# NEP 2020: MENTAL HEALTH AND EMOTIONAL WELL BEING OF STUDENTS AND THE CHANGINGROLE OF TEACHER AS COUNSELLOR

*Dr. Ramesh D. Patil*

*MAEER'S, MIT VGS AND JUNIOR COLLEGE, PUNE- 411038, MAHARASHTRA, INDIA Email: rambordp@gmail.com*

*"Good mental health is absolutely fundamental to overall health and well-being. COVID-19 has interrupted essential mental health services around the world just when they're needed most. World leaders must move fast and decisively to invest more in life-saving mental health programmes−during the pandemic and beyond"*

**-Dr. Tedros Ghebreyesus, Director-General of the World Health Organisation, August, 2020.**

## 1. Abstract:

*The New Education Policy (NEP) announced after 34 long years has taken many steps in this positive direction, and is expected to transform the education system. This new policy of education is still in its budding stage but the very thought of monitoring the psychological well-being of the students is to be appreciated. Education is not about loading a child with information but to develop the body and the mind to the highest possible capability. Mental health and well-being are directly linked to the educational outcomes and the success in the lives of students. Mental health during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school and the society at large. Mental health gives an individual the feeling of worth, control and understanding of internal and external functioning. Since the students spend most of their active hours in school, it gives schools the power to enhance the nature and scope of mental health interventions, fill the gaps, enhance effectiveness, address problems early, and reduce stigma around mental illnesses. In this research the author has emphasized the importance of mental health and well-being and need of counselling to address the issues. Teachers can significantly contribute to the schools counselling programme by giving their full support and encouragement, and creating a motivating environment.*

## 2. Introduction:

The New Education Policy (NEP) 2020, announced after 34 long years has brought about a monumental change in the new educational policy of our country. It has placed high priority and high importance for physical and mental health for students. Even though the policy is in the budding stage it is our duty to appreciate the policy framers and developers to think of student's health holistically. In addition to regular school schedules, there are also several new programs that have been put down by the policy to holistically take care of health.Good health is vital to human happiness and well-being that contributes significantly to prosperity and wealth and even economic progress, as healthy populations are more productive, save more and live longer. For a healthy life style, we need a healthy and balanced diet, good hygiene habits, staying in a proper shelter and getting enough sleep. In addition physical activities, weight management, and stress management activities are essential.Health is the body's functional and metabolic efficiency and ability to adapt to the physical, mental, and social changes in the surrounding. It means the safety of the body from physical, social, and mental disorders.

A physical health means body without any diseases or disorder while mental and social health is the ability of a person to accomplish social tasks entrusted to him without defect or error. A healthy person is able to serve himself, his nation and his community and unhealthy person sees him/her weak and meager, unable to carry out the duties and responsibilities properly and become dependent on other and also affects his psyche as well due to sense of helplessness and weakness. Psychologically healthy people feel comfortable and happy in their lives and enjoy life well in all endeavours. A person who suffers from mental illnesses always sees him as a gloomy and pessimist and does not feel happy in his/her life and in his/her relationships with people. While a healthy person enjoys happiness establishing his relationships with people and showing love, kindness, and intimacy.The global pandemic COVID -19 is the challenging time for everyone in the world not only in terms of physical but mental well-being also. The serious concernthe world is facing today is psycho-social stress for many individuals, particularly children in their early ages. It has also brought new stressors on parents and caregivers including teachers which can hamper their capacity to provide adequate support and remain positively engaged with their wards (GOI, 2020).
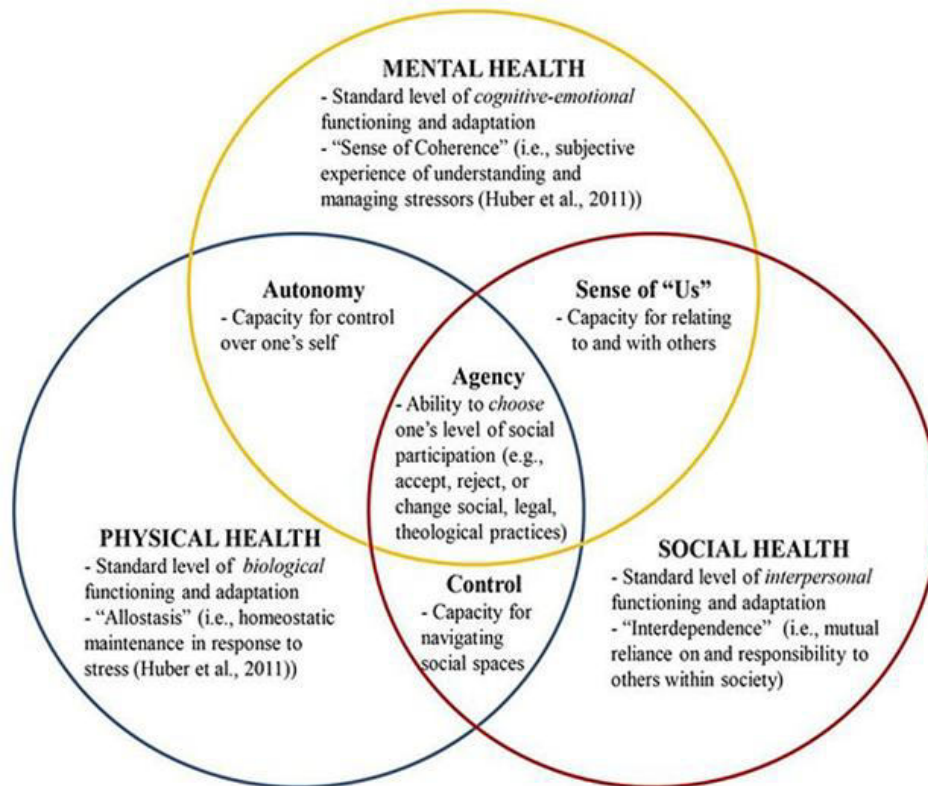
## 2.1 What is a Mental Health?

Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities. Mental health is a state of well-being in which a person realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her community. It is an inseparable part of general health and has an inherent value for the individual, society, and culture and essential for the well-being and functioning of individuals, families, communities and societies. Mental health is seen as affecting one's abilities to function and make the most of the opportunities that are available, and to participate fully with family, workplace, community and peers. There is a close link between physical and mental health, as they affect each other directly and indirectly. It has a mutual relationship with the well-being and productivity of a society and its members and is essential for the well-being and functioning of individuals (GOI, 2020).It refers to the state of a person's mind, both their emotions and thoughts. The term thoughts refers to  our cognitive functioning which includes different mental abilities- learning a new concept, exercising powers of reasoning, remembering or retaining information, problem-solving and decision-making skills as well as being able to pay attention. They play a role by influencing how we behave in our daily life and in the social spaces we occupy.

A trans- domain model of health (**Figure1**) gives the comprehensive definition for all aspects of health. This model is built on the three domains of health as described by WHO and Huber, et-al. There are three domains of health (i. e. physical, mental, and social), each of which would be defined in terms of a basic standard of functioning and adaptation. There are four dynamic areas of integration or synergy between domains and examples of how the core concepts of mental health could be used to define them. Some other definitions are also given here to broaden the understanding of the concept of mental health. According to the World Health Organization (WHO, 2019) mental health is "A state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." Mental health is the "ability to adapt and self-manage (Huber, et-al, 2011). Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act and also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood ((mental health.gov- 2020). Mental health in the national 'No Health without Mental Health' policy is defined as " a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment" (NHS, 2015). Mental health is about how we think, feel and act. Just like physical health: everybody has it and we need to take care of it. Our mental health is on a spectrum, and can range from good to poor. Good mental health can help you to think positively, feel confident and act calmly (mind.org.uk, 2022). Mental health during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities (CDC, 2021). Child mental health is the complete well-being and optimal development of a child in the emotional, behavioral, social, and cognitive domains (Britannica, 2020).  Thus, mental health is

fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world (WHO, 2019).

It is an integral and essential part of overall health, which can be defined in at least three ways – as the absence of disease, as a state of the organism that allows the full performance of all its functions or as a state of balance within oneself and between oneself and one's physical and social environment (Sartorius, 2002). The Society for Health Education and Promotion Specialists (SHEPS, 1997) suggests that mental health also involves feeling positive about oneself and others, feeling glad and joyful and loving. Mental health, like mental illness, is also affected by biological, social, psychological and environmental factors. The Mental Health Foundation (MHF, 2008) notes that, mental health is defined by how individuals think and feel about themselves and their life, and that it affects how an individual copes and manages in times of adversity.



