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CHAPTER –IX

Conclusion, Suggestion and Action Plan

CHAPTER: IX

CONCLUSION, SUGGESTION AND ACTION PLAN

Give me a spark O' Nature's fire, that's the learning I desire"

- Robert Burns

The study has enabled the researcher to contemplate upon the applied aspect of the sociological theory of 'Structuration' and the micro and macro aspects of the "Systems" theory.

Globalization is a famous buzz word that cover diverse aspects of civilization: political, economics and cultural trends affecting the importance of relevant and accounting education, both in developed and developing nations. Developing nation ought to coin novel educational syllabus, material and assessment system suitable to the unique ecological environment for a harmonious and richer living.

It has raised questions about the education system in modern society having inter disciplinary and inter sector linkage.

It also emphasizes on the need for building up close inter disciplinary and inter sector linkage across all caste, creed and class, through empowered schools for creating better citizens of tomorrow.

Following Inferences are drawn form the analysis and interpretation of data based on chi-square test, coefficient of correlation and ANOVA reveals the following features.

- The influence of urbanization on rustic life style that causes double bind phenomena of push and pull, arousing chaos, strain and stress in school goers, aspiring to enter higher education programme, for example commuting to distance schools, abiding by traditional role and liability of family binding as against acquisition of educational competence.
- Higher parent education raises higher aspiration amongst parents and probably induced anxiety for children awaiting to enter higher education.
- In rural sector migration and poverty contributes to great extent to the lack of social support along with financial problem causing stress in children. (as it has come out from the case study too)
- The late marriage trend causing the middle age syndrome for parents often associated with physical limitation, tends to divert the attention of parents perhaps towards personal problems. (as it has come out from the case study too)
- Combined with the thrust for nuclear family and the rising economic crises owing to dependence on mechanization, the family cohesiveness is at stake.
- The statistical data and calculation has given thought for ruminating over the combined effect of Taluka, habitat, gender as against back ground variables like caste, class, ethnicity, parent

education, parental age, parent occupation and other factors that is interwoven with family dynamics affecting today's student.

Highlight of the Qualitative Analysis Data:

The focused group discussion and interview with parents and teachers as well as case studies have brought out significant complex issues given as below

- Role of father
- Parenting style
- Gender discrimination,
- Reservation system,
- Ethnic support,
- Conglomeration of traditional values and modernism,
- Migration and its impact.
- NRI culture and impact
- Craze for study abroad and impact
- Capitation Fee and Examination System

To summaries the education system in modern INDIA needs to consider a lot more issues minutely to become efficient and effective. It has to rise above conducting routine exams, running unwieldy classes in schools, having wanted of adequate infrastructure and competent teachers. Death of holistic learning at the school level that not only ensures employment, career prospects, but also goes beyond to cause frustration and deviation amongst youngsters.

Educational Implications of Stress

Stressful life circumstances may influence school adjustment in many ways. First, dealing with stress in other areas of their lives may interfere directly with children's performance at school by depleting the amount of time, energy, and focused attention available for academic tasks and school involvement, such as completing homework or engaging in after school activities. Second exposure to high levels of stress may divert coping resources away from efforts to deal with the challenges of school. This lack of resources may lead adolescents to feel overwhelmed, and create a sense of helplessness that results in disengagement from school. Third, stressful circumstances outside of school may lead children to place less of a priority on educational goals, thereby undermining school investment. Finally, if stress originates within the family setting, it is likely that family members have less availability and lower levels of school involvement, which would diminish emotional and instrumental support necessary for educational success.

Depression has been linked to a range of negative school related outcomes, including poor grades, a lack of persistence in the face of academic challenges and decreased classroom participation. These effects may range from short term declines in academic performance to long term problematic school outcomes. for example, depressive symptoms as early as first grade predict school difficulties many years later, including increased use of special education services, grade retention and poor grades.

Whether it is most common for academic difficulties to precede depression or for depression to precede academic difficulties has not yet been clearly determined. It also is possible, of course, that the presence of significant academic difficulties in depressed children reflects a common third influence. for example, both depression and academic impairment are linked to behaviour problems and attention deficits.

In fact, research has suggested that depression may be most strongly associated with academic stress, failure, and school conduct problems when it occurs with acting out behaviour or attention deficits.

