



A REVIEW ON “MENTAL HEALTH AND WELL-BEING OF SCHOOL STUDENTS’ SURVEY 2022 REPORT”

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Abstract

This paper is a review of the survey report on “Mental Health and Well-Being of School Students,” which was published in September 2022 by Manodarpan Cell, Department of Educational Psychology and Foundations of Education, DEPF, NCERT. This review includes both the benefits and setbacks of the survey report, highlighting the future implications of the findings of survey and providing a guideline on how teachers, educational administrators, policy makers and educationists can make the best use of the report. This review aims to assess the change in the status of students’ mental health after the launch of the Manodarpan cell.

Key Words: *Mental Health, Well-Being, School Students*

Introduction

The Manodarpan initiative of the Ministry of Education, as a part of Atmanirbhar Bharat Abhiyan, provides psychosocial support to students, teachers, and families, focusing on mental well-being and emotional health during the COVID-19 pandemic and beyond. The Manodarpan cell, NCERT conducted a comprehensive survey involving 3.79 lakh students from various schools, including Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), State Government schools, private schools, Eklavya Model Residential, Sainik School, Demonstration Multipurpose, NIOS, Central Tibetan, Kasturba Gandhi Balika Vidyalayas to gauge the present status of mental health and well-being of students at the middle and secondary stage of education on issues affecting their mental health and well-being

Sample size - The study included 3.79 lakh students, with 1,58,581 from middle school (grades VI-VIII) and 2,21,261 from secondary school (grades IX-XII). Over 2 lakh students were from Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas. The sample had a near-equal representation of both genders and also included 11 transgender students.

Methodology - A national survey collected data from 3,79,842 students across India via Google form, covering 28 States, 8 Union Territories, and school types (government and private). The online questionnaire, conducted from January to March 2022, ensured anonymity and allowed students to express their perceptions about mental health and well-being freely.



findings are reported as students' perception of: (i) their own selves, (ii) self, as viewed in the social context, (iii) satisfaction with life (personal and school), (iv) emotions experienced, (v) fears and challenges and (vi) strategies for coping and managing their emotions.

Findings -

Findings are focus on three broad themes

1) Students understanding of self

a) one's own self-

Adaptability – ability to adapt quickly

Trusting Others

Satisfaction - School and personal life

Responsibility of doing well in life

Body image - confidence on appearance

Confidence - no hesitation to ask

b) Oneself in social context-

Being a leader - Teachers believing them to lead

Self-Trustworthiness

Peer Pressure- doing things to please friends

Academic Perceptions - Difficulty in Learning Content Online, Lack of Social Interaction in Online Classes

2) Emotions experienced - covid related

Anxiety

Happiness

Feeling Of Anxiousness

Feelings of Extreme Emotions

Mood Swings

Feeling Hopeful in stressful situation

3) Coping strategies - yoga meditation (covid related)

On a positive note, Students are generally satisfied with their school experience and feel a strong sense of responsibility for achieving success in life. Many of them also believe in their reliability and are comfortable seeking social support when needed. Overall, happiness emerges as the most frequently experienced emotion among students, reflecting a positive outlook towards their lives. Regarding the impact of COVID-19, the survey reveals varied experiences. While 43% of students reported facing no difficulties at home, 40% experienced mood swings, and another 40% noted changes in their sleeping patterns. Furthermore, half of the students struggled with online learning, primarily due to technical issues. Students face several challenges that impact their well-being, such as Anxiety, particularly related to academics, which is a significant concern.



Additionally, many students struggle with asking questions and engaging in conversations, which can hinder their academic and social growth. Notably, as students transition from middle to secondary school, their confidence in their body image and overall satisfaction with both school and personal life tend to decline, highlighting an area that requires attention and support. When it comes to coping strategies, students tend to rely on sharing their feelings with friends, with nearly half opting for this approach. Additionally, about one-fourth of the students find solace in yoga and meditation, while another quarter prefer changing their thought processes to manage their emotions.

