COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS
CISCE
NEW DELHI
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CISCE STUDENT MENTAL HEALTH & WELL-BEING



CONCLAVE 2026

OCTOBER - NOVEMBER

A Three-Tier Participatory Framework for Student Well-being, Resilience, and Emotional Development

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ABOUT THE CONCLAVE

The **CISCE Student Mental Health and Well-Being Conclave 2026** is a structured, participatory, policy-oriented initiative that brings together students from Classes VI to XII and teachers across 3,300+ CISCE-affiliated schools to discuss mental health, emotional well-being, resilience, and supportive school environments.

This initiative seeks to institutionalize a culture of listening, dialogue, empathy, and student voice, ensuring that students' lived experiences, concerns, and aspirations inform future policy directions and school practices on mental health and well-being.

The Conclave will be organized under the common identity 'CISCE Student Mental Health and Well-Being Dialogue 2026' with the theme, *"Listening to Young Minds: Building Resilient and Compassionate Schools."* The initiative aligns with World Mental Health Day on 10 October 2026, connecting the programme to global efforts to promote mental health awareness and advocacy.

A Three-Tier Engagement Framework

The initiative will follow a progressive School–Regional–National framework, enabling student experiences and perspectives to emerge at the grassroots, be collectively deliberated at the regional level, and eventually inform national-level recommendations. The School, Regional, and National levels shall incorporate a dedicated one-hour slot to discuss the mental health and well-being of teachers and school staff.

Round I: School-Level Mental Health and Well-Being Dialogues

Four Weeks | Four Themes | 04 – 31 October 2026

Schools shall conduct four structured discussions in every classroom from Classes VI to XII, one each week during October 2026, subject to institutional convenience. Discussions will focus on four weekly themes:

- Week 1: Student stress and academic pressures
- Week 2: Emotional well-being, digital life and positive relationships
- Week 3: Drugs, substance abuse and healthy choices
- Week 4: Building resilience and help-seeking behaviour

After Round I, schools shall submit details of the student and teacher representatives for the regional-level conclave, along with a compilation highlighting the school's best practices in promoting student mental health and well-being. [For Submission link - **Click Here**]

Round II: Regional Student Mental Health and Well-Being Conclaves

ONE-DAY EVENT between 4 – 14 November 2026 | Virtual

Selected student representatives and teacher coordinators from schools will attend one-day Regional Virtual Conclaves, conducted separately for each region. The Council will assign regions (geographically/state-wise) immediately after schools register their representatives and submit school-level findings online.

The Council-nominated observers and evaluators will finalize the Student Representatives and Teacher Coordinators for the National-Level Conclave from each region.

Round III: CISCE National Student Mental Health Conclave 2026

20 - 22 November 2026 | CISCE - Centre of Excellence, Hyderabad

The National Conclave will bring together selected student representatives and teacher mentors from the regional conclaves, mental health and well-being experts, public policy experts, CISCE leadership, representatives of partnering agencies, and media.

General Guidelines

1. The Head of the School shall designate a senior, competent teacher as the **Teacher Coordinator** for the initiative at the school level. He/She shall coordinate and facilitate classroom deliberations with the guidance of the Head of the School. The same teacher shall represent the school along with selected students.
2. Schools shall mandatorily allocate one **40/45-minute period each week** for students of **Classes VI to XII** to participate in the Mental Health and Well-being Dialogues. The Head of the School shall determine the schedule for classroom-level discussions, considering institutional convenience and holiday windows.
3. Each week, the respective **Class Teachers** will lead classroom discussions on the designated Conclave topics and document the outcomes. The minute-by-minute discussion template and resource materials for teachers are attached [**Annexure I**]. All class teachers shall be adequately oriented on moderating the dialogues in their respective classes by the Head of the school or Teacher Coordinator.
4. Following the four classroom-level dialogues, the Teacher Coordinator, Class Teachers and class-wise Student Representatives shall conduct the **School-Level Conclave** (in the last week of October) to consolidate and finalize the key findings, recommendations and the Student and Teacher Representatives for the Regional Virtual Conclave. The deliberations are non-competitive in nature. The decision of the Head of the School shall be final and binding.
5. Following the completion of Round I, the Head of the School shall submit the following details through the designated Online Form:
   - **Details of the nominated Student Representatives** (**ONE** each from ICSE and ISC) and the **Teacher Coordinator** for participation in the subsequent Regional Conclave, along with the findings and recommendations.
   - A compilation of the **school's best practices for promoting student mental health and well-being**, prepared as a PDF document not exceeding 10 MB. Submission of best practices is **Optional.**

