

State Institute of School Leadership, Educational Planning & Management Karnataka (SISLEP) Dharwad

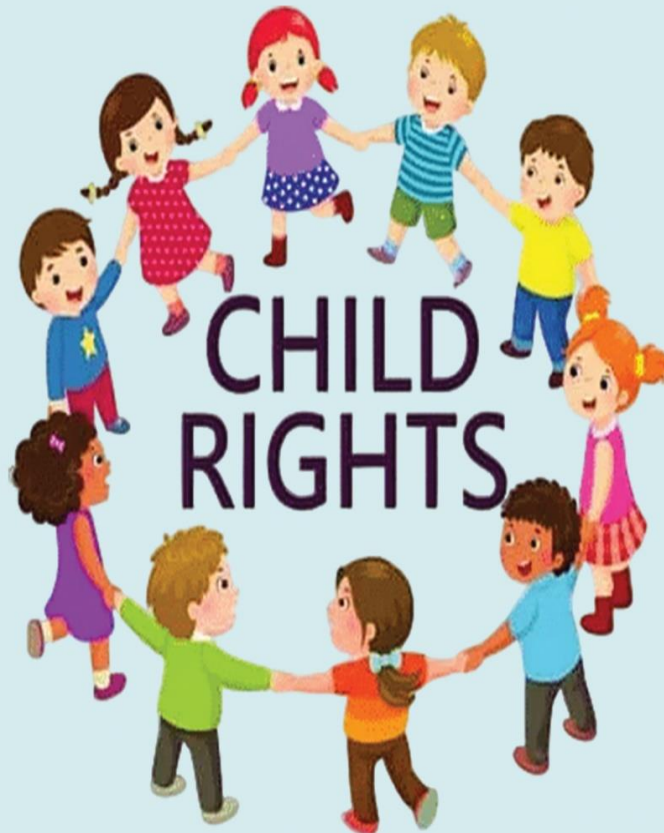
National Centre For School Leadership (SLA-SISLEP), Dharwad
(In Collaboration with National Centre for School Leadership (NCSL-NIEPA), New-Delhi)



Training Module



CHILDREN'S RIGHTS AND PROTECTION LAWS



Co-operation

District Institute of Education and Training (DIET), Gadag

ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಹಾಗೂ
ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (ಸಿಸ್ಲೆಪ್) ಕರ್ನಾಟಕ, ಧಾರವಾಡ.

ಸ್ಕೂಲ್ ಲೀಡರ್‌ಶಿಪ್ ಅಕಾಡಮಿ (SLA_SISLEP)
ನ್ಯಾಶನಲ್ ಸೆಂಟರ್ ಫಾರ್ ಸ್ಕೂಲ್ ಲೀಡರ್‌ಶಿಪ್ (NCSL_NIEPA), ನವದೆಹಲಿ
ಇವರ ಸಹಯೋಗದಲ್ಲಿ

ತರಬೇತಿ ಸಾಹಿತ್ಯ ಕೈಪಿಡಿ

“ಮಕ್ಕಳ ಹಕ್ಕುಗಳು ಮತ್ತು ರಕ್ಷಣಾ ಕಾನೂನುಗಳು”

ಸಹಕಾರ

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಗದಗ

2023-24

ಸಾಹಿತ್ಯ ರಚನಾ ತಂಡ

ಪರಿಕಲ್ಪನೆ

ಡಾ. ಬಿ.ಕೆ.ಎಸ್.ವರ್ಧನ್

ನಿರ್ದೇಶಕರು,

ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (ಸಿಸ್ಟೆಮ್),
ಕರ್ನಾಟಕ, ಧಾರವಾಡ

ಮಾರ್ಗದರ್ಶನ

ಶ್ರೀ ಜಿ. ಎಲ್. ಬಾರಾಟಕೆ, ಪ್ರಾಚಾರ್ಯರು, ಡಯಟ್, ಗದಗ

ತರಬೇತಿ ಸಾಹಿತ್ಯ ರಚನಾ ಸಂಪನ್ಮೂಲ ತಂಡ:

1. ಶ್ರೀ ಆರ್. ಎಸ್. ಬುರಡಿ,
ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, ಗದಗ ಶಹರ
2. ಶ್ರೀ ವಿ. ವಿ. ನಡುವಿನಮನಿ
ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, ಗದಗ ಶಹರ
3. ಶ್ರೀ ಶಂಕರ ಹಡಗಲಿ
ಉಪನ್ಯಾಸಕರು, ಡಯಟ್, ಗದಗ
4. ಶ್ರೀ ಎನ್. ಈ. ಸೊಲಗಿ
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು, ಹೆಚ್.ಪಿ.ಎಸ್. ರಾಮೇನಹಳ್ಳಿ
5. ಶ್ರೀ ಈಶ್ವರ ಮಡ್ಲೇರಿ
ಬಿ.ಆರ್.ಪಿ. (ಪ್ರೌಢ), ಬಿ.ಆರ್.ಸಿ. ಶಿರಹಟ್ಟಿ
6. ಎಸ್. ಬಿ. ಗವಿ,
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು, ಹೆಚ್.ಪಿ.ಎಸ್. ಜಕ್ಕಲಿ
7. ಶ್ರೀ ವಿನಾಯಕ ಕಮತರ
ಸ.ಶಿ. ಆದರ್ಶ ವಿದ್ಯಾಲಯ, ಇಟಗಿ,ತಾ: ರೋಣ

ಎಸ್.ಎಲ್.ಎ - ಸಿಸ್ಟೆಮ್ ತಂಡ

- ಶ್ರೀಮತಿ ಎ.ಎನ್ ಶೀಲಾ, ಹಿರಿಯ ಸಹಾಯಕ ನಿರ್ದೇಶಕರು
- ಶ್ರೀಮತಿ ಸ್ವರೂಪಶೀಲಾ ಹೆಚ್ ವಿ, ಉಪನ್ಯಾಸಕರು
- ಶ್ರೀ ಮಹಾವೀರ ಹಂಚಿನಾಳ, ಸಹಾಯಕ ನಿರ್ದೇಶಕರು
- ಡಾ. ಪೂರ್ಣಿಮಾ ಮುಕ್ಕಂದಿ, ಉಪನ್ಯಾಸಕರು
- ಡಾ. ಎನ್ ಹೆಚ್ ಪೂಜಾರ, ಉಪನ್ಯಾಸಕರು
- ಶ್ರೀಮತಿ ದೇವಿರಮ್ಮ ಎಸ್, ಉಪನ್ಯಾಸಕರು

ನಿರ್ದೇಶಕರ ಆಶಯ ನುಡಿ



ಡಾ. ಬಿ.ಕೆ.ಎಸ್. ವರ್ಧನ್

ನಿರ್ದೇಶಕರು,

ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು

ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (ಸಿಸ್ಟೆಮ್),

ಕರ್ನಾಟಕ, ಧಾರವಾಡ

ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯ್ದೆ-2009 ರ ಪ್ರಕಾರ ದೇಶದ ಪ್ರತಿಯೊಂದು ಅರ್ಹ ಮಗುವಿಗೂ ಉಚಿತ ಮತ್ತು ಕಡ್ಡಾಯ ಶಿಕ್ಷಣವನ್ನು ಖಚಿತ ಪಡಿಸುವುದು ಸಾಂವಿಧಾನಿಕ ಹೊಣೆಗಾರಿಕೆಯಾಗಿದೆ. ಅರ್ಹ ವಯೋಮಾನದ 6 ರಿಂದ 14 ವರ್ಷದ ಎಲ್ಲ ಮಕ್ಕಳಿಗೆ ಎಂಟು ವರ್ಷಗಳ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣವನ್ನು ನಮ್ಮ ಶಾಲೆಗಳಲ್ಲಿ ಖಾತರಿಪಡಿಸುವುದು ಶಾಲಾ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಹೊಣೆಗಾರಿಕೆಯಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಅನೇಕ ಉಪಕ್ರಮಗಳನ್ನು ಜಾರಿಗೆ ತಂದಿದೆ. ಶಿಕ್ಷಕರಿಗೆ ಬೆಂಬಲ ವ್ಯವಸ್ಥೆಯಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವ ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರ ಮಾರ್ಗದರ್ಶನ, ಹಿಮ್ಮಾಹಿತಿ ಹಾಗೂ ಅನುಪಾಲನೆಯು ಕಾರ್ಯಕ್ಷೇತ್ರದಲ್ಲಿ ಅಗತ್ಯವಾಗಿದೆ. ಇರುವುದನ್ನು ಸರಿಯಾಗಿ ಅನುಷ್ಠಾನವಾಗುವಂತೆ ಮಾಡಬೇಕಾದರೆ ಇಲಾಖಾ ಕಾರ್ಯಕ್ರಮಗಳ ಕುರಿತಂತೆ ನಮ್ಮ ಅರ್ಥೈಸಿಕೊಳ್ಳುವಿಕೆ ಹೇಗಿರಬೇಕು ಎಂದು ಅರಿಯುವುದು ಮುಖ್ಯವಾಗಿದೆ. ಈ ಪ್ರಯುಕ್ತ ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರು ಇಲಾಖಾ ಕಾರ್ಯಕ್ರಮಗಳ ಮೂಲ ಆಶಯ ಹಾಗೂ ಕಾಳಜಿಯನ್ನು ಅರ್ಥೈಸಿಕೊಂಡು ಶಿಕ್ಷಣದ ಗುಣಾತ್ಮಕತೆಯ ನೆಲೆಯನ್ನು ವಿಸ್ತರಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಶಿಕ್ಷಣದ ಗುರಿಗಳನ್ನು ಶಾಲೆಗಳಲ್ಲಿ ಸಾಕಾರಗೊಳಿಸುವ ಮೂಲಕ ನ್ಯಾಯಯುತ, ಸಮಾನತೆಯ, ಮಾನವೀಯ ಮತ್ತು ಸುಸ್ಥಿರ ಸಮಾಜ ನಿರ್ಮಾಣ ಮಾಡಬೇಕಾಗಿದೆ.

ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರಿಗೆ ನಾಯಕತ್ವ ತರಬೇತಿ ನೀಡುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಸರ್ಕಾರವು ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (ಸಿಸ್ಟೆಮ್), ಕರ್ನಾಟಕ, ಧಾರವಾಡ - ಈ ಸಂಸ್ಥೆಗೆ ನೀಡಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರಿಗೆ ಜ್ಞಾನ, ಕೌಶಲ, ಶೈಕ್ಷಣಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ಮನೋಭಾವದ ಅಂಶಗಳನ್ನು ಒಳಗೊಂಡಂತೆ ಹಲವಾರು ಆಯಾಮಗಳುಳ್ಳ ಆಡಳಿತಾತ್ಮಕ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿಯ ಒಟ್ಟು ಹನ್ನೆರಡು ತರಬೇತಿ ಸಾಹಿತ್ಯಗಳನ್ನು ಪ್ರಸಕ್ತ ಸಾಲಿನಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರು ತಮ್ಮ ಕಾರ್ಯಕ್ಷಮತೆ, ದಕ್ಷತೆಯೊಂದಿಗೆ ಎಲ್ಲರಿಗೂ ಮಾರ್ಗದರ್ಶನ ಮಾಡುವ ಸಾಮರ್ಥ್ಯ ಹೊಂದಿರಬೇಕಾದುದು ಅಗತ್ಯವಾಗಿದೆ. ಗುಣಾತ್ಮಕ ಕಲಿಕೆಯ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಉಜ್ವಲ ಭವಿಷ್ಯ ರೂಪಗೊಳ್ಳುವಂತೆ ಮಾಡಲು ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಈ ತರಬೇತಿ ಸಾಹಿತ್ಯಗಳು ಸಹಾಯಕವಾಗಿವೆ.

ಪ್ರಸ್ತುತ ತರಬೇತಿ ಸಾಹಿತ್ಯಗಳು ಅಂತಿಮ ರೂಪವನ್ನು ಪಡೆಯಲು ಕಾರಣೀಭೂತರಾದ ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಎಲ್ಲ ಅಧಿಕಾರಿಗಳ, ಶಿಕ್ಷಕರ ಹಾಗೂ ಬೋಧಕೇತರ ವೃಂದದವರ ಸಹಕಾರ ಹಾಗೂ ಪ್ರಯತ್ನವು ಅಭಿನಂದನಾರ್ಹವಾಗಿದೆ. ಎಲ್ಲ ಅರ್ಹ ಮಕ್ಕಳಿಗೂ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣವನ್ನು ಖಾತರಿಪಡಿಸಲು, ಶಿಕ್ಷಣದ ದೂರಗಾಮಿ ಗುರಿಗಳನ್ನು ಸಾಕಾರಗೊಳಿಸಲು, ಸುಸ್ಥಿರ ಹಾಗೂ ಸಮಾನತೆಯ ಸಮಾಜ ನಿರ್ಮಾಣ ಮಾಡಲು, ಹೊಸ ಸಾಧ್ಯತೆಗಳನ್ನು ಸೃಷ್ಟಿಸಲು ನಮ್ಮ ಮೇಲ್ವಿಚಾರಕ ಅಧಿಕಾರಿಗಳಿಗೆ ಈ ತರಬೇತಿ ಸಾಹಿತ್ಯಗಳು ನೆರವಾಗುತ್ತವೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (SISLEP) ಯ ಪರಿಚಯ:

ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಸಂವಿಧಾನದ ಆಶಯ ಮತ್ತು ಜಾಗತಿಕ ಚಿಂತನೆಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಸ್ವಾಯತ್ತತೆ ಹಾಗೂ ಸ್ವಯಂ ಆಡಳಿತವನ್ನು ಜಾರಿಗೆ ತರಲು ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಹಾಗೂ ಶಾಲಾ ಮುಖ್ಯಸ್ಥರ ಮನೋಭಾವ, ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ಆಚರಣೆಗಳಲ್ಲಿ ಬದಲಾವಣೆಗಳನ್ನು ತರುವ ಉದ್ದೇಶದಿಂದ ಶಾಲಾ ಮಟ್ಟದಿಂದ ರಾಜ್ಯ ಮಟ್ಟದವರೆಗಿನ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಗತ್ಯವಾದ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿಯನ್ನು ಮಾಡುವ ಸಲುವಾಗಿ 1986 ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ಹಾಗೂ 1992 ರ ಕಾರ್ಯಾನುಸರಣ ಯೋಜನೆ (Programme of action -POA) ಗಳ ಶಿಫಾರಸ್ಸುಗಳನ್ವಯ 2010ರಲ್ಲಿ 'ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (State Institute of School Leadership, Educational Planning and Management (SISLEP) ಯನ್ನು ಸ್ಥಾಪಿಸಿತು. 2011 ರಲ್ಲಿ ಕರ್ನಾಟಕ ಸಂಘಗಳ ನೋಂದಣಿ ಅಧಿನಿಯಮದಡಿಯಲ್ಲಿ ಈ ಸಂಸ್ಥೆಯನ್ನು ನೋಂದಾಯಿಸಲಾಗಿದ್ದು, 'ಕನ್ನಡದ ದೀಪ'ವೆಂದು ಹೆಸರಾಗಿರುವ ಡೆಪ್ಯೂಟಿ ಚನ್ನಬಸಪ್ಪನವರು ಕಟ್ಟಿ ಬೆಳೆಸಿದ ಧಾರವಾಡದ ಜಿಲ್ಲಾ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಡಯಟ್ ಆವರಣದಲ್ಲಿ ಪ್ರಸ್ತುತ ಈ ಸಂಸ್ಥೆಯು ಸ್ವಂತ ಕಟ್ಟಡದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದೆ.



