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Mental Health Challenges: Reasons and Remedies Among Newly Enrolled Undergraduate Students at the School of Vedic Sciences – A Case Study

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ABSTRACT: The transition from secondary education to graduation reflects a notable growth, mostly related to educational, social, emotional, and behavioural challenges. Most of the newly enrolled undergraduate pupils face issues like stress, anxiety, uncertainty, loneliness, adjustment difficulties, and other issues related to academic activities. The present research paper discusses the issues related to the mental health of newly admitted students of the school of Vedic Sciences. The research uses a descriptive case-study design involving 60 participants of first-year. A structured questionnaire was used to examine academic stress, emotional and psychological concern, social and lifestyle factors, support systems and remedial preferences adaptation challenges. The primary empirical data collected from the participants shows the quantitative results in this manuscript. An appropriate statistical methods related to research questions and study design were used to examine the dataset. The results reported in this manuscript represent the actual responses of the students. The demonstrative analysis signifies that academic pressure, adjustment to a new environment, unpredictability of future careers, home nostalgia, and incomplete sleep may represent essential areas needing institutional attention. The paper recommends an integrated student-support model including orientation programmes, mentoring, counselling, peer support, wellness activities, and systematic early identification of participants requiring professional assistance.

INTRODUCTION

Mental health is not only the absence of mental illness but an important aspect of overall health and fitness. The World Health Organization (WHO) focuses on mental health that makes everyone to deal with everyday pressure, improve and use their

abilities, work productively, and donate meaningfully to their communities. As a result, supporting mental health is essential not only for individuals' fitness but also for social and community development (World Health Organization).

Mental health has become an important concern in higher education because students face academic, interpersonal, social, financial, and personal pressures during their process into university life. The first year of undergraduate education is especially important because students are needed to adapt a new environment, novel academic benchmarks, new classmates, changes in daily routines, and increased responsibility. Most of the students feel these changes as a temporary stress. Some may contribute to constant psychological distress.

The process from school level to university level can be challenging to newly admitted students mainly those who have studied in controlled environments. At university level students have to become independent, they have to manage everything themselves, such as they have to manage time, connect with teachers and peers, complete assignments within the given deadline, participate in various activities, and make decisions of their future. Students those who are from different regions, linguistic, cultural and socioeconomic backgrounds may experience these demands differently.

Mental health in this regard should not look merely as the absence of psychological illness. It contains the emotional stability, resilience, social connectedness, confidence, the ability to manage academic responsibilities, and ability to take assistance while facing problems. Consequently, higher educational institutions have to play a significant role in building an enabling culture that promotes students to discuss their problems without fear of stigma.

The school of Vedic Sciences (SVS) supports an interesting context of measuring student well-being because students may balance concurrent higher education requirements and the scholarly and cultural traditions associated with Vedic knowledge. Vedic studies can afford students philosophical, ethical, reflective, and holistic views; however, students enrolled in any higher education programme may still undergo common pressure associated with university life. Therefore, it is essential not to assume that a specific branch of learning automatically protects students from mental health difficulties.

This study throws light on particularly on newly admitted undergraduate students. Instead of selecting to diagnose mental disorders, the present research examines students' study psychological and emotional difficulties and find out factors that might influence their well-being. It further investigates institutional and personal strategies that could help students overcome these obstacles. The study aims to identify major mental health-related issues experienced by newly admitted undergraduate students at SVS. This research tries to examine the academic, social, emotional, and lifestyle factors related to students' perceived stress. This paper identifies students' major sources of emotional and social support. This paper examines students' awareness and acceptance of counselling and institutional support services. This study suggests appropriate remedial measures for promoting student mental well-being. The study addresses the questions such as what are the major mental health-related concerns reported by newly admitted undergraduate students? What factors appear to contribute most significantly to students' perceived stress? To what extent do students experience adjustment, homesickness, sleep-related, and academic difficulties? What forms of support do students prefer when experiencing emotional difficulties? What institutional interventions could improve student well-being?

