

*Indian Journal of*  
**School Health & Wellbeing**

*September - December 2020, Volume 6 Issue 3*

ISSN 2349-5464

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• Health Services • Life Skills Education • Healthy School Environment

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*The National Life Skills, Values Education & School Wellness Program*

*Healthy Schools ..... Healthy India*

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Education is not preparation for life...  
Education is life itself

- John Dewey

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## Submission Guidelines

- All submissions should follow the APA 7th Edition style
  - All submissions should have an abstract summarizing the main points.
  - The submission should have a clear and informative title
  - The submission should be original and should not be in the process of consideration by any other publication at the same time.
  - The submission should have rigorous and reliable information and provide a deeper level of understanding.
  - Submissions should be engaging and accessible to non-expert readers as well.
  - Submission emails must contain an inline declaration stating that the research work is the author's original work and has not been submitted elsewhere for publication.
  - Initial acceptance of any submission does not guarantee publication. The editorial board shall do the final selection.
  - If necessary, the editors may edit the manuscript in order to maintain uniformity of presentation and to enhance readability.
3. **Case Reports:** These should contain reports of new/interesting/rare cases of clinical significance or with implications for management. The word limit is 1500 words and an abstract of not more than 150 words.
  4. **Review Articles:** These are systemic and critical assessments of the literature which will be invited. Review articles should include an abstract of not more than 250 words describing the purpose of the review, collection and analysis of data, with the main conclusions. The word limit is 5000 words excluding references and abstract.
  5. **Grand Rounds in child psychiatry or psychopathology (Case Conference):** This should highlight one or more of the following: diagnostic processes and discussion, therapeutic difficulties, learning process or content/technique of training. This may be authored by an individual or a team, and may be an actual case conference from an academic department or a simulated one. The word limit is 1500 words.
  6. **Viewpoint:** These should be experience-based views and opinions on debatable or controversial issues that affect the profession. The author should have sufficient, credible experience on the subject. The word limit is 3000 words.

### Types of Manuscripts and Word Limits

1. **Original Research Papers:** These should only include original findings from high-quality research studies. The word limit is 5000 excluding references and an abstract (structured format) of not more than 250 words.
2. **Brief Research Communication:** These manuscripts should contain short reports of original studies or evaluations and service-oriented research which points towards a potential area of scientific research or unique first-time reports. The word limit is 1500 words and an abstract (structured format) of not more than 150 words.
7. **Commentaries:** These papers should address important topics, which may be either multiple or linked to a specific article. The word limit is 3000 words with 1 table/figure.
8. **Literary child Psychology/ Developmental studies/ Psychiatry/ Disability studies/ Education for mental health:** Original Contributions are welcome which cover both literature as well as mental health. These can be in the field of poetry, drama, fiction, reviews or any other suitable material. The word limit is 2000 words.

9. **My Voice:** In this section multiple perspectives are provided by patients, caregivers and paraprofessionals. It should encompass how it feels to face a difficult diagnosis and what this does to relationships and the quality of life. Personal narratives, if used in this section, should have relevance to general applications or policies. The word limit is 1000 words.
10. **Book/ Movie reviews:** Reviews of books or movies relevant to school mental health and wellbeing may also be submitted. The word limit is 1000 words.
11. **Announcements:** Information regarding conferences, meetings, courses, awards and other items likely to be of interest to readers should be submitted with the name and address of the person from whom additional information can be obtained (up to 100 words).

**Faculty members are invited to be the guest editors of the journal on a theme relevant to school health and wellbeing.**

*The Manuscripts for publication in the peer-reviewed and refereed Indian Journal of School Health and Wellbeing (IJSHW) are to be submitted via e-mail to [journal@expressionsindia.org](mailto:journal@expressionsindia.org) along with a copy of the email to the editor.*

**Dr. Jitendra Nagpal – MD, DNB**

Program Director “Expressions India”-

The National Life Skills, Values Education & School Wellness Program

Sr. Consultant Psychiatrist & Incharge

Instt. of Child Development & Adolescent Wellbeing Moolchand Medcity, New Delhi

Web: [www.expressionsindia.org](http://www.expressionsindia.org)