**Figure-1: Trans- domain Model of Health built on the three spheres of health as described by WHO (2015) and Huber, et- al (2011).**

## 2.2 What is Emotional Well-Being?

Mental health and wellbeing contribute to all aspects of human life. Mental health and emotional well-being are the terms used interchangeably. Good mental health is absolutely fundamental to overall health and well-being. Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships (Huppert, 2009). Well-being has been linked to success at professional, personal, and interpersonal levels, with those individuals high in well-being exhibiting greater productivity in the workplace, more effective learning, increased creativity, more Prosocial behaviors, and positive relationships ( Diener, 2012; Huppert, 2013; Oishi, et-al, 2007).

Emotional well-being is an important part of holistic wellness, as it can impact your outlook on life, your relationships, and your health.Emotional well-being is the ability to produce positive emotions, moods, thoughts, and feelings, and adapt when confronted with adversity and stressful situations.. Emotional well-being simply means to be in tune with the emotions and vulnerability of our body. On the other hand, Mental Health refers to emotions, psychological and social well-being. It affects how we think, feel and act and how we relate to others and make choices.Everything in your life- emotional, social, spiritual, physical, and intellectual- connects in a state of well-being.According to the Mental Health Foundation and the CDC, it is "A positive sense of well-being…enables an individual to be able to function in society and meet the demands of everyday life. Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy." According to Psychology Today, the definition of emotional well-being is "the ability to practice stress-management techniques, be resilient, and generate the emotions that lead to good feelings."According to Melkonian (2021), Emotional well-being is the ability to produce positive emotions, moods, thoughts, and feelings, and adapt when confronted with adversity and stressful situations. Emotional well-being is the ability to produce positive emotions, moods, thoughts, and feelings, and adapt when confronted with adversity and stressful situations. ... Emotional well-being allows you to focus on the positive, and manage the negative emotions and feelings you may have in a given situation.

Emotional well-being means feeling good, being happy, experiencing positive emotions like love, joy or compassion, and feeling generally satisfied with life. Spiritual Wellbeing can include feeling connected to a higher power, a sense of meaning or purpose or feelings of peace or transcendence (Well Being Victoria, 2021).The World Health Organisation describes 'wellbeing' as a "resource for healthy living" and "positive state of health" that is "more than the absence of an illness" and enables us to function well: psychologically, physically, emotionally and socially. In other words, wellbeing' is described as "enabling people to develop their potential, work productively and creatively, form positive relationships with others and meaningfully contribute to the community" (Foresight Mental Capital and Wellbeing Project 2008).Wellbeing has many components, such as mental, psychological, social, emotional, and spiritual.Feelings of happiness, contentment, enjoyment, curiosity and engagement with their community, are characteristic of someone who has a positive experience of their life (**Figure2**).
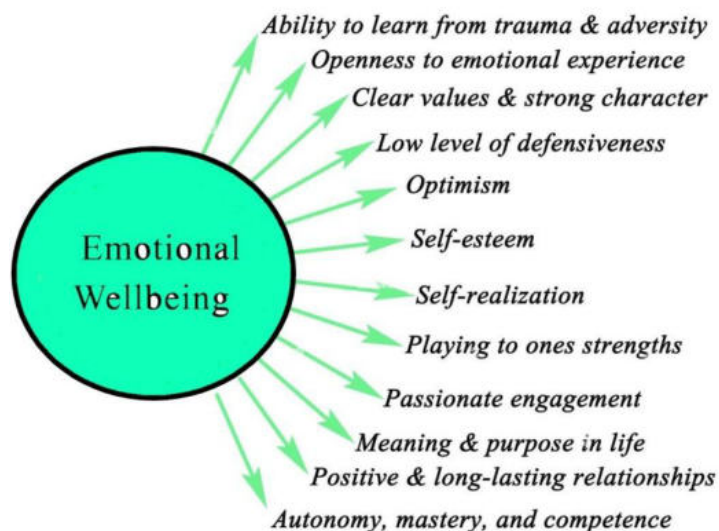


**Figure- 2: The Components of Well Being for exploring and maintaining positive relationships, having some control over one's life and having a sense of purpose, self-esteem and self-confidence. (After Dreamstime.com, 2022)**

According to the World Health Organization (WHO, 2015), mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to

make a contribution to his or her community" Emotional well-being refers to the emotional quality of an individual's experiences. It is influenced by a variety of psychological, demographic, economic, and situational factors.Emotional Wellbeing means feeling good, being happy, experiencing positive emotions like love, joy or compassion, and feeling generally satisfied with life. The major domains of the human wellbeing are depicted in the **Figure 3.**Further, wellbeing in childhood goes on to predict future well-being in adulthood (Richard, M. and Huppert, FA, 2011).A measure of well-being must encompass all the major components of well-being and cannot be simplified to a unitary item of income, life satisfaction, or happiness (Ruggeri, et-al, 2020).Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life (Huppert, 2009).
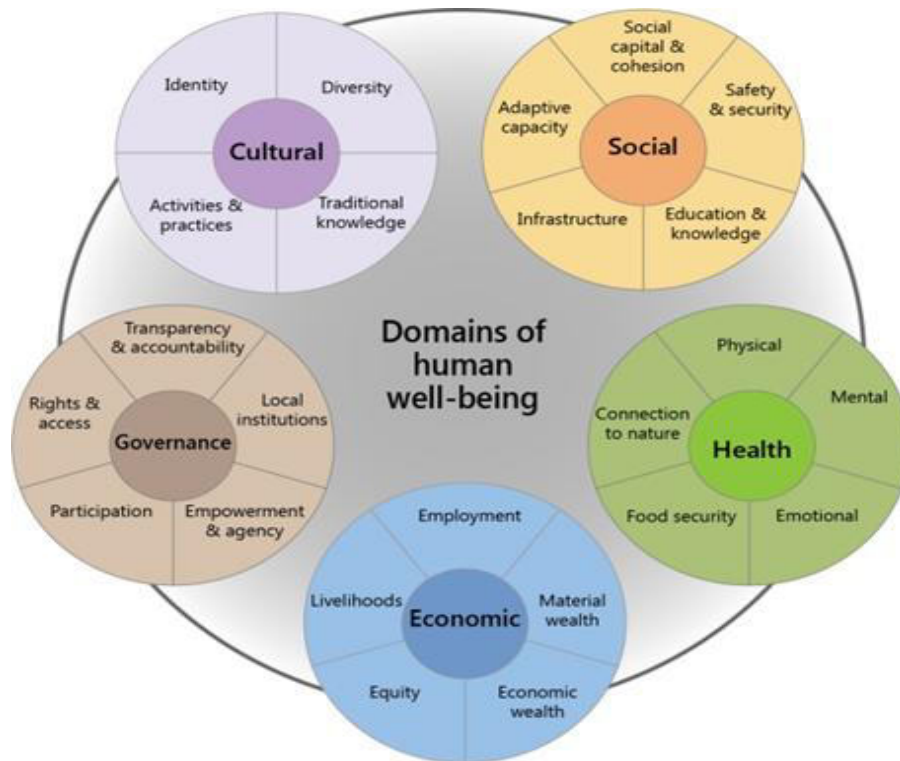


**Figure- 3: The domains of Human Well Being as described by Kaplan-Hallan and Bennet (2017) for exploring diverse relationships between humans and the environment.**

## 2.3 Mental Health in Schools:

Schools are places where the students come together and spend most of their time with peers and teachers. Schools and early education settings have a key role in promoting mental health in all children and young people, and to assist those who may be at risk of developing mental illness..Schools play a key part in children's development, from peer relationships and social interactions to academic attainment and cognitive progress, emotional control and behavioural expectations, and physical and moral development (Fazel, et-al, 2014). All these areas are reciprocally affected by mental health. Increase in recognition of the effect of mental health problems on academic achievement, and the unique platform that schools can offer in access to and support for children and adolescents with psychological difficulties, has led to an expansion of school-based mental health interventions in high-income countries. School-based mental health can be defined as "any mental health or substance abuse service or programme that can be delivered in a school setting" (Boudreau, et-al, 2009).  Thus, schools present significant opportunities for delivering mental health promotion, prevention and support efforts to students (Patel, et-al, 2013). The last 20 years have seen a substantial growth in research and good practice regarding mental health in schools. The findings suggested that the most effective efforts are those which adopt a "whole school approach" to mental health;

considering school policy, ethos and environment, partnerships with outside agencies and theprofessional development of staff and not just delivering classroom focused activities (Kidger, et-al, 2009).

