

Training Manual for Care Giver (House Father and House Mothers of Child Care Institutions)



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FOREWORD

Sexual offences against children are undoubtedly a violation of child's rights as these are the reflections of perverted, perpetuated and hatred feelings of adults who indulge in such acts driven by brutal and unsolicited gratification of their sexual needs. These harmful acts result in manifold effects on the lives of the child victims. Since each child victim develops his/her own coping mechanisms, the effects of sexual offences vary from child to child. Considering the serious nature of consequences of child sexual abuse, however, till recently, no single legislation was handling this aspect, other than certain provisions of IPC. As a result, there was no law to adequately penalize the perpetrators of such crimes. In order to deal with sexual offences, against children, the Government has enacted a special law, i.e. The Protection of Children from Sexual Offences Act (POCSO), 2012 which come into force from 14 November, 2012 along with Rules framed there under.

Some important features of this comprehensive gender-neutral Act, inter-alia, include child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through designated Special Courts. The Act defines six types of sexual offences for which provisions for penalty have been clearly defined. These six types comprise preventive sexual assault, aggravated penetrative sexual assault, sexual assault, aggravated sexual assault, sexual harassment and using child for pornographic purposes. The Act also calls for mandatory reporting of sexual offences. The Act further provides for 'in-camera' trial and prohibits revelation of victim's identity.

The Act also calls for effective role of different stakeholders in its implementation. Each stakeholder has a unique and crucial role to play at different stages of dispensing justice to the victims. Viewing the essential and vital role each stakeholder has to play, the Ministry of Women and Child Development, Government of India requested the Institute to develop training manuals in order to sensitize these stakeholders on various aspects of child sexual abuse with specific reference to implementation of POCSO Act and Rules, 2012. In view of this, the Institute has developed training manuals in respect of eleven stakeholders. These stakeholders are: Police/ SJPU; Chairpersons/ Members of Child Welfare Committee (CWCs); Superintendents and Caregivers of Child Care Institutions; Medical/ Health Professionals; District Child Protection Units (DCPUs); Counsellors, Social Workers and Special Educators; Faculty of Educational Institutions; Judicial Officers; media Professionals; NGOs/ Youth Clubs/ Youth Groups, Elected Representatives of Local Self Government. This training manual deals with one of these stakeholders.

I would like to place on record the efforts and services put in by Shri Rajvir Singh, Assistant Director and in charge of this project and his team comprising Ms. Nageshwari Singh (Project Assistant) and Sh. Sunil Kumar (Data Entry Operator) in developing these training manuals under the overall guidance and supervision of Dr. K.C George, Joint Director (PC). My sincere thanks go to all of them.

Table of Contents

		Page No.
i.	Abbreviations	
A	Introduction to the manual	
	Background	
	Training Module and Programme Schedule	
	Need of the Manual	
B	Role of the Facilitator	
	Introduction	
	Training innovations(methods and techniques)	
	Training games/ energizers	
	Facilitator's Check list : "Do's and Don'ts" for facilitators	
C	Inauguration and introduction	
	Registration	
	Introductory/ inaugural session	
	Rapport building / ice breaking	
	Pre-Training assessment	
D	Technical sessions	
Session: 1	Child rights : an overview of UNCRC & Constitutional Obligations	
Session: 2	Situational analysis of children an Overview	
Session: 3	Child Development: Concept, stages Social Issue related problems Development and Welfare.	
Session: 4	Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016	
Session: 5	Provisions of POCSO Act,2012 & POCSO Rules, 2012	
Session: 6	An overview of Integrated Child Protection Scheme (ICPS)	
Session: 7	Understanding role of different Nodal Bodies dealing with Child Rights & Child Protection in strengthening CCIs	
Session: 8	How to communicate and create a child-friendly environment in CCIs	
Session: 9	Child Care Institutions for Child In Need Of Care and Protection	
Session: 10	Management and Monitoring of Child Care Institutions	
Session: 11	Role & responsibilities of functionaries of CCIs (Officer-in-charge, Probation Officer or Child Welfare Officer, Case Worker, Rehabilitation- cum- Placement Officer)	
Session: 12	Role & responsibilities of House Father and House Mother) under J.J. system	
Session: 13	Ensuring essential diet/nutrition of Children in Child Care Institution's	
Session: 14	Minimum standards of care at Homes functioning under the JJ Act and ICPS	
Session: 15	How to implement Daily Routine of every child in an effective	

	manner and ensuring children participation	
Session: 16	How to communicate and create a child-friendly environment in CCIs	
Session: 17	Ensuring safety of children in CCIs (Emergency helpline, police, ambulance, fire First aid services / medical services etc..)	
Session: 18	How to communicate and create a child-friendly environment in CCIs	
Session: 19	Understanding psychology of children in Institutional setting and the effects of neglect, lack of stimulation and abuse on children policies & programs for children's	
Session: 20	Identification of Mental Health needs of Children in CCI's	
Session: 21	Technical Session : Innovative/Good Practices adopted by States/UTs in CCIs and sharing of success stories	
Session: 22	Technical Session : Field visit to SAA and Open Shelter/children home	
Session: 23	Technical Session : Developing strategy to provide better care and pro services to children in difficult circumstances (Group Work)	
	Post-Training Assessment & Concluding Session	
E.	Annexure	

		Abbreviations
S. No.	Abbreviations	Explanation
1	BLCPC	Block Level Child Protection Committee
2	CARA	Central Adoption Resource Authority
3	CCI	Child Care Institutions
4	CCL	Children in Conflict with Law
5	CIF	Child line India Foundation
6	CMO	Chief Medical Officer
7	CMPA	Child Marriage Prohibition Act
8	CNCP	Children in Need of Care and Protection
9	CPCRA	Commissions for Protection of the Child Rights Act, 2005
10	Cr. PC	Criminal Procedure Code
11	CTS	Child Tracking System
12	CWC	Child Welfare Committee
13	CWPO	Child Welfare Police Officer
14	DCPC	District Child Protection Committee
15	DCPO	District Child Protection Officer
16	DCPU	District Child Protection Unit
17	DLSA	District Legal Services Authority
18	GAWA	Guardians and Wards Act
19	HAMA	Hindu Adoption and Maintenance Act
20	HDI	Human Development Index
21	HIV/AIDS	Human Immuno-deficiency Virus/ Acquired Immuno-Deficiency Syndrome
22	ICDS	Integrated Child Development Services
23	ICPS	Integrated Child Protection Scheme
24	ICP	Individual Care Plan
25	IEC	Information, Education, and Communication
26	IMR	Infant Mortality Rate
27	IPC	Indian Penal Code
28	ITPA	Immoral Traffic Prevention Act, 1986
29	JJB	Juvenile Justice Board
30	LPO	Legal cum Probation Officer
31	NCC	National Charter for Children, 2004
32	NCPCR	National Commission for Protection of Child Rights
33	NGO	Non-Government Organization
34	NIPCCD	National Institute of Public Cooperation and Child Development
35	NPAC	National Plan for Action for Children, 2016
36	NPCL	National Policy on Child Labour
37	NPC	National Policy for Children, 2013
38	PCPNDT	The Pre-Conception and Pre-natal Diagnostic Technique (Prohibition of Sex Selection) Act, 1994
39	SCPCR	State Commission for Protection of Child Rights

40	SAA	Specialized Adoption Agency
41	SARA	State Adoption Resource Agency
42	SCPC	State Child Protection Committee
43	SCPS	State Child Protection Society
44	SFCAC	Sponsorship and Foster Care Approval Committee
45	SLSA	State Legal Services Authority
46	SJPU	Special Juvenile Police Unit
47	UNCRC	United Nations Convention on Rights of the Child
48	VLCPC	Village Level Child Protection Committee

Abbreviation

A. Introduction to the Manual

I. Background

A child is at its best inside the safety net of the family system, family is the only place where the child gets best kind of care and protection. It is best for a children survival they are to be placed inside the safety net of the family system. Because if they fall out of this safety net they are going to be at higher risk of being the target of abuse, child labour, trafficking for sexual exploitation, neglect, and many more other problems. They are to be subjected to Abuse is the deliberate act or series of actions which lead to harm. This includes, but is not limited to, verbal, physical, sexual, emotional and psychological abuse. Exploitation refers to the use of an individual for ones' own benefit, gratification or satisfaction. Harm refers to a negative impact on an individual's physical, emotional or behavioural health and well-being. Violence, abuse, neglect and exploitation often lead to an individual being harmed. Neglect manifests itself in not reacting, either deliberate or through carelessness, to an act or series of actions or events which lead to harm. to protect the children from being subject to these venerable situations

Child protection is the set of actions implemented when a child is identified as being at risk of being harmed, abused, neglected or exploited. It should be seen as an element of child safeguarding.

Due to a sudden collapse of support system which enables the child to develop and advance socially, psychologically, academically and professionally as a societal human being Children are institutionalized this lead to the sudden collapse of the safely net around the child which can be temporary or for a prolonged period depending on which the child's repatriation to support system and enabling environment should be based upon. Institution has to constantly look up for the enabling system through which the child can be repatriated to the society from where s/he comes. There are options that the child can go back to family which was dysfunctional for a time being for child's overall care and protection. Besides this when the environment which is dysfunctional for a child and can take a prolonged period to get back to normalcy, various non-institutional services such as adoption, foster care and sponsorship can be availed. While choosing these options a due diligence is to be kept towards child's preparedness in availing these options consciously and with a positive acceptance. For this the institution has to offer timely and periodically services of counselling, therapeutic (at psychological and psychiatric level) to the child on need basis and has to deal with various apprehensions and doubts of child in an utmost sensitive manner. The stakeholders in the institution should strive to be more vigilant and extremely receptive towards the doubts, fears, anxieties expressed by the child and to clear them with more positive attitude by making the child consciously realizing her/is capabilities and potential to achieve the best out of it. A non-judgmental attitude though a child centric perspective is inevitable to prepare a child for restoration and linking her/him to other non-institutional services. It is said that institution is the last resort for the child and that child to get a family with a caring and protecting environment is her/is social, psychological and legal right which should be the supreme motto of the stakeholders giving services in the institution

Children have a core nature i.e. a set of automatically triggered perceptions, priorities, values, and meanings that needs to be considered by the society. At the same time, they are the most sensitive

in nature and vulnerable to danger. All children have their own potential and talent, for which they need to be groomed well in order to make them self-reliant and empowered. The major responsibility of grooming the children is of the family and the society. However, the society needs to ensure the protection of the rights of the children in all aspects of the society.

Withdrawn from the social norms could lead to the development of an antisocial maladjusted individual which could be harmful for the sociality as well as the child itself. Regardless of knowing all these factors associated with the development and the growth of the child as a health personality now a day the status of the child in India is at higher risk and growing toward the higher side.

1.1 About Children Situation

As per the demographic data provided by the National Crime Record Bureau in 2016 as latest of all recorded data previously the status of Crime against the children in India given below a follow:

(States & UTs)

Crime Against Children (IPC + SLL) - 2014-2016

S. No.	State/UT	2014	2015	2016	Percentage State Share To All-India (2016)	Rank Based on Incidence / % share (2016)	Mid-Year Projected Children Population+ (in Lakhs) (2016)	Rate of Total Cognizable Crimes (2016)++	Rank Based on Crime Rate
1	2	3	4	5	6	7	8	9	10
STATES:									
1	Andhra Pradesh	2059	1992	1847	1.7	17	156.7	11.8	32
2	Arunachal Pradesh	134	181	133	0.1	29	4.7	28.3	13
3	Assam	1385	2835	3964	3.7	8	118.9	33.3	11
4	Bihar	2255	1917	3932	3.7	9	447.8	8.8	34
5	Chhattisgarh	4358	4469	4746	4.4	6	100.5	47.2	6
6	Goa	330	242	230	0.2	24	5.2	44.2	8
7	Gujarat	3219	3623	3637	3.4	11	206.8	17.6	26
8	Haryana	2540	3262	3099	2.9	13	92.8	33.4	12
9	Himachal Pradesh	467	477	467	0.4	21	21.6	21.6	22
10	Jammu & Kashmir	211	308	222	0.2	25	45.0	4.9	36
11	Jharkhand	423	406	717	0.7	19	131.5	5.5	35
12	Karnataka	3416	3961	4455	4.2	7	195.9	22.7	19
13	Kerala	2391	2384	2879	2.7	14	93.4	30.8	14
14	Madhya Pradesh	15085	12859	13746	12.9	3	300.8	45.7	7
15	Maharashtra	8115	13921	14559	13.6	2	378.5	38.5	9
16	Manipur	137	110	134	0.1	28	9.6	14.0	29
17	Meghalaya	213	257	240	0.2	23	10.0	24.0	17
18	Mizoram	178	186	188	0.2	27	3.7	50.8	5
19	Nagaland	25	61	78	0.1	32	6.7	11.6	33
20	Odisha	2196	2562	3286	3.1	12	140.4	23.4	18
21	Punjab	1762	1836	1843	1.7	18	87.7	21.0	23
22	Rajasthan	3880	3689	4034	3.8	10	285.4	14.1	30
23	Sikkim	93	64	110	0.1	30	2.0	55.0	4
24	Tamil Nadu	2354	2617	2856	2.7	15	202.0	14.1	31
25	Telangana	1930	2697	2909	2.7	16	111.7	26.0	21
26	Tripura	369	255	274	0.3	22	12.4	22.1	20
27	Uttar Pradesh	14835	11420	16079	15.0	1	885.8	18.2	24
28	Uttarakhand	489	635	676	0.6	20	38.5	17.6	25
29	West Bengal	4909	4963	7004	6.5	5	293.7	23.8	16
TOTAL STATE(S)		79758	84189	98344	91.9		4389.6	22.4	
UNION TERRITORIES:									

30 A & N Islands	50	102	86	0.1	31	1.4	61.4	2
31 Chandigarh	208	271	222	0.2	26	4.0	55.5	3
32 D&N Haveli	11	35	21	0.0	35	1.3	16.2	27
33 Daman & Diu	7	28	31	0.0	34	0.9	34.4	10
34 Delhi UT	9350	9489	8178	7.6	4	56.0	146.0	1
35 Lakshadweep	1	2	5	0.0	36	0.2	25.0	15
36 Puducherry	38	56	71	0.1	33	4.7	15.1	28
TOTAL UT(S)	9665	9983	8614	8.1		68.4	125.9	
TOTAL ALL INDIA	89423	94172	106958	100.0		4458.0	24.0	

S. No.	State/UT	Kidnapping & Abduction of Children											
		Kidnapping & Abduction (Total)			K & A (Section 363 IPC)			K&A in orderto Murder (Section 364 IPC)			Kidnapping for Ransom, etc (Section 364A IPC)		
		I	V	R	I	V	R	I	V	R	I	V	R
		21	22	23	21A	22A	23A	21B	22B	23B	21C	22C	23C
STATES:													
1	Andhra Pradesh	494	494	3.2	292	292	1.9	0	0	0.0	2	2	0.0
2	Arunachal Pradesh	56	60	11.9	28	31	6.0	0	0	0.0	0	0	0.0
3	Assam	2970	2970	25.0	502	502	4.2	5	5	0.0	11	11	0.1
4	Bihar	3257	3257	7.3	252	252	0.6	1	1	0.0	11	11	0.0
5	Chhattisgarh	1989	2054	19.8	1324	1387	13.2	2	2	0.0	3	3	0.0
6	Goa	88	102	16.9	87	99	16.7	0	0	0.0	0	0	0.0
7	Gujarat	1749	1815	8.5	910	958	4.4	0	0	0.0	8	8	0.0
8	Haryana	1282	1356	13.8	94	94	1.0	6	9	0.1	6	6	0.1
9	Himachal Pradesh	230	252	10.6	64	76	3.0	3	3	0.1	0	0	0.0
10	Jammu & Kashmir	167	168	3.7	165	166	3.7	0	0	0.0	2	2	0.0
11	Jharkhand	247	290	1.9	45	47	0.3	7	7	0.1	5	5	0.0
12	Karnataka	2144	2268	10.9	1895	2015	9.7	0	0	0.0	17	17	0.1
13	Kerala	157	166	1.7	56	61	0.6	0	0	0.0	1	1	0.0
14	Madhya Pradesh	6016	6119	20.0	3374	3462	11.2	2	2	0.0	7	8	0.0
15	Maharashtra	7956	8267	21.0	6481	6737	17.1	1	1	0.0	10	10	0.0
16	Manipur	62	67	6.5	6	6	0.6	0	0	0.0	0	0	0.0
17	Meghalaya	76	84	7.6	26	29	2.6	0	0	0.0	8	8	0.8
18	Mizoram	5	6	1.4	4	5	1.1	0	0	0.0	0	0	0.0
19	Nagaland	47	53	7.0	40	45	6.0	0	0	0.0	0	0	0.0
20	Odisha	1154	1167	8.2	841	853	6.0	1	1	0.0	2	2	0.0
21	Punjab	1031	1052	11.8	45	50	0.5	3	3	0.0	6	6	0.1
22	Rajasthan	1891	1952	6.6	736	784	2.6	0	0	0.0	1	1	0.0
23	Sikkim	11	11	5.5	6	6	3.0	0	0	0.0	0	0	0.0
24	Tamil Nadu	373	376	1.8	40	41	0.2	0	0	0.0	6	7	0.0
25	Telangana	759	791	6.8	427	449	3.8	0	0	0.0	1	1	0.0
26	Tripura	100	104	8.1	33	36	2.7	2	2	0.2	0	0	0.0
27	Uttar Pradesh	9657	9678	10.9	2091	2098	2.4	182	182	0.2	39	39	0.0
28	Uttarakhand	436	437	11.3	57	58	1.5	0	0	0.0	0	0	0.0
29	West Bengal	4178	4395	14.2	1529	1668	5.2	7	7	0.0	18	18	0.1
TOTAL STATE(S)		48582	49811	11.1	21450	22307	4.9	222	225	0.1	164	166	0.0
UNION TERRITORIES:													
30	A & N Islands	25	26	17.9	24	25	17.6	0	0	0.0	0	0	0.0
31	Chandigarh	145	159	36.3	96	107	24.0	0	0	0.0	0	0	0.0
32	D&N Haveli	10	10	7.7	10	10	7.9	0	0	0.0	0	0	0.0
33	Daman & Diu	20	28	22.2	18	26	19.8	0	0	0.0	0	0	0.0
34	Delhi UT	5935	6255	106.0	5931	6251	105.9	0	0	0.0	2	2	0.0
35	Lakshadweep	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
36	Puducherry	6	11	1.3	5	10	1.1	0	0	0.0	0	0	0.0

TOTAL UT(S)	6141	6489	89.8	6084	6429	89.0	0	0	0.0	2	2	0.0
TOTAL (ALL INDIA)	54723	56300	12.3	27534	28736	6.2	222	225	0.0	166	168	0.0

S. No.	State/UT	Kidnapping & Abduction of Children											
		K & A of girls to compel her marriage, etc (Sec. 366 IPC)			Procurement of minor girls (Section 366-A IPC)			Importation of Girls from Foreign Country (Section 366-B IPC)			Others (Sec.363A, 365, 367, 368 & 369)		
		I	V	R	I	V	R	I	V	R	I	V	R
		21D	22D	23D	21E	22E	23E	21F	22F	23F	21G	22G	23G
STATES:													
1	Andhra Pradesh	94	94	0.6	17	17	0.1	0	0	0.0	89	89	0.6
2	Arunachal Pradesh	5	5	1.1	2	2	0.4	0	0	0.0	21	22	4.5
3	Assam	676	676	5.7	1519	1519	12.8	0	0	0.0	257	257	2.2
4	Bihar	2193	2193	4.9	0	0	0.0	0	0	0.0	800	800	1.8
5	Chhattisgarh	337	338	3.4	0	0	0.0	0	0	0.0	323	324	3.2
6	Goa	0	0	0.0	0	0	0.0	0	0	0.0	1	3	0.2
7	Gujarat	761	766	3.7	0	0	0.0	0	0	0.0	70	83	0.3
8	Haryana	164	165	1.8	56	56	0.6	0	0	0.0	956	1026	10.3
9	Himachal Pradesh	120	127	5.6	0	0	0.0	0	0	0.0	43	46	2.0
10	Jammu & Kashmir	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
11	Jharkhand	92	92	0.7	2	2	0.0	0	0	0.0	96	137	0.7
12	Karnataka	78	78	0.4	1	1	0.0	0	0	0.0	153	157	0.8
13	Kerala	39	39	0.4	3	3	0.0	0	0	0.0	58	62	0.6
14	Madhya Pradesh	1554	1556	5.2	5	5	0.0	0	0	0.0	1074	1086	3.6
15	Maharashtra	754	771	2.0	7	7	0.0	0	0	0.0	703	741	1.9
16	Manipur	44	45	4.6	0	0	0.0	0	0	0.0	12	16	1.2
17	Meghalaya	4	4	0.4	7	7	0.7	0	0	0.0	31	36	3.1
18	Mizoram	1	1	0.3	0	0	0.0	0	0	0.0	0	0	0.0
19	Nagaland	0	0	0.0	0	0	0.0	0	0	0.0	7	8	1.0
20	Odisha	162	162	1.2	19	20	0.1	0	0	0.0	129	129	0.9
21	Punjab	702	709	8.0	25	26	0.3	0	0	0.0	250	258	2.8
22	Rajasthan	488	488	1.7	60	60	0.2	0	0	0.0	606	619	2.1
23	Sikkim	0	0	0.0	0	0	0.0	0	0	0.0	5	5	2.5
24	Tamil Nadu	277	277	1.4	2	2	0.0	0	0	0.0	48	49	0.2
25	Telangana	161	162	1.4	32	32	0.3	0	0	0.0	138	147	1.2
26	Tripura	44	44	3.6	0	0	0.0	0	0	0.0	21	22	1.7
27	Uttar Pradesh	7331	7345	8.3	0	0	0.0	0	0	0.0	14	14	0.0
28	Uttarakhand	10	10	0.3	1	1	0.0	0	0	0.0	368	368	9.6
29	West Bengal	497	497	1.7	706	727	2.4	5	7	0.0	1416	1471	4.8
TOTAL STATE(S)		16588	16644	3.8	2464	2487	0.6	5	7	0.0	7689	7975	1.8
UNION TERRITORIES:													
30	A & N Islands	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.7
31	Chandigarh	46	49	11.5	0	0	0.0	0	0	0.0	3	3	0.8
32	D&N Haveli	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
33	Daman & Diu	1	1	1.1	0	0	0.0	0	0	0.0	1	1	1.1
34	Delhi UT	1	1	0.0	1	1	0.0	0	0	0.0	0	0	0.0
35	Lakshadweep	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
36	Puducherry	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.2
TOTAL UT(S)		48	51	0.7	1	1	0.0	0	0	0.0	6	6	0.1
TOTAL (ALL INDIA)		16636	16695	3.7	2465	2488	0.6	5	7	0.0	7695	7981	1.7

S. No.	State/UT	Human Trafficking (Sections 370 & 370A IPC)			Selling of minors for prostitution (Sec 372 IPC)			Buying of minors for prostitution (Sec 373 IPC)			Unnatural Offences (Sec. 377 IPC)			Total IPC Crimes* against Children		
		I	V	R	I	V	R	I	V	R	I	V	R	I	V	R
		24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
STATES:																
1	Andhra Pradesh	2	2	0.0	0	0	0.0	0	0	0.0	7	7	0.0	589	594	3.8
2	Arunachal Pradesh	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	57	61	12.1
3	Assam	32	32	0.3	31	31	0.3	0	0	0.0	7	7	0.1	3077	3077	25.9
4	Bihar	14	62	0.0	0	0	0.0	0	0	0.0	9	9	0.0	3313	3361	7.4
5	Chhattisgarh	30	42	0.3	0	0	0.0	0	0	0.0	19	19	0.2	2175	2253	21.6
6	Goa	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.2	95	109	18.3
7	Gujarat	0	0	0.0	0	0	0.0	0	0	0.0	20	21	0.1	1920	2003	9.3
8	Haryana	4	4	0.0	0	0	0.0	0	0	0.0	59	59	0.6	1453	1533	15.7
9	Himachal Pradesh	0	0	0.0	0	0	0.0	0	0	0.0	4	4	0.2	246	268	11.4
10	Jammu & Kashmir	0	0	0.0	0	0	0.0	0	0	0.0	5	5	0.1	197	200	4.4
11	Jharkhand	69	97	0.5	0	0	0.0	0	0	0.0	5	5	0.0	346	424	2.6
12	Karnataka	11	31	0.1	0	0	0.0	0	0	0.0	5	5	0.0	2354	2517	12.0
13	Kerala	14	61	0.1	0	0	0.0	0	0	0.0	170	170	1.8	395	460	4.2
14	Madhya Pradesh	21	26	0.1	8	10	0.0	2	2	0.0	91	93	0.3	6496	6614	21.6
15	Maharashtra	10	53	0.0	3	3	0.0	0	0	0.0	120	123	0.3	8518	8908	22.5
16	Manipur	1	1	0.1	0	0	0.0	0	0	0.0	0	0	0.0	71	76	7.4
17	Meghalaya	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	83	91	8.3
18	Mizoram	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	6	7	1.6
19	Nagaland	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	50	57	7.5
20	Odisha	20	55	0.1	0	0	0.0	0	0	0.0	10	10	0.1	1210	1258	8.6
21	Punjab	4	4	0.0	1	2	0.0	0	0	0.0	61	61	0.7	1189	1214	13.6
22	Rajasthan	2	2	0.0	0	0	0.0	0	0	0.0	10	10	0.0	2098	2159	7.4
23	Sikkim	0	0	0.0	0	0	0.0	0	0	0.0	2	2	1.0	13	13	6.5
24	Tamil Nadu	2	3	0.0	0	0	0.0	0	0	0.0	0	0	0.0	475	495	2.4
25	Telangana	23	111	0.2	1	1	0.0	0	0	0.0	4	4	0.0	853	983	7.6
26	Tripura	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.1	106	112	8.5
27	Uttar Pradesh	20	23	0.0	9	9	0.0	2	2	0.0	491	491	0.6	10768	10799	12.2
28	Uttarakhand	1	1	0.0	0	0	0.0	0	0	0.0	3	3	0.1	449	450	11.7
29	West Bengal	38	59	0.1	67	77	0.2	2	2	0.0	23	23	0.1	4391	4645	15.0
TOTAL STATE(S)		318	669	0.1	120	133	0.0	6	6	0.0	1127	1133	0.3	52993	54741	12.1
UNION TERRITORIES:																
30	A & N Islands	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	26	27	18.6
31	Chandigarh	1	1	0.3	0	0	0.0	0	0	0.0	6	6	1.5	159	173	39.8
32	D&N Haveli	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	10	10	7.7
33	Daman & Diu	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	20	28	22.2
34	Delhi UT	21	93	0.4	2	2	0.0	1	1	0.0	114	115	2.0	6164	6558	110.1
35	Lakshadweep	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
36	Puducherry	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	9	14	1.9
TOTAL UT(S)		22	94	0.3	2	2	0.0	1	1	0.0	120	121	1.8	6388	6810	93.4
TOTAL (ALL INDIA)		340	763	0.1	122	135	0.0	7	7	0.0	1247	1254	0.3	59381	61551	13.3

