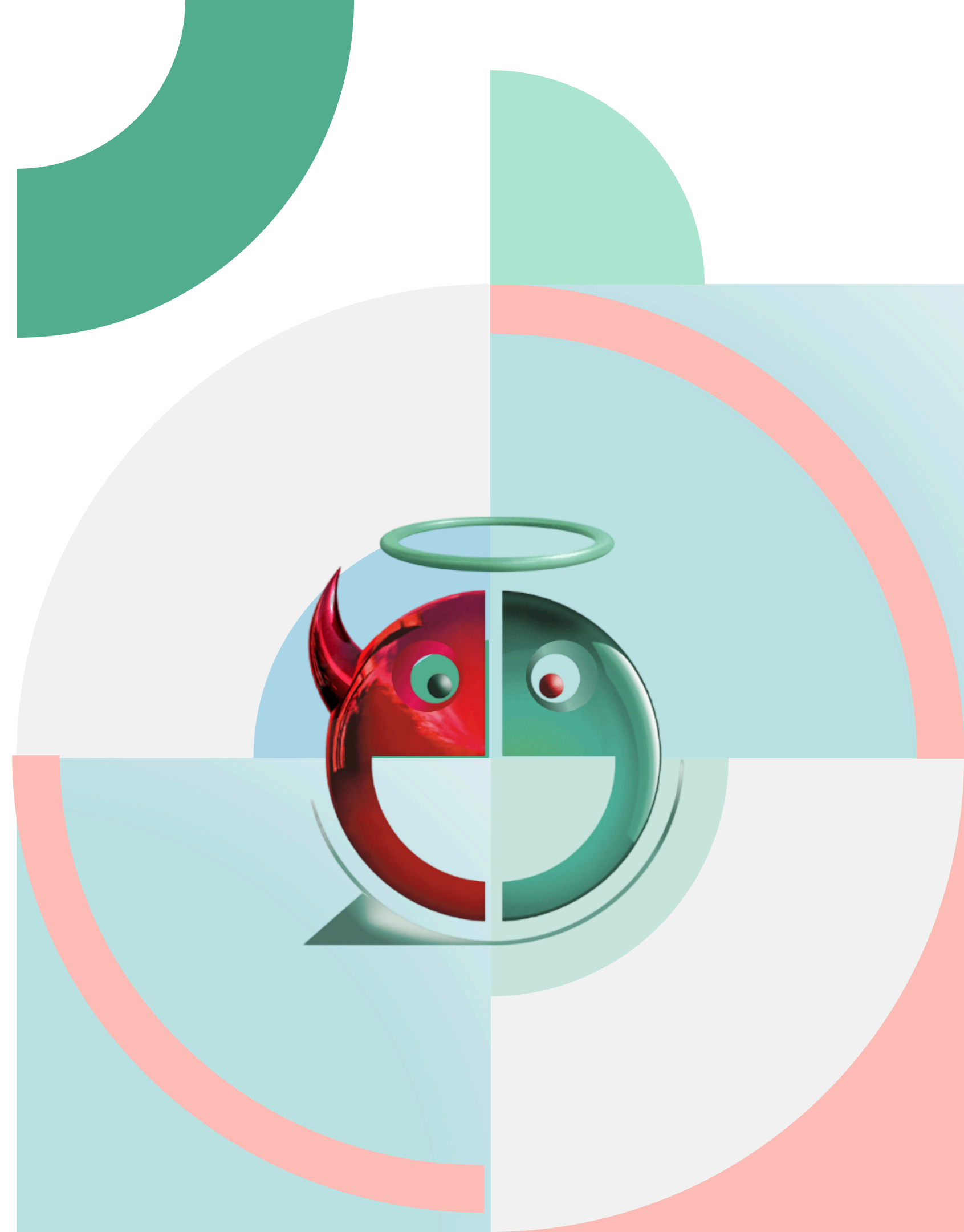# Solh Wellness Mental Health Report

**LILAWATI VIDYA MANDIR SCHOOL**

**LILAWATI VIDYA MANDIR SENIOR SECONDARY SCHOOL,SHAKTI NAGAR,DELHI**

# Introduction

**Solh Wellness** in collaboration with **Lilawati Vidya Mandir School,** Delhi organised a mental health awareness camp on **20th July 2024**.

The camp aimed to scientifically study and **raise awareness** about the mental health challenges faced by students **aged 5 to 17**, particularly those stemming from their **school experiences**.

# Objective

**The camp led by the Solh Wellness Team specifically targeted:**

- **Comprehensive Assessment:** Conducting surveys to identify prevalent mental health challenges among students.
- **Targeted Support:** Offering active counseling sessions to both students and parents, providing tools for problem identification and initial solutions.
- **Preventive Education:** Raising awareness about potential mental health issues in children.
- **Empowerment Platform:** Creating a supportive environment for students and parents to embark on their mental health journey through the Solh Wellness App.

# Methodology

- Our team of psychologists conducted a comprehensive assessment of students' mental health using both Google Forms and Printed surveys.
- Tailored counseling sessions were then provided to students and parents based on the survey results and individual needs.
- These sessions offered personalized guidance and practical strategies to address specific mental health concerns.

# Methodology - Tools Used

**1.Survey:** Our team of psychologists meticulously developed a **six-question survey** in **Hindi & English** to comprehensively assess key mental health challenges commonly experienced by children. The survey focused on **six core areas**:

- Bullying
- Procrastination
- Self Esteem
- Self Concept
- Sleep
- Lack of interest