The World Health organization has set out models for mental health promotion in schools. Theschools need to focus on safe environment, social and emotional learning, family and community awareness and building capacity to promote emotional wellness. The World Health organization has set out models for mental health promotion in schools. **Figure4** below highlights the actions that maximise mental health and well-being of whole communities and individuals by improving social, physical, and economic environments- strengthening the understanding and the skills of individuals to support their efforts to achieve and maintain mental health (Wyn, et -al, 2000). In this figure the widest part of the triangle represents the emphasis which the whole-school approach places on creating an environment which is 'health promoting' for all stakeholders. This level involves the entire school community; the quality of the relationships with parents, students and with community agencies; the school ethos and the nature of school policies. In their Mind Matters project Wyn, et-al (2000) gives strong emphasis on this level of practice which provides a framework within which schools can identify their strengths and adapt accordingly to improve on current practices.
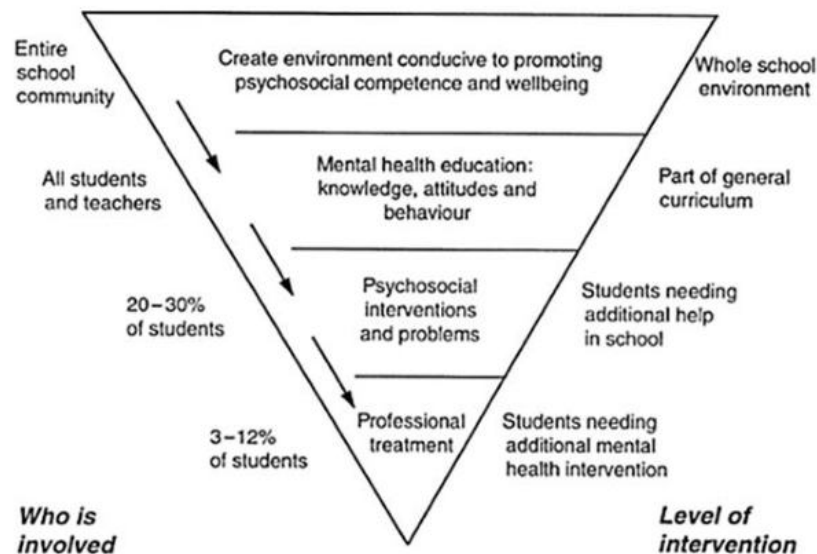


**Figure- 4: The World Health Organization's four-level, whole-school approach to school change and to promote mental health and wellbeing among young people.**

India has the largest number of children and adolescents in the world. It constitutes almost a third i.e. more than 2.2 billion individuals of the world's population (Barry, et-al, 2013). Along with the ease of accessibility and affordability, mental health services become a multidisciplinary object that involves teachers, families, mental health service providers, and school administrative bodies. To enrich the School Mental Health continuum to its fullest, the extended stakeholders such as business leaders, journalists, advocates, and the legislators need to be involved too. An integration of all primary caregiving systems and their coordinated efforts fosters the overall mental health of students.

**2.4 Need for Counselling in Schools:**

It is estimated that around 20% of the world's adolescents have a mental health or behavioural problem. Of these 50% of mental, behavioural and psychological problems have their onset during adolescence period (Kessler, et-al, 2005). There is

growing evidence of increased psychological problems in children and adolescents especially behaviour problems and suicides. The prevalence rate of psychiatric disorders in India is 12.5% among children aged 0-16 years and 12% among the 4-16 year's children (Srinata, et-al, 2005). As per the National Mental Health Survey, the prevalence of psychiatric illness was about 7.3% in adolescents aged between 13-17 years. Depression, anxiety disorders, substance use disorder, attentive deficit hyperactive disorder, conduct disorder are the common psychiatric illnesses in children and suicide is the leading cause of death in the adolescent age group in India (GOI, 2016).

India has a huge burden of mental health disorders, which is posing a serious threat to the health of the nation. The prevalence of mental health disorders in India was 10.6% in the year 2016 according to the National Mental Health Survey Reports (Gururaj, et- al, 2016). It is estimated that about one in twenty people in India suffer from depression. Also it is to be noted thatIndia has one of the highest suicide rates in the world (Patel, et-al, 2012).A study published in the Lancet Journal revealed that, about one third (i.e. 37%) of global suicide deaths among women and about one-third (i.e. 24%) of global suicide deaths among men occur in India (Vos, et-al, 2017).

The latest data on the mental health reveals the emergency of the issues. According to ICMR (2017) 33% of the children (in the age 0-5years) are detected with hyperkinetic syndrome. The common diagnoses in age group 6-11 years were hyperkinetic syndrome, and conduct disorders. Multicentric studies by ICMR mention that 10-13% of children and adolescents suffer from mental health issues. As per WHO (2017) report, more than 56 million individuals face depressive disorders. Every hour one student commits suicide in India, with about 28 such suicides reported every day, according to data compiled by the National Crime Records Bureau (NCRB). The NCRB data shows that 10,159 students died by suicide in 2018, an increase from 9,905 in 2017, and 9,478 in 2016. Recently a total of 1,53,052 suicides were reported in the country during 2020 showing an increase of 10.0% in comparison to 2019 and the rate of suicides has increased by 8.7% during 2020 over 2019 (NCRB, 2020). Also National Health Profile 2018 reveals that suicides in the country has increased by 23% from 2000 to 2015 with the maximum number of such deaths being reported in the 30-45 age group, followed closely by young adults between 18-30 years. Thus, it becomes very important to identify the illness at an early stage and consult a mental health professional and have focused programmes in place, at both school and college level to address mental health issues (GOI, 2020).

Therefore, empowerment of children adolescents is very essential in today's context in India as there is rapid globalization and urbanization with breaking up of joint families and the traditional social support systems. It has also been estimated that about 150 million mentally ill people in India are in need of health care interventions. Most of the risk taking behaviours and psychological problems among children and adolescents emerge during adolescent period which can be preventable through universal preventive and promotive school mental health programme. Crime, violence, sexual permissiveness, drug abuse, academic competition, bullying and school dropout are on the rise among the youth. These problems have strong impact on their participation in the classroom, scholastic achievement, relationship issues, mental health and psychological wellbeing. Promoting competencies has the potential to prevent high risk behaviours, psychological problems and enhance resilience among the children and adolescents.

Worldwide increasing attention has been given on primary prevention of mental illness and risk reduction to vulnerability to mental illness. In India, there is no separate comprehensive policy to deal with child mental health issues. The existing policies such as National Health Policy, Integrated Child Development Scheme and National Mental Health Program for India stress the need for developing comprehensive child mental health program and services at various levels (GOI, 2002).The adoption of the National Mental Health Programme (NMHP) in August 1982 was a milestone in the history of Indian psychiatry.It is important to recognize that the new Mental Health Policy, 2014and the National Health Policy, 2015, both recognize the basic premise of the NMHP 1982 (Wig and Murthy. 2015)in line with the international developments in mental health care (WHO-WONCA. 2008).

Many of the mental, behavioural and psychological problems, among children and adolescents can be prevented if it is intervened at an early stage. School-based interventions possess a great potential in reducing the risk factors and increasing the protective factors to promote the mental health and well-being of children and adolescents. A well-timed comprehensive

program in the schools using teachers as a facilitators have the potential for building competencies results in yielding high long term returns on investment on children and adolescentpromoting the mental health. The program assumes life skills competency building approach, resiliency, and experiential framework of promoting mental health of adolescents in schools using teachers as facilitators; to develop a manual for the teachers; test out the manual by training teachers as facilitators for implementation (Vranda, M., 2015). The growing number of mental and behavioural problems, increased suicides and substance abuse among children and adolescents, the need emerged to have separate policies and programmes to integrate preventive and promotive school mental health in the educational system as there is no national policy on school mental health in the country(Singh, 2020).

## 2.5 Importance of Mental Health Counselling in Schools:

Awareness of self, mindfulness, having the potential of thinking and feeling the emotions with clarity and comprehending them is a part and parcel of human life. Mental health services in India are neglected area which needs immediate and serious attention from the government, policy makers and civil society organizations. In the rural areas it is totally neglected in this regard due to unavailability of experts, low literacy, socio-cultural barriers, traditional and religious beliefs and stigma anddiscrimination associated with mental illness (Raguram, et-al, 1996). Mental health is a key part of our successful life and our overall well-being. It refers to the way in which we are aware of our own abilities so we can cope well with the difficulties of life. Mental health issues can have a deep impact on how we think, feel and behave. They can range from our daily worries we have from time to time, to serious problems. Counselling involves the exploration problems in an environment that is both supportive and objective. It also involves the identification of alternative courses of action that might solve a problem. Counsellor suggests strategies for managing and altering patterns of upsetting thoughts, feelings and behaviour.Mental health issues with psychotic symptoms include Schizophrenia, eating disorders, substance abuse, bipolar disorder, Personality disorder.