S. No.	State/UT	Protection of Children from Sexual Offences Act(POCSO) r/w Section 376, 354, 509 IPC								
		Protection of Children from Sexual Offences Act (Total)			Child Rape (Sec 4 & 6 of POCSO Act) / Section 376 IPC			Sexual Assault of Children(Section 8 & 10 of POCSO Act) / Section 354 IPC		
		I	V	R	I	V	R	I	V	R
		39	40	41	39A	40A	41A	39B	40B	41B
STATES:										
1	Andhra Pradesh	830	834	5.3	459	463	2.9	237	237	1.5
2	Arunachal Pradesh	59	60	12.6	49	50	10.5	8	8	1.7
3	Assam	821	821	6.9	586	586	4.9	159	159	1.3
4	Bihar	233	233	0.5	170	170	0.4	26	26	0.1
5	Chhattisgarh	1570	1572	15.6	984	984	9.8	473	475	4.7
6	Goa	75	75	14.4	40	40	7.7	29	29	5.6
7	Gujarat	1408	1414	6.8	1054	1059	5.1	210	210	1.0
8	Haryana	1020	1020	11.0	532	532	5.7	346	346	3.7
9	Himachal Pradesh	205	209	9.5	146	150	6.8	54	54	2.5
10	Jammu & Kashmir	25	25	0.6	21	21	0.5	2	2	0.0
11	Jharkhand	348	348	2.6	205	205	1.6	81	81	0.6
12	Karnataka	1565	1602	8.0	1136	1165	5.8	264	267	1.3
13	Kerala	1848	1891	19.8	957	963	10.2	517	532	5.5
14	Madhya Pradesh	4717	4732	15.7	2467	2479	8.1	2106	2109	6.8
15	Maharashtra	4815	4885	12.7	2292	2333	6.1	2370	2396	6.3
16	Manipur	43	44	4.5	39	40	4.0	4	4	0.4
17	Meghalaya	151	152	15.1	122	123	12.2	26	26	2.6
18	Mizoram	167	184	45.0	99	105	26.7	62	71	16.7
19	Nagaland	27	29	4.0	21	22	3.1	5	6	0.7
20	Odisha	1928	1928	13.7	1258	1258	9.0	396	396	2.8
21	Punjab	596	599	6.8	410	411	4.7	172	174	2.0
22	Rajasthan	1479	1481	5.2	858	858	3.0	359	359	1.3
23	Sikkim	92	101	45.3	66	72	32.5	22	25	10.8
24	Tamil Nadu	1583	1628	7.8	1169	1188	5.8	211	234	1.0
25	Telangana	1158	1159	10.4	690	690	6.2	189	189	1.7
26	Tripura	156	156	12.6	108	108	8.7	48	48	3.9
27	Uttar Pradesh	4954	4954	5.6	2115	2115	2.4	2652	2652	3.0
28	Uttarakhand	218	219	5.7	91	91	2.4	35	36	0.9
29	West Bengal	2132	2140	7.3	718	719	2.4	374	381	1.3
TOTAL STATE(S)		34223	34495	7.8	18862	19000	4.3	11437	11532	2.6
UNION TERRITORIES:										
30	A & N Islands	49	50	36.0	1	1	0.7	0	0	0.0
31	Chandigarh	51	51	12.8	41	41	10.3	10	10	2.5
32	D&N Haveli	11	11	8.7	9	9	7.1	0	0	0.0
33	Daman & Diu	10	10	11.0	8	8	8.8	0	0	0.0
34	Delhi UT	1620	1639	28.9	813	828	14.5	766	769	13.7
35	Lakshadweep	5	5	27.8	2	2	11.1	0	0	0.0
36	Puducherry	53	60	11.4	29	31	6.2	13	18	2.8
TOTAL UT(S)		1799	1826	26.3	903	920	13.2	789	797	11.5
TOTAL (ALL INDIA)		36022	36321	8.1	19765	19920	4.4	12226	12329	2.7

S. No.	State/UT	Protection of Children from Sexual Offences Act(POCSO) r/w Sec 376, 354, 509 IPC								
		Sexual Harassmen(Section 12 of POCSO Act) / Section 509 of IPC			Use of Child for Pornography/Storing Child Pornography Material(Section 14&15)			Under Other Sections of POCSO Act		
		I	V	R	I	V	R	I	V	R
		39C	40C	41C	39D	40D	41D	39E	40E	41E
STATES:										
1	Andhra Pradesh	51	51	0.3	0	0	0.0	83	83	0.5
2	Arunachal Pradesh	0	0	0.0	0	0	0.0	2	2	0.4
3	Assam	19	19	0.2	0	0	0.0	57	57	0.5
4	Bihar	2	2	0.0	0	0	0.0	35	35	0.1
5	Chhattisgarh	19	19	0.2	1	1	0.0	93	93	0.9
6	Goa	6	6	1.2	0	0	0.0	0	0	0.0
7	Gujarat	7	7	0.0	1	1	0.0	136	137	0.7
8	Haryana	67	67	0.7	0	0	0.0	75	75	0.8
9	Himachal Pradesh	0	0	0.0	0	0	0.0	5	5	0.2
10	Jammu & Kashmir	2	2	0.0	0	0	0.0	0	0	0.0
11	Jharkhand	10	10	0.1	19	19	0.1	33	33	0.3
12	Karnataka	49	50	0.3	3	3	0.0	113	117	0.6
13	Kerala	39	41	0.4	4	5	0.0	331	350	3.5
14	Madhya Pradesh	44	44	0.2	0	0	0.0	100	100	0.6
15	Maharashtra	86	87	0.2	1	1	0.0	66	68	0.2
16	Manipur	0	0	0.0	0	0	0.0	0	0	0.0
17	Meghalaya	2	2	0.2	0	0	0.0	1	1	0.1
18	Mizoram	0	0	0.0	1	1	0.3	5	7	1.3
19	Nagaland	0	0	0.0	0	0	0.0	1	1	0.1
20	Odisha	16	16	0.1	1	1	0.0	257	257	1.8
21	Punjab	1	1	0.0	0	0	0.0	13	13	0.1
22	Rajasthan	12	13	0.0	3	3	0.0	247	248	0.9
23	Sikkim	3	3	1.5	0	0	0.0	1	1	0.5
24	Tamil Nadu	96	97	0.5	9	9	0.0	98	100	0.5
25	Telangana	178	178	1.6	0	0	0.0	101	102	0.9
26	Tripura	0	0	0.0	0	0	0.0	0	0	0.0
27	Uttar Pradesh	123	123	0.1	2	2	0.0	62	62	0.1
28	Uttarakhand	3	3	0.1	0	0	0.0	89	89	2.3
29	West Bengal	47	47	0.2	2	2	0.0	991	991	3.4
	TOTAL STATE(S)	882	888	0.2	47	48	0.0	2995	3027	0.7
UNION TERRITORIES:										
30	A & N Islands	0	0	0.0	0	0	0.0	48	49	35.3
31	Chandigarh	0	0	0.0	0	0	0.0	0	0	0.0
32	D&N Haveli	0	0	0.0	0	0	0.0	2	2	1.6
33	Daman & Diu	2	2	2.2	0	0	0.0	0	0	0.0
34	Delhi UT	41	42	0.7	0	0	0.0	0	0	0.0
35	Lakshadweep	0	0	0.0	0	0	0.0	3	3	16.7
36	Puducherry	9	9	1.9	0	0	0.0	2	2	0.4
	TOTAL UT(S)	52	53	0.8	0	0	0.0	55	56	0.8
	TOTAL (ALL INDIA)	934	941	0.2	47	48	0.0	3050	3083	0.7

Final Report													
S. No.	State/UT	Juvenile Justice (Care and Protection of Children) Act, 2000*			Immoral Traffic (Prevention) Act 1956			Child Labour (Prohibition & Regulation) Act, 1986- Total			Prohibition of Child Marriage Act, 2006		
		I	V	R	I	V	R	I	V	R	I	V	R
		42	43	44	45	46	47	48	49	50	51	52	53
STATES:													
1	Andhra Pradesh	22	26	0.1	3	3	0.0	2	2	0.0	19	19	0.1
2	Arunachal Pradesh	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
3	Assam	15	15	0.1	2	2	0.0	2	2	0.0	23	23	0.2
4	Bihar	12	80	0.0	2	2	0.0	0	0	0.0	0	0	0.0
5	Chhattisgarh	11	18	0.1	0	0	0.0	1	1	0.0	8	8	0.1
6	Goa	1	3	0.2	0	0	0.0	3	4	0.6	0	0	0.0
7	Gujarat	165	177	0.8	7	7	0.0	7	25	0.0	12	12	0.1
8	Haryana	43	43	0.5	0	0	0.0	0	0	0.0	14	14	0.2
9	Himachal Pradesh	7	7	0.3	0	0	0.0	0	0	0.0	0	0	0.0
10	Jammu & Kashmir	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
11	Jharkhand	4	4	0.0	0	0	0.0	0	0	0.0	4	4	0.0
12	Karnataka	66	117	0.3	7	9	0.0	23	46	0.1	51	51	0.3
13	Kerala	250	259	2.7	0	0	0.0	5	6	0.1	8	8	0.1
14	Madhya Pradesh	5	5	0.0	1	1	0.0	0	0	0.0	9	9	0.0
15	Maharashtra	344	412	0.9	13	14	0.0	93	114	0.2	16	16	0.0
16	Manipur	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
17	Meghalaya	4	4	0.4	0	0	0.0	0	0	0.0	0	0	0.0
18	Mizoram	12	16	3.2	3	4	0.8	0	0	0.0	0	0	0.0
19	Nagaland	1	2	0.1	0	0	0.0	0	0	0.0	0	0	0.0
20	Odisha	55	71	0.4	0	0	0.0	0	0	0.0	15	15	0.1
21	Punjab	20	83	0.2	1	1	0.0	0	0	0.0	8	8	0.1
22	Rajasthan	288	713	1.0	0	0	0.0	21	24	0.1	12	12	0.0
23	Sikkim	4	4	2.0	0	0	0.0	0	0	0.0	0	0	0.0
24	Tamil Nadu	242	354	1.2	2	4	0.0	0	0	0.0	55	55	0.3
25	Telangana	491	574	4.4	1	2	0.0	6	9	0.1	19	19	0.2
26	Tripura	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.1
27	Uttar Pradesh	54	54	0.1	8	11	0.0	6	11	0.0	3	3	0.0
28	Uttarakhand	5	5	0.1	0	0	0.0	0	0	0.0	1	2	0.0
29	West Bengal	44	58	0.1	5	8	0.0	4	4	0.0	41	41	0.1
TOTAL STATE(S)		2165	3104	0.5	55	68	0.0	173	248	0.0	319	320	0.1
UNION TERRITORIES:													
30	A & N Islands	0	0	0.0	0	0	0.0	0	0	0.0	1	1	0.7
31	Chandigarh	6	6	1.5	0	0	0.0	0	0	0.0	0	0	0.0
32	D&N Haveli	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
33	Daman & Diu	1	1	1.1	0	0	0.0	0	0	0.0	0	0	0.0
34	Delhi UT	78	200	1.4	1	1	0.0	31	136	0.6	1	1	0.0
35	Lakshadweep	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
36	Puducherry	3	6	0.6	0	0	0.0	0	0	0.0	5	5	1.1
TOTAL UT(S)		88	213	1.3	1	1	0.0	31	136	0.5	7	7	0.1
TOTAL (ALL INDIA)		2253	3317	0.5	56	69	0.0	204	384	0.0	326	327	0.1

S. No.	Crime Head	Non Cognizable	Total (Col.9+ Col.10+ Col.11+ Col.12)	Cases in Which Charge-sheets were Submitted	Total Cases Disposed off by Police (Col. 7+8+ 13+14)	Cases Pending Investigation at the End of the Year (col. 5 - (Col.6+15))	Charge-Sheeting Rate (Col.14/ Col.15) * 100	Pendency Percentage (Col.16/ (Col.5)) * 100
		12	13	14	15	16	17	18
IPC Crimes								
1	Murder	4	192	1493	1688	862	88.4	33.8
2	Abetment of Suicide of Child	0	6	31	37	34	83.8	47.9
3	Attempt to Commit Murder	1	26	191	218	330	87.6	60.2
4	Infanticide	1	48	28	76	59	36.8	43.7
5	Foeticide	1	93	55	148	43	37.2	22.5
6	Exposure and Abandonment	31	700	83	785	471	10.6	37.5
7	Kidnapping & Abduction	536	29155	19764	48967	32692	40.4	40.0
7.1	Kidnapping & Abduction	262	17829	5819	23679	18836	24.6	44.3
7.2	K & A in order to Murder	0	105	112	217	104	51.6	32.4
7.3	Kidnapping for Ransom	1	35	120	155	104	77.4	40.2
7.4	K & A of Women to Compel her for Marriage	76	6322	9122	15447	7383	59.1	32.3
7.5	Procuration of Minor Girls	28	994	1520	2517	2259	60.4	47.3
7.6	Importation of Girls from Foreign Country	0	2	2	4	2	50.0	33.3
7.7	Other Kidnapping	169	3868	3069	6948	4004	44.2	36.6
8	Human Trafficking	0	31	202	237	192	85.2	44.8
9	Selling of Minors for Prostitution	1	23	74	98	194	75.5	66.4
10	Buying of Minors for Prostitution	1	4	15	19	29	78.9	60.4
11	Unnatural Offences	0	71	1081	1156	375	93.5	24.5
SLL Crimes								
12	Protection of Children from Sexual Offences Act	35	1835	30891	32777	15283	94.2	31.8
12.1	Child Rape (Sec.4 & 6 POCSO)/ Sec. 376 IPC	21	924	17473	18439	8459	94.8	31.4
12.2	Sexual Assault of Children (Sec.8 & 10 POCSO)/Sec.354 IPC	14	700	10714	11418	4896	93.8	30.0
12.3	Sexual Harassment (Sec.12 POCSO)/509-IPC	0	36	637	673	437	94.7	39.4
12.4	Use of Child for Pornography/ Storing Child Pornography	0	6	33	39	30	84.6	43.5
12.5	Other Section of POCSO	0	169	2034	2208	1461	92.1	39.8
13	Juvenile Justice (Care and Protection of Children) Act, 2000	0	122	1825	1953	905	93.4	31.7
14	Immoral Traffic (Prevention) Act, 1956	0	0	51	51	72	100.0	58.5
15	Child Labour (Prohibition & Regulation) Act, 1986	0	8	139	147	255	94.6	63.4
16	Prohibition of Child Marriage Act, 2006	0	41	236	279	203	84.6	42.1
17	Other Crime Committed Against Children (IPC+SLL)	35	1065	7193	8264	3385	87.0	29.1
Total Crime Children		646	33420	63352	96900	55384	65.4	36.4

An overview of the Protection of Children from Sexual Offences (POCSO) Act, 2012

The Protection of Children from Sexual Offences Act (POCSO), 2012 strengthens the legal provisions for the protection of children from sexual abuse and exploitation. It provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. The Act provides for stringent punishments which have been graded as per the gravity of the offence. The Indian Penal Code (IPC) does not differentiate between adult and child victims whereas the POCSO Act specifically deals with sexual offences committed against children. The POCSO Act penalises sexual offences committed against both male and female child victims whereas the IPC does not take into account rape committed on a male child. The POCSO Act provides for the establishment of Special Courts for trial of offences and incorporates child-friendly procedures for reporting, recording of evidence, investigation and trial of offences. The Rules made under the POCSO Act provide for award of compensation, including interim compensation, to a child victim on the basis of criteria such as loss of education or employment opportunities, as well as consequences suffered as a result of the abuse such as disease, disability and pregnancy. The United Nations Children's Fund (UNICEF) defines child protection as the "strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict." As education systems have an important part to play in realizing child protection as children spend a significant amount of their childhood in the school environment, which is the next influential setting for the child after the family. Schools must mandatorily create and implement a Child Protection Policy and must efficiently include child protection into their processes, curriculum and staff recruitment. Bringing in the concept of child protection in education systems can lead to essential changes in the ways schools function, children's behaviour when attending school and the method in which teachers or school authorities interact with children. It is also an important part of the Delhi Commission for Protection of Child Rights (DCPCR) guidelines, which states that both parents of students and the teachers have to sign guidelines to ensure a safe environment when the child joins a school. Like rape, hitherto, including sexual offences against children, were dealt under IPC but a large number of offences against children were not adequately addressed by the existing laws. Such offences against children needed to be defined explicitly and countered through adequate penalties as effective deterrence. Therefore, to deal with such sexual offences against children, the Government brought in a special law "The Protection of Children from Sexual Offences Act, 2012". The Act came into force with effect from 14th November, 2012 along with the Rules framed there under. The POCSO Act, 2012 provides for protection of children from offences of sexual assault, sexual harassment and pornography with due regard to safeguarding the interest and wellbeing of children.

Definitions:

1. Aftercare means making provision of support, financial or otherwise, to persons, who have completed the age of eighteen years, but have not completed the age of twenty-one years, and have left any institutional care to join the mainstream of the society.
2. Best interest of child means the basis for any decision taken regarding the child, to ensure fulfilment of his basic rights and needs, identity, social well-being and physical, emotional and intellectual development.
3. Board means a Juvenile Justice Board constituted under section 4 of the JJ Act 2015
4. Case Worker means a representative from a registered voluntary or nongovernmental organisation who shall accompany the child to the Board or the Committee and may perform such tasks as may be assigned to him by the Board or the Committee
5. Child in Conflict with Law means a child in conflict with law who is alleged or found to have committed an offence and who has not completed eighteen years of age on the date of commission of such offence.
6. Child Friendly means any behaviour, conduct, practice, process, attitude, environment or treatment that is humane, considerate and in the best interest of the child.
7. Child Welfare Officer means an officer attached to a Children's Home, for carrying out the directions given by the Committee or, as the case may be, the Board with such responsibility as may be prescribed under the JJ Model Rules, 2016.
8. Child Welfare Police Officer means an officer designated as such under subsection (1) of section 107 of JJ Act, 2015.
9. Children's Court means a court established under the Commissions for Protection of Child Rights Act, 2005 or a Special Court under the Protection of Children from Sexual Offences Act, 2012, wherever existing and where such courts have not been designated, the Court of Sessions having jurisdiction to try offences under the Act
10. 'Child Care Institution' is a children home which provides care and protection to children, who are in need of such services; who are without parental care.
11. Child-Line Services means a twenty-four hours emergency outreach service for children in crisis which links them to emergency or long-term care and rehabilitation service.
12. District Child Protection Unit means a Child Protection Unit for a District, established by the State Government under section 106, which is the focal point to ensure the implementation of this Act and other child protection measures in the district
13. Fit Facility means a facility being run by a governmental organisation or a registered voluntary or non-governmental organisation, prepared to temporarily own the responsibility of a particular child for a specific purpose, and such facility is recognised as fit for the said purpose, by the Committee, as the case may be, or the Board, under sub-section (1) of section 51 of JJ Act, 2015.
14. Guardian in relation to a child, means his natural guardian or any other person having, in the opinion of the Committee or, as the case may be, the Board, the actual charge of the child, and recognised by the Committee or, as the case may be, the Board as a guardian in the course of proceedings.

- 15.** Heinous Offences includes the offences for which the minimum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment for seven years or more.
- 16.** Individual Care Plan is a comprehensive development plan for a child based on age and gender specific needs and case history of the child, prepared in consultation with the child, in order to restore the child's self-esteem, dignity and self-worth and nurture him into a responsible citizen and accordingly the plan shall address the following, including but not limited to, needs of a child: a) Health and nutrition needs, including any special needs; b) Emotional and psychological needs; c) Educational and training needs; d) Leisure, creativity and play; e) Protection from all kinds of abuse, neglect and maltreatment; f) restoration and follow up g) Social mainstreaming h) life skill training.
- 17.** Observation Home means an observation home established and maintained in every district or group of districts by a State Government, either by itself, or through a voluntary or non-governmental organization, and is registered as such, for the purposes specified in sub-section (1) of section 47 of JJ Act.
- 18.** Person-in-charge means a person appointed for the control and management of the Child Care Institution.
- 19.** Petty Offences includes the offences for which the maximum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment up to three years
- 20.** Place of Safety means any place or institution, not being a police lockup or jail, established separately or attached to an observation home or a special home, as the case may be, the person in-charge of which is willing to receive and take care of the children alleged or found to be in conflict with law, by an order of the Board or the Children's Court, both during inquiry and ongoing rehabilitation after having been found guilty for a period and purpose as specified in the order.
- 21.** Probation Officer means an officer appointed by the State Government as a probation officer under the Probation of Offenders Act, 1958 or the Legal-cum-Probation Officer appointed by the State Government under District Child Protection Unit.
- 22.** Relative in relation to a child for the purpose of adoption under this Act means a paternal uncle or aunt, or a maternal uncle or aunt, or paternal grandparent or maternal grandparent.
- 23.** Social Worker means a person with post graduate degree in Social Work, Sociology, Psychology, Child Development or a graduate with minimum seven years of experience in child education and development or protection issues, who is engaged by a Child Care Institution or authorized by District Child Protection Unit or State Child Protection Society or State Adoption Resource Agency or Central Adoption Resource Authority for preparing social investigation report or individual care plan of the child, child study report, home study report of prospective adoptive parent or foster parents, rendering post-adoption services, and performing any other functions as assigned to such person under the JJ Act, 2015 or the JJ Model Rules, 2016.
- 24.** Serious Offences includes the offences for which the punishment under the Indian Penal Code or any other law for the time being in force is imprisonment between three to seven years.

25. Special Juvenile Police Unit means a unit of the police force of a district or city or, as the case may be, any other police unit like railway police, dealing with children and designated as such for handling children under section 107.
26. Special Home means an institution established by a State Government or by a voluntary or non-governmental organisation, registered under section 48, for housing and providing rehabilitative services to children in conflict with law, who are found, through inquiry, to have committed an offence and are sent to such institution by an order of the Board.
27. State Government in relation to a Union territory, means the Administrator of that Union territory appointed by the President under article 239 of the Constitution.

Objectives

The main objectives of the training manual would be to:

- to orient the participants about the conceptual framework of child rights and protection and ground realities
- enable them to understand provisions under the Juvenile Justice Act, 2015 & Rules, 2016
- to enhance the knowledge about various laws, policies and programmes concerning children
- Sensitize them about their role and responsibilities under JJ. System & ICPS
- to orient the participants about the need of making CCIs safe for children, Empowerment of Children in CCIs
- To discuss about Identification of Mental Health needs of Children in CCI's.
- Orient them on Documentation and maintenance of records and registers.
- Enable them to find out Effective Strategies to provide better Care and Protection Services to children in need for Care and Protection & Children in conflict with Law in the State.

Programme Contents

The contents of the training programme would broadly include:

- Understanding Children's Vulnerability and Comprehending Implications of Children's Vulnerability
- Juvenile Justice (Care and Protection of Children) Act, 2015 and Model Rules, 2016: An Overview
- Integrated Child Protection Scheme (ICPS) : An Overview
- Understanding Children in Need of Care and Protection under JJ Act, 2015 and Model Rules, 2016 and Procedures in Relation to Children in Need of Care and Protection under JJ Act, 2015 and Model Rules, 2016
- Understanding Children in Conflict with Law under JJ Act, 2015 and Model Rules, 2016 and Procedures to be followed while dealing with Children in Conflict with Law under JJ Act, 2015 and Model Rules, 2016

- Communicating Effectively with Children: Do's and Don'ts
- Impact of Trauma and Abuse on Children
- Understanding the Need for Counselling and its Varied Approaches for Different Categories of Children
- Roles and Responsibilities of a house father and housemother
- Techniques to be adopted in case of Dealing with a Differently Abled Child and Skills required to be applied by Social Workers and Counsellors: Do's and Don'ts
- Techniques to be adopted in case a Child has Addiction or have Severe Mental/Psychological Disability and Skills required to be applied by Social Workers and Counsellors: Do's and Don'ts
- Techniques to be adopted in case a Child is Abused, Neglected and Exploited and Skills required to be applied by Social Workers and Counsellors: Do's and Don'ts

Participants

About 25-30 Housefather and Housemother from CCIs across will take part in the training programme

Methodology

The participants would be engaged in various forms of training methods like presentations, role play, mock sessions, lecture cum discussions, case studies, experience sharing etc. so that exchange of learning is maximized.

The day-wise breakup of programme schedule and training module is as under:

Programme Schedule (Five-day Duration)

Time	Topic	Suggested Speaker
Day 1		
9:00 a.m. - 9:30 a.m.	I: Registration and Pre-Training Assessment	Organising Team
9:30 a.m. – 10:00 a.m.	II: Introduction	Head of the organisation
10:00 a.m.- 10:30 a.m.	II: Ice Breaking	Organising Team
10:30 a.m. – 10:45 a.m.	Tea Break	
10:45 a.m. – 1:15 p.m.	Technical Session: Child rights : an overview of UNCRC & Constitutional Obligations	A legal Expert
1:15 p.m. – 2:15 p.m.	Lunch Break	
2:15 p.m. – 3:30 p.m.	Technical Session: Situational analysis of children an Overview	A Subject-matter Expert
3:30 p.m. - 3:45 p.m.	Tea Break	
3:45 p.m. – 5:00 p.m.	Technical Session: Child Development: Concept, stages Social Issue related problems Development and Welfare.	A legal Expert

11:00 a.m. – 12:00 p.m.	Technical Session: How to implement Daily Routine of every child in an effective manner and ensuring children participation	A Clinical Psychologist
12:00 p.m. – 1:15 p.m.	Technical Session: Identification of Mental Health needs of Children in CCI's	A Clinical Psychologist
1:15 p.m. – 2:15 p.m.	Lunch Break	
2: 15 p.m. – 3:30 p.m.	Technical Session: How to communicate and create a child-friendly environment in CCIs	A Subject-matter Expert
3:30 p.m. - 3:45 p.m.	Tea Break	
3:45 p.m. – 5:00 p.m.	Technical Session: Ensuring safety of children in CCIs (Emergency helpline, police, ambulance, fire First aid services / medical services etc..)	A Clinical Psychologist
Day 5		
9:30 a.m.- 10:45 a.m.	Technical Session: How to communicate and create a child-friendly environment in CCIs	A Subject-matter Expert
10:45 a.m. – 11:00 a.m.	Tea Break	
11:00 a.m. – 12:00 p.m.	Technical Session: Understanding psychology of children in Institutional setting and the effects of neglect, lack of stimulation and abuse on children policies & programs for children's	A Subject-matter Expert
12:00 p.m. – 1:15 p.m.	Technical Session: Identification of Mental Health needs of Children in CCI's	A Subject-matter Expert
1:15 p.m. – 2:15 p.m.	Lunch Break	
2: 15 p.m. – 3:30 p.m.	Technical Session : Innovative/Good Practices adopted by States/UTs in CCIs and sharing of success stories	An Expert Dealing with Children
3:30 p.m. - 3:45 p.m.	Tea Break	
3:45 p.m. – 4:15 p.m.	Technical Session : Field visit to SAA and Open Shelter/children home	An Expert Dealing with Children
4:15 p.m. – 5:00 p.m.	Technical Session : Developing strategy to provide better care and protection services to children in difficult circumstances (Group Work)	An Expert Dealing with Children
5:00 p.m-5:30 p.m.	Post-Training Assessment & Concluding Session	Organising Team Head of the Organisation

The problems face by House Father and House Mother (small brief)

- Lack of availability of resource supply as (food, clothing and infrastructural)
- minimum knowledge of laws and legislations about child care and protection among the house father and house mother
- minimal or no awareness about the programme, schemes and policies made by the government for providing better care and protection to the children placed under child care institution
- the economical support being provided to the house father and house mother for being working in childcare institution is counted to be very less as per the job responsibilities imposed on them
- the house father and house mother doesn't have proper information or knowledge about how to handle the traumatize or trauma effected children as they are not aware that these child need special care and support from the care provider at the childcare institution which happed to be the house father /housemother or both
- they need to sensitized about the physical, emotional, mental, psychological need pf every child is different depending upon the reason as well as the circumstance cause of which the child happened to be in the child care institution

Need of Training Manual for Trainer/Faculty

- the person/individual providing training to the house father and house mother must need to get aware and trained because for making other understand the need of the training one must need to undertint that what are the basic requirement or focus area for providing the training to the functionaries/ participation
- also manual acts as the blue print for the accomplishing goal or situation
- it help the instructor to plan its own activities and training to be based on the content provide in the manual

Objective of training manual

The main objectives of the training manual would be to:

- to orient the participants about the conceptual framework of child rights and protection and ground realities
- enable them to understand provisions under the Juvenile Justice Act, 2015 & Rules, 2016
- to enhance the knowledge about various laws, policies and programmes concerning children
- Sensitize them about their role and responsibilities under JJ. System & ICPS
- to orient the participants about the need of making CCIs safe for children, Empowerment of Children in CCIs
- To discuss about Identification of Mental Health needs of Children in CCI's.
- Orient them on Documentation and maintenance of records and registers.
- Enable them to find out Effective Strategies to provide better Care and Protection Services to children in need for Care and Protection & Children in conflict with Law in the State.

