



MENTAL HEALTH



EDUCATION



POLICY &
GOVERNANCE



Youth Mental Health, Education Systems and Policy Implementation in India



Empowering Minds.
Strengthening Systems.
Building a Resilient India.



AWARENESS &
SUPPORT



QUALITY
EDUCATION



EFFECTIVE
SYSTEMS



POLICY
IMPLEMENTATION



INCLUSIVE
FUTURE

Together for a Mentally Healthy and Empowered Generation



Youth Mental Health, Education Systems and Policy Implementation in India



BOOKSKART WORLD | 2026





Youth Mental Health, Education Systems and Policy Implementation in India

*Promotion, Prevention, Early Support,
Inclusion, Measurement and
Institutional Accountability*

—  —
Dr. Harshvardhan Singh

— ● —
First Edition

—  —
BOOKSKART WORLD

— ● —
India

— ● —
2026

Copyright Page

Youth Mental Health, Education Systems and Policy Implementation in India: Promotion, Prevention, Early Support, Inclusion, Measurement and Institutional Accountability

Author: **Dr. Harshvardhan Singh**

Edition: **First Edition**

Language: **English**

Format: **Digital download and online**

Year of Publication: **2026**

ISBN: **978-81-994066-2-9**

Published by: **BOOKSKART WORLD**

India

Copyright © 2026 Dr. Harshvardhan Singh

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, transmitted, distributed, or used in any form or by any means, including electronic, mechanical, photocopying, recording, scanning, or otherwise, without the prior written permission of the copyright holder and publisher, except for brief quotations used for academic review, research, teaching, policy discussion, or citation purposes with proper acknowledgement.

The moral rights of the author have been asserted.

This book is published as a single-component retail product in digital download and online format. The ISBN assigned to this edition applies to the present digital/online edition only.

Disclaimer

This book is intended for educational, academic, research, policy, institutional-capacity-building, and public-interest discussion purposes. The views expressed in this book are those of the author and are meant to support informed dialogue on youth mental health, education systems, institutional accountability, school and college support structures, coaching ecosystems, inclusion, referral pathways, and policy implementation in India.

The book does not provide medical diagnosis, psychotherapy, psychiatric treatment, emergency intervention, or legal advice. Institutions, educators, parents, policymakers, students, counsellors, and readers should consult qualified mental-health professionals, medical practitioners, legal experts, emergency services, or authorised public agencies whenever specialised guidance, diagnosis, treatment, protection, or crisis intervention is required.

Although reasonable care has been taken to ensure accuracy and clarity, the author and publisher shall not be held responsible for any loss, harm, misunderstanding, misuse, institutional decision, policy action, or consequence arising directly or indirectly from the use of this book. Readers are advised to adapt the ideas, frameworks, checklists, and recommendations to their own legal, institutional, cultural, developmental, and professional contexts.

Suggested Citation

Singh, H. (2026). *Youth mental health, education systems and policy implementation in India: Promotion, prevention, early support, inclusion, measurement and institutional accountability*. BOOKSKART WORLD.

Mental Health and Crisis-Safety Disclaimer

This book discusses youth mental health, emotional distress, early identification, stigma, help-seeking, school and college support systems, referral pathways, coaching-centre pressures, suicide prevention, crisis response, reintegration, inclusion, neurodiversity, and institutional accountability. These discussions are intended to strengthen awareness, policy understanding, education-system preparedness, institutional design, and preventive support. They should not be treated as clinical instructions or as a substitute for professional mental-health care.

The content of this book is not intended to diagnose, treat, cure, manage, or prescribe interventions for any mental-health condition. Teachers, faculty members, peer leaders, parents, hostel wardens, coaching mentors, administrators, and policymakers should not use this book as a replacement for qualified psychological, psychiatric, medical, legal, or emergency guidance. Educational institutions should develop their own protocols in consultation with trained professionals, competent authorities, child-protection systems, health departments, counselling experts, and legally authorised bodies.