Guidance and counselling is an important educational tool in shaping the orientation of child from negative ideas. Hence there is a need for a counsellor to assist the child in moulding their future through counselling therapy (Ahmad and Zadha, 2016).Counselling is a way of helping people to solve their own emotional, social, personal or interpersonal problems and not giving advice or solving problems. Counselling services in schools have been useful to resolve the academic problems of students (Baum and Fleming, 1993), while group counselling has been effective in decreasing student's anxiety (Khodaei, 1997).Counselling is one of the helping professions which allow distressed people to communicate and deal with unmanageable feelings they have encountered in safe and confidential space. Counselling helps the person to understand their own reality and achieve an indepth understanding of self and others (Karkare and Dutt, 2018). Counselling as a helping profession reduces the demand on psychiatric services by limiting the less serious issues from escalating and by helping people to achieve and maintain the state of psychological wellbeing (Arthur, 2010). School counselling focuses on the relation and interactions between students and their school environment to reduce the effects of environmental and institutional barriers that impede student academic success. School counsellors foster educational equity, access, and academic success in a rigorous curriculum to ensure that all students graduate from high school ready to succeed in college and careers. "A comprehensive school counselling program is developmental and systematic in nature, sequential, clearly defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy, and counseling methodology (ASCA, 1997). Still schools are neglecting counselling (IEN,1999), but it is over the last couple of years that the importance of counselling and being counseled is catching on. Schools are yet to realise the importance of counselling as there is no such policy in the state government schools. Moreover counsellors are there to treat only the ill children and not to conduct positive mental health activities in schools (Shetty, 1999).Thus, trained mental health counsellors will definitely make a change in the life of students with different skills and techniques depending upon the students or clients problems (Bashir, s., Anas, M. and Kirmani, M., 2016).

## 3. Objectives of the Study:

In view of the NEP 2020and its inclusion and high priority given to mental health and emotional well-being of students the teachers role becomes more challenging. The author has kept in mind the following objectives:

1.  To study the role and emphasis of NEP on mental health and emotional well-being of students.
2.  To identify various areas of mental health and emotional well-being of students and teachers.
3.  To study the importance of mental health counselling program and interventions.
4.  To study the role of teacher as a counsellor in addition to the traditional roles.
5.  To identify the need of the guidance and counselling cell.

## 4. Research Methodology:

The present study is mainly analytical in nature as the secondary data has been collected from various sources to obtain real and detailed image of the present theme of mental health and emotional well-being as well as counselling. The research methodology adopted is a combination of qualitative and descriptive type. The secondary data was collected from various sources such as websites, journals, articles and other online and offline publications. It also takes into account, the extraction of summary of various documents on education policies, their importance, statistical records, historical background, analysis of the drafts and documents related to the education and mental health policies. Further this data was analysed by using qualitative method toprovide in-depth socio-contextual and elaborative description along with insightful interpretation (Holloway and Galvin, 2016). Analysing documents, policies and archives, are social and crucial research tools. In this research the important policies and documents such as public records and personal document or archives were analysed and interpreted by the researcher to give the meaning to assessment framework (Chima, 2020) and also for evaluation of important inputs in arriving at certain conclusions and recommendations (Brit et-al, 2016).

## 5. Results:

### 5.1: The Status and Emphasis on Mental Health in NEP 2020:

The human mind thinks both emotionally and rationally. Right from birth, until adulthood, a child undergoes progressive stages of development with cultural, social, genetic and environmental factors contributing towards his/hers mental development.Many schools in the developed nations check for the psychological well-being of the students periodically and the same is reported back to the parents. In this way the emotions and the emotional needs of the child are taken care of (Prakash, R., 2020).In our country we would be able to address the issues of the children and counsel them appropriately. Issues disturbing students may range from something very fundamental like less marks or improper sleep to severe issues like domestic violence or abuse.It's difficult for children to explain what they're going through but psychologists observe how a child interacts with their parents, teachers and themselves. As the child develops, more complex emotions such as confidence, hope, guilt, and pride emerge. It is important to teach them how to cope with their emotions. The psychologists or counsellors can identify unusual behaviours early and can help the child express their emotions in a healthy, positive way.An educator's mental health is as important as the student's health. It plays a vital role and lack of well-being amongst teaching will be reflected in the learning levels. This is definitely a difficult task but however it is the duty of all organizations to take good care of their faculties.At the outset, the parents must not set outright expectations on their kids, but rather understand their boundaries and act accordingly. The children must be trained in such a way that they are the ultimate for themselves and every progress they make is just an additional feather to their cap. The children must have ample breaks between their study hours and the time they spend on other activities. As always they must have balanced food, good sleep and socialize not through applications but through people. It is also highly important as parents and teachers to pay heed to our children and notices even the slightest bit of changes in their behaviour and spend quality time with them.Hence, we can address the issues of the children and counsel them appropriately. Issues disturbing students may range from something very fundamental like less marks or improper sleep to severe issues like domestic violence or abuse.In order to address this issue of huge burden of mental health disorders andhuge shortage of mental health workforce Government of India launched the National Mental Health Programme (NMHP) in the year 1982 (Hariharan, et-al, 2020).

### 5.2: The Initiatives by the Government of India:

The adoption of National Mental Health Programme (NMHP) by the Government of India in August 1982 was in many ways a landmark event in the history of psychiatry in this country.Students Mental Health formulates the overall development and architecture of a child's brain through significant early life experiences, relationships, and environment. It shapes capacities for learning, ability to cope up with a range of emotions, future development in context to family, community, and later behaviour. According to researchers, more than one million neural connections develop every 5 seconds in the first 6 years of a child's life which creates a foundation of their emotional health. The human mind thinks both emotionally and rationally. Right from birth, until adulthood, a child undergoes progressive stages of development with cultural, social, genetic and environmental factors contributing towards his/hers mental development.It must be noted that children, especially those going through puberty are extremely vulnerable mentally and the parents/guardians need to tread with caution while listening to their children's problems. Creating an atmosphere of understanding and openness is key if you want your child to be mentally fit and healthy.According to experts, psychological problems such as gadget addiction, insomnia, suicide attempts, depression, anxiety, gaming addiction, substance abuse, relationship problems, conflict with parents, learning and behavioral problems are on the rise. Therefore, having counselors at school isn't an option anymore; it is a necessity. Offering mental health services in school makes it easy for students to access help, and they can avail help in an environment that they find safe and comfortable.

In India, there is no separate comprehensive policy to deal with child mental health issues. The existing policies such as National Health Policy, Integrated Child Development Scheme and National Mental Health Programme for India stress the need for developing comprehensive child mental health programme and services at various levels (GOI, 2018). An extensive review by Murthy dealt with the policies pertaining to children in India. It revealed the lack of clear-focused policies on child mental health. The uncoordinated efforts of the various sectors such as welfare, education, labor, health, law, etc. and changing or unrealistic targets were the associated reasons behind this lacuna. He proposed it to the existing mental health professionals of the country to reach out beyond their usual clinical preoccupation. He proposed one of the most effective intervention models for the country like India (Murthy, 2010).

The government's initiative to improve and enhance the mental health of the students would be fulfilled only with the keen involvement and participation of the schools. Every school at the state, district, sub-district, and block level has to take the ownership. School counseling would lead to the adoption of a school curriculum promoting not only intellectual development but also personal and psychological development.Schools may organize online workshops on the highlights of the new education policy for better clarity. Appointment of a psychologist or counselor as a permanent staff in the school rather than a visiting faculty would yield the best results because students need not wait to discuss their issues until their next visit. The school managements can also encourage their teachers to take up diploma courses on child psychology/school counseling.It is important to educate the children early in life, about their health and the right behaviours, so that they lead a healthy life and realize their full potential. These educated, healthy and productive adults will form the base of resilient, prosperous and sustainable communities (GOI, 2018).

The Ministry of Education has undertaken a proactive initiative, named, 'Manodarpan', covering a wide range of activities to provide psychosocial support to students, teachers and families for Mental Health and Emotional Wellbeing during the COVID outbreak and beyond. A Working Group, having experts from the fields of education, mental health and psychosocial issues as its members, has been set up to monitor and promote the mental health issues and concerns of students and to facilitate providing of support to address the mental health and psychosocial aspects during and after COVID-19, through counselling services, online resources and helpline (indiaeducationdiary.in, November 29, 2021). The following components are included in the 'Manodarpan' initiative (Indian Education Diary Bureau, January, 23, 2021 (https://manodarpan.education.gov.in/).

➢ Advisory Guidelines for students, teachers and faculty of School systems and Universities along with families.

➢ Web page on Ministry of Education website (URL: http://manodarpan.education.gov.in) carrying advisory, practical tips, posters, videos, do's and don'ts for psychosocial support, FAQs and online query system.

➢ National level database and directory of counsellors at School and University levels.

➢ National Toll-free Helpline (8448440632) for a country wide outreach to students from school, universities and colleges.