Need of the Manual:

Institutional care refers to the care, protection, rehabilitation and social reintegration of children in difficult and vulnerable circumstances. Child Care Institutions play a crucial role in effective care and protection of children. Hence, the functionaries of CCIs needs comprehensive training on child protection covering issues like situational analysis of children in India, child rights, child protection issues and concerns, International Conventions, legal provisions pertain to children etc. Additionally, Child Care Institutions also executes roles to oversee the implementation of the J.J Act, 2015 and the administrative domain of ICPS. An in-depth understanding of implementation framework of ICPS at State level and District level is necessary for the CCIs to implement the scheme (ICPS) effectively. Understanding the legislations related to children including the Juvenile Justice (Care and Protection of Children) Act, is imperative for providing a safety net to children.

Training Module and Programme Schedule

A tentative Training Module for carrying out a Training Programme for House father and House mother of CCI has been prepared. This five day Module is designed to help participants comprehend the Act and Model Rules better as well as understand the importance of counselling for varied categories of children. The five day programme covers key subject of relevance to the roles and responsibilities of participants underlying the necessity and relevance of legal framework and the schematic content of ICPS. The programme is a mix of theoretical constructs, context of child rights, legislations for child protection, understanding the need for counselling and its varied approaches for different categories of children, roles and responsibilities of a House Father and House Mother. Training techniques in the programme schedule include open house discussion, group work/role play/mock sessions etc.

The methodology (training innovation)

1. Brain Storming

- This method is generally made as a first step to generate interest and involvement of the trainees in the training activity.
- For this, the trainer asks the trainees to think of any ideas without evaluation or judgments.
- The quantity, not the quality, is what matters. Ideas can be discussed later for practical consideration.
- Sometimes ‘unwanted’ or seemingly ridiculous ideas lead to a more practical idea, which would otherwise not have been considered.

2. Interactive Talk

- This method is marked by encouraging the trainees to be quite active and analytical in their learning approach.
- They are also motivated to be inquisitive and anxious to know new things by asking questions and exploring alternatives.

3. Illustrative Talk

- This is a lecture method supplemented by the use of proper illustration using training materials, including audio-visual aids.
- Presentation of success stories and case studies is also one of the essential elements of this method.

4. Group Discussion

- Use of this method is based on the principle of the trainer taking on the role of a group promoter.
- This method is also an effective instrument of participatory learning, whereby the trainer acts as a group adviser, a group facilitator and a group torch bearer.

5. Panel Discussion

- The use of this method is marked by greater involvement of trainees in promoting participatory learning.
- In this situation the trainer’s role is limited to be that of coordinator and moderator of the discussion, in which the trainees as panellists act as catalyst agents of the learning process.

6. Role Play Exercise

- This is one of the most effective training methods of participatory learning, in which the trainees are provided an opportunity to put into action the skills learnt through the training.
- For this, an artificial situation is created, whereby every individual trainee is assigned a role which he/she enacts to demonstrate the skills learnt through the process of training.

7. Training Method

- This method is used not only to promote participatory learning, but also to make the best use of the mix of talent and skill of the individual trainees.
- In the workshop method the trainees are arranged into a number of groups, keeping in view their interests and areas of learning.
- In accordance to the leadership qualities demonstrated by some of the trainees during interactions with them, each group gets a leader to coordinate the discussions and present the decisions arrived at during the exercise.
- Each group is assigned a theme of discussion relating to the topic being covered during the training session.

8. Field Visit

This method has a special significance for providing the trainees an opportunity to use their skill in field situations.

The outcome of manual

The major outcome for this manual would be :

- encouraging the understand and the knowledge level of the house father and the house mother about how to be more sensitized in providing better care and support to the children placed in child care institutions
- this manual also help the facilitator to plan and execute the training programme in more effective and organized manner
- this manual will act a the blue print for planning and execution of the 5 day training programmed for the house father and house mother on providing better care and protection to the children placed in the child care institutions focused on the individualizes need of the children as separate

B. Role of the Facilitator

Introduction

Facilitator's check list: "do's and don'ts for facilitator"

ROLE OF FACILITATOR

Introduction:

A facilitator guides the participants in learning the skills presented in the course materials. They need to provide a safe, nurturing and open environment to discuss various concepts and relevant information in a manner sensitive to the needs, feelings and attitude of all the participants. The term facilitator is used instead of trainer since a facilitator does not provide ready answers or solutions but fosters a wider understanding of issues through the process of dialogue and discussion.

Guidelines for the facilitators:

In order to promote experiential learning through optimum participation and interaction, the facilitators should pay attention to the following aspects:

Dear Facilitators,

- This training manual is developed to facilitate and prepare you for conducting a 5-day Training Manual for care giver (house father and house mother) of CCIs
- You are expected to go through the entire module and prepare yourself to conduct the training efficiently.
- Each session per day is detailed out. Make sure that you have read the day's sessions before initiating the programme.
- You will also need to plan and manage the time at your disposal so that all sessions are given the required attention and importance.

Training Environment:

The facilitator should promote a friendly and cooperative environment. It is important to:

- Respond positively to questions from participants.
- Acknowledge the responses of all participants to encourage their continued attention and participation. It can be done with an encouraging comment such as “thank you” or a nod.
- If a participant has missed the point, it is important to ask for clarification or ask another participant for a response or suggestion.

Setting Ground Rules:

It is beneficial to set some ground rules based on consensus at the beginning of the training in order to ensure:

- Fairness and sensitivity within the training.

- Participants must respect each other's right to participate and share thoughts.
- Participants ask questions in a positive, open and accepting atmosphere.

Appropriateness of the Training:

- Although the contents and design of the training manual are standardized for convenience, the facilitator should adapt ideas and concepts to suit local needs.
- The medium of training and instructions should always be in the language best understood by the participants. Sometimes a mixed language approach may be followed if needed.

Prepare:

- Make sure that all your participants are aware about the training programme.
- There is proper arrangement of boarding and lodging for the participants.
- There is sufficient space for group activities.

Instructions:

- Base your discussion on the needs of the trainees and on the tasks they are expected to do.
- Concentrate on the essential aspects related to children and functioning of CCIs (Care Giver House Father and House Mother) Make sure that all the training formalities are taken care of.
- The "Directions for Facilitators" has been designed to guide them for an effective session.
- Key points to be kept in mind while conducting the session are as under:

Time Management: A pre-defined time has been allocated for each session. However, it is to be ensured that the training should be completed within the duration of Five days. The Facilitator should take care to assign adequate time for the activities listed during the session.

Guided Objectives: every session has a distinct objective, which needs to be reviewed before the beginning of each session.

Recapitulate: At the beginning of each day during the training, a recap of previous day session should be done with the participants. Any gaps can be thus fulfilled after the feedback of the previous day.

Training Approach: The Facilitator should focus on improvising the group activity as per the group of trainees. The experiences of the trainees should be utilized for enriching the session as well.

Feedback and Evaluation: At the end of the training, the Facilitator should take feedback from the trainees, along with their suggestions so that gaps can be addressed in consequent trainings.

Energizers and Jogs: This can be carried out for rapport building among the participants.

In order to ascertain the level of knowledge of functionaries of CCIs, a Pre Training Assessment Proforma would be administered at the beginning so that adequate inputs can be incorporated while conducting the training sessions.

After attending the five days training programme, Post Training Assessment Proforma would be administered to ascertain the knowledge gained by functionaries of CCIs.

**Facilitator's Check List: Some "Do's and Don'ts" for the facilitators
The Facilitators MUST...**

1. Read the manual thoroughly before and work through the activities in each session to be familiar with the responses and explanations required.
2. Be well prepared on the goals and structure of the training program.
3. Make the sessions simple and easy to understand.
4. Demonstrate enthusiasm for the topics covered in the training and for the work that the participants are doing.
5. Be receptive to each participant's questions and needs.
6. Ensure each participant gets a chance to be heard.
7. Ensure everyone takes part in the discussion and encourage participants to go beyond one-word responses.
8. Practice mock sessions with colleagues before conducting the actual training.
9. Be available to the participants even after the sessions for answering questions/queries of the participants.
10. Think of and be prepared with a lot of energizers to be conducted in between sessions.

The facilitators must ensure that they:-

1. DON'T cut off discussion because it may make them uncomfortable.
2. DON'T let participants ridicule or otherwise not listen to one another.
3. DON'T skip any discussions and questions.
4. DON'T dominate the discussion or lead them from their own reference point and perspective.
5. DON'T be judgmental.
6. DON'T make the participants feel targeted.

7. DON'T raise voice or express negative emotions verbally and/or non-verbally (through facial expressions or any other gesture) to control the flow of discussions.

C. Inauguration and Introduction

- **Registration**
- **Introductory/Inaugural Session**
- **Pre-Training Assessment**
- **Reference Material**

Session I: Registration and Pre-training

Assessment Session II: Introductory

Session

Session III: Ice-

breaking Session

Learning Objectives:

- To make the participants aware about the objectives and contents of the training programme.
- To help the participants to open up develop rapport with each other.

Material Required:

- Flip Chart, Marker, Projector, Computer, Pre-training Assessment Form etc.

Duration:

Session I: 30

minutes Session II:

30 minutes

Session III: 30

minutes

Instruction for Sessions I, II and III:

Session I: Registration and Pre-training Assessment

- Distribute registration forms to the participants.
- Match the registration forms with the list of confirmed participants.
- Distribute the training kit to the participants.
- Ensure that the training kit shall have copies of the following:
 - Programme Schedule
 - Registration Form
 - TA form, if applicable
 - Local Conveyance Form, if applicable
 - Note Pad and Pen
 - Copy of POCSO Act

- Copy of POCSO Rules
- Any other reading material relevant to the participants.

- Explain why pre training assessment is important.
- Distribute the pre training assessment questionnaire to the participants.
- Instruct them to fill the form in 10 minutes.
- Collect the questionnaire for analysis.

Session II: Introductory Session

- Welcoming the participants.
- Introductory remarks by the Head of the Institute.
- Ensure that the introductory session shall highlight the following:
- Introduction to the training schedule, Briefing of the running programme, objectives, programme schedule, working hours, punctuality, leave rules, etc.

Session III: Ice-breaking Session

- Carry out at least two activities to establish rapport among participants.
- Ask the participants whether they need to have ground rules for the training programme or not.
- Ask them why ground rules are important in training programme.
- Let the participants come up with their own set of rules for the training programme.
- Quickly write down the responses on the flip chart/chart paper.
- Paste the flip chart at a place where it is visible to all the participants.

Pre-training is carried out to assess the knowledge level of the participants prior to the training programme. The following questions can be used as a pre-training assessment tool:

Pre-Training Assessment Form

Note: Please read each question and answer the same as per your best knowledge and understanding. This is a group training exercise and not your individual assessment.

S.no.	Question	(Tick the correct option)	
1	Which is the year for "The Declaration of the Rights of Child"?	(a)1967 (b)1962 (c)1960 (d)1959	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Integrated Child Protection Scheme was launched in the year?	(a) 2009-2010 (b) 2011-2012 (c)2013-2014 (d) 2015-2016	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	What does good parenting require?	(a) providing a positive role mode (b) encouraging productive behavior (c) engaging in adequate supervision (d) all of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Who are the most physically abused children?	(a) older children (b) infants (c) teenagers (d) toddler	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 is more obvious than neglect because the injury is visible.	(a) fatal alcohol syndrome (b) abandonment (c) physical child abuse (d) divorce	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Which of the following can negatively affect children?	(a) racism (b) language barriers (c) poverty (d) all of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7are the most frequent physical abusers of children.	(a) Babysitters (b) Relatives (c) Parents (d) Teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	In India, child sexual abuse is also dealt by the ----- Act.	(a) Juvenile Justice (b) Domestic Violence (c) Equal Remuneration (d) Child Labour Prohibition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	A child who is alleged to have committed an offence is called:	(a)Child in need of care and Protection (b) Child in contact with law (c) Child in conflict with law	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		(d) None of the above	
10	A child in conflict with law is also a:	(a) Child in contact with law (b) Child in need of care and Protection (c) both a and c (d) None of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	Counselling is a profession that aims to	(a) Promote personal growth and productivity (b) Provide a successful diagnosis in psychopathology (c) Ensure that clients are on the correct medication (d) Solely address behaviour	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	Empathy involves	(a) Feeling sorry for someone (b) Putting others before yourself (c) Putting yourself in someone else's shoes (d) Putting yourself before others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	A child writes with his / her left hand and is comfortable doing things with it, she / he should be	(a) Discouraged (b) Made to write with the left hand (c) Send to seek medical help (d) None of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14	Which indicates the change in the quality or character of a child?	(a) Growth (b) Development (c) Learning (d) Environment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15	The best place of social development for a 12 years old child is ____	(a) Neighborhood (b) Family (c) Playground (d) School	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16	Nature of children are like	(a) Imitative (b) Constructive (c) Imaginative (d) Destructive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17	Adolescents may experience	(a) feeling of self-actualization (b) anxiety and concern about themselves (c) feeling of fear about sins committed in childhood (d) all of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18	Juvenile Justice (Care and Protection of Children) Act was first passed by the Government of India in?	(a) 1984 (b) 1993	<input type="checkbox"/> <input type="checkbox"/>

		(c) 2000 (d) 2004	<input type="checkbox"/> <input type="checkbox"/>
19	When was the POCSO (Protection of Children from Sexual Offences) Act passed?	(a) 1983 (b) 2004 (c) 2012 (d) 2013	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
20	The most common forms of treatment for victims of sexual assault are:	(a) Counselling by telephone (b) Individual therapy (c) Group Therapy (d) b & c	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
21	Which ONE of the following methods is included in strategies that add depth and enhance the counselling relationship?	(a) Probing and leaden (b) Attending and encouraging (c) summarizing (d) Responding to nonverbal cues	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
22	Counselling is	a) A relationship of trust b) Getting emotionally involved with the client c) Giving advice d) Looking at a client's problems from your own perspective,	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
23	The counselling process is	(a) To develop a relationship with the child (b) Preaching (c) Asses the problem (d) Both a & c	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
24	The transition from child to adult involves a change in	(a)status (b)rights (c)responsibilities (d)all of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
25	Why might a victim not report an offence?	(a) The victim believes the police will successfully apprehend the offender (b) the victim believe a offence has been committed (c) the victim might be scared of the accessed (d)none of the above	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Keys:

- | | | |
|-----|---|-------|
| 1. | D | 14. B |
| 2. | A | 15. C |
| 3. | D | 16. A |
| 4. | B | 17. D |
| 5. | C | 18. C |
| 6. | D | 19. C |
| 7. | C | 20. D |
| 8. | A | 21. D |
| 9. | C | 22. A |
| 10. | B | 23. D |
| 11. | A | 24. C |
| 12. | C | 25. D |
| 13. | C | 26. C |

D. Technical sessions

Technical Session I: Child Rights: An overview of UNCRC & Constitutional Obligations

Learning Objectives:

- To orient the participants about UNCRC and other international instruments and national laws
- To enable them to understand and contextualize UNCRC to the rights of children

Methodology:

- Presentation
- Discussion

Duration: 2 hour 45 minutes

Outcomes:

Participants will be able to learn about the basic concept on child rights and its evolution in the country. They would especially learn about various international instruments and national laws evolved to give a realistic shape to the concept of child rights.

Contents:

- What are child rights
- Importance of their realisation
- Ensuring their realization
- UNCRC and other International Conventions
- National Policy for Children
- Meaning of Child Protection
- Explaining the principles of child protection and premises of their formulation
- Skills required to ensure the effective implementation of these principles

Tips for the Facilitators/Resource Persons:

- This session is meant to make the participants understand and contextualize the concept of child protection, more specifically the child rights in the context of UNCRC and other international instruments and national laws.
- As this is a theoretical session try to seek as much participation as possible.
- Link the participants view points with the available literature.
- Read/review the ppt carefully before conducting the session.
- Have updated data and knowledge on the topics.
- Keep track of the time as its is an extensive session with limited time.

Reference Material for Technical Session I: Child Rights and Child Protection: An
Overview

CONTENT

- What are child rights
- Importance of their realisation
- Ensuring their realization
- UNCRC and other International Conventions
- National Policy for Children
- Meaning of Child Protection
- Explaining the principles of child protection and premises of their formulation
- Skills required to ensure the effective implementation of these principles

Explaining Child Rights

According to United Nations Convention on the Rights of the Child (UNCRC) Child Rights are the minimum entitlements and freedoms that should be afforded to every person below the age of 18 regardless of their race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics.

There are four basic umbrella child rights, which can be further broken down into smaller aspects to ensure that they are duly realised:

- Right to Survival:** A child's right to survival begins before a child is born. This right can be realised by fulfilling certain aspects of it so that this right might be realised in its true sense –
 - Right to be born
 - Right to minimum standards of food, shelter and clothing
 - Right to live with dignity:
 - Right to health care
 - Right to safe drinking water
 - Right to nutritious food
 - Right to a clean and safe environment, and information to help them stay healthy
- Right to Protection:** A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere. This right can be realised by fulfilling certain aspects of it so that this right might be realised in its true sense -
 - Right to be protected from all sorts of violence
 - Right to be protected from neglect
 - Right to be protected from physical and sexual abuse
 - Right to be protected from dangerous drugs:
- Right to Participation:** A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child. This right can be realised by fulfilling certain aspects of it so that this right might be realised in its true sense -

- Right to freedom of opinion
 - Right to freedom of expression
 - Right to freedom of association
 - Right to information
 - Right to participate in any decision making that involves him/her directly or indirectly
 - Right to Development:** Children have the right to all forms of development: emotional, mental and physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition. This right can be realised by fulfilling certain aspects of it so that this right might be realised in its true sense -
-
- Right to education
 - Right to learn
 - Right to relax and play
 - Right to all forms of development – emotional, mental and physical

In addition to these rights, Universal Declaration of Human Rights in 1948 declared that Right to Education should be stressed upon along with the list of pre-existing rights. It was previously considered under the Right to Development but now has been enacted by Government of India as the Right of Children to Free and Compulsory Education Act on August 2009. As per the act, education is a fundamental right of every child who is between 6 and 14 years old. The act also states that until the completion of elementary education, no child shall be held back, expelled or required to pass a board examination. There is also a provision for special training of school drop-outs to bring them up at par with students of the same age.

Importance of their realisation

These rights ensure that all children have a life of freedom and their civil rights in a family environment are duly realized. These rights provide for basic measures to ensure that fundamental rights of a child are realized so that their civil, social, political, social, economic and cultural liberties are not compromised.

Looking at the broader aspect of realization of these rights means understanding the fact that they are designed to ensure holistic development of a child in true sense. Certain aspects of life like education, healthcare, food, medical care, shelter and leisure etc. might be necessary for a child to be fulfilled in a manner that helps the child to blossom into an emotionally and psychologically healthy adult.

If these rights are not realised then this might lead to the child developing disorders or hinder the child's development in a manner that his/her full potential is not realised.

Ensuring their realization

Realisation of these rights is the responsibility of State as well as the basic family structure so that the child realises his/her full potential. It was believed that for overall and harmonious development of a child, certain principles needs to be laid down which would ensure realisation of all child rights in a manner which facilitates achievement of holistic well-being of a child.

A number of conventions were drafted which stated the role of State in ensuring realisation of the rights of children. These conventions stated that safety and well-being of children is paramount which might be ensured by strengthening and preserving families, is the best way to promote the healthy development of children including stopping violence in the family.

These conventions made the State responsible for performing their role in developing services that are focused on the family as a whole; promoting the healthy development of children and youth, preparing youth emancipating from the foster care system for self-sufficiency and independent living.

The ratified States need to make sure that the services focus on prevention, protection, or other short or long-term interventions to meet the needs of the child and the best interests of the child is delivered in a manner that is respectful and builds on the strengths of the community and cultural groups.

UNCRC and other International Conventions

In 1924 League of the Nations adopted Geneva Declaration of the Rights of the Child wherein following points of consideration were noted:

1. Every child must be given the means required for its normal development, both materially and spiritually.
2. Every child that is hungry must be fed, every child that is sick must be nursed, every child that is backward must be helped, every delinquent child must be reclaimed, and the orphan and the waif must be sheltered and succoured.
3. The child must be the first to receive relief in times of distress.
4. The child who might be in a position to earn a livelihood, and must be protected against every form of exploitation.
5. Every child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.

In 1959 the United Nations General Assembly adopted its first Declaration of the Rights of the Children, meanwhile the United Nations Human Rights Commission group started to work on the draft of the [Convention on the Rights of the Child \(CRC\)](#). It took nearly 30 years to complete the work on the CRC and the Convention was adopted by the United Nations General Assembly.

The United Nations Convention on the 'Rights of the Child' is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child).

It is essentially a 'promise to all children' to respect, protect and fulfil all of their human rights. It is one of the most comprehensive of all the human rights treaties containing a complete list of civil and political and social, cultural and economic rights. On the 2nd September 1990 the United Nations Convention on the Rights of the Child was entered into force.

Some of the important aspects of UNCRC are:

- It applies equally to both girls and boys up to the age of 18, even if they are married or already have children of their own.
- The convention is guided by the principles of 'Best Interest of the Child' and 'Non- discrimination' and 'Respect for Views of the Child.'
- It emphasises the importance of the family and the need to create an environment that is conducive to the healthy growth and development of children.
- It obligates the state to respect and ensure that children get a fair and equitable deal in society.

On June 17, 1999 the Worst Forms of Child Labour Convention was adopted, this outlined five of the worst forms of labour as

- Slavery or similar practices, such as the sale or trade of children or the use of children in debt bondage or serfdom;
- Obligatory or forced work, including the compulsory recruitment of children for use in armed conflicts;
- The recruitment, use or offer of a child for involvement in prostitution, pornographic material or pornographic shows;
- The use, recruitment or offer of a child for illicit activities, notably in the production or trafficking of drugs, as defined in the specific international treaties;
- Work which, by its very nature or the conditions in which it is undertaken, is likely to jeopardise the health, safety or morality of children.

The convention came out as an immediate action required to stop all of these labour practices and a series of action plans to eliminate these were rolled out.

In May 2000, Optional protocols to the CRC are adopted by the UN, specifically n the Involvement of Children in Armed Conflicts, and On the Sale of Children, Child Prostitution and Child Pornography were adopted. This restricted the employment of children in any of the said areas of work as it might be deemed harmful for them.

National Policy for Children

National Policy for children, 1974 was reviewed and 2013 policy replaced it by expanding its focus on rights of a child. NPC constitutes a comprehensive set of measures to ensure the development of children that is divided into four sections:

- a) Survival, health and nutrition.
- b) Education and Development.
- c) Protection
- d) Participation

Features of the National Policy for Children, 2013

- Defines any individual below the age of 18 years as child,
- The best interest of the child should be a primary concern in all actions and decisions affecting children and family environment as the most conducive for all-round development of children.
- The policy would guide and inform all laws, policies, plans and programmes affecting children and all other actions of national, state and local Governments in relation to population below 18 years.
- As per the policy, every child has a right to be safeguarded against hunger, deprivation and malnutrition and the State would commit to securing this right through access, provision and promotion of required services and supports for holistic nurturing.
- The State shall also take all necessary measures to improve maternal health care, secure the right of the girl child and address discrimination of all forms in schools and foster equal opportunity.
- As per the policy, the state would take special protection measures to secure the rights and entitlements of children in difficult circumstances, in particular but not limited to, children affected by migration, displacement, communal or sectarian violence, civil unrest, disasters etc.
- Children of women in prostitution, children forced into prostitution and other abused and exploited children, those affected by HIV/AIDS, children with disabilities would also be eligible for state protection by the state.
- It focuses on the prevention of disabilities. Since it has been estimated that a large percentage of disabilities in India are preventable, so it is expected that with early interventions, further disabilities could be treated and managed, after which rehabilitation and social support measures need to be provided.
- It recognizes that, at times, children with disabilities are not given access to education and may be in need of additional care and protection. They are included in a larger group of vulnerable children who need to be tracked and have access to their right to education.
- It highlights the need for schools to be inclusive and for the availability of trained teachers and special educators, appropriate pedagogy and education material, barrier-free access for mobility, functional toilets and co-curricular activities towards the development of a child's fullest potential and autonomy, as well as dignity and self-worth.
- It specifically states that the views of children with disabilities must be promoted and strengthened within the family, community, schools and institutions, different levels of governance, as well as in judicial and administrative proceedings concerning them.
- It is the first policy document in India that specifically highlights "disability" as a ground for discrimination that must be countered.
- The National Child policy also strives to create convergence and co-ordination across different sectors and levels of governance, partnerships with all stakeholders, setting up of a comprehensive knowledge base, provision of adequate resources; and sensitization and capacity development of all those who work for and with children.

Meaning of Child Protection

Child Protection refers to drawing a safety net for children from any potential danger which maybe from known or unforeseen sources. This net might be a response to withstand the incidence of abuse,

exploitation, neglect or violence against children in any form or place. It facilitates children accessing their rights of survival, development, participation and growth. This protection in broader terms may include protection them from being engaged in commercial sexual exploitation, trafficking, child labour and other traditional practices which might be harmful for them like genital mutation, foot binding, child marriage etc.

Child protection is tangible form of child rights which means that child protection provides for a structure to ensure that child rights are duly realised. The framework consists of various duty bearers such as the departments of the government, police, school, civil society, who all have roles to play to ensure that a child's rights are met, and in the case that a child's rights are violated that the violator be brought to justice and care be provided to the child. Child protection is not only treatment, but should also be preventive.

The protection of children is not just from danger when it has been drawn on them also from any situation which might result into a perceived risky condition like homelessness, dysfunctional family dynamics, addict parent(s), orphans etc.

So the broad concept of child protection can be understood in three different aspects which are:

- Prevention
- Intervention
- Rehabilitation

Prevention aspect of child protection includes sensing the perceived dangers and responding to it intelligently so that the potential harm to the child can be avoided even before it has happened. This requires a strong legal structure which is facilitated by equally strong monitoring mechanism with all the processes and protocols in place to identify vulnerable children. This structure also has to be supported by an active civil society which plays its role by generating awareness around the issue and detecting social structures/institutions which might not be explicitly visible to the State.

Intervention aspect of child protection comes into place when the perceived danger has been detected or the child is already placed into a damaging situation from which s/he needs to be rescued. This requires requisite laws policies to be in place which would design a legit process to intervene in these situations and then rescue the child. The laws need to reinforce some form of penance for the person who might be responsible for pushing the child into the self-destructive situation.

Rehabilitation aspect of child protection needs to be set in place by setting up for mechanisms or structures which would be relied on once the child has been rescued from the danger. The children would then be placed in institutions which need to be specifically designed to ensure that the child thoroughly recovers from the trauma of the self-destructive event as well as is placed into an environment which does not pushes it towards repeating the actions which might have led to developing the problem in first place.