# Methodology - Tools Used

## 2. Solh Wellness Application:

- The Solh Wellness mobile app facilitated comprehensive **screening assessments** for both **students and parents**, providing valuable insights into potential mental health challenges.
- In collaboration with **Lilawati Vidya Mandir School**, Delhi, the app also offered a robust suite of resources, including toolkits, courses, audiobooks, and reading materials.
- Furthermore, participants had access to **crisis counseling** for immediate support.
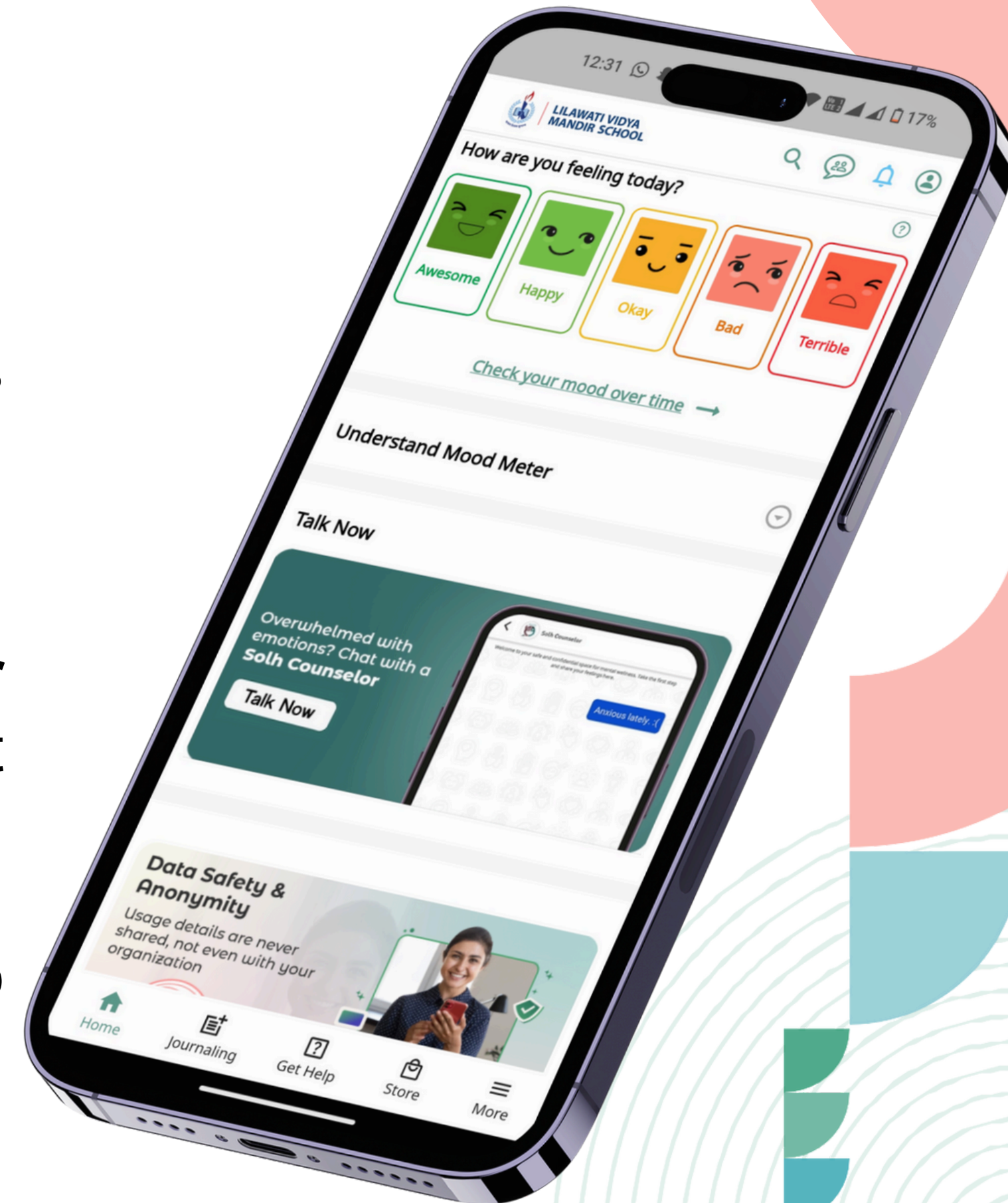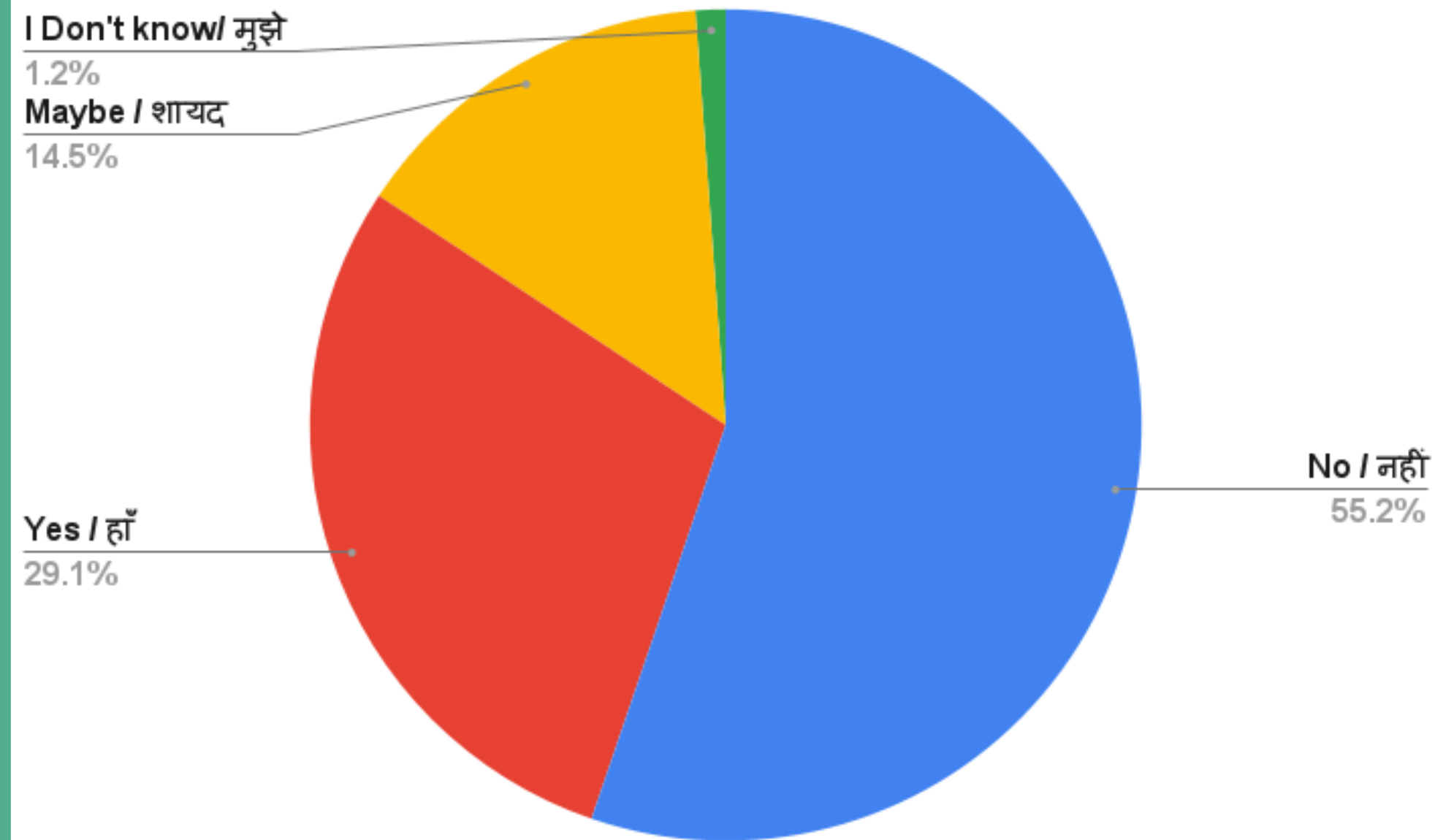
# Methodology - Tools Used

## 3. Mental Health Experts:

A team of experienced psychologists and dedicated mental health professionals led the camp. Their in-depth knowledge and expertise in child and adolescent mental health ensured comprehensive support for both students and parents.

# Results & Observations (Procrastination)



I Don't know/ मुझे
1.2%

Maybe / शायद
14.5%

No / नहीं
55.2%

Yes / हाँ
29.1%

Have you ever found your child procrastinating on school work or assignments that never end?

