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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*

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Education is not preparation for life...  
Education is life itself

- John Dewey

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## 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.
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.

### 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.
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](mailto:journal@expressionsindia.org) along with a copy of the email to the editor.*

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## Message from the Editors

Covid-19 is now the reality of our lives. Doctors and pharmaceuticals may take up some more time in developing vaccines and medicines for the virus. Covid-19 forced us to change not only ways of learning but also our lifestyle and social behavior. The spread of the virus is affecting even educational settings, from tools and resources for studying to how knowledge is imparted among students, the present education system, and the dynamics of a student-teacher relationship are likely to change shortly. With the way that countries have closed their borders across the globe and rural migrants returned to their villages, there might be a need to formulate new education policies. We do not know, the number of children discontinuing their educational journey during the pandemic!

Covid-19 has not only created health and economic challenges but education inequality may also see a rise in the country and globally. People working in formal and informal sectors in India have been facing economic hardships. The loss in earning could result in impacting the education of disadvantaged groups especially girls. Globally, the resources will be diverted towards healthcare and this might affect funding in the education sector. If this happens, the brunt of the negative impact will be borne by females and the physically disabled across the globe.

By the end of March in 2020, fearing the spread of the virus, 184 countries in the world have shut down their schools. As per UNESCO estimation, nearly 1,534,227,915 students (87.6%) had no choice but to stay at home for a few weeks. Does this mean that the traditional modes of teaching will change in great magnitudes? For government and semi-government schools, primary and senior secondary schools, this challenge is even greater. According to an assumption, only 60% of people in the world have access to the internet and the tools to use it. Many countries in South Asia and Africa do not have a digital infrastructure at the school level. Students and teachers already buried under mountains of debt and loans might face more problems as a consequence of the pandemic, and the world might see an even starker digital divide.

In case the threat persists for long, schools and colleges may take longer to return to normalcy. Now the question arises: How will students, teachers, and guardians cope with such a heavy loss in imparting knowledge and learning?

Malnutrition, social security, displacement, cyber security, livelihood are the other related challenges before the parents and children. Shutting down of schools has the adversely affected provision of cooked mid-day meal.

CBSE may postpone the board exams to a later date. Mode of examinations, start of new academic sessions and their subsequent evaluation and results will also be adversely affected. In this context, the Union Government, collaborating with the governments of different nations must come up with a unified strategy so that students standing at the lower rungs of the educational ladder do not become outcasts. Better healthcare along with quality education will take the country one step further. COVID-19 is a worldwide pandemic and humankind has to be unified against this common enemy, but one thing to be cautious of is that it doesn't increase the already existing inequality in the education sector.

The current issue of the journal aims to bring together the practitioner-scholars, who have been dealing with the challenges of COVID-19 and working towards a solution from the child a rights perspective. The authors of the papers in the journal include senior development and academic professionals. The papers in the current issue cover a wide range of papers focusing on Covid-19 and its implication on children.

I am grateful to all the authors for contributing their papers for this special issue of the journal. Working with you all has been a pleasure and insightful learning for me.

I thank Prof. Namita Ranganathan for her continued encouragement and support. My special thanks to Dr. Vikas Baniwal for his constant cooperation and patience. I hope that the readers will find this special issue insightful and inspiring! The editor expresses heartfelt gratitude to Dr. Jitendra Nagpal and his team at 'Expressions India' for their support.

Dr. Sanjeev Rai

## 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 “.

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