

# The Pandemic Effect: Anxiety and Depression in School Children of India in Particular of Mumbai Suburbs

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**Abstract:** *This article is a study and content analysis conducted on the theme “The Pandemic Effect: Anxiety and Depression in School Children of India in particular of Mumbai Suburbs.” Findings showed that there are significant percentage of students and adolescents who are under anxiety and depression due to the pandemic effect. The impact is seen vividly in students, depends on the different age groups of children. This Study suggests some measures, how to overcome Anxiety and depression and live a healthy life style. The Stratified Random Sampling method’ used in doing the Survey to achieve the objectives of the study. The sample of the study comprised of selection of 120 articles related to my topic first and then pinned down to closely related 20 articles for this content analysis study and another case study was also conducted on Parents, Staff and Students from a Mumbai school using Google forms to collect the data in order to find out how children are affected by the pandemic and how they are suffering from anxiety and depression.*

**Keywords:** Pandemic, Anxiety, Depression, secondary school students, education

## I. Background

Children are vulnerable. They are easily affected when there is turmoil and disturbance around them. It’s true that even if we want to, we cannot protect our children from all harm. COVID-19 has played havoc with our lives. It has played havoc with our physical health, wrecked economy and another important area that has been badly affected is our mental health! Anxiety and depression have become common words. These have even become part of a child’s vocabulary today! And during this unprecedented time of uncertainty and fear, mental health issues have intensified. The Coronavirus Pandemic 2020 has brought physical risks as well as psychological challenges to the whole world. A special group affected is school students who suffer from both the academic pressure and the threat of the epidemic. The present article aims to explain the psychological status especially Anxiety and Depression in school students in Mumbai suburbs, India.

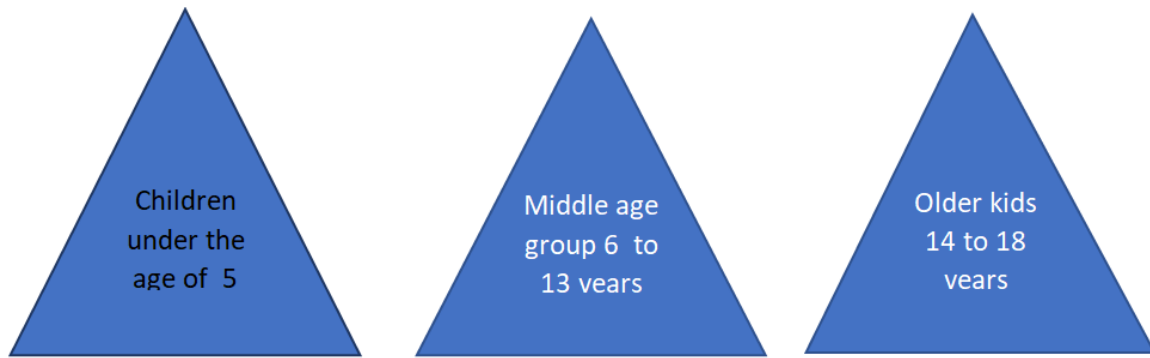
## II. Introduction

Childhood must be a happy period in our lives. We love to see children happy, carefree, and enjoying themselves. It is wonderful to watch children at play, totally lost in either their real or imaginative world. But schools across the country have been shut since the first COVID wave in March 2020. The disruption of COVID-19 came not just with the threat to health but brought along with it, major changes to lifestyle like physical distancing, wearing masks, and frequent washing of hands, which was necessary to contain the spread of the virus. Due to this fatal virus, since January, 2020, it became mandatory for

countries to implement regional and national containment measures or lockdowns. These unprecedented circumstances which are beyond normal experience, lead to stress, anxiety and a feeling of helplessness in all.

The Pandemic COVID-19 has forced children to stay inside their homes, stopping them from going out to play and meet their friends. Mumbai being the thickly populated city, and children living in slums, chawls, one room apartments and flats, this has quite an impact on their mental health and could cause anxiety, irritability, and other unhealthy behaviours. All the more, schools across India and Mumbai have been shut for more than 18 months now. So, the impact is severe and it is seen in children. It is easier for adults to control their urge to step out of the house than it is for children. Children find it difficult to understand the restrictions put on them and turn stubborn and throw regular tantrums. Earlier, before the lockdown, they could go out every day where they could run about, meet new people, cycle, and play ball with other children. Now they are confined to one of their rooms (if they have a separate one) and stuck with the same people day in and day out. This can be quite frustrating!