क्या आपने कभी अपने बच्चे को स्कूल के काम या असाइनमेंट को टालने में पाया है जो कभी खत्म नहीं होते?
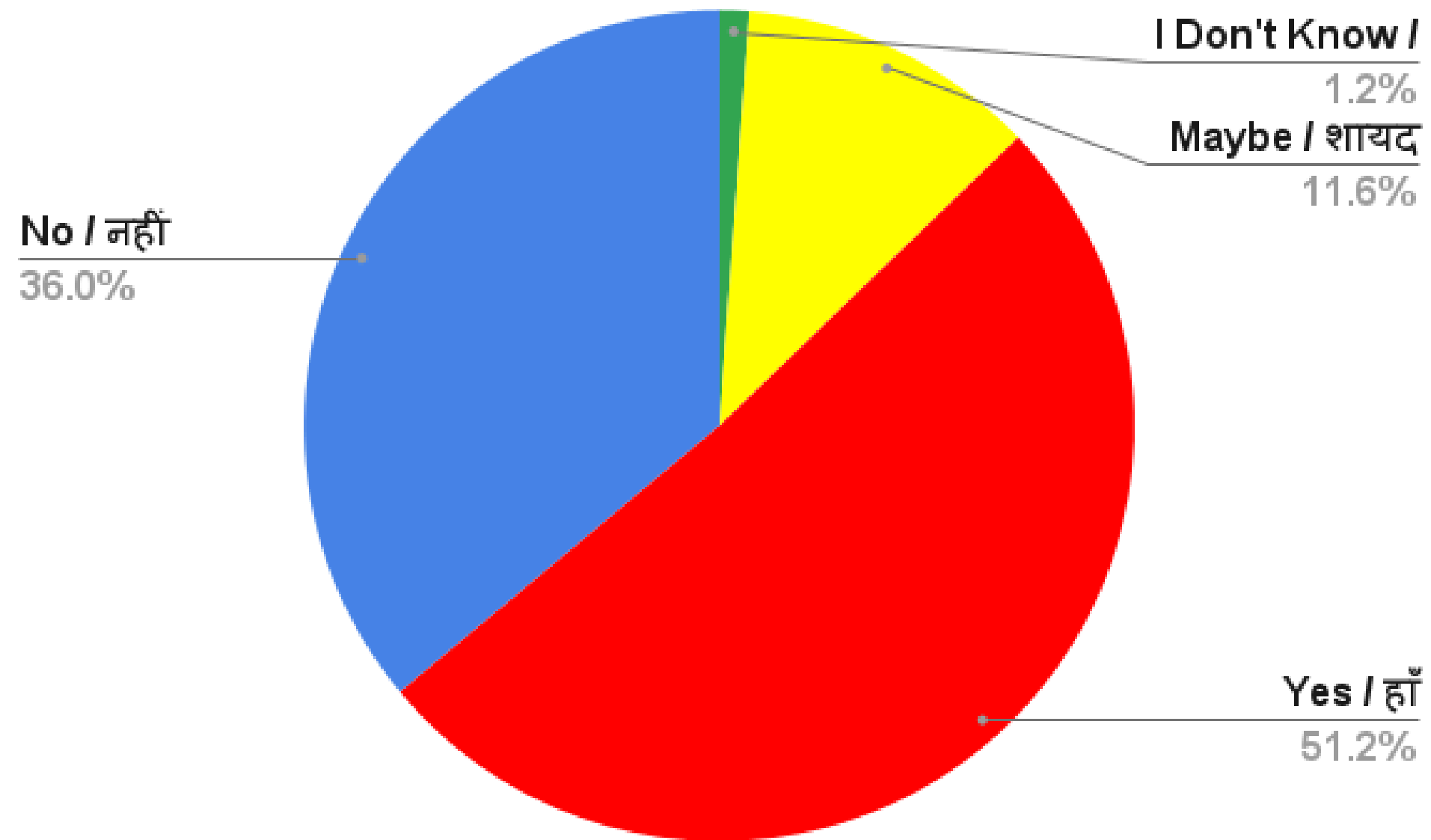
# Results and Observations (Procrastination)

The pie chart illustrates the responses to the question, "Have you ever found your child procrastinating on school work or assignments that never end?"

- **Yes (हाँ): 29.1%** of respondents indicated that they have encountered their child procrastinating on schoolwork or assignments.
- **No (नहीं):** The largest segment, comprising **55.2%** of respondents, stated that they have not observed their child procrastinating.
- **Maybe (शायद): 14.5%** of respondents expressed some uncertainty, suggesting that they might have witnessed procrastination occasionally.
- **I Don't Know (मुझे नहीं पता):** A small percentage of **1.2%** were unsure about their child's procrastination habits.

**Overall Observations:**
- The majority of respondents (55.2%) reported not facing procrastination issues with their children regarding schoolwork or assignments.
- Approximately one-third (29.1%) of respondents have observed their children procrastinating.
- A smaller proportion (14.5%) expressed uncertainty about their child's procrastination tendencies.
- A very small percentage (1.2%) were unsure about the matter.

# Results and Observations
# (Self Esteem)



I Don't Know /
1.2%

Maybe / शायद
11.6%

No / नहीं
36.0%

Yes / हाँ
51.2%

Does your child feel confident in their abilities and talents?

क्या आपका बच्चा अपनी क्षमताओं और प्रतिभाओं में आत्मविश्वास महसूस करता है?
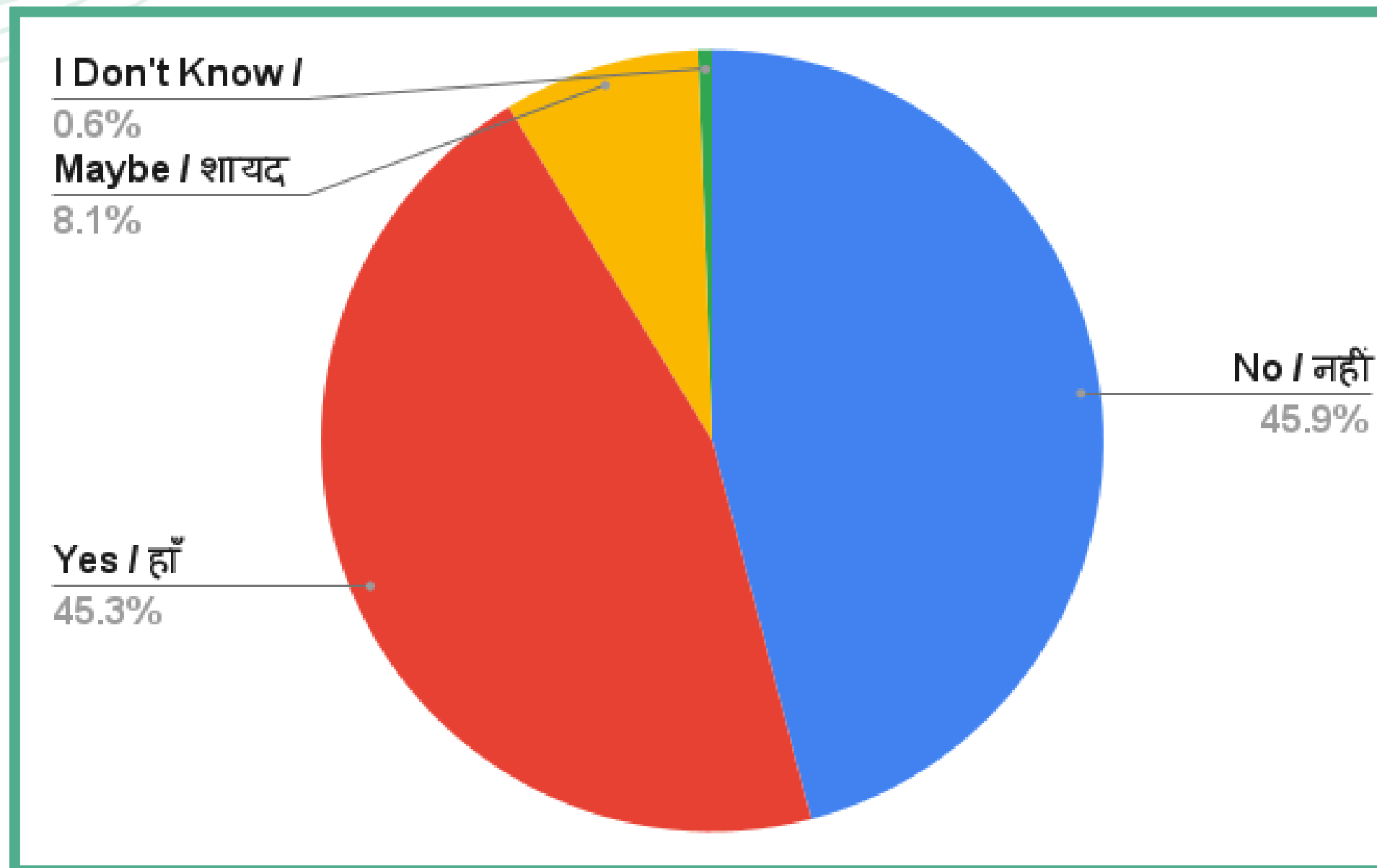
# Results and Observations
# (Self Esteem)

The pie chart illustrates the responses to the question, "Does your child feel confident in their abilities and talents?"

