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• Health Services • Life Skills Education • Healthy School Environment



The National Life Skills, Values Education & School Wellness Program

Healthy Schools Healthy India

Education is not preparation for life...
Education is life itself

- John Dewey

Submission Guidelines

- All submissions should follow the APA 7th Edition style
 - All submissions should have an abstract summarizing the main points.
 - The submission should have a clear and informative title
 - The submission should be original and should not be in the process of consideration by any other publication at the same time.
 - The submission should have rigorous and reliable information and provide a deeper level of understanding.
 - Submissions should be engaging and accessible to non-expert readers as well.
 - Submission emails must contain an inline declaration stating that the research work is the author's original work and has not been submitted elsewhere for publication.
 - Initial acceptance of any submission does not guarantee publication. The editorial board shall do the final selection.
 - If necessary, the editors may edit the manuscript in order to maintain uniformity of presentation and to enhance readability.
3. Case Reports: These should contain reports of new/interesting/rare cases of clinical significance or with implications for management. The word limit is 1500 words and an abstract of not more than 150 words.
 4. Review Articles: These are systemic and critical assessments of the literature which will be invited. Review articles should include an abstract of not more than 250 words describing the purpose of the review, collection and analysis of data, with the main conclusions. The word limit is 5000 words excluding references and abstract.
 5. Grand Rounds in child psychiatry or psychopathology (Case Conference): This should highlight one or more of the following: diagnostic processes and discussion, therapeutic difficulties, learning process or content/technique of training. This may be authored by an individual or a team, and may be an actual case conference from an academic department or a simulated one. The word limit is 1500 words.
 6. Viewpoint: These should be experience-based views and opinions on debatable or controversial issues that affect the profession. The author should have sufficient, credible experience on the subject. The word limit is 3000 words.

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1. Original Research Papers: These should only include original findings from high-quality research studies. The word limit is 5000 excluding references and an abstract (structured format) of not more than 250 words.
2. Brief Research Communication: These manuscripts should contain short reports of original studies or evaluations and service-oriented research which points towards a potential area of scientific research or unique first-time reports. The word limit is 1500 words and an abstract (structured format) of not more than 150 words.
7. Commentaries: These papers should address important topics, which may be either multiple or linked to a specific article. The word limit is 3000 words with 1 table/figure.
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9. **My Voice:** In this section multiple perspectives are provided by patients, caregivers and paraprofessionals. It should encompass how it feels to face a difficult diagnosis and what this does to relationships and the quality of life. Personal narratives, if used in this section, should have relevance to general applications or policies. The word limit is 1000 words.
10. **Book/ Movie reviews:** Reviews of books or movies relevant to school mental health and wellbeing may also be submitted. The word limit is 1000 words.
11. **Announcements:** Information regarding conferences, meetings, courses, awards and other items likely to be of interest to readers should be submitted with the name and address of the person from whom additional information can be obtained (up to 100 words).

Faculty members are invited to be the guest editors of the journal on a theme relevant to school health and wellbeing.

The Manuscripts for publication in the peer-reviewed and refereed Indian Journal of School Health and Wellbeing (IJSHW) are to be submitted via e-mail to journal@expressionsindia.org along with a copy of the email to the editor.

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Message from the Editor

Our actions are deeply influenced by the way we think about things. Our conceptual orientation affects almost all decisions and areas of our lives. Concepts pervade our lives. They influence our interpretation of social and personal experiences and the decisions we make in response. This is also true for school settings. Schools are surrounded by countless planned and unplanned situations and experiences that influence their mental health and well-being. Therefore, how teachers, parents, and school administration conceptualise a certain idea often directly influences the students' lived experiences of the same.

For instance, if a teacher believes discipline to be the same as controlled student behaviour, it will have visible implications for the teacher's treatment of the student, especially in cases of indiscipline. The teacher is likelier to keep strict rules and harsh punishments when those rules are broken. Micromanagement would be yet another trait the teacher may display. Similarly, if a teacher conceptualises learning as behaviour modification, most of her focus would be on students' exam performance. Consequently, her pedagogy may revolve around strategies that help students score better grades and, in the process, overlook other aspects and goals of schooling and education. However, we are often unaware of this underlying conceptualisation as one of the reasons for this failure in achieving our educational and curricular goals.