ಸಂಸ್ಥೆಯ ದೂರದರ್ಶಿತ್ವ:

“ ಶಾಲಾ ನಾಯಕತ್ವದಲ್ಲಿ ಮಾರ್ಗದರ್ಶಿ ಅಧಿಕಾರಿಗಳ ಬಲವರ್ಧನೆ ”

ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ ಡಯಟ್ ಆವರಣ, ಕಾಲೇಜು ರಸ್ತೆ, ಧಾರವಾಡ - 580008

ದೂರವಾಣಿ: 08362441129 ಇ-ಮೇಲ್: sislepdirector.dwd@gmail.com

ನಮ್ಮ ದೇಶದ ಶಾಲಾ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರವು ಇಡೀ ಜಗತ್ತಿನಲ್ಲಿಯೇ ವಿಸ್ತೃತವಾದುದಾಗಿದೆ. ಶಾಲಾ ಹಂತದಿಂದ ರಾಜ್ಯ ಮಟ್ಟದವರೆಗೆ ಶಿಕ್ಷಕರು, ವಿವಿಧ ಸ್ತರದ ಇಲಾಖಾ ಮೇಲ್ವಿಚಾರಕರು ಮತ್ತು ಅಧಿಕಾರಿಗಳು ಸಮುದಾಯದ ಸಹಭಾಗಿತ್ವದ ಮೂಲಕ ಶಾಲಾ ಶಿಕ್ಷಣದ ಗುರಿಯನ್ನು ತಲುಪುವಲ್ಲಿ ಶ್ರಮಿಸುತ್ತಿದ್ದಾರೆ. ಕರ್ನಾಟಕ ರಾಜ್ಯವೊಂದರಲ್ಲಿಯೇ 2024-25 ನೇ ಸಾಲಿನಲ್ಲಿ ಒಂದನೇ ತರಗತಿಯಿಂದ 10ನೇ ತರಗತಿಯವರೆಗೆ ಅಂದಾಜು ಒಂದು ಕೋಟಿಗೂ ಅಧಿಕ ವಿದ್ಯಾರ್ಥಿಗಳು ವ್ಯಾಸಂಗ ಮಾಡುತ್ತಿದ್ದಾರೆ.ಈ ಬೃಹತ್ತಾದ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ಪರಿಣಾಕಾರಿಯಾಗಿ ಕೆಲಸ ಮಾಡುವಂತಾಗಲು, ಸ್ಥಳೀಯ ಅಗತ್ಯತೆಗಳು ಮತ್ತು ಜಾಗತಿಕ ಚಿಂತನೆಗಳಿಗೆ ಸೇತುವೆಯನ್ನು ಕಟ್ಟಲು ಸ್ವಾಯತ್ತತೆಯುಳ್ಳ, ಕ್ರಿಯಾಶೀಲವಾದ ಹಾಗೂ ಸಮರ್ಥ ಸಮುದಾಯದ ಅಗತ್ಯವಿದ್ದು, ಇಂತಹ ಒಂದು ಸಮುದಾಯವನ್ನು ಆಡಳಿತ ವಿಕೇಂದ್ರೀಕರಣದ ಮೂಲಕ ರೂಪಿಸಬೇಕು ಎನ್ನುವುದು ಸಂವಿಧಾನದ ಆಶಯವಾಗಿದೆ.

ಜಾಗತಿಕ ಹಂತದಲ್ಲಿ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಸಾರ್ವತ್ರಿಕರಣಕ್ಕೆ ಪೂರಕವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ಯುನೆಸ್ಕೋ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸಲು ಮತ್ತು ನಿರ್ವಹಣೆ ಮಾಡಲು ವಿಶಿಷ್ಟವಾದ ಹಾಗೂ ವಿಭಿನ್ನವಾದ ಸಾಮರ್ಥ್ಯಗಳ ಅಗತ್ಯವಿದೆ ಎಂಬುದನ್ನು ತಿಳಿಸುವುದಲ್ಲದೇ, 'ಇಲಾಖೆ' ಮತ್ತು 'ಸಮುದಾಯದ ಸಹಭಾಗಿತ್ವ' ದಲ್ಲಿ 'ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣೆ' ಯನ್ನು ನಿಭಾಯಿಸಬೇಕು ಎನ್ನುವುದು ಇದರ ನಿಲುವಾಗಿದೆ.

ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ 1986 ಹಾಗೂ 1992 ರ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಗಳು ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿ ನಿರ್ವಹಣೆಗೆ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ನೀಡಿವೆ. ಇದರನ್ವಯ ಎಲ್ಲ ರಾಜ್ಯಗಳಲ್ಲಿ ರಾಜ್ಯ ಹಂತದಲ್ಲಿ SIEMAT (State institute for Educational Management, Administration and Training) ನ್ನು ಸ್ಥಾಪನೆ ಮಾಡಲು ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಯಿತು. ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ 'SIEMAT' ಹೆಸರಿನ ಬದಲಾಗಿ 2010-11 ರಲ್ಲಿ ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ (SISLEP-State Institute for School Leadership Educational Planning and Management) ಎಂಬ ಹೆಸರಿನಲ್ಲಿ ಸಂಸ್ಥೆಯು ಪ್ರಾರಂಭವಾಯಿತು. 'ಸಿಸ್ಲೆಪ್' ಕರ್ನಾಟಕ ಸೊಸೈಟಿಗಳ ಕಾಯ್ದೆಯ ಅಡಿಯಲ್ಲಿ

ನೋಂದಣಿಯಾಗಿರುವ ಸ್ವಾಯತ್ತ ಸಂಸ್ಥೆಯಾಗಿದ್ದು, ಇದರ ವ್ಯವಸ್ಥಾಪನೆ ಹಾಗೂ ಕಾರ್ಯಕ್ರಮಗಳ ರೂಪರೇಷೆಗಳನ್ನು ಆಡಳಿತ ಮಂಡಳಿ ಹಾಗೂ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ಮಂಡಳಿಗಳ ಮೇಲುಸ್ತುವಾರಿಯಲ್ಲಿ ನಿರ್ವಹಿಸಲಾಗುತ್ತದೆ. ಸಂಸ್ಥೆಯಲ್ಲಿ ಪ್ರಮುಖವಾಗಿ ಐದು ವಿಭಾಗಗಳಲ್ಲಿ ಕ್ರಿಯಾಯೋಜನೆಯನ್ನು ರೂಪಿಸಿ ಶಾಲಾ ನಾಯಕತ್ವ ತರಬೇತಿ, ಸಂಶೋಧನೆ ಮತ್ತು ನಾವಿನ್ಯತಾ ಉಪಕ್ರಮಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

ತಾತ್ವಿಕ ಹಿನ್ನೆಲೆ ಹಾಗೂ ಕಾರ್ಯವ್ಯಾಪ್ತಿ:

- ಶೈಕ್ಷಣಿಕ ಆಡಳಿತವನ್ನು ವಿಕೇಂದ್ರೀಕರಿಸುವುದು.
- ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣೆಯ ವ್ಯವಸ್ಥೆಯ ಆಮೂಲಾಗ್ರ ಬದಲಾವಣೆ.
- ದೇಶದ ಅಭಿವೃದ್ಧಿ ಹಾಗೂ ಅಗತ್ಯತೆಗಳಿಗನುಸಾರವಾಗಿ ಶೈಕ್ಷಣಿಕ ದೃಷ್ಟಿಕೋನವನ್ನು ರೂಪಿಸುವುದು ಮತ್ತು ದೀರ್ಘಕಾಲಿಕ ಶೈಕ್ಷಣಿಕ ಯೋಜನೆಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವುದು.
- ಶಿಕ್ಷಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸರ್ಕಾರಿ ಮತ್ತು ಸರ್ಕಾರೇತರ ಸಂಸ್ಥೆಗಳ ನಡುವೆ ಸಂಪರ್ಕ ಸಾಧಿಸುವುದು.
- ಶೈಕ್ಷಣಿಕ ಸಂಸ್ಥೆಗಳ ಮುಖ್ಯಸ್ಥರು ಹಾಗೂ ಆಡಳಿತಗಾರರಲ್ಲಿ ನಾಯಕತ್ವ ಕೌಶಲ್ಯ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು

ಮೇಲ್ಕಂಡ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಣೆ ಮಾಡಲು ಮಾನವ ಸಂಪನ್ಮೂಲ ಅಭಿವೃದ್ಧಿ ಸಚಿವಾಲಯವು 'ಶೈಕ್ಷಣಿಕ ಆಡಳಿತಗಾರರ ಸಾಮರ್ಥ್ಯ ಅಭಿವೃದ್ಧಿ ಸಂಸ್ಥೆ' (SIEMAT) ಯನ್ನು ಸ್ಥಾಪಿಸಲು ತೊಂಭತ್ತರ ದಶಕದಲ್ಲಿ ನಿರ್ಧರಿಸಿತು. ಆರಂಭದಲ್ಲಿ 'ಜಿಲ್ಲಾ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ' (ಡಿ.ಪಿ.ಇ.ಪಿ) ಇದ್ದ ರಾಜ್ಯಗಳಿಗೆ ಮಾತ್ರ ಸೀಮಿತವಾಗಿದ್ದ SIEMAT ಗಳನ್ನು 2001-02 ರಲ್ಲಿ ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನದ ವ್ಯಾಪ್ತಿಗೆ ತಂದು ದೇಶದ ಎಲ್ಲ ರಾಜ್ಯಗಳಲ್ಲಿ ಸ್ಥಾಪನೆ ಮಾಡಲು ನಿರ್ದೇಶಿಸಲಾಯಿತು.

ಕರ್ನಾಟಕ ರಾಜ್ಯವು ತನ್ನ ಅನುಭವಗಳು, ಕಲಿಕೆಗಳು ಹಾಗೂ ಅಧ್ಯಯನ ವರದಿಗಳ ಮೂಲಕ ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆಯ ಅಗತ್ಯವನ್ನು ಕಂಡುಕೊಂಡಿತ್ತು. 2000ರಲ್ಲಿ ಮುಖ್ಯ ಮಂತ್ರಿಗಳ ಟಾಸ್ಕ್ ಫೋರ್ಸ್ ವರದಿ, 2000ರಲ್ಲಿ ಆಡಳಿತ ಸುಧಾರಣೆ ಆಯೋಗದ ವರದಿ, 2002ರಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ದೃಷ್ಟಿಕೋನ ವರದಿಗಳು ಶೈಕ್ಷಣಿಕ ವಿಕೇಂದ್ರೀಕರಣ ಮತ್ತು ಅದಕ್ಕೆ ಬೇಕಾದ ಸಾಮರ್ಥ್ಯಾಭಿವೃದ್ಧಿಯ ಅಗತ್ಯಗಳನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಗುರುತಿಸಿದವು. ಅಷ್ಟೇ ಅಲ್ಲ ಜಾಗತಿಕ ಮಟ್ಟದಲ್ಲಿ ಪ್ರಯೋಗಗಳ ಮೂಲಕ ಪರಿಣಾಮಕಾರಿ ಎಂದು ಸಾಬೀತಾಗಿದ್ದ 'ಸ್ವಯಂ ಆಡಳಿತ ಶಾಲೆ (Autonomous Schools)' ಗಳ ಪರಿಕಲ್ಪನೆಯನ್ನು ಈ ವರದಿಗಳು ಬೆಂಬಲಿಸಿದ್ದವು.

2003ರಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಉತ್ಕೃಷ್ಟತೆ ಸಾಧಿಸಲು ನೀತಿ ನಿರೂಪಣೆಗೆ ಬೆಂಬಲ ಒದಗಿಸುವುದಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅಜೀಂ ಪ್ರೇಮ್‌ಜಿ ಫೌಂಡೇಶನ್‌ನೊಂದಿಗೆ ಒಡಂಬಡಿಕೆ ಮಾಡಿಕೊಂಡ ರಾಜ್ಯ ಸರ್ಕಾರ, ಶಿಕ್ಷಣ ಇಲಾಖೆಯಲ್ಲಿ ಪಾಲಿಸಿ ಪ್ಲಾನಿಂಗ್ ಘಟಕವನ್ನು ಸ್ಥಾಪಿಸಿತು. ಶೈಕ್ಷಣಿಕ ನಾಯಕತ್ವ ಮತ್ತು ನಿರ್ವಹಣೆ, ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಗಳನ್ನು, ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಮುದಾಯದ ಭಾಗವಹಿಸುವಿಕೆಯನ್ನು ಹೆಚ್ಚಿಸುವಂತಹ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು, ಇಲಾಖಾ ಯೋಜನೆಯ ಪರಿಣಾಮಗಳನ್ನು ಕುರಿತು ಅಧ್ಯಯನಗಳನ್ನು ಹಮ್ಮಿಕೊಂಡಿತು. ಶೈಕ್ಷಣಿಕ ವಿಕೇಂದ್ರೀಕರಣಕ್ಕೆ ಪೂರಕವಾದ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಮಾಡಿತು. 2008 ರಲ್ಲಿ ಕೇಂದ್ರ ಸರ್ಕಾರದ ಅನುಮೋದನೆಯೊಂದಿಗೆ 2010ರಲ್ಲಿ ' ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ' (SISLEP) ಯನ್ನು ಸ್ಥಾಪಿಸಲಾಯಿತು. 2011 ರಲ್ಲಿ ಕರ್ನಾಟಕ ಸಂಘಗಳ ನೋಂದಣಿ ಅಧಿನಿಯಮದಡಿಯಲ್ಲಿ ಈ ಸಂಸ್ಥೆಯು ನೋಂದಾಯಿಸಲ್ಪಟ್ಟಿದ್ದು, ತದನಂತರದಲ್ಲಿ NIEPA / NCSL ನವದೆಹಲಿಯಿಂದ 2017-18 ರಲ್ಲಿ ಸಿಸ್ಲೆಪ್ ಸಂಸ್ಥೆಯಲ್ಲಿ 'ಶಾಲಾ ನಾಯಕತ್ವ ಅಕಾಡಮಿ' (SLA) ಯನ್ನು ಸ್ಥಾಪಿಸಲಾಗಿದೆ. ಈ ಅಕಾಡಮಿಯು ಉತ್ತಮ ಶೈಕ್ಷಣಿಕ ಅಭ್ಯಾಸಗಳ ವಿಡಿಯೋ ಹಾಗೂ ಯಶೋಗಾಥೆಗಳ ದಾಖಲೀಕರಣ, ಮಾಡ್ಯೂಲ್‌ಗಳ ರಚನೆ ಮತ್ತು ಭಾಷಾಂತರ, ಶೈಕ್ಷಣಿಕ ಮೇಲ್ವಿಚಾರಕರಿಗೆ ಶಾಲಾ ನಾಯಕತ್ವದ ಕುರಿತು ವೆಬಿನಾರ್/ಕಾರ್ಯಾಗಾರಗಳ ಆಯೋಜನೆ ಮುಂತಾದ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನಿರ್ವಹಿಸುತ್ತಿದೆ.

❖ ಸಂಸ್ಥೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳು:

ಶಿಕ್ಷಣದ ನಿರ್ವಹಣೆಯನ್ನು ಸರ್ಕಾರದ ನಿಯಂತ್ರಣದಿಂದ ನಿಧಾನವಾಗಿ ಮತ್ತು ಸ್ಥಿರವಾಗಿ ಸಮರ್ಥ ಸಮುದಾಯಕ್ಕೆ ವರ್ಗಾಯಿಸುವುದು ಸಿಸ್ಲೆಪ್ ಸಂಸ್ಥೆಯ ಪ್ರಮುಖ ಗುರಿಯಾಗಿದೆ. ಈ ಗುರಿಯ ಸಾಧನೆಗೆ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಭಾಗೀದಾರರ ದೃಷ್ಟಿಕೋನ ಮತ್ತು ಮನೋಭಾವದಲ್ಲಿ ಬದಲಾವಣೆ ಅತ್ಯಗತ್ಯ. ಇದಕ್ಕಾಗಿ ಶಾಲಾ ಹಂತದಿಂದ ರಾಜ್ಯ ಹಂತದವರೆಗಿನ ಮೇಲುಸ್ತುವಾರಿ ಅಧಿಕಾರಿಗಳಿಗೆ, ಸಮುದಾಯದ ನಾಯಕರುಗಳಿಗೆ ಸಾಮರ್ಥ್ಯಾಧಾರಿತ ತರಬೇತಿ ನೀಡುವುದು, NIEPA, NCSL, NCERT, DSERT ಮುಂತಾದ ರಾಷ್ಟ್ರೀಯ ಹಾಗೂ ರಾಜ್ಯ ಮಟ್ಟದ ಸಂಸ್ಥೆಗಳೊಂದಿಗೆ ಸಮನ್ವಯ ಸಾಧಿಸುವುದು, ಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಉತ್ತಮ ಅಭ್ಯಾಸಗಳನ್ನು ದಾಖಲೀಕರಿಸುವುದು ಸಂಸ್ಥೆಯ ಜವಾಬ್ದಾರಿಗಳಾಗಿವೆ.