Health and Mental Health of Adolescent and Society:

Acceptability and participation in such programmes by all stakeholders politicians, administrators, doctors, sociologists, psychologists as well as children, patents and teachers- will be high if the mental health message is delivered as part of a general health message. This would also be relevant in the context of the physical and physiological changes that children experience in this phase. The importance of nutrition and diet, physical exercise, sexuality and sexual behaviour, substance use and abuse, suicide committed by adolescent and youth all take on significance when viewed in the context of India becoming a leading nation for HIV/AIDS, diabetes and coronary heart disease and hyper tension as well as rising delinquency and frequent visits to psychiatric clinic. Regular health and mental health check-ups will also facilitate healthy growth and development along with optimal functioning of youngsters.

Concept of Mental Health:

WHO 1951 "Mental Health is the capacity of the individual to form harmonious relation with others and to participate in, or, contribute to, changes in his social or physical environment."

Mental health and education system:

The education system has been accountable to function as a major stressor amongst students and parents.

The following are the hurdles –

- Lack of holistic learning and inter disciplinary learning.
- Excessive significance to the examination system
- Dearth of life style oriented and value oriented education
- Ignorance among parents and students with respect to career prospects.

Some of the quotes from the parents are as follows

- "Oh tomorrow is a result day - it is our doom day."
- "I only wish I get admission into medicine."
- "I shall go to the temple tomorrow to appease the God for my son's results".
- "My son must make his way to engineering admission in college".

Controversies of Mental Health Concept

- Manifestation of mental disorders is perceived variedly in different culture and mental health has varied connotation for example, in rural India, owing to the hierarchy and male power, verbalizing emotional problems by women, or refusal of sex is a taboo.
- Decision making for major events in life is done by the family head generally a male member. Any diversion is considered to be abnormal in the Indian context.
- Obsession and rigidity is overlooked under the umbrella of religion.
- Another significant fact that is associated with misinterpretation of mental illness or mental health, is the expression of emotion and the words involve for example unpleasantness can be verbalize as sadness, depression, feeling of droopiness, feeling of exertion or disinterest in life and anxiety may be verbalize as distress, physical affable, irritation, feeling of fear, feeling of being alarmed and so on. Thus "the meaning of stress is not consistence in its implications."
- Another striking fact is that, India being a developing country, there are chances of a great many people being inflicted, both in the urban and rural sector, anxiety, depression, anti social personality disorder and schizophrenia.
- Personality split is not uncommon with the operant complex system and double value of individuals.
- Finally the relationship between childhood experiences and adult mental health is not given the due weight age. Relationship across

the life span, between chronological age of children and adolescents and mental health stress of adults needs to be significantly analyzed and understood

Suggestion and Rationale

On the basis of the data analysis acquired from both quantitative and qualitative analysis certain broad areas have emerged, that would need immediate intervention, in order to draw out the maximum potential of students as well as to ensure holistic well – being of students.

- **Introducing Life skill education model for students**

Psychosocial stressors are inevitable. Examinations and performance anxiety, difficulties in interpersonal relationships, parental and peer pressures are some of the stressors contributing to the high rates of stress.

This module should be imbibed and integrated within the school curriculum. It is also important to recognize that teachers, who are the key resource persons to deliver this intervention, should be selected on the basis of aptitude and interest. An incentive must be given to deserving teachers for sustaining motivation.

Several Social workers have implemented life skill education programme in the past along with research work.

- **Evolving democratic parenting style**
- **Strengthing and advocating the role of fathers involvement in the family**
- **Generating awareness and demand in community is the dire need.**

As per the study it has been observed that there is a changing role of the father and there is a need for democratic, authoritative and understanding parenting style in the absence of such approach the family is subjected to stress.

- **Motivating community leaders and religious leader to use Caste and creed as a contributing factor in promoting mental ill health, without any discrimination:**

The Charotar culture having peculiar traits has a lot of push and pull factors like problems of NRIs who send their children to India for school education, the brain drain of majority to UK and USA, after school the controversies around the status of women (Anand District is renowned for the maximum number of surrogate mothers, however cu-education, inter caste marriage is a controversial issue, and dowry death as well as female feticide is still rampant) and the disparity of the class/ creed along with lifestyle leads to in conducive environment for normal healthy growth of the students. Also the Charotar area has been galloping with developing posh infrastructure, although the value system is extremely rigid and it adheres to specific ethnic / religious sect.