- **Yes (हाँ):** The largest segment, comprising **51.2%** of respondents, indicated that their child feels confident in their abilities and talents.
- **No (नहीं): 36.0%** of respondents stated that their child does not feel confident.
- **Maybe (शायद): 11.6%** of respondents expressed some uncertainty, suggesting that they are not sure about their child's confidence level.
- **I Don't Know (मुझे नहीं पता):** A small percentage of **1.2%** were unsure about their child's confidence.

**Overall Observations:**

- The majority of respondents (51.2%) reported that their child feels confident in their abilities and talents.
- A significant proportion (36.0%) indicated that their child lacks confidence.
- A smaller group (11.6%) expressed uncertainty about their child's confidence level.
- A very small percentage (1.2%) were unsure about the matter.

# Results and Observations
## (Sleep)



I Don't Know /
0.6%

Maybe / शायद
8.1%

No / नहीं
45.9%

Yes / हाँ
45.3%

Does your child have difficulty falling, staying, or waking up too early?

क्या आपके बच्चे को सोते समय, सोते रहने में या बहुत जल्दी जागने में परेशानी होती है?
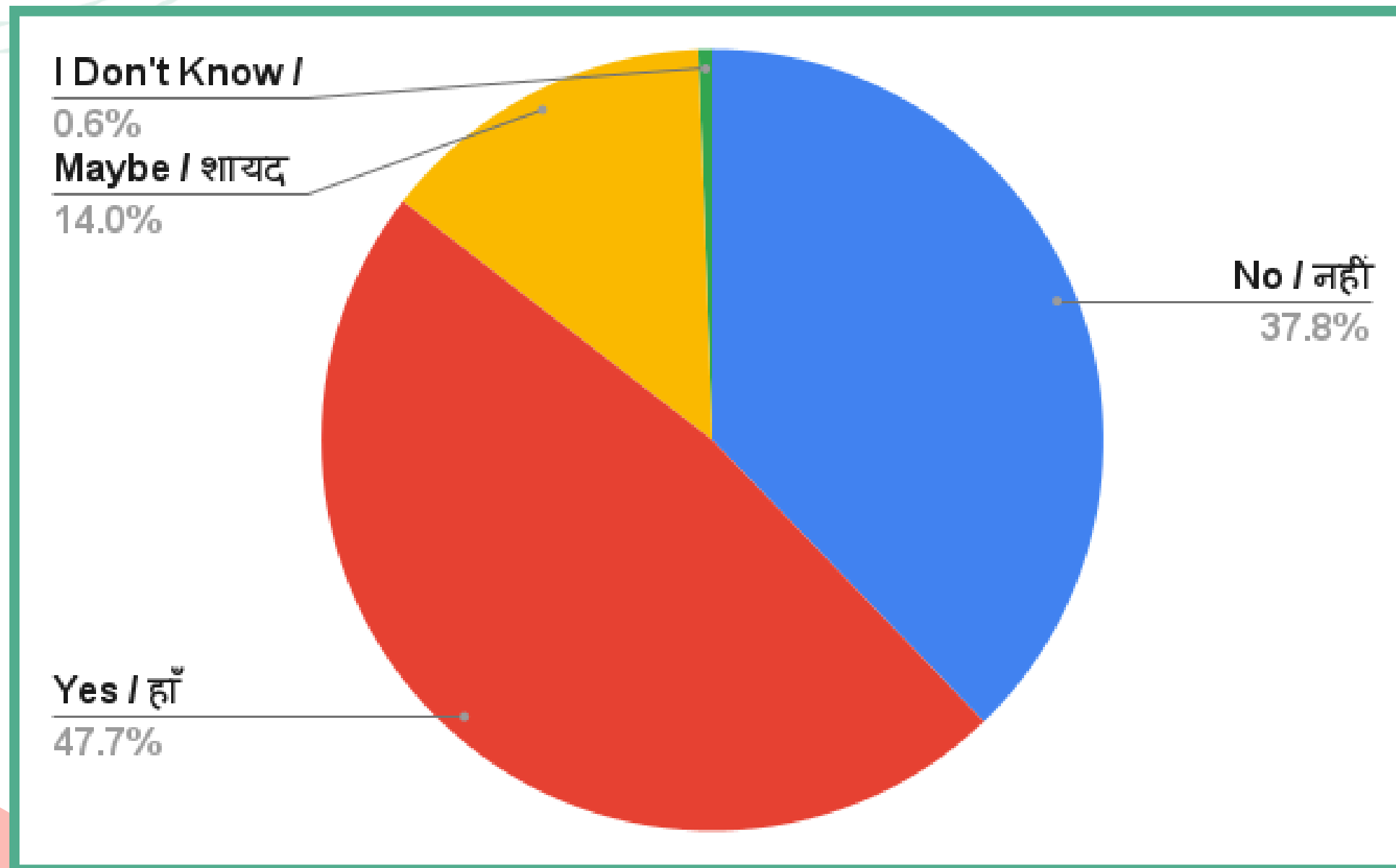
# Results and Observations (Sleep)

The pie chart illustrates the responses to the question, "Does your child have difficulty falling, staying, or waking up too early?"

- **Yes (हाँ): 45.3%** of respondents indicated that their child has difficulty with sleep.
- **No (नहीं): 45.9%** of respondents stated that their child does not have difficulty with sleep.
- **Maybe (शायद): 8.1%** of respondents expressed some uncertainty, suggesting that they are not sure about their child's sleep habits.
- **I Don't Know (मुझे नहीं पता):** A small percentage of **0.6%** were unsure about their child's sleep patterns.

**Overall Observations:**
- The data shows a relatively equal split between parents who report their child has sleep difficulties (45.3%) and those who do not (45.9%).
- A smaller group (8.1%) expressed uncertainty about their child's sleep habits.
- A very small percentage (0.6%) were unsure about the matter.

# Results and Observations
# (Lack of interest)



I Don't Know /
0.6%

Maybe / शायद
14.0%

No / नहीं
37.8%

Yes / हाँ
47.7%

Have you noticed that your child is losing interest in activities that he/she used to enjoy?