- **ಶಿಕ್ಷಣ ನೀತಿ:** ಸಂಶೋಧನೆಗಳ ಫಲಿತಾಂಶವನ್ನು ಆಧರಿಸಿ ಶಿಕ್ಷಣ ನೀತಿ ರೂಪಿಸಲು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣೆ ಮಾಡಲು ರಾಜ್ಯ ಸರ್ಕಾರಕ್ಕೆ ಪರಿಣಿತರ ನೆರವು ನೀಡುವುದು.
- **ಸಾಂಸ್ಥಿಕ ವಿನ್ಯಾಸ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆ:** ಈಗಿರುವ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಶಿಕ್ಷಣದ ಉದ್ದೇಶದ ಈಡೇರಿಕೆಗೆ ಇವುಗಳಲ್ಲಿ ಅಗತ್ಯ ಬದಲಾವಣೆಗಳನ್ನು ಸೂಚಿಸುವುದು.

ಮಾನವ ಸಂಪನ್ಮೂಲ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಪ್ರಕ್ರಿಯೆಗಳು: ಶಾಲೆಯಿಂದ ರಾಜ್ಯ ಮಟ್ಟದವರೆಗೆ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿರುವ ಎಲ್ಲಾ ಭಾಗೀದಾರರಿಗೂ ನಾಯಕತ್ವ, ನಿರ್ವಹಣೆ ಮತ್ತು ಆಡಳಿತಾತ್ಮಕ ವಿಷಯಗಳಲ್ಲಿ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ಮಾಡುವುದು; ಎಸ್.ಡಿ.ಎಂ.ಸಿ. ಸದಸ್ಯರು, ಗ್ರಾಮ ಪಂಚಾಯತಿ ಸದಸ್ಯರು ಮತ್ತು ಸಮುದಾಯದ ಇತರರಿಗೆ ಯೋಜನೆ, ಸಹಭಾಗಿತ್ವ ಪ್ರಕ್ರಿಯೆ, ಶಾಲಾಭಿವೃದ್ಧಿ ಯೋಜನೆ ಮೊದಲಾದ ವಿಷಯಗಳಲ್ಲಿ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ಮಾಡುವುದು; ಶೈಕ್ಷಣಿಕ ನಿರ್ವಾಹಕರಲ್ಲಿ ಸೇವಾ ಮನೋಭಾವ, ಉತ್ತಮ ಆಡಳಿತ, ಪಾರದರ್ಶಕತೆ ಹಾಗೂ ಹೊಣೆಗಾರಿಕೆ ಮೂಡಿಸಲು ಸೂಕ್ತವಾದ ವಿಧಾನಗಳನ್ನು ಶಿಫಾರಸ್ಸು ಮಾಡುವುದು. ಶೈಕ್ಷಣಿಕ ಯೋಜನೆಗಳ ವೆಚ್ಚ ನಿಗದಿಪಡಿಸುವುದು, ಸಂಪನ್ಮೂಲ ಕ್ರೋಢೀಕರಣ ಮತ್ತು ಬಳಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮಾರ್ಗದರ್ಶನ ಮಾಡುವುದು.

- **ಸಂಶೋಧನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ:** ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣಾ ಕ್ಷೇತ್ರವು ನಿರಂತರ ಅಧ್ಯಯನ ಬಯಸುವುದರಿಂದ ಸಂಶೋಧನೆಯು ಸಿಸ್ಟೆಮ್‌ನ ಪ್ರಾಥಮಿಕ ಕಾರ್ಯಗಳಲ್ಲಿ ಒಂದು. ಇಲಾಖೆಯು ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿರುವ ವಿಭಿನ್ನ ಕಾರ್ಯಕ್ರಮಗಳೂ ಸೇರಿದಂತೆ ಇಲಾಖೆಯ ಬೇರೆ ಬೇರೆ ಕ್ಷೇತ್ರಗಳನ್ನು ಕುರಿತು ಸಂಶೋಧನೆ ಕೈಗೊಳ್ಳುವುದು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಮಾಡುವುದು ಸಿಸ್ಟೆಮ್‌ನ ಪ್ರಮುಖ ಉದ್ದೇಶವಾಗಿದೆ.
- **ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟ:** ಶಿಕ್ಷಣ ಇಲಾಖೆಯು ತನ್ನ ಎಲ್ಲ ಕಾರ್ಯಕ್ರಮಗಳ ಮೂಲಕ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣ ಮತ್ತು ಗುಣಾತ್ಮಕ ಆಡಳಿತ ನೀಡಲು ಗಮನಹರಿಸಬೇಕು. ಗುಣಮಟ್ಟ ಸುಧಾರಣೆಗೆ ಅಗತ್ಯವಾದ ಸಂಶೋಧನೆಗಳು ಮತ್ತು ತರಬೇತಿಗಳನ್ನು ಸಿಸ್ಟೆಮ್ ಹಮ್ಮಿಕೊಳ್ಳುತ್ತದೆ. ಶೈಕ್ಷಣಿಕ ವರದಿಗಳನ್ನು ಆಧರಿಸಿ ಪ್ರಚಲಿತ ಶೈಕ್ಷಣಿಕ ಸೂಚ್ಯಂಕಗಳನ್ನು ವಿಶ್ಲೇಷಿಸುವ ಕೌಶಲ್ಯ ಹಾಗೂ ಸಾಮರ್ಥ್ಯವನ್ನು ಮೆಲ್ವಿಚಾರಕ ಅಧಿಕಾರಿಗಳಲ್ಲಿ ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು. ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದ ಸಾಧನೆಗೆ ಕ್ಷೇತ್ರ ಮಟ್ಟದಲ್ಲಿ ಸೂಕ್ತ ಹೊಳಪುಗಳನ್ನು ಸೃಷ್ಟಿಸುವುದು ಈ ಸಂಸ್ಥೆಯ ಪ್ರಮುಖ ಕಾರ್ಯವಾಗಿದೆ.

❖ ಧಾರವಾಡದಲ್ಲಿ ಸಂಸ್ಥೆಯ ಸ್ಥಾಪನೆಯ ಹಿನ್ನೆಲೆ:

ಶೈಕ್ಷಣಿಕ ವಿಕೇಂದ್ರೀಕರಣದ ಆಶಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಹಾಗೂ ರಾಜ್ಯ ಮಟ್ಟದ ಸಂಸ್ಥೆಯೊಂದು ರಾಜಧಾನಿ ಕೇಂದ್ರದಿಂದ ಹೊರಗಡೆ ಬೆಳೆದು ಬರುವುದರಿಂದ ರಾಜ್ಯದ ಎಲ್ಲ ಭಾಗಗಳ ಶೈಕ್ಷಣಿಕ ಭಾಗೀದಾರರ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ ಸಾಧ್ಯವಾಗುತ್ತದೆಯೆಂಬ ಆಶಯದಿಂದ 'ಸಿಸ್ಟೆಮ್' ಸಂಸ್ಥೆಯನ್ನು ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರವಾಗಿರುವ ಧಾರವಾಡದಲ್ಲಿ ಸ್ಥಾಪಿಸಲಾಗಿದೆ. ಇದಕ್ಕಾಗಿ ಧಾರವಾಡದ ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆಯ ಆವರಣದಲ್ಲಿ ನಿರ್ಮಾಣವಾದ ಸಂಸ್ಥೆಯ ಸ್ವಂತ ಕಟ್ಟಡದಲ್ಲಿ ಸಂಸ್ಥೆಯು ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿದೆ.

ಸಿಸ್ಟೆಮ್ ಸಂಸ್ಥೆಯ ಪ್ರಮುಖ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳು:

ಶಾಲಾ ಮುಖ್ಯಸ್ಥರಲ್ಲಿ ನಾಯಕತ್ವದ ಗುಣಗಳನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸಲು ಸಿಸ್ಟೆಮ್ ಸಂಸ್ಥೆಯಲ್ಲಿ ವಿವಿಧ ಸ್ತರದ ಮೇಲ್ವಿಚಾರಣಾ ಅಧಿಕಾರಿಗಳ ಬಲವರ್ಧನೆಗೆ ಪೂರಕವಾದ ತರಬೇತಿಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಲು 2010-11 ರಿಂದ 2022-23 ರ ವರೆಗೆ ರಾಜ್ಯದ ಉಪನಿರ್ದೇಶಕರ ಕಛೇರಿಯ ವಿಷಯ ಪರಿವೀಕ್ಷಕರಿಗೆ, ಡಯಟ್ ಉಪನ್ಯಾಸಕರಿಗೆ ಹಾಗೂ ಬಿ.ಆರ್.ಪಿ. ಶಿಕ್ಷಣ ಸಂಯೋಜಕರು, ಸಿ.ಆರ್.ಪಿ. ಗಳಿಗಾಗಿ ಶೈಕ್ಷಣಿಕ ಹಾಗೂ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ತರಬೇತಿಯನ್ನು ಆಯೋಜಿಸಲಾಗುತ್ತಿದೆ. ಸರಕಾರಿ ಪ್ರೌಢಶಾಲಾ ಮುಖ್ಯಶಿಕ್ಷಕರಿಗೆ, ಬಿ.ಆರ್.ಸಿ. ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು ಹಾಗೂ ಇತರ 'ಬಿ' ವೃಂದದ ಅಧಿಕಾರಿಗಳಿಗೆ ಶೈಕ್ಷಣಿಕ ನಾಯಕತ್ವ ಅಭಿವೃದ್ಧಿ ತರಬೇತಿ, ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಮುಖ್ಯಶಿಕ್ಷಕರಿಗೆ ಶಾಲಾ ನಾಯಕತ್ವ ಅಭಿವೃದ್ಧಿ ತರಬೇತಿ (ಎಸ್.ಎಲ್.ಡಿ.ಪಿ), ಸಹನಿರ್ದೇಶಕರು ಮತ್ತು ತತ್ಸಮಾನ ವೃಂದ ಹಾಗೂ ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ ಮತ್ತು ಅಭಿವೃದ್ಧಿ) ಹಾಗೂ ತತ್ಸಮಾನ ವೃಂದದ ಅಧಿಕಾರಿಗಳಿಗೆ ತರಬೇತಿ, 'ಅಧಿಕಾರದಿಂದ ಉತ್ತರದಾಯಿತ್ವದಡೆಗೆ ತರಬೇತಿ, ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಹಾಗೂ ತತ್ಸಮಾನ ವೃಂದದ ಅಧಿಕಾರಿಗಳಿಗೆ ಹಾಗೂ ಉಪನಿರ್ದೇಶಕರ ಹಾಗೂ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿಯ ಬೋಧಕೇತರ ವೃಂದದ ವ್ಯವಸ್ಥಾಪಕರಿಗೆ ಆಡಳಿತಾತ್ಮಕ ಹಾಗೂ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ತರಬೇತಿ' ಎಲ್ಲ ಮೇಲ್ವಿಚಾರಕ ಅಧಿಕಾರಿಗಳಿಗೆ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆ- 2009ರ ಅಡಿಯಲ್ಲಿ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದ ಸೂಚ್ಯಂಕಗಳ ಬಗ್ಗೆ ಒತ್ತು ನೀಡಿ ಪರಿಣಾಮಕಾರಿ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಆಯೋಜಿಸಲಾಗುತ್ತಿದೆ. ಈ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಅವಶ್ಯಕವಿರುವ ವಿಷಯಗಳಲ್ಲಿ ನುರಿತ ತಜ್ಞರಿಂದ ಹಾಗೂ ಕ್ಷೇತ್ರ ಮಟ್ಟದ ಪ್ರಯೋಗಶೀಲ ಪರಿಣಿತರಿಂದ ತರಬೇತಿ ವಿನ್ಯಾಸ (Training Modules) ಗಳನ್ನು ರಚಿಸಲಾಗಿದೆ.

ಪ್ರಸ್ತುತ ಸಾಲಿನಲ್ಲಿ 'ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಆಪ್ತಸಮಾಲೋಚನೆ ಹಾಗೂ ಮಾನಸಿಕ ಆರೋಗ್ಯದ ಉಪಕ್ರಮಗಳು', 'ಕಲಿಕಾ ಬೋಧನಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ನಾವೀನ್ಯತಾ ಉಪಕ್ರಮಗಳು ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಗೀದಾರರ ಪಾತ್ರ, ಮನೋವೈಜ್ಞಾನಿಕ, ವೈಚಾರಿಕ ದೃಷ್ಟಿಕೋನದ ಅಭಿವೃದ್ಧಿ' ವಿದ್ಯಾರ್ಥಿಗಳು ಮತ್ತು ಶಿಕ್ಷಕರಿಗಾಗಿ, 'ಬಹುತ್ವದ

ಭಾರತ ಮತ್ತು ವ್ಯಕ್ತಿತ್ವನತೆ', 'ಗ್ರಂಥಾಲಯ ಬಳಕೆ ಮತ್ತು ನಿರ್ವಹಣೆ', 'ಮಕ್ಕಳ ಹಕ್ಕುಗಳ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಪ್ರಚಲಿತ ಕಾನೂನುಗಳು', 'ಮಕ್ಕಳ ಸುರಕ್ಷತೆಯ ವಿನೂತನ ಮಾರ್ಗೋಪಾಯಗಳು', 'ಭಾಷಾವನ' (Language Garden) ಮತ್ತು ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಅಭಿವೃದ್ಧಿ, ಸುಸ್ಥಿರ ಅಭಿವೃದ್ಧಿ ಗುರಿಗಳನ್ನು ಸಾಧಿಸುವಲ್ಲಿ ಶಾಲಾ ಮುಖ್ಯಸ್ಥರ ಪಾತ್ರ, ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಮತ್ತು ಸೌಲಭ್ಯಗಳ ನಿರ್ವಹಣೆ', ಶೈಕ್ಷಣಿಕ ಸಮೀಕ್ಷೆಗಳು ಮತ್ತು ದತ್ತಾಂಶಗಳ ವಿಶ್ಲೇಷಣೆ' 'ಶಾಲೆಯಿಂದ ಹೊರಗುಳಿದ ಹಾಗೂ ಶಾಲೆ ಬಿಟ್ಟ ಮಕ್ಕಳನ್ನು ಪುನಃ ಶಾಲೆಗೆ ಕರೆತರಲು ಅನುಸರಿಸಬಹುದಾದ ಮಾರ್ಗೋಪಾಯಗಳು', 'ಶಿಕ್ಷಣದಲ್ಲಿ ರಂಗಕಲೆ' ಈ ಕುರಿತಾದ ತರಬೇತಿ ವಿನ್ಯಾಸಗಳನ್ನು ಅವಶ್ಯಕತೆಗಳಿಗನುಸಾರವಾಗಿ ಹೊಸದಾಗಿ ರೂಪಿಸಲಾಗಿದೆ.

ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದ ಸಾಧನೆಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಿಸ್ಟೆಮ್ ಸಂಸ್ಥೆಯಲ್ಲಿ ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ವಿವಿಧ ಸ್ತರದ ಮೇಲ್ವಿಚಾರಣಾ ಅಧಿಕಾರಿಗಳಿಗೆ ಐದು ದಿನಗಳ ಆಡಳಿತಾತ್ಮಕ ತರಬೇತಿ ಹಾಗೂ ಮೂರು ದಿನಗಳ ಶೈಕ್ಷಣಿಕ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ತರಬೇತಿಗಳನ್ನು ನಡೆಸಲಾಗುತ್ತಿದ್ದು, ಈ ತರಬೇತಿಗಳಲ್ಲಿ 'ಶಾಲಾ ನಾಯಕತ್ವದ ಹೊಸ ಸವಾಲುಗಳು ಮತ್ತು ವಿನೂತನ ಆಚರಣೆಗಳು', ಕಛೇರಿ ಕಾರ್ಯವಿಧಾನ, ಸಂವಹನ ಕೌಶಲ್ಯಗಳು, ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವಾ (ನಡತೆ) ನಿಯಮಗಳು-2021, ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವಾ ನಿಯಮಗಳು.-1957, ಮಾಹಿತಿ ಹಕ್ಕು ಅಧಿನಿಯಮ-2005, ಕೆ ಸಿ ಎಸ್ ಆರ್ ನಿಯಮಗಳು, ರಜಾ ನಿಯಮಗಳು / ಸೇವಾ ಪುಸ್ತಕ ನಿರ್ವಹಣೆ , ಮಾನವ ಸಂಪನ್ಮೂಲ ನಿರ್ವಹಣಾ ವ್ಯವಸ್ಥೆ, ಖಜಾನೆ-2, ಹಣಕಾಸು ನಿರ್ವಹಣೆ. ವಿವಿಧ ಬಿಲ್ಲುಗಳ ತಯಾರಿ, ಕೆ ಟಿ ಪಿ ಪಿ ಕಾಯ್ದೆ 1999/2000, ವಿಶೇಷ ಅವಶ್ಯಕತೆಯುಳ್ಳ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಸೌಲಭ್ಯಗಳು ಹಾಗೂ ಪ್ರಚಲಿತ ಕಾನೂನುಗಳು, ಎಸ್.ಎ.ಟಿ.ಎಸ್. (Student Achievement Tracking System) ಮುಂತಾದ ವಿಷಯಾಂಶಗಳ ಕುರಿತಾಗಿ ತರಬೇತಿಯನ್ನು ನೀಡಲಾಗುತ್ತಿದೆ.

ಪ್ರಸ್ತುತ ಸಿಸ್ಟೆಮ್ ಸಂಸ್ಥೆಯಲ್ಲಿ 8206 ಹಾಗೂ ಕ್ಯಾಸ್‌ಕೇಡ್ ವಿಧಾನದಲ್ಲಿ ಡಯಟ್ ಹಂತದಲ್ಲಿ 9500 ವಿವಿಧ ಸ್ತರದ ಅಧಿಕಾರಿಗಳಿಗೆ ತರಬೇತಿಯನ್ನು ನೀಡಲಾಗಿದೆ. ಅವಶ್ಯಕತೆಗಳಿಗನುಗುಣವಾಗಿ ಇನ್ನಷ್ಟು ತರಬೇತಿ ವಿನ್ಯಾಸಗಳನ್ನು ರಚಿಸಲು ಹಾಗೂ ತರಬೇತಿಗಳನ್ನು ಆಯೋಜಿಸುವಲ್ಲಿ ಸಂಸ್ಥೆಯು ನಿರಂತರ ಕ್ರಿಯಾಶೀಲವಾಗಿದೆ. ಆ ಮೂಲಕ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಶಾಲೆಗಳಲ್ಲಿ ದಾಖಲಾಗುವ ಅರ್ಹ ವಯೋಮಾನದ ಎಲ್ಲ ಮಕ್ಕಳಿಗೆ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣವನ್ನು ಖಾತರಿಪಡಿಸಲು ಆಶಿಸಲಾಗಿದೆ. ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆಯಲ್ಲಿ ಐವತ್ತು ಸಾವಿರ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳು ಹಾಗೂ ಇಪ್ಪತ್ತೈದು ಸಾವಿರಕ್ಕಿಂತ ಹೆಚ್ಚು ಪ್ರೌಢಶಾಲೆಗಳು ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದ್ದು, ಈ ಸಂಸ್ಥೆಗಳ ಮುಖ್ಯಸ್ಥರುಗಳು ಅತ್ಯುತ್ತಮ ಮೇಲ್ವಿಚಾರಕ ಕೌಶಲಗಳನ್ನು ಹಾಗೂ ಉತ್ತಮ ನಾಯಕತ್ವ ಗುಣಗಳನ್ನು ಹೊಂದಿರಬೇಕಾಗುತ್ತದೆ. ಇಷ್ಟು ಬೃಹತ್ ಸಂಖ್ಯೆಯ ಮೇಲ್ವಿಚಾರಕ ಅಧಿಕಾರಿಗಳ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿಯ ಸಂಕಲ್ಪದೊಂದಿಗೆ ಈ ಸಂಸ್ಥೆಯು ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿದೆ. ಈ ಭಾಗದಲ್ಲಿ ಒಂದು ಅತ್ಯುತ್ತಮ ಶಾಲಾ ನಾಯಕತ್ವ ಹಾಗೂ ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆಯು ಅಭಿವೃದ್ಧಿ ಹೊಂದುತ್ತಿರುವುದು ಒಂದು ಆಶಾದಾಯಕ ವಿಷಯವಾಗಿದೆ. ಆ ಮೂಲಕ ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದ ಗುರಿ ಸಾಧನೆಗೈದು ಸಾಂವಿಧಾನಿಕ ಆಶಯಗಳನ್ನು ಇಡೇರಿಸುವ ಪ್ರಯತ್ನಕ್ಕೆ ಇಂಬು ದೊರೆತಿದೆ. ಪ್ರಸ್ತುತ ಈ ಸಂಸ್ಥೆಯಲ್ಲಿ ಯೋಜನೆ ಮತ್ತು ನೀತಿ ನಿರೂಪಣೆ ವಿಭಾಗ, ಶಾಲಾ ನಿರ್ವಹಣಾ ವಿಭಾಗ, ಶೈಕ್ಷಣಿಕ ಹಣಕಾಸು ವಿಭಾಗ, ಸಂಶೋಧನೆ, ಮೌಲ್ಯಾಂಕನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ನಾವೀನ್ಯತಾ ವಿಭಾಗ, ಶೈಕ್ಷಣಿಕ ದತ್ತಾಂಶ ಮತ್ತು ಮಾಹಿತಿ ನಿರ್ವಹಣಾ ವಿಭಾಗಗಳಿವೆ. ಶಾಲೆಗಳ ತರಗತಿ ಕೋಣೆಗಳಲ್ಲಿ ದೇಶದ ಭವಿಷ್ಯವು ನಿರ್ಮಾಣವಾಗುತ್ತದೆ ಎಂಬ ಆಶಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಹಾಗೂ ದೇಶಕ್ಕೆ ಬೇಕಾದ ಅತ್ಯುತ್ತಮ ನಾಗರಿಕರನ್ನು ನಿರ್ಮಾಣ ಮಾಡುವ ಮಹತ್ಕಾರ್ಯದಲ್ಲಿ ರಾಜ್ಯದ ಎಲ್ಲ ಹಂತದ ಜನಪ್ರತಿನಿಧಿಗಳು, ಶಿಕ್ಷಣ ತಜ್ಞರು, ಸಾಹಿತಿಗಳು, ಶಿಕ್ಷಣ ಪ್ರೇಮಿಗಳು, ಮತ್ತು ಉದ್ಯಮಗಳ ನೇತಾರರು ಈ ಸಂಸ್ಥೆಯ ಪ್ರಯತ್ನಗಳಲ್ಲಿ ಪಾಲುದಾರಿಕೆ ವಹಿಸಿ ಸಹಕಾರ ನೀಡುತ್ತಾರೆಂದು ಆಶಿಸಲಾಗಿದೆ.

“ಬಂಕಕ್ಕೆ ಡೊಳ್ಳುವುದು ವಿದ್ಯೆಯೇ?,

ಅವಿದ್ಯೆ ತವಿಸುದಾವುದೋ ಅಹಂಕಾರಮಂ ಅದು ವಿದ್ಯೆ.

ಮಿಕ್ಕದೆಲ್ಲಂ ಅವಿದ್ಯೆ”

-- ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪು.

Abbreviations:

CARA	Central Adoption Resource Agency
CCIs	Child Care Institutions
CCL	Child in Conflict with Law
CIF	Childline India Foundation
CJM	Chief Judicial Magistrate
CMM	Chief Metropolitan Magistrate
CNCP	Child in Need of Care and Protection
CPS	Child Protection Services
CPSU	Central Project Support Unit
CSOs	Civil Society Organizations
CWC	Child Welfare Committee
DCPC	District Child Protection Committee
DCPU	District Child Protection Unit
DM	District Magistrate
GoI	Government of India
JJA	Juvenile Justice Act
JJB	Juvenile Justice Board
MIS	Management Information System
MWCD	Ministry of Woman & Child Development
NCPCR	National Commission for Protection of Child Rights
NIPCCD	National Institute of Public Cooperation and Child
POCSO	Protection of Children from Sexual Offences Act
RTE	Right to Education Act
SAA	Specialized Adoption Agency
SAAC	State Adoption Advisory Committee
SARA	State Adoption Resource Agency
SCPC	State Child Protection Committee
SCPCR	State Commissions for Protection of Child Rights
SCPS	State Child Protection Society
SIR	Social Investigation Report
SJPU	Special Juvenile Police Units
SOPs	Standard Operating Procedures
SPSU	State Project Support Unit
UNCRC	United Nations Convention for the Rights of the Child

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History of child rights in the world Timeline of child rights

1924

The League of Nations adopts the Geneva Declaration on the Rights of the Child, drafted by Eglantyne Jebb, founder of the Save the Children Fund. The Declaration articulates that all people owe children the right to: means for their development; special help in times of need; priority for relief; economic freedom and protection from exploitation; and an upbringing that instils social consciousness and duty.

1946

The United Nations General Assembly establishes the International Children's Emergency Fund, UNICEF, with an emphasis on children throughout the world.

1948

The United Nations General Assembly passes the [Universal Declaration of Human Rights](#), in which Article 25 entitles mothers and children to 'special care and assistance' and 'social protection'.

1959

The United Nations General Assembly adopts the Declaration of the Rights of the Child, which recognizes, among other rights, children's rights to education, play, a supportive environment and health care.

1966

With the International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights, United Nations Member States promise to uphold equal rights – including education and protection – for all children.

1968

The International Conference on Human Rights is convened to evaluate the progress made by countries in the 20 years since the adoption of the Universal Declaration of Human Rights. An agenda for future work is drafted and national commitments to upholding human rights are bolstered.

1973

The International Labour Organization adopts Convention 138, which sets 18 as the minimum age for undertaking work that might be hazardous to a person's health, safety or morals.

1974

Concerned about the vulnerability of women and children in emergency and conflict situations, the General Assembly calls on Member States to observe the [Declaration on the Protection of Women and Children in Emergency and Armed Conflict](#). The Declaration prohibits attacks against or imprisonment of civilian women and children, and upholds the sanctity of the rights of women and children during armed conflict.

1978

The Commission on Human Rights puts forth a draft of a Convention on the Rights of the Child for consideration by a working group of Member States, agencies and intergovernmental and non-governmental organizations.

1979

To mark the twentieth anniversary of the 1959 Declaration of the Rights of the Child, the United Nations General Assembly declares 1979 as the International Year of the Child, in which UNICEF plays a leading role.

1985

The United Nations Standard Minimum Rules for the Administration of Juvenile Justice detail the principles of a justice system that promotes the best interests of the child, including education and social services and proportional treatment for child detainees.

1989

The [Convention on the Rights of the Child](#) is adopted by the United Nations General Assembly and widely acclaimed as a landmark achievement for human rights, recognizing the roles of children as social, economic, political, civil and cultural actors. The Convention guarantees and sets minimum standards for protecting the rights of children in all capacities. UNICEF, which helped draft the Convention, is named in the document as a source of expertise. The roles of children as social, economic, political, civil and cultural actors. The Convention guarantees and sets minimum standards for protecting the rights of children in all capacities. UNICEF, which helped draft the Convention, is named in the document as a source of expertise.

1990

The World Summit for Children is held in New York. The [Guidelines for the Prevention of Juvenile Delinquency](#) outline strategies for preventing criminality and protecting young people at high social risk.

1991

Experts from UNICEF, Save the Children, Defence for Children International and other organizations meet to discuss data gathered from the reporting process of the Convention on the Rights of the Child. The meeting leads to the formal establishment of the [Child Rights International Network](#) (CRIN) in 1995.

1999

The International Labour Organization (ILO) adopts the [Worst Forms of Child Labour Convention](#), calling for the immediate prohibition and elimination of any form of work that is likely to harm the health, safety or morals of children. UNICEF has been working with the ILO since 1996 to promote the ratification of international labour standards and policies concerning child labour.

2000

The United Nations General Assembly adopts two [Optional Protocols](#) to the 1989 Convention on the Rights of the Child, obligating State Parties to take key actions to prevent children from partaking in hostilities during armed conflict and to end the sale, sexual exploitation and abuse of children.

2002

At the United Nations Special Session on Children, child delegates address the General Assembly for the first time. The World Fit for Children agenda was adopted outlining specific goals for improving the prospects of children over the next decade.

2006

UNICEF co-publishes the [Manual for the Measurement of Juvenile Justice Indicators](#) with the United Nations Office on Drugs and Crime. The Manual enables governments to assess the condition of their juvenile justice systems and make reforms as necessary.

2010

The United Nations Secretary-General issues the Status of the Convention on the Rights of the Child.

2011

A new [Optional Protocol](#) to the 1989 Convention on the Rights of the Child is adopted. Under this Optional Protocol on a communications procedure, the Committee on the Rights of the Child can field complaints of child rights violations and undertake investigations.

2015

Somalia and South Sudan ratify the Convention. The Convention is the most widely ratified international instrument

Constitutional Provisions:

Children are the most vulnerable section of society. They become the victims of exploitation and ill-treatment easily and can be directed into undesirable channels by anti-social elements. The Constitution-makers reflecting their anxiety to protect and safeguard the interest and welfare of the children incorporated Articles 15(3) which provides that the State shall not be prevented from making any special provision for women and children. This is in reference to provisions which are to their advantage and which give them the extra protection they need. Exploitation of children by Different profit-makers for their personal gain has made punishable. In this regard Article 23 of the Constitution is a charter of human dignity and provided that:

1. Traffic in human being and begging and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law;
2. Nothing in this Article shall prevent the State from imposing compulsory service for public purposes and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them.

Article 24 of the Constitution, accepting the fact of prevalent child labour in India, provides that no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment. Considering the fact that India is a welfare State, the founding fathers of the constitution recognized the importance of the rights of the child in a nation's development.

Article 39(e) of the Constitution enjoins that the State shall direct its policy towards securing the health and strength of worker, men and women; and those children of tender age will not be abused; that citizens should not be forced by economic necessity to enter into avocations unsuited to their age or strength.

Article 39(f) enjoins that the state shall direct its policy towards securing that children are given opportunity and facilities to develop in a healthy manner and in conditions of freedom and dignity and that children and youth are protected against exploitation and moral and material abandonment.

Article 45 mandates that the State shall endeavor to provide free and compulsory education for all children until they complete the age of 14.

Article 51-A, on in the fundamental duties of the citizens of India, provides that citizens shall act in such a manner that the nation constantly rises to higher levels of endeavor and achievement. However, unless facilities and opportunities are provided to children, the nation stands to lose

human resources and good citizens.

Thus, the constitution mandates that every child shall have the right to health, well-being, education and social protection without any discrimination on the ground of caste, birth, color, sex, language, religion, social origin, property or birth alone. The national policies influence lawmaking, clarify laws and ultimately have the effect of supporting rights. The national policies concerned with the children are as follows:

- National Children Policy;
- National Child Labour Policy;
- National Education Policy; and
- National Policy of Handicapped Persons.

yes, it is unfortunate that it has taken 52 years from the commencement of the constitution to initiate same measures by amending the constitution to start with although 40% of the population is still illiterate and 10% of the total population is working as child labour.

Introduction to Children's Rights and Protection Laws

Introduction to module

This module is an introduction to the concept and issues of child rights and child protection. It discusses the legislative provisions and child protection structures that are in place to ensure safety and protection of children in India.



The module deals with understanding who is a child, the concepts of child rights and why do children need protection. When we are talking about child, let's understand who is a 'child'.

The United Nations Convention for the Rights of the Child (UNCRC); (Article 1) defines a 'child' as a person below the age of 18.

The Juvenile Justice (CARE AND PROTECTION OF CHILDREN) ACT, 2015 [Section 2 (12)], prescribes that a 'child' means a person who has not completed 18 years of age.