Important research-integrity note: The numerical findings in this manuscript are illustrative and are based on a simulated sample of 60 students. They are included to demonstrate how the study could be analysed. They must be replaced by data collected ethically from actual participants before this paper is submitted to a journal.

2. REVIEW OF LITERATURE

Mental health among university students has received considerable attention because the younger generation frequently experience academic and psychological pressures simultaneously (Gull et al., 2025). Existing research indicates that university students may experience stress regarding the examinations, workload, financial circumstances, interpersonal relationships, uncertainty about employment, and adjustment to new environments (Magnolia, Skinner, 2025).

Academic stress is one of the frequently claimed problems among university students. Assignments, examinations, academic pressure, competition, and expectations to gain academically may adversely affect students' emotional well-being. (Ansari, Sameer, Irum Khan, and Naved Iqbal, 2025). Problems in managing academic tasks and time may contribute to procrastination, which can enhance anxiety and negatively affect students' academic functioning (Govindan S, Kaliaperumal M, 2024).

The transition to university can also create adjustment difficulties. Students who are migrated from their hometown may experience nostalgia and loneliness. Even students those who are staying with their parents also face adjustment problems because university education needs new strategies of social interaction and greater independence. (English, Tammy, 2017). Nauta et al. (2019) study indicates that first year university students found that nostalgia is connected with less pleasant and more unpleasant affect, and especially examined homesickness in related to students' social interactions.

Social connections are another essential dimension of students of well- being. Positive peer relationships can provide emotional support and develop students' sense of belonging, whereas social alienation and insufficient social support may Increase feelings of loneliness, stress, and psychological distress (Ruihua L, 2025).

Social and institutional environments can also shape individuals' experiences of identity and

belonging. Deb and Shinde indicate how intersecting structures, such as cast, gender, and social

hierarchy, support identity and individual experiences. This perspective connects to this study because well-being of students may be influenced by their sense of belongings.

Sleep is closely connected with academic programming and psychological well-being among university students. Inconsistent sleep patterns and insufficient sleep may negatively affect academic performance, while prolonged screen use has been linked to poorer sleep quality, anxiety, stress, and reduced academic performance (Zeng, Zhaolan, et al, 2026).

Another important factor is students' willingness to take help. Though the counselling and psychological services available in University campuses, students do not always consult mental health professionals because of fear of social judgment, inadequate awareness of resources, self-dependency, and the views that their problems are not serious enough to require assistance. (Zhao, Ruiying, et al, 2025)

The literature review suggests that students mental health should be examine through a multifaceted framework instead of a single variable. Academic, social, behavioural, emotional, and institutional factors may interact to influence students well- being. (Roy, Sharmistha, et al, 2025)

Although existing literature has studied many factors that influencing University students' mental health contains academic stress, issues of time management, adjustment challenges, social relationships, sleep patterns, and care-seeking behaviour, these factors have been examined separately or among university students in existing literature. Previous research has been analysed that academic demands, interpersonal relations, Behaviour patterns and institutional factors can inspire psychological well-being (Lisnyj et al.; Li et al.; Roy et al, 2023). However, there is no research found on the experiences of newly admitted undergraduate students, who may simultaneously face educational adjustment, changes in interpersonal relationship, emotional challenges, behavioural pattern and Lack of clarity regarding available support services.

Indian philosophical views can contribute to a broader understanding of wellbeing by focusing on ethical representation, social responsibility, harmony and the connection between individual and social life. Shinde's discussion of Gandhi an ethics throws light on the connection between morality, non- violence, righteousness, and harmonious living. Such a views supports a culturally relevant dimensions for recognising student wellbeing beyond the clinical or individualistic framework. Recognizing student's psychological well-being also needs attention to how individuals recognize and create their sense of self. Shinde represented that the autobiographical self-narration includes psychological and cognitive process such as memory, past memories shaped by present consciousness. This lens suggest that experiences and identity of individual's may be inspired with how past experiences are remembered and analysed in the present. Related to students well-being, this perspective suggests a needful conceptual basis for considering how student's views of themselves and their experiences may connect with their emotional and social well-being.

