

JAN - MAR  
2022

# QUARTERLY REPORT 7

# SAMVAD

*Support, Advocacy & Mental health  
interventions for children in Vulnerable  
circumstances And Distress*

*(A National Initiative & Integrated resource for Child  
protection, mental Health & Psychosocial Care)*

Dept. of Child and Adolescent Psychiatry  
National Institute of Mental Health & Neurosciences (NIMHANS)  
Bangalore

Supported by Ministry of Women & Child Development,  
Government of India



# SUMMARY OF PROGRESS



*Below is a brief summary of SAMVAD's cumulative progress, in terms of its reach, starting from June 2020-21*

THEME/ PROFESSIONALS	CADRE	TRAINED PROFESSIONALS	TOTAL
<b>Child Protection Functionaries</b>	CWC	93	<b>4874</b>
	JJB	31	
	CCI Staff (Superintendents, Counsellors, Social Workers, Probation Officers, Trainers, Child Welfare Officers)	3063	
	ICPS Staff (Counsellors, Social Workers, Legal cum Probation Officers, Protection Officers (Institutional Care and Non-Institutional Care), District Child Protection Officers)	1314	
	CSO Staff (ChildLine, Helplines & Other NGOs)	155	
	Police officials	218	
<b>Health and Mental Health Professionals</b>	DMHP Staff	198	<b>13594</b>
	Tertiary Mental Health Care Service Providers	453	
	UGC faculties	229	
	Other Mental Health Professional	11514	
	Paediatricians	369	
	Professionals and Stakeholders	295	
	RBSK Functionaries	536	
<b>Education</b>	Teachers	36943	<b>77561</b>
	School Counsellors	661	
	Education Faculty	239	
	NGO Staff & Anganwadi Workers	31	
	Stakeholders in Education (Teachers, Principals and others)	39687	
<b>Judicial Personnel</b>	Judicial Officers (Special Court Judges, Juvenile Justice Magistrates and other cadres) and Law University Personnel	20005	<b>20314</b>
	Mediators/Marriage Counsellors & Family Court Judges	97	
	Paralegal Volunteers and Support Persons of SLSA	212	
		<b>TOTAL</b>	<b>116343</b>

States Reached	29
Number of Orientation/Sensitisation/Training Programs (Each training program consists of multiple sessions – 3 hours each session)	411
Number of Professionals Trained/Oriented	116343
Number of Public Discourses	178
Number of Public Reached	2632998 (views)

# SAMVAD'S AIMS & OBJECTIVES



*SAMVAD is a national initiative & integrated resource for child protection, mental health and psychosocial care, supported by the Ministry of Women & Child Development (MoWCD), Government of India, located in the Dept. of Child & Adolescent Psychiatry, NIMHANS*

## **AIM**

To enhance child and adolescent psychosocial well-being, particularly of children in difficult circumstances, through promotion of integrated approaches to mental health and protection

## **STRATEGIES OBJECTIVES**

- Develop standardized child-centric modules and resources for the capacity building of primary, secondary and tertiary level psychosocial and mental health care service providers
- To strengthen knowledge and skills in child and adolescent protection and psychosocial care in various cadres of child care service providers in the country, through training and capacity building initiatives at primary, secondary and tertiary care levels of child protection and mental health
- To enhance child and adolescent protection and psychosocial care programs implemented by government and non-government agencies, by providing technical support on program design and quality
- To undertake studies, audits, research and advocacy on issues pertaining to child and adolescent protection and related issues of mental health and psychosocial care
- To utilize the experiences of capacity building, technical programmatic support and research in informing child and adolescent laws and policies in the country




# HIGHLIGHTS OF THIS QUARTER

- 1.** SAMVAD is celebrating **10 Years of POCSO : Critical Reflections and Ways Forward** through capacity building and awareness raising activities. Two key activities have been conducted : *Online training* on Child Forensics "**Essential Interventions & Skills for Working with Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics**" (February 2022) and multiple Parliament debate-style format **Deliberations** to elicit judicial perspectives on how to implement the POCSO Act, 2012 to facilitate child-sensitive adjudicatory mechanisms.
- 2.** SAMVAD has created a specialised curriculum for a disability course "**Integrating Child Protection and Mental Health Perspectives into Interventions for Children with Disability**". The online training of the same is on going.
- 3.** SAMVAD organised a 4-part Public Series "**Child Forensics in Child Sexual Abuse**" in collaboration with Dr. Karen Müller and Ms Karen Hollely from The Child Witness Institute.








# 10

2012  
to  
2022





Years of POCSO...

## Critical Reflections & Ways Forward

-  **Launching India's first Transdisciplinary Capacity Building Initiative on Child Forensics**
-  **Re-examining POCSO: Judicial Education, Deliberations and Reviews**
-  **POCSO Pe Charcha: Holding Public Series and Community Awareness Campaigns**
-  **Disseminating Materials for Mental Health & Legal Interventions with Children**
-  **Traversing New Horizons in Child Sexual Abuse Research**

**SAMVAD**  
Support, Advocacy & Mental health interventions for children in Vulnerable circumstances And Distress  
(A National Initiative & Integrated Resource for Child Protection, Mental Health & Psychosocial Care)



# SAMVAD'S ADVISORY ENGAGEMENT

SAMVAD's advisor is a member of various advisory bodies as mentioned below. These engagements have been critical in allowing SAMVAD to share its ideas and work on various technical and thematic areas with specialised bodies.

- Ministry of Women and Child Development task force for Early Childhood Care and Education
- UGC Expert Committee to frame guidelines to ensure students health, welfare, psychological and emotional well-being
- NCERT National Focus Group on Guidance & Counselling
- Expert Committee on Early Childhood Care and Education, Government of Karnataka

# TECHNICAL INTERVENTIONS: PUBLIC DISCOURSE SERIES

*Technical interventions describe the various types of engagements that SAMVAD has been implementing, ranging from public discourse series, to training and capacity building programs, research studies and campaigns. These engagements are performed within SAMVAD's four key thematic areas, namely, care and protection, mental health, education and policy and law.*

To increase the outreach as well as mobilise the general public and to generate awareness on the issues of child protection and mental health, online social media platforms like YouTube, Twitter, Facebook and Instagram were used actively. The digital content prepared for public discourse and awareness was also disseminated through these social media platforms. The list of all the campaigns/ public discourse series which were implemented is shared under the Section - Public Discourse.

Regular updates about SAMVAD's engagements with various states through capacity building initiatives were also posted and tweeted about. A Facebook page has been created to increase the visibility and expand the audience on Facebook. SAMVAD's public awareness and discourse materials may be reached on:

-  **YouTube** <http://www.youtube.com/c/NIMHANSChildProtection>
-  **Facebook** <https://www.facebook.com/childprotectnimhans>
-  **Twitter** [https://twitter.com/nimhans\\_CPC](https://twitter.com/nimhans_CPC)
-  **LinkedIn** <https://www.linkedin.com/in/nimhanschildprotection>
-  **Instagram** <https://www.instagram.com/nimhanschildprotect>



## **1. Webinar on Youth and Mental Health (24th January, 2022)**

On the occasion of International Day of Education, SAMVAD was a part of a panel discussion for the Webinar on Youth and Mental Health conducted by a group of organisations on the 24th January, 2022. This webinar was a part of Humanity Rising - a movement of people and organisations coming together to take counsel on how to leverage the crisis of the coronavirus pandemic into an opportunity for regeneration and increased resilience to future challenges. Participating organisations were Teacher Foundation, Jaslika, Flasco, Educate! CLAYSS and MasterPeace. This special session was created by and for educators from around the world, looking at the importance of whole child development and mental well-being for learning and development. It focused on how these two essential aspects of education have been impacted by the pandemic, the challenges students and teachers have been confronted with during this crisis and how to move forward from there. Panellists explored local experiences related to working with young people in addressing trauma, as well as policies related to better addressing mental health of young people around the world. The talk garnered 129 views.

[LINK: https://youtu.be/31N-OSNIXnU](https://youtu.be/31N-OSNIXnU)

## **2. Talk on 'Living the Life Skills' (15th February, 2022)**

SAMVAD was part of the panel on “Living the Life Skills” conducted by the Life Skills Collaborative on the 15th February, 2022. LSC’s Life Skills Glossary is a timely resource to enrich and accelerate the conversation around making life skills a part of mainstream education for India’s young people. A comprehensively defined set of skills



developed in the Indian context, is necessary for providing a common vocabulary for the life skills ecosystem. All the life skills mentioned and explained are human capabilities that any young person, regardless of their socio-economic background, gender, sexual orientation or neurodiversity, could aspire for. SAMVAD drew concepts from the Theatre of the Oppressed such as 'Declarations of Identity' and how defining and assertion of self is a powerful and essential life skills technique. The talk garnered 52 views.

<https://www.youtube.com/watch?v=wLTSyoUEoDI>



### **3. Talk on Child Right from the Mental Health Perspective (18th February, 2022)**

SAMVAD was a part of the online Expert Session Series on Child Rights from the Mental Health Perspective on the 18th February, 2022 conducted by Protsahan India Foundation. Protsahan India Foundation empowers girls living in situations of vulnerability to grow up empowered with access to education and healthcare in safe spaces, with greater freedom from all forms of abuse and violence, and those who experienced abuse or violence benefit from greater access to healing, care, support, gender justice and other critical linkages and services needed to ensure sustained physical, mental and social well-being. The talk focused on victimisation, the one that occurs from the initial incident that caused harm and then the other that can be caused during the process of interventions by professionals. The talk garnered 38 views.

