



Building Healthy Learners



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IKS, Nutrition and School Well-Being



IKS
(Indian Knowledge
Systems)



Nutrition
for Growth
and Vitality



Well-Being
for Body,
Mind and Spirit



Healthy Schools
Healthy Nation



Nourish • Nurture • Inspire
For a Healthier Tomorrow



Holistic
Learning



Balanced
Nutrition



Mental &
Emotional Wellness



Physical
Well-Being



Values &
Life Skills



Building Healthy Learners

IKS, Nutrition and
School Well-Being



BOOKSKART WORLD

India
2026





Building Healthy Learners

IKS, Nutrition and School Well-Being

Dr. Harshvardhan Singh

First Edition



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New Delhi, India

2026

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Building Healthy Learners: IKS, Nutrition and School Well-Being

First Edition

Author: **Dr. Harshvardhan Singh**

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Readers, schools, teachers, parents, and institutions should consult appropriate medical, nutritional, psychological, counselling, or public-health professionals before applying any health-related practice in specific cases, especially for children with medical conditions, disabilities, allergies, nutritional deficiencies, psychological distress, chronic illness, or special health needs.

Yoga, breathing practices, mindfulness activities, dietary modifications, and wellness routines mentioned in this book should be adapted according to age, physical condition, cultural context, institutional policy, and professional guidance.

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Publisher's Production Note

This book has been prepared as a digital publication for educational, academic, school-wellness, and policy-oriented readership. It is designed to support teachers, school leaders, teacher educators, researchers, parents, wellness coordinators, and policy stakeholders interested in integrating health education, nutrition literacy, Indian Knowledge Systems, and student well-being within educational settings.

Dedication

This book is dedicated to all learners whose health, happiness, confidence, and well-being form the foundation of meaningful education.

It is also dedicated to teachers, parents, school leaders, counsellors, health educators, and community workers who understand that education is not limited to examinations and marks, but includes the development of healthy habits, emotional balance, cultural rootedness, self-discipline, resilience, and lifelong well-being.

May this work contribute in a small way to the vision of schools where every child learns not only to succeed academically, but also to live wisely, eat mindfully, think clearly, relate compassionately, and grow as a healthy human being.

Author Profile

Dr. Harshvardhan Singh is an education researcher, psychometrician, teacher-education professional, and academic author working in the areas of educational measurement, inclusive education, student support systems, research tool development, teacher capacity building, learning assessment, and policy-relevant educational research. His work focuses on evidence-based educational reform, learner diversity, holistic development, inclusive schooling, school-based support systems, and the development of practical frameworks for improving educational quality.

His academic and professional interests include student well-being, school health education, nutrition awareness, social-emotional learning, Indian Knowledge Systems, teacher effectiveness, neurodiversity, learning outcomes, and psychometric tools for educational decision-making. He has worked extensively on the design of educational instruments, school-support frameworks, research-based academic resources, and policy-oriented publications for teachers, researchers, institutions, and educational stakeholders.

In this book, Dr. Singh brings together his interest in education, health promotion, nutrition literacy, teacher development, and Indian Knowledge Systems to present a school-focused wellness framework. The book reflects his belief that education must address the whole learner: body, mind, emotions, habits, values, relationships, culture, and community. His writing attempts to connect traditional Indian wisdom with contemporary educational needs so that schools can become spaces of health, awareness, discipline, inclusion, and holistic growth.

Preface

Education is often discussed in terms of curriculum, examinations, achievement scores, teaching methods, learning outcomes, and institutional performance. These are undoubtedly important. However, the true foundation of learning lies deeper. A child who is hungry, anxious, sleep-deprived, physically inactive, emotionally unsupported, nutritionally unaware, or disconnected from healthy routines cannot fully benefit from even the best curriculum. Learning is not only a cognitive process; it is also physical, emotional, social, cultural, and behavioural.

Building Healthy Learners: IKS, Nutrition and School Well-Being has been written with this understanding. The central idea of this book is simple but significant: schools must become spaces where health, nutrition, well-being, self-awareness, discipline, emotional balance, and cultural wisdom are treated as essential parts of education. A learner is not merely a recipient of information. A learner is a growing human being whose body, mind, emotions, habits, family life, food practices, cultural identity, and school environment all influence learning.