क्या आपने हाल ही में अपने बच्चे के शौक या रुचियों में कोई बदलाव देखा है? उदाहरण के लिए, क्या वे उन चीजों पर कम समय बिता रहे हैं, जिन्हें वे पहले पसंद करते थे, जैसे खेल खेलना, चित्र बनाना या किताबें पढ़ना?
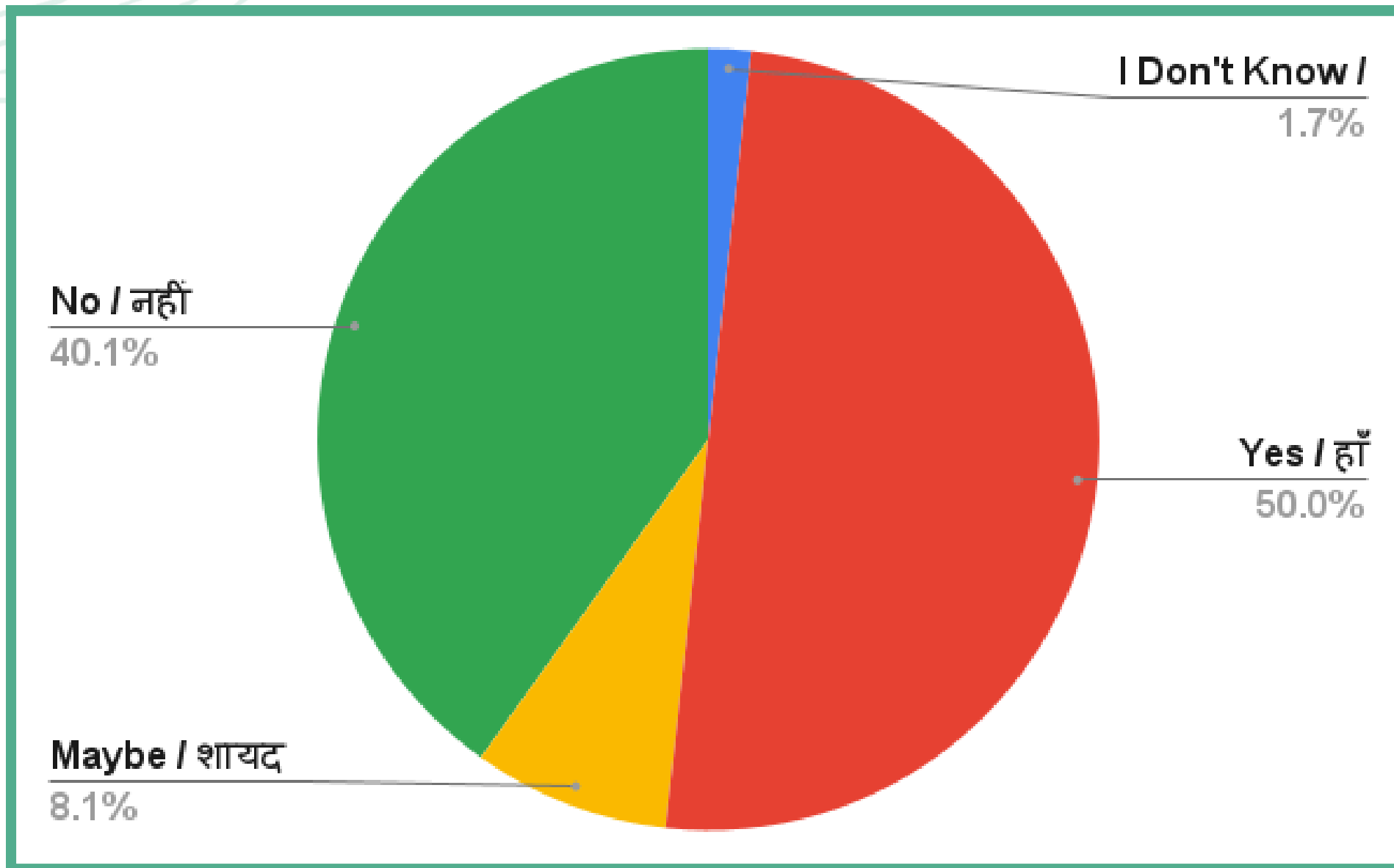
# Results and Observations
# (Lack of interest)

The pie chart illustrates the responses to the question, "Have you noticed that your child is losing interest in activities that he/she used to enjoy?"

- **Yes (हाँ):** The largest segment, comprising **47.7%** of respondents, indicated that their child has lost interest in previously enjoyed activities.
- **No (नहीं): 37.8%** of respondents stated that their child has not lost interest in such activities.
- **Maybe (शायद): 14.0%** of respondents expressed some uncertainty, suggesting that they are not sure about their child's interest levels.
- **I Don't Know (मुझे नहीं पता):** A small percentage of **0.6%** were unsure about their child's interests.

**Overall Observations:**
- The majority of respondents (47.7%) reported that their child has lost interest in activities they used to enjoy.
- A significant proportion (37.8%) indicated that their child's interests remain consistent.
- A smaller group (14.0%) expressed uncertainty about their child's interest levels.
- A very small percentage (0.6%) were unsure about the matte

# Results and Observations
# (Self Concept)



I Don't Know /
1.7%

No / नहीं
40.1%

Yes / हाँ
50.0%

Maybe / शायद
8.1%

**Does your child feel confident in asking questions or seeking help from teachers or others?**

**क्या आपका बच्चा सवाल पूछने या शिक्षकों या अन्य लोगों से मदद लेने में आत्मविश्वास महसूस करता है?**

# Results and Observations (Self Concept)

The pie chart shows the responses to the question "Does your child feel confident in asking questions or seeking help from teachers or others?"

- **Yes (हाँ):** The largest segment, comprising **50.0%** of respondents, indicated that their child feels confident in asking questions or seeking help.
- **No (नहीं):** **40.1%** of respondents stated that their child does not feel confident.
- **Maybe (शायद):** **8.1%** of respondents expressed some uncertainty, suggesting that they are not sure about their child's confidence level in asking questions or seeking help.
- **I Don't Know (मुझे नहीं पता):** A small percentage of **1.7%** were unsure about their child's confidence in this area.

**Overall Observations:**
- The data shows that a majority of respondents (50.0%) reported that their child feels confident in asking questions or seeking help.
- A significant proportion (40.1%) indicated that their child lacks confidence in this area.
- A smaller group (8.1%) expressed uncertainty about their child's confidence level.
- A very small percentage (1.7%) were unsure about the matter.
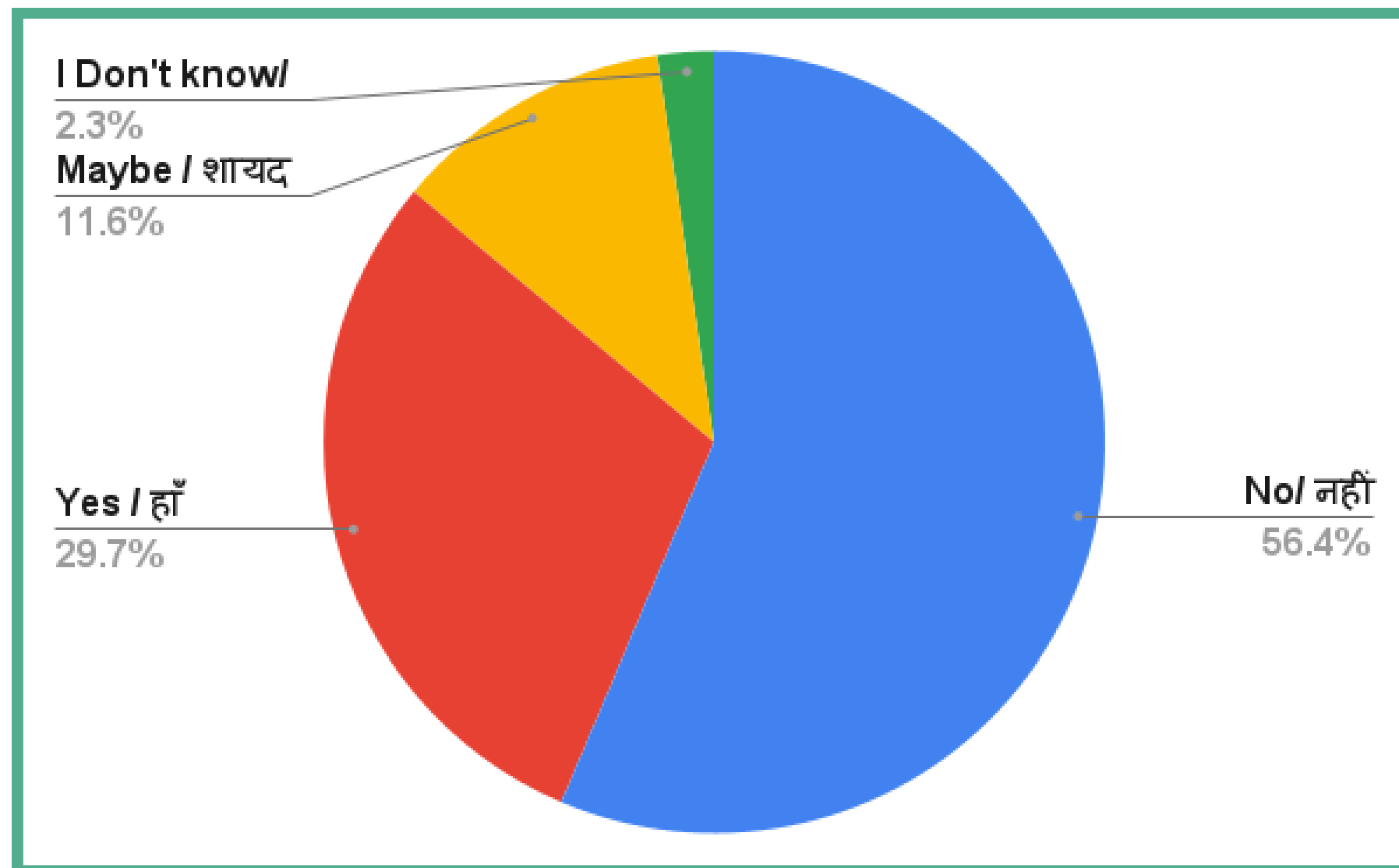
# Results and Observations (Bullying)