[LINK: https://www.youtube.com/watch?v=HIObw9v2gY](https://www.youtube.com/watch?v=HIObw9v2gY)



#### **4. Talk on 'A Pandemic of Denialism' at the Jaipur Literature Festival (7th March, 2022)**

SAMVAD was in conversation in conversation with Roger Highfield accompanying Donatella Lippi werefor a talk titled 'A Pandemic of Denialism' at the Jaipur Literature Festival on the 7th March, 2022. The talk took a deep dive into the history of denialism within pandemics throughout world history. Weaving together a historical and psychological narrative, the reasons for which we react the way we do, whether it be in the 14th century with the Bubonic plague or now in the 21st century with COVID-19, were examined critically. They discussed the past, present and future of the pandemic and the human response to this calamity. The talk garnered 139 views.

[LINK: https://www.youtube.com/watch?v=iGIWZP57ONE](https://www.youtube.com/watch?v=iGIWZP57ONE)

#### **5. Talk on 'Exposing the Fault Lines: The Pandemic and Mental Health' at the Jaipur Literature Festival (7th March, 2022)**

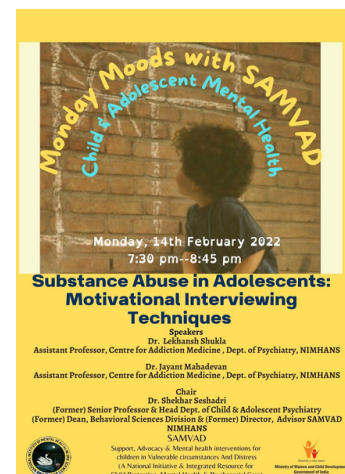
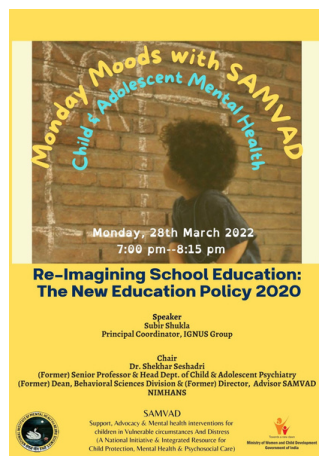
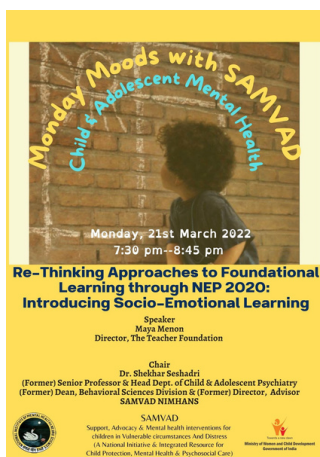
SAMVAD (along with Neerja Birla and Aparna Piramal Raje) was in conversation with Shelja Sen for the BluOne Ink, Mind and Soul Series talk Exposing the Fault Lines : The Pandemic and Mental Health at the Jaipur Literature Festival on the 7th March, 2022. This session examined the constantly evolving and overlapping nature of the pandemic with our mental health and the public need for and response to general well being in the midst of the largest medical crisis of recent times. The talk garnered 64 views.

[LINK: https://youtu.be/TbknTtMWM1A](https://youtu.be/TbknTtMWM1A)



## 6. Series of online talks ‘Monday Moods’ was initiated

In continuation with the National Consultation on Child and Adolescent Mental Health last quarter (19th and 20th November, 2021) SAMVAD conceptualised a talk series titled ‘Monday Moods’. During the consultation which was attended by AIIMS and Centres of Excellence across the country, a need was felt among the contingent to maintain the contact and network established over the two days. In order to keep the momentum of knowledge sharing going and build our skills collaboratively, Monday Moods was designed to be held once or twice on Mondays of the month. The format of the Monday Moods series comprises the speakers presenting their talk on issues pertaining to child and adolescent mental health which is followed by questions asked by participants presented and moderated by SAMVAD. The talk is conducted as a Zoom meeting which is later released as a video on SAMVAD’s YouTube channel. It is attended by mental health professionals across the country. These talks are an effort towards building and strengthening the child and adolescent mental health movement in the country. During the month of March, the theme of the talks were expanded to educators recognising the transdisciplinarity of mental health issues. The following talks have been conducted as part of the series:



DATE	TOPIC	SPEAKER	YOUTUBE VIEWS
10 January 2022	Landscape of Child & Adolescent Mental Health Link: <a href="https://shorturl.at/kFUW8">shorturl.at/kFUW8</a>	Dr K John Vijay Sagar (Head, Dept. of Child and Adolescent Psychiatry and Principal Investigator, SAMVAD)	632
25 January 2022	Child & Adolescent Mental Health: The Fallacies of Globalization Link: <a href="https://shorturl.at/InFI3">shorturl.at/InFI3</a>	Dr Nishant Goel (Associate Professor of Psychiatry at the Central Institute of Psychiatry, Ranchi)  Dr Isha Sharma (Assistant Professor, Dept. of Child and Adolescent Psychiatry, NIMHANS)	488
15 February 2022	Substance Abuse in Adolescents (1): Motivational Interviewing Techniques Link: <a href="https://shorturl.at/rtGIZ">shorturl.at/rtGIZ</a>	Dr Lekansh Shukla (Assistant Professor, Centre for Addiction Medicine, NIMHANS)  Dr Jayant Mahadevan (Assistant Professor, Centre for Addiction Medicine, NIMHANS)	426
21 March 2022	Rethinking Approaches to Foundational Learning through National Education Policy 2020: Introducing Socio-Emotional Learning Link: Not Available in Public	Maya Menon (Director, The Teacher Foundation)	90 people attended the talk  (Link not available in public)
28 March 2022	Re-Imagining School Education: The New Education Policy 2020 Link: <a href="https://shorturl.at/rDXZ1">shorturl.at/rDXZ1</a>	Subir Shukla (Principal Coordinator, IGNS Group)	459
<b>TOTAL</b>			<b>2095</b>

## 7. Public Discourse Series on Child Forensics in Child Sexual Abuse Cases with the Child Witness Institute, South Africa (15th March – 24th March)

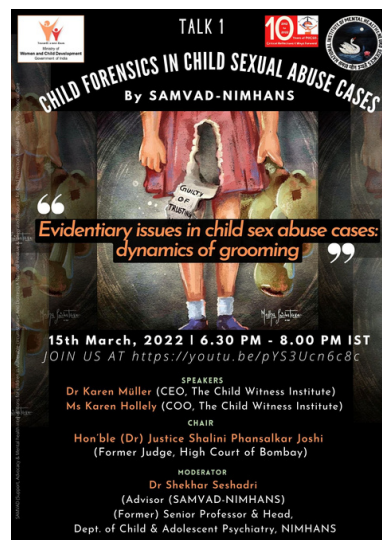
The following is a brief overview of the proposed 4-Part Public Discourse Series on Child Forensics in Child Sexual Abuse Cases conducted with The Child Witness Institute, South Africa with each session chaired by Hon'ble Former High Court & Supreme Court Judges. The 4-Part Series was meant to build awareness amongst judicial and other key stakeholders on the challenges under the POCSO Act, 2012 and critical transdisciplinary approaches, particularly from a forensic context, that can mitigate the impact of some of these challenges on vulnerable children and judicial proceedings in child sexual abuse cases.

### ***Part 1: Evidentiary issues in child sex abuse cases: evidence of grooming (Date: 15th March 2022)***

Part 1 examined the concept of grooming and how grooming is used by perpetrators of child sexual abuse to vitiate consent. Since grooming is an essential element in most cases of sexual abuse and is misunderstood by many professionals, this session discussed the importance of identifying patterns and examined how this evidence can be introduced in court.

#### **Chair:**

Hon'ble (Dr) Justice Shalini Phansalkar Joshi (Former Judge, High Court of Bombay)

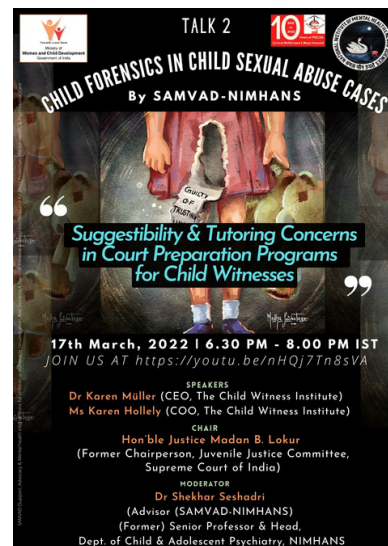


**Part 2: Suggestibility and Tutoring Concerns in Court Preparation Programs for Child Witnesses (Date: 17th March 2022)**

Part 2 examined the concept of suggestibility and its dangers for children in the forensic context, followed by an explanation of what court preparation is. The content of court preparation was explored, and the ways in which suggestibility can be avoided was highlighted.

**Chair:**

Hon'ble Justice Madan B. Lokur (Former Chairperson, Juvenile Justice Committee, Supreme Court of India)

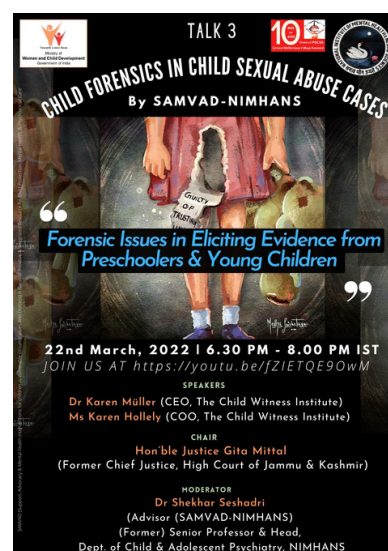


**Part 3: Forensic Issues in Eliciting Evidence from Young Children i.e. (Preschool Children) (Date: 22nd March 2022)**

Part 3 examined the relevant cognitive and language limitations of children in this age category and identify ways of eliciting evidence from children that is accurate and forensically sound, highlighting key areas of misunderstanding in cases of child sexual abuse.