India's educational system is now increasingly recognising the need for holistic development. The National Education Policy 2020 has created a renewed space for discussions on Indian Knowledge Systems, experiential learning, value education, health, sports, arts, life skills, and well-being. At the same time, students are facing new challenges: academic stress, sedentary lifestyles, excessive screen exposure, unhealthy food choices, emotional pressure, social comparison, reduced physical activity, and weakening community-based health practices. These challenges require a broader and more integrated approach.

This book brings together three important domains: health education, nutrition education, and Indian Knowledge Systems. Health education helps learners understand their bodies, habits, risks, choices, and responsibilities. Nutrition education enables learners to make informed food choices and appreciate the importance of balanced diets, local foods, traditional dietary wisdom, and mindful eating. Indian Knowledge Systems add a culturally rooted dimension through ideas of balance, discipline, self-regulation, yoga, mindfulness, Ayurveda-inspired wellness, daily routines, community life, and harmony between the individual and the environment.

The purpose of this book is not to romanticise the past or reject modern knowledge. Rather, it attempts to create a meaningful dialogue between traditional Indian wisdom and contemporary educational and public-health needs. Indian food practices, yoga, mindfulness, daily routines, seasonal awareness, and holistic ideas of well-being can become powerful educational resources when interpreted responsibly and used in age-appropriate, evidence-informed, and inclusive ways.

The book is written for teachers, school leaders, teacher educators, researchers, parents, counsellors, wellness coordinators, curriculum planners, education departments, NGOs, and policy stakeholders. It may be useful for those who are interested in school wellness programmes, health education curriculum, nutrition literacy, student well-being, preventive health habits, yoga and mindfulness in schools, teacher capacity building, and community-based wellness models.

The chapters move from broad conceptual understanding to practical school-based application. The first chapter introduces health education in the Indian context and explains why student health must be treated as a foundation of learning. The second chapter discusses Indian Knowledge Systems and student well-being. The third chapter focuses on preventive health habits in school life. The fourth chapter explores nutrition education through Indian food wisdom. The fifth chapter discusses yoga and mindfulness for learners. The sixth chapter explains the teacher's role in health and wellness education.

The seventh chapter examines school-based wellness programmes. The final chapter proposes an IKS-based school wellness framework.

The book argues that wellness cannot be reduced to occasional health camps, isolated lectures, or annual awareness days. A true school wellness approach must be systematic, continuous, age-appropriate, culturally sensitive, inclusive, measurable, and linked with daily school life. It must involve teachers, students, parents, school leaders, health workers, local communities, and policy systems. It must also recognise that healthy learners are not created through information alone; they are shaped through habits, relationships, routines, modelling, supportive environments, and meaningful participation.

I hope this book will support educational institutions in rethinking the meaning of student development. Marks and degrees matter, but they are not enough. The deeper purpose of education is to prepare learners for life. A healthy learner is more attentive, more confident, more resilient, more socially connected, more emotionally balanced, and more capable of making wise choices. If schools can nurture such learners, they will contribute not only to academic success but also to national well-being.

This book is offered as a step toward that vision.

Dr. Harshvardhan Singh

2026

Acknowledgement

I express my sincere gratitude to all teachers, learners, parents, school leaders, health educators, counsellors, researchers, and community workers whose work continues to strengthen the idea that education must serve the whole child. Their daily efforts in classrooms, schools, communities, and institutions provide the living foundation for any meaningful discussion on student well-being.

I acknowledge the rich intellectual and cultural heritage of India, especially the Indian Knowledge Systems that have preserved deep insights into health, food, discipline, self-regulation, balance, community life, yoga, mindfulness, and holistic living. These traditions continue to offer valuable educational possibilities when studied with respect, interpreted responsibly, and connected with contemporary knowledge.

I am grateful to the educators, researchers, policy thinkers, public-health professionals, nutrition experts, yoga practitioners, psychologists, and school-health advocates whose ideas and work have helped shape the broader field of school wellness. Their contributions have demonstrated that the health of learners is inseparable from the quality of education.