In any situation involving immediate risk of self-harm, suicide, violence, abuse, severe emotional distress, medical emergency, or danger to life and safety, readers should immediately contact local emergency services, qualified mental-health professionals, medical services, institutional crisis-response teams, guardians or caregivers where appropriate, and relevant public authorities. No book, framework, checklist, or institutional guideline can replace urgent professional or emergency intervention.

The purpose of this book is to promote a humane, preventive, inclusive, and system-based approach to youth mental health in India. It encourages institutions to recognise distress early, respond with dignity, reduce stigma, protect confidentiality, create referral linkages, support recovery, and build safe learning environments. The responsibility for actual implementation must rest with trained professionals, legally responsible authorities, competent institutional leaders, and context-specific protocols.

Author Profile

Dr. Harshvardhan Singh is an education researcher, psychometrician, author, and policy-oriented academic professional working in the areas of educational measurement, teacher education, inclusive education, neurodiversity, learning assessment, student support systems, research tool development, programme evaluation, and education-system reform. His academic and professional work focuses on evidence-based educational improvement, learner diversity, institutional quality, assessment reform, teacher capacity building, inclusive pedagogy, and policy-relevant research for Indian education.

His recent work engages with the intersection of education, mental health, inclusion, youth development, school systems, higher education, coaching ecosystems, and public policy. He has written extensively on educational research, psychometric scale development, inclusive education, student support services, learning outcomes, digital readiness, employability skills, Indian Knowledge Systems, teacher professional development, and institutional reform. His approach combines conceptual clarity, policy analysis, implementation orientation, and practical frameworks for educational institutions.

In this book, Dr. Singh positions youth mental health as a central education-system concern rather than only a clinical or counselling issue. He argues that schools, colleges, universities, coaching centres, hostels, teacher education institutions, NGOs, funders, and state systems must work together to build promotion, prevention, early support, referral, crisis-response, reintegration, and accountability pathways. The book reflects his broader commitment to strengthening education systems through evidence, inclusion, measurement, human dignity, and implementation-focused policy design.

Preface

Youth mental health has become one of the most urgent education-system concerns of contemporary India. Children, adolescents, and young adults spend a large part of their lives inside schools, colleges, universities, hostels, coaching centres, digital learning spaces, peer groups, and examination-driven environments. These spaces are not only academic settings; they are emotional, social, developmental, and institutional ecosystems. They shape how young people experience aspiration, identity, success, failure, belonging, exclusion, pressure, confidence, self-worth, uncertainty, and hope.

For a long time, student mental health was often treated as a matter to be addressed only after crisis. A student showed visible distress, academic decline, behavioural difficulty, panic, withdrawal, or risk; then the institution responded by sending the student to a counsellor, contacting parents, or issuing a disciplinary warning. This reactive approach is no longer sufficient. Counselling is important, but counselling alone cannot carry the full responsibility of youth mental health. Many students do not seek help because of stigma, fear of judgement, family shame, confidentiality concerns, gender norms, academic pressure, or lack of trust. Many institutions do not have adequate counsellors. Many teachers, faculty members, hostel wardens, and coaching mentors notice early signs of distress but do not know how to respond. Many students are affected not only by personal struggles but also by institutional conditions such as public humiliation, bullying, excessive academic pressure, unsafe discipline, rank comparison, discrimination, disability exclusion, hostel isolation, digital stress, and lack of supportive adult relationships.

This book has been written with the conviction that youth mental health must be understood as a core dimension of education quality, inclusion, public health, governance, and national development. A student who feels safe learns better. A student who knows where to seek help survives academic and social transitions better. A student who is not humiliated for failure is more likely to recover and continue. A school that builds belonging reduces harm. A college that creates mentoring, counselling, hostel support, and academic flexibility improves retention. A coaching centre that treats students as whole persons, not only as ranks or results, becomes ethically accountable. A system that listens to young people creates dignity, resilience, and hope.