The population of children is more than 2.2 billion in the world thus they constitute approximately 28% of the world’s population. Those aged between 10 to 19 years make up 16 % of the world’s population (UNICEF, 2019) We could categorize **children** under **into three broad age groups** the age of five, middle age group and young teenagers (6 to 13 years) and older kids (14 to 18 years).



Young kids need love and attention from parents. Both young and middle-age kids have high levels of energy and they express their stress through their bodies. Hence, running around or doing physical activity is a must for this group.

On the other hand, older kids do not feel the need to have much interaction with their parents as at that age they bond more with their friends and peers.

It has been indicated that compared to adults, this pandemic may continue to have increased long term adverse consequences on children and adolescents (Shen et al., 2020).

**The Impact of Lockdown seen in Children:**

The lockdown has impacted children in many ways.



**III. Material and Methods**

Data was obtained independently by me, who carried out a comprehensive and non-systematic search. I searched the electronic data bases through, Science-direct and Google Scholar databases, from January, 2020 till September, 2021. I carried out the search with the following methods like, free text terms; "COVID-19 and Children", "Children and COVID-19 effects", "Psychological effects of COVID-19 on children", "Depression in Children during COVID", " COVID-19 and mental health of children", "Pandemic effects of anxiety and depression in secondary school students after COVID-19", "mental health", "depression in Children", "anxiety", and "adolescent and COVID 19 effects". The search included recent articles, consensus statements, guidelines, and

prospective cohort studies, critically reviewed and selected by the authors.

A manual search was conducted of the references of the related articles to gather information about the relevant studies. Initial search with the term with "COVID-19 in children in India" showed only 14 results. Among these, only four articles were related to "Psychological effects of COVID in children". Therefore, in order to make the review more comprehensive and informative, I also included studies that reported the pandemic effects of anxiety and depression on older children and impact of COVID1-19 on their lives. This was done keeping in mind the varied terminologies used to describe the phenomenon of 'Children and COVID-19'. After using the above strategy, my search showed more than 120 results. Only articles in English language peer reviewed journals were

included. A content analysis done. I also included case studies of students, parents and teachers from Mumbai suburbs and review articles and Advisories by the WHO (World Health Organization), APA (American Psychiatric Association) and Government of India Ministry of Health. Based on these inclusion criteria I included 20 articles.

The studies included were categorized under eight headings divided in various thematic sections and observed with studies and reports found. The data is qualitatively analysed and recorded in this paper. A summary of the study included in this narrative review is presented in Table 1.

**Table 1:** Articles of Psycho-social aspects of COVID and the Pandemic Effects of Anxiety and depression among children and adolescents

Sl. No	Thematic Area	Authors & Year	Articles	Findings	Conclusions
	All India level				
1	Exploring levels of anxiety, stress, and depression in the Indian population	Usama Rehman, Mohammad G. Shahnawaz, Neda H. Khan, Korsi D. Kharshiing, Masrat Khursheed, Kaveri Gupta, Drishti Kashyap, and Ritika Uniyal. (2020)	Depression, Anxiety and Stress Among Indians in Times of COVID-19 Lockdown	The current research is an attempt to explore psychological distress among people residing in India during the lockdown. Four hundred and three participants were asked to complete a questionnaire with questions around symptoms of depression, anxiety, stress, and family affluence. The results indicated that people who do not have enough supplies to sustain the lockdown were most affected, and family affluence was found to be negatively correlated with stress, anxiety, and depression. Among different professions, students and healthcare professionals were found to experience stress, anxiety, and depression more than others	The present study is a frontrunner in exploring levels of anxiety, stress, and depression in the Indian population. The research findings indicate that students and health professionals need special attention because of their higher psychological distress. Policymakers also need to care for students and health professionals as the main stakeholders in the society.
2	Psychological impact of COVID-19 lockdown on people of India	Grover, Sandeep; Sahoo, Swapnajeet and et al (2020)	Psychological impact of COVID-19 lockdown. (An online survey from India)	This study aimed to evaluate the psychological impact of lockdown due to COVID-19 pandemic on the general public with an objective to assess the prevalence of depression, anxiety, perceived stress, well-being, and other psychological issues. During the survey, a total of 1871 responses were collected, of which 1685 (90.05%) responses were analyzed. About two-fifth (38.2%) had anxiety and 10.5% of the participants had depression. Overall, 40.5% of the participants had either anxiety or depression. Moderate level of stress was reported by about three-fourth (74.1%) of the participants and 71.7% reported poor well-being.	The present survey suggests that more than two-fifths of the people are experiencing common mental disorders, due to lockdown and the prevailing COVID-19 pandemic. This finding suggests that there is a need for expanding mental health services to everyone in the society during this pandemic situation.
3	Lockdown faces on young people's worries and emotions	Meenakshi Shukla, Rakesh Pandey, Tushar Singh, Laura Riddleston, Taryn Hutchinson, Veena Kumari and Jennifer Y. F. Lau. (May 2021)	The Effect of COVID-19 and Related Lockdown Phases on Young Peoples' Worries and Emotions: Novel Data from India	Findings showed that most participants had no personal experience (97.41%) or knew someone (82.58%) with COVID-19, yet endorsed moderate-to-severe impact of COVID-19 on their academics, social life, and work. These impacts in turn associated with negative affect. Participants' top worries focused on academic attainments, social and recreational activities, and physical health. More females than males worried about academic attainment and physical health while more males worried about social and recreational activities. Thus, Indian adolescents report significant impact of the pandemic on various aspects of their life and are particularly worried about academic attainments, social and recreational activities and	The study showed that even though a handful of participants had personal experiences of or knew someone who had been infected by COVID-19, all participants reported considerable impact of the pandemic on various aspects of their life, which was linked to higher negative affectivity. Adolescents also expressed worries about their studies, physical health and safety as well as social and recreational activities, with some gender differences. While our findings are unable to demonstrate causality between the impact of these

