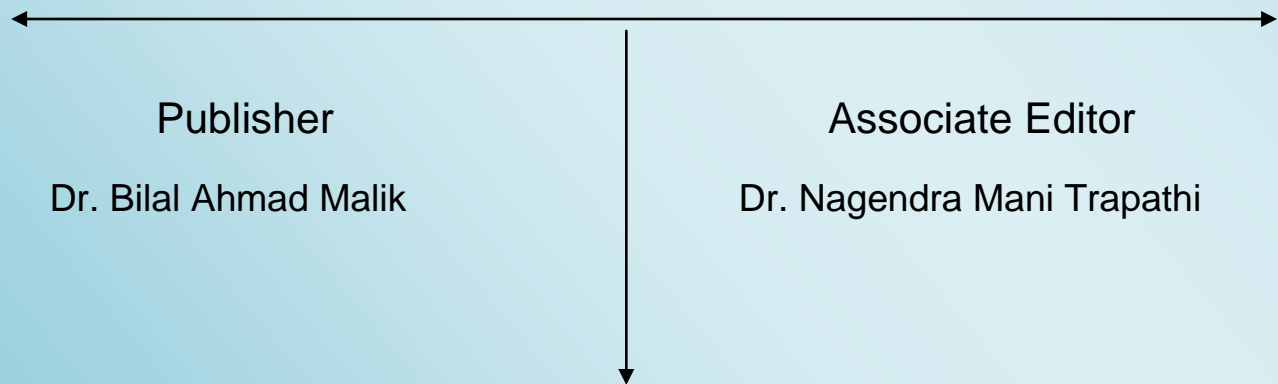


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PUBLIC PERCEPTION TOWARDS NEED OF PSYCHOLOGY AS MENDATORY SUBJECT AT SCHOOL AND COLLEGE LEVEL

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ABSTRACT

This research aims at to know the perception of public about psychology and psychologist as mandatory at school and college level for improving mental health of students for better youth development. Common argument for the lack of education reform in India is popular opposition. Punjab, is India's 19th rank holder state area wise and has 75.84 percent literacy rate and 21st rank in literacy rate state wise among 29 states in India. If current educational policies are dysfunctional, so information about alternatives sways the students. Researcher examine if a simple argument emphasizing the need to psychology as compulsory subject and psychologist for improved mental health can change public perception towards India's education sector reforms. Researcher adopted survey methodology to analyze public perception because teachers, students and parents of barnala and educationists from different states were selected for survey study. Questionnaire was developed, which carried 16 questions and 1000 respondents were chosen on random sampling basis. As expected, parents given highest positive respond to information about the relationship between need of psychology subject and psychologist as mandatory at school and college level and reliability of education by increasing their support for better mental health. Corresponding increase in need of psychology is observed for better education system generation for youth development. Obtained data was analyzed on need of psychology conducted in September 2016, finding patterns that support argument.

INTRODUCTION TO YOUTH DEVELOPMENT:

The majority of the one billion young people, ages 15 to 24, which live on the planet today are leading healthy lives—studying, working, volunteering, and playing positive roles in their communities. Yet all too often, they are portrayed in a negative light. Media headlines emphasize drug and alcohol abuse among youth, teen pregnancy, the rise in youth gangs, or school dropout rates and often leave it at that. Even when the media's message about youth is positive, it often conveys the idea that youth are "the leaders of tomorrow." As adults, we are encouraged to invest in the young today so that they will have the skills and resources they will need in the

future. Such thinking obscures the fact that young people are already making solid contributions to others—tutoring younger children, protecting the environment, starting their own businesses, and leading new initiatives to improve their communities. Yet these contributions are frequently overlooked, with young voices going unheard. Even more regrettably, the vast potential for young people to further contribute to their communities goes largely untapped.

From the beginning, the International Youth Foundation (IYF) has pursued a positive approach to youth development that applies holistic strategies to the complex set of child and youth needs worldwide. This approach recognizes that we need to ensure young people develop the skills, values, and attitudes they need to succeed today, not just tomorrow. It also recognizes that young people are not problems to be solved, but problem solvers themselves. This paradigm emphasizes that youth are assets to the community, and active agents of change who can contribute their energy, idealism, and insights to a community's growth and progress. That's why IYF emphasizes programs and strategies that promote youth participation in schools, communities, and places of work. And that's why we include youth participation as a key indicator of a youth program's success.