India already has several important policy and programme foundations. The National Education Policy 2020 gives importance to holistic development, socio-emotional learning, counselling, and student support. Manodarpan recognises psychosocial support as part of the educational response. Tele-MANAS provides a national tele-mental-health support infrastructure. The School Health and Wellness Programme under Ayushman Bharat places health promotion within schools. Rashtriya Kishor Swasthya Karyakram includes adolescent health, including mental health, within a preventive and promotive framework. The National Suicide Prevention Strategy calls for multi-sectoral action. UGC guidance, anti-ragging frameworks, disability inclusion policies, UMMEED-style school safety guidance, and coaching-centre regulation have created a broader policy environment for institutional action.

Yet policy recognition does not automatically produce implementation. Schools may conduct awareness programmes but lack referral pathways. Colleges may have counselling cells but no faculty mentoring system. Coaching centres may display helpline numbers but continue harmful ranking and excessive pressure. Hostels may observe isolation but lack check-in protocols. District systems may issue instructions but not provide training, monitoring, or support. NGOs and funders may run useful projects, but without institutionalisation, such projects may remain temporary. The challenge, therefore, is not merely to speak about youth mental health but to design systems that can act.

This book brings together ten policy-research chapters that examine youth mental health from different but connected angles. It begins with a promotion–prevention–early support framework for schools, colleges, universities, coaching centres, and hostels. It then moves from counselling-centred thinking to system-based institutional pathways. It proposes teacher and peer gatekeeper models, state-level PMU structures, inclusion and neurodiversity frameworks, coaching-centre safeguards, mental-health literacy strategies, digital well-being education, implementation science perspectives, and youth voice models. Across all chapters, the central message remains consistent: youth mental health must become a routine, measurable, inclusive, ethical, and accountable part of education-system functioning.

The book is written for policymakers, education departments, health departments, school leaders, college and university administrators, coaching-centre regulators, teacher educators, counsellors, NGOs, philanthropic organisations, researchers, student affairs professionals, parents, youth leaders, and all those who believe that education must protect dignity as much as it promotes achievement. It is not a clinical manual. It is not a diagnostic guide. It is not a substitute for professional mental-health care. It is a policy and institutional framework document that seeks to strengthen prevention, early support, referral, reintegration, measurement, and accountability.

The hope behind this book is simple: young people should not have to reach crisis before systems notice them. They should not have to hide distress because institutions are unsafe. They should not be reduced to marks, ranks, attendance, discipline records, or performance outcomes. They should be seen as whole persons with emotional, social, developmental, intellectual, and aspirational lives. Education systems that understand this responsibility will not only prevent harm; they will build more humane, inclusive, and future-ready institutions.

Acknowledgement

I express my sincere gratitude to all the educators, researchers, mental-health professionals, policymakers, counsellors, institutional leaders, parents, students, youth workers, and civil-society actors whose work has contributed to the growing recognition of youth mental health as a central concern of education systems in India. This book has been shaped by the continuing national conversation on student well-being, holistic education, inclusion, emotional safety, suicide prevention, mental-health literacy, institutional accountability, and policy implementation.

I acknowledge the importance of India's evolving policy and programme ecosystem, including the National Education Policy 2020, Manodarpan, Tele-MANAS, the School Health and Wellness Programme under Ayushman Bharat, Rashtriya Kishor Swasthya Karyakram, the National Suicide Prevention Strategy, UGC student support guidance, disability inclusion frameworks, anti-ragging provisions, UMMEED-style student safety guidance, and coaching-centre regulation. These policy directions provide an important foundation for linking youth mental health with education quality, public health, inclusion, and institutional responsibility.

I am thankful to teachers, faculty members, school leaders, college administrators, counsellors, hostel wardens, coaching mentors, NGOs, and community-based organisations who work directly with young people and often become the first listeners, observers, and supporters in moments of distress. Their everyday role reminds us that youth mental health is not only a specialist concern but also a relational and institutional responsibility.