				physical health. These findings call for a need to ensure provisions and access to digital education and medical care.	COVID-19 related changes and worries, negative affect and anhedonia, nonetheless, the findings highlight the urgent need for government policy makers to take concrete steps to mitigate potential adverse effects of the pandemic on the mental health of Indian adolescents
4	Excess use of screen time and mental health.	Apurvakumar Pandya and Pragya Lodha (2021)	Social Connectedness, Excessive Screen Time During COVID-19 and Mental Health: A Review of Current Evidence	Findings indicates negative effects of prolonged screen time on health including mental health. Although digital technology provides avenues to connect socially, over indulgence or over use of digital devices can be harmful in the long-term. Promoting healthy digital habits and positive use of digital technology is inexorable to avert ill effects of excessive screen time. While it is important to adopt critical measures to cease the spread of COVID-19, it is necessary to assess and mitigate the impact of COVID-19 on screen-time and prevent potential negative consequences.	The present review attempts to understand the virtual social connectedness, excessive use of digital technology, its consequences and suggest strategies to maintain healthy use of digital technology. Results reveal that screen time has increased drastically during COVID-19. Though there are mixed consequences of prolonged screen time use and blurred understanding between healthy and unhealthy social connectedness over digital media, the suggestions for negative implications on (physical and) mental health warrant a strict need for inculcating healthy digital habits, especially knowing that digital technology is here to stay and grow with time.
5	Depression and anxiety among health care professionals	E. K. Abdulla, Saleena Ummer, VelladathAneena VargheseM. Anju (2021)	Depression and anxiety associated with COVID-19 pandemic among healthcare professionals in India-A systematic review and meta-analysis	Findings of the study showed that prevalence of depression was found to be present in 41.90% of 5796 participants in five studies (95% Confidence Interval [CI]: 29.17 to 54.64), and prevalence of anxiety was found to be 42.87% common in 10 studies with a total sample size of 3059 people (95% Confidence Interval [CI]: 30.26 to 55.49), Stress was found to be prevalent (58.04%) in 12 studies with 4209 participants, (95% CI: 44.81-71.28), Prevalence of sleeping problem in 3 studies with 416 participants recorded a prevalence rate of 31.94 (95% CI: 21.38-42.49)	The COVID-19 pandemic has had a significant impact on people's mental and physical health, particularly among health-care workers. Authorities should develop programs to help health-care workers improve their mental health.
	Mumbai city level				
6	Anxiety symptom among school students	S Karande, NJ Gogtay, <sup>1</sup> N Bala, H Sant, A Thakkar, and R Sholapurwala (1 <sup>st</sup> April, 2018)	Anxiety symptoms in regular school students in Mumbai City, India	The present study was conducted with the primary objective of evaluating the prevalence of anxiety symptoms in school students in Mumbai. A secondary objective was to assess the impact of variables (age, gender, presence of sibling, and type of school curriculum or school) on anxiety symptoms. Materials and Methods: Study cases (8-15-year-olds) were recruited by nonprobability sampling from four English-medium schools. Anxiety was measured using Spence Children's Anxiety Scale	There is an urgent need to start screening school students in our city for anxiety disorders and the SCAS questionnaire (including its Hindi, Bengali, and Urdu versions) can help in this process. Early diagnosis of anxiety symptoms would help to optimize management of students and may lead to favourable long-term academic and social