**Chair:**

Hon'ble Justice Gita Mittal (Former Chief Justice, High Court of Jammu & Kashmir)

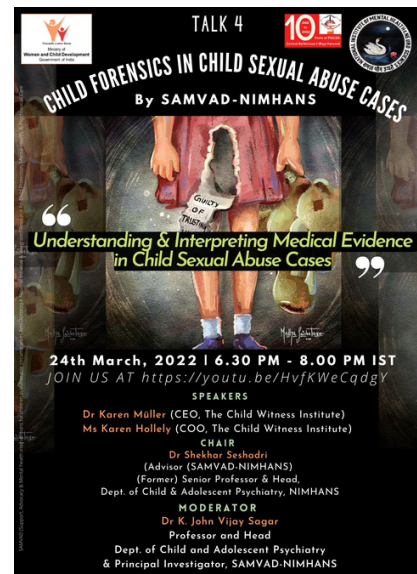


**Part 4: Understanding and Interpreting Medical Evidence in Child Sexual Abuse Cases (Date: 24th March 2022)**

Part 4 examined medical evidence from a legal perspective, highlighting what the courts look for and how they interpret the findings of medical practitioners. It also included a discussion of what should be included in reports and how medical findings should be understood within this context.

**Chair:**

Dr Shekhar Seshadri (Advisor (SAMVAD-NIMHANS))  
(Former) Senior Professor & Head, Dept. of Child & Adolescent Psychiatry  
(Former) Dean, Behavioural Sciences Division &  
(Former) Director, NIMHANS



# TECHNICAL INTERVENTIONS: PROGRESS & ACHIEVEMENT OF KEY THEMATIC AREAS

*Technical interventions describe the various types of engagements that SAMVAD has been implementing, ranging from public discourse series, to training and capacity building programs, research studies and campaigns. These engagements are performed within SAMVAD's four key thematic areas, namely, care and protection, mental health, education and policy and law.*

Technical interventions describe the various types of engagements that SAMVAD has been implementing, ranging from public discourse series, to training and capacity building programs, research studies and campaigns. These engagements are performed within SAMVAD's four key thematic areas, namely:

- Care & Protection
- Mental Health
- Education
- Policy & Law

SAMVAD works in a complementary and integrated fashion under the aforementioned thematic areas. Each of these four thematic areas has been engaged not only with reaching out to stakeholders and discuss as well as plan work in accordance with their needs and requests but to also adapt existing training materials, develop new ones and deliver training programs. SAMVAD shares its concept notes and curriculums developed during its first quarterly period with state departments and other agencies that reach out. This is to acquaint them with the training content and methodologies and assist with delivery of training programs to various cadres of child protection workers.





A.

# CARE & PROTECTION

## KEY THEMATIC OBJECTIVES

- To develop a comprehensive approach to child protection through the integration of child protection, mental health and psychosocial care into existing child protection systems in the country
- To strengthen knowledge and skills of child protection functionaries in protection, mental health and psychosocial care, so that care and protection interventions are delivered in ways that ensure children’s mental health and well being
- To undertake action research and studies in child protection with a view to enhancing interventions, and assistance, programs for children and adolescents, as well as for informing child policy and law.

## KEY WORK AREAS

■ MATERIAL DEVELOPMENT

■ TRAINING AND CAPACITY BUILDING

■ RESEARCH



## A.1 Material Development

### ***A.1.a Material was developed under the Initiative for Integrating Child Protection and Mental Health into Panchayati Raj Institutions***

This material comprised four videos and a booklet as a part of the awareness campaign.

#### **I. The four videos titled Suraksha, Shuruat, Sapna and Saadhan are in production**

- Bachpan/Suraksha describes the roles of child protection functionaries in the village which make up the Village Child Protection Committees. This video is complete and will be piloted with a rural audience and checked for impact.
- Shuruat describes the five components of development of a child and how parents need to focus on all five to ensure holistic development. The video has reached the stages of Black & White frames video lined up with a rough Voice Over slapped on. Work has begun on the 3D character models.
- Sapna describes the role of parents and other functionaries at the village level in the upbringing of their children especially as adolescents. It also highlights challenges that can come in the way. The video has reached the stages of storyboard frames put in a sequence and sample Voice Overs being checked and finalised.
- Saadhan describes the resources and government schemes that are available for the protection and development of children. The video has reached the stages of Black & White frames video lined up with a rough Voice Over slapped on. Work has begun on the 3D character models.



## **II. Panchayati Raj Booklet**

The booklet on addressing the various roles and functions of the Panchayat with respect to protection concerns of children has been in production. The illustrator has worked on several rounds of correction and feedback. The final approved version of the same will be piloted in the next quarter in the Outpatient Department of Child & Adolescent Psychiatry at NIMHANS, Bengaluru, for review and feedback. Any changes will then be made to the booklet and a final printable version will be produced to be used for training and awareness purposes.

## **III. Panchayati Raj Development Cards**

After SAMVAD's training with Assam State Institute of Rural Development (SIRD) on integrating child protection, mental health and psychosocial care at the Panchayati Raj level, a requirement for some additions and refinement of the curriculum was felt. Considering the rural contexts in which these trainings are held, certain training tools were also required to be illustrated for efficient teaching and learning experiences. 134 cards have been conceptualised (briefs have been prepared by the technical team) that spread across five domains of a child's development: physical, cognitive, emotional, social and speech & language. Each domain has two sets of cards: one that depicts 'Abilities' within that domain in a certain age range and the other that depicts 'Opportunities' within that domain in a certain age range.

## A.2 TRAINING AND CAPACITY BUILDING

Training and Capacity Building Programs by Care & Protection January - March 2022					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPANTS	THEME/CONTENT	TIMELINE
PAN India	National Institute of Public Cooperation and Child Development (NIPCCD)	Child Protection Functionaries and Stakeholders	47	Addressing Comprehensive Needs of Adolescents in India	January 2022
Kerala	KAVAL Plus	Batch II Counsellors, case workers, rescue workers, project coordinators	35	Working with Child Sexual Abuse	January 2022
PAN India	Catalyst for Social Action (CSA)	Staff of CSA working in institutions	20	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	January 2022
Bihar	Department of Women and Child Development, Bihar	Superintendents from Children's Homes (Boys and Girls)	60	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	March 2022
Maharashtra	State Child Protection Society	Batch II	52	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	March 2022
<b>TOTAL</b>			<b>214</b>		



## **A.2 TRAINING AND CAPACITY BUILDING**

### ***i. Talk on 'Addressing Comprehensive Needs of Adolescents in India' for National Institute of Public Cooperation and Child Development (NIPCCD)***

Sheila Ramaswamy, the Technical & Operational Lead of SAMVAD did a talk for NIPCCD on the occasion of National Girl Child Day on 24th January, 2022. The theme was 'Addressing Comprehensive Needs of Adolescents in India'. The talk focused on protection concerns for female adolescents that need to be addressed from a developmental perspective. The talk had 47 attendees, it was an open to all Zoom session.

### ***ii. Counsellors, case workers, rescue officers, project coordinators of KAVAL PLUS, Kerala***

The training for the second batch of KAVAL PLUS, started online on 18th January, 2022 which comprised 35 counsellors, case workers, rescue workers, protection officers and coordinators. Certain challenges pertaining to the information provided during the training program were raised by some participants. This was duly communicated to the Department of Women and Child Development (DWCD), Kerala by the SAMVAD team.


As a solution to enhance participation and provide meaningful input, the participating batch was introduced to an activity: they were given two topics on which they had to take sessions which was to be observed by the SAMVAD trainers. The first topic given to the participants was one that was previously taught by SAMVAD. Participants were



encouraged to use different methodologies to conduct the training on this topic. The second session which was to be conducted by the participants was on mandatory reporting. This was not taught to them beforehand, they were asked to do their own study, draw from their field experiences, and decide which methodologies they would like to use. Feedback on these sessions was shared with DWCD Kerala. This exercise was important in order to generate some reflection on the existing capacity of participants. By March first week the training was complete. SAMVAD expects that these participants will become resource persons for the state and they will teach other stakeholders, due to this intent, we not only focus on technical content but we also focus on how to use methodologies to impart information on child protection and related issues and share our materials. That is why the activity had two component: one to see the technical content and the other to see the methodologies. By the end of the activities participants felt that despite these field experiences, there were several nuances which were missed and the training was actually beneficial. The training was resumed after a consensus from the participants.

### ***iii. Catalyst for Social Action (CSA) working in Child Care Institutions (CCI) across India***

In light of the frequent cancellation of sessions being scheduled for the combined cohort of Bihar superintendents and CSA members, SAMVAD conducted trainings for 20 participants from CSA across 4 states who work in CCIs in the month of January, 2022. CSA is a non-governmental organisation that works towards children under institutional care. They strive to ensure a future for children in need of care and protection which pays attention to their physical, emotional, personal and spiritual wellbeing and learning. CSA does extensive work with CCIs in groups and takes sessions on life skills and




protection. The participants shared that they have greatly benefited from SAMVAD's life skills modules and felt that these learnings about child mental health and protection will help them to assist the counsellors and other staff to work with children better.