I also acknowledge the lived experiences of young people, including students who face academic pressure, examination stress, social comparison, digital overload, bullying, discrimination, disability-related barriers, loneliness, career uncertainty, and fear of failure. Their voices must remain central to any meaningful youth mental-health framework. No policy, programme, or institutional model can be complete unless it listens to students with dignity, safety, and respect.

I express my appreciation to **MYJRF**, an imprint of **BOOKSKART WORLD**, for supporting the publication of this work and for contributing to academic and policy-oriented knowledge dissemination in India.

Finally, I remain grateful to all readers who will use this book not merely as a text, but as a starting point for institutional reflection, policy dialogue, preventive action, inclusive practice, and humane educational reform.

Content

Section	Title	Page No.
Chapter 1	Youth Mental Health in India: A Promotion–Prevention–Early Support Framework for Schools, Colleges and Coaching Ecosystems	16-31
Chapter 2	From Counselling to Systems: Designing Institutional Pathways for Youth Mental Health Promotion in Indian Education Settings	32-46
Chapter 3	Teacher and Peer Gatekeepers for Youth Mental Health: A School-Based Early Identification and Referral Model for India	47-60
Chapter 4	Integrating Manodarpan, Tele-MANAS and School Health Programmes: A State-Level Youth Mental Health PMU Model	61-76
Chapter 5	Mental Health, Inclusion and Neurodiversity in Indian Classrooms: A Prevention-Oriented Framework for Vulnerable Learners	77-90
Chapter 6	Mental Health Risk in India’s Coaching Ecosystem: Prevention, Referral and Institutional Accountability	91-104
Chapter 7	Stigma, Help-Seeking and Mental Health Literacy among Indian Adolescents: Implications for Schools and Colleges	105-117
Chapter 8	Digital Stress, Social Media and Adolescent Mental Health: A Framework for Preventive Education in India	118-131
Chapter 9	Scaling Youth Mental Health Interventions through Education Systems: An Implementation Science Perspective for India	132-146
Chapter 10	Centering Student Voice and Lived Experience in Youth Mental Health Programme Design	147-161
	Policy Framework Summary	162-164
	Implementation Checklist for Institutions	165-168
	Glossary of Key Terms	169-172
	Index	173-174
	About the Author	175
	Suggested Citation	176

List of Tables

- Table 1.1** Policy Framework: Promotion–Prevention–Early Support Continuum
- Table 1.2** Implementation Matrix for Education Settings
- Table 1.3** Monitoring Indicators for Youth Mental Health in Education Settings
- Table 2.1** Institutional Pathways for Youth Mental Health Promotion
- Table 2.2** Counselling-Centred Approach and Systems-Responsibility Approach
- Table 2.3** Institutional Design Questions for Schools, Colleges, Hostels and Coaching Centres
- Table 3.1** Teacher and Peer Gatekeeper Roles in Early Identification and Referral
- Table 3.2** Warning Signs, First-Line Responses and Referral Actions
- Table 3.3** School-Based Gatekeeper Implementation Checklist
- Table 4.1** Existing Programme Assets for Youth Mental Health Integration
- Table 4.2** Proposed State-Level Youth Mental Health PMU Functions
- Table 4.3** Phased Implementation Roadmap for State-Level PMU Model
- Table 5.1** Vulnerable Learners and Mental-Health Risk Pathways in Indian Classrooms
- Table 5.2** Prevention-Oriented Inclusion Framework for Neurodivergent and Vulnerable Learners
- Table 5.3** Classroom-Level Supports for Inclusive Mental-Health Promotion
- Table 6.1** Mental-Health Risks in Coaching Ecosystems
- Table 6.2** Institutional Safeguards for Coaching Centres
- Table 6.3** Accountability Indicators for Coaching-Centre Regulation
- Table 7.1** Dimensions of Mental-Health Literacy for Adolescents and Young Adults
- Table 7.2** Stigma, Help-Seeking Barriers and Education-System Responses
- Table 7.3** School and College Mental-Health Literacy Curriculum Framework
- Table 8.1** Digital Stressors Affecting Adolescent Mental Health
- Table 8.2** Digital Well-Being and Mental Health Education Framework
- Table 8.3** Preventive Education Strategies for Safe Digital Participation
- Table 9.1** Implementation Science Concepts for Youth Mental Health Interventions
- Table 9.2** Scaling Pathways for Schools, Colleges, Hostels and Coaching Centres
- Table 9.3** Indicators for Adoption, Fidelity, Reach, Sustainability and Equity
- Table 10.1** Principles for Youth Voice and Lived-Experience-Informed Programme Design
- Table 10.2** Ethical Safeguards for Student Participation
- Table 10.3** Institutional Mechanisms for Student Feedback, Co-Design and Accountability