- **Developing positive attitude and approach amongst students**

Regardless of the innate factors, positive experiences of the individual in the social world enables him/her to satiate, needs, to nullify impact of past shocks or disappointment. Further, certain moods or behavior is often respected consciously or unconsciously, so as to form habits and in turn develop consistent personality.

In other words learned responses are the outcome of conditioning that in turn leads to better adjustment discipline good discipline consequences healthy adjustment promoting achievement.

- **Imbibing value based education in school curriculum**

Modern society is plagued by materialistic values. Students and family needs to be oriented to developed a balanced life style that involves focus on human values like sacrifice patience, contentment, simplicity, self reliance honesty, magnamity and kindness.

- **Role of different stakeholders need to be interlink and co-coordinative**

Inter sector and interdisciplinary Linkage:

The experiences with this research work indicate that for the success of a school MH programme, interdisciplinary and inter sector linkage with the Department of Education is a prerequisite. Since the schools are administered by the DEO, principals and teachers can participate in such a programme only when they are authorized to do so. This would necessitate sensitizing the administrative machinery in the DEO and

policy makers. Thus, it is imperative to conduct sensitization training for all levels of administrative staff in the Education Department before launching any mental health intervention. This will not only facilitate smooth implementation but also enhance cooperation.

- **Conducting Action research (broad areas)**
- Stressors and coping mechanism
- Self assessment and awareness about stressors
- Parenting styles at subtler level.
- Role model dynamics of students
- Addiction amongst adolescent
- Sexuality and behaviour problem
- Awareness, attitude , approach to wards Reproductive Child Health
- Awareness attitude and approach towards HIV Aids
- Awareness attitude and approach towards about nutritional aspects
- Challenges of teachers
- Balance of work and family life of teachers
- Innovative teaching method
- Impact assessment of Art Therapy.
- Impact assessment of family life education with students
- Impact assessment of value based education with students.

The researcher has come up with 3 modules for improving student mental health and physical health and as a consequence student achievement, that will benefit all the stake holders.

Alternatives Needed

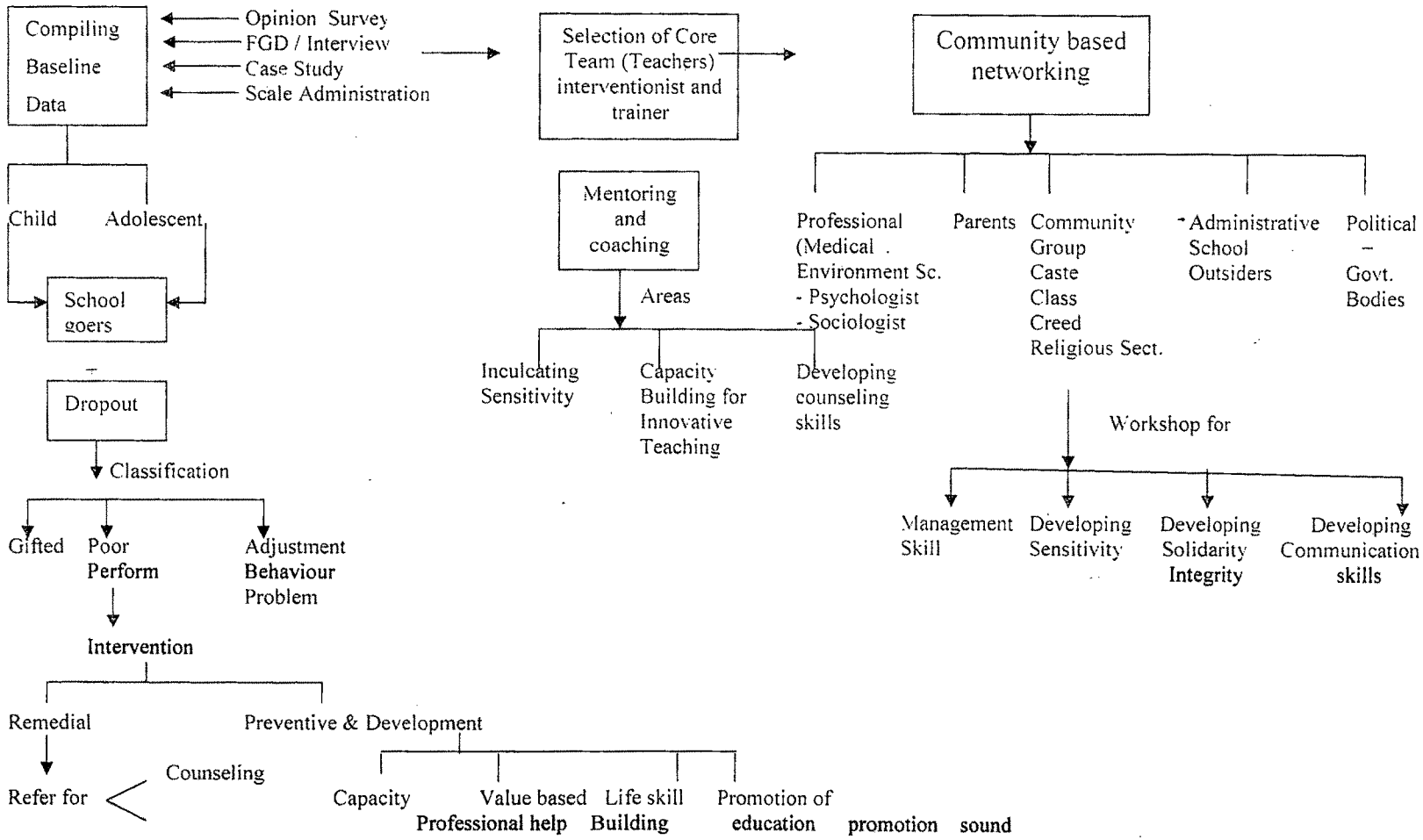
A paradigm shift in strengthening the social support system and in reestablishing social value system is required for building up self esteemed and confidence as well as coping skills of individuals in the modern transition age.