***iv. Protection Officers Institutional Care (PO/IC) and Counsellors of Maharashtra State Child Protection Society (Batch 2)***

The training of the second batch of Maharashtra continued in this quarter, consisting of 51 PO/ICs and Counsellors. The reduction of 2 participants from the 53 participants trained in the last quarter was due to one participant resigning from their position in the SCPS and another participant switching their job. This training ended in February 2022. The increased duration of this training is a result of logistical issues such as WIFI connectivity, time constraints as well as reduction of training days within a week from Mondays, Wednesdays and Fridays to Mondays and Saturdays, done in the month of December, 2021. The participants benefited greatly from the different frameworks and the development approaches in the training. They believed that the inner voice framework really helped them tap into and understand children's emotional and behavioural concerns through that framework which made their work highly effective. Some counsellors in the batch also conducted life skills sessions using the window approach to address adolescent issues in their CCLs.

***v. Superintendents from Children's Homes (Boys and Girls) from Bihar***

Training with superintendents of Child Care Institutions and Observation Homes in Bihar was initiated in the last quarter. However, it had to stop in December 2021 due to irregularity. The schedule was rearranged and the training program was delivered over 6



sessions starting from 26th February to 11th March. Interesting discussions were generated with the Child Care Staff, inputs such as how to welcome a child, communicate with a child (which involves meaningfully engaging with them) especially with really young children which would require early stimulation, were provided to participants. 60 participants were trained with stricter rules such as mandatory 100% attendance. Certification will be done in the next quarter.

### **A3. INTEGRATING CHILD PROTECTION AND MENTAL HEALTH SERVICES AT THE COMMUNITY LEVEL THROUGH PANCHAYATI RAJ INSTITUTIONS (PRI)**

As preparation for the campaign on Integrating Child Protection and Mental Health Services at the Community Level through Panchayati Raj Institutions SAMVAD sent out communication to all State Institute of Rural Development (SIRDs) across the country, in order to offer them the training provided to Assam SIRD to continue the work with the Panchayati Raj in the country. SAMVAD has received a response from Telangana SIRD and is currently in the process of following up with them regarding clarifications on the training program and its associated requirements. Based on the training in Assam SAMVAD's curriculum is being refined by its thematic teams. In addition, material development such as videos, booklets and training cards continues.





#### **A4. PLANS FOR THE NEXT QUARTER (APRIL TO JUNE 2022)**

- Meetings with various State Institute of Rural Development (SIRD) are scheduled within the initiative Integrating Child Protection and Mental Health Services at the Community Level through Panchayati Raj Institutions.
- Material will continue to develop under the Panchayati Raj Initiative (PRI) for the purposes of training and raising awareness.
- A campaign will be conducted under the Panchayati Raj Initiative. The conceptualisation and execution will take place next quarter.
- Training for child protection functionaries on Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care is scheduled for the next quarter. A confirmation from their end for in-person training is awaited.
- SAMVAD had sent out an invitation of training for all SIRDs across the country offering them training on Integrated Approaches to Child Protection, Mental Health and Psychosocial Care. Telangana SIRD has reached out for further enquiry regarding the training logistics which have been shared with them. Their response is awaited so that the training can be taken forward.



**B.**

# MENTAL HEALTH

## KEY THEMATIC OBJECTIVES

- Creating public awareness about child and adolescent mental health needs and concerns
- Training and capacity building of mental health and other related child and adolescent healthcare service providers
- Capacity building of child protection functionaries in the primary, secondary, and tertiary levels to support the mental health needs of children and adolescents
- Enabling linkages between child mental health services and child protection systems

## KEY WORK AREAS

- MATERIAL AND RESOURCE DEVELOPMENT
- TRAINING AND CAPACITY BUILDING
- RESEARCH
- COLLABORATIONS
- DIRECT WORK WITH CHILDREN



## **B.1 MATERIAL AND RESOURCE DEVELOPMENT**

A manual on disability is being developed keeping in mind persons belonging to lower socio economic backgrounds. The reason being that early stimulation for children in lower economic households is difficult due to many reasons. This manual is developed to help parents/caregivers to engage with the child to provide these simulations using materials found easily in a rural household and activities that integrate stimulation of children in the everyday life of the caregiver. This manual aims to include simple and doable activities with children that will provide parents, caregivers, support persons, and children and adolescent themselves, a tool that will enable them to understand the specific needs of children and differently abled children; The activities suggested do not require additional material resources that are already not available in households of parents, caregivers, who come from lower socioeconomic backgrounds. Activities are also designed so that they can be fit into the regular routine of a support person thereby increasing their usability.

The technical development of the Disability Manual was completed and it was reviewed by the technical teams of SAMVAD. Illustrations and designing of the manual is underway. The manual has been named "Paalan " which is the Hindi word for upbringing or nurturance. It is named in line with the thought that the early experiences/stimulations provided to children impact their development. This name is also decided keeping in mind the memorability of the Hindi phrase "Paalan-Poshan " used in the area of child development which refers to "Upbringing and Nutrition". This indicates both these aspects are necessary in contributing to the holistic development of a child.

## B.2 TRAINING AND CAPACITY BUILDING

Training and Capacity Building Programs by Mental Health January - March 2022					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPAN TS	THEME/CONTENT	TIMELINE
PAN India	Tata Institute of Social Sciences	Psychiatrists, Clinical psychologists, Psychotherapists, Medicine (MBBS/ AYUSH), Yoga therapists, Social workers	66	Trauma Lens in Psychiatry	January 2022
Gujarat	Indian Psychiatric Society - Gujarat State Branch and Gujarat Digital Academy for Mental Health	Psychiatrists	71	Mandatory Reporting: Dilemmas in Child Sexual Abuse	January 2022
PAN India	SAMVAD	Mental health professionals, medical professionals	36	Essential Interventions & Skills for Working With Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics	January - February 2022
Maharashtra	UMMEED	Batch I - Special Educators	48	Addressing Protection Concerns in Children with Disabilities	February 2022
Maharashtra	UMMEED	Batch II - Special Educators	48	Addressing Protection Concerns in Children with Disabilities	February-M arch 2022
<b>TOTAL</b>			<b>269</b>		




## **B.2 TRAINING AND CAPACITY BUILDING**

### ***i. Lecture on Trauma Lens in Psychiatry for Tata Institute of Social Sciences, January 2022***

SAMVAD took a two hour lecture on the topic of “Trauma Lens in Psychiatry” attended by three groups of learners from Tata Institute of Social Sciences, Mumbai on the 25th January, 2022. The attendees were psychiatrists, clinical psychologists, psychotherapists with 2-20 years of experience in the practice space doing their Post Graduate Diploma in Trauma Focused Therapy; learners from various disciplines such as Medicine (MBBS/ AYUSH), yoga therapists, psychotherapists and social workers, with 0-few years experience getting certified in Trauma Informed Care and students doing their MA Applied Psychology (Clinical and Counselling Practice) Trauma Therapy Elective. The talk focused on the context within which trauma has occurred, how it is internalised and its impact on the individual as well as Psychiatry’s Myopia which is about critically looking at the Psychiatric Gaze and advocates for frameworks for clinical practice that explicitly take into account this reality and see patients’ diseases not as we want them to be constituted, but rather as real, lived experiences inextricably embedded within social, psychological, and biological contexts.

### ***ii. Session on Mandatory Reporting for the Indian Psychiatric Society, January 2022***

A session on Mandatory Reporting: Dilemmas in Child Sexual Abuse was conducted by



SAMVAD for the Indian Psychiatric Society-Gujarat State Branch in collaboration with Gujarat Digital Academy for Mental Health on 1st January, 2022. The session consisted of concrete inputs for mental health service providers such as a 7 - Step Guidance for Service Providers on Mandatory Reporting. The session was concluded with a Question & Answer session between the participants and the SAMVAD team. This session was later released on Youtube and has garnered 80 views.

[Link: https://youtu.be/39Y-Qm4QKTs](https://youtu.be/39Y-Qm4QKTs)

### ***iii. Online capacity building training program on Child Forensics, January 2022***

A 10 day capacity building training program as a part of SAMVAD's celebration of 10 years of POCSO was held for Centres of Excellence, AIIMS and eminent National and State Institutions, requesting nominations from their Departments of Psychiatry/Psychology/Psychiatric Social Work across the country. Titled "Essential Interventions & Skills for Working With Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics" was held between 8th January - 20th February, 2022 This was conducted to enable child mental health professionals to bring transdisciplinary approaches to addressing the complex medico-legal issues in child sexual abuse i.e. to integrate mental health and legal knowledge to ensure comprehensive support and assistance for sexually abused children. In order to participate in the training participants were from institutes mentioned above if they meet the following criteria: they currently have a regular and full-time appointment at the Institute, preferably a faculty position; possess at least 1 year of experience in mental health; have a keen interest in child and adolescent mental health (i.e., voluntary participation in the program is preferred) Since these professionals are busy during the weekdays, the sessions were scheduled during



weekends to aid participation. Interesting methodologies were applied during the training by SAMVAD's trainers. The methods used in the program combined inputs from conceptual frameworks on child development, child sexual abuse and legal procedures, with practical skill training to enable participants to translate theory into practice i.e., 'learning by doing'. A plethora of creative, participatory pedagogies were used, to enable participants to bring in their experiences and reflect on child and adolescent issues and methods for use in their work. Such experiential methods ranged from video/film viewing to case study analysis and group discussions and role plays—particularly in order to enable the translation of conceptual knowledge into skills for use in the field. Legal components such as introducing child sexual abuse legislation such as overview of key provisions of POCSO were taught in the training.

