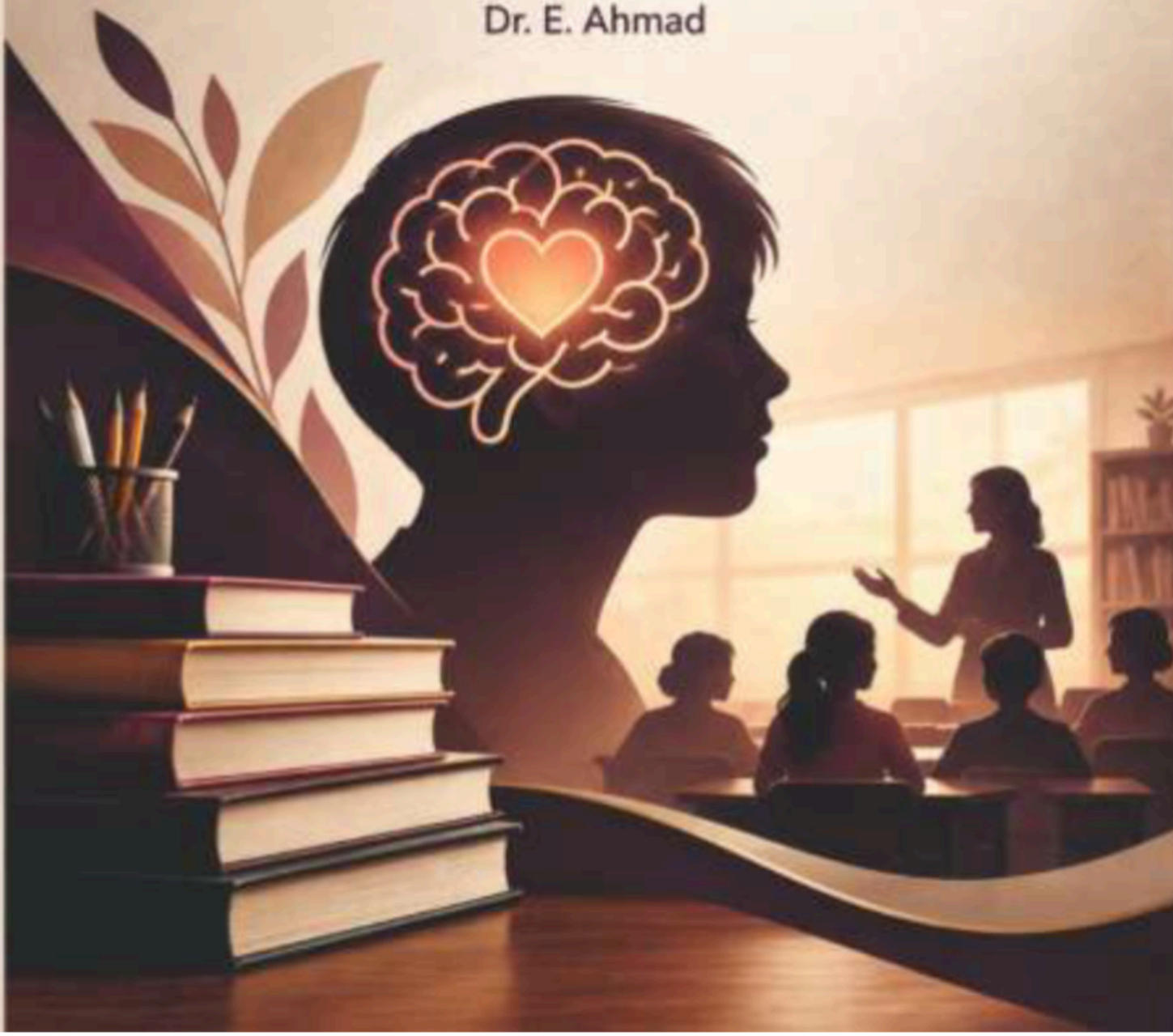
Mental Health in Educational Settings:

Learners, Teachers and Systems

Dr. Divya R. Panjwani
Prof. (Dr.) Adnan Khan Lodi
Dr. E. Ahmad



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Integral University, Lucknow

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Foreword

Prof. (Dr.) Lokanath Mishra
Professor and Dean, School of Education Mizoram University, Aizawl, India

Education is fundamentally a human enterprise, and its success depends not only upon intellectual growth but equally upon emotional resilience, psychological safety, and social well-being. In recent years, educational institutions across the world have increasingly recognized that mental health is indispensable to effective teaching, meaningful learning, and sustainable institutional development. Against this backdrop, *Mental Health in Educational Settings: Learners, Teachers and Systems* represents a significant scholarly contribution.