$$\textbf{Promotion of mental health} = \frac{\text{Coping skills + value inculcation + environment enrichment + self esteem and confidence}}{\text{Stress + exploitation + Organic factors (biological + hereditary)}}$$

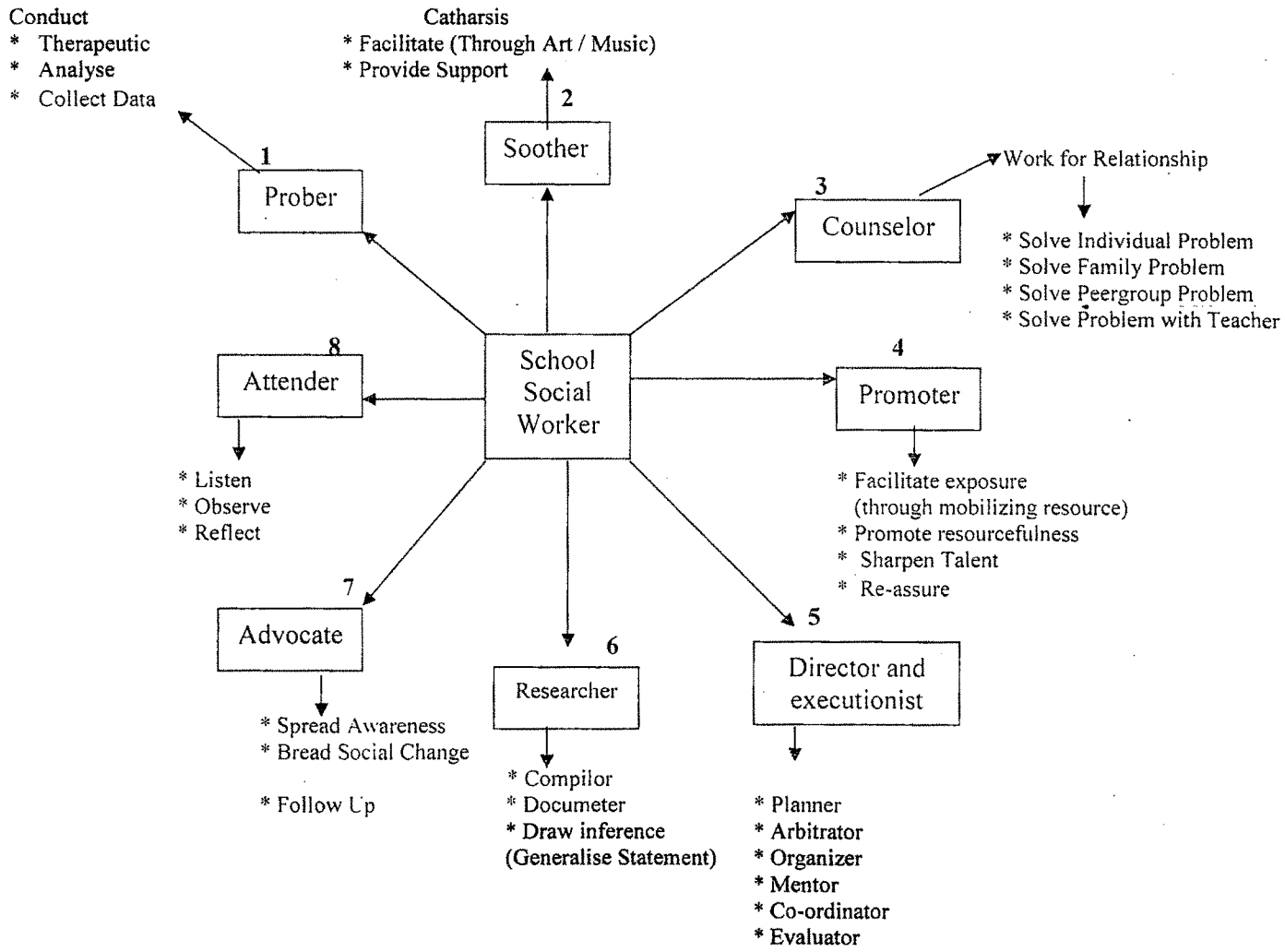
*** See module for reference**

MODULE -1

FIGURE-1 DIAGRAMMATIC DISPLAY OF PRAMOTION OF EFFICENCY AND EFFECTIVENESS IN EDUCATION SYSTEM



MODULE –2 : ROLE OF SCHOOL SOCIAL WORKER (In School Aid / Intervention Program)



MODULE-3

Fig. 3 Environment enrichment program and school initiative

Ideology : Developing integrated participating

Method Adopted: Social case work, social group work, community organisation

Target Group

Direct

- Teachers
- School administrators

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- Sensitizing teachers

for identification and understanding

- Training for keeping anecdotal student record
- Organizing mental and physical health check=up

and follow-up

- Aptitude test conducting
- Introducing value based education
- Implementing life skill education program
- Detecting individual talent and outsourcing for
- Planning incentive for deserving students teacher

By the institution