Explaining the principles of child protection and premises of their formulation

The principles of child protection are:

- **Principle of Presumption of Innocence:** This principle states that the child is to be presumed to be an innocent of any mala fide or criminal intent up to the age of 18 years.
- **Principle of Dignity and Worth:** This principle states that every child is entitled to be treated with equal dignity and rights, even if s/he has been apprehended on attempted criminal offences.
- **Principle of Participation:** This principle states that every child who has been brought under the jurisdiction needs to be heard and should be allowed to participate in all processes and decisions affecting his interests.
- **Principle of Best Interest:** This principle states that all decisions taken by any stakeholder needs to be evaluated on the primary consideration that they are in the best interest of the child and to help the child to develop full potential.
- **Principle of Family Responsibility:** This principle states that primary responsibility of care, nurture and protection of the child is of the biological family or adoptive or foster parents, which means that every attempt needs to be made to unite the child within the established family structure.
- **Principle of Safety:** This principle states that all measures need to be taken to ensure that the child is safe and is not subjected to any harm, abuse or maltreatment while in contact with the care & protection system, and thereafter.
- **Principle of Positive measures:** This principle states that every decision by any stakeholder of the child needs to promote well-being, facilitate development of identity and provide an inclusive and enabling environment, to reduce the vulnerabilities of children and the need of intervention.
- **Principle of Non-stigmatizing Semantics:** This principle states that any adversarial or accusatory words should not to be used in the processes pertaining to a child.
- **Principle of Non-waiver of Rights:** This principle states that any child who might have been apprehended for any reason can at any cost be a justified for waiver of any of the right of the child, it is not permissible or valid.
- **Principle of Equality and Non-discrimination:** This principle states that any form of discrimination against a child on any grounds including sex, caste, ethnicity, place of birth, disability and equality of access, opportunity and treatment would not be accepted at any step of the judicial mechanism.
- **Principle of Privacy and Confidentiality:** This principle states that every child has a right to protection of his privacy and confidentiality, by all means and throughout the judicial process.
- **Principle of Institutionalization as a Measure of Last Resort:** This principle states that only after making a reasonable inquiry, having found no other means to rehabilitate the child to a familial structure should institutionalisation of the child might be consider as an option suitable.
- **Principle of Repatriation and Restoration:** This principle states that every child has the right to be re-united with his family and to be restored to the same socio-economic and cultural status unless it is not in his interest. This means that any child who might have been separated by his/her original or native family needs for varied reasons would be attempted to repatriate with them again.
- **Principle of Fresh Start:** This principle states that even if a child was apprehended for a criminal offence, s/he has right to look forward to his/her life ahead with a clean background so the past records would be erased except in special circumstances.

- **Principle of Diversion:** This principle states that the child would be diverted from his/her existing as a measure for dealing with children in conflict with law. The reason for doing so is that it is assumed that the child was not responsible for committing the offence but it was a resultant of the circumstances which compelled him/her to take such a step so changing that cause would help the child to break free from those repetitive patterns.
- **Principle of Natural Justice:** This principle states that the basic procedural standards of fairness to would be adhered to, including the right to a fair hearing, rule against bias and the right to review.

Premise of these principles are the Articles of UNCRC which state that State needs to direct polices which ensure health, education, nutrition, minimum standard of living and overall welfare of children residing in the State. These bind the State to roll out laws which ensure that all the said principles of child protection are foundation for any children welfare schemes.

Skills required to ensure the effective implementation of these principles

- Effective judicial structure to capture any vulnerable child who might be falling out of the security net
- Proactive civil society who is aware and willing to actively take responsibility for vulnerable children
- Active participation of community as a unit for well-being of children belonging to that particular cohort
- Well aware parents to understand and identify any possible threat to their child
- Motivated stakeholders at all level of handling children related procedures and policies
- Coordination between different institutions like school, day care services etc. to capture the child who might have been missed by one can be supported at another level
- Stringent monitoring mechanism for all the stakeholders and institutions working in the judicial as well as voluntary structure to avoid any form of misconduct
- Empathy towards the child in crisis while not sympathising to the extent of making the child feel bad or uncomfortable about itself
- Patience and understanding that every child is different and what works for one may not be the universal solution to all.

Technical Session II Situational analysis of children an Overview

Objectives

- To develop an insight of the situation of children with special emphasis on Child Protection in Indian Perspective.
- To make the participants understand about the current Child Protection issues.
- Enable the participants to strategize their work keeping in mind the situation of children they would be addressing to.

Methodology:

Presentation, discussion and group exercise

Material Required:

Projector, computer, slides on 'situational analysis of children in India', flip chart, white board & marker

Duration:

1 hour 30 minutes

Instructions:

Divide the session into three parts.

Part I- Situational Analysis of Children in India

1. Show the slides on 'Situation of Children in India (give 20 minutes to presentation).
2. Ask participants to share the situation of children in their area/region/state.
3. (10 minutes for sharing information).
4. Quickly write the responses of the participants on flip chart.
5. Quickly analyse the responses and presentation with discussion and proceed to part II.

Part II- Children living in areas affected by Violence

1. Divide the participants in three groups .Each group is given one of the following topics to discuss and share:
2. What is the violence affected States/districts in India and types of violence.
3. Direct impact of violence on Children
4. Indirect impact of violence on children (Children of the neighbouring districts or states).
5. Quickly write their responses on the flip chart and lead the discussion with the help of reference material.

6. Now proceed to part III.

Part III: Vulnerable Children

1. Ask the participants about the categories of Vulnerable Children
2. Clarify the categories of Vulnerable Children with the help of slides.
3. Then discuss the issues related to these vulnerable children with participants.
4. Use power point presentation to lead the discussion.

Keep a track of time and wind up the session.

Tips for the facilitators/Resource Persons:

- This session is important to make the participants understand the situation of children in India and also the types and causes of their vulnerability.
- The group exercise for this session will help the participants to know the condition of children in various parts of India. Further this will also help in seeking their participation.
- Read the slides carefully before conducting the session.
- Have updated data on situation of children in India.
- Keep a track of the time as it is an extensive session.

CONTENTS:

Profile of Children

- Population of children
- Child sex-ratio and female foeticide

Health and Nutrition

- Immunization
- Under Weight/ Malnourished
- HIV/AIDS
- Physical & mental disability
- IMR

Education

- School Enrolment
- Dropouts
- Formal and Non-Formal Education
- ECCE, SSA

Child Protection issues

Crimes against Children

- Crimes committed by Children
- Child Labour
- Child trafficking
- Child Marriage
- Child Sexual Offences
- Children living in areas affected by violence
- Adoption
- Vulnerable children & their issues

Technical Session III: Child Development: Concept, stages Social Issue related problems Development and Welfare.

Learning Objectives:

- To enable understanding of meaning and concept & stages child development, along with aspect & principles
- to encourage participants in becoming a skilled and responsible care provider by making them understand all the developmental need of children
- to aware the participants about the social concerns/problems children face by being placed in child care institutions

Methodology: Presentation, Group Discussion, Role play

Material Required: Projector, computer, slides on relevant topics in language best understood by the participants

Duration: 1:30 hours

Intructions:

1. Introduce the participants about the basic domains of child development through the powerpoint presentation/slideshow
2. continue the session by group discussion method on the topic

Tips for the Facilitators/Resource Persons:

Reference Material for Session

- **Meaning of Child Development**
- **Principle of Child Development**
- **Aspect of Child Development**
- **Need of understanding Child Development**

Introduction

The Census of India considers children to be any person below the age of 14, as do most government programmes. Biologically childhood is the stage between infancy and adulthood. According to the UNCRC 'a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier'. This definition of child allows for individual countries to determine according to the own discretion the age limits of a child in their own laws. But in India various laws related to children define children in different age limits.

The Indian Penal Code (IPC) 1860 finds that no child below the age of seven may be held criminally responsible for an action (Sec 82 IPC). In case of mental disability or inability to understand the consequences of one's actions the criminal responsibility age is raised to twelve years (Sec 83 IPC). A girl must be of at least sixteen years in order to give sexual consent, unless she is married, in which case the prescribed age is no less than fifteen. With regard to protection against kidnapping, abduction and related offenses the given age is sixteen for boys and eighteen for girls.

According to Article 21 (a) of the Indian Constitution all children between the ages of six to fourteen should be provided with free and compulsory education. Article 45 states that the state should provide early childhood care and education to all children below the age of six. Lastly Article 51(k) states the parents/guardians of the children between the ages of six and fourteen should provide them with opportunities for education.

The Child Labour (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed fourteen years of age. The Factories Act, 1948 and Plantation Labour Act 1951 states that a child is one that has not completed fifteen years of age and an adolescent is one who has completed fifteen years of age but has not completed eighteen years of age. According to the Factories Act adolescents are allowed to work in factories as long as they are deemed medically fit but may not for more than four and half hours a day. The Motor Transport Workers Act 1961, and The Beedi And Cigar Workers (Conditions Of Employment) Act 1966, both define a child as a person who has not completed fourteen years of age. The Merchant Shipping Act 1958 and Apprentices Act 1961 don't define a child, but in provisions of the act state that a child below fourteen is not permitted to work in occupations of the act. The Mines Act, 1952 is the only labour related act that defines adult as person who has completed eighteen years of age (hence a child is a person who has not completed eighteen years of age).

The Prohibition of Child Marriage Act, 2006 states that a male has not reached majority until he is twenty-one years of age and a female has not reached majority until she is eighteen years of age. The Indian Majority Act, 1875 was enacted to create a blanket definition of a minor for such acts as the Guardians and Wards Act of 1890. Under the Indian Majority Act, 1875 a person has not attained majority until he or she is of eighteen years of age. This definition of a minor also stands for both the

Hindu Minority and Guardianship Act, 1956 and the Hindu Adoption and Maintenance Act, 1956. Muslim, Christian and Zoroastrian personal law also upholds eighteen as the age of majority. The first Juvenile Justice Act, 1986 defined a boy child as below sixteen years of age and a girl child as below eighteen years of age. The Juvenile Justice (Care and Protection of Children) Act, 2000 has changed the definition of child to any person who has not completed eighteen years of age.

Because of its umbrella clauses and because it is the latest law to be enacted regarding child rights and protection, many are of the opinion that the definition of child found in the Juvenile Justice Act, 2000 should be considered the legal definition for a child in all matters.

Child development is a multidisciplinary field that relies on knowledge from several other fields, such as psychology, sociology, human development, and the medical field. The study of child development is important to improve outcomes for children and, in turn, society as a whole. The following information serves as an introduction to the field, including how it is defined, its purpose for society, and how it generates knowledge and useful tools.

What is child development?

Child development may be defined as the various changes that occur for humans -- physical, cognitive, social, and emotional and psychological between birth and adulthood. Child development may also examine changes that occur prenatally (before birth). The changes that happen before birth and in the early years of life impact us all and shape who we become as adults. Early child development often focuses on the first five years of life.

The study of child development is often broken down into major domains of development. These include physical, cognitive and social-emotional development. In addition, language/literacy development and identity development are often studied within child development^{1, 2}. The chart below summarizes each of these domains.

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence, yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding developmental experiences. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment.

There are various definitions of periods in a child's development, since each period is a continuum with individual differences regarding start and ending. Some age-related development periods and examples of defined intervals are: newborn (ages 0–4 weeks); infant (ages 4 weeks – 1 year); toddler (ages 1–3 years); preschooler (ages 4–6 years); school-aged child (ages 6–11 years); adolescent (ages 12–19).

Principles of Child Development

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.

Children's experiences shape their motivation and approaches to learning

Stages of child development

Psychologists have conveniently divided the life span of the individual into groupings which have some common development or practical characteristics. Individual differences are so great that grouping sometimes becomes difficult. Legally life begins at birth; biologically it begins at conception .that is why birth is merely an interruption of the developmental pattern. This interruption is characterized by a graduation from the internal to the external environment.

Childhood is divided into four major stages beginning from conception to when the child becomes sexually mature. These are:

- i. Prenatal – Conception to birth
- ii. Infancy – birth to 2 years

iii. Childhood – 2–12 years

iv. Adolescence – 12–18 years

Aspects of child development:

Child Development is holistic in nature i.e. a child develops as a whole. All round development of a child comprises three major aspects or areas or domains.

These are:

1. Physical and Motor Development
2. Cognitive and Language Development
3. Psychosocial Development

Development in each of the three aspects does not occur independently, in fact it is interdependent. The effect of development in each area cannot be separated out easily as each affects the development of the other. Experiences and achievements of a child in the three areas of development contribute towards developing a child's personality.

(1) Physical and Motor Development:

Physical Development – Changes in body's size, structure, proportion and system

Motor Development – Development of control of muscular functions and coordination between various parts of the body

(2) Psychosocial Development

Development of emotions and social bonds

Social Development – Ability to relate to others and behave in accordance with the expectations of the society

Emotional Development – Ability to feel, regulate and

(3) Cognitive & Language Development

Cognitive Development – Ability to think, perceive and solve problems including intellectual development i.e. development of language and thinking skills

Language Development – Ability to communicate and speak

The process of child development is affected by heredity and environment due to which a child matures and learning takes place.

Growth & Development	Development
Growth refers to quantitative changes i.e. Increase in body size, proportion and structure, which can be measured through increase in height, weight and Size of internal organs.	Development refers to qualitative and quantitative changes related to Functioning of a body. It includes acquiring skills and abilities to perform finer and more complex tasks. These Changes are progressive, orderly, long Lasting and coherent. Growth is one aspect of larger process of development
Growth stops at a particular age	Development is a continuous process that begins during the prenatal period and continues even when the physical Changes are not visible.
Growth and development are dependable on each other, for a child to be able to develop; he or she grow.	

- Heredity refers to genes or inborn characteristics or traits a child receives from the parents and is born with. This is her/his genetic background.
- Environment refers to external conditions under which a child develops and includes type and quality of stimulation, experiences and learning opportunities provided by caregivers.
- Maturation is a natural process of unfolding of characteristics present in an individual as per his/her genetic background.
- Learning is development that involves acquisition of skills and abilities and is determined by environment, stimulation and experiences.

Technical Session IV: Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016

Objectives:

- To aware the participants about the Salient features of JJ Act 2015 & JJ Model Rules 2016

Methodology:

Powerpoint Presentation, Lecture-cum-discussion and group-exercise.

Material Required:

Projector, computer, flip chart, marker

Duration:**Instructions:**

1. Start the session by asking the following questions:
2. What was the need of repealing the J.J System
3. Explain them main changes in the new Act & Rules
4. Discuss different categories of children
5. Precede the discussion with the help of slides.
6. Show slides on Historical overview of Juvenile Justice Law in India.
7. Ask the participants to share their views on Principles of Juvenile Justice and Protection of Children. Ask the participants, the meaning of any two or three of the following terminologies:
 - a. Child and juvenile
 - b. Juvenile in Conflict with Law
 - c. Child in Need of Care and Protection
 - d. Fit institution
 - e. Fir person
 - f. Children's home
 - g. Special home
 - h. SAA
 - i. Open Shelter home
 - j. Observation home
 - k. Place of safety
8. Clarify all the terminologies as per the provision of Juvenile Justice (Care and Protection of Children) Act, 2015.
9. Ask the participants what they understand by the term 'Alternative Justice Mechanism'.
10. Wind up the session by answering the relevant queries.

Tips for the Resource Persons:

- This session is important to make the participants understand the origin and important components of Juvenile Justice Act, 2015.
- Read the slides carefully before conducting the session

- As the session is theoretical, make it interactive by encouraging participants to share their experiences.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Material:

1. Juvenile Justice Act, 2015 (JJ Act, 2015)

(1) This Act may be called the Juvenile Justice (Care and Protection of Children) Act, 2015.

(2) It extends to the whole of India except the State of Jammu and Kashmir.

(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

(4) Notwithstanding anything contained in any other law for the time being in force, the provisions of this Act shall apply to all matters concerning children in need of care and protection and children in conflict with law, including —

(i) Apprehension, detention, prosecution, penalty or imprisonment, rehabilitation and social re-integration of children in conflict with law;

(ii) Procedures and decisions or orders relating to rehabilitation, adoption, re-integration, and restoration of children in need of care and protection

Some Important Definitions and concepts under JJ Act, 2015

1. Child and Juvenile

Juvenile or child means a person who has not completed eighteenth year of age (there is no difference between a child and juvenile).

2. Juvenile in Conflict with Law

A juvenile who is alleged to have committed an offence and has not completed eighteenth year of age as on the date of commission of such offence.

3. Juvenile Justice Board

It literally means a “Board” Juvenile Justice Board constituted under section 4 of JJ Act, 2014.

4. Child in Conflict with Law (CCL)

‘A child in Conflict with Law’, under the provisions of the JJ Act,2015, means a child who is alleged and found to have committed an offence and is below eighteen years of age, as on the date of commission of such offence.

Mostly, these children are considered to be a tricked often exposed to a busy and harmful situations,

which may lead them to commit such offences. A child observes closely the daily happenings around him/her and these incidents may create unhealthy influences on his/her life and conduct.

Classification:

- a) **“Heinous offences”** includes the offences for which the minimum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment for seven years or more;
- b) **“Petty offences”** includes the offences for which the maximum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment up to three years; and
- c) **“Serious offences”** includes the offences for which the punishment under the Indian Penal Code or any other law for the time being in force, is imprisonment between three to seven years

5. Child in Need of Care and Protection (CNCP)

‘A child in need of care and protection’ means a child who is –

1. Found without any home or settled place of abode and without any ostensible means of subsistence; or
2. Found working in contravention of labour laws for the time being in force or is found begging, or living on the street; or
3. Resides with a person (whether a guardian of the child or not) and such person –
 - Has injured, exploited, abused or neglected the child or has violated any other law for the time being in force meant for the protection of child; or
 - Has threatened to kill, injure, exploit or abuse the child and there is a reasonable likelihood of the threat being carried out; or
 - Has killed, abused, neglected or exploited some other child or children and there is a reasonable likelihood of the child in question being killed, abused, exploited or neglected by that person; or
4. Mentally ill or mentally/physically challenged or suffering from terminal or incurable disease, having no one to support or look after or having parents or guardians unfit to take care, if found so by the Board or the Committee; or
5. Has a parent or guardian and such parent or guardian is found to be unfit or incapacitated, by the Committee or the Board, to care for and protect the safety and well-being of the child; or
6. Does not have parents and no one is willing to take care of, or whose parents have abandoned or surrendered him; or
7. Missing or run away child, or whose parents cannot be found after making reasonable inquiry in such manner as may be prescribed; or
8. Has been or is being or is likely to be abused, tortured or exploited for the purpose of sexual abuse or illegal acts; or
9. Found vulnerable and is likely to be inducted into drug abuse or trafficking; or

10. Being or is likely to be abused for unconscionable gains; or
11. Victim of or affected by any armed conflict, civil unrest or natural calamity; or
12. At imminent risk of marriage before attaining the age of marriage and whose parents, family members, guardian and any other persons are likely to be responsible for solemnization of such marriage.

6. Adoption

“Adoption” means the process through which the adopted child is permanently separated from his biological parents and becomes the lawful child of his adoptive parents with all the rights, privileges and responsibilities that are attached to a biological child.

7. Child Welfare Committee

“Child Welfare Committee” means committee constituted under section 27 of JJ Act 2015.

8. Surrendered child

A child, who is in the opinion of the committee, is relinquished on account of physical, emotional and social factors beyond the control of the parents or guardians.

9. Fit facility

“Fit facility” means a facility being run by a governmental organisation or a registered voluntary or non-governmental organisation, prepared to temporarily own the responsibility of a particular child for a specific purpose, and such facility is recognised as fit for the said purpose, by the Committee, as the case may be, or the Board, under sub-section (1) of section 51.

10. Fit Person

“Fit person” means any person, prepared to own the responsibility of a child, for a specific purpose, and such person is identified after inquiry made in this behalf and recognised as fit for the said purpose, by the Committee or, as the case may be, the Board, to receive and take care of the child;

11. Competent Authority

In relation to Children in Need of Care and Protection it is the Child Welfare Committee and in case of Juvenile in Conflict with Law it is Juvenile Justice Board.

12. Children’s Home

“Children’s Home” means a Children’s Home, established or maintained, in every district or group of districts, by the State Government, either by itself, or through a voluntary or non-governmental organisation, and is registered as such for the purposes specified in section 50.

13. Special home

“Special home” means an institution established by a State Government or by a voluntary or non-governmental organisation, registered under section 48, for housing and providing rehabilitative services to children in conflict with law, who are found, through inquiry, to have committed an offence and are sent to such institution by an order of the Board; (57)

14. SAA

“Specialised Adoption Agency” means an institution established by the State Government or by a voluntary or non-governmental organisation and recognised under section 65, for housing orphans, abandoned and surrendered children, placed there by order of the Committee, for the purpose of adoption;

15. Observation Home

“observation home” means an observation home established and maintained in every district or group of districts by a State Government, either by itself, or through a voluntary or non-governmental organisation, and is registered as such, for the purposes specified in sub-section (1) of section 47.

16. Open Shelter Home

“Open Shelter” means a facility for children, established and maintained by the State Government, either by itself, or through a voluntary or non-governmental organisation under sub-section (1) of section 43, and registered as such, for the purposes specified in that section.

17. Place of Safety

“Place of Safety” means any place or institution, not being a police lockup or jail, established separately or attached to an observation home or a special home, as the case may be, the person in-charge of which is willing to receive and take care of the children alleged or found to be in conflict with law, by an order of the Board or the Children’s Court, both during inquiry and on-going rehabilitation after having been found guilty for a period and purpose as specified in the order.

18. Best interest of the Child

“Best interest of child” means the basis for any decision taken regarding the child, to ensure fulfilment of his basic rights and needs, identity, social well-being and physical, emotional and intellectual development.

GENERAL PRINCIPLES OF CARE AND PROTECTION OF CHILDREN

The Central Government, the State Governments, the Board, and other agencies, as the case may be, while implementing the provisions of this Act shall be guided by the following fundamental principles, namely:—

1. **Principle of presumption of innocence:** Any child shall be presumed to be an innocent of any mala fide or criminal intent up to the age of eighteen years.
2. **Principle of dignity and worth:** All human beings shall be treated with equal dignity and rights.
3. **Principle of participation:** Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest and the child’s views shall be taken into consideration with due regard to the age and maturity of the child.
4. **Principle of best interest:** All decisions regarding the child shall be based on the primary consideration that they are in the best interest of the child and to help the child to develop full potential.
5. **Principle of family responsibility:** The primary responsibility of care, nurture and protection of the child shall be that of the biological family or adoptive or foster parents, as the case may be.
6. **Principle of safety:** All measures shall be taken to ensure that the child is safe and is not subjected to any harm, abuse or maltreatment while in contact with the care and protection system, and thereafter.
7. **Positive measures:** All resources are to be mobilised including those of family and community, for promoting the well-being, facilitating development of identity and providing an inclusive and

enabling environment, to reduce vulnerabilities of children and the need for intervention under this Act.

8. **Principle of non-stigmatising semantics:** Adversarial or accusatory words are not to be used in the processes pertaining to a child.
9. **Principle of non-waiver of rights:** No waiver of any of the right of the child is permissible or valid, whether sought by the child or person acting on behalf of the child, or a Board or a Committee and any non-exercise of a fundamental right shall not amount to waiver.
10. **Principle of equality and non-discrimination:** There shall be no discrimination against a child on any grounds including sex, caste, ethnicity, place of birth, disability and equality of access, opportunity and treatment shall be provided to every child.
11. **Principle of right to privacy and confidentiality:** Every child shall have a right to protection of his privacy and confidentiality, by all means and throughout the judicial process.
12. **Principle of institutionalisation as a measure of last resort:** A child shall be placed in institutional care as a step of last resort after making a reasonable inquiry.
13. **Principle of repatriation and restoration:** Every child in the juvenile justice system shall have the right to be re-united with his family at the earliest and to be restored to the same socio-economic and cultural status that he was in, before coming under the purview of this Act, unless such restoration and repatriation is not in his best interest.
14. **Principle of fresh start:** All past records of any child under the Juvenile Justice system should be erased except in special circumstances.
15. **Principle of diversion:** Measures for dealing with children in conflict with law without resorting to judicial proceedings shall be promoted unless it is in the best interest of the child or the society as a whole.
16. **Principles of natural justice:** Basic procedural standards of fairness shall be adhered to, including the right to a fair hearing, rule against bias and the right to review, by all persons or bodies, acting in a judicial capacity under this Act.

B) Comparison between 2000 and 2015 Act

The Juvenile Justice (Care and Protection of Children) Act, 2015 provides the overarching framework for juvenile justice in India. This Act repealed the Juvenile Justice (Care and Protection of Children) Act, 2000 (JJ Act, 2000). The JJ Act, 2000 was a successor to the Juvenile Justice Act, 1986 (JJ Act, 1986). The 2015 Act is enacted in consonance with international instruments to rectify the anomalies that plagued its predecessor. This chapter explores the history of juvenile justice in India.

The Juvenile Justice (Care and Protection of Children) Act, 2015 and Child Protection

The Government of India has repealed recently a legislation for children namely, the Juvenile Justice (Care & Protection of Children) Act, to consolidate and amend the law relating to children alleged and found to be in conflict with law and children in need of care and protection by catering to their basic needs through proper care, protection, development, treatment, social re-integration, by adopting a child-

friendly approach in the adjudication and disposal of matters in the best interest of children and for their rehabilitation. The JJ Act, 2015 provides for strengthened provisions for both children in need of care and protection and children in conflict with law. Some of the key provisions include: change in nomenclature from 'juvenile' to 'child' or 'child in conflict with law', across the Act to remove the negative connotation associated with the word "juvenile"; inclusion of several new definitions such as orphaned, abandoned and surrendered children; and petty, serious and heinous offences committed by children; clarity in powers, function and responsibilities of Juvenile Justice Board (JJB) and Child Welfare Committee (CWC); clear timelines for inquiry by Juvenile Justice Board (JJB); special provisions for heinous offences committed by children above the age of sixteen; separate new chapter on Adoption to streamline adoption of orphan, abandoned and surrendered children; inclusion of new offences committed against children; and mandatory registration of Child Care Institutions.

Under Section 15, special provisions have been made to tackle child offenders committing heinous offences in the age group of 16-18 years. The Juvenile Justice Board is given the option to transfer cases of heinous offences by such children to a Children's Court (Court of Session) after conducting preliminary assessment. The provisions provide for placing children in a 'place of safety' both during and after the trial till they attain the age of 21 years after which an evaluation of the child shall be conducted by the Children's Court. After the evaluation, the child is either released on probation and if the child is not reformed then the child will be sent to a jail for the remaining term. The law will act as a deterrent for child offenders committing heinous offences such as rape and murder and will protect the rights of victim.

To streamline adoption procedures for orphan, abandoned and surrendered children, the existing Central Adoption Resource Authority (CARA) has been given the status of a statutory body to enable it to perform its function more effectively. Separate Chapter (VIII) on Adoption provides for detailed provisions relating to adoption and punishments for not complying with the laid down procedures. Processes have been streamlined with timelines for both in-country and inter-country adoption including declaring a child legally-free for adoption.

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition, de-addiction, treatment of diseases, vocational training, skill development, life skill education, counselling, etc., to help them assume a constructive role in the society. The variety of non-institutional options include: sponsorship and foster care including group foster care for placing children in a family environment which is other than child's biological family, which is to be selected, qualified, approved and supervised for providing care to children.