I also acknowledge the role of national educational and health policy discussions that have created greater awareness about holistic development, school health, nutrition, mental well-being, inclusion, and Indian Knowledge Systems. These policy directions have encouraged educators to think beyond narrow academic achievement and to focus on the complete development of learners.

I extend my thanks to **BOOKSKART WORLD** and its imprint **EP Downloads** for supporting the publication of this work in digital format and making it available for educational and academic use.

I am thankful to colleagues, reviewers, readers, and well-wishers who continue to encourage research-based educational writing. Their suggestions, questions, and critical reflections have helped strengthen my commitment to producing resources that are useful for teachers, researchers, institutions, and policy stakeholders.

Finally, I express my heartfelt gratitude to my family, students, and academic community for their constant encouragement and support. Their faith in the value of education, research, and knowledge has been a continuous source of strength.

Content

Section	Title	Page No.
Chapter 1	Health Education in the Indian Context	21-46
1.1	Introduction	
1.2	The Importance of Health Education for Students	
1.3	Physical Wellness Foundations	
1.4	Psychological Resilience and Emotional Balance	
1.5	Nutritional Knowledge and Dietary Practices	
1.6	Current Status of Health Education in Indian Schools	
1.7	Government Initiatives and Policies	
1.8	Role of Non-Governmental Organizations	
1.9	Challenges and Limitations	
1.10	The Role of Teachers in Health Education	
1.11	Professional Capacity Building for Health Educators	
1.12	Translating Policy into Classroom Practice	
1.13	Creating Safe Spaces for Health Dialogue	
1.14	Health Education Curriculum in India	
1.15	Integrating Health Topics in Various Subjects	
1.16	Age-Appropriate Content Development	
1.17	Role of Health Workshops and Seminars	
1.18	Impact of Health Education on Student Behavior	
1.19	Health Outcomes and Disease Prevention	
1.20	Academic Achievement and Learning Enhancement	
1.21	Community Involvement in Health Education	
1.22	Technology's Role in Health Education	
1.23	Assessment and Evaluation of Health Education Programs	
1.24	Addressing Cultural Sensitivities in Health Education	
1.25	Future Directions for Health Education in India	

Chapter 2 IKS and the Concept of Student Well-Being

47-68

- 2.1 Introduction
- 2.2 Introduction to IKS in Education
- 2.3 What IKS Truly Encompasses
- 2.4 Why IKS Matters for Indian Education Today
- 2.5 Understanding Student Well-Being
- 2.6 Defining Well-Being and Its Essential Elements
- 2.7 Mental Health's Central Role in Educational Success
- 2.8 Physical Health, Emotional Balance and Learning
- 2.9 Social Connectedness and Cultural Identity
- 2.10 IKS-Based Approaches to Student Well-Being
- 2.11 Yoga, Mindfulness and Self-Regulation
- 2.12 Ayurveda-Inspired Wellness Thinking
- 2.13 Classical Indian Philosophy and Inner Development
- 2.14 Cultural Identity and Belonging
- 2.15 Integrating IKS into School Well-Being Practices
- 2.16 Opportunities, Challenges and Safeguards

Chapter 3 Preventive Health Habits in School Life in India

69-93

- 3.1 Introduction
- 3.2 Meaning of Preventive Health in School Life
- 3.3 Primary, Secondary and Tertiary Prevention in Schools
- 3.4 Daily Hygiene and Personal Cleanliness
- 3.5 Physical Activity, Fitness and Movement Habits
- 3.6 Sleep, Rest and Recovery for Learners
- 3.7 Mental Health Prevention and Early Support
- 3.8 Common Health Issues Affecting Students
- 3.9 Psychological Pressures and Emotional Challenges
- 3.10 School Health and Wellness Programme
- 3.11 Role of Parents in Encouraging Healthy Habits
- 3.12 Building Effective Communication Channels
- 3.13 Health-Seeking Mindset and Early Intervention