Indirect

- Parents
- Community Claw
- Others stake holders

(Government, politician professional

and so on)

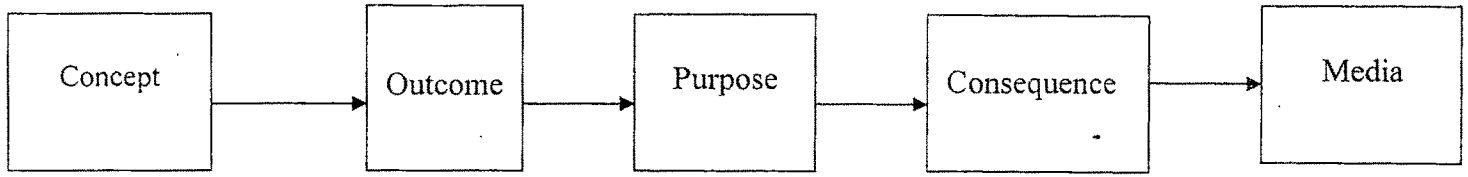
- Forming parent group
- Home visit, FGD and interview with parents
- Sensitizing parents
- Enriching parenting style and skill
- Conflict resolving counseling for family

dyads and tryads

- enhancing communication skills of parents.

SUBMODULE 1

Fig. 3a LIFE SKILL DEVELOPMENT IN STUDENT



- Positive attitude - Admirable-appropriate Overt behaviour in students	- Efficient - Effective - Competent Students	- Meet with demand / challenge in day to day living	- Holistic Heath + Student wellbeing	- Developing values - Developing skills - Developing habits in students

SUBMODULE 2

Fig 3b : Method, Mode, Media for embracing Mental Health Development

Ideology: Student well being student positive health

Providing knowledge / Information and Providing literature	**Giving sequential practice for skill acquisition**	**Sensitivity promotion for positive attitude of mind**
- Use of audio visual aids	- workshops	- Experiential learning
- Symposiums	- Role Play	- Anecdotal Record and contemplation
- Seminars		- Seminars

