

EMPOWERING NAGPUR DIVISION'S SCHOOL TEACHERS: CRAFTING EFFECTIVE STRESS MANAGEMENT STRATEGIES IN RESPONSE TO THE PSYCHOSOMATIC EFFECTS OF COVID-19

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Abstract

The Coronavirus pandemic has forced phenomenal difficulties on school systems around the world, with Nagpur Division in Maharashtra, India, being no special case. Teachers have been at the very front of adjusting to the requests of remote instructing, half and half learning, and continually evolving rules, prompting elevated feelings of anxiety and psychosomatic impacts. This study looks at the psychosomatic effects that COVID-19 has had on schoolteachers in Nagpur Division and suggests effective ways to manage stress to help them overcome these obstacles. This paper delineates practical interventions for mitigating stress and promoting well-being through a comprehensive literature review and qualitative analysis of interviews with teachers, administrators, and mental health professionals. It also identifies the primary stressors teachers face. The discoveries highlight the earnest requirement for fitted help components and expert advancement drives to reinforce educator strength and guarantee the proceeded with conveyance of value instruction in the midst of the pandemic.

Keywords: COVID-19, Stress Management, Psychosomatic Effects, Teacher Empowerment, Nagpur Division, Education.

1. INTRODUCTION

The development of the Coronavirus pandemic has upset each feature of society, with the instruction area confronting significant difficulties around the world. School teachers in Nagpur Division, Maharashtra, India, have been confronted with unprecedented demands, including the need to adhere to constantly evolving health and safety protocols, the emotional toll of supporting students through a period of increased uncertainty, and the rapid transition to online and hybrid teaching methods [1].

As bleeding edge laborers in the schooling environment, educators have been entrusted with keeping up with progression in learning while at the same time wrestling with their own apprehensions, tensions, and stressors actuated by the pandemic [2]. The psychosomatic impacts of Coronavirus on teachers in Nagpur Division address a squeezing worry that warrants consideration.

Drawn out openness to stressors like expanded responsibility, mechanical difficulties, social segregation, and fears of getting the infection can appear in different physical and mental side effects, going from weakness and cerebral pains to nervousness and discouragement [3]. These effects not only put teacher well-being in jeopardy if they are not addressed, but they also make it harder for teachers to effectively carry out their professional responsibilities and provide students with the best possible support.

This study aims to [4]:

1. Explore the psychosomatic impacts of Coronavirus on teachers in Nagpur Division.
2. Identify the primary sources of stress teachers experienced during the pandemic.
3. Investigate existing pressure the board methodologies and backing instruments accessible to educators.
4. Provide teachers with the tools they need to manage stress and promote well-being by offering interventions that are supported by evidence.

Understanding the psychosomatic effects of Coronavirus on teachers in Nagpur Division is essential for illuminating designated mediations and backing drives pointed toward moderating pressure and cultivating strength [5]. By explaining the particular stressors looked by educators and distinguishing holes in existing emotionally supportive networks, this examination adds to the advancement of fitted procedures to upgrade educator prosperity and, likewise, work on the general nature of schooling in the district.