I Don't know/
2.3%

Maybe / शायद
11.6%

Yes / हाँ
29.7%

No/ नहीं
56.4%

Have there been any situations at school that have made your child feel worried or uncomfortable? (any incidence of unkind behavior by peers or teachers.)

क्या स्कूल में ऐसी कोई स्थिति आई है जिससे आपका बच्चा चिंतित या असहज महसूस करता है? (सहपाठियों या शिक्षकों द्वारा कोई भी असभ्य व्यवहार)
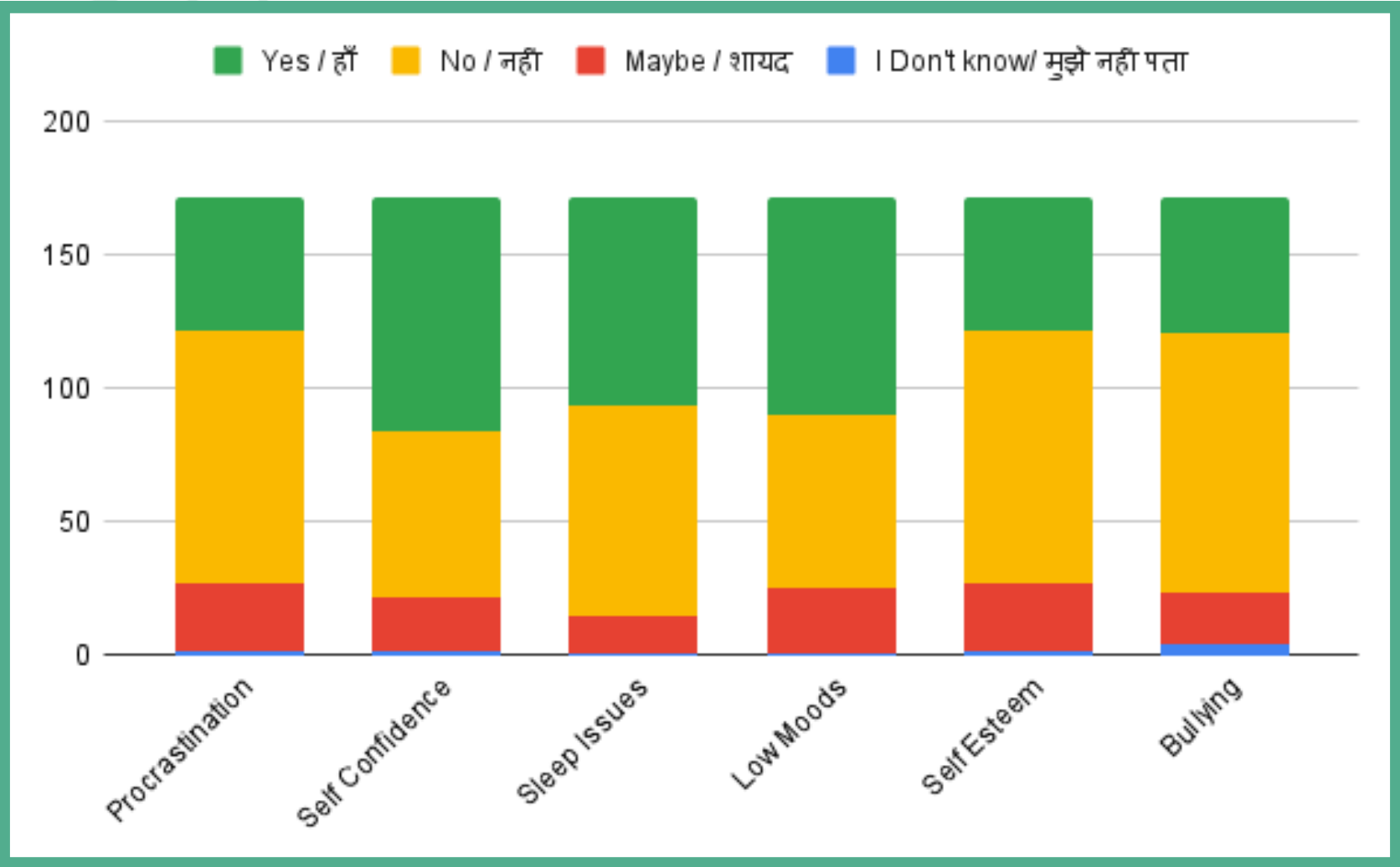
# Results and Observations (Bullying)

The pie chart shows the responses to the question "Have there been any situations at school that have made your child feel worried or uncomfortable? (any incidence)"

- **No/ नहीं:** The largest segment, comprising **56.4%** of respondents, indicated that their child has not experienced any worrying or uncomfortable situations at school.
- **Yes / हाँ: 29.7%** of respondents stated that their child has faced such situations.
- **Maybe / शायद: 11.6%** of respondents expressed some uncertainty, suggesting that they are not sure about their child's experiences.
- **I Don't know / मुझे नहीं पता:** A small percentage of **2.3%** were unsure about their child's experiences.

**Overall Observations:**
- The data shows that a majority of respondents (56.4%) reported that their child has not experienced any worrying or uncomfortable situations at school.
- A significant proportion (29.7%) indicated that their child has faced some worry or uncomfortable situation at school.
- A smaller group (11.6%) expressed uncertainty about their child's experiences.
- A very small percentage (2.3%) were unsure about the matter.

