

Indian Journal of School Health & Wellbeing

January - April 2020, Volume 6 Issue 1

ISSN 2349-5464

● 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

- 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.
 - Brief information and line of works of the author should be sent as a separate cover note.
 - The subject line of the email should be marked "Submission for IJSHWB: [Author's Name]".
 - The attached file must be in '**.doc**' or '**.docx**' format only. Papers must be typed in 1.5 line spacing, Arial or Times New Roman font, size 11.
 - All submissions must be accompanied by an abstract summarizing the main points of the paper.
 - APA 6th Edition citation and referencing style should be followed.
 - The submission should have a clear and informative title.
 - Submissions should be engaging and accessible to non-expert readers as well.
 - 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/ 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.
 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.

Types of Manuscripts and Word Limits

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, with not more than 1 table/ figure, 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.
8. **Literary words** relevant to the areas of Child Psychology / Developmental studies/ Psychiatry/ Disability studies/ Education for mental health: Original Contributions are welcome which cover both literature as well as mental health. These can be in the field of poetry, drama, fiction, reviews or any other suitable material. The word limit is 2000 words.
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. **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 the topic of school mental health in schools.

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:

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Message from the Editors

You have a new issue of the The Indian Journal of School Health and Well Being in your hands. This issue focuses on addressing systemic issues in the education of children with disabilities. A concerted focus is on local initiatives and programmes, varying from the level of the institution, the community or the district.

Different kinds of efforts, approaches and services are needed to address concerns of children with disabilities. The Persons with Disability Act, 2016 attempts to widen the base of the government schemes, services and programmes to address educational and training needs. Besides these, community-based initiatives and partnership models play an equal role in reaching ‘all’ children. However, there exist stark gaps between policy and ground realities, especially vis-à-vis institutions and services for addressing the needs of children with disabilities. While the recent progressive changes in policy are welcome, a concomitant implementation on the field is imperative. This acknowledgement isn’t new or afresh, yet it needs repeated articulation.

The present volume continues this struggle of voicing concerns, of the need to make things better, so that inclusion is not merely a stated goal, or a utopian reality. All the articles in the volume reiterate the need for psychological and emotional support to the person with disability, life-skills education, belief in the child, concerted effort on part of the teacher, a conscious team building of parents, guardians and the school and a ‘will’ to be closer to social inclusion. The volume includes articles that document, research and/or examine the initiatives towards the inclusion in the field, with a focus on the non-urban areas. It is hoped that such a sharing would serve as a guidepost for parents, teachers, counsellors and special service providers.

The first section documents the journey of institutions from segregated to inclusive. Priti Joshi’s paper on *Transition to Inclusion in a Rural Special School: A Case Study* Takes us through the transition of a special school into one that includes children without disabilities. She discusses the ‘reverse’ inclusion of a village school near Ajmer, charted through an articulated plan, delineating the pedagogy, capacity building and training of teachers. Ankur Madan’s paper *Embracing Inclusion: The Role of the School Head* discusses the crucial role played by the school leadership in taking on inclusive practices in two schools in Bangalore. She argues that the perspective of the school head influences the culture of inclusion that evolves in the process. Gisselle Lobo’s article *Laying the Foundations for Inclusive Education in Preschools* shows Sethu’s experiences of putting in place inclusive programmes with evidence based practices through training, setting up systems, and mentoring. Chainika and Ankur Madan’s paper *Systemic Issues in the Implementation of a State Government Programme for Education of Children with Disabilities in India* discusses the gaps in the implementation of the inclusive education framework in the government schools of a state in Northern India.

My Voices section includes three papers, one discusses experiences, the second paper discusses research methods that help understand how it feels to live with a disability. The third paper documents continuing issues of access. Ashmeet Bhamrah and Dimple Rangila’s paper *Visually impaired person’s experiences of social inclusion* discusses voices and experiences of social inclusion of the young adults with visual impairment. The paper *Living the exclusion while growing up with physical disability: A case study using life story approach* by Ritu Singh and Geeta Chopra deploys the life-story approach in order to examine the silenced and marginalized voices of persons with disability to gain an insight into their lived experiences. The paper *Visually impaired persons in higher education: with special reference to the University of Delhi* by Krishna Kant highlights the problems with implementation of policies for people with disabilities and the challenges of undergraduate students with visual impairment. Jyoti Sehgal and Anupama Srivastav’s paper on *Catalysing learning in learning disabled adolescents* points to strategies and relaxations that can help adolescents with learning disabilities perform better in academics.

अबूज़र का लेख हर बच्चा है ख़ास, प्राथमिक शाला बोरखेड़ा की एक बालिका, सारिका के बारे में है। सारिका सीख नहीं पाती थी, बोलती भी नहीं थी, पर शिक्षकों के सतत प्रयास से उसमें बदलाव देखा गया। इस लेख में अबूज़र शिक्षकों के

अनुभव को भी साझा करते हैं, उन्हें क्या हासिल हुआ, किन चुनौतियों का सामना करना पड़ा। टुलटुल बिस्वस एवं अनिल सरगर द्वारा लिखित वीरगुहारी केस स्टडी विशेष आवश्यकता वाले बच्चों के साथ कार्य करने वाले शिक्षकों के प्रयासों को सामने लाती है। इस लेख में तीन बच्चों के साथ किए गए कार्य और उनमें हुई प्रगति पर चर्चा है। सुबोध जोशी दो लेखों - स्वतंत्र भारत में विकलांगों की दुर्दशा : संविधान निर्माण से वर्तमान तक संवेदनशीलता की कमी और उसके नकारात्मक परिणाम (भाग I और भाग II) में भारत के संदर्भ में विकलांग व्यक्तियों की स्थिति की सटीक चर्चा करते हैं। वे लिखते हैं कि शिक्षा, आर्थिक पुनर्वास और सामाजिक सुरक्षा के अभाव से जूझ रहे विकलांगजन पराश्रित जीवन जीने के लिए बाध्य हैं। वे आग्रह करते हैं कि सरकार और गैर सरकारी, दोनों ही स्तरों पर ठोस सकारात्मक कार्यवाही करते हुए स्थितियाँ सुधारने की ज़रूरत है।

The book/film review section includes reviews of children's literature, documentary films and other texts. Shivi's paper *A.A.Milne's Eeyore: A Peep into the World of Clinical Depression* discusses the relationship of the clinically depressed donkey, Eeyore with his friends, in Milne's Winnie the Pooh and the importance of a support system to help deal with depression. Snehil's Sachan's review of the documentary *Journey into Dyslexia* presents an alternative perspective to understand dyslexia as a way of life by sharing examples of people who have lived with dyslexia. Soumya Jain reviews three short films and discusses how these can be used as a resource for sensitising students and teachers in the classroom towards children struggling with the challenges of the learning difficulty 'dysgraphia' in her article *Dealing with 'dysgraphia'*. Anu Gupta's *Annotated bibliography of story books on disability and inclusion* is a wonderful resource for teachers. The books included in this bibliography cover a wide range of themes from exclusion of children with disability to celebration and acceptance of disabilities in peer groups, schools and the society.

Ruchi Shevede's collation of organisations working with children with special needs, delineation of the types of intervention, disabilities taken care of by the interventions and inclusive set-ups is a unique addition to this volume. The directory of such organisations, *A step ahead: Proposal for an online data-base of the organizations working with CWSN* would be helpful in serving many purposes of individuals with disability and researchers. While it gives a snapshot of how things are, it is also an endeavour which can be added on over time, serving the role of a dynamic directory.

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 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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