Several new offences committed against children, who are so far not adequately covered under any other law, are included in the Act. These include: sale and procurement of children for any purpose including illegal adoption, corporal punishment in child care institutions, use of children by militant groups, offences against disabled children and, kidnapping and abduction of children.

All child care institutions, whether run by State Government or by voluntary or non-governmental organizations, which are meant, either wholly or partially for housing children, regardless

of whether they receive grants from the Government, are to be mandatorily registered under the Act within six months from the date of commencement of the Act. Stringent penalty is provided in the law in case of non-compliance.

Technical Session V: Provision of POCSO Act,2012 @ POCSO Rules, 2012

Objectives

- to discuss with the participants about the identification of the risk factors in children
- to aware the participants about various Provision of POCSO Act,2012 @ POCSO Rules, 2012

Methodology:

Presentation, Lecture-cum-discussion, case study

Material Required:

Projector, computer, white board, marker, etc.

Duration:

1 hour 30 minutes

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material:

Contents

- Background(Definition of Child Abuse)
- Indicators of Abuse
- Need of the Act
- The Protection of Children from Sexual Offences Act, 2012

Reference Material:

Background

Definition of Child Abuse Child abuse means any form of maltreatment inflicted on a child including physical abuse, sexual abuse and emotional abuse. Physical abuse means use of force and / or inflicting of physical injury upon a child and includes burning, hitting, punching, kicking, beating or otherwise harming a child. Sexual abuse includes penetrative sexual assault, aggravated penetrative sexual assault, sexual assault, aggravated sexual assault, sexual harassment and use of a child for pornographic purposes defined in the Protection of Children from Sexual Offences Act, 2012 (POCSO) amended from time to time. Emotional abuse includes acts or omissions by parents or caretakers that have caused or could cause distress, serious behavioural, cognitive, emotional, or mental trauma to the child.

Indicators of Abuse

Many children attending school/institution are victims of abuse. However, the victims do not share their experiences with adults on many occasions. Considering them, the school management and staff should always be alert in finding out consequences of child abuse in children. It is therefore imperative for them to understand the following check lists given in the form of indicators:

Physical Indicators

- Unexplained genital injury
- Inflammation of the vagina
- Vaginal or penile discharge
- Bedwetting and fecal soiling beyond the usual age
- Anal complaints (e.g. fissures, pain, bleeding)
- Pain on urination
- Urinary tract infection
- Sexually Transmitted Infections
- Pregnancy

Understanding Child sexual abuse

Child Sexual Abuse (CSA) is a broad term used to describe sexual offences against children. To put it simply, Child Sexual Abuse occurs when a person involves the child in sexual activities for his/ her sexual gratification, commercial gain or both. Section-2(1)(d) defines a "child "- as any person below the age of 18 years.

The Protection of Children from Sexual Offences Act, 2012

The Protection of Children from Sexual Offences (POCSO) Act, 2012 deals with sexual offences against persons below 18 years of age, who are deemed as children. The Act for the first time, defines “penetrative sexual assault”, “sexual assault” and “sexual harassment”. The offence is considered graver if it is committed by a police officer, public servant, any member of the staff at a remand home, protection or observation home, jail, hospital or educational institution, or by a member of the armed or security forces.

The Act has come into force on the 14th of November, 2012, along with the rules framed thereunder. The Act is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment and pornography, while safeguarding the interests of the child at every stage of the judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through appointment of Special Public Prosecutors and designated Special Courts. The Act incorporates child friendly procedures for reporting, recording, investigation and trial offences. The Act provides for stringent punishments which have been graded as per the gravity of offence.

Child Sexual Offences under POCSO Act, 2012 & Punishment thereof

Offence and Description	Punishment
<p>Section 3</p> <p>Penetrative Sexual Assault Inserting body part or object in a child, or making a child does this with another.</p>	<p>Section 4</p> <p>Not less than seven years of imprisonment which may extend to imprisonment for life, and fine</p>
<p>Section 5</p> <p>Aggravated Penetrative Sexual Assault</p> <p>Penetrative sexual assault by a police officer, member of armed forces, public servant, staff of remand home, jail, hospital or school. It includes penetrative sexual assault committed by any other person through gang penetrative assault, penetrative sexual assault using deadly weapons, fire, heated substance or corrosive substance, penetrative sexual assault which physically incapacitates the child or causes child to become mentally ill, causing grievous hurt or bodily</p>	<p>Section 6</p> <p>Not less than ten years of imprisonment which may extend to imprisonment for life, and fine</p>

harm and injury to the sexual organs of the child, making girl	
child pregnant, inflicting child with HIV or any other life threatening disease, penetrative sexual assault more than once, penetrative sexual assault on a child younger than 12 years, by a relative, owner / manager or staff of any institution providing services to the child, by a person in a position of trust or authority over the child, committing penetrative sexual assault knowing the child is pregnant, attempts to murder the child, by a person previously convicted for a sexual offence, penetrative sexual assault in the course of communal or sectarian violence, penetrative sexual assault and making the child strip or parade naked in public.	
Section 7	Section 8
Sexual Assault	Not less than three years of
With sexual intent touching the private parts of a child	imprisonment which may extend to five years, and fine
Section 9 Aggravated Sexual Assault Sexual assault by a police officer, member of armed forces, public servant, staff of remand home/jail/hospital/school, etc, and other acts of sexual assault by any person as mentioned in the second part of section 5, except making a girl child pregnant.	Section 10 Not less than five years of imprisonment which may extend to seven years, and fine (Section 10)
Section 11 Sexual Harassment of the Child With sexual intent: • showing any object/body part, or	Section 12 Up to three years of imprisonment and fine

<ul style="list-style-type: none"> making any gesture aimed at a child 	
<ul style="list-style-type: none"> making a child exhibit her body enticing or threatening to use a child for pornography 	
Section 13 Use of Child for Pornographic Purposes	Section 14 (1) Imprisonment up to five years and fine and in the event of subsequent conviction, up to seven years and fine
Section 14 (2) Penetrative sexual assault by directly participating in pornographic acts	Section 14 (2) Not less than ten years of imprisonment, which may extend to imprisonment for life, and fine
Section 14 (3) Aggravated penetrative sexual assault by directly participating in pornographic acts	Section 14 (3) Rigorous imprisonment for life and fine
Section 14 (4) Sexual assault by directly participating in pornographic acts	Section 14 (4) Not less than six years of imprisonment which may extend to eight years, and fine
Section 14 (5) Aggravated sexual assault by directly participating in pornographic acts	Section 14 (5) Not less than eight years of imprisonment which may extend to ten years, and fine
Section 15 Storage of pornographic material involving a child for commercial purposes	Section 15 Three years of imprisonment and / or fine
Section 21 Punishment for failure to report or record a case by (i) Any person; (ii) Any person, being in charge of any company or an institution. (This offence does not apply to a child)	Section 21 (i) Imprisonment of either description which may extend to six months or with fine or with both (ii) Any person, being in charge of any company or an institution (by whatever name called) who fails to report the commission of an offence under sub section (1) of section 19 in respect of a subordinate under his control shall be punished with imprisonment for a term which may extend to one year and with fine.
Section 22	Section 22
(1) Punishment for false complaint or false information in respect of an offence	(1) Imprisonment for a term which may extend to six months or with fine or with
committed under sections 3, 5, 7 and section	both.

9 solely with the intention to humiliate, extort or threaten or defame him.	(3) Imprisonment which may extend to one year or with fine or with both.
(2) False complaint or providing false information against a child knowing it to be false, thereby victimising such child in any of the offences under this Act.	
(This offence does not apply to a child)	

Technical Session VI: An overview of Integrated Child Protection Scheme (ICPS)

Objectives:

- To enhance the knowledge of the participants about ICPS, its objectives, guiding principles, target groups, etc.
- To sensitize the participants about provisions for institutional & non-institutional care
- To orient the participants about service delivery structures of ICPS

Methodology:

Presentation and Lecture- cum discussion

Material Required:

Projector, computer, flip chart, white Board, marker

Duration:

1 hour 30 minutes

Instructions:

1. Explain the changes made under revised ICPS, its objectives, etc.
2. Discuss different categories of children covered under ICPS
3. Precede the discussion with the help of slides.
4. Show slides on other schemes and programmes covered under this umbrella scheme.
5. Wind up the session by answering the relevant queries.

Tips for the Resource Persons:

- This session is important to make the participants understand the origin and importance ----
- Read the slides carefully before conducting the session
- As the session is theoretical, make it interactive by encouraging participants to share their experiences.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material:**Reference Material for Session****PURPOSE OF ICPS:**

The Integrated Child Protection Scheme is expected to significantly contribute to the realization of Government/State responsibility for creating a system that will efficiently and effectively protect children. It is based on cardinal principles of “**protection of child rights**” and “**best interest of the child**”.

Integrated Child Protection Scheme (ICPS): An Overview

In order to address the issues relating to child protection adequately and to provide a safe, secure and a protective environment for the children who are in “Conflict with Law, Need of Care and Protection” and in difficult circumstances, the Ministry of Women and Child Development, Government of India has introduced a centrally-sponsored scheme namely ‘the Integrated Child Protection Scheme (ICPS) in the year 2009-10. The scheme was revised in the year 2014.

The Integrated Child Protection Scheme (ICPS) has significantly contributed for creating a system that will efficiently and effectively protect children. Based on cardinal principles of “protection of child rights” and “best interest of the child”, ICPS is achieving its objectives to contribute to the improvements in the well-being of children in difficult circumstances, as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation of children from their families.

The scheme provides financial assistance for creation of new institutional facilities and maintenance of existing institutional facilities for both children in conflict with law and children in need of care and protection. These include Children’s Homes, Observation Homes, Special Homes, Place of Safety, Open Shelters, etc. In addition, the scheme provides for institutional care of children with special needs by supporting a specialized unit within existing homes or by setting up a specialized Shelter Home for children with special needs.

The scheme emphasizes on promotion of family-based care including sponsorship, kinship care, foster care, and adoption. As per the provision of the scheme, various adoption agencies, i.e., State Adoption Resource Agency (SARA), Specialized Adoption Agency (SAA), etc., have been set up at state-and district-level to deal with the issue of adoption. Similarly, to deal with the issue of sponsorship and foster care, the State has constituted District Sponsorship and Foster Care Approval Committee (SFCAC) under the scheme and provides funds also (Sponsorship and Foster Care Fund) which is available with the DCPU. The Ministry of Women and Child Development, Government of India under the Scheme (ICPS) has provided financial support to 34 State Adoption Resource Agencies and 317 Specialized Adoption Agencies (SAAs) across the country. MWCD has notified the Guidelines on Adoption, Sponsorship, Aftercare and Foster Care (Draft guidelines) for children. The States/UTs have set up child protection units at the State and District-level under ICPS and provide child protection services in coordination with the civil society and in convergence with other departments like education, labour, health, etc. The scheme was revised in April 2014.

OBJECTIVES OF ICPS:

The objectives of ICPS are to contribute to the improvements in the wellbeing of children in difficult circumstances, as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation of children. These will be achieved by:

- Improved access to and quality of child protection services.

- Raised public awareness about the reality of child rights, situation and protection in India.
- Clearly articulated responsibilities and enforced accountability for child protection
- Established and functioning structures at all Government levels for delivery of statutory and support services to children in difficult circumstances

Introduced and operational evidence based monitoring and evaluation.

- i. Provide a safe and secure environment for overall development of the children in need of care and protection and children in conflict with law.
- ii. Contribute to the improvement in the well-being of children in difficult circumstances.
- iii. Reduce vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation.

Guiding Principles:

- a) Child protection, a primary responsibility of family, supported by community, government and civil society.
- b) Loving and caring family, the best place for the child.
- c) Privacy and Confidentiality.
- d) Non-stigmatization and Non-discrimination
- e) Prevention and reduction of vulnerability, central to child protection outcomes.
- f) Institutionalization of children, the last resort.
- g) Child centred planning and implementation
- h) Technical excellence, code of conduct
- i) Flexible programming, responding to local individualized needs
- j) Good governance, accountability and responsibility

Target Groups

- 1) Children in need of care and protection (as defined under JJ Act)
- 2) Child in conflict with law (alleged to have committed an offence)
- 3) Child in contact with law (victim, witness or any other circumstance)
- 4) Any other vulnerable Child (including but not limited to) – e.g.
 - a. Children of migrant families
 - b. Children living on the streets
 - c. children of socially marginalized groups
 - d. Child beggars, exploited/trafficked/ drug-affected children, Children of prisoners, women

Technical Session VII: : Understanding role of different Nodal Bodies dealing with Child Rights & Child Protection in strengthening CCIs

Objectives:

- to monitor the activities of Child Protection Mechanisms
- to strengthen the mechanisms for effective child protection services

Methodology:

Lecture and Discussion

Material Required:

Projector, computer, slides

Duration:

Instructions:

- ✚ Ministry of Women & Child Development & Department in the State dealing with Child Protection
- ✚ National Commission Of Protection of Child Rights & State Commissions
- ✚ National Legal Service Authority & State Authorities
- ✚ National Judicial Academy & State Judicial Academies
- ✚ NIPCCD
- ✚ CARA
- ✚ BPRD & State Branches
- ✚ Childline
- ✚ NCRB

changes in their ideas and behavior.

- ✚ **Ministry of Women & Child Development & Department in the State dealing with Child Protection:**

Ministry of Women & Child Development (MWCD) is the nodal ministry which is dealing with Integrated Child Protection Scheme (ICPS). Ministry is monitoring the activities pertaining to Child Protection in States/UTs and providing financial assistance for implementing of ICPS.

- ✚ **National Commission Of Protection of Child Rights & State Commissions**

National Commission of Protection of Child Rights (NCPCR) is reviewing the policies, programmes and legislations. It is the monitoring mechanisms, implementation of JJ Act, Right to Education Act and POCSO Act. NCPCR intervenes and addresses the issues relating to violation of Child Rights.

National Legal Service Authority & State Authorities

National Legal Service Authority (NLSA) provides support to CCLs and CNCPs by engaging panel lawyer and providing legal aid services through District Legal Services Authority (DLSA). NLSA also creates awareness on Child Protection issues.

National Judicial Academy & State Judicial Academies

They build the capacity of principle magistrates of JJBs and other judges on Child Protection. They also develop the training modules/manuals for magistrates and conduct research studies in Child Protection issues.

NIPCCD

The Institute has been organizing several programmes on Child Protection at its premises at Delhi and Regional Centres. On an average, 90 programmes on child protection are being organized in NIPCCD.

CARA

The Central Adoption Resource Agency (CARA) coordinates, supervises and monitor the implementation of non-institutional care component such as Adoption, Foster Care, Sponsorship. It establishes State Adoption Resource Agencies (SARA) at State Level and Specialized Adoption Agencies at District Level for promotion of in-country adoption and facilitates inter-country adoption and issues NOC.

BPRD & State Branches

It organizes programmes for police personnel and prepares modules/manuals for functionaries working on Child Protection

Child Line India Foundation

The headquarter of Child Line India Foundation is located at Mumbai and it's four regional centers are located at Kolkata, Delhi, Chennai and Mumbai to monitor the activities carried out by 413 collaborative, nodal and support organization. CIF ensures the expansion of Child Line services and the country.

NCRB

The NCRB collects and compiles the data from the police stations through SCRB and DCRB on cases registered relating to Crimes Against Children, offences committed by children are POCSO cases, rape, murder, trafficking cases, pendency cases and cases disposed of.

The Central Adoption Resource Agency (CARA) coordinates, supervises and monitor the implementation of non-institutional care component such as Adoption, Foster Care, Sponsorship. It establishes State Adoption Resource Agencies (SARA) at State Level and Specialized Adoption Agencies at District Level for promotion of in-country adoption and facilitate inter-country adoption and issues NOC.

BPRD & State Branches

It organizes programmes for police personnel and prepares modules/manuals for functionaries working on Child Protection

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Technical Session VIII: How to communicate and create a child-friendly environment in CCIs

Objectives

- orient the participants about effective communication skills for communicating with children in CCIs(CCL & CNCP)
- insuring security and safety of children in CCIS

Methodology:

Presentation, Lecture-cum-discussion

Material Required:

Projector, computer, flip chart, White Board, marker

Duration:

1 hour 30 minutes

Reference materials:

Visit by parents to CCI and Communication with children

Every child in the child care institution may be permitted to have one meeting with his/her relatives provided that in special cases, where parents and guardians have travelled a long distance from another state or district, the person in charge may allow the parent and guardians entry into the premises and a meeting with their children on other days on confirmation of their identity and they being reported not to have being involved in subjecting the child to abuse and exploitation. No meeting shall be permitted with the parent or guardian or relative where such visitor have been found to be involved in subjecting the child to violence, abuse and exploitation or carry any prohibited article. Also every child shall be allowed to write two letters in a week to his parents or guardian or to his relatives. A child may speak to his parents on telephone once a week under supervision of the Child Welfare Officer or Case Worker or Probation Officer and record shall be duly maintained of such calls. Every person desiring to meet the child shall, before the meeting, disclose his name and address with proof, which shall be noted in the visitor's register and signed by the visitor. Copy of photo, identity card containing the address and the photograph of the visitor to be taken before the meeting, shall be retain by the institution.

Things to be kept in mind for communicating with children

- i. All children should be approached with extreme sensitivity and their vulnerability recognized and understood.
- ii. Try to establish a neutral environment and rapport with the child before beginning the Communication. For example, if the Communication must be conducted in the child's home, select a private location that appears to be the most neutral spot.
- iii. Always identify yourself as a helping person and try to build a rapport with the child. Make the child comfortable with the Communication setting.. Ask the child if he/she knows why they

- have come to see you. Children are often confused about the purpose of the Communication or worried that they are in trouble.
- iv. Convey and maintain a relaxed, friendly atmosphere. Do not express surprise, disgust, disbelief, or other emotional reactions to descriptions of the abuse. Avoid touching the child and respect the child's personal space. Do not stare at the child or sit uncomfortably close. Do not suggest feelings or responses to the child. For example, do not say, "I know how difficult this must be for you"
 - v. Do not make false promises. For example, do not say, "Everything will be okay" or "You will never have to talk about this again."
 - vi. Ask the child to describe what happened, or is happening, to them in their own words. The Communicator should, as far as possible, follow the child's lead; however, he may have to delicately introduce the topics of the abuse. Always begin with open-ended questions. Avoid asking the child a direct question, such as "Did somebody touch your privates last week?". Instead, try "I understand something has been bothering you. Tell me about it."
 - vii. The child may get exhausted frequently and easily; in such an event, it is advisable not to prolong the inquiry, but rather to divert the child's mind and come back to the sexual abuse when the child is refreshed. Regularly check if the child is hungry or thirsty, tired or sleepy, and address these needs immediately. Let the child do the talking and answer any questions the child may have in a direct manner.
 - viii. A variety of non-verbal tools may be used to assist young children in communication, including drawings, toys, dollhouses, dolls, puppets, etc. Since such materials have the potential to be distracting or misleading they should be used with care. They are discretionary for older children.
 - ix. Storybooks, colouring books or videos that contain explicit descriptions of abuse situations are potentially suggestive and are primary teaching tools. They are typically not appropriate for information-gathering purposes.

In certain situations, the Communicator may consider it appropriate to Communication the child victim together with his/her parent or guardian or other person in whom the child has trust and confidence. In such cases, the following guidance may be useful.

Institutions should have clear guidelines on numbers of staff needed on duty, according to number of children in the institution, which are adhered to. Duty records of all staff especially house mothers should be maintained. . There should be a security compound around the institution and day and night security guards should be employed, especially for the girls and children wings. . Adequate firefighting arrangements should be done and staff all children should be trained to use the equipment. . Emergency phone numbers should be displayed at a prominent place in the building. 'Building inspection should be done every year by the District inspection Committee . Punishment like deprivation of sleep, meals, physical torture, solitary confinement, verbal abuse should not be resorted to. " Only visitors authorized by the parents/legal guardian should be allowed to visit the children. The identification of these visitors should be checked prior to meeting the child

Technical Session IX: Child Care Institutions for Child In Need Of Care and Protection

Learning Objectives:

- To orient the participant's different types of institutional care provided to children in need of care and protection under the JJ Act. 2015
- To discuss minimum standards of care provided to children placed in CCIs
- awaking the participate about the basic infrastructural standard provided under JJ Act 2015 for any working Child Care Institution

Methodology: Presentation and Lecture-cum discussion

Material Required: Projector, Computer, Flip chart, White Board, Marker

Duration: 1 hour

Instruction:

1. Ask the participants to define CCIs
2. Show slides and explain them in detail about facilities/services to be provided to children
3. Discuss the role of functionaries of CCIs under the Act & Rules

Tips for Facilitator/Resource Person:

- This is an important component related to safety and security of children.
- As the session is theoretical as well as practical, make it interactive by encouraging participants to share their experiences.
- Appreciate and acknowledge the participants' knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- Child Care Institution
- registration under JJ Act 2015
- type of child care institution for Children in Need of Care and Protection
- Infrastructure of the Child Care Institution as per JJ Act 2015 & Model Rules 2105

Coded As per the JJ act 2015

Reference Material:

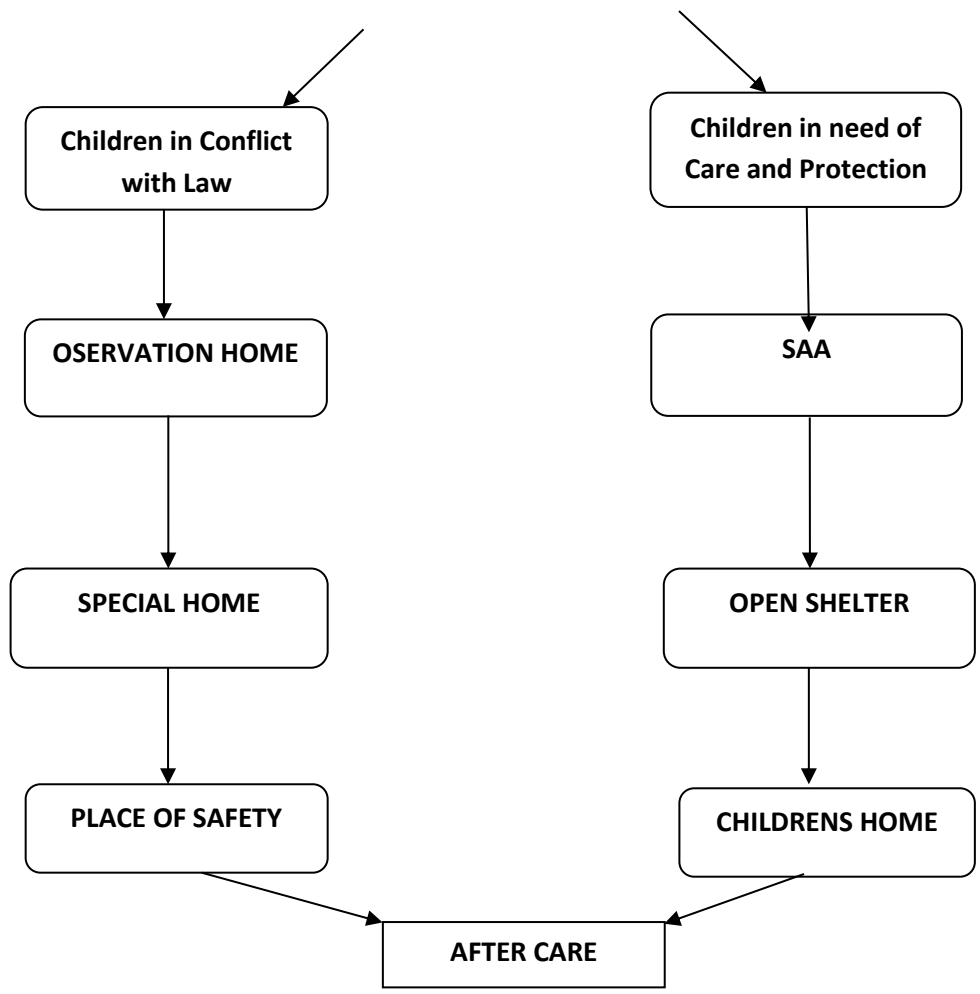
CCI means Children home, Open Shelter, Observation Home, Special Home, Place of Safety, SAA and a fit facility recognized under JJ Act 2015 for providing care and protection who are in need of such services

Sub-sections (1) of Section (41) of the Juvenile Justice (Care and Protection of Children) Act, 2015 requires that all Child Care Institutions (CCIs) whether run by State Government or by voluntary or non-governmental Organisations shall be registered under the Act. This further provides that the institutions having valid registrations under the Juvenile Justice (Care and Protection of Children) Act, 2000 shall be deemed to be registered under the Act.

The States/UTs need to designate one nodal officer at State level and one District level nodal officer in each of the district to make them responsible in the implementation of online registration process. Further, the States/UTs shall also designate an officer who shall be the Registration Authority at State/UT level to grant registration.

- 1) All institutions run by State Govt. or NGO, housing CNCP & CCL shall be registered under this Act within a period of 6 months from the date of commencement of this Act regardless of whether they are receiving grants from CG or SG or not.
- 2) All CCI registered shall be duty bound to admit children
- 3) Any CCI fails to register shall be punished with imprisonment one year and fine one lakh or both
- 4) The services which shall be provided in CCI includes food, shelter, clothing, medical facility
- 5) Equipment's like wheel-chairs, hearing aids, appliances for children with special needs
- 6) Appropriate education
- 7) Skill development, occupational therapy and life skill education, mental health intervention, counselling, recreational facilities, legal aid, referral services, birth registration, case management, follow up of ICP, etc.
- 8) Mentally ill or addicted to alcohol or drugs kept in CCI shall be removed to a Psychiatric nursing home or to integrated rehabilitation centre for addicts

**Types of Child
Care Institutions**



Child in Conflict with Law

Observation Home

'Observation Home' means a facility for children, established and maintained by the State Government, either by itself, or through a voluntary or non-governmental organization.

Observation Home will be established and maintained by the State Government in every district or a group of districts for temporary reception, care and rehabilitation of any child alleged to be in conflict with law, during the pendency of any inquiry under this Act. The State Government may provide for the management and monitoring of observation homes, including the standards and various types of services to be provided by them for rehabilitation and social integration of a child alleged to be in conflict with law and the circumstances under which the registration of an observation home may be granted. Also, every child alleged to be in conflict with law who is not placed under the charge of parent or guardian and is sent to an observation home shall be segregated according to the child's age and gender, after giving due consideration to physical and mental status of the child and degree of the offence committed.

Special Homes

'Special Home' means an institution established by a state Government or by a voluntary or non-governmental organization, registered for housing and providing rehabilitative service to children in conflict with law, who are found, through inquiry, to have committed an offence and are sent to such institution by an order of the Board

The State Government shall establish and maintain special homes which shall be registered as such in every district or a group of districts, as may be required for rehabilitation of those children in conflict with law. The State Government may provide for the management and monitoring of special homes, including the standards and various types of services to be provided by them for rehabilitation and social integration of a child alleged to be in conflict with law and the circumstances under which the registration of an observation home may be granted.

Place of safety

This means any place or institution, not being a police lockup or jail, established separately or attached to an observation home or a special home, as the case may be the person-in-charge of which is willing to receive and take care of the children alleged or found to be in conflict with law by an order of the Board or the Children's Court both during inquiry and ongoing rehabilitation after having been found guilty for a period and purpose as specified in the order

The State Government shall set-up at least one place of safety in a State registered so as to place a person above the age of eighteen years or child in conflict with law, who is between the age of sixteen

to eighteen years and is accused of or convicted for committing a heinous offence. Every place of safety shall have separate arrangement and facilities for stay of such children or persons during the process of inquiry and children or persons convicted of committing an offence.