Module Objectives

By the end of the module, participants will be able to describe:

- Child rights and why do children need separate rights
- What is child protection and who are the children in need of protection
- Who is responsible for the protection of children
- Non-negotiable entitlements that every child should have
- Legal measures and systems for protection of children in India
- Delivery structures of child protection scheme

Session 1

Concepts of Child Rights and Need for Separate Child Rights



Time
60 Minutes

Step 1

Objectives

At the end of the session, the participants will be able to describe:

- ♦ What are child rights?
- ♦ The approach of the child rights
- ♦ Why do children need separate rights?

Process

Step A: Ask the participants that having known what is the meaning of the word ‘child’, it is also important to know what is meant by the term ‘rights’.

Listen to their responses and discuss on the basis of the following points:

- ♦ ‘Right’ is a claim, which places obligations over others to respect, to protect or to fulfill.
- ♦ What we claim for ourselves, others also have a right to claim for themselves and everyone has corresponding obligations.
- ♦ Respecting a right means an obligation not to do anything that can result in the violation, deprivation or curtailment of someone’s human rights.

Step B: Ask the participants what they understand by ‘child rights. Listen to their responses. Invite them to carry out the below activity.

Note for the facilitator: The activity will take about 30 minutes. The facilitator may want to carry it out or skip it based on time available. If required, the facilitator can also ask participants to describe what all a child needs to live, grow and thrive. Categories these under the four pillars as per UNCRC. Also, when participants describe and during the points brought out by them, if any one of these four pillars is not clearly brought out or not mentioned, that can be discussed further by the facilitator.

Step 2: Activity: Understanding Child Rights through the Wants, Needs and Rights exercise

4- Aim:

To make participants aware of the differences between rights, wants and needs

Materials required:

Wants and Needs Card sheets (4-6 sets) see Annexure 1, flipchart, marker pens.

Method:

Divide all the participants into four groups and ask them to assume that they have become children again. Give them half a minute to get into the role.

Give each group a set of card sheets with various wants and needs. These sheets contain 20 wants and needs. In addition, there are four blank boxes. Ask the groups to add four more wants and needs that they think they desire as children. Once all the groups have done this, tell them that the country is going through economic crisis and therefore they have to curtail their list from 24 to 16. Give them five minutes to bring the number down to 16 as they would need to discuss amongst group members and decide. Ask them to write them on a sheet of paper. Tell them that this list of 16 has to have consensus of all group members.

Now tell them that the country is experiencing civil war and therefore they need to further reduce their list to 12 so that the government can make several cuts in expenses. Give them three more minutes for this task.

Next, ask the participants to further reduce their list to eight as the country is dealing with economic crisis and civil war as well as floods resulting in an emergency situation.

Ask groups to explain to the larger group as to how they came up with consensus to shorten the list. Ask all the groups to display their list of eight items. Highlight the common ones from all the groups.

Explanation: Help the participants understand that what they eliminated in the first round were things which were least important. In the second round, they may have eliminated some important things but perhaps some of them were not as important for all the children in the country. Finally, what they got was the list of the most important wants and needs, by and large common to all the children, which they felt were non- negotiable even in an emergency situation.

Conclude as follows:

- ✓ Different people have different wants and needs, but rights are the basic needs that are common to all
- ✓ Every child has rights. No matter which region/state they are from, which community or religion they belong to, how old they are, whether they are a boy or a girl, disabled or not – all have same rights
- ✓ Governments are the duty bearers of rights of children. They have an obligation to fulfill them.
- ✓ All wants are not needs. But some certainly are e.g. essentials for survival, such as food, healthcare, shelter.
- ✓ Rights are entitlements recognized by governments
- ✓ Where families are unable to meet their obligations towards their children, governments have to ultimately step in to protect and ensure children their basic human rights.
- ✓ Things that are WANTS but not NEEDS are the ones that are desirable but not necessary for survival such as toys, fast food or gadgets.
- ✓ Rights are non- negotiable in any situation whatsoever. The key aspect of rights is that they are indivisible. One right cannot be at the exclusion of another and all rights are equally important. One cannot say that if a child has the right to survive then the right to protection is not important

Step 3

Step C: Now ask the groups if the eight most important and non-negotiable wants and needs (rather rights) can be clubbed together under four main groups on the basis of the purpose they meet e.g. nutritious food, healthcare and decent shelter is necessary for survival. Similarly, playground and education are necessary for development. Help the participants categorise the eight rights under the following heads:

Survival
Development
Protection
Participation

Such categorization will explain that sometimes it is difficult to club a particular right under any one category as it may fulfill more than one purpose. For example, decent shelter may be clubbed under survival as well as protection, because homeless children are very vulnerable to exploitation and abuse, inadequate housing not only exposes children to disease but also to exploitation and abuse.

Definition of Child Rights

- ♦ UNCRC defines child rights as the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status or ability and therefore apply to all people everywhere.
- ♦ These rights encompass freedom of children and their civil rights, family environment, necessary healthcare and welfare, education, leisure and cultural activities and special protection measures. All children have these rights and they are all equally important, as well as connected to each other.

Types of Child Rights

The UNCRC classifies children's rights into four broad categories that suitably cover all civil, political, social, economic and cultural rights of every child:

- **Right to survival/life:** Include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- **Right to development:** Every child has the right to development that lets the child explore her/his full potential. It includes the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
- **Right to protection:** Children have the right to be protected from being hurt and mistreated, physically or mentally. It ensures children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
- **Right to participation:** Encompasses children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully according to their age and maturity. This means that children have the right to participate in the activities of their society, in preparation for responsible adulthood. Brain storm with the participants on why the children need separate rights. Encourage them to share their views and summaries them as below.

Step 4: Why do children need separate rights?

Children as an agency need separate rights which may be different from the needs of adults because:

- **Children are vulnerable** and they are the least powerful section of society, economically, politically as well as physically.
- **Gender and caste-based discrimination** make the girl children all the more vulnerable when they are not given proper food, not educated, married early and denied many other social rights as compared to boys of the same categories.
- **Children cannot carry their voice** to policy makers and legislators as they cannot vote and therefore make it even more incumbent on adults to carry their voice.
- **Children are often abused in different societies** and this includes beating at home and at school, trafficking, kidnapping, drug pushing, forced prostitution, being forced to beg and sexual violence.

- **Children are often not regarded as full human beings.** Girl children are often discriminated with less education, less nutritious diet, less healthcare than the male child. They are also subject to more social taboos and restrictions, which makes them more susceptible to rights violations.
- **Children need special protection** as they are vulnerable to child labor, early marriage, sexual abuse, being deprived of family care, being in conflict situations or natural disasters. In all cases, children tend to bear the brunt and therefore special measures are needed to safeguard their rights.
- **Children do not get to participate:** Children's views and feelings about matters that affect them are seldom given serious consideration.

Note for the facilitator:

If time permits, carry out the activity given at the end of the session, Otherwise continue as below. Refer to the balloon activity (20 minutes) in Annexure 2.

Session 1.1

Child Rights: Principles and Shift in Approach



Objectives:

At the end of the session, participants will be able to describe:

- ◆ Recognitions made by UNCRC
- ◆ Principles of child rights
- ◆ Violations of the right to protection
- ◆ Shift in approach from need based to rights based

The UNCRC recognized the human rights of children and defined children as persons up to the age of 18 years. The convention establishes that state parties must ensure that all children, without discrimination in any form:

- ◆ Benefit from special protection measures and assistance
- ◆ Have access to services such as education and healthcare
- ◆ Can develop their personalities, abilities and talents to the fullest potential
- ◆ Grow up in an environment of love, happiness and understanding
- ◆ Are informed about and participate in achieving their rights in an accessible manner

Step 2: Discuss with participants that the approach to child rights has shifted from ‘need based’ to ‘rights based’. Show the participants the table as below.

Shift from Needs based to	Rights based approach
<ul style="list-style-type: none">◆ Welfare◆ Some have to be left out◆ Institutional and residential care◆ Custodial care in institutions◆ Segregation and isolation◆ Beneficiary and recipient◆ Clear obligation◆ Active participation◆ Focus is on the specific immediate situation◆ Certain groups have expertise to meet children’s needs	<ul style="list-style-type: none">◆ Development and empowerment◆ All have same rights◆ Non-institutional and family-based alternatives◆ Holistic development through quality child care institutions◆ Inclusion and mainstreaming◆ Participant and partner (his/her own development and decisions)◆ No one has definite obligations◆ Analysis of root cause◆ All adults can play a role in achieving children’s rights

Step 2 Part A: violated. Listen

Ask the participants to share their opinion on how child rights are to their responses and divide them into further groups. Each group can discuss and present in a chart ‘what mechanisms exist to prevent and respond to the respective issues.’

Violations of the right to protection

- Child sexual abuse
- Child labour, bonded, on the street
- Child sexual abuse
- Orphaned, abandoned
- Child marriage - cycle of deprivation
- Corporal punishment, violence
- child beggary
- Children/families affected by HIV/AIDS, disasters

Session 2:

Child Protection



Time:
60 Minutes

Objectives:

At the end of the session, the participants will be able to describe:

- What is child protection?
- Who are the children in need of protection?

Step 1: Ask the participants what they understand by child protection. Listen to their responses and discuss as below.

UNICEF uses the term ‘child protection’ to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices such as female genital mutilation/cutting and child marriage.

UNICEF’s child protection programmes also target children who are uniquely vulnerable to these abuses, such as: when living without parental care, in conflict with the law and in armed conflict.

Violations of the child’s right to protection take place in every country and are massive, under-recognized and under-reported barriers to child survival and development, in addition to being human rights violations. Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement, homelessness, vagrancy and poor parenting skills later in life

Explain that the definition is a holistic approach to child protection and consists of four major points. Write the definition up on a flipchart and underline the points or you can read the definition and go back and point out on your fingers the four major points as listed below:

1. Identifying risks for children. What are things that are often missed for reducing risks
2. Making children's rights a reality by responding and preventing their violation
3. Restoring hope and a dignified living
4. Creating an enabling environment

Step 2: Ask the participants who are the children in need of protection?

Listen to their responses and add points which got missed from their end. Also explain in the discussion why certain responses by the participants cannot be included in this list if they do not fall under the broader category of child protection.

Note for the facilitator: If time permits, read out the case studies below and ask the participants whether the children in the case studies need protection.

Case lets for group work and discussion

Case let 1. Narayan and Naina live in a village with their nine-year-old son Rajesh who is differently abled. The couple thinks that their son should not go out and play with other children as he may get hurt. Their neighbors think that Rajesh should not play with their children as he may bring bad luck to them. Does Rajesh need help?

Case let 2. Suresh and Sapna are both HIV positive. They have a daughter named Roshni. She is seven years old and goes to school. Children at the school have starting mocking at her and teachers also make her sit on the last bench. Does Roshni need protection?

Case let 3. Nandlal and Sunita live in a small village that has a primary school. Their daughter Pooja has completed class five. But the middle school is 3 kms away in another village. Her parents do not want to send her there and want her to discontinue studies. Pooja's father is now considering sending her to the nearby town with a family member who works there and has assured to find a good home for working there. However, Pooja's mother thinks it is not safe for her daughter as she has reached puberty and asks her husband to consider having her married.

Note for the facilitator: The facilitator should guide the participants for possibility of looking at the provisions of the Act and understand how child in need of care and protection are define

The JJ Act and the ICPS considers following two categories of children as vulnerable and in need of protection. (Facilitator can use the given link to show video on *CCL and CNCP description*))[http:// haqcrc.org/our-work/training](http://haqcrc.org/our-work/training)

- **“Child in conflict with law” (CCL)** (Section 13) - A child who is alleged or found to have committed an offence and who has not completed 18 years of age on the date of commission of such offence
- **“Child in need of care and protection” (CNCP)** (Section 14) – A child
 - (i) who is found without any home or any ostensible means of subsistence
 - (ii) who is found working in contravention of labor laws, is found begging, or living on the street
 - (iii) who resides with a person (whether a guardian of the child or not) and such a person has injured, exploited, abused or neglected the child, has threatened to kill or has killed the child.
 - (iv) who is mentally ill or mentally or physically challenged
 - (v) who has unfitted or incapacitated parent or guardian
 - (vi) who does not have parents or a caregiver
 - (vii) who is missing or run-away child
 - (viii) who has been or is being or is likely to be sexually abused, tortured or exploited
 - (ix) who is found vulnerable and is likely to be inducted into drug abuse or trafficking
 - (x) who is being or is likely to be abused for unconscionable gains
 - (xi) who is victim of or affected by any armed conflict, civil unrest or natural calamity
 - (xii) who is at imminent risk of marriage before attaining the age of marriage



Session 3:

Legal Framework for Protection of Children



Time:
90 Minutes

Objectives:

At the end of the session, the participants will be able to describe what are the fundamental rights and directive principles of protecting child rights in the constitution of India.

Section 3.1: International Convention

- The UNCRC that came into force on September 2, 1990 is a comprehensive international child rights law. It incorporates the full range of human rights – civil, cultural, economic, political and social rights. These rights are spelt out in 54 articles.
- India ratified the UNCRC on 11 December 1992. Agreeing in principle to all articles and committed to protecting and ensuring children's rights enshrined in it, except with certain reservations on issues relating to child labour.

Step 1: Discuss with participants about various fundamental rights and directive principles to protect children as per constitution of India.

The Constitution of India lays down its commitment to protect children in the fundamental rights and directive principles. It enjoins upon the state to ensure that these rights are protected.

Fundamental Rights related to children

- Article 15 (3) - State should make special provisions for children
- Article 21 A - Provides free and compulsory education to all children of age 6-14 years
- Article 23 - Prohibits trafficking of human beings including children
- Article 24 - Directs that no child below 14 years of age can engage in hazardous occupation

Directive Principles related to children

- Article 39 (e) & (f) require that the state policies are directed towards securing the tender age of children
- Article 45 requires provision of early childhood care and education to all children below six years
- ♦ Article 51 A states that it is the fundamental duty of parents/guardians to provide opportunities of education to their child or ward aged 6-14 years

Other National Policies

The National Charter for Children, 2003 adopted on 9th February 2004, underlined the intent to secure for every child the inherent right to be a child and enjoy a healthy and happy childhood; to address the root causes that negate the healthy growth and development of children; and to awaken the conscience of the community in the wider societal context to protect children from all forms of abuse, while strengthening the family, society and the nation. **The National Policy for Children 2013** was adopted by the Government of India (GoI) on 26th April 2013. It adopts a rights-based approach to address the continuing and emerging challenges in the situation of children. It adheres to the constitutional mandate and guiding principles of UNCRC and identifies rights of children under four key priority areas, namely, Survival, Health and Nutrition, Education and Development, Protection and Participation.



The National Plan of Action for Children 2016 provides a roadmap that links the policy objectives to actionable strategies under the four key priority areas of Survival, Health and Nutrition, Education and Development, Protection and Participation. It aims at establishing effective coordination and convergence among all stakeholders, including Ministries and Departments of GoI and civil society organisations to address key issues pertaining to rights of children.

Section 3.2: Child Protection Laws in India Objectives

At the end of the session, participants will be able to describe what is:

- ♦ The Juvenile Justice (Care and Protection of Children) Act, 2015
- ♦ Other child protection laws and their features

Step 1: Ask the participants to share what they know about the Juvenile Justice Act, 2015. Discuss when it came into being and when it was amended. Appreciate the participants giving correct answers and add the left-out information from the following **The Juvenile Justice (Care and Protection of Children) Act, 2015**

Introduction

The Juvenile Justice Act, 2000 was in operation for more than a decade. Though it was amended twice in 2006 and 2011 many issues arose constraining its effective implementation. Juvenile Justice (Care and Protection of Children) Bill 2015 was passed by Parliament on 22nd December 2015. The Act came into force from 15th January 2016.