- Note: The best practices submitted by schools will be reviewed, and selected practices will be featured in the National Compendium, thereby providing schools with an opportunity to showcase effective approaches at the national level.
- The **Submission Window will remain open from 27 October to 3 November 2026** (till 05:30 pm). The Council will not accept late submissions or related requests. The submission template is provided as **Annexure II**. Teacher Coordinators shall review the template in advance and have the required information ready before initiating the online submission.
- Only **students from Class IX onwards shall be eligible** to participate in the Regional and National-Level Conclaves.
- Students nominated to participate in the Regional or National-Level Conclaves shall submit the duly completed and signed Parental Consent Form (**Annexure III**) to the School, which will retain it for official records.

Link for Registration: **CLICK HERE**

6. As **Round II – Regional Conclaves** will be conducted virtually as a ONE-DAY Event [08:30 am - 05:00 pm], the participating schools shall make the necessary infrastructure and logistical arrangements to enable the nominated students and Teacher Coordinators to participate effectively. The schedule, virtual platform details, and detailed guidelines for the one-day Regional Virtual Conclave will be shared separately with participating schools, Student Representatives, and Teacher Coordinators.
7. **Round III** – CISCE **National Student Mental Health and Well-being Conclave** will be held from **20 to 22 November 2026** at the **CISCE - Centre of Excellence, Hyderabad**. The respective schools shall bear the travel expenses of the selected students and Teacher Coordinators. The Council will provide accommodation, meals, and hospitality for all participants.
8. At the National-Level Conclave, delegates, with expert support, will develop the **Student Mental Health and Well-being Charter** and a **Student Well-being Index**. The Council will also recognize and publish the ten most outstanding submissions showcasing school-based best practices as a compendium at the National Level.
9. All participants shall receive a **Medal of Participation** and a **Certificate of Appreciation**.
10. For any further information or clarification, kindly contact the Education Officer (Public Relations and Media) at Email: **ciscepr@cisce.org** | Mobile: **9311934497** | Landline: **040 35294861** [between 09:30 am and 05:30 pm]

ANNEXURE I

Week 1 [04 - 10 October]

Topic: Understanding Student Stress and Academic Pressures

40-Minute Classroom Discussion Plan

Objective: Help students identify common sources of stress (including bullying, developmental and emotional changes, etc.), understand the impact of academic expectations and performance pressure, and suggest ways to create a healthier academic environment.

0 - 5 minutes | Opening and Ground Rules

The Class Teacher, acting as a Mentor-Facilitator, introduces the theme and establishes a safe, respectful, and non-judgemental environment. Students are encouraged to express their views freely without naming or criticizing individuals. The teacher clarifies that the discussion focuses on understanding common student experiences and finding constructive solutions.

5 - 12 minutes | Understanding Stress

Students individually identify situations that commonly cause stress, such as examinations, workload, expectations, competition, time management, comparison with peers, and concerns about the future. The teacher records broad categories on the board without identifying individual students.

12 - 25 minutes | Group Deliberation

Students discuss: What makes academic pressure stressful? When does healthy motivation become unhealthy pressure? How do expectations from students themselves, parents, teachers, and peers affect well-being? Groups identify three major concerns and three possible solutions.

25 - 35 minutes | Classroom Sharing

Each group presents its key observations. The teacher facilitates the discussion, encourages diverse perspectives, and helps students to distinguish between manageable academic challenges and situations requiring additional support.

35 - 40 minutes | Way Forward and Documentation

The class identifies three practical suggestions for creating a healthier and more supportive academic environment. The Class Teacher, as mentor-facilitator, documents the key concerns, student suggestions, and agreed action points and submits them to the Teacher Coordinator at the school level.

Note: Individual disclosures should remain confidential and, where necessary, be addressed through appropriate school support mechanisms.