				(SCAS)-child self-report questionnaire. T-scores (total and subscales) were calculated and cut-off scores of >60 were considered as significant. Results: Symptoms of overall anxiety were present in 10.8% (53/493) of the students. Older students (12-15 year olds) had greater odds of having overall anxiety symptoms (crude OR = 4.36, 95% CI 2.27 to 8.39, P < 0.0001). Symptoms of all anxiety disorders were present in the 493 participants, with obsessions/compulsions and fears of physical injury being the most common (in 29.6% and 27.2%, respectively). Older students and boys had greater odds of having obsessions/compulsions (crude OR = 2.32, 95% CI 1.56 to 3.44, P < 0.0001; and crude OR = 1.54, 95% CI 1.04 to 2.27, P= 0.035, respectively]. Students with sibling (s) had greater odds of having fears of physical injury (crude OR = 0.48, 95% CI 0.30 to 0.78, P= 0.003).	outcomes
7	School students are battling anxiety.	The Paediatric and clinical pharmacology departments of KEM Hospital, Mumbai (May 4, 2018)	Most school students are battling anxiety, finds study by Mumbai's KEM hospital	The researchers enrolled 493 students between 8 to 15 years, from four English medium, private schools in Mumbai. These students' academic performance was consistently in the average bracket (obtaining 60-90% marks or Grade B) for the past 2 years. The study found one in 10 students, between the ages of 8 and 15, showed symptoms of anxiety. Among older students (12-15 years), one in five reported symptoms of anxiety. The reason for the increased prevalence is unknown. "Symptoms of overall anxiety were present in 10.8% of students with older students (12-15 years old) having greater odds (18%) of overall anxiety symptoms than their Conducted by the paediatric and clinical pharmacology departments of KEM Hospital,	Researchers said there was an urgent need to start screening interventions for anxiety disorders to prevent future psychological complications like depression, substance abuse and suicidal tendencies. "Untreated anxiety over a period of time can contribute to school-refusing behavior and eventually to early school-leaving, " warned Dr Karande. "On the other hand, early diagnosis of anxiety symptoms would help to optimize management of students and may lead to favourable long-term academic and social outcomes. "
8	Study of the prevalence of Mental health among girls living in childcare homes	Priyanka Halli, Prachi Khandeparkar, Suman Kanougivya, Bernadett e Pereira (Sept.8, 2020)	An Exploratory study of the prevalence of Mental health symptoms among girls living in 5 childcare institutions in Goa and Mumbai.	This is a cross sectional study of N = 110 girls, age 11-18, living in 5 childcare institutions in Mumbai and Goa. They gathered demographic information from the girls. For mental health screening we used: a) Strengths and Difficulties Questionnaire (SDQ); b) Patient Health Questionnaire-9 (PHQ-9); and c) The Children's Global Assessment Scale (CGAS). Results: On the PHQ, 17% of girls screened positively for moderate or severe level of depression and 40% reported thoughts they would be better off dead or of hurting themselves. On the SDQ, 52% of the girls had a total difficulty score above 20 suggesting that 52% need a referral to a child and adolescent mental health specialist for treatment.	Their findings reiterate a need for mental health care in CCIs in India.



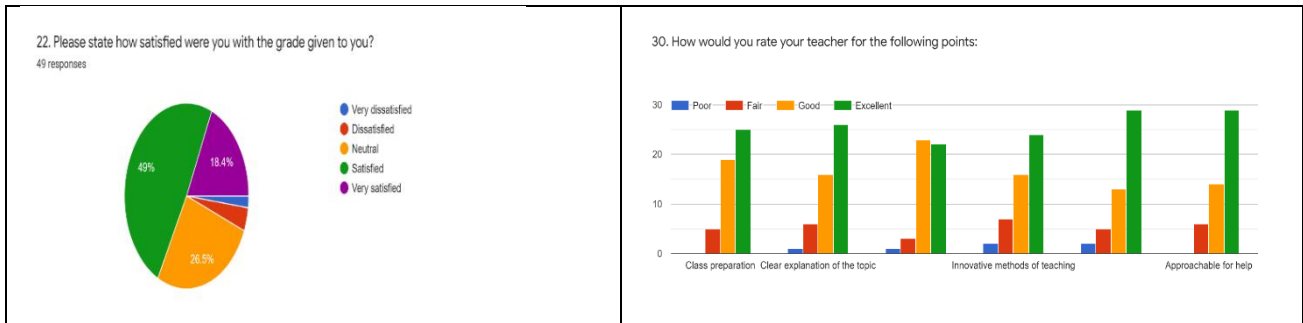
**Case Study Survey:**

I had also conducted a survey in Carmel of St. Joseph School, Mumbai, Maharashtra, India to know the level of stress and anxiety among students while we conduct online classes, how they manage and accept the learning process, study space at home and school. 30 questions were prepared and 49 High School students, 18 staff and 33 Parents attempted the survey. I have selected feedback of 10 questions from 30 questions survey form and the