36 mental health professionals, medical professionals and child protection functionaries participated in the training, were certified. The certification process was completed following submission of assignments by the participants. The assignment tested participants' ability to apply concepts and techniques that were taught to them during the training, once reviewed by the team, the assignments were graded and returned with detailed feedback for each participant's perusal and learning. Participants were awarded certificates, along with which they were handed an e-poster with a poem describing children's experience in the child protection system. Reading material and recordings of training sessions was also shared with them on our Learning Management System (LMS) for revision and future reference purposes. Discussions were also facilitated on a whatsapp group to whet a deeper understanding of training material.

# Promises! Promises!

by Cindy, aged 12 years, as reported by Ms Kee Farlane

I asked you for your help, and you told me you would  
If I told you the things my Dad did to me  
You asked me to trust you, and you made me  
Repeat them to fourteen different strangers  
I asked you for privacy  
You sent two policemen to my school with a  
Black and white car.  
Like I was the one who was being busted  
I asked you for help, and you gave me a doctor  
With cold hands  
Who spread my legs and stared at me.  
Just like my father.  
I asked you for confidentiality and you let the  
Newspapers get my story  
I asked you for protection and you gave me a social  
worker  
Who patted my head and called me 'honey'.  
Do you know what it's like to have more social workers  
than friends?  
I asked you for help and you forced my Mum to choose  
between us.  
She chose him of course  
She was scared and she had a lot to lose  
I had a lot to lose too  
The difference is you never told me how much.  
I asked you to put an end to the abuse  
You put an end to my whole family.  
You took away my nights of Hell  
And gave me days of Hell instead.  
You've changed my private nightmare for a  
Very public one.

Based on the College Address delivered at the RANZCP Conference, Lancaster, in May 1994. Australian and New Zealand Journal of Psychiatry, 29:190-198



Created by SAMVAD-NIMHANS

Painting by Taylor Yingshi for The Washington Post





#### ***iv. Training for UMEED Batch 1 and Batch 2, February 2022***

Ummeed is a Mumbai based organisation that provides specialised care for most developmental disabilities and has moved into areas of training, research and advocacy. The organisation provides direct clinical interventions to children; training services to build a cadre of community workers who can prevent, diagnose, and manage developmental disabilities more effectively; partners with national and international organisations to foster research in developmental disabilities and participates in international committees, national groups and task forces as well as advocating for inclusive schools and communities.

A two day training was conducted for two batches for special educators from Ummeed addressing protection concerns in children with disabilities through the lens of sexuality and abuse. Children with disabilities are at a different developmental path than neurotypical children and young people. This puts children with disabilities at a greater vulnerability towards protection risks. Often the focus with such children is life-skills training and cultivation of self-care, protection skills are rarely a priority.

During the first day of the two day training a framework on child protection was presented. The second day of the training comprised understanding sexuality and related behaviours. Abuse was introduced from a normative development standpoint. The participants were provided Child Sexual Abuse prevention workbooks and asked to practice and demonstrate their learning from this material. A graded approach was taken in teaching skills and concepts to the participants.



The first batch of 48 special educators was trained on the 24th and 25th February 2022 and the second batch of 48 special educators was trained on the 28th February and 1st March, 2022.

### **B.3 MENTAL HEALTH DIRECTORY**

The Mental Health Directory which contains resources of child mental health services and psychosocial support has been under development. Our illustrator and vendor has been using a UI/UX platform called Figma to feed district data into a template that is then designed on a free online application called Canva. Since data on mental health services for child and adolescent mental health will have to be added, modified, etc. Figma allows us to feed data into the framework as and when we receive it without having to redesign the pages of the directory from scratch. The Directory has been titled “SAMVAD Sampark Setu: Baal Evam Kishore Maansik Swasthya Sahaay Soochi” that translates into English as “SAMVAD Sampark Setu: Child and Adolescent Mental Health Support Directory”. Currently the directory is being designed and illustrated and will be compiled and released on SAMVAD’s website in the next quarter.

### **B.4 COLLABORATIONS**

The main objective of the National Consultation on Child and Adolescent Mental Health conducted in November 2021 was to introduce national agencies to the SAMVAD model and think of ways to collaborate with them to replicate it. To ensure this SAMVAD team also provided technical support so that satellite centres can be established regionally.



***i. Work towards setting up of Child and Adolescent Mental Health Services at AIIMS Kalyani***

A significant development that has occurred from this endeavour is the work towards setting up of Child and Adolescent Mental Health Services at the newly established AIIMS Kalyani. SAMVAD provided AIIMS Kalyani online consultation where the team comprising its Principal Investigator (Dr K John Vijay Sagar), Advisor (Dr Shekhar Seshadri), Technical & Operational Lead (Sheila Ramaswamy) and Mental Health thematic team shared technical inputs. This included necessary documentation (such as SAMVAD's assessment proforma, quarterly reports, proposals, manuals) that are foundational to SAMVAD, framework and suggestions that were as specific as how to set up a playroom, how to set up an early stimulation room, how to do intakes, how to do certain checklists, etc. An overview of how NIMHANS developed the Child and Adolescent Mental Health unit was shared along with specific requirements keeping in mind AIIMS. Kalyani has limited manpower and capacity at present. This special service will be set up and begin functioning next quarter.

***i. Support towards establishing a Virtual Knowledge Network (VKN) at Ranchi Institute of Neuropsychiatry and Allied Sciences (RINPAS)***

RINPAS approached SAMVAD after the National Consultation for technical support in setting up a system to facilitate training of their multiple stakeholders. SAMVAD introduced its Virtual Knowledge Network (VKN) model to RINPAS and how to set it up in their institute so that they can begin online training of stakeholders in the light of the ongoing pandemic. The initial meeting outlining basic requirements have been held. A following meeting will be held next quarter.



***iii. Progress towards the creation of satellite centre at the Central Institute of Psychiatry (CIP), Ranchi***

CIP, Ranchi is in the process of writing a proposal and creation of a budget towards setting up a satellite centre. SAMVAD has sent a sample project proposal, budget explanation and budget proposal to CIP Ranchi in this quarter and awaiting their response.

**B.5 PLANS FOR THE NEXT QUARTER (APRIL TO JUNE 2022)**

- As a part of the research study “Mental Health Assessments in Resolving Legal Dilemmas on Adolescent Sexual Consent”, Chhattisgarh and Uttar Pradesh will be included as States for data collection. Data collection will be conducted in Bihar.
- A 10 day in-person capacity building training program as a part of SAMVAD’s celebration of 10 years of POCSO is set to be held for Centres of Excellence and AIIMS across the country. The training is on “Essential Interventions & Skills for Working With Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics” and will be attended by mental health professionals, medical professionals and child protection functionaries.



C.

# EDUCATION

## KEY THEMATIC OBJECTIVES

- To Integrate child protection and mental health issues into education spaces
- To enhance the capacities of educators, teachers, school counselors to identify and respond to emotional, behaviour and learning problems in school children
- To promote interventions for inclusions and life skills education within schools.

## KEY WORK AREAS

- MATERIAL DEVELOPMENT
- TRAINING AND CAPACITY BUILDING



## **C.1 MATERIAL DEVELOPMENT**

### ***C.1.a. Material content development for online course on disability***

Training content for the online course on disability “Integrating Child Protection & Mental Health Perspectives into Interventions for Children with Disability” was developed for teachers, special educators, mental health professionals and paediatricians. This specialised curriculum is a comprehensive 22-sessions training program for professionals working in the field of disability.

Although children with disabilities suffer from invisibility, it is hard to not acknowledge that they reside all around us in various contexts i.e, families, schools, hostels, child care institutions, communities et cetera. They may at different points come into contact with various types of healthcare service providers, general paediatricians for assessment and care. It is in this context that we require training programs that acknowledge the issues and barriers faced by children with disabilities at various levels (individual, family, community, systemic level etc) and prepare professionals to guide the child, their parent’s caregivers holistically.

This also makes it crucial to use a multi-pronged approach to provide skill-based training programs for all professionals who come into contact with children with disability, one that integrates the issues of development, mental health, child protection and psychosocial care.

### **C.1.b. Recording of Special Talks for Teaching Purposes**

These special talks are recorded in order to give trainees additional and more specialised perspective on various themes. Faculty from NIMHANS and professors from other agencies gave short talks which were recorded and then shared throughout training programs to aid deeper understanding around child and adolescent mental health issues.