List of Figures

- Figure 1.1** Youth Mental Health Value Chain in Indian Education Settings
- Figure 1.2** Promotion–Prevention–Early Support Continuum
- Figure 1.3** Youth Mental Health in Education Mission Mode Framework
- Figure 2.1** Institutional Pathways for Youth Mental Health Promotion
- Figure 2.2** From Counselling to Systems: A Whole-Institution Model
- Figure 3.1** Teacher and Peer Gatekeeper Referral Flow
- Figure 3.2** Notice–Listen–Support–Refer–Follow-Up Model
- Figure 4.1** State-Level Youth Mental Health PMU Architecture
- Figure 4.2** Convergence Model: Education, Health, Tele-MANAS and Community Systems
- Figure 5.1** Inclusion, Neurodiversity and Mental-Health Prevention Framework
- Figure 5.2** Classroom Risk-to-Support Pathway for Vulnerable Learners
- Figure 6.1** Coaching Ecosystem Mental-Health Risk Map
- Figure 6.2** Student Safety and Accountability Model for Coaching Centres
- Figure 7.1** Mental-Health Literacy and Help-Seeking Pathway
- Figure 7.2** Stigma Reduction Framework for Schools and Colleges
- Figure 8.1** Digital Stress and Adolescent Mental Health Framework
- Figure 8.2** Four-Pillar Digital Well-Being Education Model
- Figure 9.1** Implementation Science Cycle for Youth Mental Health Interventions
- Figure 9.2** Scaling Youth Mental Health Interventions through Education Systems
- Figure 10.1** Youth Voice and Lived-Experience Programme Design Cycle
- Figure 10.2** Ethical Participation Framework for Student Well-Being Programmes

Abbreviations and Acronyms

AFHC	— Adolescent Friendly Health Clinic
CBSE	— Central Board of Secondary Education
CRC	— Cluster Resource Centre
DIET	— District Institute of Education and Training
DMHP	— District Mental Health Programme
HEI	— Higher Education Institution
ICT	— Information and Communication Technology
IEP	— Individualised Education Plan
MOE	— Ministry of Education
MOHFW	— Ministry of Health and Family Welfare
NEP 2020	— National Education Policy 2020
NGO	— Non-Governmental Organisation
NIMHANS	— National Institute of Mental Health and Neuro Sciences
PMU	— Project Management Unit / Programme Management Unit
RKSK	— Rashtriya Kishor Swasthya Karyakram
SCERT	— State Council of Educational Research and Training
SEL	— Social and Emotional Learning
SHWP	— School Health and Wellness Programme
SLD	— Specific Learning Disability
Tele-MANAS	— Tele Mental Health Assistance and Networking Across States
UGC	— University Grants Commission
UNICEF	— United Nations Children’s Fund
WHO	— World Health Organization

Methodological Note / Source Note

This book is a policy-research and implementation-oriented work. It is not based on a single field survey, clinical trial, diagnostic study, or experimental intervention. Instead, it is developed as a conceptual, analytical, and policy-synthesis volume that brings together education policy, youth mental-health concerns, institutional design, prevention science, inclusion, implementation science, student support systems, mental-health literacy, coaching-centre regulation, digital well-being, and lived-experience-informed programme design.