In such a scenario, our remedial measures also do not focus or consider reflecting on our conceptual understanding of ideas, leading to confusion and frustration. While the conceptual base is not all there is to any emergent issue at hand, it undoubtedly is the foundation of the experiences one may undergo in a certain situation. Therefore, carefully reflecting on how we understand a certain concept may bring mental clarity and help us refine our practices, leading to more meaningful experiences. Rather, it is necessary to reflect on the concepts involved to ensure that the school ethos and the educational processes taking place in the school are fulfilling their intended aims.

The authors have identified certain concepts that influence school children's mental health and well-being in the current issue of the Journal for School Mental Health and Well-Being. The volume begins with Ms. Nita's reflection and attempts to understand silence and its varied manifestations that one may get to observe and experience, especially in classroom settings. She argues that silence, as often desirable and expected from school students, may not always be productive. Silence can reflect oppression and a hegemonic power structure that needs intervention. The article questions the image of a silent student as a disciplined student and urges everyone to inquire and identify the underlying causes that may promote a culture of silence in schools. It also demands the reader to reflect on the implications such varied conceptions of silence may have upon the various educative processes undergoing in school and how being able to voice one's opinion could be a privilege.

Further, Ms. Ankita's writing explores the ideas of privilege, merit, rewards, and their relationship with each other. The paper simultaneously explores the impact of their conception and the nature of their relationship can have on one's very existence in society. Privilege not only influences one's way of being in society but also one's experience and performance in school. While it may be seemingly harmless to reward meritorious performances, it could also be a drastic overlooking of the struggles of the other students who put in equal hard work, but their lack of privilege pushed them down in the merit. Rewarding meritorious students raises questions about our understanding of assessment and inclusion. We aim and claim to be inclusive in our practices but serve each student a standard assessment to appear while completely overlooking their differences, including the privilege of some.

The following paper by Ms. Swati demands that readers acknowledge one's privilege and argues for the value of prayer in school with the hope of developing humility among students and teachers. The article responds to one of the most popular critiques of holding a morning prayer in schools: it makes students abandon all power and accountability and renders them ignorant. It urges us to reimagine prayer as an acknowledgement of our privileges, fortunes and fateful circumstances that we have no control over, such as those dictated by birth. Prayer, conceptualised as an act of expressing gratitude rather than an act of surrender, may broaden the horizons of students' imagination beyond their selves.

Moving on, Ms. Manisha urges us to think about developing critical thinking among students while comparing and contrasting the same with the idea of independent thinking. She argues how schools, in the name of developing critical and creative thinking, push children to think alike and, in the process,

repress their independent thinking. Children are pushed to think the way the adults, i.e., teachers, administrators, parents, policymakers and other stakeholders want them to think. It defeats the educational goal of developing thinking individuals who exhibit a critical outlook and can make informed decisions.

After that, Ms. Shikha argues for the need to reflect upon the development of morality among school children. Children's moral development has also been emphasised in NEP 2020 as it has implications for developing a good citizen and human being. She then suggests tools and methods such as discussion, dialogues, philosophy for children (P4C), and discussing moral dilemmas to help children deal with moral issues and make informed choices.

Often, our decisions and choices are influenced by the company we keep. Mr. Parikshit's article brings up the idea of friendship and how the implications of the same cut across various goals and aims any educational process may envision. Friendships between students may hold valuable pedagogic insights that teachers may benefit from. Friendships are not just personal relationships devoid of educational value but an extension of students' being that requires due consideration, especially within the caveat of wholistic education. The article argues that we must care about seemingly inconsequential and unrelated aspects of students' lives, such as friendships.