Children's Home

The State Government may establish and maintain in every district or group of districts which shall be registered as such for the placement of children in need of care and protection for their care, treatment, education, training, development and rehabilitation. The State Government shall designate any Children's Home as a home fit for children with special needs delivering specialized services, depending on requirement. Also, provide for monitoring and management of Children's Homes including the standards and the nature of services to be provided by them based on individual care plans for each child.

Child in Need of Care and Protection

Open Shelter

It means a facility for children, established and maintained by the State Government, either by itself, or through a voluntary or non-governmental organization:

(1) The state Government may establish and maintain, by itself or through Voluntary or non-governmental organizations, as many open shelters as may be required and such open shelters shall be registered as such, in the manner as may be prescribed

(2) The open shelters referred to in sub-section above shall function as a community based facility for children in need of residential support, on short term basis, with the objective of protecting them from abuse or weaning them or keeping them away from a life on the streets

(3) The open shelters shall send every month information in the manner as may be prescribed, regarding children availing the services of the shelter to the District Child Protection Unit and the Committee

Foster Care:

'Foster Care' means placements of a child, by the Committee for the purpose of alternate care in the domestic environment of a family, other than the child's biological family, that has been selected, qualified, approved and supervised for providing such care.

The children in need of care and protection may be placed in foster care including group foster care for their care and protection through orders of the committee, after following the procedure as may be prescribed in this regard, in a family which does not include the child's biological or adoptive parents or in an unrelated family recognized as suitable for the purpose by the state government for a short or extended period of time. The selection of the foster family shall be based on family's ability, intent, capacity and prior experience of taking care of children

All efforts shall be made to keep siblings together in foster families, unless it is in their best interest not to be kept together

The state government after taking into account the number of children shall provide monthly funding for foster care through District Child Protection Unit after following the procedure as may be prescribed for inspection to ensure well-being of the children.

The child's parents may visit the child in the foster family at regular intervals, unless the committee feel that such visits are not in the best interest of the child, in cases where children have been placed in foster care for the reason that their parents have been found to be unfit or incapacitated by the Committee, and eventually the child may return to the parent's homes once the parents are determined by the Committee to be fit. The foster family will be responsible for providing education, health and nutrition to the child and ensure the overall well-being of the child in such manner as may be prescribed. The Committee shall conduct its inspection of foster families to check the well-being of the child and the child may be removed from the foster family and shifted to another foster family whenever the family is lacking in taking care of the child.

Sponsorship

'Sponsorship' means provision of supplementary support, financial or otherwise, to the families to meet the medical, educational and development needs of the child.

Sponsorship facility is provided to the children by the State Government under this Act such as individual to individual sponsorship, group sponsorship or community sponsorship. The sponsorship provide supplementary support to families, to Children's Homes and to special homes to meet medical, nutritional, educational and other needs of the children, with a view to improving their quality of life.

After care

'Aftercare' means making provision of support, financial or otherwise, to persons, who have completed the age of eighteen years but have not completed the age of twenty-one years, and have left any institutional care to join the mainstream of the society

Any child leaving a child care institution on completion of eighteen year of age may be provided with financial support in order to facilitate child's re-integration into the mainstream of the society.

The criteria for sponsorship that include

- where mother is a widow or divorced or abandoned by family
- where children are orphan and are living with the extended family
- where parent are victim of life threatening disease
- where parents are incapacitated due to accident and unable to take care of children both financially and physically

Fit Facility

The board or the Committee shall recognize a facility being run by a Governmental organization registered under any law for the time being in force to be fit to temporarily take the responsibility of a child for a specific purpose after due inquiry regarding the suitability of the facility and the organization to take care of the child.

Fit person

The Board or the Committee shall, after due verification of credentials, recognize any person fit to temporary receive a child for care, protection and treatment of such child for a specified period

Management and monitoring of child care institution:

1. The personnel strength of a child care institution shall be determine according to the duty ,post, hour of duty and category of children that the staff in meant to cater to
2. The staff of the child care institution shall be subject to control and overall supervision of the person –in charge who by order determine their specific duty and Responsibilities in keeping with the statutory requirements of the act and these rules.
3. The number of posts in each category of staff shall be fixed on the basis of capacity of the institution and shall proportionately increase with the increase in the capacity of the institution.
4. In case of child case institution housing girls, only female person-in –charge and staff be appointed.
5. Any person associated with a child care intuition should not have been convicted of an offence or have been involved in any immoral act or in act of child abuse or employment of child labour or in an offence involving moral turpitude or hold any office in any political party during his tenure.
6. No person shall be appointed to or work in child care institution without police verification.
7. The suggested staffing pattern for an institution with a capacity of 100 children may be a below:

- **Minimum standard**

Physical Infrastructure:

- (1) The accommodation in each institution shall be as per the following criteria

I. Observation Home:

- a. separate observation homes for girls and boys
- b. classification and segregation of children according to their age group preferably 7-11 years, 12-16 years and 16-18 years, giving due consideration to physical and mental status and the nature of the offence committed

II. Special Home:

- a. separate special homes for girls above the age of 10 years and boys in the age group of 11 to 15 and 16 to 18 years
- b. classification and segregation of children on the basis of age and nature of offences and their mental and physical status

III. Place of safety

- a. for children in the age group of 16 to 18 years alleged to have committed heinous offence pending inquiry
- b. for children in the age group 16 to 18 years found to be involved in heinous offence upon completion of inquiry
- c. for persons above 18 years alleged to have committed offence when they were below the age of 18 years pending inquiry
- d. for persons above 18 years found to be involved in offence upon completion of inquiry

IV. Children's Home:

- a. while children of both sex below 10 years may be kept in the same home, operate bathing and sleeping facilities shall be maintained for boys and girls in the age group of 5-10 years
- b. separate children's homes for boys and girls in the age group of 7-11 years and 12-18 years
- c. separate facilities for children up to the age of six years with appropriate facilities for infants

- (2) The Child Care Institutions shall be child-friendly and in no way shall they look like a jail or lock-up
- (3) Every Child Care Institution shall keep a copy of the Act and the rules framed by the State Government, for use by both the staff and children residing therein
- (4) Each Child care Institution shall have a Management Committee for the management of the institution and monitoring the progress of every child in the home
- (5) The Child Care Institutions for children in conflict with law and children in need of care and protection shall function from separate premises as per the criteria elaborated

- (6) The suggested norms for building or accommodation in each institution with 50 children may be as under:

1.	2 Dormitories	Each 1000 Sq.ft for 25 children i.e. 2000 q. ft.
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2.	2 Classrooms	300Sq.ft. for 25 children i.e. 600 Sq. ft.
3.	Sickroom/ First aid room	75 Sq. ft. for 25 children i.e. 600 Sq. ft.
4.	Kitchen	250 Sq. ft.
5.	Dining hall	800 Sq. ft.
6.	Store	250 Sq. ft.
7.	Recreation room	300 Sq. ft.
8.	Library	500 Sq. ft.
9.	5 Bathroom	25 Sq. ft. each i.e. 125 Sq. ft.
10.	8 Toilets	25 Sq. ft. i.e. 200 Sq. ft.
11.	Office rooms	a) 300 Sq. ft. b) Person-in-charge room 200 Sq. ft.
12.	Counselling and Guidance room	120 Sq. ft.
13.	Workshop	1125 Sq.ft. for 15 children @ of 75 Sq. ft. per trainee
14.	Residence for Person-in-charge	a) 2 rooms of 250 Sq.ft. each b) Kitchen 75 Sq.ft. c) bathroom cum toilet 50 Sq. ft.
15.	2 rooms for Juvenile Justice Board or Child Welfare Committee	300 Sq. ft. each i.e. 600 Sq. ft.
16.	Playground	Sufficient area according to total number of children
	Total	8495ft.

*The Person-in-charge shall stay within the institution and be provided with quarter and in case he is not able to stay in the Child Care Institution for valid reasons, any other senior staff member of the institution shall stay in the institution and be in a position to supervise the overall care of the children and take decision in the case of any crisis or emergency

1. There shall be proper and non-slippery flooring for preventing accidents
2. There shall be adequate lighting, heating and cooling arrangements, ventilation, safe drinking water, clean and accessible gender and age appropriate and disabled friendly toilets and high wall with barbed wire fencing.
3. All institutions under the Act shall;
 - i. make provision of first –aid kit .fire extinguishers in kitchen ,recreation room, vocational training room, dormitories, store room and counselling room;
 - ii. conduct periodic inspection of electrical installations:
 - iii. ensure proper storage and inspection of articles of food: and
 - iv. ensure stand by arrangement for water storage and emergency lighting
4. Special infrastructural facilities and necessary equipment shall be provided to differently-abled children .such facilities and equipment shall be designed under the guidance of specialist or experts.

5. other logistical and functional requirements which would be provided may include:

- computer sets, photocopier; printer, scanner cum fax; telephone with internet facility; web cam, furniture for officials ,record keeping cabinets, workstation ,wheel chair and stretcher for medical room; chair

Technical Session X: Management and Monitoring of Child Care Institutions

Learning objective:

- to aware participants about how to manage a Child Care Institutions
- to make them understand the hierarchical setup of different functionaries person in Child Care Institution

Methodology:

Lecture cum discussion, Powerpoint presentation

Material required:

Projector, computer, flip chart, white Board, marker

Duration:

1 hour

Instructions:

1. Ask the participants about how much they are aware of the placement of different functionaries of child care institution
2. make them understand the positions of different functionaries of the institutions as set by the child welfare committee

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- **Management and Monitoring of Child Care Institutions**
- **Duties and responsibility of functionaries of Child Care Institution**
Coded As per the JJ act 2015

Reference Materials:

1. **Management and Monitoring of Child Care Institutions.-** (1) The personnel strength of a Child Care Institution shall be determined according to the duty, posts, hours of duty and category of children that the staff is meant to cater to.
(2) The staff of the Child Care Institution shall be subject to control and overall supervision of the Person-in-charge who by order, shall determine their specific duties and responsibilities in keeping with the statutory requirements of the Act and these rules.
(3) The number of posts in each category of staff shall be fixed on the basis of capacity of the institution and shall proportionately increase with the increase in the capacity of the institution.
(4) In case of Child Care Institutions housing girls, only female Person-in charge and staff shall be appointed.
(5) Any person associated with a Child Care Institution should not have been convicted of an offence or have been involved in any immoral act or in act of child abuse or employment of child labour or in an offence involving moral turpitude or hold any office in any political party during his tenure.
(6) No person shall be appointed to or work in a Child Care Institution without police verification.
(7) The suggested staffing pattern for an institution with a capacity of 100 children may be as below:

S. No	Personnel/ Staff	Number
1.	Person-in-charge (Superintendent)	1
2.	Probation Officer/Child Welfare Officer/Case Workers (NGOs) A Child Welfare Officer may be designated as Rehabilitation-cum-Placement Officer	3
3.	Counselor/ Psychologists/mental health expert	2
4.	House Mother/ House Father	4
5.	Educator/ Tutor	2(Part time)
6.	Medical Officer (Physician)	1 (on call)
7.	Para-medical staff/ Staff Nurse/Nursing Orderly	1
8.	Store Keeper cum Accountant	1
9.	Art & Craft & activity teacher	1(Part time)
10.	PT Instructor-cum-Yoga trainer	1(Part time)
11.	Cook	2

12.	Helper	2
13.	House keeping	2
14.	Driver	1
15.	Gardener	1(Part time)

(8) In case of institutions housing infants, provision for ayahs and paramedical staff shall be made as per need.

(9) The security personnel shall be deployed as per nature and requirement of the Child Care Institution, taking into consideration strength of the children, age groups, physical and mental status, segregation facility based on the nature of offence and structure of the Institution.

(10) The security personnel to be engaged or appointed shall be adequately trained and oriented to deal with the children with sensitivity preferably ex-servicemen or retired para-military personnel or through Director General of Resettlement.

(11) The security personnel shall not be with arms or guns but have training and special skills to handle a crisis situation, control violence and escape of children from the institution, conduct search and frisking and security surveillance.

Technical Session XI: Role & responsibilities of functionaries of CCIs (Officer-in-charge, Probation Officer or Child Welfare Officer, Case Worker, Rehabilitation- cum- Placement Officer)

Objectives:

- To make the participants aware about the roles and responsibilities of CCIs functionaries prescribed under the scheme
- To enable the participants to understand the primary responsibility of maintaining the institution

Methodology:

Presentation and Lecture- cum discussion

Material Required:

Projector, computer, flip chart, white Board, marker

Duration:

1 hour 30 minutes

Instructions:

3. Ask the participants about job responsibilities of functionaries they are aware.
4. Explain them in detail what they are supposed to do in their respective places to achieve the objectives providing care and protection to the children placed in the child care institution
5. Precede the discussion with the help of slides.
6. Wind up the session by answering the relevant queries.

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- **Brief about Duties of the Person-in-charge of a Child Care Institution**
- **Brief about Duties of the Child Welfare Officer or Case Worker**
- **Brief about Duties of a Probation Officer**
- **Brief about Rehabilitation-cum-Placement Officer**

Coded As per the JJ act 2015

Reference Materials:

Supervision and Monitoring of Child Care Institutions:

Duties of the Officer-in-Charge of an institution.—

(1) The Officer-in-charge shall have the primary responsibility of maintaining the institution and shall stay within the institutional premises to be readily available as and when required by the juveniles or children and the staff and in case where an accommodation is not available within the institutional premises, the Officer-in-charge shall stay at a place in close proximity to the institution till such time that such an accommodation is made available within the institution.

(2) The general duties and functions of the Officer-in-charge shall include:

- (a) Compliance with provisions of the Act and the rules and orders made thereunder;
- (b) Compliance with the orders of the Board or Committee;
- (c) Providing homely atmosphere of love, affection, care, development and welfare for Juveniles or children;
- (d) Maintaining minimum standards of care in the institution;
- (e) Proper maintenance of buildings and premises;
- (f) Security measures and periodical inspection, including daily inspection and rounds of the Institution, proper storage and inspection of food stuffs as well as food being served;
- (g) Supervision and monitoring of juveniles' or children's discipline and well-being
- (h) Planning implementation and coordination of all institutional activities, programmes and Operations, including training and treatment programmes or correctional activities as the case may be; prompt action to meet emergencies.
- (j) Ensuring accident and fire preventive measures within the institutional premises.
- (k) Stand-by arrangements for water storage, power plant, emergency lighting.
- (l) Careful handling of plants and equipment's.
- (m) Segregation of a juvenile or child suffering from contagious or infectious diseases.
- (n) Observance and follow-up of daily routine.
- (o) Filing of monthly report of juvenile or child in the case file.
- (p) Organize local and national festivals in the institution.

(q) Organize trips or excursions or picnics for juveniles or children; preparation of budget and control over financial matters.

(s) Allocation of duties to personnel.

(t) Supervision over office administration, including attending to personnel welfare and staff Discipline.

(u) Prompt, firm and considerate handling of all disciplinary matters;

(v) Organize the meetings of the Management Committee set up under rule 55 of these rules and provide necessary support Maintenance of all records and registers required under the Act and the rules and monthly ,Verification of the same by the Management Committee set up under rule 55 of these Rules

(x) Liaison, coordination and cooperation with the District Child Protection Unit or State Government as and when required; and Coordination with the legal officer in the District Child Protection Unit to ensure that every juvenile is legally represented and provided free legal aid and other necessary support or, where the District Child Protection Unit has not been set up, services of the District or State Legal Services Authority shall be made available.

(3) Duties of a Probation Officer or Child Welfare Officer or Case Worker.—

Every probation officer or child welfare officer or case-worker shall carry out all directions given by the Board or Committee or concerned authority and shall perform the following duties, functions and responsibilities:

(a) Making social investigation of the juvenile (Form IV) or the child (Form XIII) through Personal interview and from the family, social agencies and other sources;

(b) Attending the proceedings of the Board or Committee and submitting reports as and when required. Clarifying problems of the juvenile or the child and dealing with their difficulties in Institutional life.

(d) Participating in the orientation, monitoring, education, vocational and rehabilitation Programmes. Establishing a co-operation and understanding between the juvenile or the child and the Officer- in-charge.

(f) Assisting the juvenile or the child to develop contacts with family and also providing assistance to family members.

(g) Developing a care plan for every child in consultation with the juvenile or child and following up its implementation.

(h) Participating in the pre-release programme and helping the juvenile or the child to establish contacts which can provide emotional and social support to juvenile or child after their release.

(i) Establishing linkages with voluntary workers and organizations to facilitate rehabilitation and social reintegration of juveniles and to ensure the necessary follow-up.

(j) Follow-up of juveniles after their release and extending help and guidance to them.

(k) Visiting regularly the residence of the juvenile or child under their supervision and also places of employment or school attended by such juvenile or child and submitting fortnightly reports as prescribed in Form XXI; accompanying juveniles or children where ever possible, from the office of the Board to observation home, special home, children's home or fit person.

(m) Maintaining case file and such registers as may be specified from time to time.

(2) On receipt of information from the Police or Juvenile or Child Welfare Officer of the Police under clause (b) of section 13 of the Act, the probation officer shall inquire into the antecedents and family history of the juvenile or the child and such other material circumstances, as may be necessary and submit a social investigation report as early as possible, in Form IV or XIII, to the Board.

(4).Duties of the Child Welfare Officer (CWO) /Case Worker. (Section 62 of the Act)

1. Every child welfare officer/case worker in the Child Care Institution shall carry out all directions given by the Board or the Committee or the Children's Court.

2. The child welfare officer/ case worker shall establish linkages with voluntary workers and organizations to facilitate rehabilitation and social re-integration of the children and to ensure the necessary follow-up.

3. The child welfare officer/ case worker available in the Child Care Institution at the time of receiving a child shall interact with the child received with a view to put the child at ease and befriend him and shall supervise the 'receiving of the child'.

(5).Duties of a Probation Officer

1. On receipt of information from the Police or Child Welfare Police Officer under clause (ii) of sub-section (1) of section 13 of the Act, without waiting for any formal order from the Board, the probation officer shall inquire into the circumstances of the child as may have bearing on the inquiry by the Board and submit a social investigation report in Form 6 to the Board.

2. The social investigation report should provide for risk assessment, including aggravating and mitigating factors highlighting the circumstances which induced vulnerability such as traffickers or abusers being in the neighbourhood, adult gangs, drug users, accessibility to weapons and drugs, exposure to age inappropriate behaviours, information and material.

3. The probation officer shall carry out the directions given by the Board and shall have the following duties, functions and responsibilities:

(7).Rehabilitation-cum-placement officer

A rehabilitation-cum-prohibition officer shall be designated in all child care institution, including place of safety. The rehabilitation-cum-prohibition officer may have a master's degree in social work or human

resource management and at least three years' experience in the field of rehabilitation, employment creation and resource mobilization.

Role of rehabilitation-cum-prohibition officer are as follows

- Identification and support the skills and aptitude of the children placed in child care institution through appropriate mechanism and in consultation with the child welfare officer ,case worker ,counselor and vocational instructor
- Identify and network with person. Corporates, recognized non-governmental Organisations and other funding agencies to mobilizes resource for sponsoring training program as per age, aptitude, interest and ability of their children placed child care institution and support for self-employment
- Maintain the rehabilitation card in form 14 and monitor the progress made by the child o regular basis and submit progress report to the management committee.

Technical Session XII: Role & responsibilities of House Father and House Mother) under J.J. system

Objectives:

- To make the participants aware about the roles and responsibilities of CCIs functionaries prescribed under the scheme
- To enable the participants to understand the primary responsibility of maintaining the institution

Methodology:

Presentation and Lecture- cum discussion

Material Required:

Projector, computer, flip chart, white Board, marker

Duration:

1 hour 30 minutes

Instructions:

1. Ask the participants about job responsibilities of House Father and House Mother .
2. Explain them in detail what they are supposed to do in their respective places to achieve the objectives of the scheme.
3. Precede the discussion with the help of slides.

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Wind up the session by answering the relevant queries.

Reference Material for Technical Session

CONTENTS

- **Brief about Duties of the House Father and House Mother of a Child Care Institution**
- providing Clothing, Bedding, Toiletries and other Articles to child upon his reception at child care institution

Coded As per the JJ act 2015

Reference Materials:

Duties of House Mothers/Fathers

The house mothers/fathers shall function under the direction of the Superintendent/Person-in-charge and shall be assigned duties towards providing care to children. The general duties, functions and responsibilities shall be as follows, namely:

- Handle every child in the Child Care Institution with love and affection.
- Take proper care of the child and ensure his welfare.
- Provide each child upon his reception with all the necessary supplies like clothing, toiletries etc.
- Replenish the provisions/supplies as per scale and need of the child.
- Maintain discipline among the children.
- Ensure that the children maintain their personal cleanliness and hygiene.
- Look after maintenance, sanitation and maintain hygienic surroundings.
- Implement the daily routine of every child in an effective manner and ensure the participation of the children.
- Look after safety and security arrangements in the Child Care Institution.
- Escort the children whenever they go out of the Child Care Institution for purposes other than production before the Board or the Committee or the Children's Court.
- Report to the Person-in-charge and to the Child Welfare Officer about the child assigned to the Child Welfare Officer.
- Maintain the registers, relevant to their duties. and
- Any other duty as may be assigned by the Person-in- charge of the Child Care Institution

Duties related to house-keeping in the CCI

- The House Father/Mother shall be assigned the duty of verification of cleaning. He/she shall verify that the same has been conducted twice in the day, once in the morning, and once in the evening after the evening cleaning. A record of the same shall be kept in the House-keeping register.

- The House Father/Mother shall also do verification of meals, the same shall be verified at the time of preparation of every meal - breakfast, lunch, tea, dinner and a record of the same shall be kept in the meals register:
- The House Father/Mother shall verify that the meal has been cooked according to the menu, and check to see if it is prepared in accordance with the standards outlined in the JJ Model Rules 2016.

The House Father/Mother shall also make a comment on the quality of the cooking whether it is satisfactory according to him or her and steps which may need to improve quality.

Clothing, Bedding, Toiletries and other Articles

(1) The clothing and bedding shall be as per the scale and climatic conditions. The requirements of each child and the minimum standards for clothing and bedding shall be as under:

A. BEDDING		
S. No.	Article	Quantity to be provided per child
1.	Mattress	1 at the time of admission and subsequently 1 after every 1 year.
2.	Cotton Durry	2 at the time of admission and subsequently 2 after every 2 years.
3.	Cotton bed sheets	2 at the time of admission and subsequently 1 after every 6 months.
4.	Pillow (Cotton stuffed)	1 at the time of admission and subsequently 1 after every 1 year.
5.	Pillow covers	1 at the time of admission and subsequently 1 after every 1 year.
6.	Cotton blankets/ Khes	2 at the time of admission and subsequently 1 after every 2 years.
7.	Cotton filled quilt	1 at the time of admission and subsequently 1 after every 2 years (in cold region in addition to the blankets).
8.	Mosquito net	1 at the time of admission and subsequently 1 after every 6 months.
9.	Cotton towels	2 at the time of admission and subsequently 1 after every 3 months.

B. Clothing for Girls		
S. No.	Article	Quantity per child
1.	Skirts and Blouse or Salwar Kameez or Half Sari with Blouse and Petticoat	5 sets per year for girls depending on age and regional preferences.
2.	Age appropriate undergarments	3 sets every quarter.
3.	Sanitary Towels	12 packs per year for older girls.
4.	Woollen Sweaters (full sleeves)	2 sweaters yearly.
5.	Woollen Sweaters (Half sleeves)	2 sweaters yearly.
6.	Woollen Shawls	1 per year.
7.	Nightwear	2 sets every 6 months.
B. Clothing for Boys		
S. No.	Article	Quantity per child
1.	Shirts	2 at the time of admission and subsequently 1 after every 6 months.
2.	Shorts	2 at the time of admission and subsequently 1 after every 6 months for younger boys.
3.	Pants	2 at the time of admission and subsequently 1 after every 6 months for older boys.
4.	Age appropriate undergarments	3 sets every quarter.
5.	Woollen jerseys(full sleeves)	2 yearly.
6.	Woollen jerseys (half sleeves)	2 yearly.
7.	Woollen Caps	1 in 1 year.
8.	Kurta Pyjama for night wear	2 sets every 6 months.

C. Miscellaneous Articles		
1.	Slippers	1 pair at the time of admission and subsequently after every 6 months.
2.	Sports shoes	1 pair at the time of admission and subsequently 1 pair after every 1 year.
3.	School uniform	2 sets every six months for children attending schools.
4.	School bag	1 every year for children attending schools.
5.	School shoes	1 pair at the time of admission in school and subsequently 1 pair after every 6 months.

6.	Handkerchiefs	2 at the time of admission and subsequently 2 after every 2 months.
7.	Socks	3 pairs every six months.
8.	Stationery	As per need.

(2) In addition to the clothing specified above, each child shall be provided, once in three years, with a suit consisting of one white shirt, one pair of shorts or pants, one pair of white canvas shoes and one blazer for use during ceremonial occasions. In the case of girls it shall be one white half sari or one salwar kameez or one white skirt and one white blouse, a pair of white canvas shoes and a blazer.

(3) In every hospital attached to the institution where there is provision for in-patient cots, the following scale has to be followed:

S. No.	Night clothing and bedding	Scale for supply
1.	Mattress	One per bed per 3 years.
2.	Cotton bed sheets	Four per bed per year.
3.	Pillows	One per bed per two year.
4.	Pillow covers	Four per bed per year.
5.	Woollen blankets	One per bed per 2 years.
6.	Pyjamas and loose shirts (hospital type for boys)	3 pairs per child per year.
7.	Skirts and blouses or salwar kameez for girls	3 pairs per child per year.
8.	Cotton durry	One per bed per three years.

(4) Toiletry: Every resident of the Child Care Institution shall be issued oil, soap and other materials as per the following scale:

S. No.	Items	Quantity to be issued per child
1.	Hair Oil for grooming the hair	100 ml per month.
2.	Toilet soap/handwash	2 bars of 100gm per month.
3.	Tooth brush	1 in every 3 months.
4.	Toothpaste	100gm (a tube) per month.
5.	Comb	1 in every 3 month.
6.	Shampoo sachets	8 in a month (10ml/ per sachet).

7.	Bathing soap	2 bars of 125gm per month.
8.	Hair clip/ band	2 bands in 3 month.
9.	Moisturiser or cold cream (during winters)	250 ml in a month.

(5) For washing of clothes and towels, bed-sheet, etc., the following scale may be followed:

- (i) Washing soap: 3 soaps for one month (125 gms) or equivalent washing powder;
- (ii) Whitening or bleaching agent to the extent required only for white clothing.

The hospital clothing shall not be mixed with other clothing at the time of washing and if necessary, the Superintendent can issue the above items separately for washing of hospital clothing. The superintendent may get installed washing machines, as required.

(6) The following items shall be provided for maintaining the Child Care Institutions in a healthy and sanitary condition:

S. No.	Items	Scale of Supply
1.	Broom stick	25 to 40 per month depending on the area of the institution.
2.	Pesticide spray	As per the institution doctor's advice.
3.	Effective bugs killing agent	As required.
4.	Phenyl and cleaning acid	Depending on the area of lavatories to be (daily) cleaned as per institution doctor's advice.
5.	Mosquito repellent machines	2 per room per month with adequate fillets.