➢ Handbook on Psychosocial Support: Enriching Life skills and Wellbeing of Students

➢ Webinars, audio-visual resources including videos, posters, flyers, comics, and short films with focus on convergence of resources from other Ministries/Departments on physical and creative well-being which are essential parts of mental well-being.

➢ The National Council of Educational Research and Training has started 'NCERT Counseling Services for School Children' in April, 2020 to help school students across the country share their concerns. This service is provided free of charge by about 270 counsellors across different regions of the country.

➢ Live interactive sessions on 'SAHYOG: Guidance for Mental Wellbeing of Children' are telecast on 12 PM eVidya DTH-TV channels for classes 1 to 12.

➢ To handle stress and anxiety recorded videos on Yoga are telecast through 12 DTH TV channels with effect from 1st September, 2020 from Classes 1 to 12 and also digital resources are made available in digital platforms, i.e., DIKSHA.

➢ **Holistic Report Card**-as per the recommendation of the Honourable PM of India,  the complete redesigning of students' report card, to make it holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. The holistic report card will form an important link between home and school, and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. It will go a long way in providing timely interventions, not only for learning support, but also for mental and physical well-being support.

**5.3 Contributions of Schools in Mental health and Emotional Well-being of students:**

Schools afford a great opportunity not only to identify and support children who are experiencing emotional difficulties but more importantly to promote overall emotional well-being and social and moral development. Schools are imperative in mental health promotion and prevention. School experiences are vitally important in both children's intellectual development and their psychological well-being, and evidence increasingly illuminates the close connection between emotional health and academic achievement; hence, schools enhance school achievement by attending to issues such as self-esteem and social well-being (Rutter, 1991). In addition to school success, children and adolescents who experience positive emotional and social well-being report greater satisfaction with their family and their relationship with friends (Gutman & Feinstein, 2008). On the other hand, children with emotional problems are more prone to academic failure and quitting school, making them vulnerable, targets for child labour, substance abuse, criminal involvement and violence, as well as unemployment. Thus, schools have a critical role to play regarding student mental health (WHO, 2021).

School-based interventions possess a great potential in reducing the risk factors and increasing the protective factors to promote the mental health and well-being of children and adolescents.Hence, a well-timed comprehensive programme, in the schools using teachers as facilitators have the potential for building competencies results in yielding high long term returns on investment on children and adolescent.The National Institute of Mental Health Neuro Sciences (NIMHANS), Bangalore, India has recently designed a universal comprehensive school promotive mental health programme model called Promotive Mental Health and Well Being (PMHWB) programme to reduce risks and enhance psychosocial competencies and resiliency of adolescents in schools and found to be feasible and acceptable by teachers (Vranda, M., 2015).

Adolescence is a transition phase from childhood to adulthood, which is marked by several biological, cognitive, and psychosocial changes. The characteristics which develop during adolescence involve a tendency to experiment and seek novel experiences, a heightened sense of vulnerability, a low-risk perception, an intense desire for independence, and an inner search for self-identity which gradually shape up their personality throughout the developing years (Singh, 2019). It is a critical period characterized by neurobiological and physical maturation leading to enhanced psychological awareness and a higher level of social andemotional interactions with peers and adults. From a neurobiological perspective also, adolescents can be viewed as "works in progress," with academic, interpersonal, and emotional challenges, and exploring new territories using their talents, and experimenting with social identities (Nebhinani and Jain, 2019). Therefore, the mental and physical well-being of adolescents is so important to look into and help them live more productive and fulfilling lives and provide them with space for healthy development both, physically and psychologically. While, the Indian community lacks efficient delivery of physical health to all populations, mental health as important as physical, is often disregarded. It has led over the years to a drastic increase in suicide rates and engagement in unhealthy activities- so much so that India reported an average 381 deaths by suicide daily in 2019, totaling 1,39,123 fatalities over the year, according to the latest National Crime Records Bureau (NCRB) data (2020a). Thus, it is imperative to understand Indian schooling and the education system's potential to promote mental well-being and literacy.

Thus, conducting mental health activities at school level improves the chances of children's access to mental health or any other services. Their families too feel more comfortable seeking help in a community setting as it minimizes the problems related to transportation, accessibility, affordability, and a perceived stigma associated with it. School settings provide additional opportunities to observe children and intervene directly in school setting if required. This results in clinical efficiency and productivity as long as mental health services are concerned (Gujar, 2015).

### 5.4Teachers role in Mental Health Counselling:

Teachers can help in improving the mental health status of students by detecting preliminary signs of mental health concerns, making appropriate referrals to health professionals, and also by creating awareness on mental health problems among adolescents.The role of teachers' in promoting mental health is related to early detection of children at risk for mental health problems. School-based counselling interventions can contribute to mental health promotion. Teaching socio-emotional skills, such as emotion management, conflict management, problem solving skills can strengthen students' socio-emotional competence and enhance their psychological resilience.

Each teacher in the school has the obligation to contribute to a perfect realization of the harmony among cognitive, affective, behaviourist, attitudinal and social sides of students (Dumitru, G., 2015).Teachers have a strong influence on the students' knowledge, attitude, and mindset since they interact with them regularly. They can stimulate positive changes in students and motivate them to excel in all endeavors. The capability of teachers to recognize mental health problems in children when given descriptions of children exhibiting these disorders and possess the ability to identify the existence of common emotional and behavioral disorders in their students (Loades, E. and Mastroyannopoulou, K., 2010). Teachers on their duty in the timely recognition of students' mental health problems and subsequent referral of these children for appropriate support is appreciated and also that teachers feel incompetently equipped to offer support to students with mental health needs. Therefore, sensitizing teachers on mental health is very important to provide the necessary knowledge to teachers on giving help and making a subsequent referral of students with potential problems (Rothi, M., Leavey, G. and Best, R., 2008).

In addition, positive interpersonal relationships in school context, the quality of teacher-student relationships, and teacher-parent relationships are associated with teachers' role in promoting mental health. Constructive interpersonal relationships can contribute in preventing behaviour problems and enhancing students' psychosocial development and adaptation. Finally, the role of teachers' as mental health promoters can empower the identity of students with emotional difficulties (.Nikolaou, E. and Markogiannakis, G., 2017). School teachers may be the "linchpins" in school-based efforts. Potentially, their role could include the delivery of classroom-based programme to students and the reinforcement of the content of this programme to generate positive and sustained effects (Midford R. Wilkes D. and Young D., 2005).

In addition to this school teachers often unknowingly provide role models for students on mental health related attitudes and behaviours. In cases where students actively seek help, they may approach teachers for mental health information, crisis support or signposting to other services (McVey, et-al, 2009). Here the perceptions and knowledge of staff will be crucial in helping to determine whether these children access mental health services and receive the help they require. Where young people are not help-seeking, staff's regular contact with students and their families, often over several years, positions them well to detect any changes or developing difficulties. In some cases, school staff may be the only professionals with whom students have contact (Stiffman, et-al, 2001).It therefore seems important, that staff have the appropriate knowledge, attitudes and skills which aid recognition, prevention and management means have good mental health literacy to prevent mental health difficulties from being overlooked and the benefits of student focused interventions being lost over time (Jorm, et-al, 2000).Teachers have a significant responsibility for educating their students, and teaching can be both rewarding and challenging at the same time. Teachers often report that they need support in fostering wellness in their classroom and in identifying and supporting students with mental health challenges.

Murthy (2010) proposed one of the most effective intervention models for the country like India. Along with the Anganwadi workers and school teachers, an "in-field" resource team could be formed at a school level. Anganwadi workers could be helpful in the following areas: early recognition of preschool children with problems, providing first aid in emergencies, carrying out preplanned mental health promotion activities for stimulation at the day care, guiding parents about parenting skills, and further references. Similarly school teachers could play an important role in early identification of childhood problems and further referral to health facility. Teachers could help in providing first aid in emergencies; educating children regarding mental health, accident prevention, risk-taking behavior, drug abuse, etc., Along with the methods to increase self-esteem through life skills education, the teachers could facilitate parental counseling related to adolescent issues.