The book draws upon Indian policy and programme references such as the National Education Policy 2020, Manodarpan, Tele-MANAS, the School Health and Wellness Programme under Ayushman Bharat, Rashtriya Kishor Swasthya Karyakram, the District Mental Health Programme, the National Suicide Prevention Strategy, UGC student support guidance, anti-ragging frameworks, disability inclusion policies, UMMEED-style student safety guidance, and the Guidelines for Registration and Regulation of Coaching Centres 2024. These sources provide the policy foundation for connecting youth mental health with education systems, public health, institutional accountability, and prevention-oriented support.

The book also draws upon broader research traditions, including ecological systems thinking, prevention science, stepped-care models, whole-school and whole-institution approaches, trauma-informed education, social determinants of mental health, stigma-reduction literature, mental-health literacy frameworks, implementation science, and youth participation approaches. These perspectives are used to develop practical models for schools, colleges, universities, coaching centres, hostels, NGOs, funders, teacher educators, counsellors, and state-level implementation agencies.

The frameworks proposed in this book should be understood as policy and institutional design tools. They are meant to support planning, reflection, training, institutional preparedness, programme development, referral linkage, monitoring, and accountability. They are not intended to replace professional clinical judgement, legal requirements, emergency protocols, child-protection procedures, medical advice, or statutory guidelines issued by competent authorities.

The content has been written in a systems-oriented style so that readers can understand youth mental health not only as an individual concern but as an institutional, educational, social, developmental, and governance issue. The emphasis throughout the book is on promotion, prevention, early support, inclusion, measurement, referral, reintegration, student voice, and sustainable implementation.

Ethical Note on Youth Voice and Lived Experience

Youth voice and lived experience are central to meaningful youth mental-health policy and programme design. Young people understand institutional pressure, stigma, digital stress, academic competition, bullying, peer comparison, hostel isolation, discrimination, fear of failure, and help-seeking barriers from within their own lives. Their perspectives can improve the design of school, college, coaching-centre, hostel, and community-based mental-health systems.

At the same time, student participation in mental-health discussions must be handled with care, dignity, and ethical sensitivity. Young people should never be pressured to disclose personal distress, trauma, diagnosis, self-harm history, family crisis, disability-related experiences, bullying, abuse, or emotional vulnerability in public or semi-public settings. Lived experience should inform policy, but it must not become forced storytelling, emotional exposure, or institutional tokenism.

Any programme involving youth voice should be voluntary, informed, age-appropriate, confidential where required, and supervised by responsible adults and qualified professionals. Students should know the purpose of participation, how their inputs will be used, what information will remain private, what limits to confidentiality may apply in safety-related situations, and whom they can contact for support. Consent, assent, parental or guardian involvement where legally required, and institutional safeguards must be built into any youth-engagement process.

Peer-support systems must also be designed carefully. Students can support awareness, belonging, stigma reduction, safe conversation, and help-seeking, but they should not be burdened with clinical responsibility, crisis management, suicide-risk assessment, or trauma counselling. Peer leaders must be trained in boundaries, referral, confidentiality, and self-care. Institutions must ensure that youth participation strengthens student safety rather than shifting adult responsibility onto students.

This book treats youth voice as an essential source of institutional learning. However, the dignity, safety, privacy, and well-being of young people must always come before programme visibility, institutional reputation, research output, or policy branding.

How to Use This Book

This book is designed for multiple readers who work directly or indirectly with young people in Indian education and policy settings. It may be read as a complete book, used chapter by chapter for policy discussion, or adapted as a reference for institutional planning, teacher training, counselling systems, student support design, coaching-centre regulation, NGO programming, and state-level implementation.

