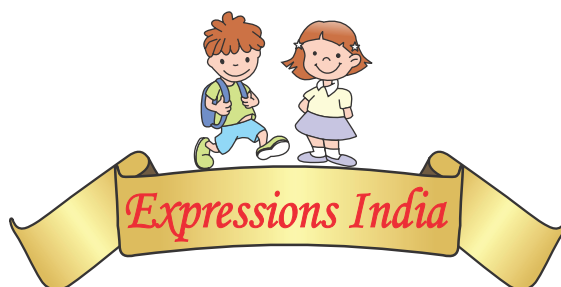


Indian Journal of **School Health** *& Wellbeing*

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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*

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Editors' Note

Schools, along with family, serves as primary socialising agencies for children and adolescents. As educational institutions, the focus of schools is often curricular areas, such as, Mathematics, Science, and Languages. Much of teaching of subjects in schools is aimed at preparation for what students would undertake as professions later in life. In addition to subject knowledge, socialisation processes in schools also aim at developing behavioural patterns that meet social norms. In the previous decade, one finds that there is an increasing emphasis on raising children to be 'smart' by parents and schools alike, which has led to provisions of multifarious opportunities for children that go beyond the curriculum. Thus, expanding children's experiences beyond academics.

The time that children spend in schools is also marked by engagement with people outside of their families. Interacting with teachers and peers from heterogeneous backgrounds serve as initiating points for learning to live in a world that is different from what is their immediate social world. Interactions and discussions in schools play an important role in what children learn: acceptance, tolerance, respect, sensitivity or discrimination, prejudices, and intolerance. These are also significant in helping children to develop and become more aware of their own identities, particularly their immediate identities of caste, class, gender and the like. Although beginning in primary years, these processes are likely to be more profound and have a more pronounced impact during adolescent years. Learning to question and distinguishing between assigned and chosen identities are important growing processes. At this juncture, space for questioning, exploration, engagement with peers, teachers, and parents are important in a search for self.

Through overt and tacit ways, schools also work towards preparing children for fitting into a society that demands alignment with existing norms. Processes of admission, disciplining, relationships between students and teachers, school ethos, the nature of activities organised in schools, textbooks and curriculum, classroom structures, evaluation system, and administrative processes are conspicuous in their influence on ideas and ideologies that children grow up with.

With this conceptualisation, this issue of the journal focuses on **Vital Issues in Schools: Mental Health Concerns, Challenges, and Possibilities**. Papers were received from those engaged in teaching at schools as well as college level. In addition, parents and researchers came forth to share their views on various aspects of education. Papers also address what students are preparing to face later in life, thus opening the discussion to the preparation that schools and homes are providing to them. The journal thus hosts articles that are **Reflections from the Field, Research Articles and Perspective Papers, and Book Reviews**. The concerns that this issue attempts to address place the child in the center. This issue thus begins by presenting voices of adolescents from the field. It is hoped that this would set the tone for developing perspectives from all subsequent papers.

Toolika Wadhwa

Namita Ranganathan

Professor

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MESSAGE

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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Expressions India



GUIDELINES

Submission Guidelines

- All submissions should follow the APA 6th Edition style.
- All submissions should have an abstract summarizing the main points.
- The submission should be of 2000 - 3000 words
- 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.
- Brief information and a line of works of the author should be sent as a separate cover note.
- 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.

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.
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.
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 multiple perspectives are provided by patients, caregivers and para-professionals. 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).
- NB - Specific innovative/new ideas or newly emerging concepts for the sections are actively encouraged.

Sending the Manuscripts to the peer-reviewed and refereed Indian Journal of School Health and Wellbeing (IJSHW)

Entries are to be submitted via e-mail to:

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