This volume addresses mental health through the comprehensive lens of educational ecosystems. Rather than focusing solely on students, the book rightly acknowledges that learners, teachers, school leaders, higher education institutions, curricula, educational policies, and institutional support systems together shape the mental well-being of educational communities.

The diversity of topics included in this volume is highly commendable. The contributors discuss professional ethics among university teachers, resilience, cyberbullying, teacher education, educational leadership, financial literacy, school curriculum, NEP 2020, student support systems, institutional well-being, happiness curriculum, and positive educational environments. These themes

collectively demonstrate that promoting mental health in education requires systemic thinking, collaborative leadership, and evidence-based interventions.

A notable strength of this volume lies in its balance between conceptual understanding and practical applicability. It offers valuable insights for teacher educators, school administrators, counsellors, educational psychologists, policymakers, researchers, and students of education. The discussions presented here reinforce the belief that emotionally healthy educational institutions are essential for nurturing competent, compassionate, and socially responsible citizens.

The editors deserve sincere appreciation for conceptualizing and compiling a volume that responds directly to contemporary educational needs. Their efforts reflect academic excellence, interdisciplinary collaboration, and a deep commitment to promoting mental well-being across educational settings.

I congratulate the editors and all contributing authors for producing this scholarly work. I have no doubt that this book will become a valuable reference for universities, teacher education institutions, schools, researchers, and policymakers seeking to strengthen mental health initiatives within education.

I extend my best wishes for the success of this important publication.

Prof. (Dr.) Lokanath Mishra
Professor and Dean,
School of Education,
Mizoram University, Aizawl, India

Foreword

Dr. Diksha Mittal
Faculty Member, IIM-Lucknow
Teacher, Art of Living

Education is not merely the transfer of information; it is the awakening of consciousness. A school, college, or university truly fulfills its purpose only when it nurtures not only intelligent minds but also compassionate hearts and balanced personalities.

The modern educational system has achieved remarkable success in expanding knowledge, yet it often overlooks the emotional and spiritual nourishment essential for human flourishing. Anxiety, stress, competition, loneliness, burnout, and emotional exhaustion have become increasingly visible among students and teachers alike. These challenges call us to redefine education as a journey toward wholeness.

This thoughtfully edited volume, Mental Health in Educational Settings: Learners, Teachers and Systems, arrives at a moment when the world is searching for educational models that value emotional intelligence, ethical leadership, resilience, kindness, and psychological safety as much as academic excellence.

The chapters gathered in this book demonstrate that mental health is not the responsibility of counsellors alone. It is the shared responsibility of families, teachers, institutions, educational leaders, policymakers, and society itself. Every classroom should become a space where learners feel accepted, respected, inspired, and emotionally secure.

From a spiritual perspective, every child carries infinite potential. Every teacher carries the sacred responsibility of awakening that potential with patience, wisdom, and compassion. When education becomes rooted in love rather than fear, cooperation rather than competition, and purpose rather than pressure, mental well-being naturally blossoms.

I appreciate the editors for bringing together scholars whose collective wisdom strengthens the dialogue between education and mental health. Their work reminds us that the true measure of an educational institution is not only the success of its graduates but also the peace, confidence, integrity, and humanity they carry into society.

May this book become a guiding light for educators, researchers, parents, and policymakers striving to create learning environments where knowledge and well-being grow together.

With my heartfelt blessings, I wish this noble endeavor every success.

With Blessings,

Dr. Diksha Mittal
Faculty Member, IIM-Lucknow
Teacher, Art of Living

Preface

Mental health is an essential component of meaningful education and holistic human development. Educational institutions are not merely spaces for academic learning; they are environments where individuals develop emotionally, socially, intellectually, and professionally. The mental well-being of learners and teachers therefore has a direct relationship with the quality of teaching, learning, relationships, leadership, and institutional life.