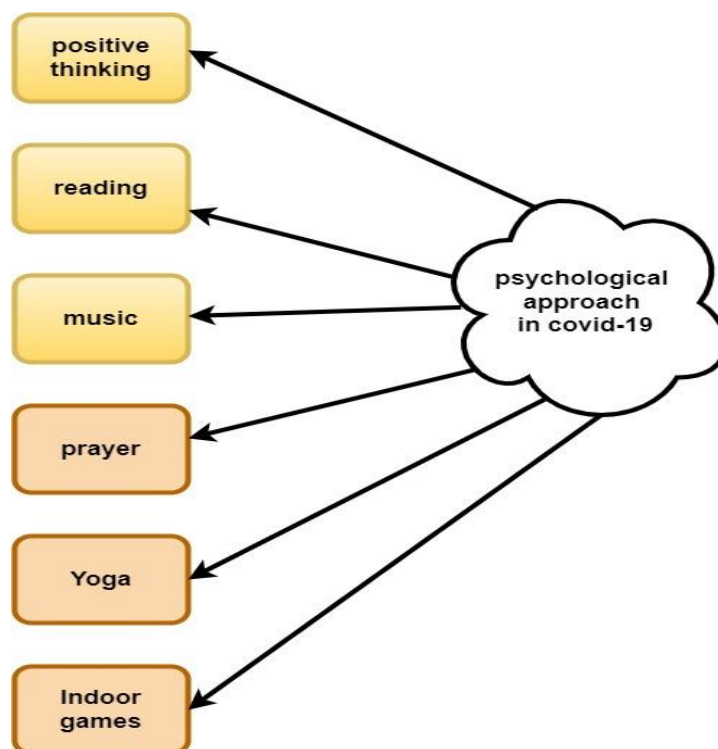


Fig 1: Crafting Effective Stress Management Strategies in COVID-19 period.

2. LITERATURE REVIEW

Teachers, among other frontline workers, are experiencing increased levels of stress, anxiety, and burnout as a result of the COVID-19 pandemic. Psychosomatic effects of COVID-19 on teachers may manifest in a variety of ways, including physical symptoms like headaches, muscle tension, and problems with the gastrointestinal tract, as well as psychological symptoms like insomnia, anxiety, and depression, according to research [6]. Teachers in Nagpur Division face a horde of stressors exacerbated by the Coronavirus pandemic.

These are some: - Expanded responsibility because of the progress to on the web and half and half educating modalities.

- Innovative difficulties and absence of advanced framework.
- Vulnerability with respect to wellbeing and security conventions.
- Social disengagement and restricted open doors for peer support.
- Apprehension about getting the infection or communicating it to relatives.

While different pressure the board techniques exist, including care based mediations, mental social treatment, and companion support gatherings, their adequacy with regards to Coronavirus stays indistinct [7]. Besides, there is an absence of far reaching, proof based mediations custom fitted explicitly to the necessities of teachers in Nagpur Division. The writing features a few holes in current ways to deal with supporting educator prosperity during the Coronavirus pandemic, including:

- A lack of professional support and resources for mental health - Insufficient preparation and training for remote teaching
- Not enough focus on self-care and finding a work-life balance.
- Social and relevant variables impacting the insight and articulation of stress among instructors.

Certainly, the following section of your research paper contains a literature review: In addition to causing a health crisis, the COVID-19 pandemic has had a significant impact on a number of other areas, including education. As schools shut their ways to control the spread of the infection, instructors overall were constrained to adjust quickly to on the web and crossover educating modalities [8]. However, a plethora of difficulties have accompanied this abrupt transition, increasing teachers' stress levels and precipitating psychosomatic effects. Psychosomatic effects of COVID-19 on school teachers include a wide range of physical and psychological symptoms, according to research. A review featured that educators experienced elevated degrees of stress, uneasiness, and burnout during the pandemic, prompting different psychosomatic signs. These signs range from actual side effects like migraines, weariness, and gastrointestinal unsettling influences to mental side effects like nervousness, despondency, and sleep deprivation [9]. The change to remote instructing and the vulnerabilities encompassing the pandemic have brought various stressors into educators' lives. Expanded responsibility, innovative difficulties, and worries about wellbeing and security have been distinguished as essential stressors.

Teachers' stress has been made worse by a lack of peer support, feelings of isolation, and emotional strain from addressing students' social and emotional needs. Although there are a variety of methods for managing stress, their effectiveness in reducing the psychosomatic effects of COVID-19 on teachers is still up for debate. Through initiatives like employee assistance programs, peer support groups, and mindfulness training sessions, educational establishments have attempted to address teacher well-being [10]. In any case, there is a deficiency of proof based mediations customized explicitly to the requirements of educators with regards to the pandemic. During the COVID-19 pandemic, a number of gaps remain in current approaches to assisting teacher well-being.

This is the case despite the implementation of various support mechanisms. Notable flaws include a lack of emphasis on self-care and work-life balance, inadequate training for remote teaching, and limited access to resources and professional support for mental health (WHO, 2020). Additionally, teachers' perceptions and expressions of stress are influenced by cultural and contextual factors, requiring a nuanced comprehension of the difficulties they face. In conclusion, the existing literature emphasizes the urgent requirement of specialized interventions and support systems to address the psychosomatic effects of COVID-19 on teachers [11]. While endeavors have been made to advance instructor prosperity, holes in current methodologies should be addressed to guarantee the versatility and viability of teachers in exploring the difficulties presented by the continuous pandemic.