Technical Session XIII: Ensuring essential diet/nutrition of Children in Child Care Institutions

Objectives:

- to describe the nutritional status of orphaned and separated children and adolescents assure adequate nutrition, safe water
- staffing the management and delivery of required services for children's survival, life-security, health and nutrition status,
- improve access to essential micronutrients through fortification, supplementation and dietary diversity measures;

Methodology:

Simulation exercise, Presentation, Discussion

Material Required:

Projector, computer, slides on Standards of Care for Child Care Institutions

Duration: 1:30 hours

Instructions:

- aware the participants about why nutritious food is the basic required of the children placed in the child care institution
- how to ensure filling up the gap of mal-nutrition to a fully developed strong future of the country by providing care of the children placed in the Child Care Institution
- Explain them in detail what they are supposed to do in their respective places to achieve the objectives of the scheme run by the ministry of women and child development for the children.
- Precede the discussion with the help of slides.

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Wind up the session by answering the relevant queries.

Reference Material for Technical Session

CONTENTS

- **Nutrition and Diet Scale as per given under JJ Act 2015**
- **Scheme run by the Ministry of Women and Child Development for children nutrition and health care under ICDS**

Reference Materials:

Questions to be asked from participants:

1. **What is the nutritional status of children in your child care institute or community/state ?**
2. **Are there any case of sever malnourishment among the children placed in CCIs?**
3. **What do you under stand by balanced diet?**
4. **Is it necessary to have a good nutritional status for maintaining good health?**
5. **What are the common practices followed in their community/state with respect child feeding?**
6. **What steps must be taken to improve the nutritional status of the children placed in CCIs?**

Children raised in institutions often suffer from dramatic developmental delays and may follow deviant developmental pathways. However, the various causes of these delays are difficult to disentangle. First, in some instances it is difficult to know whether the institutional experience actually causes the deficits or simply maintains pre-existing deficits. Second, the forms of deprivation experienced by institutionalized children rarely occur in isolation from one another. Here we briefly present the (often severe) developmental deficiencies that most institution-reared children display. We selected to concentrate on the important areas of physical, hormonal, cognitive, and emotional development for which replicated evidence exists; this does not constitute a complete picture.

Nutrition and Diet Scale.-(1) The following nutrition and diet scale shall be followed by the Child Care Institutions, namely:

- (i) the children shall be provided four meals in a day including breakfast;
- (ii) the menu shall be prepared with the help of a nutritional expert or doctor to ensure balanced diet and variety in taste as per the minimum nutritional standard and diet scale;
- (iii) every Child Care Institution shall strictly adhere to the minimum nutritional standard and diet scale suggested as specified below:

S.No.	Name of the articles of diet	Scale per head per day
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1.	Rice/Wheat/Ragi/Jowar	600 gms, (700 gms for 16-18 yrs age) of which atleast 100 gms to be either Wheat or Ragi or Jowar or Rice.
2.	Dal/ Rajma/ Chana	120 gms.
3.	Edible Oil	25 gms.
4.	Onion	25 gms.
5.	Salt	25 gms.
6.	Turmeric	05 gms.
7.	Coriander Seed Powder	05 gms.
8.	Ginger	05 gms.
9.	Garlic	05 gms.
10.	Tamarind/ Mango powder	05 gms.
11.	Milk (at breakfast)	150 ml.
12.	Dry Chillies	05 gms.
13.	Vegetables Leafy Non – leafy	100 gms. 130gms .
14.	Curd or Butter Milk	100 gms/ml.
15.	Chicken once a week or Eggs 4 days	115 gms.
16.	Jaggery& Ground Nut Seeds or Paneer (vegetarian only)	60 gms each (100 gms for paneer) Once in a week.
17.	Sugar	40 gms.
18.	Tea/Coffee	5gm.
19.	Sooji/Poha	150 gms.
20.	Ragi	150 gms.
Following items for 50 Children per day		
21.	Pepper	25 gms.
22.	Jeera Seeds	25 gms.
23.	Black Gram dal	50 gms.
24.	Mustard Seeds	50 gms.
25.	Ajwain Seeds	50 gms.
On Chicken Day for 10 Kg. of Chicken		
26.	Garam Masala	10 gms.
27.	Kopra	150 gms.
28.	KhasKhas	150 gms.
29.	Groundnut Oil	500 gms.
For Sick Children		

30.	Bread	500 gms.
31.	Milk	500 ml.
32.	Khichadi	300 gms.
	Other Items	
33.	LP Gas for Cooking only	

(2) Children may be provided special meals on holidays, festivals, sports and cultural day and celebration of national festival.

(3) Infants and sick children shall be provided special diet according to the advice of the doctor on their dietary requirement.

(4) The requirement of each child shall also be taken into account including need for iron and folic acid supplements.

(5) The menu for the day shall be prepared in consultation with the Children's Committee and shall be displayed in the dining hall.

(6) Variation in diet may be as per seasonal and regional variations, a suggested diet variation is given below:-

(i) varieties of dal e g., Toor (Arhar), Moong (Green Gram) and Chana (Bengal Gram) may be given alternatively;

(ii) on non-vegetarian days, vegetarian children shall be issued with either 60 gms of jaggery and 60 gms of groundnut seeds per head in the shape of laddus or any other sweet dish or 100 gms paneer;

(iii) leafy vegetables such as Fenugreek (Methi), Spinach (Palak), Sarson (Mustard leaves) Gongura/Thotakura or any other saag etc., may also be issued once in a week. If a kitchen garden is attached to any institution, leafy vegetables, should be grown and issued and the Superintendent should try to issue variety of vegetables and see that the same vegetable is not repeated for at least a period of one week;

(iv) seasonal fruits shall be provided in a non-repetitive manner in sufficient quantities;

(v) the Person-in-charge may make temporary alterations in the scale of diet in individual cases when considered necessary by him, or on the advice of the doctor of the institution subject to the condition that the scale laid down is not exceeded.

(7) Meal Timing and Menu:

(i) Breakfast – 7.30 a.m. to 8.30 a.m.

(a) upma or chapattis made of wheat or ragi or any other dish;

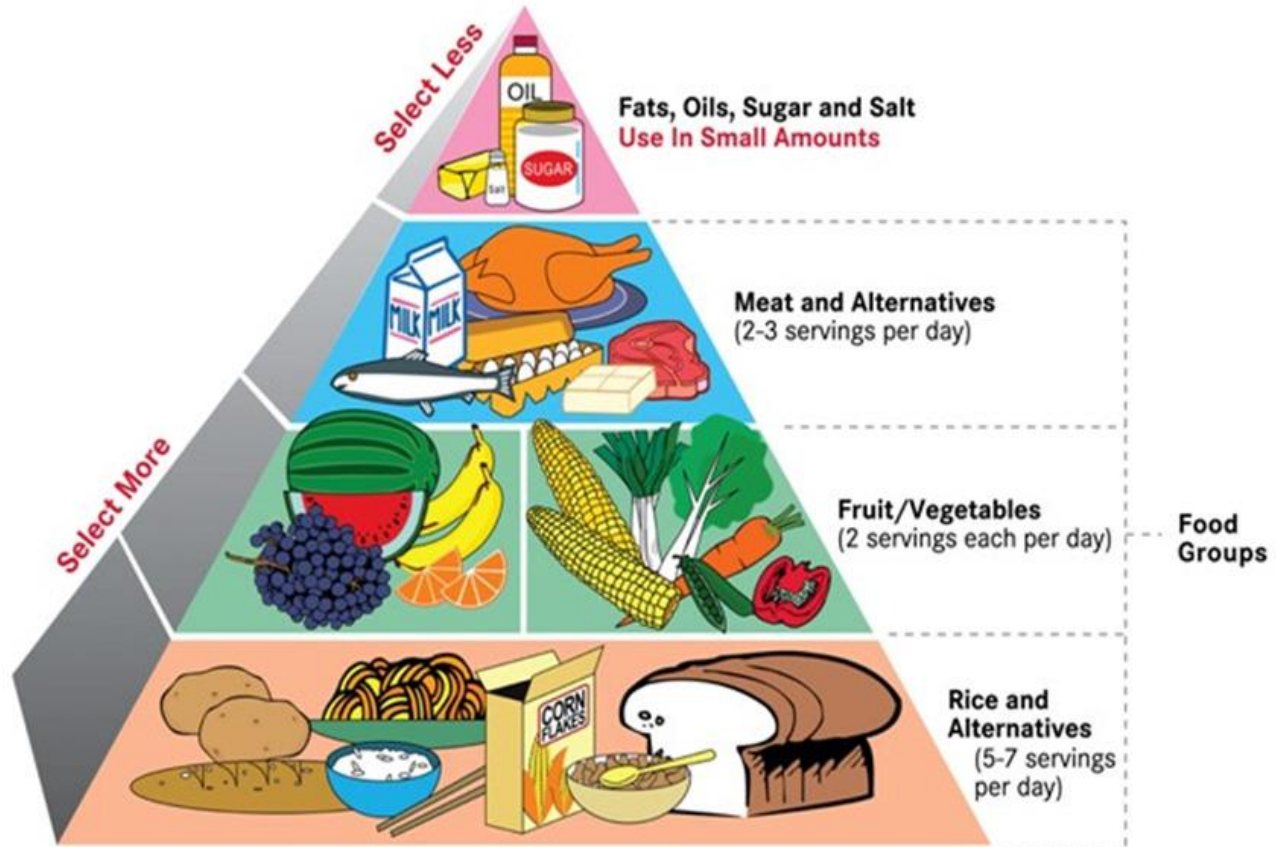
(b) chutneys from Gongura or fresh curry leave or fresh coriander or Coconut and Putnadal etc., dal or vegetable may be issued as a dish;

(c) milk;

(d) any seasonal fruit in sufficient quantity.

- (ii) Lunch at 12.30 to 1.30 P.M. and Dinner – 7.00 P.M. – 8.00 P.M
- (a) rice or Chapattis or combination of both;
- (b) vegetable curry;
- (c) sambar or dal;
- (d) butter milk or curd.
- (8) Others:
 - (i) depending on the season, the Person-in-charge shall have the discretion to alter the time for distribution of food;
 - (ii) on the advice of the institution's doctor or at the discretion of the Person-in-charge, every sick child who is prevented from taking regular food, on account of his ill-health, may be issued with medical diet as per the scale for sick children;
 - (iii) extra diet for nourishment like milk, eggs, sugar and fruits shall be issued to the children on the advice of the institution doctor in addition to the regular diet, to gain weight or for other health reasons and for the purpose of calculation of the daily ration, the sick children shall be excluded from the day's strength;
 - (iv) Special lunch or dinner may be provided to the children at the Child Care Institution at the rate fixed by the Person-in-charge of the Child Care Institution, from time to time on national festivals and festival occasions, including:
 - (a) Republic Day (26th January);
 - (b) Independence Day (15th August);
 - (c) Mahatma Gandhi's Birth day (2nd October);
 - (d) Children's Day (14th November);
 - (e) National festivals;
 - (f) Local festivals;
 - (g) Annual Day of the Child Care Institution.

Food Pyramid



SOURCES AND FUNCTIONS OF ESSENTIAL NUTRIENTS

S.no.	Nutrients	Sources	Functions
1	Carbohydrates	Rice, wheat, millets, roots and tuber like potatoes, tapioca, colocasia (arbi), sugar and jiggery, nut almond, dry coconut, groundnut.	These are helpful in providing energy to the body
2	Proteins	Pulses like Bengal grams, black gram, green lentil and red gram, groundnuts, milk & milk products, poultry, fish, meat, egg white, cheese, khoa, skimmed milk powder (cow) and whole milk powder (cow)	Proteins are helpful in building and repairing the body tissues, muscles and vital fluids like blood.
3	Fats	Butter, ghee, vegetable oils and fats, nuts	Fats serve as a concentrated source of energy and provide essential fatty acids.
4	Vitamins minerals	Milk and milk products (curd, butter, ghee), yellow and red fruits, green leafy and yellow and orange vegetables (carrots, pumpkins).	These help in keeping the body healthy by building up immunity against illnesses.
5	water	Safe drinking water, some foods with high water content, including watermelon, cucumber etc.	It helps in transportation of vital nutrients in the body

			and unnecessary waste out of the body to regulate temperature.
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IMPORTANCE OF VITAMINS AND MINERALS

S,No	Nutrients	Sources	Functions
1	Vitamin A	Dark green leafy vegetables(spinach, mint and radish leaves, drumstick leaves)yellow and orange vegetables and fruits(carrot, pumpkin, mango, papaya)and animal food like milk, milk products ,butter and ghee.	Helps in perverting blindness, good for skill and provide immunity to the body.
2	Vitamin B	Legumes and pulses, meat, fish, milk, and milk products, nuts, cereals.	Helps to prevent mouth and tongue ulcer. There are a number of vitamin's in this group that are essential for normal growth.
3	Vitamin B6	Potatoes ,nuts, spinach.	Promotes white blood cell production.
4	folate	Peas, green leafy vegetables, legumes, nuts and liver.	Increases activity of white blood cells.
5	Vitamin C	Guava ,citrus fruits and vegetables like orange ,grapes ,green chilly ,tomato and amla.	Enhances immunity essential for good health and protection against diseases.it is also an antioxidant.
6	Vitamin D	Fish liver oil, cod liver oil, butter and egg.	It is essential for the formation of bones.
7	Vitamin E	Vegetables oils and grains.	It is an antioxidant that stimulates immune response to infectious diseases.
8	Calcium	Vegetables like spinach, mustard greens, cheese ,milk, yoghurt, curd and butter milk.	It is essential for normal development of bone and teeth.
9	Zinc	Egg whole grains.	Promoyes wound healing.
10	iron	Green leafy vegetables ;like spinach, methi, amaranth etc .watermelon, pumpkin, chickpea, chana, chole, rice flakes, lotus stem,jiggery,meat and meat products.	It is needed for oxygen transport and for blood formation.

11	Iron	Sea foods like fish ,prawns etc .and iodized salt.	Promotes mental physical development .prevents mental retardation. Need for the production of thyroid hormone.
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Micronutrient Deficiencies

Micronutrients are essential for good health and their deficiencies can cause serious health problems. Micronutrients include minerals and vitamins as vitamin A, Iron ,Iodine And Zinc.

Common Micronutrients Deficiencies which are prevalent in India are:

1. **Vitamin A Deficiency:** vitamin A (VA) is an essential nutrient need for the normal functioning of the visual system, growth and development ,maintenance of epithelial cellular integrity, immune system function and reproduction.
2. **Iodine Deficiency Disorder:** Iodine is an essential micronutrient and is a leading cause of preventable mental retardation .its deficiency can result I poor physical and mental development of children particularly if the mother suffers from this condition in pregnancy .it is required at 100-150 μ daily for normal human growth and development.
3. **Iron Deficiency Anemia:** iron is necessary for synthesis of hemoglobin.Iron deficiency is thought to be the most common cause of anemia globally but other nutritional deficiencies (including folate,vitamin B12 and vitamin A)acute and cronic inflammation ,parasitic and inherited or acquired disorders that affect Hb synthesis ,red blood cell production or red blood cell survival can all cause anemia.
4. **The effect are most severe in infancy and early childhood .iron deficiency adversely affect:**
 - The cognitive performance ,behaviour and physical growth of infants, preschool and school-age children.
 - The immune status and morbidity from infections of all age group.
 - In pregnancy iron deficiency anemia can lead to prenatal loss ,ore mature and low birth weight babies

Umbrella ICDS

1. Anganwadi Services Scheme
2. Pradhan Mantri Matru Vandana Yojana
3. National Creche Scheme
4. Scheme for Adolescent Girls
5. Child Protection Scheme
6. POSHAN Abhiyaan

Technical Session XIV: Minimum standards of care at Homes functioning under the JJ Act and ICPS

Objectives:

- to brief on how to maintain discipline among the children in Child Care Institutions
- enabling the participants about the need of making and keeping their children homes clean(how to inculcate cleanness as a habit in the children place in child care institutions)

Methodology:

Simulation exercise, Presentation, Discussion

Material Required:

Projector, computer, slides on Standards of Care for Child Care Institutions

Duration: 1:30 hours

Instructions:

- keep the track of time throughout the session
- keep it short and content based only with a creative and innovative way of teaching

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Wind up the session by answering the relevant queries.

Reference Material for Technical Session

CONTENTS

- **Maintain discipline among children(Management of unruly children and common behavioural problems)**
- **Maintain personal cleanliness and hygiene**
- **Sanitation and maintain hygienic surrounding**

Reference Materials:

Maintain discipline among children(Management of unruly children and common behavioural problems)

Unruly children

Difficult children aren't difficult because they're bad children or because there's something *wrong* with them. Difficult children are difficult because they can't regulate themselves well. Their mood gets easily thrown and they have great difficulty recovering and bouncing back. It's crucial that caregivers of such children know how to navigate the difficult child so that he thrives emotionally as much as possible, and that you have the best possible relationship with him so that he feels connected, accepted, and loved.

When children are unruly it can be difficult for the caregiver and it's an indication that the child is upset, fearful or confused. Handling an unruly child takes some skill and strategizing, but you can work together with the child so that he can learn better self-control and you can both feel more calm more often. Remember that it is the child's behaviour that is the problem – not the child. Be sure that unruly children feel aware that you love them and that you see them in a positive light despite their disruptive behaviour. You should never hit or spank a child.

Yoga and Meditation

Yoga

Originated in ancient India, Yoga typically means 'union' between the mind, body and spirit. It involves the practice of physical postures and poses, which is sometimes referred to as 'asana' in Sanskrit. As the name suggests, the ultimate aim of practicing Yoga is to create a balance

between the body and the mind and to attain self-enlightenment. In order to accomplish it, Yoga makes use of different movements, breathing exercises, relaxation technique and meditation. Yoga is associated with a healthy and lively lifestyle with a balanced approach to life.

How does Yoga help?

Yoga is the perfect way to ensure overall health and physical fitness. Through meditation, breathing exercises (called pranayams); you can banish all your stress and lead a healthy life. In fact, it is one of the best remedies known to humankind, for curing chronic ailments that are otherwise difficult to be cured by other medications. One is truly healthy when they are physically, mentally and emotionally balanced, and yoga helps us to reach that state. Yoga has proved to be an effective technique in:

Relieving Depression

Depression is a mental illness that causes a constant feeling of sadness and lack of interest. It affects one's thinking, behaviour and feelings too.

Meditation

A person well versed in inner science traditions has access to a veritable apothecary of meditative antidotes to disturbing mind states, as well as to potent methods for enhancing and developing wholesome and helpful states of mind. Mastering our mind in these ways, we will inevitably develop mastery over our physical and verbal expressions and our relationship

Creating Order Out of Chaotic Behaviour

First priority should be to create rules around the behaviours that are causing the most disruption or have potential risk for harm.

If you are the main caregiver for the child, you can develop the rules on your own. If your child spends a great deal of time with another caregiver (another parent, grandparent, or paid caregiver), then work with that person on the rules.

Make sure that the rules you develop are clear and simple. For example, for a child who has trouble with physical aggression, the rule could simply be worded "no hitting."

Be a Happy, Spiritual Family

Give your child alternatives to bad behaviour. Children need help replacing an undesirable behaviour with something new that will help them learn to control themselves. Depending on what behaviours you are working on, you can try one or more different alternatives.

Stop, think and choose. Stop the current activity, reflect on what you are thinking, and then consider consequences for yourself and others before you choose your next action.

Personal time-out. Leave the room and take a few minutes to calm down before you return to the situation.

Talk about how you feel. Tell a person you trust about how you are feeling by naming the feelings you are having and how the feelings are affecting you.

Sanitation and Hygiene.- (1) Every Child Care Institution shall have the following facilities, namely:

- (i) sufficient treated drinking water; water filters or RO shall be installed at multiple locations in the premises for easy access such as kitchen, dormitory, recreational rooms etc.;
- (ii) sufficient water including hot water for bathing and washing clothes, maintenance and cleanliness of the premises;
- (iii) proper drainage system with regular maintenance;
- (iv) arrangements for disposal of garbage;
- (v) protection from mosquitoes by providing mosquito nets or repellants;
- (vi) annual pest control;
- (vii) sufficient number of well-lit and airy toilets with proper fittings in the proportion of at least one toilet for seven children;
- (viii) sufficient number of well-lit and airy bathrooms with proper fittings in the proportion of at least one bath room for ten children;
- (ix) sufficient space for washing and drying of clothes;
- (x) washing machine wherever possible;

- (xi) clean and fly-proof kitchen and separate area for washing utensils;
- (xii) sunning of bedding twice every month and clothing on regular basis;
- (xiii) maintenance of cleanliness in the Medical Centre;
- (xiv) daily sweeping and wiping of all floors in the home;
- (xv) cleaning or washing of the toilets and bathrooms twice everyday;
- (xvi) proper washing of vegetables and fruits and hygienic manner of preparing food;
- (xvii) cleaning of the kitchen slabs, floor and gas after every meal;
- (xviii) clean and pest proof store for maintaining food articles and other supplies;
- (xix) disinfection of the beddings at least once a year;
- (xx) Fumigation of a sick room or isolation room after every discharge in case of contagious or infectious disease; and
- (xxi) Cleanliness in medical centre.

Technical Session XV: How to implement Daily Routine of every child in an effective manner and ensuring children participation

Learning objective:

- to aware participants about how to implement Daily Routine of every child in an effective manner

Methodology:

Lecture cum discussion, Powerpoint presentation

Material required:

Projector, computer, flip chart, white Board, marker

Duration:

1 hour

Instructions:

1. make them understand the need of implementing daily routine in an effective manner

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- **Daily Routine at Child Care Institutions**

Reference Material

1) Every Child Care Institution shall have a daily routine for children developed in consultation with the Children's Committees, which shall be prominently displayed at various places within the Child Care Institution.

(2) The daily routine may provide, *inter alia*, for a regulated and disciplined life, personal hygiene and cleanliness, physical exercise, yoga, educational classes, vocational training, organised recreation and games, moral education, group activities, prayer and community singing and special programmes for Sundays and holidays and national holidays, festive days, birthdays.

Technical Session XVI: How to communicate and create a child-friendly environment in CCIs

Objectives

- orient the participants about effective communication skills for communicating with children in CCIs(CCL & CNCP)
- insuring security and safety of children in CCIS

Methodology:

Presentation, Lecture-cum-discussion

Material Required:

Projector, computer, flip chart, White Board, marker

Duration:

1 hour 30 minutes

Instructions:

2. make them understand the need of communicating in a child friendly manner with the children present at Child Care Homes

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- **Communication skills**
- **Dealing with children with emotional problem's**

Reference materials:

Visit by parents to CCI and Communication with children

Every child in the child care institution may be permitted to have one meeting with his/her relatives provided that in special cases, where parents and guardians have travelled a long distance from another state or district, the person in charge may allow the parent and guardians entry into the premises and a meeting with their children on other days on confirmation of their identity and they being reported not to have being involved in subjecting the child to abuse and exploitation. No meeting shall be permitted with the parent or guardian or relative where such visitor have been found to be involved in subjecting the child to violence, abuse and exploitation or carry any prohibited article. Also every child shall be allowed to write two letters in a week to his parents or guardian or to his relatives. A child may speak to his parents on telephone once a week under supervision of the Child Welfare Officer or Case Worker or Probation Officer and record shall be duly maintained of such calls. Every person desiring to meet the child shall, before the meeting, disclose his name and address with proof, which shall be noted in the visitor's register and signed by the visitor. Copy of photo, identity card containing the address and the photograph of the visitor to be taken before the meeting, shall be retain by the institution.

Things to be kept in mind for communicating with children

- x. All children should be approached with extreme sensitivity and their vulnerability recognized and understood.
- xi. Try to establish a neutral environment and rapport with the child before beginning the Communication. For example, if the Communication must be conducted in the child's home, select a private location that appears to be the most neutral spot.
- xii. Always identify yourself as a helping person and try to build a rapport with the child. Make the child comfortable with the Communication setting.. Ask the child if he/she knows why they have come to see you. Children are often confused about the purpose of the Communication or worried that they are in trouble.
- xiii. Convey and maintain a relaxed, friendly atmosphere. Do not express surprise, disgust, disbelief, or other emotional reactions to descriptions of the abuse. Avoid touching the child and respect the child's personal space. Do not stare at the child or sit uncomfortably close. Do not suggest feelings or responses to the child. For example, do not say, "I know how difficult this must be for you
- xiv. Do not make false promises. For example, do not say, "Everything will be okay" or "You will never have to talk about this again."
- xv. Ask the child to describe what happened, or is happening, to them in their own words. The Communicator should, as far as possible, follow the child's lead; however, he may have to delicately introduce the topics of the abuse. Always begin with open-ended questions. Avoid asking the child a direct question, such as "Did somebody touch your privates last week?". Instead, try "I understand something has been bothering you. Tell me about it." .
- xvi. The child may get exhausted frequently and easily; in such an event, it is advisable not to prolong the inquiry, but rather to divert the child's mind and come back to the sexual abuse

when the child is refreshed. Regularly check if the child is hungry or thirsty, tired or sleepy, and address these needs immediately. Let the child do the talking and answer any questions the child may have in a direct manner.

- xvii. A variety of non-verbal tools may be used to assist young children in communication, including drawings, toys, dollhouses, dolls, puppets, etc. Since such materials have the potential to be distracting or misleading they should be used with care. They are discretionary for older children.
- xviii. Storybooks, colouring books or videos that contain explicit descriptions of abuse situations are potentially suggestive and are primary teaching tools. They are typically not appropriate for information-gathering purposes.

In certain situations, the Communicator may consider it appropriate to Communicate the child victim together with his/her parent or guardian or other person in whom the child has trust and confidence. In such cases, the following guidance may be useful.

Institutions should have clear guidelines on numbers of staff needed on duty, according to number of children in the institution, which are adhered to. Duty records of all staff especially house mothers should be maintained. . There should be a security compound around the institution and day and night security guards should be employed, especially for the girls and children wings. . Adequate firefighting arrangements should be done and staff all children should be trained to use the equipment. . Emergency phone numbers should be displayed at a prominent place in the building. 'Building inspection should be done every year by the District inspection Committee . Punishment like deprivation of sleep, meals, physical torture, solitary confinement, verbal abuse should not be resorted to. " Only visitors authorized by the parents/legal guardian should be allowed to visit the children. The identification of these visitors should be checked prior to meeting the child

Technical Session XVII: Ensuring safety of children in CCIs (Emergency helpline, police, ambulance, fire First aid services / medical services etc..)

Objectives

- insuring security and safety of children in CCIS

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, white board, marker, etc.