result of it is shown in pie chart format given below to indicate that children were stressed and anxiety is a clear factor, which was visible in children. Lack of communication with others and peer group, is one of the reasons for developing stress and anxiety among students because, they have no one to share their emotions, problems etc. It also shows (Quest. No.30) that there was no problem with teacher’s preparation of lessons, teacher’s delivery of lesson and efficiency of teachers with regard to the subject matter.

**Students Responses**

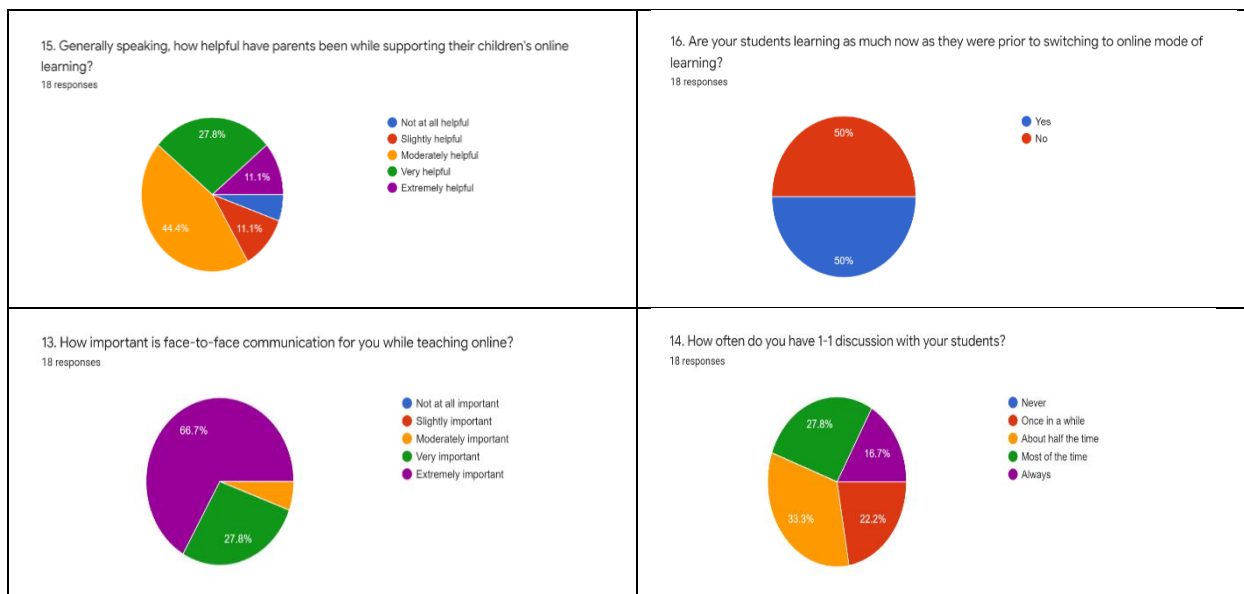




**Teachers Responses:**

Out of the 30-questionnaire given for an evaluation on online teaching during pandemic times, some of the responses which indirectly point towards the reasons for leading students into anxiety and depression. A sample of 4 questions from them is listed below and their responses

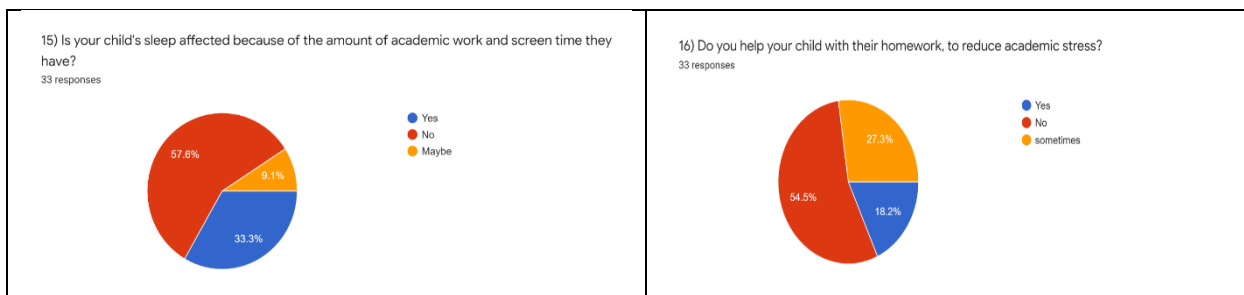
in the form of pie chart. Teachers also agree that ONE on discussion and ONE on ONE communication with the students is mandatory for the whole round development of students. Communication helps them to air out their pending emotions and desires, ideas, and feel accepted by the community, peer group and family.