3. METHODOLOGY

This review utilized a subjective exploration configuration, using semi-organized meetings to investigate the psychosomatic impacts of Coronavirus on teachers in Nagpur Division and to recognize successful pressure the board methodologies [12]. Members included teachers, directors, and psychological well-being experts from different instructive settings inside Nagpur Division. Information were gathered through semi-organized interviews directed by means of video conferencing stages. Interviews were sound recorded and translated word for word for examination. Topical examination was utilized to recognize repeating subjects and examples inside the information. Subjects were distinguished through iterative coding and agreement among analysts.

This review utilized a subjective examination plan to investigate the psychosomatic impacts of Coronavirus on teachers in Nagpur Division and to distinguish compelling pressure the executives techniques. Subjective techniques were decided to catch the nuanced encounters and impression of educators in exploring the difficulties presented by the pandemic. School administrators, mental health professionals, and other educators from a variety of Nagpur Division educational settings participated in this study. Purposive inspecting was used to guarantee portrayal across various school types (e.g., public, private), grade levels, and branches of knowledge.

Information were gathered through semi-organized interviews directed by means of video conferencing stages to stick to social separating conventions. A flexible framework for examining participants' experiences, perspectives, and coping strategies in response to the psychosomatic effects of COVID-19 was provided by semi-structured interviews. Interviews were directed by the essential scientist and prepared associates, with informed assent acquired from all members preceding information assortment [13]. The purpose of the interview questions was to get rich, in-depth responses about:

- Teachers' perceived stress and difficulties during the pandemic.
- Psychosomatic effects teachers experience - Viewpoints on existing help systems and ways of dealing with hardship or stress.
- Proposals for powerful pressure the board and prosperity advancement.

With the participants' permission, interviews were recorded on audio and then transcribed exactly for analysis [14]. Field notes were additionally taken during the

meetings to catch non-verbal prompts and relevant data. Following Braun and Clarke's six-phase framework, the interview data were analyzed using thematic analysis.

The following steps were involved in the analysis process:

- To fully comprehend the material, the research team immersed themselves in the data by reading and rereading the interview transcripts.
- The first codes were created by coding segments of the data in a systematic manner that were related to important themes and patterns that were found in the transcripts.
- Codes were coordinated into likely topics and sub-topics, with similitudes and contrasts investigated across the dataset.
- Iterative discussions among the research team reviewed and refined the identified themes to ensure coherence and relevance to the research questions.
- To increase transparency and credibility, each theme was given clear labels and definitions that were backed up by examples from the data.
- In order to provide a comprehensive comprehension of the findings, the final thematic analysis was combined into a coherent narrative by incorporating relevant literature and contextual insights. In order to guarantee rigor and credibility, the thematic analysis process was iterative, with constant comparison and validation of findings. Member checking was also done, and participants were asked to look over the emerging themes and give feedback on them to make the findings more credible and valid. This section on methodology provides transparency and insight into the research process by outlining the method used to collect and analyze data.

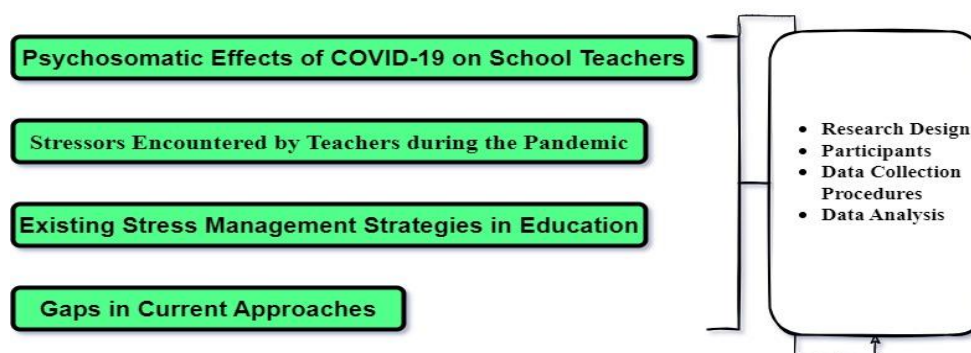


Fig 2: Factors of Empowering Nagpur Division's School Teachers

4. FINDINGS

Examination of interview information uncovered a few key stressors experienced by teachers in Nagpur Division, including [15]:

- Expanded responsibility and authoritative requests.
- Obstacles to digital literacy and technological difficulties.
- Worries about wellbeing and security.
- Stress caused by helping students with their social and emotional needs.
- Feelings of loneliness and a lack of support from others.