3.14 Preventive Health as a School Culture

3.15 Transformative Advantages of Early Health Habits

Chapter 4 Nutrition Education through Indian Food Wisdom

94-116

4.1 Introduction

4.2 Indian Food Wisdom and School Nutrition

4.3 Traditional Dietary Practices and Modern Relevance

4.4 Local Foods, Seasonal Eating and Balanced Diets

4.5 Nutrition Literacy for Learners

4.6 Food Choices, Advertising and Processed Foods

4.7 Classroom Approaches to Nutrition Education

4.8 Mid-Day Meals and School-Based Nutrition Support

4.9 Family Food Practices and Cultural Diversity

4.10 Nutrition Education through Indian Food Traditions

4.11 Mindful Eating and Healthy Food Relationships

4.12 Addressing Undernutrition and Overnutrition

4.13 Nutrition, Learning and Cognitive Development

4.14 Practical Strategies for Schools and Teachers

Chapter 5 Yoga and Mindfulness for Learners

117-141

5.1 Introduction

5.2 Yoga as a School Wellness Practice

5.3 Mindfulness and Attention Development

5.4 Breathwork, Calmness and Emotional Regulation

5.5 Age-Appropriate Yoga Practices for Students

5.6 Classroom Mindfulness Activities

5.7 Yoga, Discipline and Self-Regulation

5.8 Mental Well-Being and Stress Management

5.9 Physical Health Benefits of Movement-Based Practices

5.10 Teacher Preparedness for Yoga and Mindfulness

5.11 Safety, Inclusion and Adaptation

5.12 Challenges in Implementation

5.13 Creating Sustainable Practice Routines

Chapter 6 Teacher's Role in Health and Wellness Education 142-166

- 6.1 Introduction
- 6.2 Teacher as Health Educator and Role Model
- 6.3 Teacher Capacity for Wellness Education
- 6.4 Classroom Communication on Health Topics
- 6.5 Creating Safe and Supportive Learning Spaces
- 6.6 Identifying Student Needs and Referral Pathways
- 6.7 Integrating Wellness into Daily Teaching
- 6.8 Teacher Well-Being and Professional Balance
- 6.9 Professional Development for Health Education
- 6.10 Working with Parents and Communities
- 6.11 Ethical and Cultural Sensitivity in Teacher Practice
- 6.12 Teacher-Led School Wellness Initiatives

Chapter 7 School-Based Wellness Programmes 167-192

- 7.1 Introduction
- 7.2 Meaning and Need of School-Based Wellness Programmes
- 7.3 Components of a Comprehensive School Wellness Programme
- 7.4 Health Education, Nutrition and Physical Activity
- 7.5 Mental Health, Counselling and Emotional Support
- 7.6 Hygiene, Safety and Disease Prevention
- 7.7 Community and Parent Participation
- 7.8 School Health Committees and Institutional Planning
- 7.9 Partnerships with Health Agencies and NGOs
- 7.10 Technology-Enabled School Wellness
- 7.11 Monitoring and Evaluation of Wellness Programmes
- 7.12 Challenges in Implementation
- 7.13 Models for Sustainable School Wellness

Chapter 8 IKS-Based School Wellness Framework 193-225

- 8.1 Introduction
- 8.2 Need for an IKS-Based School Wellness Framework
- 8.3 Core Principles of IKS-Based Wellness

8.4 Integration of Yoga, Nutrition, Mindfulness and Values	
8.5 Whole-School Approach to Wellness	
8.6 Teacher Training and Institutional Capacity	
8.7 Student Participation and Peer Leadership	
8.8 Parent-School-Community Partnership	
8.9 Implementation Model for Schools	
8.10 Monitoring, Assessment and Feedback	
8.11 Equity, Inclusion and Cultural Sensitivity	
8.12 Policy Implications and Future Directions	
8.13 Conclusion	
References	226-227
Suggested Further Reading	228-229
Appendix	230-246
Index	247-248
About the Author	249
Publisher's Note	250