TITLE	SPEAKER	DETAILS
Early Stimulation and Responsive Parenting	Dr Eesha Sharma Assistant Professor, Department of Child and Adolescent Psychiatry, NIMHANS	The lecture focuses on the importance of stimulation in early childhood and the role of responsive parenting especially for children with disability
Early Childhood Communication and Markers for Developmental Delay	Dr Shiva Shankar (Retd.) Professor, Department of Speech Pathology, NIMHANS	The lecture focuses on the what is early childhood communication and the role parents can play in identifying any lags or delay. It also offers strategies that can be used for enhancement
Evaluation & Assessment for Children with Specific Learning Disabilities: "Assessment Tools for Children with Disability"	Dr Thomas Kishore Additional Professor, Department of Clinical Psychology, National Institute of Mental Health & Neurosciences	The lecture focuses on information such as which age an assessment is not advisable, which children are at risk for Specific Learning Disabilities (SLDs) and to assess the risk of SLD in younger children, and what is the real age of diagnosis.
Adjustment Issues Among Siblings of Children with Autism	Ms Aparna Das Founder-Director ARUNIMA: A Project for Persons with Autism	The lecture focuses on the issues of adjustment concerns that come up with siblings of children with autism. Because autism is such a wide-ranging disorder, autistic children and teens may present in completely different ways.
Parental Perspectives on Autism	Ms Mugdha Kalra Founder, Not That Different	The lecture focuses on the experiences of a caregiver on being informed about their child's diagnosis of Autism which included conversations around grief, loss and information required by caregivers to understand and assist their child's needs

## C.2 TRAINING AND CAPACITY BUILDING

Education thematic area conducts two kinds of training: one, Routine Training (It consists of 32 sessions which goes over a span of 3-4 months depending on the frequency of sessions each week. The total duration of 1 session is 3 hours; two, Special Sessions (These are one off sessions which are conducted with agencies on particular topics)

### C.2.a Routine Training Programs for Teachers and School Counsellors

Routine Training Programs for Teachers and School Counsellors January - March 2022					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPAN TS	THEME/CONTENT	TIMELINE
PAN India	Navodaya Vidyalaya Samiti (NVS)	Jawahar Navodaya Vidyalaya (JNV) Creative Teachers	50	Interventions for Strengthening School Mental Health	Ongoing
PAN India	Navodaya Vidyalaya Samiti (NVS)	Jawahar Navodaya Vidyalaya (JNV) School Counsellors	50	Interventions for Strengthening School Mental Health	Ongoing
Uttar Pradesh	Sarva Shiksha Abhiyan (SSA)	School Teachers	100	Interventions for Strengthening School Mental Health	Completed
TOTAL			200		

#### ***i. Interventions for Strengthening School Mental Health - Jawahar Navodaya Vidyalaya (JNV) Creative Teachers***

In collaboration with Navodaya Vidyalaya Samiti New Delhi, SAMVAD initiated the training program on "Interventions for Strengthening School Mental Health " for creative teachers of Jawahar Navodaya Vidyalaya. Navodaya Vidyalayas are spread over the






entire country in 8 regions, therefore the participants have been chosen from all of these 8 regions. These creative teachers are responsible for engaging students in extra-curricular activities such as music, art, sports and exposure to libraries. A total of 32 sessions have been scheduled focusing on school mental health in order to strengthen the skills and capacities of school counsellors. The rationale of choosing this cadre is the fact that creative teachers directly interact with these children and with the different forms of activity is a great opportunity for students to vent out their concerns and issues. These activities are channels through which students' fraternity can be reached out and can be given assistance, if any.

The key objectives of this training are to reorient them to children and childhood experiences, understand child development in practice (and link it to child mental health issues), and equip them with skills in child interviewing and communication, assessment and management of emotional, behavioral and learning problems in children, and responding to children in special contexts of school settings, namely child sexual abuse, bullying, discipline and positive engagement with children.

The Level - 1 training program with a total of 12 sessions has been successfully completed. Given these teachers came from different regions in India, initially the training could not begin due to some administrative issues. Following this, instructions were given to participants to participate in the training program. Significant drop in participation was observed during the sessions- which was due to the duties and administrative work assigned to these creative teachers. In the latter part of the training program, close to 35 creative teachers successfully completed the training. Teachers



learnt well about ways of interacting with children and how they can extensively use these communication skills with their students. Teachers expressed how these skills are easy to learn but whilst practising, there is a lot of conscious effort to use these skills, which will be beneficial for them in the long run.

Given the number of participants in online training, it is thus decided that for Level- 2 component of the training, this batch of creative teachers will be merged with the state resource persons (commonly known as SRGs) from Uttar Pradesh.

### ***ii. Interventions for Strengthening School Mental Health - Jawahar Navodaya Vidyalaya (JNV) School Counsellors***

In collaboration with Navodaya Vidyalaya Samiti New Delhi, SAMVAD initiated the training program on "Interventions for Strengthening School Mental Health " for the counsellors of Jawahar Navodaya Vidyalaya. Navodaya Vidyalayas are spread over the entire country in 8 regions, therefore the participants have been chosen from all of these 8 regions. A total of 32 sessions have been scheduled focusing on school mental health in order to strengthen the skills and capacities of school counsellors. The key objectives of this training are to reorient them to children and childhood experiences, understand child development in practice (and link it to child mental health issues), equip them with skills in child interviewing and communication, assessment and management of emotional, behavioural and learning problems in children, and responding to children in special contexts of school settings, namely child sexual abuse, bullying, discipline and positive engagement with children. The Level - 1 training program with a total of 12 sessions was successfully completed in the previous quarter.



The Level 2 training program consisting of 20 sessions resumed in the month of February wherein the topics that have been covered till now are common behavioural and emotional issues in children, developmental disabilities and addressing special issues like bullying, substance use, conduct disorder in school context. The counsellors were receptive to the training and were keen to learn the new methodologies in order to enhance their communication skills with children. As they were reoriented towards children and childhood, some of them shared how their sensitivity towards children has been refuelled by this training program. The participants were enthusiastic and brought in a lot of their own perspective in the sessions. The methodologies were particularly talked about as they felt that they haven't had a training like this which had so many activities which involved the entire group and led them to think out of the box. The residential setup of the campus does give them opportunities to interact with the children and be around them 24/7 which helps them make the counselling process smoother as they are not engaged in communication with children in the campus but also off the campus. The interventions and role-plays have been particularly appreciated as these counsellors felt like there was a structure that was created in the process of counselling. The last block of the training will be completed in the next quarter.

### ***iii. Interventions for Strengthening School Mental Health - School Teachers, Sarva Shiksha Abhiyan***

SAMVAD in its second time collaborated with Sarva Shiksha Abhiyan, Uttar Pradesh for training teachers on "Interventions for strengthening school mental health". The training has been completed with 100 teachers hailing from 74 different districts of Uttar Pradesh in batches of two . The main objective of this training was to focus on children &



childhood, child development, common emotional & behavioural issues such as anxiety, depression, self-harm and suicide, substance abuse, developmental disabilities such as Intellectual Development Disorder, Specific Learning Disability, lastly special contexts of Child Sexual Abuse & Bullying.

The training was well received by the teachers, and their active participation in the sessions in terms of sharing their classroom experiences and issues was the key success factor. Teachers also appreciated the different methodologies especially case discussions, role-plays and movie screening. In continuation, these practical methodologies have given them insights to understand classroom dynamics with which teachers expressed their understanding to address socio emotional needs of the children.

SAMVAD trainers, were encouraged with the enthusiasm of the participants, teachers. It is very crucial for the training to progress smoothly especially when the presentation styles are met with real life examples and experiences of teachers in both their personal and professional spaces. The training objectives were surely met but it was the nuances of the teachers' participation that made all the difference. Given the tough times of COVID and the entire shift over to online mode has given the world of opportunities to explore the online training methodology. It was keenly observed that even teachers were receptive to it and were excited for each day. Just a short example, even before the host would login to a particular session, we would see the majority of the participants in the waiting room. Teachers were sensitive enough to relate to the topics that have been taught in the sessions, and were able to relate to the various concepts and the first-level responses. Another important aspect of this training was that teachers' understanding of the concepts were clarified and concreted into their knowledge base.



The implementation at the ground level is yet to be seen, but teachers' grit and determination gives the sense that it will bring about change in the world of the children with whom they are connected to. The training has broadened their understanding of how much work is needed in the context of understanding children in school settings. In the beginning of the training sessions, it was observed that participants held the belief that 'adults always know best', people's idea of helping children, i.e., by taking the decisions for them and advising them what to do was noted. However, during the training a stark realisation was arrived at by the participant group where they acknowledged how important it is to actually hear the voice of a child.

As the sessions proceeded, SAMVAD was able to gauge the pattern of how children are being handled in schools, how these teachers have gone out of their way to help the students. There were instances where the teachers shared their challenges of how not every individual is supportive of the fact that students need to be understood. The fact that there still remains a whole lot of ignorance has made them see the importance of this kind of training which is highly based on interventions and not just the problems.

Through the framework of "Inner Voice", the teachers showcased how they are able to understand the child's experience and are able to make sense of the entire concept. Additionally, they have shown this understanding of how children are always at the receiving end, and very less power is vested in them to bring about a change. Throughout the first few sessions we had to repeatedly remind the teachers how important it is to listen to what children have to say and give them the freedom to make their own choice but also having teachers as their guide who can hold their hands towards them taking different paths which explored the idea of working collaboratively on a concern and



giving the child's say a pedestal to put forward their views and opinions first.

The methodologies have helped them think beyond textbooks and not to be limited to the syllabus. The different elements, such as, communication skills, the checklist on the different internalising disorders (anxiety, depression etc), externalising disorders (substance use, conduct disorder), developmental disabilities and their interventions has equipped them to cater to the needs of the children who come from different walks of life.

The teachers also shared that they understood their boundaries as first level respondents and how there are sources of referrals for children who go through adverse childhood experiences. The training began with a lot of misconceptions held by the participants about counselling and helping children. The training, as shared by some teachers, has also created empathy among them to understand children and their emotions with a non-judgmental approach.

## **C.2.b Special Sessions**

### ***i. RISE Summit 2022, Roundtable on "Back to School: Road to Recovery", February 2022***

SAMVAD was invited to a roundtable discussion about learning of younger children during the pandemic, challenges that they have faced and the impact on their all round development. The session was attended by 90 participants.