Duration: 1 hour 30 minutes

Instructions

- Can carry out group discussions among the participants

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material for Technical Session

CONTENTS

- look after safety and security arrangements in the Child Care Institution
- escort the children whenever they go out of the Child Care Institution for purposes other than production before the Board or the Committee or the Children's Court

Reference Material:

Institutions should have clear guidelines on numbers of staff needed on duty, according to number of children in the institution, which are adhered to. Duty records of all staff especially house mothers should be maintained. . There should be a security compound around the institution and day and night security guards should be employed, especially for the girls and children wings. . Adequate firefighting arrangements should be done and staff all children should be trained to use the equipment. . Emergency phone numbers should be displayed at a prominent place in the building. Building inspection should be done every year by the District inspection Committee. Punishment like deprivation of sleep, meals, physical torture, solitary confinement, verbal abuse should not be resorted to. "Only visitors authorized by the parents/legal guardian should be allowed to visit the children. The identification of these visitors should be checked prior to meeting the child

Security measures

- In case of institutions housing infants, provision for ayahs and paramedical staff shall be made as per need.
- The security personnel shall be deployed as per nature and requirement of the Child Care Institution, taking into consideration strength of the children, age groups, physical and mental status, segregation facility based on the nature of offence and structure of the Institution.
- The security personnel to be engaged or appointed shall be adequately trained and oriented to deal with the children with sensitivity preferably ex-servicemen or retired para-military personnel or through Director General of Resettlement.
- The security personnel shall not be with arms or guns but have training and special skills to handle a crisis situation, control violence and escape of children from the institution, conduct search and frisking and security surveillance.
- Adequate number of security personnel shall be engaged in every Child Care Institution keeping in mind the category of children housed in the Child Care Institution, age group of children and the purpose of the Child Care Institution and the risk factor to and from the child.
- While engaging security personnel, preference shall be given to ex-servicemen recruited through the Directorate General of Resettlement or agencies recommended by them.
- In Child Care Institutions housing girls, female security guards would be provided for the security inside the Child Care Institution and male security guards may be engaged for the security of the Child Care Institution from outside.
- Security personnel should also be available in reserve for any emergency situation.
- The Person-in-charge shall ensure that appropriate security measures are employed at all times, including the following:
 - There shall be sufficient number of guards at all times in different shifts to be posted at the points to be identified by the Person-in-charge in consultation with security in-charge and the Department.
 - Any child, who complains of a medical problem or any other problem at night, shall report to the caregiver concerned. The caregiver shall take such necessary steps as may be required and in case of emergency shall inform the medical officer concerned or the Person-in-charge as the need may be, who shall immediately take appropriate steps.
 - A duty roster shall be prepared and displayed at some prominent place in the premises of the Child Care Institution by the Person-in-charge.
 - Every caregiver or other staff of the Home, if he comes to know of any incident or probability of unrest amongst the children, shall bring the same to the notice of the Person-in-charge without any loss of time, who shall take necessary steps as the situation demands and shall inform the Board or the Committee of such information or incident as well as the steps taken by him, in writing.
- The Person-in-charge shall make surprise visits to the Child Care Institution during the night as frequently as possible, but not less than once a week. He shall make a record of the timings of his visit and also note his observations in the register maintained by him in that regard.

- In a case of disturbance outside the Child Care Institution, the shift in-charge shall immediately inform the police station concerned.
- In a case of violence or disturbance inside the Child Care Institution, the shift in-charge shall take assistance of the police with the permission of the Person-in-charge. The shift in-charge shall first issue a warning to the children.
- In case of a natural disaster or fire or any such calamity, the shift in-charge shall take suitable steps for evacuation and safety of the children as per the Disaster Management Protocol as developed by the State Disaster Management Authority for Child Care Institutions.
- To prepare the officers, children and guards to follow the above steps, a practice drill shall be held once a month, without previous notice by the Person-in-charge.
- Closed Circuit Television cameras may be installed at all key points such as all entry and exit points to the Child Care Institution, reception, corridors, kitchen, pantry or store room, dormitories, entry and exit points of the washrooms with due regard to the privacy and dignity of the children.
- Adequate number of scanners and metal detectors may be provided in every Child Care Institution.

Searches and Seizures

- (1) The Person-in-charge or other authorised functionary of the Home may conduct searches if required, and seize prohibited articles, if found.
- (2) The procedure in case of seizures shall be as under:
 - any prohibited article found during the search, shall be seized by the Person-in-charge and a list of such seizure prepared
 - in case of arms, weapons, articles capable of being used as weapons or tools for criminal activities or addictive substances being found from a child or dormitory, the Person-in-charge shall conduct an inquiry to ascertain the presence of such articles and the persons responsible for such act
 - the Person-in-charge shall furnish his report in this respect to the police and inform the Board or the Committee at the earliest
 - the Board may initiate appropriate action upon such report or on the report forwarded by the Committee for disposal of the seized articles
 - the State Government shall take appropriate action against the person responsible, if such person is an officer of the Child Care Institution or against the agency through whom the said person has been engaged or the Child Care Institution
 - The child responsible shall be dealt with in accordance with the Act and the rules made thereunder.
- (3)

All the articles seized shall be destroyed or disposed of having regard to the nature of the articles, on

the orders of the competent court, after being satisfied that the seized articles are not required in any inquiry or departmental action against any officer or in any criminal investigation and proceedings.

- In every child care institution adequate number of security personnel shall be engaged keeping in mind the category of children housed in the child care institution, age group of children and the risk factor to and from the child.
- While engaging security personnel, preference shall be given to ex-servicemen recruited through the directorate general of resettlement or agencies recommended by them.
- In child care institution housing girls, female security guards would be provided for the security inside the child care institution and male security guard may be engaged for the security of the child care institution from outside.
- every caregiver or other staff of the home, if he comes to know about any incident or probability of unrest among the children, shall bring the same to the notice of the person-in charge without any loss of time, who shall take necessary steps as the situation demands and shall inform the board or the committee of such information in the register maintained by him in that regard .
- In a case of disturbance outside the child care institution, the shift in-charge shall immediately inform the police station concerned.
- In case of violence inside the child care institution, the shift in-charge shall take assistance of police with the permission of the person-in –charge. The shift in –charge shall first issue a warning to the children.
- in case of a natural disaster or fire or any such calamity ,the shift –in-charge shall take suitable steps for evacuation and safety of the children as per the disaster management protocol as developed by the state disaster management authority for child care institutions.
- closed circuit television cameras may be installed all key points such as all entry and exit points to the child care institution ,reception ,corridors, kitchen ,pantry or store room, dormitories ,entry and exit points of the washrooms with due regard to the privacy and dignity of the children.

Escort the children whenever they go out of the Child Care Institution for purposes other than production before the Board or the Committee or the Children’s Court

Technical Session XVIII: How to communicate and create a child-friendly environment in CCIs

Objectives

- orient the participants about effective communication skills for communicating with children in CCIs(CCL & CNCP)
- insuring security and safety of children in CCIS

Methodology:

Presentation, Lecture-cum-discussion

Material Required:

Projector, computer, flip chart, White Board, marker

Duration:

1 hour 30 minutes

Reference materials:

Visit by parents to CCI and Communication with children

Every child in the child care institution may be permitted to have one meeting with his/her relatives provided that in special cases, where parents and guardians have travelled a long distance from another state or district, the person in charge may allow the parent and guardians entry into the premises and a meeting with their children on other days on confirmation of their identity and they being reported not to have being involved in subjecting the child to abuse and exploitation. No meeting shall be permitted with the parent or guardian or relative where such visitor have been found to be involved in subjecting the child to violence, abuse and exploitation or carry any prohibited article. Also every child shall be allowed to write two letters in a week to his parents or guardian or to his relatives. A child may speak to his parents on telephone once a week under supervision of the Child Welfare Officer or Case Worker or Probation Officer and record shall be duly maintained of such calls. Every person desiring to meet the child shall, before the meeting, disclose his name and address with proof, which shall be noted in the visitor's register and signed by the visitor. Copy of photo, identity card containing the address and the photograph of the visitor to be taken before the meeting, shall be retain by the institution.

Things to be kept in mind for communicating with children

- xix. All children should be approached with extreme sensitivity and their vulnerability recognized and understood.
- xx. Try to establish a neutral environment and rapport with the child before beginning the Communication. For example, if the Communication must be conducted in the child's home, select a private location that appears to be the most neutral spot.
- xxi. Always identify yourself as a helping person and try to build a rapport with the child. Make the child comfortable with the Communication setting.. Ask the child if he/she knows why they have come to see you. Children are often confused about the purpose of the Communication or worried that they are in trouble.

- xxii. Convey and maintain a relaxed, friendly atmosphere. Do not express surprise, disgust, disbelief, or other emotional reactions to descriptions of the abuse. Avoid touching the child and respect the child's personal space. Do not stare at the child or sit uncomfortably close. Do not suggest feelings or responses to the child. For example, do not say, "I know how difficult this must be for you"
- xxiii. Do not make false promises. For example, do not say, "Everything will be okay" or "You will never have to talk about this again."
- xxiv. Ask the child to describe what happened, or is happening, to them in their own words. The Communicator should, as far as possible, follow the child's lead; however, he may have to delicately introduce the topics of the abuse. Always begin with open-ended questions. Avoid asking the child a direct question, such as "Did somebody touch your privates last week?". Instead, try "I understand something has been bothering you. Tell me about it."
- xxv. The child may get exhausted frequently and easily; in such an event, it is advisable not to prolong the inquiry, but rather to divert the child's mind and come back to the sexual abuse when the child is refreshed. Regularly check if the child is hungry or thirsty, tired or sleepy, and address these needs immediately. Let the child do the talking and answer any questions the child may have in a direct manner.
- xxvi. A variety of non-verbal tools may be used to assist young children in communication, including drawings, toys, dollhouses, dolls, puppets, etc. Since such materials have the potential to be distracting or misleading they should be used with care. They are discretionary for older children.
- xxvii. Storybooks, colouring books or videos that contain explicit descriptions of abuse situations are potentially suggestive and are primary teaching tools. They are typically not appropriate for information-gathering purposes. In certain situations, the Communicator may consider it appropriate to Communicate the child victim together with his/her parent or guardian or other person in whom the child has trust and confidence. In such cases, the following guidance may be useful. Institutions should have clear guidelines on numbers of staff needed on duty, according to number of children in the institution, which are adhered to. Duty records of all staff especially house mothers should be maintained. . There should be a security compound around the institution and day and night security guards should be employed, especially for the girls and children wings. . Adequate firefighting arrangements should be done and staff all children should be trained to use the equipment. . Emergency phone numbers should be displayed at a prominent place in the building. 'Building inspection should be done every year by the District inspection Committee . Punishment like deprivation of sleep, meals, physical torture, solitary confinement, verbal abuse should not be resorted to. " Only visitors authorized by the parents/legal guardian should be allowed to visit the children. The identification of these visitors should be checked prior to meeting the child

Technical Session XIX: Understanding psychology of children in Institutional setting and the effects of neglect, lack of stimulation and abuse on children policies & programs for children's

Objectives:

- to orient the participants about psychology of children placed in CCIs.
- to orient them about the need of making CCIs safe for children.

Methodology:

Presentation, Lecture-cum-discussion, group-exercise.

Material Required:

Projector, computer, flip chart, marker

Duration:

1 hour

Instructions:

Proceed the session with the help of slides on psychology of children in Institutional Setting and the effects of neglect, lack of stimulation and abuse on children.

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Materials:

Childhood can be divided into four stages:

- Infancy;
- Early Childhood;
- Middle Childhood &
- Adolescence

Instructions:

Proceed the session with the help of slides on Child Psychology of Children in Institutional Setting and the effects of neglect, lack of stimulation and abuse on children

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Materials:

Across the Indian states, there are around 5000 Child Care Institutions both registered and unregistered that are involved in the care and protection of approximately 1,50,000 children and adolescents at any given time. Who as a result of their adverse psychosocial circumstances are residing in these CCI's? A large number of these CCI's have a high turnover and most of these children for obvious reasons require psychosocial intervention. Psychosocial care with a preventive and promotive inclination is of utmost importance for these children who are in need of care and protection. The children and adolescents living in the CCI's, most of whom come from low socio-economic families with fractured family ties require intensive psychosocial intervention in the

absence of any significant family member or presence of reluctantly involved parent or guardian. Children and Adolescents living in CCI's suffer from a spectrum of mental health issues ranging from transient emotional disturbances to more severe psychological/psychiatric problems such as substance use disorders, Conduct disorders and varying grades of sociality in the background of common and severe mental illnesses. Institutionalized children and adolescents have higher rates of moderate to severe forms of psychological /psychiatric disorders making them a vulnerable group. With the changing socio-political scenario in India and across the globe with reforms in laws that govern the care and protection of children and adolescents; it is imperative that as a nation we focus on the needs of these children living in difficult circumstances. Perhaps, the single most important means to achieve this goal would be to focus on capacity and skill building of the counsellors and support staff.

young children placed in institutional care are at risk of harm in terms of attachment disorder and developmental delays in social, behavioral, and cognitive domains. Delays in physical growth, neural atrophy, and abnormal brain development. Children exposed to institutional care often suffer from "structural neglect" which may include minimum physical resources, unfavorable and unstable staffing patterns, and social-emotionally inadequate caregiver-child interactions. After centuries of silence, misunderstanding and outright abuse, children mental health problems and need now receive greater attention, which corresponds to society's recent concern about children's well-being. Earlier people distinguished children with intellectual defects, children with behavioural and emotional problems were derived from religious views of immoral behaviour: children who had normal cognitive abilities but who were disturbed were thought to suffer from moral insanity, which implied a disturbance in personality or character.

(1) Institutions characterized by global deprivation of the child's health, nutrition, stimulation, and relationship needs.

(2) Institutions with adequate health and nutrition support, but deprivation of the child's stimulation and relationship needs.

(3) Institutions that meet all needs except for stable, long-term relationships with consistent caregivers. Logically it is possible to add a fourth level, namely an institutional environment that provides for stable and consistent caregiving, and only deprives children of a regular family life embedded in a regular social environment.

The recognition of psychological influence emerged early in the twentieth century, when attention was drawn to the importance of major psychological disorders and to formulation a taxonomy of illness. Such recognition allowed people to better understand the basic psychological and emotional need of a child and importance of better care and protection need by the child in the growing age. This also allowed researcher to organize and categorize ways of differentiating among various psychological problems, at the same time there was concern that attempts to recognize the wide range of mental health needs of children and adults could easily be backfire and lead to neglect of persons with more severe disorders. This shift in perspective and increase in knowledge also

prompted the development of diagnostic categories and new criminal offenses, the expansion of descriptions of deviant behaviour, and the expansion of descriptions of deviant behaviour and the addition of more comprehensive monitoring procedures for identified individuals.

Issues

Child abuse

New-borns are almost fully dependent upon parents to help them regulate physiology and behaviour. Under optimal conditions, parents buffer young children from stress and serve as “co-regulators” of behaviour and physiology.

Children who have experienced abuse and neglect are therefore at increased risk for a number of problematic developmental, health, and mental health outcomes, including learning problems with inattention and deficits in executive functions, problems relating to peers. Peer rejection, internalizing symptoms (depression, anxiety), externalizing symptoms (oppositional defiant disorder, conduct disorder, aggression), and posttraumatic stress disorder (PTSD). As adults, these children continue to show increased risk for psychiatric disorders, substance use, serious medical illnesses, and lower economic productivity.

Neglect

Neglect is the most prevalent form of child maltreatment and has been associated with negative social, behavioral, and cognitive consequences. Children exposed to institutional care do not receive the type of nurturing and stimulating environment needed for normal growth and healthy psychological development. In addition to physical and emotional neglect in a home setting, neglect can take place in institution environments where a lack of consistent caregivers, crowded conditions, and too few employees may lead to an infant or toddler not having their physical, social, and/or emotional needs met. Early childhood is a vulnerable period for the acquisition and development of cognitive, language, and emotion regulation abilities, and therefore neglect in early childhood is of particular concern. Normal development may be disrupted by deprivation associated with neglect and can result in deregulations of neural systems during vulnerable periods of brain development, leading to pronounced neuron cognitive deficits due to maltreatment.

Lack of stimulation

Low-stimulation environments and inconsistent parenting (lack of rules, failure to monitor child, inconsistent punishment and reward), common in both physical neglect environments and orphanage setting, can lead to lower scores on intelligence and language tests. Children with a history of neglect scored significantly lower on measures of syntactic ability and receptive vocabulary when age and maternal IQ were controlled. It has been found by different previously conducted studies 'progressive cognitive decline in children experiencing substantiated neglect in comparison to non-neglected children'. Children reared in institutional settings fall victim to similar risk factors; there are poor child-caregiver ratios, inadequate cognitive, sensory, and linguistic stimulation, and unresponsive care-giving practices. Therefore, the children may exhibit delays in development of IQ, language, and social emotional functioning as well as impaired attachment.

Aggression & pro social behaviour:

During early childhood, a child develops self-control and a conscience. In order for a child to become a member of their social group, they must learn to get along in this group with their peers.

This learning involves controlling their aggression and showing empathy.

Aggression can be controlled in three ways:

Catharsis can be used to "vent" anger in safe ways. These behaviours often display themselves through children's play activities. Rewarding non-aggressive behaviour also works. An aggressive child is seeking attention and if they are not rewarded with this attention and in fact see the victim being rewarded for not acting aggressively, an example of how to act prosocially is offered and aggression will subside.

Cognitive training can be used to stop aggressive behaviour by simply telling a child that aggression hurts other people and makes them unhappy, that it doesn't solve problems and that sharing and taking turns works better.

Pro social behaviour is expressed by what is termed "empathy." During early childhood, a child's ability to empathize broadens and they become better at understanding the distress of others. These behaviours include sharing, helping, care-giving and showing compassion.

Promoting Pro social Behaviour:

the pro social behaviour that is important for their success in society. There are ways to promote this behaviour. Reward may seem to be the best way to promote prosocial behaviour, however it has been found to not be as effective as people think. Better ways to promote good behaviour is through modelling (behaves the way you wish the child to behave), and induction where the adult appeals to the child's pride and desire to be grown up, explaining what needs to be done to be a good boy/girl and why the child should act so in order to be more "grown-up."

Social Influences & Middle Childhood:

During middle childhood, friendships and peer relations become very important, as children begin to spend a significant amount of time with their peers. It is important that they find a place within their social group. This requires an increased attention to social rules and an increased ability to consider other people's point of view. Social status becomes important and children must compete for this.

Adolescence (12 - 18 years old) is a particularly hard time for children. They are experiencing all kinds of new changes in their bodies and in their feelings. As well, they often feel misunderstood as they are struggling to leave behind their childhood and become adults.

Adolescence has commonly been characterized by issues such as rebellious behaviour, lying, cheating, school performance problems, negative attitudes, disobedience and disrespect, sibling

rivalry, drug and alcohol abuse, pressures from peers, depression, and issues of sexuality.

Puberty:

In their second decade of life, children experience puberty. Puberty is the stage where the child transforms from physical immaturity into becoming capable of reproduction. One of the first visible signs of puberty is a growth spurt-both in the child's size and shape

Strategy for Child Protection:

- 1) Making children aware about Child Sexual Abuse (CSA)
- 2) Preparing children to avoid/handle potentially dangerous situations.
- 3) Encouraging children to report CSA.
- 4) Confidential complaint boxes for children &ATR.
- 5) Complaint book to be maintained & made available to children.
- 6) Proper lighting in CCIs.
- 7) CCTV cameras in most areas of CCI in a lawful manner.
- 8) Regular health/ medical check-up of children for physical and behavioural changes.
- 9) Capacity Building in prevention and handling CSA.
- 10) Checking antecedents of CCI Staff and associates/ regular visitors for business with respect to history of CSA.
- 11) Training Superintendents in identifying victims of CSA
- 12) Regular observation of and interaction with children by Superintendents, doctors, counsellors.
- 13) Regular health/medical check-up of children for tell-tale marks.
- 14) Constitution of children's committee & its regular meetings.
- 15) Prompt reporting of CSA in the premises.
- 16) ` Special sensitivity towards vulnerable children including:
 - a. Very young children
 - b. Physically challenged children
 - c. Mentally challenged children
 - d. Children with a withdrawn personality
 - e. Adolescent/ pre-pubertal girls

NOTE: Resource Person can be either a clinical psychologist or a medical professional or faculty of Child Development having wide experience on the subject.

Technical Session XX: Identification of Mental Health needs of Children in CCI's

Objectives

- to discuss with the participants about the identification of the risk factors in children

- to identify and evaluate the gaps in existing mental health care services for children in Child Care Institutions
- to aware the participants about various signs and symptoms of mental health issues in children placed in Child Care Institutions
- to enable the participants about assessment of mental health needs of the children placed in CCI

Methodology:

Presentation, Lecture-cum-discussion, case study

Material Required:

Projector, computer, white board, marker, etc.

Duration:

1 hour 30 minutes

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Contents

- Background
- Identification of risk factors
- Identification of signs and symptoms
- Identification of disabilities caused by mental health problems
- Case studies

Reference Material:

Background

Mental health problems have adverse outcomes for the children (academic impairments, socio-occupational impairments, physical health problems) as well as the society (loss of productivity, increased burden on health services, increased conflicts with law). Hence, early identification of their mental health needs is important to implement effective prevention and management strategies and reduce the impairments and disabilities. The assessment of mental health needs depends upon the type of interventions being offered, i.e., primary, secondary or tertiary prevention. Ideally, all three should be undertaken at tandem in all Child care institutions as all children may be going through a different stage of development of a mental health problem. The following sections provide an

overview of the various identification strategies

I. Identification of risk factors

This is done before the symptoms of mental health problems appear. The aim is primary prevention, i.e., preventing the development of illness by modifying the risk factors. The institutionalized children often come from a variety of traumatic backgrounds and counsellors need to be aware of all such possibilities:

- Death of parents or abandonment
- Harsh or punitive parenting or marital disharmony among parents
- Lack of intellectually stimulating environment
- Lack of love, supervision and care
- Lack of schooling or school dropouts
- Child labour or begging
- Unhygienic conditions or unsafe food and water
- Physical or sexual abuse, violence
- Teenage pregnancies
- Homelessness
- Tobacco, alcohol and other drug use in children or their parents
- Poor nutritional status or hunger
- Displacement due to conflicts or natural disasters
- Physical or mental disabilities or developmental delays
- Children in conflict with law

Counsellors at CCIs must enquire about all these risk factors in all the children, preferably as early as possible, so that appropriate interventions could be undertaken. Children may initially be guarded about their traumatic experiences due to stigma, lack of trust, fear of incarceration. Counsellors should try to develop a rapport with each child even if it seems difficult to communicate with him or her. This may be enabled by developing a friendly atmosphere of non-judgmental acceptance. Counsellors should provide secure surroundings and unconditional love, and try to be children's playmates.

II. Identification of signs and symptoms

This is done after the mental illness or problems start appearing. The aim is early identification of the problems and to provide appropriate treatment, i.e., secondary prevention. The counsellors should assess for the following signs and symptoms in all children which may indicate a mental health problem:

1. Attention deficit and hyperactivity problems:

- Poor attention

- Distractibility
- Restlessness
- Impulsivity

2. Conduct problems:

- Stubbornness
- Disobedience
- Quarrelsome behaviour
- Aggressiveness
- Temper tantrums
- Truancy (running away from school or CCI)
- Lying and stealing

3. Learning difficulties

- School refusal
- Poor school performance
- Reading, writing or arithmetic difficulty
- Forgetfulness or poor memory

4. Emotional problems

- Withdrawn behaviour
- Reduced interaction or refusal to play
- Appears worried or anxious
- Shy or clingy
- Cries easily
- Irritable
- Breath holding spells, fainting spells or fits
- Stuttering or stammering
- Enuresis (bed-wetting) or Encopresis (passing stools in clothes)
- Reduced or increased sleep or appetite
- Self-harm behaviour

5. Somatic problems

- Dizziness
- Aches and pains

6. Psychotic problems

- Hallucinations (seeing or hearing things which do not exist)
- Delusions (believing in false ideas)

Technical Session XXI: Field visit to SAA and Open Shelter

Objectives:

- understanding background and nature of the children including the reasons for their institutionalization
- child care and safeguards in place

Efforts may be made to understand safety & security measures provisions in the CCIs including its standard of child care, maintenance of records, online reporting system, best practices if any, cases pending at different level of disposal and other practical issues faced by the CCIs on day to day basis. While comparing standards or issues, relevant provisions of the Law and Rules may be taken into account.

The field visit may be coordinated by an official from State Child Protection Society or the State Government having understanding of child protection issues.

Note:

This can be a sort of open session and during the session, the participants can discuss about their experience of field visits to different institutions. A senior officer from the State Government may moderate the discussion. Each participant is expected to speak out his/her field experience on the above line.

Technical Session XXII: Innovative/Good Practices adopted by States/UTs in the implementations of ICPS in the context of CCIs

Objectives:

- to inform the participants about the good practices adopted by States/UTs

Methodology:

Lecture and Discussion

Material Required:

Projector, computer,

Duration: 1 hour

Instructions:

Reference Material:

In this session there will be group discussion among the participants on the topic of good practices adopted by CPS where the group will be divided state wise or district wise. The good practices that are adopted by CPS are

- safety of children,
- inclusion of the role of Corporate Social Responsibility ,
- improvement and increase in the quality of services,
- concern towards the child protection issues
- more emphasis on recreational activities such as taking them out for movies in a mall, summer camps, cultural fests, organizing picnic for them

Technical Session XXIII: Presentation of group work by Participants

Objectives:

- To discuss issues and challenges face by stakeholders
- To develop strategies for providing better care services in children care institution

Methodology:

Group exercise, brainstorming, etc.

Material Required:

Projector, computer, chart papers, sketch pen

Duration:

3 hour 30 minutes

Instructions:

1. Explain what to be done by participants.
2. Divide them into groups.
3. Give them an issue of child protection to each group to work on and develop strategy.
4. Give them one hour
5. Ask them for presentation of group work.

Tips for the Resource Persons:

- This session is important as the participants will go back to their respective places with work in hand
- Appreciate and acknowledge the participants knowledge based on presentation.

Reference Material:

A group Work would be held on the topic '**Developing strategy to provide better care services in children care institution**' among the participants where they would be divided into small groups.

Technical Session XXIV : Post Training Assessment

Performa will be developed by the trainers which will be administered to participants before concluding session

E.ANNEXURE

The Juvenile Justice (Care and Protection of Children) Act 2015 has come into force on January 15, 2016. It replaces the Juvenile Justice Act, 2000.

Understanding Juvenile Justice - Brief Background and Philosophy

The Government of India has repealed recently a legislation for children namely, the Juvenile Justice (Care & Protection of Children) Act, to consolidate and amend the law relating to children alleged and found to be in conflict with law and children in need of care and protection by catering to their basic needs through proper care, protection, development, treatment, social re-integration, by adopting a child-friendly approach in the adjudication and disposal of matters in the best interest of children and for their rehabilitation. The JJ Act, 2015 provides for strengthened provisions for both children in need of care and protection and children in conflict with law. Some of the key provisions include: change in nomenclature from 'juvenile' to 'child' or 'child in conflict with law', across the Act to remove the negative connotation associated with the word "juvenile"; inclusion of several new definitions such as orphaned, abandoned and surrendered children; and petty, serious and heinous offences committed by children; clarity in powers, function and responsibilities of Juvenile Justice Board (JJB) and Child Welfare Committee (CWC); clear timelines for inquiry by Juvenile Justice Board (JJB); special provisions for heinous offences committed by children above the age of sixteen; separate new chapter on Adoption to streamline adoption of orphan, abandoned and surrendered children; inclusion of new offences committed against children; and mandatory registration of Child Care Institutions.

Under Section 15, special provisions have been made to tackle child offenders committing heinous offences in the age group of 16-18 years. The Juvenile Justice Board is given the option to transfer cases of heinous offences by such children to a Children's Court (Court of Session) after conducting preliminary assessment. The provisions provide for placing children in a 'place of safety' both during and after the trial till they attain the age of 21 years after which an evaluation of the child shall be conducted by the Children's Court. After the evaluation, the child is either released on probation and if the child is not reformed then the child will be sent to a jail for the remaining term. The law will act as a deterrent for child offenders committing heinous offences such as rape and murder and will protect the rights of victim.

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition, de-addiction, treatment of diseases, vocational training, skill development, life skill education, counselling, etc., to help them assume a constructive role in the society. The variety of non-institutional options include: sponsorship and foster care including group foster care for placing children in a family environment which is other than child's biological family, which is to be selected, qualified, approved and

supervised for providing care to children. All child care institutions, whether run by State Government or by voluntary or non-governmental organizations, which are meant, either wholly or partially for housing children, regardless of whether they receive grants from the Government, are to be mandatorily registered under the Act within six months from the date of commencement of the Act. Stringent penalty is provided in the law in case of non-compliance.

Several new offences committed against children, who are so far not adequately covered under any other law, are included in the Act. These include: sale and procurement of children for any purpose including illegal adoption, corporal punishment in child care institutions, use of children by militant groups, offences against disabled children and, kidnapping and abduction of children.