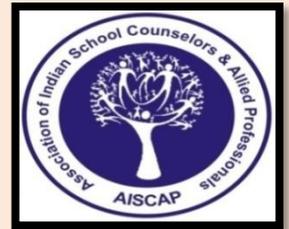




Education, Mind and Culture ...

The Child Rights Perspective...



**International Conference on
Comprehensive Mental Health Services in
Formal Education Systems
&
CCIs (Child Care Institutions)**



**Award Papers
are invited**

Dates & Time	Venue
16 th December 2016 (09.00am – 05.00pm)	India International Centre, Lodhi Road, New Delhi
17 th December 2016 (09.00am – 03.30pm)	Auditorium, Moolchand Medcity, Lajpat Nagar, New Delhi

Organized by

Expressions India

The National Life Skills, Values Education & School & Community Wellness Program, New Delhi
&

Association of Indian School Counselors and Allied Professionals (AISCAP)

CORE THEMES

DAY 1

- Child Mental Health & Wellbeing - Emerging Challenges
- Leadership for Legal Literacy in Schools viz. POCSO Act, J J Act & the RTE Act
- Growing Importance of Mental Health Units in Child Care Institutions.

DAY 2

- Exploring Curricular Adaptations for Special Needs Children & Adolescents.
- Decoding Inclusion & Disabling Barriers
- Emerging trends in Screening and Interventions for Specific Learning Disability (SLDs')

For any clarification

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Background Note

One of the main aims of education is the holistic development of an individual. Development of mind and self are integral aspects of this. How they unfold is influenced by the internal endowments of the individual on the one hand and also draws from the culture and context in which he/she lives and grows on the other. Developmental Psychology and Childhood and Adolescence Studies in contemporary times have highlighted the co-existence of multiple childhoods and adolescences, emanating from a pluralistic and diverse social landscape, as also from the uniqueness of individual experiences. **Recent researches in Psychology and Cultural Anthropology point to the cultural rootedness of cognition and emotions.** There is thus a need to build meaningful discourse about the interface and intersections between education, mind and culture. This becomes all the more crucial since the universalistic and a-cultural understanding of mind and education continue to be questioned. In this light, there is also a need to revisit understanding related to childhood and adolescence from the purview of developmental psychology and mental health.

Of equal importance is the framework provided by the contemporary rights based perspective in which child rights, human rights, and the right to education have become extremely significant. An understanding has to be built about both the global and local scenarios in this regard. The meaning of childhood seems to change with the contours of social, cultural, economic, and the political ethos of a society as is reflected in contemporary research writings and cinema. **The various socio-cultural processes, like modernisation, globalisation, westernisation, industrialisation, marketization, and cybernation are known to impact institutional life - be it family, school, or college, in varied ways.** This needs to be a key area of research exploration.

Another aspect that needs focus is the promotion of mental health in schools and colleges, which can enable the younger generation to deal with the various life challenges related to growing up in a fast changing world. This would require development of life-skills, self-awareness, knowledge of self-directive methods and strategies, and awareness of one's rights and legal provisions. Further, issues related to mental health, such as bullying, cyber-crime, internet addiction, selfie addiction, pornography, masking of the self through social networking, and the like, transcend barriers of age and context. This places a large onus of responsibility on family as an



institution and on the school/ college, which a child attends, for the protection of rights and promotion of mental health and wellbeing.

Growing children, especially adolescents and the youth may also develop delinquent behaviour which can lead to their being in conflict with law. The CCIs lay maximum emphasis on considering the mental health concerns of inmates. All these can be possible only when every CCI to has effective Mental Health Services, including Counselling Services. Specialized Intervention by Psychiatrist, Assessments (when needed) and Training for developing the required abilities to have positive and outcome-focused interaction with the inmates.

Mental health of children has never been considered as an essential concern, let alone it being one of the most significant right of the child. Sound health has been understood as physical health free from diseases, whereas mental health has been viewed as mental illness, which is stigmatised and hence ignored even when parents and family are aware of the problem. It is critical for the healthy development of children that all the stakeholders, parents, family, community and the state realise and take all the essential steps for ensuring holistic mental health and wellbeing of children.

With this understanding the present conference intends to bring together academicians, practitioners, policy-makers, and parents, in order to understand the expanse of the idea of childhood(s) and adolescence(s) in India. The conference would highlight the various facets of these life stages through the following themes:

- Historical development of the idea of a 'child', 'childhood', and 'adolescence'
- Rights and acts related to children : POCSO Act, J J Act & the RTE Act'
- Issues of Inclusive Education in educational institutions
- Policy perspectives
- Impact of increasing interventions by the non-governmental organizations at both national and international level
- Representation and impact of popular and print media
- Impact of changes in family structures
- Mental health concerns of children and adolescents in educational institutions
- Social support mechanisms and the agenda of 'saving' children
- Educational institutions and their constructions of childhood and adolescence
- Issues concerned with Children in need of Care & Protection (CNCP) & Children in Conflict with Law (CCLs)
- Challenges of Comprehensive functioning of the Mental Health Units (MHUs) for CCIs (Child Care Institutions)