Email: [contactexpressions.india@gmail.com](mailto:contactexpressions.india@gmail.com). [expressionsindia2005@gmail.com](mailto:expressionsindia2005@gmail.com)

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Expressions India  
(M) 8527283797

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## Message from the Editor

The current global COVID-19 crisis is unprecedented in many ways. Historically it is linked to the Spanish Flu and Plague Epidemics and their implications for human life, but each of these were in restricted geographical areas unlike COVID-19 which is a worldwide phenomenon. Recognising the seriousness and intensity of the Corona Virus and its highly contagious nature with variable symptomatic manifestations in human beings resulting in many mortalities, the World Health Organisation declared it as a pandemic in March 2020. If we look at life in India from the beginning of the pandemic, there have been drastic changes. The lockdown and home confinement that is recommended compelled everyone to re-organise and re-define their lives. Children could not physically go to school or interact with their friends and peers. Same is the case for older students. Fear of contracting the disease and observing strict precautions to prevent oneself from contacting it has altered family life in many ways. In effect, the current situation has spread a lot of uncertainty and has affected many lives. As we all make an attempt to decode this uncertainty, it is clear that the consequences of the pandemic will only be understood in the long term. Yet at the same time, the pandemic has affected routine life equally across all age groups and of various stakeholders resulting in a disturbed life and disrupted psychosocial environment. Popular media carries many reports of the same.

It is important to acknowledge that the imminent uncertainties that surround COVID-19 have spiked anxiety levels not only in children and adolescents, but in their parents and teachers as well. The anxiety results from not being able to go out of one's home, loss or possibility of loss of one's livelihood, financial difficulties on account of reduced income or no steady source of income, overcrowding in restrictive home accommodation, difficulties in maintaining the boundaries of personal and professional life, etc. Physical distancing has created social distance; family and friends can no longer meet with the same intensity and regularity. All these aspects impact people's mental health.

For many, the home environment may not be ideal for their wellbeing and mental health. In this backdrop, the issue of emotional wellbeing assumes considerable importance. The pandemic has placed all of us in a challenging situation which is now being seen as a new normal. This has made us introspect and question ourselves, doubt the choices we have made and rethink the life that we have lived and rethink the future that we had dreamt of. Today, we wonder whether this new normal, is a permanent feature with which we will have to learn to live.

Various questions that have arisen due to the current situation. What does this uncertainty hold for us? Who is speaking about the current crisis and with what advice? Which voices are heard and which ones are unheard? How can we ensure the emotional wellbeing of children, adolescents, parents and teachers? How has the current situation affected the education of children and all concerned stakeholders? How do they affect every individual and his/her relationship with others? What are the ways through which individuals and families are coping with the current crisis? What is the effect of COVID-19 on the risk propensity of individuals developing anxiety, depression, and other outcomes, such as self-harm? What is the optimal structure for a mentally healthy life in the era of COVID-19?

This issue of **Indian Journal of School Health and Well Being** attempts to address, understand and answer the above questions. The papers in the current issue reflect on a wide range of areas focusing on COVID-19 and its implications for all the stakeholders. The papers dwell upon the experiences and challenges of the stakeholders. They also brought to fore for contemplation the issue of inclusivity in the light of online interaction and increased risk of abuse, child labour, mental stress. Papers also

focused on how the crisis of COVID-19 has changed the dynamics in educational processes and blurred the demarcation between professional and personal space for teachers and students.

Rashi Mukhopadhyay

## Message from the Patrons

It is a matter of great happiness to note that the latest issue of the Indian Journal of School Health & Wellbeing published by the Expressions India is being released. It is a well known fact that Research publications and Journals in particular are the most authentic sources of verified knowledge and experiences. The sharing of such knowledge and experiences not only amongst the Researchers, Scientists, Policy Planners and Implementers, but also the Activists working in the concerned area and persons having special interest in that area benefits all. It is our privilege to reiterate that the Expressions India has been doing pioneering work since long, in the field of Health Education under its banner of “Holistic Health and School Wellness Programme” to enable the school education and teacher’s holistic facilitation in realizing the goal of Health Education in Schools. The present publication is a momentous indicator of this initiative.