Subsequently, Ms. Garima's paper enquires into the students' and teachers' perceptions of care. It tries to gauge who students perceive as a caring teacher and compare the same with what attributes teachers associate with the idea of a caring teacher. The paper moves on to identify the gaps between the perceptions of the two groups and examine the effects they may cause while simultaneously reflecting on how the gap between the two can be permeated. Caring cannot be restricted to behaviours and attitudes within the classroom but needs to extend to outside activities and instances. A teacher needs to become a caring teacher, often by taking a break from engaging with students in a strictly professional fashion, but consider acting in a manner that allows the student to feel cared for.

Ms. Achint Kaur touches on another highly frowned upon and undervalued idea in any academic space: taking a break. While the phrase is commonly and casually tossed around to professionals, its boundaries remain untouched in schools, especially in the term's true meaning. School life is considered a life full of breaks (vacations) now and then. However, each break is an opportunity to catch up with pending tasks or get a head start on upcoming ones. It is more than visible in practices such as holiday homework for students and stay-backs for teachers. These practices reflect a flawed conception of breaks, and a severely undermined value of the role taking a break has in one's life, be it as a child or adult. It points towards the need for us to rethink the aim and intent of taking a break and when and how we take one.

The final paper in the volume is a step ahead in the direction and looks into the possibilities that music may offer in the lives of students and teachers. It proposes Indian folk music as a potential learning opportunity for music and incorporating cultural diversity, advancing language development and building a more inclusive atmosphere. It surveys various dimensions of music and comments upon society's perception of music as only a leisurely pursuit. While music is a highly aesthetic experience, it comes with a list of advantages and possibilities it merits for teachers, students and human beings.

While these concepts seriously affect the school systems, the list continues. How we understand and conceptualise an idea transcends into our attitude and practice. Therefore, it becomes important that we think about these ideas to be more reflective and informed in our practices in life. I humbly present to the readers this volume of the Indian Journal of School Health and Well-being, hoping that it will become a beginning point for all to reflect upon ideas and experiences of daily life and render them more meaningful.

Dr. Vikas Baniwal
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Message from the Patrons

It is a matter of great happiness to note that the latest issue of the Indian Journal of School Health & Wellbeing published by the Expressions India is being released. It is a well known fact that Research publications and Journals in particular are the most authentic sources of verified knowledge and experiences. The sharing of such knowledge and experiences not only amongst the Researchers, Scientists, Policy Planners and Implementers, but also the Activists working in the concerned area and persons having special interest in that area benefits all. It is our privilege to reiterate that the Expressions India has been doing pioneering work since long, in the field of Health Education under its banner of “Holistic Health and School Wellness Programme” to enable the school education and teachers holistic facilitation in realizing the goal of Health Education in Schools. The present publication is a momentous indicator of this initiative.

The major bottleneck in the way of achieving the objective of Health Education has been the particularistic conceptualization of its transaction process. The goal of development of holistic health and wellbeing of young learners cannot be attained by making them gather certain information and rote-learn those. It can be attained only by a transaction process focused on experiential co-scholastic methodology that ensures active participation of learners and substantially contribute to the development of life skills enabling young children to manage their lives more competently and grow as truly empowered human resource of the nation and human society at large. To facilitate this process it is very critical to encourage and empower the teachers, so that they act like facilitators and mentors.

The formal school education system need to look towards interacting and taking the support from the initiatives like the one taken by Expressions India under its National Life Skills Education & School Wellness Programme aimed at realizing the Goal of “HEALTHY SCHOOL.....HEALTHY INDIA”. It is pertinent to state that the Schools and other educational institutions that have been associated with such endeavours have strongly felt the need for such programs to be an adopted by all schools including Higher Education System.

It is this context the Journal of School Health has potential to reinforce the process of realizing the vision of Health Promoting Schools getting integrated into the education system in India. We are more than confident that the present issue of the Journal will strengthen this grand endeavour and empower all who are creatively engaged in the promotion of Health Education in Schools. With immense pleasure we would like to express our gratitude for Advisory group, Editorial Board and Members of the Executive Editorial Committee for their valuable contribution, ungrudging cooperation and keen interest and also for making available the benefits of their rich experiences and knowledge.

“If there is will, there is way, and if the will is reinforced by enlightened path-breakers, the way would lead to the destination at the earliest “.

Dr. Jitendra Nagpal, M.D., D.N.B.

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