Future aspects- (Section wise)

School Environment

- Foster a supportive environment in schools that promotes mental and emotional well-being through care, trust, and inclusivity.
- Orient stakeholders about students' developmental characteristics.

Curriculum Integration

- Integrate mental and emotional well-being into school curricula across all stages.
- Develop vocabulary and communication skills among students to express their feelings and emotions.

Teacher Training

- Strengthen teacher training programs to prioritise students' mental and emotional well-being.
- Equip teachers to handle students' socio-emotional concerns and promote mental health.

Assessment and Appraisal

- Include social and emotional competencies in student assessments for holistic development.
- Incorporate mental well-being assessments into the Holistic Progress Card (HPC).
- Make teachers' role in facilitating mental and emotional well-being a part of their assessment.

Emotional Literacy

- Integrate emotional literacy into all aspects of school functioning.
- Enable students to adapt to changes and thrive in a competitive world.

By adopting a system-oriented approach, schools can become hubs for promoting students' mental health and well-being. These findings highlight areas of strength and concern for students' mental health and well-being.

Delimitations of the study

This study did take place during the COVID-19 time period and all questions revolved around it; students also responded in that time frame. Despite this limitation, this research



truly justifies the given objective/aim, which is to gain an understanding of the perception of school students on different aspects of mental health and well-being. Another aspect in which online learning students shows facing problems in online learning that too can say during pandemic, school, administration and teachers themselves were in learning phases. These agencies were not efficient enough to provide technology and services instantly therefore cannot say precisely that it is the student accounts that they face problems in learning online, rather its system who cannot provide support instantly.

Pre- and post-study on a particular topic, as there was an important phase of pandemic, is also not practically feasible.

This survey primarily focuses on four categories of schools: Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), State Government Schools, and Private Schools. These institutions represent major segments of India's formal education system. This report does not provide detailed insights into other types of schools, such as madrasas, international schools, tribal residential schools, or alternative education setups. This selective representation raises concerns about the inclusivity and comprehensiveness of the findings. Although the survey offers an overall perspective on student mental health, it may not fully capture the diverse experiences and challenges faced by students in underrepresented or marginalized educational environments. A more inclusive approach would ensure that the mental well-being of all student populations is adequately understood and addressed.

Moreover, the survey's emphasis on the impact of the COVID-19 pandemic, though important, overshadows broader and ongoing mental health concerns that predate or extend beyond the pandemic context. A more balanced approach would have offered deeper insights into systemic issues such as socio-economic stressors, bullying, and access to counselling services.

To enhance the inclusivity and effectiveness of future surveys on student mental health, recommendations can be considered. First, expanding the survey coverage to include a broader range of school types—particularly those serving underrepresented communities—would provide a more comprehensive understanding of students' mental health needs across diverse educational settings. It is also essential to address mental health challenges beyond the scope of the pandemic, such as peer relationships and the impact of digital exposure, to capture a fuller picture of students' well-being. Engaging stakeholders—including Parents, educators, and mental health professionals—in the design and implementation of such surveys would ensure that the tools and approaches used are context-sensitive and action-oriented.

In conclusion, while the NCERT's 2022 survey on *Mental Health and Well-being of School Students* offers valuable insights for policymakers, the Stakeholders'



understanding was also best part was seeing the representation of third gender students. A categorical explanation of school type was shown explicitly. This survey emphasises pandemic-related impacts, through relevant graphical representation, which truly helps school-specific administration for planning their future course of action. On a suggestive note, to make a truly responsive and equitable framework for student well-being, future surveys must expand their coverage, disaggregate data to reveal hidden disparities, and engage key stakeholders in their design. Most importantly, mental health resources must be made accessible across all school types to ensure that no student is left behind. Only through such inclusive and comprehensive efforts can we hope to understand and support the diverse mental health needs of India's schoolchildren to align with the vision of NEP,2020.

