TRANSFORMATIONAL IMPACT

Comprehensive Mental Health Education (CMHE) Project

Creating an ecosystem within the Education System, where children with neurodevelopment disorders are identified, acknowledged, respected, cared for and sensitively supported in their education journey.
“Organisations, however vast and complex they may be, can achieve nothing permanent unless a new force, more divine and all-powerful, expresses itself through a perfected human instrument.”

“Every one has in him something divine, something his own, a chance of strength and perfection in however small a sphere, which God offers him to take or refuse. The task is to find it, develop it, use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use.”
JHARKHAND
The 28th state of the Indian Union was brought into existence by the Bihar Reorganization Act on November 15, 2000- the birth anniversary of the legendary Bhagwan Birsa Munda.

EDUCATION
Jharkhand has significantly improved its school education system since its inception, in terms of school access and enrolment of children. There are 40,174 government elementary schools, 2,637 secondary schools, and 522 higher secondary schools. Around 62 lakh students are enrolled in these schools.

But, there is dearth of reliable sate-wide data on children with special needs (CWSN). It is important to bring CWSN to the forefront and make inclusive learning a reality for them too.
Since its launch in 2016-17, CMHE has been operational in Uttar Pradesh and Jharkhand.

During 2017-2018, Uttarakhand, Chattisgarh, Puducherry and Bihar state government also invited CMHE under Rupantar program. Currently, training of education officers and teachers is going on in all these states and a total of 2,500 participants have completed phase I of the project.

CMHE has a deep rooted approach and addresses the core issues for retaining children with hidden neurodevelopment disabilities in government schools through the following ways:

- **Sensitize and educate government school teachers (from class I to VIII), to identify students with neurodevelopment disabilities in their own classrooms.**

  The first step to make inclusive learning a reality starts from the very roots—the educators. CMHE workshops and trainings, based on empathy and sensitivity help regular school teachers understand why it is important for these children to complete their education.

  Very often, students labelled as ‘delinquents’, ‘naughty’, or ‘disturbing elements’ may actually be suffering from a learning disability. Teachers are sensitised and educated to deal with such students with empathy and sensitivity. The focus is on changing their attitude towards CWSN.

- **Reduce dependence on special educators and resource teachers**

  During the workshops, teachers are equipped with easy checklists to help them document symptoms of neurodevelopment disorders in a child in their own classrooms.

- **Increase awareness and positive mindset towards mental health issues**

  While CWSN has been a topic of discussion; however they are also seen as taboo in our society. In CMHE we provide specific directions to the key stakeholders (education officers, teachers and parents) on practicing ‘empathy’ and ‘sensitivity’ towards these children.
Quantitative Outcomes

- 40 education officers of under Ranchi district sensitised and actively engaged in the program.
- As of December 31, 2017, more than 2000 teachers of 453 government schools better prepared to create and manage inclusive classrooms.
- 700 possible cases of children with neurodevelopment disorders identified by teachers. Of these, 50 students screened by psychologists and 45 confirmed as CWSN. (Showing 90% success rate of the trainings).
- All 45 confirmed cases provided disability certificates by Ranchi Institute of Neuro-Psychiatry & Allied Science (RINPAS).

Comparison of teachers who gave correct responses pre and post CMHE training

The above graph depicts the percentage of teachers who have correctly responded to the feedback forms during the pre training and post training session.

- The mental health awareness and subject knowledge of the teachers about the problems faced by CWSN was found to be too low in the pre training session- as indicated by 89.5% teachers who were able to respond correctly to only 3 out of 11 questions asked in the feedback forms.

- The CMHE training has increased the knowledge of teachers about problems faced by CWSN as reflected in the graph-40.4% teachers have correctly replied to more than 9 questions and 28.5% have given correct responses to more than 6 questions - implying that majority (more than 2/3 rd) of the teachers were able to respond correctly to most of the questions in the feedback forms after attending CMHE training.
Pre and post forms for teachers
4-Day training program on identifying neurodevelopment disorder in children

Case history forms
Submitted by teachers for possible cases of neurodevelopment disorder
Qualitative Outcomes

- A highly replicable, sustainable, and sustainable program with clear and detailed operational guidelines on planning and management, as well as tracking and monitoring.

- Solution for the issues of under assessment of CWSN and critical shortage of special education resources.

- Far more effective implementation of the Central Government acts and schemes such as SSA, RTE and RBSK.

- Nearly double the chances of CWSN to complete their primary and secondary education with dignity and confidence through continued support from teachers and families.

- Channelizing the energies of these children at the right age, and reduce cases of violence, suicide and crime. Focus also on gifted children to give them a chance to shine as the superstars of the community.

- Bring about an overall mindset change in the society towards CWSN, especially those with mental health issues, by providing specific directions to the community on practicing ‘empathy’ and ‘sensitivity’ towards these children.