Children are the future" and "the future belongs to the youth" or even calls to "give youth a voice" are common phrases in popular discourse. Media outlets, political leaders, and children's advocates often encourage the public to view youth as investments in tomorrow—a time when the young will take adults' place in working, supporting families, and serving their communities. This traditional perspective fails to take into account that in many countries, youth are very much active players, contributing to the public good, and having a voice in their communities. This more current view is captured in language describing youth as "assets," "active agents of social change," or "decision-makers," as well as by individuals who are promoting more democratic, inter-generational relationships through "adult-youth partnerships." Such concepts can be traced to both a shift in child and youth studies and to the emerging youth development field. A growing number of social scientists in the United Kingdom, Scandinavia, and the United States, for example, are questioning developmental psychology models that favor the view of the young "as persons in the making." Instead, they support perspectives that incorporate youth as protagonists who by going to school, working, being members of families, having friendships, and making choices, are very much a part of the social process. Children and youth's maturity level is a biological fact of life, these researchers argue, but the ways in which this maturity level is interpreted, and the rights or restrictions allowed or imposed on the young are a matter of adult choices and the socio-cultural context. Studies

applying this perspective, therefore, view the young as active social agents to be understood in their own right, and focus on what youth can do, rather than what they cannot or are not allowed to do until they grow up.

From the programming and service side, youth development frameworks are also moving away from deficit models, valuing instead young people for their potential, and designing interventions to build a set of core competencies needed to participate successfully as adolescents and adults. This approach considers young people through a more holistic lens, addressing the broad range of their social, moral, emotional, physical, and cognitive competencies. The International Youth Foundation's "5 Cs" model of desired outcomes for effective programs reflects precisely that competency building principle:

Character: Youth acquire a sense of responsibility and accountability, the ability to thrive despite adversity:

- Confidence: Young people develop a sense of self-worth based on their ability to make choices and take the initiative
- Connection: Young people develop a positive sense of belonging to their community, to caring adults, and to their peers
- Competence: Youth are enabled to master sound educational and vocational skills to earn a living
- Contribution: Youth become civically minded and wish to contribute their time, ideas, and talents to better their communities

If we focus specifically on the final "C"—contribution—we find that the youth development perspective views it both as an input and a desired outcome of effective youth programs. Over the years, we have seen that through opportunities to participate in a community's affairs, young people gain self esteem, confidence, and essential life skills such as decision making, conflict management, teamwork, and the ability to work in diverse environments. As they build these competencies, youth begin to think of themselves as partners and stakeholders in society. They also acquire a sense of responsibility for the common good, and internalize a positive attitude toward active citizenship.

SPECIFICS OF TEACHING OF PSYCHOLOGY IN HIGH SCHOOLS

Psychology unlike other general subjects is not related to similar subject on a lower level of education. Time allocation of subject of psychology in the curriculum of high schools is diverse and relatively low. A diverse audience of high school students affects the choice of subject curriculum and methods. Methodological plans of

psychology should include self-knowledge and experiential activities that require individual methods preparation and work of the teacher. Teaching of some topics that are affecting the students' personalities is challenging the pedagogical tact, group management and adherence to ethical principles of the teacher. Moreover the subject of psychology has a relatively low methodological support (textbooks, methodology, materials, psychology teacher's training, etc.) (Sokolová, 2010).

STUDENTS FACING PROBLEMS:

The biggest problem Indian youth faced, is a lack of clarity of vision, a lack of direction.

PSYCHOLOGY AS A COMPULSORY SUBJECT

The time is almost overdue for this. Every single individual needs to acquire a minimum level of proficiency in understanding the complex human mind and psychology not only for managing own stress and concerns, but also to be able to develop emotional intelligence. it is indeed a great failure on our part collectively for having neglected such a key factor in our development; both emotional intelligence and emotional balance are clearly far more important for us as a social being, especially with the aggressive advancement of technology and ever rising trend of materialism that inherently take us away from 'human touch'. A basic foundation in human psychology at the formative school level can perhaps make a huge contribution in dealing with the side effects of advanced technology and crass materialism in human behavior and relationships. and as you rightly point out, these side effects have acquired such threatening proportions today that mental stress has become the single most root cause for almost all major physical ailments that we are getting more and more prone to suffer from, leave alone how they even more importantly affect our overall performance and success in life as well due to the slow but sure impairment of various mental faculties.

Moral sciences and Human psychology should be made compulsory subjects along with mathematics, general sciences and social studies...i don't think it would be a burden on the children if the syllabus is well structured and necessary changes are made. I think giving more importance to certain science subjects and humanities will yield good results....as they help in building good character at the right stage of life and of course you mentioned things like stress management ,adaptability to changes, etc....really psychology would be very helpful.