Week 1: Understanding Student Stress and Academic Pressures

Resource Material for Class Teachers

Stress is a natural part of life. It is the mind and body's response to situations that demand attention, effort, or adjustment. A certain amount of stress can be useful. It can motivate students to prepare for an examination, complete an assignment, or work towards a goal. However, when demands seem too high, continue for too long, or feel impossible to manage, stress can become overwhelming and may affect a student's emotional well-being, concentration, sleep, relationships, and academic performance.

Students may experience pressure from several sources at the same time. These may include examinations, homework and workload, expectations from parents and teachers, competition, comparison with classmates, concerns about future careers, relationships with peers and, sometimes, expectations students place on themselves.

Bullying and peer-related experiences can contribute significantly to student stress, affecting emotional well-being, confidence, sense of belonging, and participation in school life. At the same time, the physical, emotional, and social changes associated with different developmental stages may influence students' emotions, relationships, self-image, and coping responses. Importantly, students do not experience pressure in the same way. What one student considers manageable may feel extremely difficult to another.

Academic pressure is not necessarily harmful. Encouragement to work hard, set goals, and take responsibility can contribute positively to learning. The concern arises when achievement becomes closely tied to a student's sense of self-worth, when mistakes are viewed as failure, or when students feel they must constantly perform to meet others' expectations.

Teachers can help students to understand that learning is a process rather than a continuous demonstration of success. Mistakes, setbacks, and disappointing results can provide opportunities for reflection and improvement. Healthy routines, realistic expectations, adequate rest, constructive feedback, time management, and timely help-seeking can reduce unnecessary pressure.

During the discussion, teachers should encourage students to reflect on what creates pressure, how they recognize it, what helps them manage it, and what schools can do differently. The objective is not to identify students with problems, but to create a classroom culture in which students feel heard, respected, and comfortable seeking appropriate support.

The teacher's role is primarily that of a mentor and facilitator - to listen without judgment, encourage reflection, challenge unhelpful assumptions, and guide students towards appropriate support when necessary.

Week 2: [11 - 17 October]

Topic: Emotional Well-Being, Digital Life and Positive Relationships

40-Minute Classroom Discussion Plan

Objective: To help students understand emotional safety, positive relationships, peer support, and the impact of digital life on mental well-being.

0 - 5 minutes | Introduction and Safe Space

The Class Teacher, as Mentor-Facilitator, introduces the theme and establishes basic discussion norms: respect different opinions, listen without interruption, avoid personal criticism, and do not disclose another student's private information. Students are encouraged to discuss experiences generally rather than identify individuals.

5 - 12 minutes | Emotional Safety and Relationships

Students reflect on what makes a classroom emotionally safe and supportive. They discuss qualities of positive friendships, healthy peer relationships and behaviours that may make students feel excluded, isolated or uncomfortable.

12 - 22 minutes | Digital Life and Well-Being

Students discuss how social media, online communication, gaming and constant connectivity can influence emotions, relationships, sleep, concentration and self-image. They identify signs of unhealthy digital habits and suggest practical ways of maintaining digital balance and responsible online behaviour.

22 - 32 minutes | Who Can Support Us?

Students consider the roles of family members, teachers, friends, classmates, and the wider school community in supporting emotional well-being. Groups identify situations in which a student may need to reach out for help and discuss whom they could approach.

32 - 40 minutes | Collective Recommendations and Documentation

The class develops three practical recommendations to promote positive relationships, emotional safety, and healthy digital behaviour within the school. The Class Teacher, as mentor-facilitator, records the key discussion points, concerns, suggestions, and agreed recommendations, and submits them to the Teacher Coordinator at the school level.

Note: Handle any individual concern requiring support privately and refer it through the appropriate school support mechanism, without recording sensitive personal details in the general proceedings.

Week 2: Emotional Well-Being, Digital Life and Positive Relationships

Resource Material for Class Teachers

Emotional well-being is an important part of a student's overall development. It does not mean being happy all the time or never experiencing difficult emotions. It means recognizing and expressing emotions, coping with everyday challenges, maintaining healthy relationships, and seeking support when needed. Students may experience emotions such as anxiety, disappointment, loneliness, anger, excitement, or uncertainty. Helping students understand that all emotions are a normal part of life can create a healthier environment for emotional expression.