SUBMODULE 3

3c – BROAD

IDEOLOGY: INCULCATING CONSCIENTIOUSNESS

Family

- Discussing issues and Situations around abiding by parents trust
- Enlisting little ways of Expressing thanks / concern Gesture & positive contribution Of family members
- Enlisting responsibility of of family members and understanding pros and cons
- Understanding negative aspects and limitation of family with feasible solution

Peer Relation

- Identifying and solving peer problem
- Learning to refuse amiably class mates
- Helping poor class mates

Sexuality / Addiction

- Discussing issues and situations around sexual problem addiction
- Discussing disentanglement scheme

Vulnerable Section

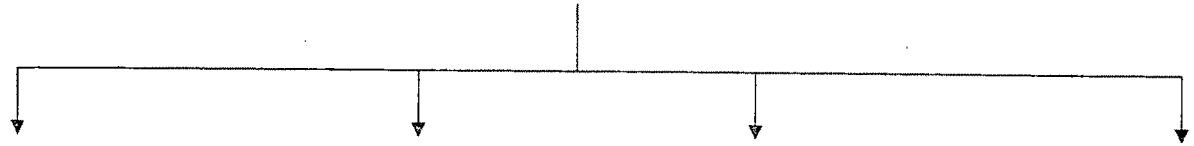
- Rendering help to orphans / disabled slum children

Future Plan

- Discussing career
- Marriage problem
- Evolving magnamity leadership traits and team building skills

SUBMODULE 4

FIG – 3d : SKILLS REQUIRED IN STUDENT

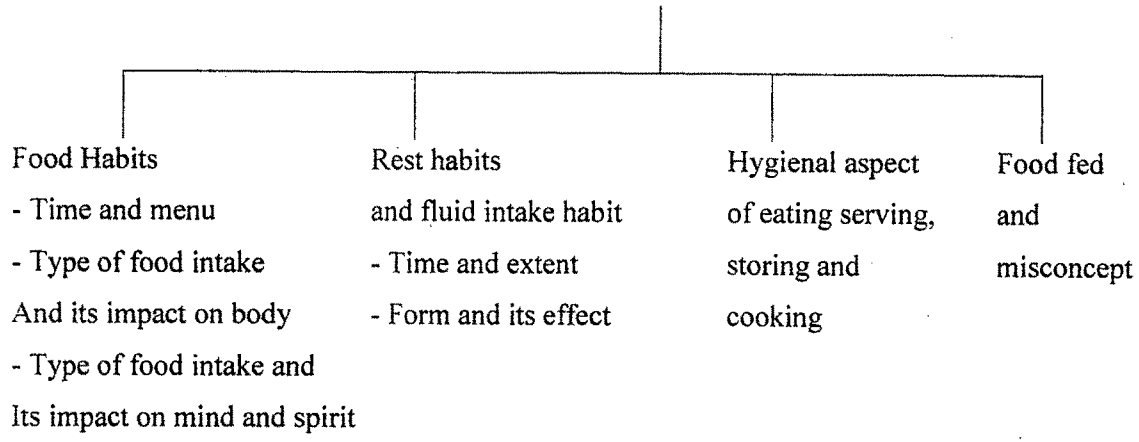


Awareness enhancement	Cognitive exposure	Communication	Character Building
- Selfawareness (strength + weakness)	- Creative and critical Critical thinking	- Linguistic skills	- Inculcation of habits / and self disciple
- Streessor	- Priority mapping and decision making skills	- Communication mode	- Time management
- stresswise skills	- Problem solving and going beyond skills	- Value identification and balance	- Promotion of perseverance
- Information quotient Enrichment (Relation measures, Dietary impact Career prospects)	- Resourcefulness	- Inter personal relation skills	- Promotion of magnamity
	- planning and budgeting skills		- Promotion of Teamspirit

SUBMODULE 5

3e – Broad Area for escalating nutrition standard

Ideology : Ensuring sound health for a sound mind and spirit



ACTION PLAN

Note:

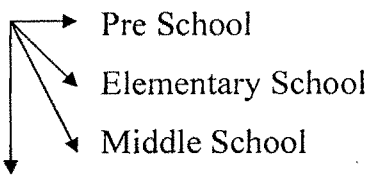
The action plan is formulated for field implementation and change in social work education programme.