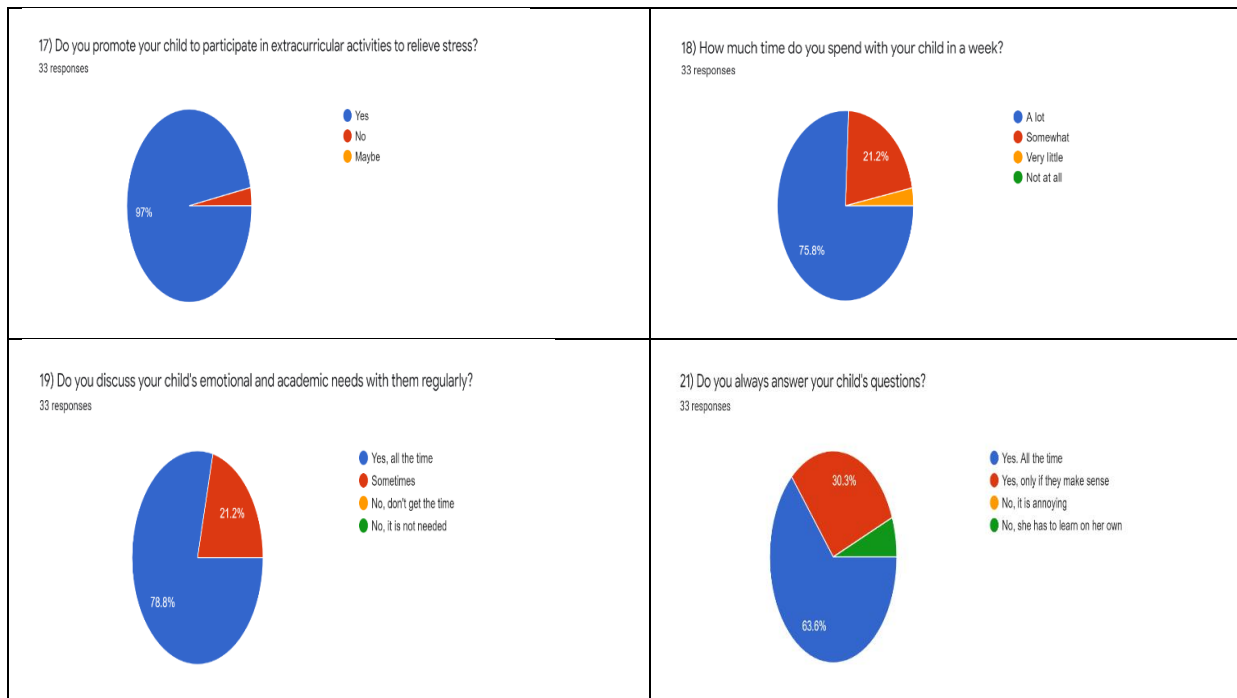


**Parents Responses**

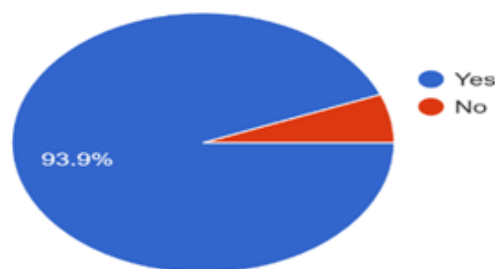
Conducted a survey on parents, how their kids are affected and how they realize that their kids very often are stressed, emotionally affected, and they agree that they don't spend

quality time with their children for various reasons. Close monitoring of children at home is a must for our parents. Out of the 30 questions that were given to parents, 7 questions I have mentioned here showing a pie diagram and the percentage of responses.