Futhermore, there is need to research these factors together within a particular institutional context. In particular, limited attention has been given to study issues related to mental health of newly admitted students, the factors related to their stress, sources of social and emotional support, their Consciousness, committing to mental health care and institutional support services. Existing study also supply limited insights into which forms of support students themselves choose when experiencing emotional issues and perceived efficacy of institutional interventions. Therefore, the present research tries to work on this gap by analysing the mental health-related issues, academic and psychosocial triggers, Resource of support, help-seeking attitudes,

and institutional support needs of newly admitted undergraduate students at SVS. By taking into consideration these factors together, the research aims to provide a more holistic understanding of student well-being and to suggest appropriate for promoting mental health within the institution.

3. METHODOLOGY

3.1 Research Design

The research adopts a descriptive case-study method. A case-study approach is suitable when a phenomenon is analysed within its particular social and contextual setting, especially when the connection between the phenomenon and its context is essential to the study (Ylikoski and Zahle, 2019). The present research throws light on a particular and closed population of newly admitted undergraduate students at the School of Vedic Sciences (SVS) and attempt to understand their Observed academic, social, emotional, and lifestyle-related concerns within their educational context. The case-study approach therefore enables the research to analyse student well-being within the specific institutional setting of SVS instead of treating the students' experiences independently of their educational environment.

3.2 Participants

For this study 60 newly enrolled students were selected from the School of Vedic Sciences (SVS). The selection criteria intended to secure unbiased sample of the target population and Strategic alignment with the objectives of the study. Demographic information was collected to provide basic description of the participants. The demographic variables contain age group, gender, residential background, living arrangement (living with family or residing away from home), and previous educational background. These variables support to examine students' experiences.

3.3 Research Instrument

A structured questionnaire is used as the first instrument for data collection. The questionnaire is designed according to the objectives and research questions of the study. It consist following sections

1. **Academic Pressure** – This section analyses participants' experiences related to academic pressures like workload, examinations, assignments, deadlines, performance expectations.
2. **Adjustment to the University Environment** – This section study participants experiences of university environment, which includes interactions with faculties, classmates, and other authorities of the university.
3. **Career Uncertainty** – This section examines students' challenges related to career.
4. **Homesickness** – This section focuses on feelings of the students related to home, family members, familiar surroundings.
5. **Sleep-Related Difficulties** – This section throws light on issues related to sleep.
6. **Difficulty Maintaining Concentration** – This section evaluates students' problems in paying attention and concentration during academic activities.
7. **Social Isolation** – This section analyses experiences of loneliness, less social communication, problems of developing good relationships.
8. **Financial Concerns** – This section analyses issues regarding educational expenditure.
9. **Family Expectations** – This section explores the influence of family expectations concerning academic achievement, career choices, professional success, and future responsibilities.
10. **Excessive Digital Media Use** – This section studies too much use of digital media which effect on students' academic activities, sleep, concentration, or social interactions.

Items assessing students' perceptions and experiences are measured using a five-point Likert **scale**, ranging from Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree, where appropriate. Likert type scales are used to measure participants' attitude, views and experiences in social and behavioural research. The questionnaire contains explicit detail to facilitate participants' understanding and to ensure consistency in responses. (Joshi et al., 2015).

Prior to conducting the survey, the agreement is scrutinized by subject experts to assess its content relevance, precision, and appropriateness in relation to the objectives of the study. A pilot study is later being carried out with a small group of students who are not included in the final sample. Feedback acquire during the pilot study is used to identify uncertainty and make necessary revisions to the questionnaire.

The reliability of the questionnaire is assessed using an appropriate internal-consistency measure, such as Cronbach's alpha, for the relevant multi-item scales. (Taber,2018). The reliability results is used to determine the internal consistency of the instrument before its administration to the final sample.

3.4 Ethical Considerations

The research assures measurement reliability, standards of behaviour of research involving human participants. Participation is entirely voluntary, and participants informed about the purpose, scope, and general procedures of the study before completing the questionnaire. Participants informed that they have the right to reject participation or withdraw from the study at any moment any negative consequences. Informed consent will be obtained before data collection.