The book *Mental Health in Educational Settings: Learners, Teachers and Systems* has been conceived with the purpose of examining mental health within the broader educational ecosystem. The volume recognizes that mental well-being cannot be addressed by focusing on learners alone. Teachers, educational leaders, families, institutions, curricula, policies, and support systems collectively influence the psychological climate in which education takes place.

The twenty-six chapters in this volume present diverse perspectives on contemporary mental health concerns in educational settings. The contributions examine student anxiety, childhood and adolescent mental health, resilience and coping skills, cyberbullying, positive educational environments, language anxiety, mental health education, school and higher education leadership, institutional support systems, and the implications of NEP 2020. The book also brings attention to teacher well-being, professional ethics, financial literacy, educational management, and the preparation of future educators for mental health challenges.

An important feature of this volume is its engagement with emerging educational realities. Artificial intelligence, chatbot-assisted learning, digital environments, and changing patterns of teaching and learning are creating new opportunities while also raising questions concerning psychological well-being, cognitive engagement, academic stress, and responsible educational practices.

The inclusion of these themes makes the volume relevant to the rapidly changing landscape of contemporary education.

The book also acknowledges that mental health promotion requires more than individual coping strategies. Educational institutions need supportive environments, sensitive leadership, appropriate curriculum provisions, early identification mechanisms, counselling and referral systems, teacher preparedness, and policies that recognize psychological well-being as an integral component of educational quality. In this context, the chapters addressing institutional strategies, student support, teacher-centric approaches, and educational policy provide important perspectives for strengthening educational systems.

The inclusion of Indian philosophical perspectives further broadens the discussion by drawing attention to inner peace, stability, self-awareness, and holistic well-being. Such perspectives can complement contemporary educational and psychological approaches by encouraging reflection on the relationship between learning, values, emotional balance, and human development.

This volume is intended for teacher educators, teachers, educational administrators, counsellors, psychologists, researchers, policymakers, students of education, and all those interested in creating mentally healthy educational environments. It may also serve as a reference for discussions on educational policy, institutional planning, curriculum development, teacher preparation, and student support.

We sincerely acknowledge the scholarly contributions of all the authors who have enriched this volume through their diverse perspectives and areas of expertise. We are equally grateful to the distinguished foreword writers for their encouragement and thoughtful reflections. Their support has strengthened the academic and human significance of this endeavour.

It is our hope that *Mental Health in Educational Settings: Learners, Teachers and Systems* will encourage a more holistic understanding

of education—one in which academic achievement and mental well-being are viewed as complementary rather than competing priorities. Ultimately, a healthy educational system is one that enables learners and educators not only to achieve, but also to feel secure, valued, resilient, connected, and capable of meaningful growth.

Dr. Divya R. Panjwani
Prof. (Dr.) Adnan Khan Lodi
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CHAPTER 6
Incorporating Mental Health in the School Curriculum: A Case Study of the Happiness Curriculum in Delhi Government Schools

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Abstract:

Improving the worldwide significance of mental health to form the educational experience of students continues to acquire greater recognition in present times, more than ever before. The present paper discusses the Happiness Curriculum, which is instituted in government schools in Delhi, as a ground-breaking research initiative to improve mental health. The paper explores the effectiveness of the curriculum to promote emotional and psychological well-being and social solidarity amongst school-going children. Using an in-depth scrutiny of the content of the curriculum, its execution, and its results, this paper identifies how a subject like mental health can be incorporated into the school curriculum in a manner meaningful. The study also reflects upon issues and potential in expanding mental health education to other learning systems. This paper provides an insight into the potential of the Happiness Curriculum by looking at the experiences of the teachers, students, and administrators in this curriculum as a model to other learning institutions across the world.

Keywords: Mental health, Curriculum, Happiness Curriculum, Delhi Government Schools, Emotional Resilience, Psychological Well-being, Social Cohesion, School Education

Introduction:

The increased interest in mental health problems among school students has driven the need to incorporate mental health learning in