22) Do you respect your child's privacy?  
33 responses



#### IV. Learning Outcome from these Studies is as Follows

**Anxiety:** Anxiety may present as fear or worry but can also make children irritable and angry and the symptoms may also include insomnia, as well as physical symptoms like fatigue, headaches, or stomach aches. Some anxious children keep their worries to themselves which makes it difficult to spot the symptoms. Once in a way a child may feel happy or sad and it is a part of their life. However, some children feel sad or uninterested in things that they used to enjoy or feel helpless or hopeless in situations they can change. When children feel persistent sadness and hopelessness, they could be in depression, Some of the behaviours often seen in children with depression include feeling sad, hopeless, or irritable a lot of the time, not wanting to do or enjoy doing fun things, either eating or sleeping a lot more or a lot less than usual, being tired and sluggish or tense and restless a lot of the time, having a hard time paying attention, feeling worthless, useless or guilty, or hurting oneself and getting into self-destructive behaviour. Extreme depression can lead a child to contemplate suicide. For youth between the ages of 10 and 18, suicide is among the leading causes of death. It is not known exactly why some children develop anxiety or depression. Many biological and environmental factors

play a role in this. But it is also known fact that some children are more likely to develop anxiety or depression when they experience trauma or prolonged stress, when they are maltreated, or when they are bullied or rejected by other children. Children whose parents have depression are at a greater risk of being depressed. While depression affects all ages and both genders, girls are more likely to develop depression during adolescence.

**Depression:** Depression is a disorder and one that can often go undetected in some people's lives because it can creep up on you. Depression isn't instantaneous, all at once; it can be a gradual and nearly unnoticeable withdrawal from your active life and enjoyment of living or it can be caused by a clear event, such as the breakup of a long-term relationship, failure in exams, family problems, etc. It is important to find and understand the cause of depression but it is more essential that one gets appropriate and effective treatment for it. Grief after the death or loss of a loved one is common can also lead one to a depressive state. But grief can turn pathological and then we need help. Teenagers also go through the usual mood swings common to that age. More and more teens are experiencing symptoms of depression.

Depression usually strikes young adults and twice many women as men. It is theorized that men express their



depressive feelings in more external ways thus not making them prone to depression.

## V. Understanding Anxiety and Depression in Children

Most of the children have fears and worries of their own or may feel sad and hopeless from time to time. For example, infants and toddlers are often very distressed about being away from their parents, even if they are safe and cared for. This is detrimental if the child persists in this manner and does not outgrow the fears or when there are so many fears and worries that they interfere with school, home, or play activities, the child may be having some problems with anxiety.

- Children may be very afraid when they are away from their parents (**separation anxiety**).
- They may have extreme fear about a specific thing or situation, such as dogs, insects, or going to the salon for a haircut (**phobias**).
- Some children are afraid of school and other places where there are people (**social anxiety**) or
- Just very worried about the future and bad things happening (**general anxiety**).
- Children could also have repeated episodes of sudden, unexpected, intense fear that come with symptoms like heart pounding, having trouble breathing, or feeling dizzy, shaky, or sweaty (**panic attack**). (Centres for

*disease control, article on anxiety and depression in children)*

## V. a) Getting Help for Anxiety and Depression

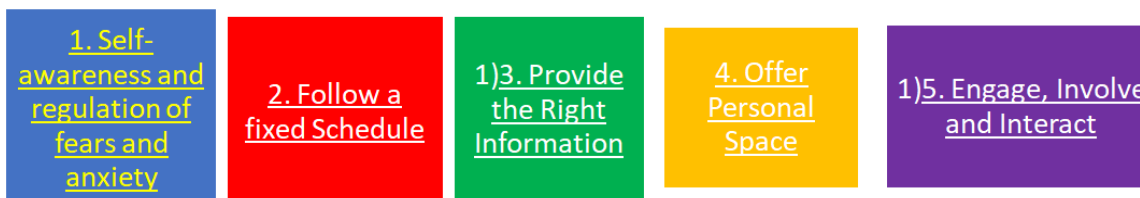
When left untreated, anxiety and depression can be for years. A child can go on with life struggling feeling understood and not getting support from continuously, trying very hard to manage, not outside everything looks okay. Everything looks dull and without any hope.

More than 85 to 90 percent of children with anxiety and depression can be treated effectively. In most cases, an individual eventually will experience complete remission of symptoms. However, if untreated, you can continue to have symptoms and difficulty with daily life that can linger on for months or even years. Despite such good results from treatment, more than 85% of children do not get any professional help. The most effective type of treatment for almost all types of acute anxiety and clinical depression typically consists of a combination of medication and counseling. Either treatment on its own is about half as effective as when the two treatments are combined. That means that if you're only taking antidepressants or only counseling, it will generally take you twice as long to feel relief from your depressive symptoms.