Special Sessions by Education Thematic Area January - March 2022					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPAN TS	THEME/CONTENT	TIMELINE
PAN India	RISE Summit 2022	Stakeholders in education sector	90	Back to School: Road to Recovery	February 2022
PAN India	Manodarpan, NCERT	Education Professionals, Administrators, Mental Health Professionals	1307	Substance Abuse amongst Students: Role of Stakeholders	February 2022
Karnataka	Department of Statistics and Psychology, St. Joseph's College, Bengaluru	Students	62	Stressors affecting college students	February 2022
PAN India	SAMVAD, NIMHANS	Teachers, special educators, mental health professionals and paediatricians	46	Integrating Child Protection and Mental Health Perspectives into Interventions for Children with Disability	On-going
<b>TOTAL</b>			<b>1505</b>		

SAMVAD talked about the issues of brain architecture and how the first 5 years of life of children form the 80% of their brain. He talked about the early years, namely, 0-3 years and 3-6 years, where the stimulatory stages of children have been lacking, especially vulnerable children, marginalised and children with disability. SAMVAD also discussed the social world of the 3-6 years old especially in their foundational years and developmental stages which have been impacted by the pandemic.

SAMVAD stressed the need for socio emotional learning and mental health issues to be addressed after children come back to school which not only consists of challenges with learning but also psychosocial aspects as they come from varied contexts.




***ii. Substance Abuse amongst Students: Role of Stakeholders- Paricharcha, Manodarpan NCERT, February 2022***

SAMVAD was invited to be a panellist on the topic “Substance Abuse amongst Students: Role of Stakeholders” where he spoke about a framework of adolescents substance abuse in order to support teachers. The focus was on who are at risk, risk factors, stressors, protective factors, coping skills and strategies and interventions. Towards the end, SAMVAD detailed about a modified social stress model where the risk is assessed based on the relationship and interaction between various elements, such as – (dis)stress, normalisation, effect upon coping, support and resources. This session was streamed live on Youtube for various stakeholders and was attended by 1307 participants.

***iii. SIGMA MIND- A webinar on the stressors affecting College Students at St. Joseph's College, February 2022***

SAMVAD received a request from the Statistics and Psychology Department of St Joseph's College, Bangalore requesting for a session on student's wellbeing. Some of the prominent themes were on adjustment to campus life, dealing with stressors in academic life, interpersonal relationships and the questions of identity. The session was facilitated by SAMVAD where they took the college students through an approach of cognitive restructuring, developed by Education Team, which had a framework that the students had to work upon and discuss to come out with coping strategies for different issues and themes that they were struggling with. The remaining one hour was left for a question-and-answer session where the participants were given their time to ask their doubts and concerns. The session was attended by 62 students. The session was first of a kind for





SAMVAD where a direct interaction with students took place, unlike our other sessions where we collaborate with various stakeholders of children. The session was well received. Many students expressed that the framework does help them to understand how to respond to their own thoughts of the issues they faced.

***iv. Online training course on “Integrating Child Protection and Mental Health Perspectives into Interventions for Children with Disability”***

SAMVAD created a specialised curriculum and content on a disability course in the past few months. The team has developed a comprehensive 22-sessions training program for professionals working in the field of disability on “Integrating Child Protection and Mental Health Perspectives into Interventions for Children with Disability”

Children with disabilities remain invisible and frequently face barriers that prevent their integration and meaningful participation into the activities of daily living. Their basic developmental needs and rights often remain unfulfilled, they have access to fewer opportunities of education, healthcare and may even experience marginalisation and stigma from those around them, creating adverse impacts on their mental health. These children also remain more at risk of abuse of all kinds – physical abuse, emotional abuse, neglect and sexual abuse which may even be prolonged due to their inability to identify and report the abuse experiences.

The sessions commenced on 12th March and will go on till 8th May on weekends, 9 sessions have been completed till date. The participants consist of paediatricians, counsellors, special educators, and other mental health professionals. The heterogeneity



dynamic of this training group has added a lot of meaningful discussions on some integral long standing issues and concerns pertaining to both physical and neurodevelopmental disabilities and given us insights to different ways and style of working of each cadre. The sessions are being taken by different facilitators coming from different fields of expertise which enhances the knowledge and creates a broader platform for discussion.

A certificate of participation will be provided to each participant once they complete the course, having fulfilled the requirements for participation, attendance, and assignments.

**No training fee required**

**TRAINING PROGRAM FOR TEACHERS, SPECIAL EDUCATORS, MENTAL HEALTH PROFESSIONALS & PAEDIATRICIANS**

**APPLY NOW!**

**"Integrating Child Protection & Mental Health Perspectives into Interventions for Children with Disability"**

**12th March - 8th May 2022**

Every Saturday 09:30 AM - 04:30 PM  
Every Sunday 09:30 AM - 1:00 PM

**SAMVAD**

FOR MORE DETAILS GO TO :[HTTPS://NIMHANSCHILDPROTECT.IN/WP-CONTENT/UPLOADS/2022/02/SAMVAD-DISABILITY-TRAINING.PDF](https://nimhanschildprotect.in/wp-content/uploads/2022/02/SAMVAD-DISABILITY-TRAINING.PDF)

### C3. PLANS FOR THE NEXT QUARTER (APRIL TO JUNE 2022)

For the Next Quarterly Period, the following Training Programs are to be initiated

Proposed Training and Capacity Building Program for the Upcoming Quarter					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPAN TS	THEME/CONTENT	TIMELINE
New Delhi	Educational and Vocational Guidance Bureau, Directorate of Education, New Delhi	School Counsellors	50	Interventions for Strengthening School Mental Health	April 2022
Bengaluru, Karnataka	Mysore Education Society	School Teachers	39	Interventions for Strengthening Child Mental Health and Protection in Schools	May 2022
Tripura	Department of Tribal Welfare	Hostel Superintendents	157	Interventions for Strengthening School Mental Health	May 2022
PAN India	SAMVAD, NIMHANS	State Council for Education Research and Training (SCERT) officials from 13 States*	39 (tentative)	Interventions for Strengthening Child Mental Health and Protection in Schools	June 2022
Uttar Pradesh	Sarva Shiksha Abhiyan (SSA)	State Resource Groups	50	Interventions for Strengthening School Mental Health	June 2022
PAN India	Jawahar Navodaya Samiti (JNV)	JNV - Creative Teachers	50	Interventions for Strengthening School Mental Health	June 2022
PAN India	Manodarpan, NCERT	Tele-counsellors	50	Interventions for Strengthening School Mental Health	June 2022
PAN India	Kendriya Vidyalaya Sangathan (KVS)	School Teachers	50	Interventions for Strengthening Child Mental Health and Protection in Schools	To be decided

\*Karnataka, Kerala, Tamil Nadu, Puducherry, Manipur, Mizoram, Andhra Pradesh, Telangana, Nagaland, Arunachal Pradesh, Meghalaya, Goa, Sikkim



**D.**

# POLICY & LAW

## KEY THEMATIC OBJECTIVES

- To integrate child protection and mental health issues into legal and judicial systems and processes across the country
- To contribute to judicial education in the area of child and law, by providing depth perspectives on child mental health and well-being, and skills and methods of engagement with children in legal contexts
- To build the capacity of other quasi-judicial bodies (such as child welfare committees) and juvenile justice boards, by providing knowledge on conceptual and implementation aspects of various child-related laws in the country
- To engage with judicial bodies and child protection systems through discussions, deliberations and reviews on aspects pertaining to the child and law
- To conduct research and studies in order to inform child policy and law in the country.

## KEY WORK AREAS

■ **METRIAL DEVELOPMENT AND PUBLICATIONS**

■ **JUDICIAL EDUCATION**

■ **DELIBERATIONS**

■ **POLICY ADVOCACY AND RESEARCH**

## D.1 TRAINING AND CAPACITY BUILDING

Training & Capacity Building Activities, Policy & Law January - March 2022					
STATE	AGENCY/ GOVERNMENT & STATE	CADRE	NO. OF PARTICIPANTS	THEME/CONTENT	TIMELINE
Himachal Pradesh	Himachal Pradesh Judicial Academy	Special Court Judges	41	Online Deliberation on Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility	January 2022
Madhya Pradesh	Madhya Pradesh Judicial Academy	Principal Magistrates	51	Deliberation on "The Dilemmas of Implementing Section 15: Preliminary Assessment for Children in Conflict with the Law"	January 2022
Karnataka	Karnataka Judicial Academy	Special Court Judges & Public Prosecutors	61	One Day Training Program on Developmental and Mental Health Implications of Eliciting Evidence under the POCSO Act	January 2022
Kerala	Kerala Judicial Academy	Special Court Judges	50	Online Deliberation on Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility	January 2022

Maharashtra	Maharashtra Judicial Academy	Judicial Magistrates	95	One Day Training Program on Developmental and Mental Health Implications of Eliciting Evidence under the POCSO Act	January 2022
Madhya Pradesh	Madhya Pradesh Judicial Academy	Special Court Judges	55	Online Deliberation on Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility	February – March 2022
Uttarakhand, Uttar Pradesh & Madhya Pradesh	Uttarakhand Judicial Academy Judicial Training & Research Institute, Uttar Pradesh Madhya Pradesh State Judicial Academy	Special Court Judges/ District & Sessions Judges	51	5-Day Judicial Training Program on Child Forensics and the Implementation of the POCSO Act, 2012	March – April 2022
<b>TOTAL</b>			<b>404</b>		



## **D.1. TRAINING AND CAPACITY BUILDING PROGRAMS**

During this quarterly period, the SAMVAD Team has reached out, in response to requests from the State Judicial Academies, & other agencies, through training/judicial engagement programs, to 404 judicial officers & other concerned statutory stakeholders from across the country mainly on the subjects of mental health and psychosocial approaches to CICL, Child Sexual Abuse and POCSO, and the conceptual framework and implementation of Section 15 of the JJ Act.