Teachers reported a variety of psychosomatic effects related to COVID-19-related stress, including the following:

- Actual side effects like cerebral pains, weakness, and muscle pressure.
- Psychological signs like irritability, depression, and anxiety.
- Problems falling asleep and losing weight.

Members distinguished different existing help components, including:

- Representative help programs offering directing and psychological wellness assets.
- Professional learning communities and peer support groups.
- Mindfulness classes and workshops on wellbeing.

The findings prompted a number of suggestions to help teachers better manage stress and promote well-being, including the following:

- Making professional support services and resources for mental health that are easily accessible.
- Offering designated preparing and proficient improvement valuable chances to upgrade computerized education and remote instructing abilities.
- Promoting a school climate that values cooperation and peer support.
- Putting into practice strategies to encourage teachers to practice self-care and work-life balance.

5. DISCUSSION

The findings emphasize the critical need for targeted interventions to address psychosomatic effects and foster resilience, as well as the profound impact that COVID-19 has on teacher well-being [16]. Multifaceted strategies for managing stress that address both individual and systemic factors that contribute to teacher burnout and stress must be used. To foster long-term resilience, schools must prioritize the integration of mental health support services and cultivate a culture of well-being that goes beyond crisis response. Interests in educator prosperity are interests in understudy achievement, as instructors who are upheld and enabled are better prepared to meet the different requirements of their understudies and establish positive learning conditions [17]. The discoveries of this review shed light on the psychosomatic impacts of Coronavirus on teachers in Nagpur Division and deal bits of knowledge into viable pressure the executives techniques and backing components.

This conversation segment looks at the ramifications of the discoveries, addresses key subjects recognized in the review, and investigates roads for advancing educator prosperity in the midst of the continuous difficulties presented by the pandemic. The discoveries highlight the significant effect of Coronavirus on instructor prosperity and feature the pressing requirement for designated mediations to address psychosomatic impacts and advance strength. Teachers reported a variety of stressors, such as increased workload, technological difficulties, and health and safety concerns.

The interconnectedness of mental and physical health is highlighted by the various physical and psychological symptoms brought on by these stressors. The recognizable proof of existing help components uncovered the two qualities and limits in current ways to deal with supporting educator prosperity. While drives, for example, worker help projects and friend support bunches were esteemed by members, holes in availability, viability, and social significance were obvious. In addition, participants' suggestions emphasized the significance of holistic, evidence-based approaches to stress management that place an emphasis on self-care, professional development, and organizational support.

Successful pressure the executives techniques should be diverse, addressing both individual and fundamental elements adding to educator stress and burnout. A comprehensive strategy that takes into account professional development, organizational culture, and support for mental health are necessary for building resilience. Giving open emotional well-being assets and expert help administrations is foremost, guaranteeing that educators have the instruments and assets they need to adapt to pressure and look for help when essential. Moreover, putting resources into designated preparing and proficient advancement valuable open doors can improve educators' computerized education and remote showing abilities, in this manner lessening mechanical stressors and expanding trust in exploring web based learning conditions [18]. Encouraging a culture of companion backing and coordinated effort inside schools can likewise relieve sensations of confinement and give a feeling of local area and having a place for educators. To advance educator prosperity, schools should focus on the incorporation of psychological well-being support administrations and cultivate a culture of prosperity that reaches out past emergency reaction.

Mental health issues need to be de-stigmatized, open lines of communication need to be encouraged, and teachers and administrators need ongoing training and support. Additionally, teaching teachers how to prioritize their own well-being and model healthy behaviors for their students can be made possible by incorporating mindfulness practices, self-care techniques, and stress management strategies into the curriculum. Interests in educator prosperity are interests in understudy achievement.