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

- ♦ To achieve objectives of UNCRC, Beijing Rules and other related international instruments
- ♦ To provide proper care, protection, development, treatment, social reintegration of CCL and CNCP
- ♦ Specify procedural safeguards for children in conflict with law
- ♦ To address challenges in the existing act

Highlights of JJ Act, 2015

- ◆ Number of chapters increased from five to ten
- ◆ New chapters relate to general principles of care and protection of children, Juvenile Justice Board (JJB), Child Welfare Committee (CWC), adoption, other offences against children
- ◆ Number of sections increased from 70 to 112
- ◆ Greater clarity in the definition of CCI and Children's Court
- ◆ Act has been divided into two major parts - CCL and CNCP

Key Elements of 2015 Act:

- ◆ Change in nomenclature from Juvenile to Child across the act
- ◆ Categorization of offences as petty, serious and heinous
- ◆ Timelines for inquiry by JJB
- ◆ Special provisions for children above the age of 16 years alleged to have committed a heinous offence
- ◆ Mandatory registration of all child care institutions and stringent penalty in case of non-compliance
- ◆ Separate new chapter on adoption to streamline adoption procedures for orphans, abandoned and surrendered children
- ◆ Mandatory reporting and penalty in case of non-reporting of child who appears or claims to be abandoned, lost, orphaned or without family support
- ◆ Several new offences against children included which are so far not adequately covered under any other law such as sale and procurement of children for any purpose including illegal adoption
- ◆ Corporal punishment in institutions
- ◆ Use of child by militants and other adult groups
- ◆ Offences against disabled children
- ◆ Kidnapping and abduction
- ◆ Using a child for vending, peddling, carrying, supplying or smuggling intoxicating liquor, narcotic drugs or psychotropic substance

Step 2: Key Elements of 2015 Act related to Children in Conflict with Law

- ◆ Juvenile in conflict with law has been replaced with "child in conflict with law"
- ◆ No child can be sentenced to death or life imprisonment
- ◆ Offences have been categorised as:

● Petty offences



● Serious offences



● Heinous offences



- ◆ Children in the age group of 16-18 years may be tried as 'adults' in cases of heinous offences after preliminary assessment by JJB

- ◆ A preliminary assessment to be conducted by the JJB within a period of three months to assess the capacity of such child to commit and understand the consequence of the alleged offence
- ◆ In case the Board is satisfied that the matter should be disposed of by the Board, then the Board shall follow the procedure, as far as may be, for trial in summons case under the Code of Criminal Procedure, 1973
- ◆ When the Board after preliminary assessment comes to the conclusion that there is a need for trial of the said child as an adult, then the Board may order transfer of the trial of the case to the Children's Court having jurisdiction to try such offences.
- ◆ Based on the preliminary assessment report from the Probation Officer, the Board shall take a decision whether to commute the inquiry to the Children's Court or continue to deal with it.
- ◆ After preliminary assessment by the Board, the court will decide whether the child is to be tried as adult as per the provisions of the Code of Criminal Procedure, 1973 and pass appropriate orders or conduct inquiry as a Board and pass appropriate orders in accordance with the provisions of section 18 of the JJ Act
- ◆ The Children's Court shall ensure that the final order, with regard to CCL, shall include an individual care plan for the rehabilitation of the child
- ◆ The Children's Court shall ensure that the child who is found to be in conflict with law is sent to a place of safety till he attains the age of 21 years and thereafter, the person shall be transferred to a jail

Step 3: JJ Act, 2015: General principles for care and protection of children

The JJ Act lays down following general principles for the administration of its provisions.

- i. **Presumption of innocence:** A child shall be presumed innocent of criminal intent up to 18 years.
- ii. **Principle of dignity and worth:** All human beings shall be treated with equal dignity and rights.
- iii. **Principle of participation:** Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest.
- iv. **Principle of best interest:** All decisions shall have the primary consideration that they are in the best interest of the child.
- v. **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.
- vi. **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.
- vii. **Positive measures:** All resources are to be mobilized 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.

- viii. **Principle of *non-stigmatizing semantics*:** Adversarial or accusatory words are not to be used in the process pertaining to a child.
- ix. ***Non-waiver of rights*:** No waiver of any of the rights of the child is permissible or valid.
- x. ***Equality and non-discrimination*:** No discrimination against a child on any grounds.
- xi. ***Right to privacy and confidentiality*:** Every child shall have a right to protection of his privacy and confidentiality throughout the judicial process.
- xii. ***Institutionalization 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.
- xiii. ***Repatriation and restoration*:** Every child in the juvenile justice system shall have the right to be re-united with his family unless such restoration and repatriation is not in his best interest.
- xiv. **Fresh start:** All past records of any child under the Juvenile Justice system should be erased except in special circumstances.
- xv. **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.
- xvi. **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.

Step 4: Flow Chart on Child in Conflict with Law- CCL

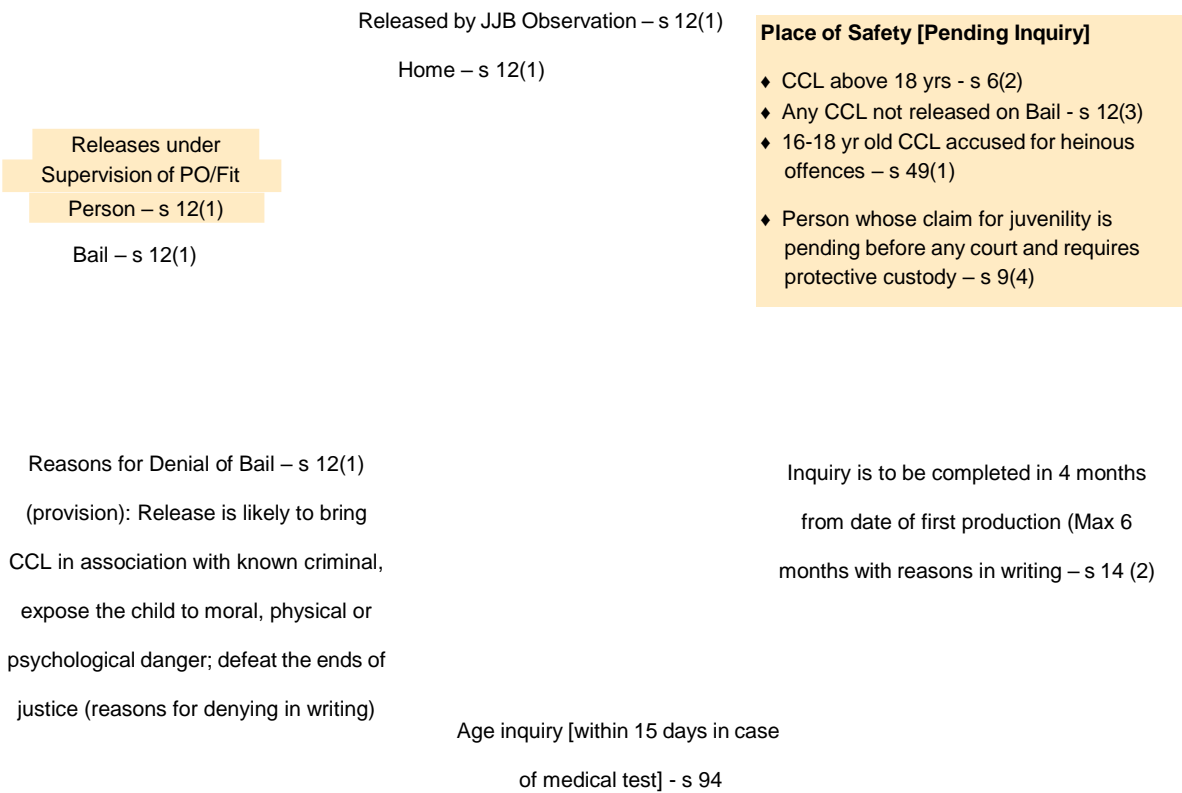
Offence committed by a Child

Police apprehend Child in Conflict with Law (CCL) and place CCL in charge of SJPU/CWPO-s10

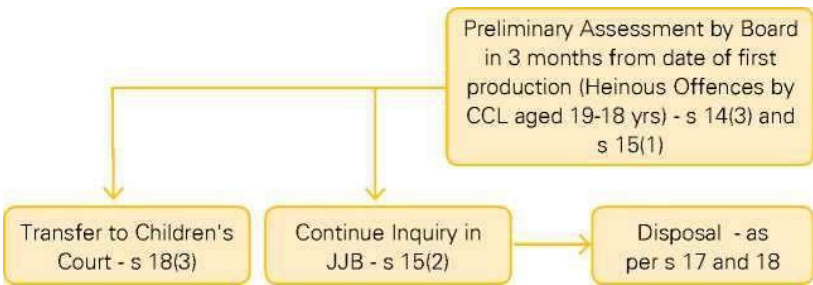
Released by
Police – s 12(1)

Sent to Observation Home till
Production before JJB – 12(2)

Produced before a Single Member [s 7(s)]/Board [s 10(1)]
within 24 hrs of apprehension



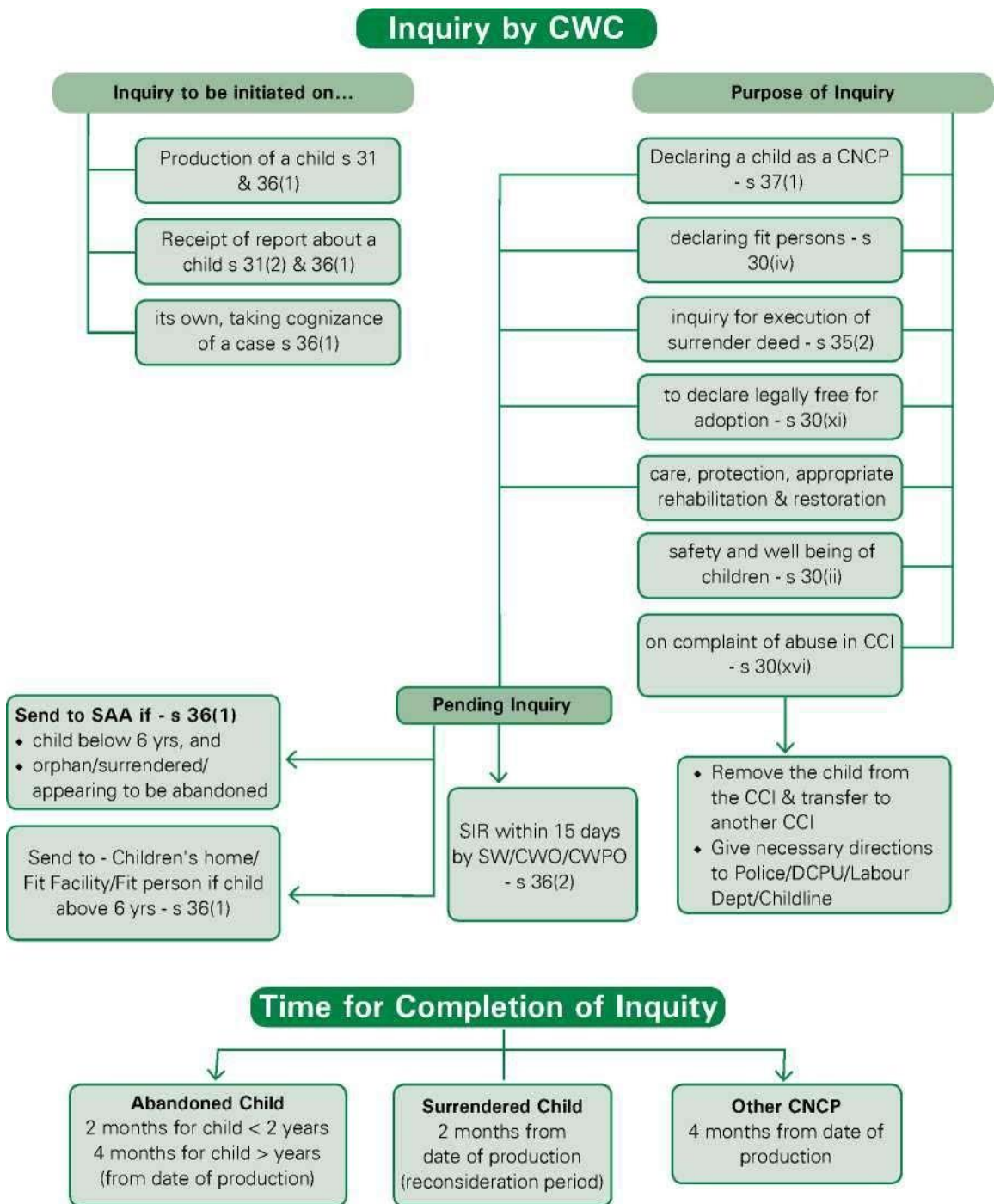
Social investigation Report by PO within 15 days from date of first production - s (8)(e)/2 weeks from receiving information from Police about apprehension of CCL - s 13(1)(ii)



Step 5:

Children in Need of Care and Protection (CNCP)

- Child to be produced before CWC within 24 hours
- Mandatory reporting of child found separated from guardian
- Non reporting will be considered as punishable offence
- CWC shall meet at least 20 days in a month



District Magistrate (DM) shall conduct a quarterly review of functioning of CWC

Step 6: Institutional Care

- ◆ Mandatory registration of Child Care Institutions (CCIs) within six months from the date of commencement of the Act. Failure of compliance will be considered as punishable offence.
- ◆ Application of registration to be disposed within six months (otherwise it will be regarded as dereliction of duty and will invoke departmental proceedings).

Institutional Care for CCL

- ◆ At the Observation Home for temporary reception of CCL during pendency of inquiry, the child will be segregated according to age, gender, physical and mental status and in a few cases, it would also be based on the degree of offence.
- ◆ Child who has been found to have committed an offence by JJB will be placed in Special Home
- ◆ Place of Safety will be set up for children above the age of 18 years or children of the age group of 16-18 years who are convicted for committing a heinous offence
- ◆ Place of Safety will have separate arrangement and facilities for children during pendency of inquiry/trial and for rehabilitation after a child is convicted
- ◆ JJB will conduct regular inspection of jails meant for adults to check if any child is lodged in such jails and take immediate measures for transfer of such a child to the observation home(s)

Institutional Care for CNCP

- ◆ Open shelter for children in need of community support, on short term basis for protecting them from abuse or keeping them away from life on the streets
- ◆ CWC could recognise a facility to be a fit facility to temporarily take the responsibility of a child, after due inquiry regarding the suitability of the facility and the organisation to take care of the child.
- ◆ Special adoption agency for rehabilitation of orphaned, abandoned or surrendered children.

Rehabilitation and Social Re-integration

- ◆ Rehabilitation and social integration of children shall be undertaken, based on the individual care plan of the child, preferably through family-based care such as by restoration to family or guardian with or without supervision or sponsorship, or adoption or foster care plan
- ◆ For CCL the process of rehabilitation and social integration shall be undertaken in the observation homes, if the child is not released on bail or in special homes or place of safety or fit facility or with a fit person, if placed there by the order of the Board



- ◆ CNCP who are not placed in families for any reason may be placed in an institution registered for such children under this Act or with a fit person or a fit facility, on a temporary or long-term basis, and the process of rehabilitation and social integration shall be undertaken wherever the child is so placed.
- ◆ CNCP who are leaving institutional care or children in conflict with law leaving special homes or place of safety on attaining 18 years of age, may be provided financial support as specified in section 46, to help them to re-integrate in mainstream society.

Other Salient Provisions

1. The Central Adoption Resource Authority will frame rules and regulations for adoption of orphaned children. Inter-country adoption is allowed when no Indian adoptive parents are available within 30 days of child being declared free for adoption.
2. Adoptive parents should be financially and physically sound. A single or divorced person may adopt a child. A single male may not adopt a girl child. Disabled children will be given priority for adoption.
3. CNCP can be allowed to be placed in foster care based on the orders of the CWC and selection of the foster family.
4. Buying and selling of a child attracts imprisonment up to five years. Giving an intoxicating or narcotic substance to a child attracts imprisonment up to seven years.
5. Establishment of facilities such as children's homes, observation homes, special homes etc. is mandatory for state governments.
6. Compulsory registration of all CCIs/residential facilities for CNCP and penalty for non-registration.
7. Institutions for child care must be registered. Corporal punishment of children in child care institutions is also punishable.
8. Individual care plan mandatory both in case of CCL and CNCP.
9. Non-disclosure of identity of juvenile offenders by media.

