolescents in PMC school and assigns control and experimental group. Then pre-test is given to control as well as experimental groups. Then mental health programme created by the researcher is implemented on experimental group only. Then post-test is conducted on control as well as experimental group. The result is analysed by techniques.

Did the change occur after the intervention? Assuming there is a change in the scores between the pre-test and post-test, we would be able to say that yes, the change did occur after the intervention. Causality can't exist if the change happened before the intervention—this would mean that something else led to the change, not our intervention.

Data Analysis Technique:

Explanatory Sequential Mixed Method is used in the study as the study considers both Qualitative as well as Quantitative data. Normality testing and grounded theory is used to analyse data. Both Quantitative data followed by Qualitative data are analysed in the given study.

Design of mental health programme:

There are four main dimensions in the Mental health test. sociability, self-sufficiency, confidence and neurotic tendency. Activities to develop confidence, sociability and self-sufficiency are framed in the programme. The programme aims at increasing confidence, sociability, self-sufficiency and decrease neurotic-tendency of school going adolescents. Some activities are planned to enhance mental health of adolescents.

In a week time three activities are planned. Each dimension has about seven/eight activities. So, the time period will be 10 weeks.

Construction of Product:

Activities are based on mental health dimensions-

A) Confidence:

- Self Portrait
- Open ended prompts
- Mindfulness activity
- Self-introduction speech
- Interview
- Awareness drive
- Express self-opinion

- Role-play

B) Sociability:

- ❖ Role play
- ❖ Positivity notes
- ❖ Group discussion
- ❖ Game
- ❖ You and I statement
- ❖ Friendship
- ❖ Group drawing
- ❖ Class decoration

C) Self-sufficiency:

- Positive phrase
- Mindful work
- Positive affirmations
- Worksheet
- Problem solving
- Self-reliant activities
- Run a business

D) Neurotic Tendency:

- ➢ Game
- ➢ Identify feelings
- ➢ Put yourself in other's shoes
- ➢ Role-play
- ➢ Empathy activity
- ➢ Blind man's buff
- ➢ Drawing emotions

After three weeks post-test will be administered on the group. After applying post-test, result is tested. Data is gathered by the researcher. Data is analysed by data analysis techniques. Conclusion is drawn.

Stages and steps of preparation of programme:

- ❖ Preparation of first draft
- ❖ Suggestions by experts
- ❖ Pilot study
- ❖ Finalization of programme
- ❖ Implementation of programme
- ❖ Preparation of first draft- The researcher studied various aspects of mental health dimensions like confidence, sociability, neurotic tendency, self-

sufficiency and prepared first draft of product. Main aim of preparation of product is increasing confidence, sociability, self-sufficiency and decreasing neurotic-tendency of school going adolescents.

- ❖ Suggestions by Expert- Suggestions from 4 experts from Education and psychology field. The researcher made changes as per the guideline provided by experts and modified the product.
- ❖ Pilot Study- Pilot study is conducted on some students to check the effectiveness of product. It helps to reduce risk of errors in large study, chance to refine programme, to identify issues.
- ❖ Finalisation of the product- After the pilot study, necessary steps are taken to refine the product. Product is finalised.
- ❖ Implementation- The Implementation of programme by researcher on adolescents in school. The researcher implemented the programme in PMC school so as to check its effect on the mental health of adolescents in school.

Variables of the study:

1. Mental Health programme is an independent variable
2. AMH (Adolescent Mental Health) is dependent variable which is affected by the programme.
3. School environment is the extraneous variable
4. Sex of the student is the extraneous variable
5. Test is the extraneous variable in the study.
6. Age of the student is extraneous variable.

Conclusion:

The researcher conducted pre-test on experimental group as well as control group. The researcher developed the product and conducted all activities on the experimental group. Then the researcher conducted post-test on the experimental as well as control group. The researcher will conduct data analysis. Graphical representation is also prepared. The researcher will compare the scores of pre-test and post-test and finds out the effectiveness of the programme. Through all the

data analysis techniques, graphical analysis it is proved that the mental health programme is effective for the development of mental health of adolescents.

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