A strong sense of belonging is particularly important during adolescence. Students benefit when they feel accepted, respected, and valued by their peers, teachers, and family members. Positive relationships are built through trust, empathy, kindness, communication, and the ability to listen without immediately judging or dismissing another person's feelings. Even small acts of inclusion can make a significant difference to a student's sense of belonging.

Digital technology is now closely connected with students' learning, communication, and social lives. It provides valuable opportunities for education, creativity, connection and self-expression. At the same time, excessive or unhealthy digital engagement may affect sleep, concentration, physical activity and face-to-face relationships. Social media can also expose students to comparison, fear of missing out, online conflict, unrealistic expectations, and pressure to seek approval.

The objective should not be to present technology as either good or bad. Instead, students should develop healthy and responsible digital habits. These include knowing when to disconnect, protecting personal information, communicating respectfully online, questioning what they see or share, and recognizing when digital activity is affecting their well-being.

Teachers can encourage students to reflect on how they feel in their relationships, what makes them feel included or excluded, how digital life affects them, and what a healthy balance might look like.

The teacher's role is to create a non-judgmental space where students can speak openly, listen to different perspectives, and understand that seeking support shows self-awareness and strength.

Week 3: [18 - 24 October]

Topic: Drugs, Substance Abuse and Healthy Choices

40-Minute Classroom Discussion Plan

Objective: To create awareness about the risks associated with tobacco, alcohol, and substance abuse, examine peer influence, encourage responsible decision-making, and help-seeking.

0 - 5 minutes | Introduction and Ground Rules

The Class Teacher, acting as Mentor-Facilitator, introduces the theme sensitively and establishes a respectful, non-judgemental environment. The discussion should focus on awareness, prevention, healthy choices, and support, rather than blame or disclosing personal experiences.

5 - 12 minutes | Understanding the Risks

Students discuss why tobacco, alcohol, and other substances can be harmful to physical and mental well-being and how substance use can affect relationships, education, and future opportunities. The teacher facilitates factual discussion and addresses misconceptions where necessary.

12 - 22 minutes | Peer Influence and Decision-Making

Students consider situations in which young people may experience pressure to experiment with substances. Groups discuss how a student can respond to peer pressure, refuse unsafe choices, and seek support without fear or embarrassment.

22 - 32 minutes | Building a Safe School Environment

Students discuss how schools, families, and peers can contribute to prevention and create a healthy, supportive, substance-free environment. They identify practical measures such as awareness, peer support, responsible decision-making, and accessible ways to seek help.

32 - 40 minutes | Recommendations and Documentation

Each group presents its key suggestions, and the class agrees on three practical recommendations for strengthening prevention and support. The Class Teacher, as mentor-facilitator, records the principal concerns, student perspectives, recommendations, and action points, and submits them to the Teacher Coordinator at the school level.

Note: Do not include personal disclosures, allegations, or sensitive information in the general documentation. Any student requiring assistance should be discreetly connected with the appropriate school support system.

Week 3: Drugs, Substance Abuse and Healthy Choices

Resource Material for Class Teachers

Students may encounter tobacco, alcohol, drugs, or other harmful substances through their surroundings, social groups, media, or the internet. Preventing substance use is therefore not only about telling students what they should or should not do. It is also about helping them understand why people make unhealthy choices, how those choices can affect their lives, and how they can make informed, responsible decisions.

Substance use can affect physical health, emotional well-being, relationships, academic performance, and a person's ability to make sound decisions. The effects may extend beyond the immediate situation and can influence family relationships, friendships, education and future opportunities. Students should understand that seemingly small or experimental choices can sometimes develop into more serious patterns.

There is no single reason why a young person may experiment with substances. Curiosity, peer influence, the desire to fit in, stress, emotional difficulties, misinformation, experimentation, or the belief that substance use will make social situations easier can all influence decisions. Some students may also receive misleading information through peers, social media, or other sources. Helping students distinguish facts from myths is therefore an important part of prevention.

Peer pressure deserves particular attention. Students need to understand that saying no is not a rejection of friendship and that they do not have to participate in something simply because others are doing it. They can leave uncomfortable situations, seek support from a trusted adult, and encourage friends to make safer choices.

