Indian Journal of School Health & Mental Wellbeing

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● Health Services ● Life Skills Education ● Healthy School Environment

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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.

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 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 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.
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 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 Editors

Violence against children in all its forms, from the slap of a parent to the unwanted sexual advances of a peer, is harmful, morally indefensible and a violation of every child's rights. Research in neurosciences shows that violence and abuse faced for prolonged durations in early years is 'toxic stress' that can impede brain development and learning, along with long term emotional consequences. In this context, it becomes important to understand how violence in childhood is being perceived and managed and what is being done to provide safe spaces for a safe childhood.

Though there is growing awareness of violence against children, yet there is also a belief that it is rare and doesn't happen with 'our children'. One doesn't need to look far to find violence in the lives of children. The different types of violence children face are violent discipline, corporal punishment, domestic violence, sexual abuse and violence at school. Whatever the context or underlying cause, the mere trivialization of violence leaves scars. Children grow up to be adults, but continue to hide behind the shame of those experiences or fear of reprisal. But, it keeps affecting their lives forever.

Children face violence and abuse in multiple contexts. Home is supposed to be the safest place for the child. So are schools considered safe haven where parents send their child with a free mind, but not anymore. Studies indicate that violence and abuse at home and school is quite common, perpetrated often by known persons and in many instances culturally sanctioned and believed as 'best for the child'. In many instances, violence against children, specially by parents and teachers, gets rationalized as necessary and inevitable or is tacitly condoned and ignored. The fact that mostly those who inflict violence on children are people they trust, this makes it very hard for them to complain and stand against the perpetrators without feeling guilt or rejection of other adults. This results in under reporting of violence against the youngest members of our society.

Whereas the Millennium Development Goals did not address violence directly, three targets in the Sustainable Development Goals (SDGs, 2015) speak to the issue of violence against children. Many additional targets integrated throughout the framework address related risk factors. Protecting children against violence is a path towards more peaceful and inclusive societies, as called for by SDG 16.

It is important the issue of violence and abuse against children is taken up in India. India has enacted the POCSO act, which focuses on sexual violence, but it is silent on other forms of violence like physical, verbal and psychological violence. There is no special protection for children against violence. The act of violence would come to fore only if violence is severe, else it is likely to remain in wraps. It will take individual and collective action to right this global wrong. It is hoped that the hidden oppression which children face in form of violence, will get some attention through this issue.

This issue of **Indian Journal of School Health and Well Being** attempts to address Violence, Abuse and Child Rights issues in the context of school, home and society. The issue would explore instances of violence ranging from corporal punishment, violent disciplining, bullying, physical, emotional, sexual abuse, violations of right to education, and preventive measures too. The purpose is to bring to the fore child rights infringements in school, child rights awareness of teachers and sensitization of educators on child rights. It is important to break the silence around violence and abuse of all forms which children face, and teachers and educators can play a vital role in this.

Dr. Geeta Chopra

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 Sills 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 a 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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