Step 7: Punishment for Offences against Children

- ◆ Punishment for cruelty to children has been enhanced from six months to three years
- ◆ Selling or buying of children will be punishable offence with maximum imprisonment of five years
- ◆ Corporal punishment within CCI will henceforth be punishable offence
- ◆ Adoption without prescribed procedures shall be punishable with imprisonment for three years, or fine of one lakh rupees or with both



Other Child Protection Laws and Key Features

♦ The Protection of Children from Sexual Offences

Act, 2012 – An Act to protect children from offences of sexual assault, sexual harassment and pornography and provide for establishment of special courts for trial of such offences and for matters connected with it.



- Where the Special Juvenile Police Units (SJPU) or police is satisfied that an offence has been committed against a child, it shall make arrangements to give him/her care and protection (admit the child into shelter home or to the nearest hospital).
- The SJPU or police shall within a period of 24 hours, report the matter to the CWC and the Special Court or where no Special Court has been designated, to the Court of Session.
- The statement of the child shall be recorded at the residence of the child or the place of his/her choice by a woman police officer not below the rank of sub-inspector.
- The police officer while recording the statement shall not be in uniform.
- The police officer making the investigation shall ensure that at no point of time the child comes in contact with the accused.
- No child shall be detained in police station in the night for any reason.
- The police officer shall ensure that the identity of the child is protected from the public.
- The medical examination shall be conducted in the presence of the parent of the child or any other person in whom the child reposes trust or confidence.
- In case the victim is a girl child, the medical examination shall be conducted by a woman doctor.
- For speedy trial, the State Government shall designate for each district, a Court of Session to be a Special Court to try the offences. As per Rule 4(5) of the POCSO Rules, 2012, the CWC should take into account any preference or opinion expressed by the child on the matter together with best interest of the child. Also, prior to making such determination, an inquiry should be conducted in such a way that the child is not unnecessarily exposed to injury or inconvenience. This inquiry may therefore be conducted either by the CWC itself or with the assistance of a social worker/probation officer/NGO/any other person found fit by the CWC to be appointed for this purpose. Where a support person has been appointed for the child, the same person may be engaged to conduct the inquiry under Rule 4(5) to assist the CWC in its inquiry.
- The Special Court shall try cases in camera and in the presence of the parents of the child or any other person in whom the child has trust or confidence.
- The Special Court shall ensure that the child is not called repeatedly to testify in the Court.
- The Special Court shall complete the trial, as far possible, within a period of one year from the date of taking cognisance of the offence.

Offences listed under POCSO

- Sexual offences against children
- Penetrative sexual assault
- Aggravated penetrative sexual assault
- Sexual assault
- Aggravated sexual assault
- Sexual harassment
- Using child for pornographic purposes
- Abetment of and attempt to commit offence
- Failure to report or record a case
- False complaint or false information



The Protection of Children from Sexual Offences (Amendment) Bill, 2019

- ◆ **Penetrative sexual assault:** Under the Act, a person commits “penetrative sexual assault” if he: (i) penetrates his penis into the vagina, mouth, urethra or anus of a child, or (ii) makes a child do the same, or (iii) inserts any other object into the child’s body, or (iv) applies his mouth to a child’s body parts. The punishment for such offence is imprisonment between seven years to life, and a fine. The Bill increases the minimum punishment from seven years to ten years. It further adds that if a person commits penetrative sexual assault on a child below the age of 16 years, he will be punishable with imprisonment between 20 years to life, with a fine.
- ◆ **Aggravated penetrative sexual assault:** The Act defines certain actions as “aggravated penetrative sexual assault”. These include cases when a police officer, a member of the armed forces, or a public servant commits penetrative sexual assault on a child. It also covers cases where the offender is a relative of the child, or if the assault injures the sexual organs of the child or the child becomes pregnant, among others. The Bill adds two more grounds to the definition of aggravated penetrative sexual assault. These include: (i) assault resulting in death of child, and (ii) assault committed during a natural calamity, or in any similar situations of violence. Currently, the punishment for aggravated penetrative sexual assault is imprisonment between 10 years to life, and a fine. The Bill increases the minimum punishment from ten years to 20 years, and the maximum punishment to death penalty.
- ◆ **Aggravated sexual assault:** Under the Act, “sexual assault” includes actions where a person touches the vagina, penis, anus or breast of a child with sexual intent without penetration. “Aggravated sexual assault” includes cases where the offender is a relative of the child, or if the assault injures the sexual organs of the child, among others. The Bill adds two more offences to the definition of aggravated sexual assault. These include: (i) assault committed during a natural calamity, and (ii) administering or help in administering any hormone or any chemical substance, to a child for the purpose of attaining early sexual maturity.

- ◆ **Pornographic purposes:** Under the Act, a person is guilty of using a child for pornographic purposes if he uses a child in any form of media for the purpose of sexual gratification. The Act also penalizes persons who use children for pornographic purposes resulting in sexual assault. The Bill defines child pornography as any visual depiction of sexually explicit conduct involving a child including photograph, video, digital or computer-generated image indistinguishable from an actual child. In addition, the Bill enhances the punishments for certain offences as shown in Table 1.

Table 1: Punishment for offences for using child for pornographic purposes

Offence	POCSO Act, 2012	2019 Bill
Use of child for pornographic purposes	Maximum: 5 years	Minimum: 5 years
Use of child for pornographic purposes resulting in penetrative sexual assault	<ul style="list-style-type: none"> ◆ Minimum: 10 years ◆ Maximum: life imprisonment 	<ul style="list-style-type: none"> ◆ Minimum: 10 years (in case of child below 16 years: 20 years) ◆ Maximum:life
Use of child for pornographic purposes Resulting in aggravated	Life imprisonment	<ul style="list-style-type: none"> ◆ Minimum: 20 years ◆ Maximum: life imprisonment, or death.
Use of child for pornographic purposes resulting in sexual assault	<ul style="list-style-type: none"> ◆ Minimum: Six years ◆ Maximum: Eight years 	<ul style="list-style-type: none"> ◆ Minimum: Three years ◆ Maximum: Five years
Use of child for pornographic purposes resulting in aggravated	<ul style="list-style-type: none"> ◆ Minimum: Eight years ◆ Maximum: 10 years 	<ul style="list-style-type: none"> ◆ Minimum: Five years ◆ Maximum: Seven years

- Note:** Punishment for using child for pornographic purposes resulting in any form of sexual assault is in addition to minimum five years for use of child for pornographic purposes.
- ◆ **Storage of pornographic material:** The Act penalizes storage of pornographic material for commercial purposes with a punishment of up to three years, or a fine, or both. The Bill amends this to provide that the punishment can be imprisonment between three to five years, or a fine, or both. In addition, the Bill adds two other offences for storage of pornographic material involving children. These include: (i) failing to destroy, or delete, or report pornographic material involving a child, and (ii) transmitting, displaying, distributing such material except for the purpose of reporting it.

Sources: Protection of Children from Sexual Offences (Amendment) Bill, 2019; Protection of Children from Sexual Offences Act, 2012; PRS.

Note: We need more reformative/healing and preventive efforts in system to counter crimes such as sexual assaults against children and women. Laws are necessary but they will not change the deep-rooted gender biases, norms and discriminatory practices.

Step 8: The Child Labour (Prohibition and Regulation) Amendment Act, 2016

- An Act to prohibit the engagement of children in all occupations and to prohibit the engagement of adolescents in hazardous occupations and processes and the matters connected with it.
- No child (means a person who has not completed his 14th year of age) shall be employed or permitted to work in any occupation or process except where a child helps his/her family or family enterprise, which is other than any hazardous occupations or processes, after his school hours or during vacations or where a child works as an artist in an audio-visual entertainment industry.
- No adolescent (a person between 14-18 years) shall be employed or permitted to work in any of the hazardous occupations or processes set forth in the Schedule.
- Whoever employs any child or any adolescent in contravention of the provisions of the Act shall be punishable with imprisonment for a term which shall not be less than six months but which may extend to two years, or with fine which shall not be less than 20,000 rupees but which may extend to 50,000 rupees, or with both.
- Whoever, having been convicted of an offence under the Act commits a like offence afterwards, shall be punishable with imprisonment for a term which shall not be less than one year but which may extend to three years.
- The Prohibition of Child Marriage Act, 2006 – An Act to provide for the prohibition of solemnization of child marriages. In this Act a child means a person who, if a male, has not completed 21 years of age, and if a female, has not completed 18 years of age.
- The Immoral Traffic Prevention Act, 1956 – The Act intends to combat trafficking and sexual exploitation for commercial purposes.
- The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) – An Act to provide for free and compulsory education to all children of 6 to 14 years.
- The Commissions for Protection of Child Rights, Act, 2005 - An Act to provide for the constitution of a National Commission and State Commissions for Protection of Child Rights and Children Courts for providing
- speedy trial of offences against children or of violation of child rights and for matters connected with it.



Step 9: Monitoring

National Commission for Protection of Child Rights (NCPCR) and State Commissions for Protection of Child Rights (SCPCR) are mandated to monitor the implementation of the provisions of this Act, in such manner, as may be prescribed. The Supreme Court of India and the High Courts have a committee on Juvenile Justice with appointed sitting judges who are also tasked with the monitoring of the implementation of the JJA primarily but also other related legislations.

Session 4

Child Protection Services Scheme for the Well-being of Children (erstwhile ICPS) under MWCD



Time:
60 Minutes

The Child Protection Services Scheme is being executed since 2009, for ensuring effective implementation of the JJ Act. The scheme aims to provide a security net through well-defined service delivery structures and institutional care amongst other things. Further, the scheme has been brought under the Umbrella ICDS as its subscheme with the nomenclature as Child Protection Services (CPS). CPS provides preventive, statutory care and rehabilitation services to children who are in need of care and protection and those in conflict with law as defined under the Juvenile Justice (Care and Protection of Children) Act, 2015 and any other vulnerable child. It is a centrally sponsored scheme providing financial support to State Governments/ UT Administrations for delivering services (as mandated under the JJ Act, 2015 & JJ Rules thereunder) for children, either themselves or through suitable NGOs. In 2019, the emphasis has been given on rationalisation of facilities and emphasising upon monitoring and inspection of CCIs to ensure effective management of services in the best interest of the children living therein.

Objectives:

At the end of the session, the participants will be able to describe the features of CPS. CPS indicates a shift of focus from Scheme Approach to Project Approach. It emphasizes Family-based Non- Institutional Care.

Step 1

Objectives of CPS are to

- ◆ Institutionalise essential services and strengthen structures for emergency outreach, institutional care, family and community-based care, counselling and support services at the national, regional, state and district levels
- ◆ Enhance capacities at all levels, of all functionaries including administrators and service providers, members of allied systems including local bodies, police and judiciary
- ◆ Create database and knowledge base for CPS, including Management Information System (MIS) and child tracking system in the country for effective implementation and monitoring of CPS
- ◆ Strengthen child protection at family and community level
- ◆ Ensure appropriate inter-sectoral response at all levels
- ◆ Raise public awareness, educate public on child rights and protection

Components

- ◆ Institutional Care
- ◆ Non-Institutional Care
- ◆ MIS: Child Tracking System & Missing Children Website
- ◆ Emergency Outreach Services

Delivery Structure

National Level

- ♦ Ministry of Woman & Child Development (MWCD)
- ♦ Central Adoption Resource Agency (CARA)
- ♦ Central Project Support Unit (CPSU)
- ♦ National Institute of Public Cooperation and Child Development (NIPCCD)
- ♦ Childline India Foundation (CIF)

State Level

- ♦ State Child Protection Society (SCPS) in every State/UT as the fundamental unit for the implementation of the scheme.
- ♦ State Project Support Unit (SPSU) will be set in every State where the ICPS is launched in order to support CPSU in ensuring effective implementation of the ICPS in the States/UTs
- ♦ State Adoption Resource Agency (SARA) - In order to support CARA in promoting in-country adoption and regulating inter-country adoption, ICPS provides for establishing of a SARA in every State/UT as a unit under the SCPS, to coordinate, monitor and develop the work of adoption and render secretarial and administrative assistance to the State Adoption Advisory Committee(SAAC).
- ♦ State Child Protection Committee (SCPC) under the chairpersonship of Principal Secretary/ Secretary shall monitor the implementation of ICPS on the basis of the state specific indicators.
- ♦ State Adoption Advisory Committee (SAAC).

District Level

- ♦ District Child Protection Units (DCPUs), in each district as a fundamental unit for the implementation of the scheme.
- ♦ District Child Protection Committee (DCPC) under the overall administrative control and supervision of the DM shall monitor the implementation of ICPS on the basis of district-specific indicators.
- ♦ Specialised Adoption Agency (SAA), shall identify vulnerable families and children for foster care support and prepare the Individual Care Plan of the child and recommend the case to the CWC for issuing appropriate order.
- ♦ Sponsorship & Foster Care Approval Committee.

CPS Roll Out in India (For details of ICPS beneficiaries in year 2017-18 see Annexure 3)

Statutory Support Services under CPS

It has been reported by the State Governments/UT Administrations that so far 723 CWCs and 702 JJBs have been set up across the country.

Institutional Care Services under the CPS

During 2018-19, the Ministry has assisted 1511 Homes, 322 SAAs and 265 Open Shelters through State Governments/UT Administrations.

Beneficiaries covered through Institutional Care

During 2018-19 more than 78,000 children have been availing the institutional care facilities provided under the CPS scheme.

Inspection and Monitoring of CCIs

In order to ensure protection of children living in CCIs, the Ministry has pursued with State/ UT Governments to conduct inspections and maintain the institutions in accordance with the vision of the JJ Model Rules, 2016. The Ministry has also advised State Governments to conduct background check of agencies managing CCIs and also ensure police verification of the staff. The Ministry has advised the States/UTs to take action for the welfare of children, in case of any eventuality while living in CCIs. The Ministry has consistently pursued with the States/UTs to ensure registration of all CCIs under the JJ Act. So far more than 8,200 CCIs across the country have been registered under the JJ Act. As many as 539 CCIs have been closed by the States/UTs after inspections on various grounds.

Non-Institutional Care Services

During 2018-19 emphasis has also been given to strengthen non-institutional support services including foster care, sponsorship and adoption. As on 30th November, 2018 more than 6,000 children have benefitted through sponsorship component of the Scheme. Apart from this, around 1,900 children have been placed for 'In-country adoption' and 365 children have been placed for 'Inter Country Adoption' during this year (as on 30th November, 2018).

Child Helpline (1098) is a component of the Scheme linking the child to the child protection system directly and assisting thereafter in availing the services thereunder. Presently around 65% of the country covering 475 locations is being serviced by Child Line. The Ministry has been running the 24x7 Child Helpline in collaboration with civil society organisations (CSOs). The service is being provided by CIF – a Mother NGO, in partnership with other CSOs across the country. In order to ensure transparency and accountability in delivering CPS, the NGO partners are registered on NITI Ayog and have been boarded on PFMS portal.

Child Helpline



Child Help Desks at Railway Stations

The MWCD has framed Standard Operating Procedures (SOPs) to be implemented with the help of Railways for rescue and rehabilitation of runaway, abandoned, kidnapped or trafficked children. Child Help Desks are set up at various railway stations for rescue and rehabilitation of children. Child Help Desks at railway stations have been increased from 62 railway stations during 2017-18 to 84 railway stations during 2018-19. Over 60,000 children have been assisted by these facilities during the current year.

Celebration of Hausala 2018

The MWCD hosted the 2nd Inter-Child Care Institution Festival, “Hausala 2018” for children residing in CCIs between 26-29th November 2018. The event was organised around the theme of ‘child safety’ to inspire children of CCIs so that they can reach the national stage for expressing their capabilities. Besides, the event also aimed to understand the views of children regarding their safety in various situations. During the festival, children participated in various activities like debate, painting, athletics, football and chess competition. A new competition called ‘Abhiviyakti’ to encourage free expression amongst children was introduced this year. More than 600 children from CCIs across 18 States/UTs participated in the programme.