### **D.1.a. Judicial Training and Capacity Building Programs**

#### ***i. Developmental & Mental Health Implications for Child Witnesses: Eliciting Evidence under Protection of Children from Sexual Offences (POCSO) Act 2012***

On request from the Karnataka & Maharashtra Judicial Academy, the SAMVAD Team conducted Training Programs for Special Court/POCSO Court Judges on the methods and contexts of Child Sexual Abuse perpetration, the significance of applying a child developmental lens to evidence-gathering/statement-recording, and developmentally-appropriate child interviewing techniques in eliciting evidence from children. The sessions discussed various psychosocial contexts of child sexual abuse, and the resultant emotional-behavioural consequences that significantly impact sexual abuse disclosure (especially in child-witness testimony).

#### ***ii. Online 5-Day Judicial Training Program on Child Forensics and the Implementation of the POCSO Act, 2012***



SAMVAD initiated the first batch of a 5-Day Training Program on Child Forensics and the Implementation of the POCSO Act, 2012. Engaging with key child witness and victim-witness issues from a transdisciplinary perspective, the training program was conducted over 5 weeks on non-working days with Special Court and District and Sessions Judges. The sessions addressed current gaps and challenges in the investigation and trial of POCSO Cases, and delved into scientific approaches towards capacity evaluations of child witnesses and court preparation interventions to address critical challenges faced by child witnesses. A brief overview of the schedule of the program is reproduced below:

Week 1: The Why and How of Child Sexual Abuse Legislation (A): Key Imperatives

Week 2: The Why and How of Child Sexual Abuse Legislation (B): Approaches and Intersections

Week 3: Developmental and Mental Health Implications for Eliciting Evidence under the Protection of Children from Sexual Offences Act, 2012

Week 4: Evidence in CSA Cases: Child-Friendly Methods of Interviewing & Elicitation


Week 5: Appreciation of Evidence in CSA

### **D.1.b. Special Sessions**

The deliberations were conceptualised and developed, by the SAMVAD Team, to facilitate in-depth reflections on the nuances of harmonising contemporary understandings of adversarial justice, with the imperatives of child inclusivity and fairness in judicial processes.

Building upon a parliamentary debate-style format, three motions were selected to elicit judicial perspectives on how to implement the POCSO Act, 2012, in a manner that





facilitates child-sensitive adjudicatory mechanisms. To this effect, the motions for the deliberation raise a multitude of questions related to evaluating child witness competency and credibility based on scientific approaches to child development. Additionally, systemic issues in adversarial approaches to Child Sexual Abuse trials, and the imperatives for re-evaluating standards for admissibility of evidence, were also discussed within the framework of the motions tabled for discussion. In collaboration with Hon'ble High Courts and State Judicial Academies, SAMVAD organised a series of Deliberations with Judicial Officers from the States of Kerala, Madhya Pradesh, Himachal Pradesh. These Deliberations were completed from January to March 2022.

***i. Deliberation on “The Dilemmas of Implementing Section 15: Preliminary Assessment for Children in Conflict with the Law” with Principal Magistrates***

Following the Deliberations on Section 15 of the Juvenile Justice Act, which were conducted with States Judicial Academies across Maharashtra, Rajasthan, Kerala, Meghalaya, Assam, Nagaland, Mizoram & Arunachal Pradesh, the deliberation was also conducted with Madhya Pradesh. The Deliberation offered participating officers a crucial opportunity to share their perspectives and experiences related to the interpretation and implementation of Section 15 of the Juvenile Justice Act. The varied contexts of implementation, across four states, also provided a platform for mutual learning and discussion, with insightful remarks from the expert panellists.

***ii. Deliberations on “Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility”***

Following the successful initiation of Section 15 Deliberations with State Judicial



Academies, the SAMVAD Team has sought to engage with judicial personnel and other child protection functionaries on other areas of child and law. Following the development of a Deliberation on Child Witness Testimony under the POCSO Act, 2012, the SAMVAD Team has facilitated these Deliberations as judicial engagement programs with Special Court/POCSO Court Judges from Kerala, Himachal Pradesh and Madhya Pradesh. These Deliberations generated interesting judicial perspectives on the contentious issues of child witness competency and credibility.

## **D.2. RESEARCH**

### ***a. Study on “Effective implementation of Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015: Exploring Perceptions of Judicial Personnel on Juvenile Justice & Children in Conflict with the Law”***

SAMVAD has received 742 responses from judicial personnel belonging to 21 States and 3 Union Territories. Data analysis began this quarter. The data analysis, where relevant, will also be complemented by the experiences and observations of the SAMVAD Team developed through the course of the Section 15 Deliberations and Training/Capacity Building Programs conducted for JJB Magistrates. The data analysis will also benefit from the direct field experiences of the Team through their work with CICL.



### **D3. PLANS FOR THE NEXT QUARTER (APRIL TO JUNE 2022)**

For the Next Quarterly Period, the following Policy Initiatives and Training Programs are to be initiated/developed:

- **Deliberations on Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility** - Following the development of a Deliberation on Child Witness Testimony under the POCSO Act, 2012, the SAMVAD Team has been contacting State Judicial Academies to schedule further Deliberations as judicial engagement programs with Special Court/POCSO Court Judges. These Deliberations will help generate interesting judicial perspectives on the contentious issues of child witness competency and credibility. Following the SAMVAD Team's experiences with the Section 15 Deliberations, it is hoped that the discussions on child witness testimony will help shed light on contested areas of jurisprudence and the need for targeted training and capacity-building initiatives.
- **Facilitating comprehensive Judicial Engagement on Section 15 of Juvenile Justice Act 2015** - Over the course of the next quarter, the team will be collaborating with more State Judicial Academies to organise these key Deliberations. Further engagement with State Judicial Academies through the Section 15 Deliberations will provide the SAMVAD Team with a wider range of judicial perspectives on the conceptual and implementation-related concerns surrounding Section 15. The diverse range of judicial perspectives will continue to inform the nature of capacity-building and training programs initiated by the SAMVAD Team.



- **An Exploratory Study on Capital Punishment in Child Sexual Abuse Laws: Through a Child Victim and Child Protection Prism** - Keeping in mind the significance of legislative changes in the POCSO Act in 2019, with particular reference to the introduction of the death penalty in cases of certain categories of aggravated sexual offences, there is an imperative to research the impact of this significant legislative amendment, particularly in regards to its implications for child protection and child safety. Following approval of this study, the SAMVAD Team is looking to begin data collection with expert respondents for the study. It is significant to note that the amendment has not been in force for a significant period of time. As a result, the SAMVAD Team will undertake an explorative research study to understand the perspectives of key stakeholders on the ramifications of the amendment for child protection and child safety. Issues pertaining to the impact of the amendment on child sexual abuse disclosure, reporting, and other significant evidentiary concerns will also be studied. One of the key objectives of this study is to utilise the subsequent findings to propose a research agenda towards building empirical evidence on which to predicate policy and law about child sexual abuse and capital punishment.
- **Training and Capacity Building activities requested by SJA and SLSA** - In addition to the training programs/judicial engagements described above, the SAMVAD team will also conduct specific training and capacity-building programs requested by the State Judicial Academies and the State Legal Services Authorities across the country. These programs will be tailored to the specific needs and capacities of the participant judicial officers/child protection functionaries/para-legal volunteers of the respective states.



- **High-Level POCSO Review Consultation (10 Years of POCSO: Critical Reflections and Ways Forward)** - As a part of SAMVAD's initiatives for '10 Years of POCSO: Critical Reflections and Ways Forward', a 2-Day POCSO Review Consultation has been proposed and will be discussed with the National Judicial Academy, to facilitate engaged deliberation on the current dilemmas and challenges in the conceptualisation and implementation of POCSO, with key stakeholders, and more importantly, the way forward. A Concept Note for the Review Consultation has been developed and submitted for the National Judicial Academic Council's consideration.

# OPERATIONAL CHALLENGES



## **Development of schedule for trainings with Child Welfare Committee (CWC) and Juvenile Justice Board (JJB), Department of Women and Child Development, Uttar Pradesh (DWCD, UP)**

National Institute of Public Cooperation and Child Development (NIPCCD) requested SAMVAD at the end of February 2022 to train all Child Welfare Committees (CWC) and Juvenile Justice Board (JJB) under Department of Women and Child Development (DWCD), Uttar Pradesh in the months of March and April 2022. In preparation for this SAMVAD's technical teams worked on their curriculum and scheduled a staggered approach to train all members. It was decided that one member of each CWC or JJB would be part of one batch of training in order to ensure that all members are not occupied in the training program. Eventually, two CWC and 1 JJB training was scheduled simultaneously. As the training started, participants did not comply and questioned the training objectives, content and curriculum and some were reluctant to proceed. Unable to continue the training SAMVAD contacted NIPCCD explaining its training protocol and rationale and to issue necessary orders to participants so that they can comply with us. This is an instance where there was lack of understanding about the importance of standardisation of training activities and programs in the area of child protection and mental health. This concern is being expressed in some of the other states as well wherein additional issues of States requesting "quick" training of 3 days is creating difficulties. There is also a lack of understanding around the complexities of child work, the rigour and the time required to genuinely build skill to work with children effectively. Moving forward, SAMVAD will be sharing the curriculums with the MoWCD and requesting them to send letters to direct the States to cooperate with the Ministry's capacity building mandate on child protection and mental health.