The discussion should focus on awareness rather than fear, prevention rather than punishment, and support rather than labeling. Encourage students to think about situations where they may have to make difficult choices and identify healthy alternatives.

Teachers do not need to become experts or counsellors. Their role is to provide a basic, accurate understanding, challenge harmful myths, encourage responsible decision-making, and create an environment where students can seek help without fear of immediate judgment. A supportive school culture can play an important role in helping young people make healthy choices.

Week 4: [25 - 31 October]

Building Resilience and Help-Seeking Behaviour

40-Minute Classroom Discussion Plan

Objective: Help students to understand resilience, develop healthy coping mechanisms, and seek appropriate help when facing failure, examinations, uncertainty, or change. Students may also be introduced to psychological first aid and the importance of peer support.

0 - 5 minutes | Opening and Safe Space

The Class Teacher, as Mentor-Facilitator, introduces the theme and creates a safe, respectful environment. Students are encouraged to participate voluntarily and to share general experiences without disclosing another person's private information.

5 - 12 minutes | Understanding Resilience

Students discuss what resilience means in everyday life and consider how young people respond to examination pressure, failure, disappointment, uncertainty, and changes in relationships or circumstances. The teacher emphasizes that experiencing difficulty does not indicate weakness.

12 – 22 minutes | Healthy Coping Mechanisms

In groups, students identify constructive ways of managing difficult emotions and challenging situations. They may discuss maintaining routines, physical activity, creative interests, rest, positive relationships, reflection, and seeking guidance from trusted adults.

22 – 32 minutes | Breaking the Stigma Around Help-Seeking

Students discuss why some young people hesitate to ask for help and how fear of judgment or stigma can prevent them from seeking support. They identify trusted people and appropriate support channels within the family and school, and discuss how peers can encourage help-seeking without acting as counsellors.

32 - 40 minutes | Collective Commitment and Documentation

The class develops three practical recommendations to strengthen resilience and make help-seeking more acceptable and accessible. The Class Teacher, as mentor-facilitator, records the key observations, student recommendations, and agreed action points, and submits them to the Teacher Coordinator at the school level.

Note: Handle individual disclosures privately and sensitively through the appropriate school support mechanism, and do not include them in the general classroom report.

Week 4: Building Resilience and Help-Seeking Behaviour

Resource Material for Class Teachers

Resilience is the ability to cope with difficulties, recover from setbacks and continue moving forward. It does not mean that a person never feels sad, worried, disappointed or frustrated. A resilient person can experience difficult emotions while gradually finding ways to manage them, learn from the experience and seek support when necessary.

Students encounter many situations that can test their resilience. These may include examinations, disappointing results, academic difficulties, friendship problems, conflicts, changes at home, uncertainty about the future, or experiences of failure and rejection. At times, students may believe that one poor result, mistake, or setback defines their ability or their future. Helping them understand that a setback is an experience, not a permanent definition of who they are, is an important part of building resilience.

Resilience develops through both individual and social support. Healthy routines, adequate sleep, physical activity, hobbies, creative interests, manageable goals, and positive relationships can help students cope with everyday challenges. Breaking a difficult task into smaller steps can make a problem feel more manageable. Equally important is having trusted people students can speak with honestly.

Help-seeking is essential to resilience. Students sometimes hesitate to seek support because they fear being judged, seen as weak, disappointing others, or misunderstood. Schools can help change this perception by communicating that asking for help is a responsible and healthy response to difficulty. Knowing when and whom to approach is an important life skill. Psychological first aid also equips students to respond calmly and compassionately to distress, while peer support fosters connection, early identification of concerns, resilience, help-seeking, and access to appropriate support.

During the discussion, teachers can encourage students to reflect on how they respond when things do not go as planned, what helps them recover, whom they trust, and what prevents young people from asking for help. The discussion should recognize that different students cope in different ways.

The teacher's role is to listen carefully, provide reassurance, encourage healthy coping strategies, and guide students towards appropriate support when required. Teachers are not expected to solve every problem. Their most important contribution may simply be to ensure that a student feels heard, respected and not alone when facing a difficult situation.