(Content source: National Centre on Birth Defects and Developmental Disabilities, Centres for Disease Control and Prevention).

## V. b) Ways to Stay Healthy:-

Five ways to protect our children's mental health amid the pandemic and later:



1)Self-awareness and regulation of fears and anxiety: In any crisis, children perceive and react the way they see their parents respond to a particular situation. Let's say there is a flood, but the water cannot reach your house. If the parent gets into a panic and starts freaking out, the child is bound to get affected seeing the fear in the parent's eyes. The parent's anxiety needs to be processed, but not in front of the kids. You need to regulate yourself so that you can calm the child in a difficult situation. Let your kids feel the freedom to express their emotions in words and language of expression like feeling of missing their friends, or the fun time of school life etc.

2)Follow a fixed Schedule: Children belonging to all age groups get involved in a monotonous or routine lifestyle. With the pandemic, the routine has gone haywire. There is a reason why children go to school, one is obviously to learn basic curriculum, but the larger picture is that they learn discipline and schedule. Right

now, their schedule has been disrupted, and, to top that, they are unable to go out or interact with their friends, and there is no physical activity. To overcome this, there has to be a balance and a schedule which can be strictly adhered too yet not very stringent but a schedule that aids parents in noticing the difference in their child's behaviour pattern and whether or not they are doing fine.

3)Provide the Right Information: Though one should not overload a child with information, facts, and reports about the coronavirus crisis, providing the right information and creating awareness is the key. Children don't perceive a national or international emergency but treat it as a family emergency. They are more concerned or anxious about what's going to happen to them, their family, and friends, and that's what needs to be addressed. Parents need to explain the situation and its impact on the family in simple terms. You should also explain to the children the precautions that must be

taken to keep them safe from being infected. The focus should be less on the deaths and more on the prevention of infectious diseases. Tell them the real situation but also normalize it by saying it will pass. Also, making kids understand that the majority of those who were infected have recovered.

4) Offer Personal Space: Every child must get used to their parents not being around them, at least for some time during the day. Suddenly, the children find themselves in a situation where their parents are hovering over them all day. Parents should wean their children to be free and be on their own for a few hours. At least for some time, let them do what they like without being constantly supervised, of course after ensuring that they are safe. When you practice gratitude for what you have, it can take away one's attention from what you don't. So, try to acknowledge your strength and work on your weakness. Personal space will help to achieve this target.

5) Engage, Involve and Interact: The key to keep children busy is to involve them in household chores, and allow them to interact with their friends, family, and neighbours. Children under the age of 5 are more easily manageable and mouldable. By drawing reference to cartoon characters, you can talk about the virus, ask them to stay indoors and walk inside the house, Middle age children have energy and want to run around. Let them run into the house and jump on the sofa. Don't try to keep your house organized all the time. Also, let them watch TV, play video games for a short while, follow their hobbies like painting, drawing, video call their friends, and talk about anything and everything. Don't have limited boundaries. Make them study at least for an hour so that they are in touch with their subjects. Ask the kids for help and involve them to do household chores. When you feel sad, challenged, frustrated, angry and unable to cope, speak to someone you trust. Expressing yourself can de-clutter your mind. Every emotion is important and essential. What makes it healthy or unhealthy is how it was expressed- too much or too little.

## VI. Conclusion

The Pandemic has affected everyone. It has changed our lifestyle dramatically and it has upset the rout of our children. We must take all precautions necessary to keep them safe and ensure that they are not infected. But while doing that, taking care of their mental health is of utmost importance. We must remember that the effects of mental illness can impact the growth and development of the child in many ways, leaving him/her handicapped for life.

A catastrophe, like the one we are going through because of the pandemic, is devastating especially when it continues and lingers for months. We, in Mumbai and in India, were in the second wave of the pandemic and scientists and experts tell us that there could be a third and fourth wave. While the present situation is unnerving, managing to tide over it in a healthy way will make us and our children stronger and more resilient to face any

eventuality in the future. We need not panic. We have been given ways to keep ourselves safe and, over the past year, we have found creative ways to help our children keep going. Use this very special time to know your children better, spend personal time with them, help them to verbalize what they are feeling within, teach them to collaborate in getting housework done, give them responsibilities, appreciate their efforts and show concern for their difficulties. When we have passed through this ordeal, our children will come out more confident and stronger. They will have picked up valuable life skills and hopefully, they will no longer be afraid of an uncertain future. And that is our role as adults- to prepare them to face the future with confidence.

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