- **Field implementation**
- Placement of Social Work students and professionals with every school in urban and rural habitat, with grant in aid, semi government or private owned school and work with drop outs.
- Placement of Social Work students under professional guidance in slum pockets, tribal areas as out reach workers for child well being through NGOs or schools of Social work.

Strategy

Phase I

Sensitizing Principals → Teachers



High School

Process

- Organizing summer training on mandatory level for owe and all.
- Conducting documentary film shows on case study followed by discussion.
- Conducting workshops for experience based learning and skill development.

Phase II → Execution of Ideology at Teacher's Level.

- Mentoring teachers to keep anecdotal record of each child
- Mentoring parent – Teacher Group meeting for voicing out of parents need
- Developing observation / interviewing skill.
- Organizing vocational guidance and career guidance program.
- Guiding and assisting schools to compiled career option directory.

Phase III (Execution of Ideology as out reach program to parents)

- Sensitizing parents through seminar and use of mass media (television and radio serial)
- Conducting role play, psycho drama and workshop for parents to promote awareness and skill development.

- Providing information about career prospects and its scope, along with list / location of centre providing relevant coaching for entrance of profession courses.

Phase IV (Execution of Ideology at Community Level / Administration level)

- Organizing sensitivity promotion seminars and discussion for administrators like police personnel, hostel rectors, institutional administrators.
- Organizing sensitivity promotion seminars for medical and para-medical personnel for early identification and appropriate referral.
- Organizing workshops and mentoring the planning by
- education ministry office bearers,
- health ministry office bearers,
- Human Resource Ministry,
- Ministry of urban planning and rural development office bearers,
- Youth development department and office bearers,
- Narcotic department and office bears
- Family and child welfare and planning department of its bearers
- Other relevant departments associated with human service.

The afore mentioned scheme would enable preventive and developmental contribution for enhancing physical mental health.

- **Incorporation at Theoretical Training Level**

Media: Enriching Syllabus – Course Content of MSW Program

A. COURSE ON HUMAN GROWTH AND DEVELOPMENT

Topic	Semester	Form
Structurism theory systems theory	I	Pedagogic Lecture
Theories of personality (in more depth incorporating case illustration)	II	Seminar and Assignment

B. COURSE ON SOCIAL CASE WORK

Availing case history and compiling	I	Pedagogic Lecture
Observation Interview, Home visit schedule (in detail format)	I	Pedagogic Lecture
Differential diagnosis based on psycho social history	II	Case study and practicum
Counseling case various methods of psychotherapy (in depth)	II	Case study and practicum.

C. COURSE ON SOCIAL GROUP WORK

Observation of group members as a component and group as a unit and recording of Group Dynamics.	I	Pedagogic Lecture
Therapeutic Group and Sensitivity Group	II	Pedagogic and lecture demonstration cum role play
Group Therapy / Milieu Therapy and use of expressive media like art / music	II	Case Illustration and project work

D. COURSE ON MEDICAL AND PSYCHIATRIC SOCIAL WORK

Diagnostic Interview Skills and Treatment Interview Skills	III IV	Pedagogic Lecture and Case Study Cum Practicum

E. SOCIAL WELFARE ADMINISTRATION AND DCOMMUNITY ORGANISATION

Planning – Networking - Budgeting – Evaluating Skills	III	Lecture Cum Case Study and Practicum (Group Assignment)
Curriculum for children - innovative methods and aid	III	Project work
Conducting meeting and focused Group Discussion with student teachers and ex-student in science stream commerce stream and arts stream	IV	Project work and seminar
Conduction meting for planning with representatives from Education and HRD ministry	IV	

F. SOCIAL RESEARCH AND SOCIAL WORK RESEARCH

Qualitative analysis of discussion and opinion on life style / parenting style / value / challenges		Lecturer cum practice
Case study interpretation and sociogram / matrix construction		

Conclusion:

"One need to understand the individual in a holistic pattern; inclusive of biological, psychological, sociological, familial, cultural, political and spiritual subsystem." Richert 2003

Almost all children attended school sometime, for a certain period during their life. Hence school is one of strongest institution for intervention that may enhance over all well being of and individual. it is high time that the community as and entity is sensitized and geared toward child centered activates for building up strong nation, whereby teachers play the pivotal role in strategic intervention.

While government policy in India for children have been forward looking, the translation of this in to action is often not effective and efficient.

Hence the above mentioned suggestion and action plan will be able to ensured and integrated effort for all the stake holders of education, especially students.