School-Level Discussion on Staff and Teacher Mental Health and Well-Being

Supporting Those Who Support Students: Teacher and Staff Mental Health and Well-Being

Facilitation: The Head/Principal or a designated resource person with relevant domain knowledge will moderate the session. The discussion should be safe, respectful, non-judgemental, and focused on collective well-being rather than individual disclosure.

Suggested Discussion Flow – 60 Minutes

1. Opening and Context – 5 minutes

Introduce the importance of staff and teacher well-being in creating supportive, healthy, and resilient school environments. Emphasize that seeking support is a strength and that the discussion is not a clinical or diagnostic exercise.

2. Understanding Workplace Stress – 10 minutes

Discuss common sources of stress among teachers and staff, including workload, administrative responsibilities, classroom challenges, examination-related pressures, time constraints, changing expectations, technology, parent interactions, and maintaining work-life balance.

3. Emotional Well-Being and Relationships – 10 minutes

Explore how emotions, professional relationships, collegial support, leadership practices, recognition and a sense of belonging influence workplace well-being. Discuss the importance of empathy, respectful communication and supportive professional relationships.

4. Challenges and Coping Strategies – 15 minutes

Invite participants to identify challenges that affect their well-being and discuss practical strategies such as realistic planning, prioritization, breaks, healthy routines, peer support, constructive communication, and seeking timely professional assistance when required.

5. Building a Supportive School Culture – 15 minutes

Discuss what schools can do to strengthen staff well-being, including supportive leadership, workload management, peer-support mechanisms, safe communication channels, professional development, recognition, access to counselling and appropriate referral pathways.

6. Reflection and Way Forward – 5 minutes

Conclude with two questions: What is one change that could improve staff well-being in our school? And how can we collectively create a more supportive workplace? Key suggestions may be documented for institutional consideration.

School-Level Discussion on Staff and Teacher Mental Health and Well-Being

Resource Material for the Resource Person/Moderator

Teachers and school staff play a central role in creating safe, supportive, and nurturing learning environments. Their own mental health and well-being are therefore an important part of a healthy school ecosystem. Supporting staff well-being does not mean expecting teachers to remain positive at all times; rather, it involves creating conditions in which they can manage professional demands, maintain healthy relationships and seek support when needed.

Work-related stress may arise from multiple sources, including workload, administrative responsibilities, examination-related pressures, classroom management, changing educational expectations, technology, interactions with parents and colleagues, and the challenge of maintaining a healthy work-life balance. Prolonged or unmanaged stress can affect concentration, motivation, relationships, physical health, and overall professional well-being.

A supportive workplace can help teachers and staff recognize and manage these pressures. Healthy routines, realistic planning, prioritization, adequate breaks, constructive communication, collegial support and opportunities for professional development can contribute to well-being. Equally important are supportive leadership, recognition of effort, reasonable workload management and a school culture in which individuals feel respected, valued and heard.

The discussion should also acknowledge the importance of emotional well-being and professional relationships. Teachers may experience frustration, fatigue, anxiety, or emotional strain while performing their responsibilities. Creating spaces for respectful conversation and peer support can help reduce isolation and encourage timely help-seeking.

Schools are not to diagnose or treat mental health conditions. However, schools can establish appropriate support and referral pathways and encourage staff to access professional assistance when required. Confidentiality, dignity and non-judgemental communication should remain central to such support.

The Resource Person may encourage participants to reflect on two questions: What are the major factors affecting staff well-being in our school? And what practical changes can we collectively make to create a healthier and more supportive workplace?

The objective is to move from individual coping alone towards a shared culture of care, empathy, respect, and support.

ANNEXURE II

SUBMISSION TEMPLATE FOR SCHOOLS

Link: CLICK HERE

[Note: School Coordinators shall carefully review the submission template and prepare the required content in advance before initiating the submission.]

A. Basic Details

Name of the School:
School Code:
Official School Email:
Number of Classes participated in the discussions (including all divisions from Classes VI to XII):
Total Number of Students Participated from Classes VI to XII:

School Level Teacher Coordinator's Name:
Email:
Mobile:

B. Discussion Specific Details

[Answer each question in 120 - 200 words.]

Week 1: Understanding Student Stress and Academic Pressures

1. What are the major sources of stress and academic pressure identified by students, and how do these affect their well-being, learning, and daily lives?
2. What changes do students recommend at the school and/or system level to reduce unhealthy academic pressure and create a more balanced, supportive learning environment?

