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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

- 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.
 - Brief information and line of works of the author should be sent as a separate cover note.
 - The subject line of the email should be marked "Submission for IJSHWB: [Author's Name]".
 - The attached file must be in '**.doc**' or '**.docx**' format only. Papers must be typed in 1.5 line spacing, Arial or Times New Roman font, size 11.
 - All submissions must be accompanied by an abstract summarizing the main points of the paper.
 - APA 6th Edition citation and referencing style should be followed.
 - The submission should have a clear and informative title.
 - Submissions should be engaging and accessible to non-expert readers as well.
 - 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.
- 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.

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
8. **Literary words** relevant to the areas of 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. **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 the topic of school mental health in schools.

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:

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Message from the Editors

Many forms of art expression keep getting added to what human beings can create and do. This has been part of our historical legacy. The twentieth century saw Cinema becoming a popular form of art expression, particularly in the second half of the century and in the first two decades of the present century. In fact, it has had very vast and varied forms over the last couple of years. It has imbibed many facets and contexts of historically developed art forms - theatre, literature, painting, music, etc. They have all shaped cinema. In Education, it is important for us to recognize that cinema represents a very important cultural tool of society. It is probably one of the most powerful cultural mediums, reaching millions of people in the world, cutting across social and geographical barriers. Cinema may be understood as a modern medium of human expression. In movies, typically various dimensions of human experience are displayed and various forms of imagination are also shown.

Cinema creates a structure of reality and when we watch cinema, it becomes a part of our mental structure taking us inside the reality. Sometimes, cinema-made reality is accepted by us in its totality. We think like we view and emote as it makes us and even dare to dream as it takes us along. It is about visible and invisible shaping of our identity, our sensibilities, our notions, our world view and many more such constructs. It also gives us critical overviews, alternatives and new ways of looking at issues. Cinema almost always supports multiple realities, especially art cinema and fantasy based cinema. There is a subjective context to how cinema impacts us and what potential for imagination it can create. For instance, every reader who reads the literary piece *Maila Anchal* will imagine the village differently in their mind, whereas cinema based on it presents a physical form of the village, yet it opens up different windows to reflect upon or associate with life and society in the village. There is thus a dynamism to cinema.

In this issue of the journal the big question that is addressed is, what kind of socio-cultural political environment does contemporary popular cinema display? What impact does the concept of modernism, terrorism, gender etc. make on the psyche of children? Also, what is the potential of cinema in promoting the mental health and well-being of school students? How can it be used to sensitise, expand awareness, build perspective, negotiate reality, accept multiple interpretations and truths? A number of films have children as the protagonists and their interaction with society. Such films have immense potential to touch students' minds and hearts. They help to identify biases, prejudices, stereotypes etc which lead to sectarian identities and marginalization of children. Lost childhood is often a theme depicted by cinema. Happy childhoods and adolescences, societal structures and practices which have an enabling positive impact are also the themes of many a film.

It is a well-known fact that films can be a powerful educational tool especially in the country like ours, where classrooms have students from different socio-cultural-linguistic background. Films make an emotional connect. They can enrich both teachers' and students' learning experiences. Moreover, in diverse classrooms like ours, films can be great levelers. But how to actually use films as an effective pedagogical tool and place them at the heart of student-teaches' learning experience, remains largely unexplained and unaddressed. Also, Teachers may not have the time or confidence to use films effectively in real classroom scenarios. The need of the hour is that we should place cinema in the academic discourse of school education.

This issue on "Cinema in the Classroom" tries to address all these aspects.

Dr. Samaresh Bharaty & Dr. Chandan Shrivastava

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 in 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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