### 5.5 Necessity of School Counselling:

Counselling as a profession is definitely a child of the western countries. The Indian society with its strong family bonds and a warm community feeling and spiritual essence has been providing the shock absorbers in times of crisis and a support system to deal with the various psychosocial issues. Perhaps, this is one reason for the slow growth of the profession of counselling in India (Kodad, S. and Kazi, S., 2014).Counseling as a profession is still in its nascent stage in India as common man is yet to understand the concept of approaching a professional to sort out his problems. There is still a lot of confusion as to what is counseling; why it is a paid service; why only certain individuals are considered eligible for the profession and many more (Mahalaxmi, R., 2013).While the Central Board of Secondary Education (CBSE, March 10, 2008 Circular No 08) has made it mandatory for schools to appoint counselors, colleges and Universities too are taking steps to appoint counselors. Many corporates are also following suit. But the stigma attached to this profession continues and there is a huge indecisiveness with regard to the qualification prerequisites of a counselor. The role of school counselor is to essentially aid in identification of learning disabilities and also assist children with behavior problems while also working on prevention of inculcating problem behavior. Many schools expect the special educators to play the role of a counselor. There are still other schools that simply appoint an experienced teacher as a counselor. This is because of a poor awareness about counseling as an intervention which requires a specific education andpracticeto obtain desired results (Mahalaxmi, R., 2013).The word counseling is the most misunderstood word. Its use has been abused and misused in India. This causes lots of confusion among academicians, researchers, mental health professionals and health professionals about who is counselor and his/her role in different settings. Counseling as a profession is most closely associated with the discipline of psychology.There is a need that government agencies should make a Council which regulates mental health training & supervision. It will help counselling to emerge as a profession in India (Bashir, S., Anas, M. and Kirmani, 2016).

India has a huge burden of mental health disorders, which is posing a serious threat to the health of the nation.In 2017, 197·3 million (95% UI 178·4–216·4) people had mental disorders in India, including 45·7 million (42·4–49·8) with depressive disorders and 44·9 million (41·2–48·9) with anxiety disorders (Lancet, 2019) Globally the mental health problems are rising and the burden of illness resulting from the psychiatric and behavioral disorders is enormous (WHO, 2014). According to various community based surveys, prevalence of mental disorders in India is 6-7% for common mental disorders and 1-2% for severe mental disorders. In India the rate of psychiatric disorders in children aged between 4 to 16 years is about 12% and

nearly one-third of the population is less than 14 years of age. With such a magnitude of mental disorders it becomes necessary to promote mental health services for the well-being of general population, in addition to providing treatment for mental illnesses. Treatment gap for severe mental disorders is approximately 50% and in case of Common Mental Disorders it is over 90% (GOI, 2012).

Thus, it's a big question in the minds of educators, policy makers and parents is whether there is a real need for counseling in Indian schools. Are we just trying to ape the American mores and norms? Given the vast differences in the cultural and family structures of the Indian society we need to assess whether there really is room for a professional school counselor. Also, it is important to assess whether the Indian society is ready to accept the services of a counselor or is burdened with stigma towards this service. The answers to these questions are that there is definitely a need for counseling in schools in India. This is evident with the increasing number of suicide cases in the school students. Changing family trends such as working mothers, divorces, single parent families have reduced the emotional cushioning provided so far by most of the Indian families. iv. Also, the immense technological advances, the increased social life and issues such as drug abuse have contributed to stress and strain on the students.To solve and develop our education system in such a way that it becomes more inclusive and incorporate in mental well-being, a lot of it depends on mental health literacy among both, educators and students, a proper framework that includes preventions and interventions, and awareness/ directed education- for breaking down the stigmas and promoting mental well-being (Singh,2020).

### 5.6 Necessity of Counselling and Guidance Cell:

The year 2022 is likely to witness a sea change in the field of education- quality of education, nutritional aspects and mental health of the children. Mental health remains a concern among students linked to the change in mode of education-online, offline- to a change in educational landscape with the NEP-2020 stressors. This is expected to be at the centre stage in 2022.To cater the needs of the student's mental health, NEP 2020 has expressed the need to establish counseling systems for handling stress and emotional adjustments among students. Thus, consistent with it the major objective of Counselling and Guidance Cell is to support value and challenge the students to develop their full potential, psychological immunity and skills to thrive in the challenging situations of life.The Cell addresses the diverse Socio-economic challenges and geographic backgrounds of the heterogeneous group. The cell provides guidance to the students of the college to improve their overall personalities and help them to meet challenges in their life. The cell will function at two levels: 1. Psychotherapy and Counselling services to promote mental health of students and 2. Career guidance of students in making and implementing informed educational and occupational choices.The following services are provided by the guidance and counseling cell of the schools and colleges.

Psychotherapy and Counselling services will be provided to students to address their issues of mental health and other issues of life. Issues disturbing students may range from something fundamental, i.e. anxiety, anger, and improper sleep to severe issues like domestic violence or abuse, relationship issues, fear, depression and neurosis. Sometimes, it becomes difficult for students to explain and share their problems with anyone around, but psychologists observe how students interact with their parents, teachers and themselves and counsel them with their professional skills. As student gets mature, more complex emotions such as depression, guilt, phobic fear, egotistic feelings and pride emerge. It is important for them to learn how to manage their emotions. Therapists/psychologists can identify unusual behaviours early and can help the students express their emotions in a healthy, positive way.

Successful Career building is a process and making the choice of a suitable career is very important. Starting as early as possible the exploration of self-interest, strengths, personality and capabilities with varied options available may facilitate successful career building by the students. Choice of a career should align with personal values, psychosocial support available and the unique capabilities of students. Career choice should never be a random and hasty decision. Here comes the role of Career Counselling. A scientific understanding of goal setting, following steps of a career decision and being motivated to choose a particular career would make students capable of taking a conscious decision of choosing a successful career. The skills will be developed within the students to facilitate their successful career journey, i.e. writing an impressive

CV, development of communication and other soft skills, exploration of career opportunities, skills to face interview and group discussion, assessment of career choice and guidance for preparation of competitive examinations.

The aim of Guidance and Counseling cell is to provide comprehensive guidance programs and services that will equip students with necessary knowledge, attitude and skills to become mature and socially responsible individuals. It aims to promote a just and humane society.The cell nurtures students through different activities and allows students to cross hurdles in the academic year thereby marching smoothly towards success. Apart from this, it helps the students to overcome class, social, and cultural barriers to complete their college education.

The Guidance and Counseling Committee is looked after by a teaching faculty. The committee includes the team of members like class teacher, supervisors, head/principal of the school, psychologist and the parent representative. Apart from the main in charge the other faculty members take up specific roles in the activities conducted. The committee identifies students who require services on priority along with their areas of deficiency and suggests the improvement required.The students once identified, are given academic as well as personal counseling. The Counselling and Guidance Cell provides support to students in the following ways:

- ➢ Identifying the abilities of students and help them to develop it.  Also to recognize their strength and overcome the weaknesses.

- ➢ Offers emotional and psychological support to students and helps them resolve their difficulties.

- ➢ Life Skills Education Programme and helps students learn positive and adaptive skills to deal with life situations.

- ➢ Provides them with career guidance to help students make appropriate choices for higher education.

- ➢ Conducts group activities and workshop to raise awareness and sensitize students in order to help them develop as sensitive and responsible individuals.

- ➢ Ways of developing positive attitude to meet out the challenges.

- ➢ Collaborates with teachers, parents and other personnel in order to facilitate a child oriented environment.

### 5.7 Training of Teachers as a Mental Health Expert:

Though the Teachers may lack professional training of counselors, they have a long experience of helping students with their personal problems. They interact with the students daily and are in a position to provide personal help and direct them accordingly. Effective teachers possess the traits of a counselor as they have ability to empathize with students, have patience and are flexible with exemplary inter-personal skills, open to new ideas and are aware of the individual differences. Effective Teachers promote positive group interactions in their classes and have a good rapport with the students and parents. Thus we can say that Teacher's do play the role of a counselor (Mehrotra R, and Yasmeen, M., 2017).Courses on counseling at various levels are now available in most parts of the world; many of these courses are suitable for teachers to attend. In order to prepare themselves for counseling skills an understanding of counseling theory will be helpful to teacher, whenever possible, it is also valuable for teachers to observe skilled counselors in action as well as to have supervision from qualified counselors when putting their counseling skills into practice.

The Central Ministry is set to launch a programme under which schoolteachers will be trained to identify the early warning signs of stress and mental health problems among students, and provide them and their families with the required support. The Union Education Ministry has constituted an 11-member committee to develop content for the training programme. It will be conducted under the Ministry's Manodarpan initiative that was launched by Prime Minister Narendra Modi in July last year to provide support to students during the Covid-19 pandemic and beyond. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

The training will be provided in collaboration with the Public Health Foundation of India (PHFI). It has brought the concerns of mental health and well-being in the picture even with more prominence. Schools play a significant role in the life of children and therefore can play a pivotal role to enhance the nature and scope of mental health interventions, address problems early, and in doing so reduce the stigma attached with mental illness. Therefore, there is a need to develop school-based interventions which can reduce risk factors and promote the mental health and well-being of children and adolescents," said the official, who did not want to be named (GOI, November, 25, 2021).An ideal counselling program therefore should offer both prevention and intervention services directly and indirectly that intervene in a significant way to enhance the overall academic performance of the students. These services are part of providing quality education for personal growth and sustainable development (Janetius, S. and Mini, T., 2015).