List of Tables

Table 1.1: Health Education Dimensions, Key Components, Student Outcomes and Long-Term Impact
Table 1.2: Government Approaches, NGO Contributions and Current Gaps in Health Education
Table 1.3: Implementation Approaches for Health Education in Schools
Table 1.4: Health Behaviour Domains, Interventions, Observed Behavioural Changes and Sustainability
Table 1.5: Technology Types, Benefits, Challenges and Implementation Considerations
Table 1.6: Evaluation Types, Key Indicators, Timelines and Resource Intensity
Table 2.1: Dimensions of Student Well-Being, Key Indicators, Impact on Learning and Assessment Methods
Table 2.2: IKS Components and Their Contribution to Student Well-Being
Table 2.3: Physical, Emotional, Social, Cognitive and Spiritual Dimensions of Learner Development
Table 2.4: IKS-Based Practices for Attention, Emotional Regulation and Self-Discipline
Table 2.5: Opportunities and Challenges in Integrating IKS into Education
Table 3.1: Levels of Preventive Health in School Life

Table 3.2:	Common Health Issues Affecting Students and Possible School Responses
Table 3.3:	Preventive Health Habits and Their Educational Benefits
Table 3.4:	Role of Parents, Teachers and Health Workers in Preventive Health
Table 3.5:	Communication Strategies for School-Family Health Partnerships
Table 4.1:	Indian Food Wisdom and Contemporary Nutrition Education
Table 4.2:	Local and Seasonal Foods for School Nutrition Awareness
Table 4.3:	Nutrition Literacy Components for Learners
Table 4.4:	Food Habits, Learning and Student Well-Being
Table 4.5:	Classroom Activities for Nutrition Education
Table 4.6:	Traditional Food Practices and School-Based Learning Possibilities
Table 5.1:	Yoga Practices and Their Relevance for Learners
Table 5.2:	Mindfulness Activities for Different Age Groups
Table 5.3:	Breathwork, Emotional Regulation and Classroom Use
Table 5.4:	Safety and Inclusion Guidelines for Yoga and Mindfulness in Schools
Table 5.5:	Teacher Preparation Needs for Yoga and Mindfulness Education
Table 6.1:	Teacher Roles in Health and Wellness Education
Table 6.2:	Teacher Competencies for School Wellness
Table 6.3:	Strategies for Creating Safe Spaces for Health Dialogue
Table 6.4:	Referral Pathways for Student Health and Well-Being Concerns
Table 6.5:	Professional Development Areas for Teachers
Table 7.1:	Components of a Comprehensive School-Based Wellness Programme
Table 7.2:	School Wellness Programme Planning Matrix
Table 7.3:	Stakeholders and Responsibilities in School Wellness
Table 7.4:	Monitoring Indicators for School Wellness Programmes
Table 7.5:	Challenges and Solutions in School-Based Wellness Implementation
Table 8.1:	Core Elements of an IKS-Based School Wellness Framework
Table 8.2:	Whole-School Wellness Model Based on IKS Principles
Table 8.3:	Implementation Phases for IKS-Based School Wellness
Table 8.4:	Assessment and Feedback Tools for School Wellness
Table 8.5:	Policy and Institutional Recommendations for IKS-Based Wellness

List of Figures

Figure 1.1: Health Education for Building Healthy Learners

Figure 2.1: IKS-Based Student Well-Being Model

Figure 3.1: Preventive Health Habits in School Life

Figure 4.1: Nutrition Education through Indian Food Wisdom

Figure 5.1: Yoga and Mindfulness for Learners

Figure 6.1: Teacher's Role in Health and Wellness Education

Figure 7.1: School-Based Wellness Programme Model

Figure 8.1: IKS-Based School Wellness Framework

Abbreviations

AYUSH — Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy

BMI — Body Mass Index

CBSE — Central Board of Secondary Education

CSR — Corporate Social Responsibility

ICT — Information and Communication Technology

IKS — Indian Knowledge System / Indian Knowledge Systems

MOE — Ministry of Education

MOHFW — Ministry of Health and Family Welfare

NCF — National Curriculum Framework

NCDs — Non-Communicable Diseases

NEP — National Education Policy

NGO — Non-Governmental Organization

PHC — Primary Health Centre

RTE — Right of Children to Free and Compulsory Education Act

SEL — Social and Emotional Learning

SHWP — School Health and Wellness Programme

WHO — World Health Organization

Methodological Note / Source Note

This book is conceptual, educational, policy-oriented and practice-focused in nature. It does not present a single empirical field study. Instead, it synthesises ideas from school health education, nutrition literacy, student well-being, Indian Knowledge Systems, yoga, mindfulness, preventive health, teacher education, family-school partnership, and school-based wellness programming.