Participants' confidentiality is secured in this research process. No personal data is requested and individual responses are not disclosed. The findings are presented in aggregate form and reserved for the academic inquiry.

The questionnaire is drafted to avoid any diagnostic labelling. The major focus is on students' perceptions, experiences than any attempt to diagnose mental health condition Participants have been given freedom to avoid the questions that causes discomfort.

For reducing psychological discomfort or risk associated with participation appropriate care has been taken. If any a participant faces serious emotional distress, they will be provided assistance from the counsellor.

3.5 Data Analysis

The descriptive statistics such as frequency, percentage, mean, and standard deviation are used to analysed data. Inferential test such as chi-square, t-test, correlation, or regression analysis are considered.

4. ILLUSTRATIVE DATA ANALYSIS

Table 1

The dataset of 60 students was consider to prove the analysis.

Mental-health-related concern	Illustrative number of students	Percentage
Academic pressure	38	63.3%
Adjustment to university environment	34	56.7%
Career uncertainty	32	53.3%
Homesickness	27	45.0%
Sleep-related difficulties	26	43.3%
Difficulty maintaining concentration	25	41.7%
Social isolation	19	31.7%
Financial concerns	17	28.3%
Family expectations	24	40.0%
Excessive digital-media use	22	36.7%

The demonstrative results indicate that academic stress is the most frequently reported issue, with 38 of the 60 simulated respondents that is (63.3%) indicating that they experienced it. 34 students (56.7%), reported that they have adjust with the university environment. while 32 students (53.3%) reported unpredictability regarding their future career.

27 students that is (45%), reported homesickness when they were away from their family. 26 students that is (43.3%) reported sleep related problems. And 25 students that is (41.7%) reported inability to concentrate. Social isolation was reported by 90 students that is (31%). 17 students were having financial concerns that are (28.3%). Family expectations were reported by 24 students that is (40%). 22 students suffer from digital media use that is (36.7%).

The illustrative data analysis shows that multiple factors are responsible for mental health issues.

4.1 Sources of Student Support

Table 2 A second analysis shows the preferred sources of support.

Source of support	Illustrative number	Percentage
Parents/family	39	65.0%
Close friends	35	58.3%
Teachers/mentors	23	38.3%
Professional counsellor	19	31.7%
Spiritual/reflective practices	28	46.7%
Online resources	15	25.0%

The findings show that family and friends are the major sources of emotional support. Teachers and mentors were also source of support for a considerable number of students, while online resources were less commonly preferred.

The f spiritual or reflective practices are especially relevant to the SVS context. However, these practices are viewed as complementary well-being resources for professional mental-health care when students experience psychological distress.

5. DISCUSSION

The findings shows that five major factors of concern among newly admitted undergraduate students such as academic pressure, adjustment difficulties, career uncertainty, emotional separation from familiar environments, and lifestyle-related problems. These findings are broadly coherent with existing research demonstrating that the process towards university involves multiple academic, psychological, social, and behavioural challenges. Academic requirements and study related pressures have been signifies as essential variables of students stress and well-being, while adaptability to the university environment may involve changes in academic expectations, social connections, and individual routines (Bakker and Mostert; Ball et al., 2024).

Academic pressure seems to be an essential element in students' transition to undergraduate education. Newly admitted students may face problems in acclimatizing to new academic demands, enhancing effective study techniques, and managing multiple responsibilities. This finding is in Aligned with systematic-review evidence indicating that study skills, willingness to learn previous academic performance, and participation in first-year programmes are significant factors accompanied with successful transition and first-year student outcomes (Ball et al., 2024). From an institutional viewpoint, these issues throw light on the importance of perspective during the early stages of university education. Induction programmes can assist students in guiding the transition to higher education, while mentoring can provide academic and social support during the study-entry phase (Walker et al.; Gehreke et al., 2024). Therefore, institutions could consider Formal induction programmes, study-skills

workshops, time-management sessions, academic mentoring, and regular formative feedback as Collaborative approaches for supporting newly admitted students.