## 6. Conclusions:

Education is not about loading a child with information. It is just to develop the body and the mind to the highest possible capability.The New Education Policy (NEP) announced after 34 long years has taken many steps in this positive direction, and is expected to transform the education system in all myriads. The government's initiative to improve and enhance the mental health of the students would be fulfilled only with the keen involvement and participation of the schools. Every school at the state, district, sub-district, and block level has to take the ownership. School counseling would lead to the adoption of aschool curriculum promoting not only intellectual development but also personal and psychological development.It must be noted that children, especially those going through puberty are extremely vulnerable mentally and the parents/guardians need to tread with caution while listening to their children's problems. Creating an atmosphere of understanding and openness is a key if you want your child to be mentally fit and healthy.According to experts, psychological problems such as gadget addiction, insomnia, suicide attempts, depression, anxiety, gaming addiction, substance abuse, relationship problems, conflict with parents, learning and behavioral problems are on the rise. Therefore, having counselors at school isn't an option anymore; it is a necessity.

Offering mental health services in school makes it easy for students to access help, and they can avail help in an environment that they find safe and comfortable.Psychologists stress the need to prioritize the needs of our kids as mere human beings first; we need to look at the students as human beings, who struggle daily with emotions, insecurities, and anxieties. The best way to help them is by having qualified counselors on-premises who can understand their problems and help them arrive at a rational conclusion. This would not only help the students stay mentally healthy in their school years, but it will also equip them with the tools to deal with problems in the future. The stakeholders should think about inclusivity in classrooms and not just based on socio-economic backgrounds. Attention to the girl child can require more than just incentives to show up in school. It also matters what it's like for her to be regular to school. Hence, thinking of the above-mentioned possibilities is essential.

Thus, roping in psychologists in school, accommodating queer people in classrooms, teachers educating themselves about their students' health conditions, teacher and student sensitization towards survivors of abuse and trauma, the practice of consented conversation between teacher and student, accommodating students with disabilities, cleaner toilets and sanitary resources for girls, etc. are some areas policy recommendations that can be added to NEP2020.

## 7. References:

Ahmad R. and Zadha N., (2013), Importance of Guidance and Counseling in Effective Teaching and Learning in School. The Communications, Vol.27. No (01), ISSN: 0975-6558 115.

Arthur N, and Russell-Mayhew, S. (2010), Preparing counsellors for inter professional collaboration through supervision and lateral mentoring. Canadian Journal of Counselling and Psychotherapy/Revue canadienne de counseling et de psychothérapie 2010, 44(3).

ASCA,(1997), American School Counsellors' Association, http://www.bcps.org/offices/sss/psManual/PS-203.pdf.

Barry MM, Clarke AM, Jenkins R, Patel V. (2013), A systematic review of the effectiveness of mental health promotion interventions for young people in low and middle income countries. BMC Public Health;13:835.

Bashir. S., Anas, M. and Kirmani, M., (2016), "Mental Health Counseling: An Emerging Profession", International Journal of Emerging Technologies and Innovative Research (www.jetir.org), ISSN:2349-5162, Vol.3, Issue 9, page no.31-33, September-2016, Available :http://www.jetir.org/papers/JETIR1609006.pdf.

Baum A, Fleming I., (1993), Implications of psychological research on stress and technological accidents. Am. Psychol. 48(6): 665-672.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation? Qualitative Health Research, 26(13), 1802-1811.

Boudreau A, Santor D, Short kathy, Ferguson B. Taking mental health to school (2009), A policy-oriented paper on school-based mental health for Ontario. Prov Cent Excell Child Youth Ment Health CHEO. 2009;44.

Britannica (2020) Child Mental Health, https://www.britannica.com/topic/child-mental-health#:~:text=child%20mental%20health%2C%20the%20complete,developmental%20milestones%20that%20children%20experience

 CBSE (2008), Counselling is Mandatory in all Schools, https://www.cbse.gov.in/cbsenew/examination_Circular.html

CDC (2021) What Is Children's Mental Health?   https://www.cdc.gov/childrensmentalhealth/basics.html

Chima, J. S. (2020). Are participants in ethno nationalist movements rational choosers, socially-embedded actors, or psychologically-instinctive beings?: motivations and worldviews of Sikh separatists from India. Studies in Conflict and Terrorism, 0(0), 1–22. https://doi.org/10.1080/1057610X.2020.17 11604.

Diener E., New findings and future directions for subjective well-being research. Am Psychol. 2012;67(8):590.

Dreamsteam (2022), Components of well-being.https://www.dreamstime.com/illustration/emotional-wellbeing.html

Dumitru G.  (2015), The 6th International Conference, Edu World 2014 "Education Facing Contemporary World Issues", 7th - 9th November 2014 Teacher`s Role as a Counsellor , Dumitru Georgiana / Procedia - Social and Behavioral Sciences 180 (2015 ) 1080 – 1085.

Fazel M, Hoagwood K, Stephan S, Ford T. (2014), Mental health interventions in schools in high-income countries. Lancet Psychiatry, 1;1(5):377-87.

Foresight Mental Capital and Wellbeing Project (2008),  https://www.gov.uk/government/publications/mental-capital-and-wellbeing-making-the-most-of-ourselves-in-the-21st-century.

GOI  (2021), School teachers to be trained to identify mental health issues among students, India News  Live and Breaking News Today | Hindustan Times.

GOI (2002), National Health Policy for India, New Delhi: Ministry of Health and Family Welfare. New Delhi. India

GOI (2012), Ministry of health and family welfare, Annual Report 2012-13, Pg 161.

GOI (2016), Ministry of Health and Family Welfare, Government of India. National Mental Health Survey of India, Available from: http://www.indianmhs.nimhans.ac.in/Docs/Summary.pdf

GOI (2018), Ministry of Health and Family Welfare, Government of India.National health Policy 2017.Ministry of Health and Family Welfare; 2017. Available at: https://mohfw.gov.in/sites/default/files/9147562941 489753121.pdf. Accessed, 22 Feb, 2022.

GOI (2020),  http://manodarpan.mhrd.gov.in/

GOI (2020), National Health profile, 2019,  https://www.cbhidghs.nic.in/showfile.php?lid=1155.

Gujar K.  (2015), School mental health reaching the masses. In: Different Strokes. 1st ed. Kolkata: Indian Psychiatric Society; 2015. p. 25-31.

Gururaj G, Varghese M, Benegal V, Rao GN, Pathak K, Singh LK, et al. (2016), National mental health survey of India, 2015-16: Prevalence, patterns and outcomes. NIMHANS Publication., 90-121.

Gutman LM. and  Feinstein L. (2008), Children's well-being in primary school: pupil and school effects. Wider Benefits of Learning Research Report No.25. London: Centre for Research on the Wider Benefits of Learning; 2008.

Hariharan S, Krishna P., Stephen T and Aljin V (2020), Mental Health Scenario in India, Ann Med Health Sci Res. 2020;10: 1058-1059.

Holloway, I. and Galvin, K., (2016), Qualitative Research in Nursing and Healthcare, John Wiley and Sons.

Huber M, Knottnerus JA, Green L, et al. How should we define health? BMJ 2011;343:d1463–6. doi: http://dx.doi.org/10.1136/bmj. d4163.

Huppert FA, So TT. Flourishing across Europe: application of a new conceptual framework for defining well-being.Soc Indic Res. 2013;110(3):837–61.

Huppert FA. Psychological well-being: evidence regarding its causes and consequences†. ApplPsychol Health Well Being. 2009;1(2):137–64. https:// doi.org/10.1111/j.1758-0854.2009.01008.x.

Huppert,  FA ( 2009), Psychological well-being: evidence regarding its causes and consequences†. ApplPsychol Health Well Being, 1(2):137–64, https://doi.org/10.1111/j.1758-0854.2009.01008.x.

IEN (1999), "Schools are Neglecting Counselling", Indian Express News Service, Monday, June, 28,1999. https://indianexpress.com/article/news-archive/schools-are-neglecting-counselling/

Indian Education Diary Bureau (2021), Manodarpan Initiative.https://indiaeducationdiary.in/manodarpan-psychological-cum-career-counselling-cell-of-govt-spmr-college-of-commerce-jammu-conducts-week-long-awareness-activities-on-mental-health/

Janetius1 S. and  Mini,  T., (2015), The Need for Comprehensive Counselling Services in Institutes of Higher Education in India, The International Journal of Indian Psychology | ISSN 2348-5396 Volume 2, Issue 2, Paper ID: B00326V2I22015 http://www.ijip.in | January to March 2015.