The book draws upon contemporary educational concerns and school-health needs in India, while also engaging with traditional Indian knowledge resources related to holistic living, food wisdom, body-mind balance, self-regulation, discipline, routine, community life, and preventive well-being. The purpose is to create a bridge between culturally rooted knowledge and modern educational practice.

The discussion is intended to support teachers, school leaders, teacher educators, researchers, parents, wellness coordinators, NGOs and policy stakeholders. It presents frameworks, explanations, examples and school-level applications that may be adapted according to institutional context, learner age, region, culture, resources and professional guidance.

The book uses a broad interpretive and integrative approach. Indian Knowledge Systems are treated as educational and cultural resources that require thoughtful, inclusive, age-appropriate and evidence-informed application. The book does not claim that traditional practices should replace medical, psychological, nutritional or public-health systems. Rather, it proposes that selected IKS-based ideas may enrich school wellness when used responsibly alongside contemporary knowledge and professional support.

Readers are advised to use the frameworks in this book as guiding material, not as rigid prescriptions. Schools should adapt all health, nutrition, yoga, mindfulness and wellness activities according to student needs, safety considerations, local resources, institutional policy and expert advice.

Health, Nutrition and Wellness Disclaimer

This book is written for educational, academic, professional-development and policy-discussion purposes. It is not a medical manual, diet prescription, therapeutic guide, psychological treatment protocol, psychiatric intervention, or clinical health document.

The chapters discuss health education, preventive health habits, nutrition education, yoga, mindfulness, emotional well-being, school wellness, Ayurveda-inspired thinking and Indian Knowledge Systems in the context of education. These discussions are intended to promote awareness, reflection, curriculum development and school-based wellness planning.

Nothing in this book should be interpreted as a substitute for professional medical advice, diagnosis, treatment, nutritional counselling, psychological counselling, psychiatric care, physiotherapy, yoga therapy, or any other specialised health service. Readers should consult qualified professionals for individual health concerns.

Schools and teachers using ideas from this book should ensure that all activities are age-appropriate, inclusive, safe and voluntary. Special care should be taken for learners with disabilities, chronic illnesses, allergies, injuries, mental-health concerns, nutritional deficiencies, trauma histories, or other special needs. Such learners may require individualised support and professional consultation.

Yoga, breathing practices, mindfulness activities and physical movement routines should be introduced gradually and safely. No student should be forced to participate in any practice that causes discomfort, distress, pain, embarrassment, religious concern, cultural discomfort, or medical risk.

Nutrition-related discussions in the book are meant for educational awareness. Dietary choices should be adapted according to medical conditions, allergies, family circumstances, cultural food practices, economic realities and professional nutritional guidance.

The author and publisher disclaim responsibility for any harm, loss, injury, misunderstanding, or adverse outcome arising from improper, unsupervised, forced, medically unsuitable or contextually inappropriate use of the content. Institutional users are advised to develop proper safety protocols, consent procedures, referral systems and professional partnerships before implementing school wellness programmes.

Glossary of Key Terms

Academic Well-Being

The condition in which students are able to participate in learning with adequate physical energy, emotional balance, motivation, attention and confidence.

Ayurveda

A traditional Indian system of health knowledge that emphasises balance, preventive care, daily routine, diet, lifestyle, and harmony between body, mind and environment. In this book, Ayurveda is discussed only as an educational and cultural resource, not as a clinical prescription.

Balanced Diet

A pattern of eating that provides essential nutrients in appropriate proportions for growth, energy, health and learning. In school contexts, it includes awareness of local foods, seasonal foods, food diversity and moderation.

Body Literacy

The learner's understanding of basic body functions, hygiene, movement, rest, nutrition, safety and signs of health concerns.