# Results and Observations



| Options | Procrastination | Self Confidence | Sleep Issues | Low Moods | Self Esteem | Bullying |
|---------|----------------|-----------------|--------------|-----------|-------------|----------|
| I Don't know/ मुझे नहीं पता | 2 | 2 | 1 | 1 | 2 | 4 |
| Maybe / शायद | 25 | 20 | 14 | 24 | 25 | 20 |
| No / नहीं | 95 | 62 | 79 | 65 | 95 | 97 |
| Yes / हाँ | 50 | 88 | 78 | 82 | 50 | 51 |

The charts illustrates the distribution of a total of 172 responses across six categories: Procrastination, Self Confidence, Sleep Issues, Low Moods, Self Esteem, and Potential Bullying. Participants were presented with four possible response options: Yes/हाँ, No/नहीं, Maybe/शायद, and Don't Know/मुझे नहीं पता.

# Key Observations
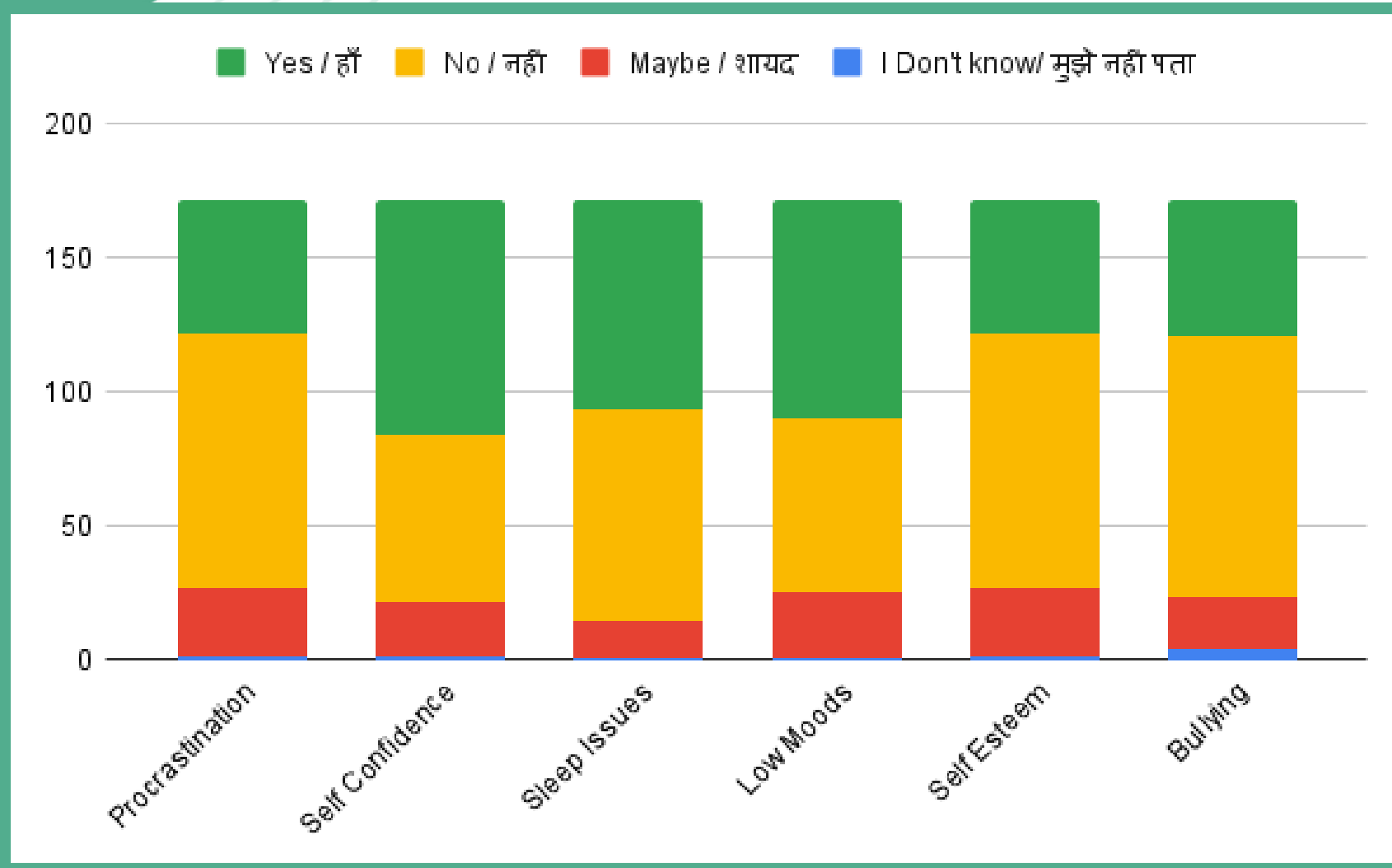


The chart illustrates the distribution of a total of 172 responses across six categories: Procrastination, Self Confidence, Sleep Issues, Low Moods, Self Esteem, and Potential Bullying. Participants were presented with four possible response options: Yes/हाँ, No/नहीं, Maybe/शायद, and Don't Know/मुझे नहीं पता.

1. **Procrastination and Self Confidence:** These two categories exhibit the highest overall response rates, with a significant portion of participants selecting "Yes/हाँ." This suggests that a **considerable number of individuals may struggle with procrastination and have concerns about their self-confidence.**

2. **Sleep Issues and Low Moods:** These categories also show substantial participation, with a noticeable presence of "Maybe/शायद" responses. This indicates that participants may experience varying degrees of sleep disturbances and fluctuations in mood.

3. **Self Esteem and Potential Bullying:** While still engaging a considerable number of participants, these categories demonstrate a lower frequency of "Yes/हाँ" responses compared to Procrastination and Self Confidence. This might suggest that participants may have a more nuanced perspective on their self-esteem and perceived potential.

4. **"Don't Know/मुझे नहीं पता" Responses:** This category is present across all areas to varying degrees, highlighting potential uncertainties or a lack of clarity regarding these aspects among some participants.

# Key Observations

| Options | Procrastination | Self Confidence | Sleep Issues | Low Moods | Self Esteem | Bullying |
|---|---|---|---|---|---|---|
| I Don't know/ मुझे नहीं पता | 2 | 2 | 1 | 1 | 2 | 4 |
| Maybe / शायद | 25 | 20 | 14 | 24 | 25 | 20 |
| No / नहीं | 95 | 62 | 79 | 65 | 95 | 97 |
| Yes / हाँ | 50 | 88 | 78 | 82 | 50 | 51 |

**Limitations**

**Response Bias:** The provided data does not account for potential response biases that might influence the results

**Recommendations**

1. **Targeted Interventions:** Given the high prevalence of procrastination and self-confidence concerns, targeted interventions or workshops could be beneficial for addressing these issues.
2. **Comprehensive Assessment:** To gain a deeper understanding of sleep issues and low moods, further assessment and potentially specialized support may be necessary.
3. **Individualized Approach:** Recognizing the varied perspectives on self-esteem and potential, an individualized approach that acknowledges individual experiences and goals is recommended.

**Conclusion**
**The data reveals insights into participants' experiences with procrastination, self-confidence, sleep issues, low moods, self-esteem, and bullying experienced at school.**

# Findings from One-On-One Counseling

**16 parent-student pairs participated in counseling sessions.**

Common behavioral manifestations among students include extreme shyness, excessive fear, aggression, attention-seeking, hyperactivity, and dependency. A recurring theme observed through counseling sessions is **low self-confidence**, manifesting in social withdrawal, difficulty asserting oneself, and academic disengagement.