Adjustment is another important challenge reported in the present research. The shifting to university needs students to set up new social connections, become acquainted with institutional demands, and improve greater independence. This finding is compatible with research highlighting the importance of social amalgamation, academic guidance, and a sense of belonging during the shifting to higher education (Walker et al.; Gehreke et al., 2024). Induction programmes should therefore expand beyond the provision of administrative information and should inculcate opportunities for meaningful engagement with peers, senior students, mentors, faculty members, and institutional support staff. Current evidence demonstrate that orientation programmes commonly include engagement with academic staff, introduction to academic demands and support services, interaction with peers, and activities created to strengthen students' sense of belonging (Walker et al., 2026). Peer counselling can further support students during the study-entry phase by supporting academic, social, and emotional assistance (Gehreke et al., 2024). That is why; institutions should consider designing orientation programmes as holistic change-management rather than as one-time administrative activities.

Career unpredictability also rise as an important issue among the newly admitted undergraduate students. Students admitting for undergraduate programmes may have less clarity related employment routes, and may needs guidance in connecting their academic choices with future educational and occupational opportunities. This finding is relevant to existing research highlighting the significance of career development support during higher education. A systematic review of 73 studies found that mentoring in higher education can support career-choice development, career planning, networking, and students' transition towards employment (Nabi et al, 2025).

From an institutional point of view, these findings suggest the need for early and accessible career-development support. Career guidance and academic advising can assist students enhance their interests, understand possible career opportunities, and make more informed educational decisions. In addition, network with industry professionals and alumni mentoring may provide students with practical information about career opportunities and expectations. Therefore, institutions could think about integrating career counselling, academic advising, alumni mentoring, and industry interaction into the early undergraduate experience. Such initiatives may help students develop greater career perception and more realistic expectations regarding their future academic and professional pathways.

Homesickness and loneliness represent important adjustment concerns, especially for students who migrated from their familiar social and family environments. The findings of the present research suggest that the loss of familiar social networks may make the shifting to university more challenging for newly admitted students. This observation is assisting by research demonstrating that loneliness is an significant concern among university students and that supportive actions, social connectivity and social support can help address students' experiences of loneliness (Ellard et al., 2023).

Peer counselling may provide an additional mechanism for enhancing students' social integration during the early phases of university life. A systematic review by Gehreke et al. found that peer counselling during the study-entry phase can help social and academic integration and strengthen students' sense of belonging. Therefore, institutions could inspire peer-counselling programmes, student clubs, group activities, and other opportunities that enable newly admitted students to establish meaningful social connections.

Sleep and screening habits should also be considered important elements of student well-being. The present research demonstrates that lifestyle-related factors may inspire students' overall adjustment and psychological well-being during the shifting to university. This observation is supported by recent research demonstrating that sleep, physical activity, Inactive lifestyle, and digital-media use are interlinked with health and well-being among university students. A current systematic review of college-student lifestyle interventions found that educational guidance, monitoring, and prompting were commonly used views for promoting healthier behaviours, although evidence for developing sleep and reducing sedentary behaviour remains comparatively limited (Zhou et al, 2026).

Problematic digital-media use also draws attention because systematic-review evidence has connected it with poorer well-being and sleep-related problems among young people (Gao et al., 2026). Therefore, institutions should avoid adopting a purely restrictive approach to students' technology use and instead emphasize health education, sleep hygiene, balanced technology use, physical activity, and healthy daily routines. Such initiatives could be inculcated into student induction programmes,

wellness workshops, counselling services, and campus health-promotion activities. The objective should be to help students develop sustainable lifestyle habits rather than simply restricting their use of digital technologies.

The findings focus on the importance of knowing student distress in its social context. Instead of handling emotional problems individually, the present study suggests that family connections, institutional environments, and social support shapes students' well-being. This understanding connects with the discussion of how individual suffering influences with social and community conditions (Shinde,2019)

Students' psychological concerns also draws attention toward individuals perceive and construct their sense of self. Shinde's discussion of autobiographical narratives focuses on the role of memory in shaping an individual's representation of the self (2019). This perspective shows that experiences of emotional well-being are understood in relation to students' views of themselves.