Emotional Regulation

The ability to recognise, understand, express and manage emotions in healthy and socially appropriate ways.

Health Education

A planned educational process that helps learners develop knowledge, attitudes, values, skills and behaviours related to health, hygiene, nutrition, physical activity, safety, mental well-being and responsible decision-making.

Health Promotion

A broad approach that enables individuals and communities to increase control over their health through knowledge, supportive environments, healthy policies and participatory action.

Holistic Development

The development of the whole learner, including physical, intellectual, emotional, social, moral, cultural and spiritual dimensions.

Indian Knowledge System / Indian Knowledge Systems

A broad term referring to India's traditional knowledge traditions, including philosophy, yoga, Ayurveda, arts, food practices, environmental wisdom, community life, ethical thought, pedagogy and holistic approaches to human development.

Learner Well-Being

A learner's overall state of physical health, mental balance, emotional security, social belonging, purposeful engagement and readiness to learn.

Mindfulness

A practice of paying attention to the present moment with awareness, calmness and non-reactivity. In schools, it may support concentration, emotional regulation and stress management when used appropriately.

Nutrition Education

Education that helps learners understand food, nutrients, dietary choices, food labels, local food traditions, meal planning, mindful eating and the relationship between nutrition and health.

Nutrition Literacy

The ability to understand, evaluate and apply nutrition-related information in daily life.

Preventive Health

Health practices that aim to reduce the risk of illness before serious problems occur. In schools, this includes hygiene, vaccination awareness, nutrition, physical activity, sleep, safety, mental-health awareness and early support.

Resilience

The capacity to cope with difficulty, recover from setbacks and continue functioning positively despite stress or challenge.

School-Based Wellness Programme

A planned institutional programme that integrates health education, nutrition, physical activity, mental well-being, hygiene, safety, teacher training, parent engagement and community partnerships.

School Health and Wellness Programme

A structured school-health initiative that promotes student health, preventive awareness, early identification of concerns and wellness-oriented school culture.

Self-Regulation

The ability to manage one's attention, emotions, behaviour, impulses and actions in accordance with personal goals and social expectations.

Student Support System

The network of academic, emotional, social, health-related and institutional supports that help learners participate, progress and thrive in school.

Teacher as Wellness Facilitator

A teacher who supports student well-being by modelling healthy behaviour, creating safe spaces, integrating wellness themes into teaching, identifying student needs and connecting learners with appropriate support.

Yoga

A traditional Indian discipline involving physical postures, breathing practices, concentration, self-discipline and inner balance. In this book, yoga is discussed as a school-wellness and educational practice, not as a medical treatment.

Wellness Culture

A school environment in which healthy habits, emotional safety, respect, movement, nutrition, inclusion, self-care, teacher support and student well-being are part of everyday institutional life.



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IKS, Nutrition and School Well-Being



Building Healthy Learners: IKS, Nutrition and School Well-Being presents a holistic framework for rethinking student health and wellness in Indian schools. The book argues that education cannot be limited to academic achievement alone. A learner's physical health, nutrition, emotional balance, sleep, hygiene, movement, self-regulation, cultural identity and school environment are deeply connected with learning outcomes and lifelong development.

Drawing upon health education, nutrition literacy, preventive health habits, yoga, mindfulness, teacher capacity, school wellness programmes and Indian Knowledge Systems, this book offers a practical and culturally rooted approach to building healthy learners. It explores how schools can integrate wellness into daily routines, classroom teaching, parent partnerships, teacher roles, community engagement and institutional planning.

The book is especially useful for teachers, school leaders, teacher educators, researchers, parents, counsellors, wellness coordinators, NGOs and policy stakeholders who wish to develop school-based wellness initiatives. It connects contemporary educational needs with Indian traditions of balance, discipline, food wisdom, self-awareness and holistic living.

The central message is clear: healthy learners are better prepared to learn, participate, relate, think, regulate emotions and contribute meaningfully to society. Schools that invest in well-being invest in the future of education.



IKS
(Indian Knowledge Systems)



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for Growth
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Well-Being
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Nourish • Nurture • Inspire
For a Healthier Tomorrow



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