Jorm A., Christensen H, Medway J, Korten AE, Jacomb P. and Rodgers B. (2001), Public belief systems about the helpfulness of interventions for depression: associations with history of depression and professional help-seeking. Soc Psychiatry PsychiatrEpidemiol. 2000;16;35(5):2119.

Karkare R, Dutt S., (2018), Exploring the Effective Counselling Practices being followed in India by Mental Health Professionals.  Indian Journal of Mental Health, 5(2) 2018.

Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE (2005), Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication.Arch Gen Psychiatry. Jun, 62(6):593-602.

Kidger J, Donovan JL, Biddle L, Campbell R, Gunnell D. (2009),  Supporting adolescent emotional health in schools: a mixed methods study of student and staff views in England. BMC Pub Heal. 2009; 31;9:403.

Kodad, H. and Kazi, S. (2014), Emerging area of counselling in schools in India, Int. Res. J. Social. Sci. Vol-3 (3), 44-47.

Lancet Psychiatry (2019),  The burden of mental disorders across the states of India: the Global Burden of Disease Study 1990–2017.Published Online December 23, 2019 https://doi.org/10.1016/ S2215-0366(19)30475-4.

Loades, E., and Mastroyannopoulou, K. (2010). Teachers Recognition of Children's Mental Health Problems. Child and Adolescent Mental Health Volume, 15(3), 150–156.

Mahalaxmi, R. (2013), Counseling : A Misunderstood Profession, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 11, Issue 3 (May. - Jun. 2013), PP 30-37 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.Iosrjournals.Org

McVey G, Gusella J, Tweed S. and Ferrari M. A. (2009), Controlled evaluation of web-based training for teachers and public health practitioners on the prevention of eating disorders. Eat Disord. 2009;17(1):1-26.

Melkonian Lois (2021), **What is emotional well-being? 8 ways to improve your emotional health. ,** https://www.betterup.com/blog/what-is-emotional-well-being

Mental Health Foundation (MHF-2008). What works for you? London: MHF, 2008

Mental Health.gov (2020), What Is Mental Health?  https://www.mentalhealth.gov/basics/what-is-mental-health

Midford R, Wilkes D. and Young D (2005), . Evaluation of the In: Touch training program for the management of alcohol and other drug use issues in schools. J Drug Educ. 2005;35(1):1-14.

Mind.org.uk (2022), Types of mental health problems.

Murthy, R. S. Mental Health Care in India- Past, Present and Future; 2010.Available https://www.mhpolicy.files.wordpress.com/2011/05/ mental-health-care-in-india-past-present-and-future-rs-murthy.doc.[Last accessed on 2022, Feb 25].

NCRB (2020), Chapter-2 Suicides in India, https://ncrb.gov.in/sites/default/files/adsi2020_Chapter-2-Suicides.pdf.

NCRB (2020a), Suicide cases in India, https://ncrb.gov.in/sites/default/files/CII%202020%20Volume%201.pdf

Nebhinani, N., and  Jain, S. (2019). Adolescent mental health: Issues, challenges, and solutions. Annals of Indian Psychiatry, 3(1), 4.https://doi.org/10.4103/aip.aip_24_19.

NHS (2015) A defining moment in mental health care.,https://www.england.nhs.uk/blog/geraldine-strathdee-8/

Nikolaou, E. and Markogiannakis, G. (2017), The Role of Teacher in Primary School Students' Mental Health Promotion. Global Journal of Human-Social Science: (A) Arts & Humanities - Psychology. 17. pp.

Oishi S, Diener E, Lucas RE. The optimum level of well-being: can people be too happy? PerspectPsychol Sci. 2007;2(4):346–60.

Parakh, R. (2020), The New Education Policy's Emphasis On Mental Health Is Welcome, The author analyses the New Education Policy in light of its effort to lay greater emphasis on the mental health of students. https://www.womensweb.in/2020/09/new-education-policy-mental-health.

Patel V, Kieling C, Maulik PK, Divan G. (2013), Improving access to care for children with mental disorders: a global perspective. Arch Dis Child. 2013;98(5):323- 7.

Patel V, Ramasundarahettige C, Vijayakumar L, Thakur JS, Gajalakshmi V, et al. (2012) Suicide Mortality in India: A Nationality Representative Survey. Lancet 379: 2343-2351.

Raguram, R., Weiss, M., Channabasavanna, S. and Devins, G., (1996), Stigma, depression, and somatization in South India. American Journal of Psychiatry, 153, 1043-1049.

Richards M, Huppert FA (2011), Do positive children become positive adults? Evidence from a longitudinal birth cohort study. J Posit Psychol.6(1):75–87.

Rothi, M., Leavey, G. and Best, R. (2008). On the Front-Line: Teachers as Active Observers of Pupils' Mental Health. Teaching and Teacher Education, 24, 1217–1231.

Ruggeri, K, Garcia-Garzon, E , Maguire, Á, Matz, S and Huppert, FA. (2020), Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries, Health and Quality of Life Outcomes, 18:192 https://doi.org/10.1186/s12955-020-01423-y.

Rutter M. (1991), Pathways from childhood to adult life: the role of schooling. Pastoral Care in Education, 1991;9(3):3–10.

Sartorius N., Fighting for mental health. Cambridge: Cambridge University Press, 2002.

Shetty BMC, (1999), "Schools are neglecting counselling", an interview with SudeshnaChatterjee in Indian Express, http://expressindia.indianexpress.com/news/ie/daily/19990 628/ige28083.html (1999)

Singh A., (2019), Mental Health in Academic Settings, International Journal of Policy Sciences and Law Volume 1, Issue 2, pp. 481-501.

Singh A., (2019), Mental Health in Academic Settings, International Journal of Policy Sciences and Law Volume 1, Issue 2, pp. 481-501.

Srinath S, Girimaji SC, Gururaj G, Seshadri S, Subbakrishna DK, Bhola P, Kumar N. (2005 ), Epidemiological study of child & adolescent psychiatric disorders in urban & rural areas of Bangalore, India. Indian J Med Res. Jul, 122(1):67-79. PMID: 16106093.

Stiffman AR, Striley C, Horvath VE, Hadley-Ives E, Polgar M, Elze D, et al. (2001), Organizational context and provider perception as determinants of mental health service use. J Behav Health Serv Res. 2001;28(2):188-204.

Vos T, Abajobir AA, Abate KH, Abbafati C, Abbas KM, Abd-Allah F, et al. (2017), Global, regional, and national incidence, prevalence, and years lived with disability for 328 diseases and injuries for 195 countries, 1990-2016: A systematic analysis for the Global Burden of Disease Study 2016. The Lancet.;390:1211-1259.

Vranda M. (2015), Promotion of mental health and wellbeing of adolescents in schools: a NIMHANS model. J Psychiatry. 2015;18(5).

Vranda, MN (2015), Promotion of Mental Health and Well-Being of Adolescents in Schools- A NIMHANS Model. J Psychiatry 18: 303 doi: 10.4172/2378-5756.1000303.

Well-being Victoria- (2021), What is wellbeing?,https://www.betterup.com/blog/what-is-emotional-well-being .

WHO (2014 ), http://www.who.int/mediacentre/factsheets/fs220/en/. Mental health: strengthening our response, August 2014.Accessed on 15/5/2015.

WHO (2015), mental health definition, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471980/

WHO (2017), Mental Health Report, MENTAL HEALTH ATLAS 2017.KEY FINDINGS.GLOBAL REPORTING ON CORE MENTAL HEALTH INDICATORS.https://apps.who.int/iris/rest/bitstreams/1138576/retrieve.

WHO (World Health Organization ), (2021), Mental Health in School Manual, World Health Organization. Regional Office for the Eastern Mediterranean, [2021].

WHO-WONCA (2008), Integrating Mental Health in Primary Care- A Global Perspective, Geneva, World Health Organisation and World Organisation of Family Doctors

World Health Organization.Mental Health Programmes in School, Division of Mental Health. Geneva: World Health Organization; 1994. Available from: http://www.apps.who.int/iris/bitstream/10665/62308/1/ WHO_MNH_PSF_93.3_Rev. 1.pdf. [Last accessed on 2022 Feb 21].

World Health Organization. (2019). The WHO special initiative for mental health (2019-2023): universal health coverage for mental health. World Health Organization. https://apps.who.int/iris/handle/10665/310981. License: CC BY-NC-SA 3.0 IGO

Wyn J, Cahill H, Holdsworth R, Rowling L, Carson S. MindMatters, a whole-school approach promoting mental health and wellbeing. Aust N Z J Psychiatry. 2000 Aug;34(4):594-601. doi: 10.1080/j.1440-1614.2000.00748.x. PMID: 10954390.