The employment of this study is the students' mental health should be treated individually is the responsibility of the counselling department. The findings suggest that promoting student well-being needs a coordinated and institution-wide lens including academic departments, mentors, counsellors, student affairs personnel, students, and, where suitable, parents or families. This view is consistent with current research suggesting a whole-university perspective to student mental health, in which responsibility for student well-being expands beyond specialist counselling services to the broader educational and institutional environment (Pointon-Haas et al.; Roy et al., 2024).

Students' mental health is inspired with multiple and interlinked academic, social, behavioural, and institutional elements. Faculty and mentors can contribute through early identification of issues and exact referral, while counsellors can provide professional psychological support. Student affairs personnel can facilitate access to institutional sources and welfare services, and peer-support initiatives can enhance students' social networks and sense of belonging. Evidence from a systematic review demonstrates that peer mentoring and peer learning can have important effects on student stress and anxiety, supporting the inclusion of peer-based support within broader institutional mental-health techniques (Pointon-Haas et al, 2024.). Therefore, institutions should improve coordinated support systems in which counselling services plays the role of as one component of a broader network of academic, social, and well-being support.

6. PROPOSED REMEDIAL MEASURES

Based on the conceptual framework and illustrative findings, the following institutional interventions are proposed.

6.1 Structured Orientation Programme

A comprehensive first-year orientation programme should include academic expectations, campus resources, communication channels, student responsibilities, study skills, and information about counselling services.

6.2 Faculty Mentoring

Each newly admitted student could be assigned a faculty mentor. Regular mentor meetings can provide an early opportunity to recognize academic or adjustment difficulties.

6.3 Professional Counselling

The institution should make sure that students have confidential access to qualified mental-health professionals. Counselling should be presented as a normal student-support service rather than as an intervention only for students with serious psychological problems.

6.4 Peer-Support Programme

Senior students should be trained as peer mentors. Such programmes can help first-year students improve friendships and take advice related to university life.

6.5 Academic Skills Workshops

Workshops on how to manage time, preparation of examination, communication, and presentation skills reduces academic stress.

6.6 Wellness and Reflective Practices

Yoga, meditation, mindfulness, physical exercise, reflective practices, supports students' overall well-being. For Vedic Sciences, traditional knowledge systems provide useful complementary perspectives.

6.7 Early Identification

Periodic, confidential well-being screenings should arrange as validated instruments. Screening should support for labelling or diagnosing students.

7. LIMITATIONS

This study has several limitations. First, selection of 60 students is relatively small and may limit generalisation. Next self-reported responses influenced by social desirability. Then a case study of students from one school may not represent all undergraduate students.

8. CONCLUSION

Mental well-being and student well-being are some of the major determinants of a successful undergraduate education. Starting university may be challenging for the newly admitted students because of academic stress, adjustment problems, career uncertainty, homesickness, social problems, sleeplessness, and worries about their future. Instead of being viewed through the prism of mental illness, these phenomena should be considered as possible signals of the problems which may require assistance from others.

The current case study approach shows how the mental health problems of 60 newly admitted undergraduates of the School of Vedic Sciences may be interpreted. The sample analysis revealed that academic pressure, adjustment problems, career uncertainty, homesickness, and lifestyle issues may call for more attention in particular.

It seems reasonable to suggest that a holistic response to the situation would incorporate mentoring and counselling, peer support, orientation, career counseling, and wellness programs, as well as identifying the students who may need further assistance. The philosophy of education that is associated with Vedic knowledge may provide a good perspective for self-reflection and well-being, but not substitute for professional services.

However, the goal of universities is to develop an environment where the students feel academically supported, socially involved, emotionally secure, and confident enough to ask for help. Such an approach can be instrumental in developing not only the mental health of the students but also their success in other spheres.

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