Week 2: Emotional Well-being, Digital Life and Positive Relationships

1. What factors do students identify as affecting their emotional well-being, relationships and sense of belonging, including the influence of digital life and social media?
2. What changes do students recommend at the school and/or system level to strengthen emotional well-being, positive relationships and healthy digital habits?

Week 3: Drugs, Substance Abuse and Healthy Choices

1. What factors do students believe may influence young people towards tobacco, alcohol, drugs, or other harmful substances, and what challenges do they face in making healthy choices?
2. What measures do students recommend at the school and/or system level to strengthen prevention, awareness, peer support, and access to appropriate help?

Week 4: Building Resilience and Help-Seeking Behaviour

1. What situations do students identify as particularly challenging to their emotional well-being, what helps them cope, and what prevents them from seeking help when needed?
2. What measures do students recommend at the school and/or system level to strengthen resilience, reduce the stigma around help-seeking, and improve access to appropriate support?

C. Best Practices for Student Mental Health and Well-Being

Schools may optionally submit a **PDF** (maximum **10 MB** and **6 pages**) highlighting their best practices and interventions for promoting student mental health and well-being. An expert panel will select the best practices to feature in the National Compendium of the Conclave.

D. Student Details

[Heads of Schools may nominate one student from the ICSE Section and one student from the ISC Section. Schools without an ISC Section shall nominate only one student. Students from Class IX onwards shall be eligible to participate in the Regional and National-Level Conclaves.]

ICSE Section

Student Name:
Class:
Age:
Gender:
Contact:
Email:

ISC Section (If the School has ISC Section)

Student Name:
Class:
Age:
Gender:
Contact:
Email:

TO REGISTER

SCAN ME

E. Declaration

I hereby declare that the information furnished in this submission is true and accurate to the best of my knowledge and belief. I further confirm that the School has obtained and securely retained the duly completed Parental Consent Forms for official records.

ANNEXURE III

Council for the Indian School Certificate Examinations

Student Mental Health and Well-Being Conclave 2026

PARENTAL CONSENT FORM

Name of Student: _____ Age: _____
Class: _____ School: _____

I, the undersigned parent/legal guardian, hereby consent to my ward participating in the regional and/or National Student Mental Health and Well-Being Conclave 2026, organized by the Council for the Indian School Certificate Examinations (CISCE).

I understand that, for the purpose of registration, participation, conduct, and documentation of the Competition, CISCE may collect, use, process, and retain relevant personal information of the student, including name, school, class, participation/results, and other information necessary for the conduct of the Conclave, in accordance with applicable law.

I understand that such information may be shared, where necessary, with the student's school and authorized persons/agencies engaged by CISCE for organizing and conducting the Conclave.

I consent to photographs and/or video recordings of my ward taken during the Conclave being used by CISCE for official communication, documentation and public relations purposes, including CISCE's website, social media, publications, reports, press releases and other official communication platforms.

The consent is valid only for this Conclave and may be withdrawn by the parent/guardian at any time by notifying the School and the Council; such withdrawal shall take effect upon receipt and shall not apply retrospectively.

I confirm that I have read and understood the above and voluntarily provide my consent for the purposes stated.

Signature of Parent/Legal Guardian
Name: _____
Date: _____ Place: _____

School Verification
Name & Signature of School Head/Authorized Official: _____
School Seal

For queries relating to personal data:
Council for the Indian School Certificate Examinations (CISCE)
Email: ciscepr@cisce.org | Website: https://cisce.org/

CISCE STDUENT MENTAL HEALTH & WELL-BEING



CONCLAVE 2026

The conclave logo represents CISCE's collective commitment to student mental health and well-being. The four upward-looking face silhouettes symbolize teachers, students, parents, and policymakers working together towards positive outcomes. The rainbow strip reflects possibilities, diversity, and hope, while the uniform upward movement signifies shared aspiration and a collective vision for a healthier, more holistic and supportive educational environment.

Council for the Indian School Certificate Examinations (CISCE)
P 35-36, Sector VI, Pushp Vihar, Saket,
New Delhi – 110017, India