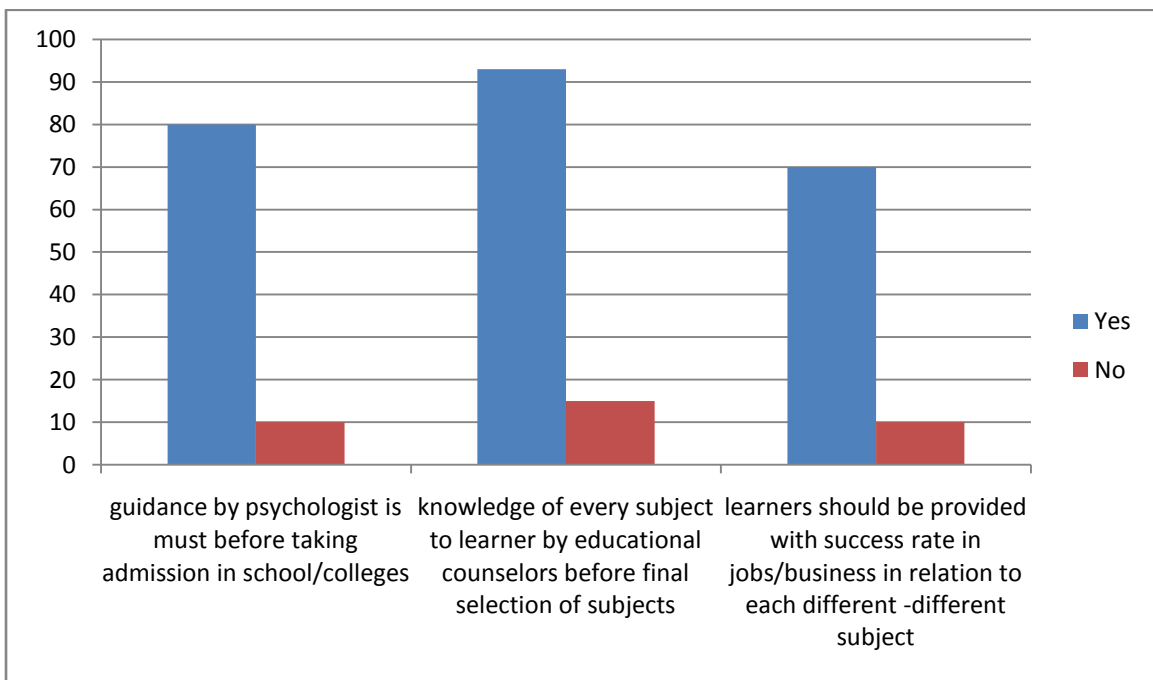
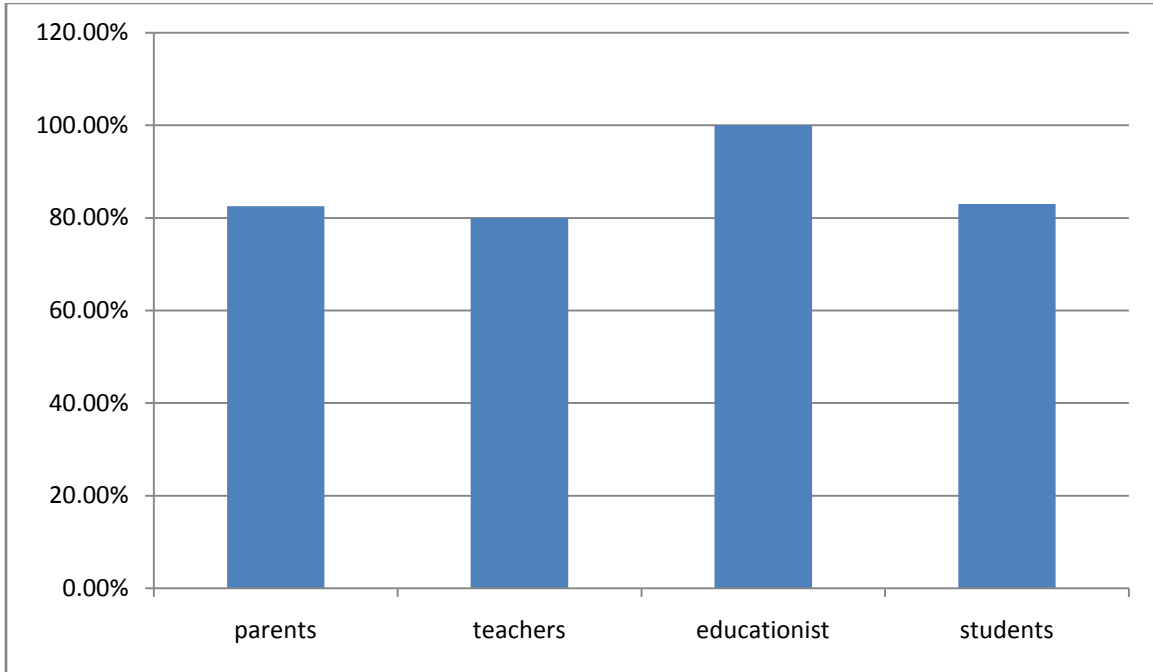
RESEARCH APPROACH