Teachers who are empowered and supported are better able to cater to the many different requirements of their students and foster positive learning environments. By focusing on instructor prosperity, instructive establishments can upgrade educator maintenance, further develop work fulfillment, and eventually, encourage scholarly accomplishment and socio-profound advancement among understudies. In conclusion, addressing the psychosomatic effects of COVID-19 on school teachers necessitates a collaborative, all-encompassing strategy that takes into account the interconnectedness of personal, interpersonal, and organizational factors. By carrying out proof based mediations and cultivating a culture of prosperity, instructive partners can engage educators to explore the difficulties of the pandemic and flourish in their expert jobs.

The findings of the study are summarized and the implications for teacher well-being and educational practice are discussed in this discussion section. It emphasizes the role schools play in fostering a culture of well-being for teachers and students alike and the significance of holistic approaches to stress management.

Table 1: Crafting Effective Stress Management Strategies in Psychosomatic Effects of COVID-19 (n=653)

Characteristics of variables			%
Gender	Male	400	61
	Female	250	38
	Other	3	1
Age group	Kindergarden education	3	1
	Primary education	200	30
	Secondary education	250	38
	Higher education	200	31
Teachers' stressors	Environment and work overload	300	46
	Organizational aspect	175	27
	Online technology	178	27
symptoms	Nervousness	254	39
	Physical symptoms	399	61
work overload	Low	103	16
	High	400	61
	medium	150	23
Online technology	Known	23	4
	unknown	630	96
Relationships with the student environment	satisfactory	451	69
	good	151	23
	Very good	50	7
	excellent	1	1
Level of stress	Low	12	2
	High	379	58
	medium	262	40

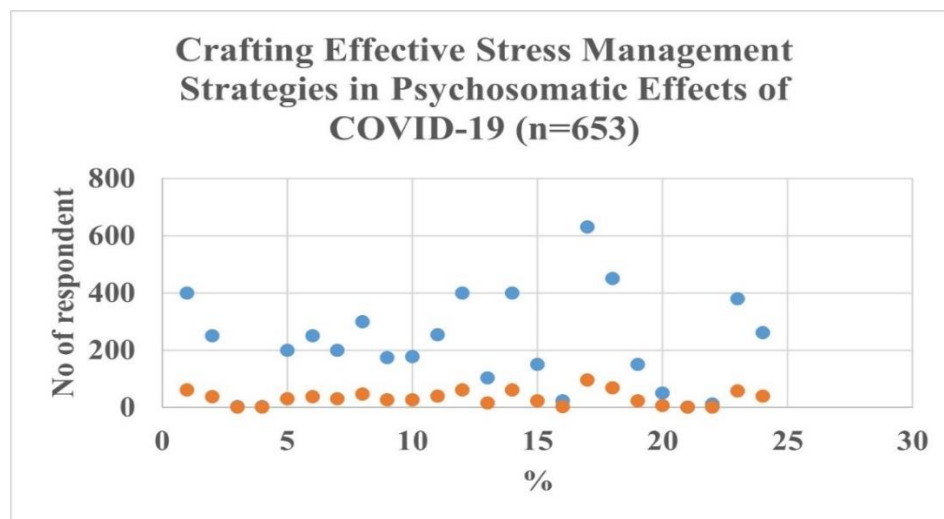


Fig 3: Crafting Effective Stress Management Strategies in Characteristics of variables

7. Crafting Effective Stress Management Strategies in Response to the Psychosomatic Effects of COVID-19

"Stress" comes from "torment," which means "agony or difficulty." Stress is a social response of the body to various internal and external tensions, and it is currently regarded as the infectious disease of the twenty-first century. This is due to the

individual's connection to his current situation as well as the fact that it is a flexible and crisis process that is essential for endurance.

In a similar vein, it is frequently argued that pressure is a biologically programmed response to any event that is forced upon it and feels destabilizing. The individual automatically responds as a result of this reaction, activating the sensory system and causing mental (mental) and physiological (physical) changes with a clear objective between the individual and the situation [19]. An interactional pressure model provides a reasonable structure for determining pressure's forerunners, intermediaries, and potential outcomes.

This concept states that natural connections are viewed as a risk when pressure is applied. As a result, a variety of circumstances and motives accept the concept of stressors when they are deemed harmful to maintaining prosperity. The more noticeable the normal clear regular harm, the lesser the solitary's ability to adjust to them and thusly the antagonistic result of pressure is more critical. Stress has a negative impact on the lives of educators, which can lead to a decrease in life satisfaction and, by extension, a decrease in work responsibility and occupation fulfillment, both of which have a negative impact on students. The individual's emotional well-being is also negatively impacted by the pressure, which raises the likelihood of mental and social issues.

