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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 summarising 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 should include an inline declaration asserting that the research work is the author's original creation and has not been submitted for publication elsewhere.
 - The initial acceptance of any submission does not ensure publication. The editorial board will make the final selection.
 - The editors may edit the manuscript if necessary to maintain uniformity of presentation and enhance clarity.
 - The authors are responsible for plagiarism or any other issue that may emerge because of their submissions.
- unique first-time reports. The word limit is 1500 words, and the abstract (structured format) should be no more than 150 words.
3. Case Reports: These should contain reports of new, interesting, or rare cases of clinical significance or with implications for management. The word limit is 1500 words, and the abstract must be no 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 the 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. An individual or a team may author a paper, and it may be an actual or simulated case conference from an academic department. 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.

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 should contain short reports of original studies or evaluations, service-oriented research that points towards a potential area of scientific research, or
7. Commentaries: These papers should address important topics, which may be multiple or linked to a specific article. The word limit is 3000 words, and there can be only one table or figure.
8. Literary 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, patients, caregivers, and paraprofessionals provide multiple perspectives. 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 be relevant 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 serve as guest editors of the journal, which will cover a theme relevant to school health and well-being.

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

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Message from the Editor

The collection of research papers in the current volume presents a robust discussion examining the psychological, educational and socio-cultural dimensions of human experiences in the current time, concerning well-being, development and educational policy perspectives. Each piece presents astute insights into issues concerning human well-being contextualised to schooling, parenting, mental health and identity.

The axiological aspects of humanistic psychology are examined in the first paper, which also emphasises the importance of values in the quest for self-actualisation. Framing psychological growth as a value-based process of being, it explores the ethical aspects of the human quest for unity and completeness, drawing on the work of thinkers such as Maslow, Rogers, and Goldstein.

Our focus shifts to parenting in the second piece, which highlights the need of psychological, intellectual, and emotional support for a child's overall development. In tackling behavioural and learning difficulties, it emphasises the value of empathy, comprehension, and harmonious home-school relationships, supporting a nurturing rather than authoritarian parenting style.

The third study looks at the school environment as a place where people can grow psychologically. Since the author offers a model of school culture that actively promotes emotional safety, self-worth, and a sense of community, psychosocial well-being is positioned as a fundamental aspect of education rather than an afterthought.

The fourth piece assesses life skills instruction as a preventative and developmental strategy for teenagers facing the problems of the twenty-first century. By using information from counselling records and school graduates, the study shows how life skills—like empathy, emotional control, and critical thinking—are essential for preparing young people for adulthood in a world that moves quickly and is frequently unstable.

With an emphasis on curriculum innovation spearheaded by the state, the fifth paper offers an assessment of the Happiness Curriculum that has been introduced in Delhi government schools. The results, which were derived from teacher and student answers, demonstrate the efficacy of the program works to enhance student engagement, classroom connections, and emotional well-being. With careful suggestions for improving legislation, it also highlights issues with teacher preparation and resource distribution.

The sixth paper investigates the relationship between student mental health and inclusive education. It uses procedures from a progressive school to show how inclusive methods based on cooperation and empathy may meet the various requirements of students. The study urges a rethinking of educational frameworks in which emotional and intellectual achievement are based on inclusivity.

The seventh paper focuses on socio-emotional support for students with exceptional needs. This contribution, which is based on educational theory and lived experience, clarifies the obstacles these students encounter, which range from behavioural issues to social stigma, and describes the cooperative roles that parents, teachers, counsellors, and legislators play in establishing supportive learning environments.

The eighth paper offers a quantitative analysis of general self-efficacy and academic motivation among college students at both public and private universities. The statistical analysis shows a favourable relationship between motivation and self-efficacy as well as notable disparities between the two groups. These revelations highlight how psychological factors impact college students' academic achievement.

The ninth study examines how single-parent families are portrayed in recent Bollywood films, moving the discussion to cultural representations. The study examines issues of parental aspiration, educational access, and emotional resilience using Nil Battey Sannata and Angrezi Medium as case studies. It provides an intersectional perspective of family dynamics in the Indian context.

In the tenth paper, which closes the volume, the psychological importance of wonder is thoughtfully investigated. By combining imago therapy with philosophical ideas, the author suggests that wonder can be a potent force for relationship and personal change. Wonder has been demonstrated to revitalise respect for oneself, others, and the world by breaking cognitive stagnation, confirming its importance for psychological and emotional health.

Put together as a volume, these ten articles present a complex story that spans both the theoretical and applied fields. Each contribution enhances the discussion on human development and societal well-being, whether it focuses on cultural representation, educational reform, or personal improvement. All parties involved in fostering the full potential of people, including educators, psychologists, researchers, legislators, and others, will find this collection interesting. I humbly present this volume with the hope that it enriches the reader's understanding, inspires further reflection, and contributes meaningfully to the ongoing dialogue around human development and well-being.

Pinky Yadav
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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 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 among the activists working in the concerned area and persons having a special interest in that area benefits all. It is our privilege to reiterate that Expressions India has been doing pioneering work for a long in the field of Health Education under its banner of “Holistic Health and School Wellness Programme” to enable school education and teachers’ holistic facilitation in realising the goal of Health Education in Schools. The present publication is a momentous indicator of this initiative.

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

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

In this context, the Journal of School Health has the potential to reinforce the process of realising 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 those who are creatively engaged in promoting Health Education in Schools. With immense pleasure, we would like to express our gratitude to the 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 a will, there is a way, and if enlightened path-breakers reinforce the will, the way will lead to the destination at the earliest “.

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

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