Qualitative Research

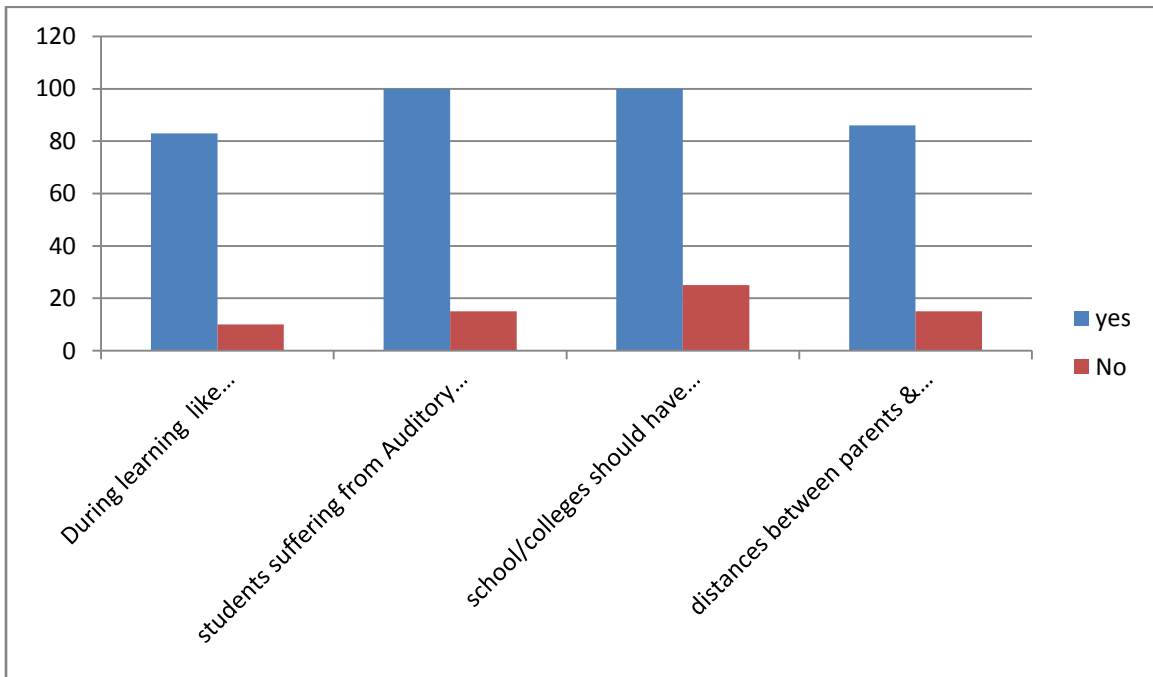
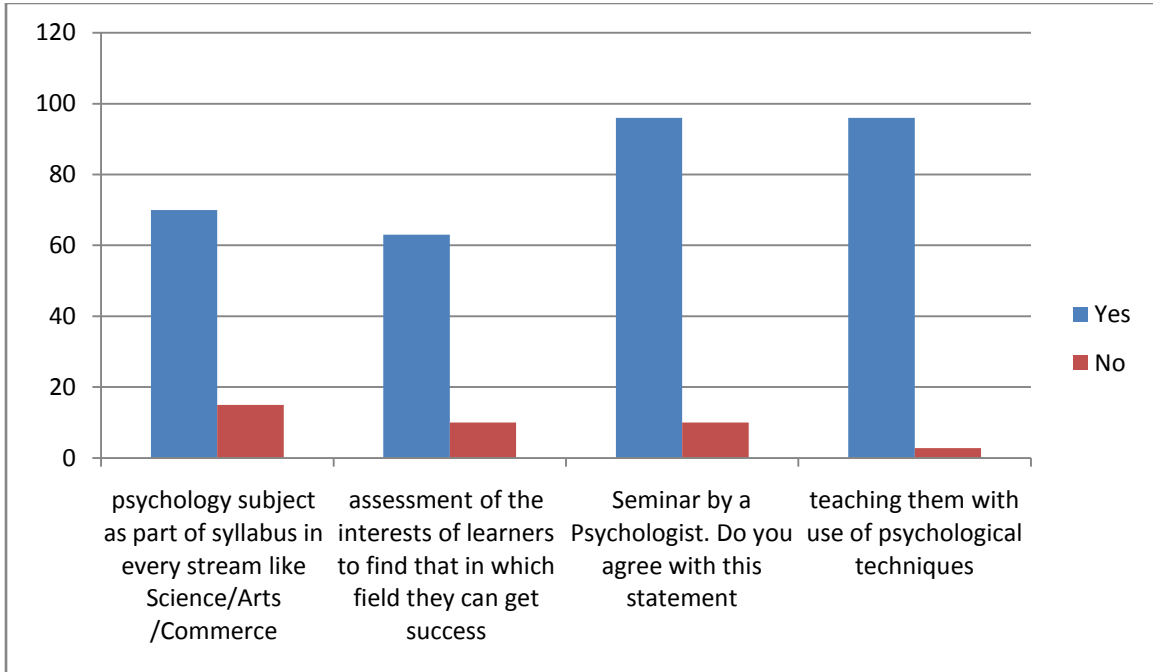
A survey was conducted on the need of psychology as a compulsory subject. The parents agreed that the Psychology should be the main subject with 82.5% agreement, teachers with 80%; educationalists with 100% and students with 83%.