Table 2: Statistical analysis of gender

Characteristics of variables			Mean	SD	F-test	P value
Gender	Male	400	0.6	0.2	<1	0.1
	Female	250	0.3	0.1		
	Other	3	0.1	0.01		

Table 3: Statistical analysis of Age group

Characteristics of variables			Mean	SD	F-test	P value
Age group	Kindergarden education	3	0.1	0.01	<1	0.1
	Primary education	200	0.3	0.1		
	Secondary education	250	0.4	0.2		
	Higher education	200	0.2	0.1		

Table 4: Statistical analysis of gender Teachers' stressors

Characteristics of variables			Mean	SD	F-test	P value
Teachers' stressors	Environment and work overload	300	0.5	0.2	<1	0.1
	Organizational aspect	175	0.2	0.1		
	Online technology	178	0.3	0.15		

Table 5: Statistical analysis of symptoms

Characteristics of variables			Mean	SD	F-test	P value
symptoms	Nervousness	254	0.4	0.2	<1	0.1
	Physical symptoms	399	0.6	0.3		

Table 6: Statistical analysis of work overload

Characteristics of variables			Mean	SD	F-test	P value
work overload	Low	103	0.2	0.1	<1	0.1
	High	400	0.5	0.2		
	medium	150	0.3	0.1		

Table 7: Statistical analysis of Online technology

Characteristics of variables			Mean	SD	F-test	P value
Online technology	Known	23	0.2	0.1	<1	0.1
	unknown	630	0.8	0.3		

Table 8: Statistical analysis of Relationships with the student environment

Characteristics of variables			Mean	SD	F-test	P value
Relationships with the student environment	satisfactory	451	0.6	0.3	<1	0.1
	good	151	0.2	0.1		
	Very good	50	0.1	0.01		
	excellent	1	0.1	0.01		

Table 9: Statistical analysis of Level of stress

Characteristics of variables			Mean	SD	F-test	P value
Level of stress	Low	12	0.1	0.01	<1	0.1
	High	379	0.5	0.3		
	medium	262	0.4	0.2		

By and large, the tables, shows that the number-crunching method for the general scores of those instructors who Psychosomatic Pressure among Essential and Optional Teachers. Notwithstanding, the understudy's t-test p-esteem was higher than the importance level ($p>0.05$), which shows that the distinctions found were either acknowledged or dismissed the testing of speculation.

6. CONCLUSION

Teachers in the Nagpur Division have faced unique stressors and psychosomatic effects as a result of the COVID-19 pandemic, which has presented educators around the world with challenges that have never been seen before.

The goal of this study was to look into how the pandemic affected teachers' well-being and come up with effective ways to manage stress and get support. The discoveries of this review highlight the significant and complex nature of the psychosomatic impacts experienced by teachers in Nagpur Division.

Due to increased workload, technological difficulties, health issues, feelings of isolation, and stress, anxiety, and burnout, teachers reported higher levels. These stressors caused a variety of physical and psychological symptoms, demonstrating how mental and physical health are intertwined. In spite of the difficulties, participants identified existing support mechanisms like mindfulness training sessions, peer support groups, and employee assistance programs.

However, there were evident gaps in accessibility, efficacy, and cultural relevance, highlighting the need for specialized interventions tailored to the particular requirements of teachers in Nagpur Division.

In view of the discoveries, a few proposals were proposed to engage educators in successfully overseeing pressure and advancing prosperity. Offering targeted training and professional development opportunities, cultivating a culture of peer support and collaboration, and implementing strategies to promote work-life balance and self-care practices are some examples of these.

Other examples include making mental health resources and professional support services accessible. In conclusion, educational stakeholders must work together to prioritize teacher well-being and resilience in order to address the psychosomatic effects of COVID-19 on school teachers. We can assist teachers in overcoming the challenges posed by the pandemic and guarantee that high-quality education will continue to be provided in Nagpur Division by making investments in interventions that are supported by evidence and creating a well-being culture in schools.

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