The major bottleneck in the way of achieving the objective of Health Education has been the particularistic conceptualization of its transaction process. The goal of development of holistic health and wellbeing of young learners cannot be attained by making them gather certain information and rote-learn those. It can be attained only by a transaction process focused on experiential co-scholastic methodology that ensures active participation of learners and substantially contribute to the development of life skills enabling young children to manage their lives more competently and grow as truly empowered human resource of the nation and human society at large. To facilitate this process it is very critical to encourage and empower the teachers, so that they act like facilitators and mentors.

The formal school education system needs to look towards interacting and taking the support from the initiatives like the one taken by Expressions India under its National Life Skills Education & School Wellness Programme aimed at realizing the Goal of “HEALTHY SCHOOL.....HEALTHY INDIA”. It is pertinent to state that the Schools and other educational institutions that have been associated with such endeavours have strongly felt the need for such programs to be adopted by all schools including Higher Education System.

It is this context the Journal of School Health has potential to reinforce the process of realizing the vision of Health Promoting Schools getting integrated into the education system in India. We are more than confident that the present issue of the Journal will strengthen this grand endeavour and empower all who are creatively engaged in the promotion of Health Education in Schools. With immense pleasure we would like to express our gratitude for Advisory group, Editorial Board and Members of the Executive Editorial Committee for their valuable contribution, ungrudging cooperation and keen interest and also for making available the benefits of their rich experiences and knowledge.

“If there is will, there is way, and if the will is reinforced by enlightened path-breakers, the way would lead to the destination at the earliest “.

### **Dr. Jitendra Nagpal, M.D., D.N.B.**

Program Director-‘Expressions India’  
The National Life Skills, Value Education & School  
Wellness Program  
Sr. Consultant Psychiatrist & Head  
Instt. of Mental Health and Life Skills Promotion  
Health, Moolchand Medcity  
New Delhi

### **Prof. Jawahar Lal Pandey**

Former Professor & National Coordinator, NPEP &  
AEP  
National Council of Educational Research Training  
(NCERT), New Delhi



| <b>Table of Contents</b>   | <b>Page No.</b> |
|--|-----------------|
| Teachers' Identities and Mental Health: Reflections in Times of COVID-19<br><i>Toolika Wadhwa</i>  | 1               |
| The Impact of COVID -19 Crisis on the Wellbeing of Children<br><i>Nidhi Marothiya, Shraddha Kapoor &amp; Vinita Bhargava</i>   | 7               |
| Online Learning in Educational Institutions: Issues, Paradoxes and Possibilities<br><i>Satbir Bedi &amp; Vikas Baniwal</i>   | 11              |
| Teacher Wellbeing During COVID-19 School Closures<br><i>Sonal Chabra</i>   | 20              |
| Care and the COVID-19 Challenge: The Missing Link in the Fulfilment of Educational Needs of Children and Young Persons Living in Alternative Care<br><i>Kiran Modi, Leena Prasad &amp; Gurneet Kalra</i> | 23              |
| Experiences of Teachers in Online Classes during COVID<br><i>Puneeta Malhotra</i>  | 28              |
| Emotional Wellbeing of Children, Adolescents, Parents, Teachers in the Era of COVID-19<br><i>Madhuchanda Mohanty &amp; Prakash Chandra Sahoo</i>   | 32              |
| COVID-19 and the Psychological Effects: An Indian Review<br><i>Ashmeet Bhamrah</i>   | 38              |
| Impact of COVID-19 on Classroom Processes in Higher Education: A Student's Perspective<br><i>Akansha Marwah</i>  | 46              |
| Being Schooled in Pandemic<br><i>Mansi Aneja</i>   | 48              |
| An Initiative for Emotional Wellbeing of Students<br><i>Chanpreet Kaur</i>   | 51              |
| Spirituality, Wellbeing and Anxiety: Correlates of Corona Pandemic<br><i>Sanjana Purdhani &amp; Tamanna Saxena</i>   | 56              |
| Mocking Inclusivity<br><i>Shivam Luthra</i>  | 60              |
| Understanding School Students' Experiences of Online Learning During COVID-19 Pandemic<br><i>Alyala Choudhry</i>   | 64              |
| Book Review: 'Understanding Childhood and Adolescence', edited by Prof. Namita Rangnathan<br><i>Ameeta Mulla Wattal</i>  | 71              |
| <b>Authors' Details</b>  | 74              |