Case Study Analysis

The Youth Experience Survey (YES) of Sports and Non-sports The Youth Experience Survey (YES) was developed by Hansen and Larson (2002) to study the psychological factors involved and interpersonal skills developed during activities focusing on 24 areas such as faith and service, academic and leadership, performance and fine arts, community and vocational, and sports. Dworkin et al. (2003) found two significant empirical results: (1) faith-based and service activities were consistently associated with positive experiences and less negative experiences, and (2) sports were strongly associated with gaining self-knowledge and developing emotional and physical skills, but they also had the strongest association with negative peer interactions as compared to all other activities. Although Dworkin et al. (2003) did not take into account the potential effects of self selection, it is evident from their study that pro-social activities decrease overall risky behaviour, whereas sports increase overall risky behaviour. Wilson et al. (2009) took the YES instrument and conducted a study with the objectives of measuring development experiences during ASP participation on the part of minority, low-SES youth, and comparing pre-existing characteristics of youth in three categories of activities (i.e.: basketball and football, other sports, and Non-sports). A total of 447 middle school students were randomly assigned to control and treatment groups, where the treatment group received ASP three days per week for three hours per day and the control group continued receiving their usual treatment. Youth in the sample were highly involved in a variety of afterschool activities; however, all students were asked to complete the YES and select one of 42 activities listed as their “reference activity.” Basketball and football participants were more likely to be male and older than those participants who fit within the other two categories (i.e.: other sports and Non-sports). At pretest, risky behaviour was present for basketball and football participants—they were more likely to report delinquency, less positive peers, and had a significantly lower GPA than those participating in Nonsports. Basketball and football participants reported a significantly greater number of negative experiences—lower GPAs, more delinquency, and more problematic classroom behaviours



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CONCLUSION AND RECOMMENDATION:

Adolescence is an amazing period of growth spanning the ages of 12-24 years old. Youth enter this developmental stage with the body and mind of a child, and then exit 10-12 years later, with the body and mind of an adult. This article examined the physical, cognitive, emotional, social, moral, and sexual dimensions of adolescent development. While these individual areas of development were discussed separately by necessity, it was emphasized there is a strong inter-relationship among these various aspects of development. Furthermore, it was emphasized that there is a great deal of individual variation within the normal developmental process. Individual youth may reach developmental milestones at ages that are different from averages presented in this article, and yet these youth would still be considered "normal."

In conclusion, adolescent youth experience monumental changes in every single aspect of their lives as they make the transition from childhood into adulthood. The purpose of this article was to provide parents and other caregivers the foundational information needed to recognize and to appreciate the normal developmental progression of adolescents.

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