**Key factors contributing to low self-confidence, as identified through student and parent interactions, include:**

- **Social Isolation:** Students experiencing misunderstandings with teachers, such as a third-grader who became noticeably withdrawn after frequent disputes, often retreat from social interactions, leading to feelings of loneliness and inadequacy.
- **Bullying:** Incidents of bullying, like a seventh-grader targeted by older students, can severely damage self-worth, resulting in school avoidance and a perceived inferiority complex.
- **Fear of Failure:** Academic anxiety, as exemplified by a ninth-grader hesitant to answer questions due to fear of ridicule, hinders learning and reinforces negative self-perception.

**Note: To protect confidentiality, names have been omitted.**

# Findings from One-On-One Counseling

**Additional behavioral challenges observed include:**

- **Anger Management:** Impulsive outbursts and difficulty considering others' perspectives, as seen in a tenth-grader, can strain relationships and impact academic performance.
- **Attention Deficit:** Difficulty focusing, completing tasks, and controlling impulsivity can interfere with learning and social interactions.
- **Sleep Disturbances:** Excessive screen time, leading to sleep deprivation and irritability, as experienced by one student, can negatively affect mood, behavior, and cognitive function.
- **Emerging Personality Traits:** Early signs of narcissistic tendencies or emotional instability in some students require careful monitoring and potential intervention.

  These findings underscore the complex interplay between self-esteem, social factors, and emotional regulation in shaping student behavior. A comprehensive approach addressing these interconnected issues is essential for promoting students' overall well-being and academic success.

**Note: To protect confidentiality, names have been omitted.**

# Glimpse of our Mental Health Awareness Camp

# Conclusion

The mental health awareness camp conducted by Solh wellness at Lilawati Vidya Mandir School, Delhi, marked a significant step towards prioritizing the emotional well-being of its students. A cornerstone of this initiative was the implementation of a comprehensive mental health assessment. By employing both digital and paper-based surveys, the program effectively captured a broad spectrum of mental health challenges faced by students.

1. The survey **focused on critical areas such as bullying, procrastination, self-esteem, self-concept, sleep patterns, and levels of interest.** This targeted approach allowed for a granular understanding of the specific issues affecting students as well as parents. The data collected served as a vital foundation for the subsequent phase of the program: tailored counseling sessions.

2. Recognizing that each student's experience is unique, the camp **offered personalized counseling to both students and parents.** These sessions provided a safe space for individuals to explore their emotions, develop coping mechanisms, and gain valuable insights into mental health. By equipping students and parents with practical strategies, the program aimed to foster resilience and promote overall well-being.

3. The integration of counseling into the mental health framework underscored the importance of a holistic approach. Addressing mental health concerns requires a multi-faceted strategy that involves not only the individual but also their support system. **By involving parents and the school, the camp reinforced the idea that mental health is a family affair, encouraging open communication and collaboration.**
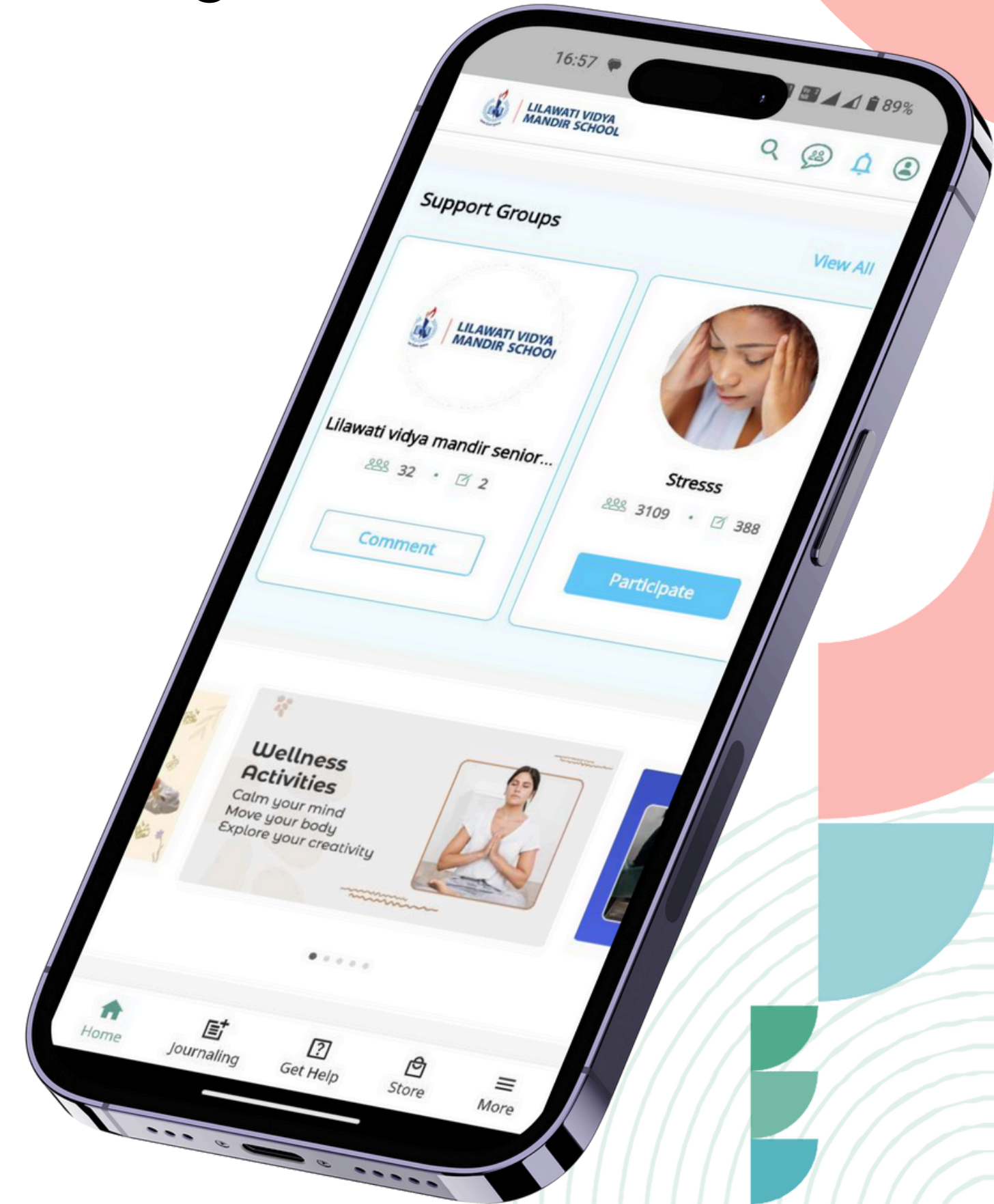
# Conclusion

4. While the initial results of the program are promising, it is essential to view this as an ongoing journey. **Continuous evaluation and refinement are crucial to maximize the program's impact.** Future research could delve deeper into the long-term effects of the counseling sessions, exploring how these interventions influence students' academic performance, social interactions, and overall life satisfaction. Furthermore, expanding the scope of the mental health assessment to include additional indicators could provide a more comprehensive picture of students' well-being. By incorporating measures of anxiety, depression, and trauma, the program can identify emerging issues and tailor interventions accordingly.

**In conclusion**, the mental health awareness camp at Lilawati Vidya Mandir School has demonstrated the effectiveness of a data-driven approach to addressing student mental health. By combining comprehensive assessment, personalized counseling, and parental involvement, the program has laid a strong foundation for fostering a mentally healthy school environment. As the initiative evolves, it has the potential to become a model for other schools, inspiring a broader conversation about the importance of prioritizing mental health in educational settings.

# Conclusion- App Activity

| Activity | Total |
|---|---|
| Sign-Ups | 81 |
| Approved Organizational Users | 62 |
| Surveys Filled (Printed + Google Forms) | 172 |
| Counseling Sessions | 16 |

# Thank You!