Policymakers and education departments may use the book to understand why youth mental health should be treated as a component of education quality, inclusion, safety, retention, and institutional accountability. The chapters can support policy notes, programme frameworks, implementation roadmaps, monitoring indicators, state-level convergence models, and district-level planning.

School leaders and teachers may use the book to build promotion, prevention, early identification, referral, anti-bullying, classroom climate, emotional literacy, positive discipline, parent orientation, and student well-being systems. Teachers should especially use the book to understand their role as first observers and safe responders, not as clinical professionals.

Colleges, universities, and higher education institutions may use the book to strengthen counselling cells, faculty mentoring, student affairs systems, hostel protocols, anti-ragging mechanisms, disability support, equal opportunity systems, academic flexibility, crisis response, and reintegration support.

Coaching-centre leaders and regulators may use the book to understand mental-health risks in high-pressure examination ecosystems and to design student-safety safeguards, schedule norms, anti-humiliation practices, referral linkages, parent communication systems, realistic career guidance, hostel coordination, and accountability indicators.

Counsellors, psychologists, and student-support professionals may use the book to locate counselling within a broader institutional system. The book argues that counselling becomes more effective when supported by mental-health literacy, trained teachers, peer boundaries, referral pathways, administrative protocols, and reintegration planning.

Teacher educators, SCERTs, DIETs, and training institutions may use the book to develop training modules on emotional well-being, classroom climate, inclusive pedagogy, distress identification, safe listening, referral, adolescent development, disability sensitivity, suicide prevention, digital well-being, and student support.

NGOs, philanthropic organisations, and implementation partners may use the book to design scalable, ethical, evidence-informed, and system-aligned youth mental-health interventions. The book encourages NGO and philanthropic initiatives to build public-system capacity rather than create temporary parallel structures.

Researchers and students may use the book as a conceptual and policy reference for studies on youth mental health, education systems, mental-health literacy, implementation science, inclusion, neurodiversity, student voice, digital stress, coaching-centre pressure, school-based prevention, and institutional accountability.

Readers are encouraged to adapt the ideas in this book to local context. A rural government school, an urban private school, a state university, a residential college, a coaching hub, and an NGO programme will not implement the same model in exactly the same way. However, all institutions can work with the same core principles: promote well-being for all, prevent avoidable harm, identify distress early, respond with dignity, refer safely, protect confidentiality, support reintegration, listen to youth, and remain accountable.





Youth mental health has become one of the most urgent education-system concerns of contemporary India. Schools, colleges, universities, hostels, coaching centres, and digital learning spaces are not merely academic environments; they are social and emotional ecosystems where young people experience aspiration, pressure, comparison, identity formation, exclusion, uncertainty, and hope.



This book argues that youth mental health cannot be addressed only after crisis. India needs a shift from narrow counselling-after-crisis models to a broader promotion-prevention-early support approach embedded within education systems. Counselling remains important, but it must be supported by mental-health literacy, trained teachers, safe peer cultures, referral pathways, crisis-response protocols, academic flexibility, reintegration support, and institutional accountability.



Across ten policy-research chapters, the book presents frameworks for schools, colleges, universities, coaching centres, hostels, education departments, NGOs, funders, and public systems. It examines youth mental-health promotion, institutional pathways, teacher and peer gatekeeping, Manodarpan and Tele-MANAS integration, state-level PMU design, inclusion and neurodiversity, coaching-centre risks, stigma and help-seeking, digital stress, implementation science, and student voice.



The book is designed for policymakers, education departments, school leaders, college administrators, coaching-centre regulators, teacher educators, counsellors, NGOs, philanthropic organisations, researchers, youth workers, parents, and institutional leaders committed to building safe, inclusive, responsive, and accountable learning environments.



A student who feels safe learns better. A student who knows how to seek help survives transitions better. An institution that notices distress early prevents escalation. A system that listens to young people builds dignity, resilience, and hope.



9 788199 406629