Khoya-Paya Portal

In order to bring citizen participation for protecting children, a citizen-based portal Khoya-Paya has been launched in June, 2015, which enables posting of information of missing or sighted children. So far more than 9,962 users have been registered on the portal during 2018-19. Besides, more than 1,10,000 cases of missing or sighted children have been published on the portal.



e-Box for Children who have suffered Sexual Abuse

Children are often unable to complain about sexual abuse. In order to provide them with a safe and anonymous mode of making a complaint, an internet-based facility, POCSO e-Box, has been provided at NCPCR website where the child or anyone on his/her behalf can file a complaint with minimal details.

POCSO e-Box receives complaints from other mediums such as e-mail, POCSO e-button etc. As soon as the complaint is filed, a trained counsellor immediately contacts the child and provides assistance to the child. The counsellor also registers a formal complaint on behalf of the child wherever warranted. A total number of 3,213 hits have been received on helpline number since the launch of POCSO e-Box, i.e., from 26th August, 2016 till 20th December, 2018. Out of these hits, 135 cases were found to be covered under the Protection of Children from Sexual Offences Act, 2012.

Child Protection Policy

The Ministry has framed Child Protection Policy 2018. The policy draws upon the safeguards provided under the Constitution of India, various child-centric legislations, international treaties as well as other existing policies for the protection and well-being of children. It aims at providing a safe and conducive environment for all children through the prevention and response to child abuse, exploitation and neglect. It provides a framework for all institutions, and organisations (including corporate and media houses), government or private sector to understand their responsibilities in relation to safeguarding/protecting children and promoting the welfare of children; individually and collectively.

Annexure 1: Picture Cards to Understand Child Rights



**Health and
Medical Facilities**



Bicycle



**Happy
Home**



Clothes



**Picnic and
entertainment**



Nutritious food and clean water



**No
scolding**



Education



Bein heard



**Smart
phone**



Fast- food



**Play
Grounds**



Caring

Family



Safe

Environment



Toys and Games



**Ability to buy
things**



**Non-
discrimination**



Participation



**Sleeping as long as
desired**



TV and Computer

Annexure 2: The Balloon Activity



Time:

20 Minutes

Objective:

To introduce the topic of child protection in a fun, non-threatening manner. (This activity is good to use at the beginning of a workshop to actively engage participants and prepare them for a greater discussion on the topic)



Materials required

- ♦ Balloons tied to a string - enough for one quarter of the participants
- ♦ Large space that is enough for people to move around freely
- ♦ Pens

Instructions

1. Count the number of participants and divide them forming four groups. Ask for first group of volunteers for an activity (don't give any more information than that). Step out of the room with them. They will be Group One. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Tell them nothing else.
2. Request another group of volunteers (same number as group 1) to step out of the room with you. Their instruction is that when the game starts, they must each stand by one person with a balloon and protect that one person only. They must not talk at all. They are Group Two.
3. Request a third group of volunteers of two or three people. Tell them that their task is to pop all the balloons as quickly as possible and they can strategise however they like. They are Group Three.
4. The remaining participants are told to watch. They are Group Four. Do not inform Group One or Two or Four what the aim of the game is. Only Group Three knows.
5. **The Game** 1. Ask everyone to re-enter the room. 2. Call the group to silence. 3. Instruct Group Two to stand by the Group One volunteers. One-on-one. 4. Call – start the game.
6. The game is finished after one to two minutes. Usually, one minute is enough to pop most or all of the balloons.

Debrief

1. Make all of the participants sit in a circle.
2. Ask the people with the balloon how they felt during the exercise? Typical comments are – did not know what was going on; frightened; attacked; frustrated; looked for help from someone bigger; did not trust the person standing next to me etc.
3. Ask Group Two – How did you feel? Typical comments are – frustrated because I did not know what the game was; did not have time to prepare; could not protect the person well because the attackers seemed to have a plan; thought I could protect at the beginning then had no chance; helpless; did not really know what to do.
4. Ask Group Three – How did you feel? Typical answers – great; easy to pop the balloons; sneaky; they were in more control.
5. Ask Group Four – How did you feel? Typical answers are – Wanted to do something but did not know what I could do; helpless; entertained.

Explanation: Whom do the four groups actually represent? Ask the participants if they can guess what each group represents.

- a. Group One represents children who need protection
- b. Group Two represents adults who are doing their best to protect children
- c. Group Three represents those adults who have no regard for child rights and therefore abuse children in a variety of ways...or those who, through ignorance, allow children to become more vulnerable. Group Three can also represent negative actions that can harm children. Although the group/ organisation/person may believe they are helping the child, through their lack of knowledge on child rights, child protection, and children's development, their ignorance may lead to negative actions thus causing harm to children.
- d. Group Four represents those people who just watch and do nothing. They may want to do something but do not know what to do. Or they may not think that something is so wrong.

Ask participants what was needed to stop the balloons from being popped by Group Three?

Some potential responses:



Children:

Need to know what is happening. Some have skills to resist but others are more vulnerable (refer to the balloon game - some ran away and others were caught quickly). Sometimes children team up together and protect each other. All need some skills to protect themselves but they are not responsible for protection.

Adults are Protectors

- ◆ Need to know what was going on.
- ◆ Need to combine forces and protect as a group not just as individuals.
- ◆ Need to know the tactics of those who intentionally abuse children or need to know how children become more vulnerable.

Abusers

- ◆ Need to know that their behavior is not acceptable.

Ignorant and Observers

- ◆ Need to know how their actions make children more vulnerable.
- ◆ Must actively participate in protection and not just observe.
- ◆ Need to know how to recognize protection problems and how and when they should respond.

Annexure 3: Individual Care Plan

FORM 7

[Rules 11(3), 13(7)(vi), 13(8)(ii), 19(4), 19(17), 62(6)(vii), 62(6)(x), 69 I (3)]

INDIVIDUAL CARE PLAN

Child in Conflict with Law/ Child in Need of Care and Protection

(tick whichever is applicable)

Name of Case Worker/Child Welfare Officer/Probation officer..... Date of preparing the ICP Case/Profile No of 20..... FIR No..... U/Sections (Type of offence), applicable in case of Children in Conflict with Law..... Police Station..... Address of the Board or the Committee..... Admission No. (if child is in an institution) Date of Admission (if child is in an institution) Stay of the child (Fill as applicable)

Short term (up to six months)

(i) Medium Term (six months to one year)

(ii) Long term (more than 1 year)

A. PERSONAL DETAILS (to be provided by child/parent/both on admission of the child in the institution)

1. Name of the Child.....
2. Age/Date of Birth.....
3. Sex: Male/Female.....
4. Father's name.....
5. Mother's name.....
6. Nationality.....
7. Religion.....
8. Caste.....
9. Language spoken.....
10. Level of Education.....
11. Details of Savings Account of the child, if any.....
12. Details of child's earnings and belongings, if any.....
13. Details of awards/rewards received by the child, if any.....
14. Based on the results of Case History, Social Investigation report and interaction with the child, give details on following areas of concern and interventions required, if any

S.No.	Category	Areas of concern	Proposed Interventions
1.	Child's expectation from care and Protection		
2.	Health and nutrition needs		
3.	Emotional and psychological support Needs		
4.	Educational and Training needs		
5.	Leisure, creativity and play		
6.	Attachments and Inter-personal Relationships		
7.	Religious beliefs		
8.	Self care and life skill training for Protection from all kinds of abuse, neglect and maltreatment		
9.	Independent living skills		
10.	Any other such as significant experiences which may have impacted the development of the child like trafficking, domestic violence, parental neglect, bullying in school, etc. (Please specify)		

B. PROGRESS REPORT OF THE CHILD (to be prepared every fortnight for first three months and thereafter to be prepared once a month)

[Note: Use different sheet for Progress Report]

- 1. Name of the Probation Officer/Case Worker/Child Welfare Officer
- 2. Period of the report.....
- 3. Admission No.....
- 4. Board or Committee.....
- 5. Profile No.....
- 6. Name of the Child.....
- 7. Stay of the child (Fill as applicable)
 - (iii) Short term (up to six months)
 - (iv) Medium Term (six months to one year)
 - (v) Long term (more than 1 year)
- 8. Place of interview Dates.....
- 9. General conduct and progress of the child during the period of the report
- 10. Progress made with regard to proposed interventions as mentioned in point 14 of Part A of this Form.

S. No.	Category	Proposed Interventions	Progress of the child
1.	Child's expectation from care and protection		
2.	Health and nutrition needs		
3.	Emotional and psychological support needed		
4.	Educational and Training needs		
5.	Leisure, creativity and play		
6.	Attachments and Inter-personal Relationships		
7.	Religious beliefs		
8.	Self-care and life skill training for Protection from all kinds of abuse, neglect and maltreatment		
9.	Independent living skills		
10.	Any other such as significant experiences which may have impacted the development of the child like trafficking, domestic violence, parental neglect, bullying in school, etc. (Please specify)		

11. Any proceedings before the Committee or Board or Children's Court
- (i) Variation of conditions of bond
 - (ii) Change of residence of the child
 - (iii) Other matters, if any

12. Period of supervision completed on.....

Result of supervision with remarks (if any)

Name and Addresses of the parent or guardian or fit person under whose care the child is to live after the supervision is over.....

Date of report.....Signature of the Probation Officer.....

c. PRE-RELEASE REPORT (to be prepared 15 days prior to release)

1. Details of place of transfer and authority concerned responsible in the place of transfer/release
2. Details of placement of the child in different institutions/family
3. Training undergone and skills acquired
4. Last progress report of the child (to be attached, refer Part B)
5. Rehabilitation and restoration plan of the child (to be prepared with reference to progress reports of the child)

S.No.	Category	Rehabilitation and restoration plan of the child
1.	Child’s expectation from care and protection	
2.	Health and nutrition	
3.	Emotional and psychological	
4.	Educational and Training	
5.	Leisure, creativity and play	
6.	Attachments and Inter-personal Relationships	
7.	Religious belief	
8.	Self-care and life skill training for Protection from all kinds of abuse, neglect and maltreatment	
9.	independent living skills	
10.	Any other	

6. Date of release/transfer/repatriation.....
7. Requisition for escort if required.....
8. Identification Proof of escort such as driving license, Aadhar Card, etc.....
9. Recommended rehabilitation plan including possible placements/sponsorships....
10. Details of Probation Officer/non-governmental organization for post-release follow up.....
11. Memorandum of Understanding with non-governmental organization identified for post-release follow up (Attach a copy)
12. Details of sponsorship agency/individual sponsor, if any.....
13. Memorandum of Understanding between the sponsoring agency and individual sponsor (Attach a copy)
14. Medical examination report before release.....
15. Any other information.....

D. POST-RELEASE/RESTORATION REPORT OF THE CHILD

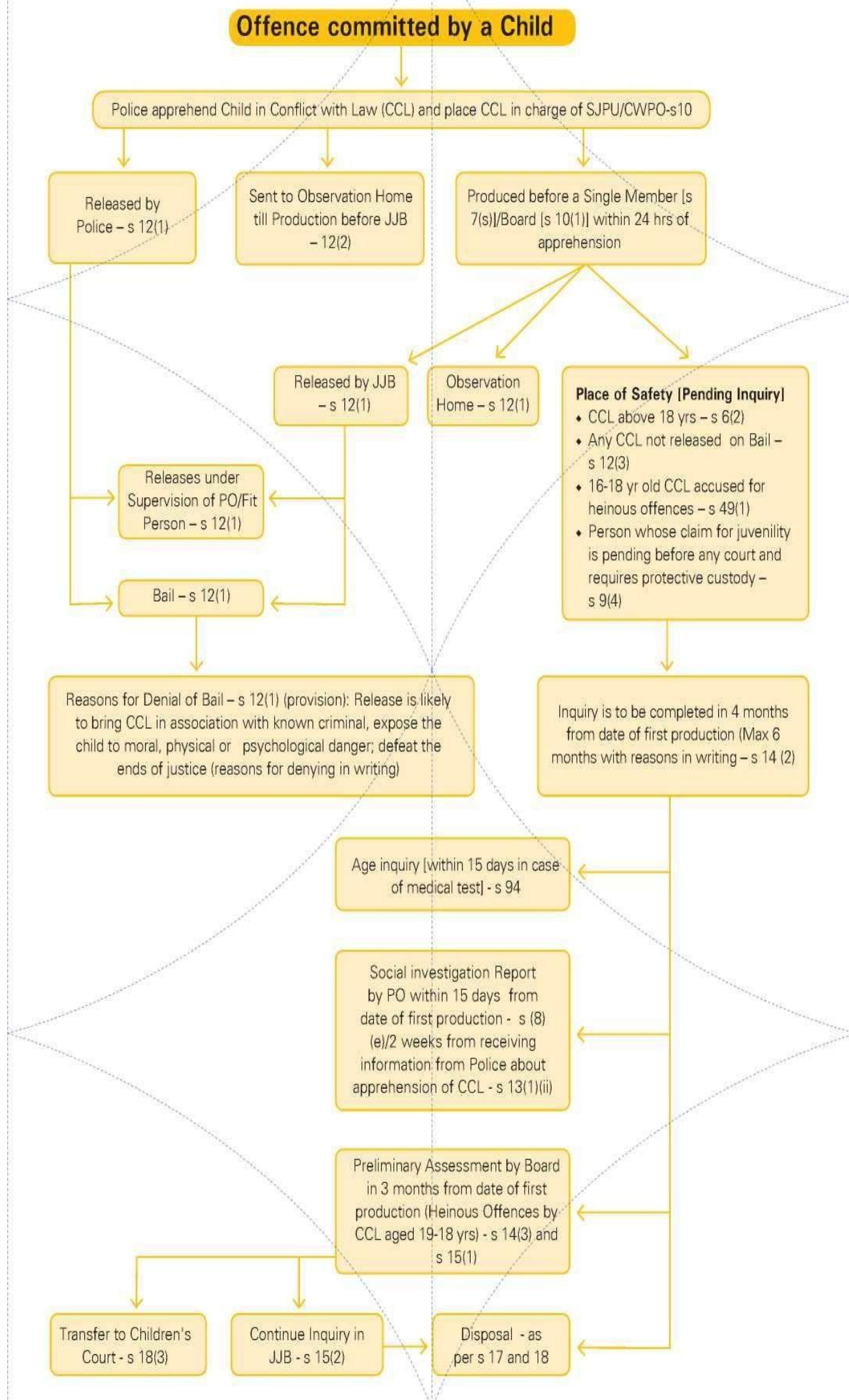
1. Status of Bank Account: Closed / Transferred
2. Earnings and belongings of the child: handed over to the child or his parents/guardians – Yes/No
3. First interaction report of the Probation Officer/Child Welfare Officer/Case Worker /social worker/non-governmental organisation identified for follow-up with the child post-release.....
4. Progress made with reference to Rehabilitation and Restoration Plan.....
5. Family's behavior/attitude towards the child.....
6. Social milieu of the child, particularly attitude of neighbours/community.....
7. How is the child using the skills acquired.....
8. Whether the child has been admitted to a School or vocation? Give date and name of the school/institute/any other agency **Yes/No**
9. Report of second and third follow-up interaction with the child after two months and six months respectively.....
10. Efforts towards social mainstreaming and child's opinion/views about it.....
11. Identity Cards and Compensation

[Instruction: Please verify with the physical documents]

IDENTITY CARDS	Present status (Please tick whichever is applicable)		
	Yes	No	Action taken
Birth Certificate			
School certificate			
Caste certificate			
BPL Card			
Disability Certificate			
Immunization card			
Ration Card			
Adhaar Card			
Received compensation from Government			

Signature of the Probation Officer/Child Welfare Officer Stamp and Seal where available

Flow chart on Child in conflict with Law- CCL



Inquiry by JJB

Petty -
s 14(3)

Maximum Imprisonment
up to 3 years

Serious -
s 14(4)

Imprisonment between
3 to 7 years

Heinous -
s 14(3)

Minimum Mandatory
Imprisonment for 7 years
or more

Below 16 years

Above 16 years

Inquiry is to be completed in 4 months from
date of first production (Max 6 months with
reasons in writing) - s 14(2)

Preliminary Assessment
within 3 months from
date of first production -
s 14(3) and 15

Continue
Inquiry -
s 15(2)

Pass Order to
treat CCL as
adult + Transfer
to Children's
Court - s 18(3)

Extension for completion
of Inquiry may be granted
with written permission
from the CJM/CMM -
s 14(4)

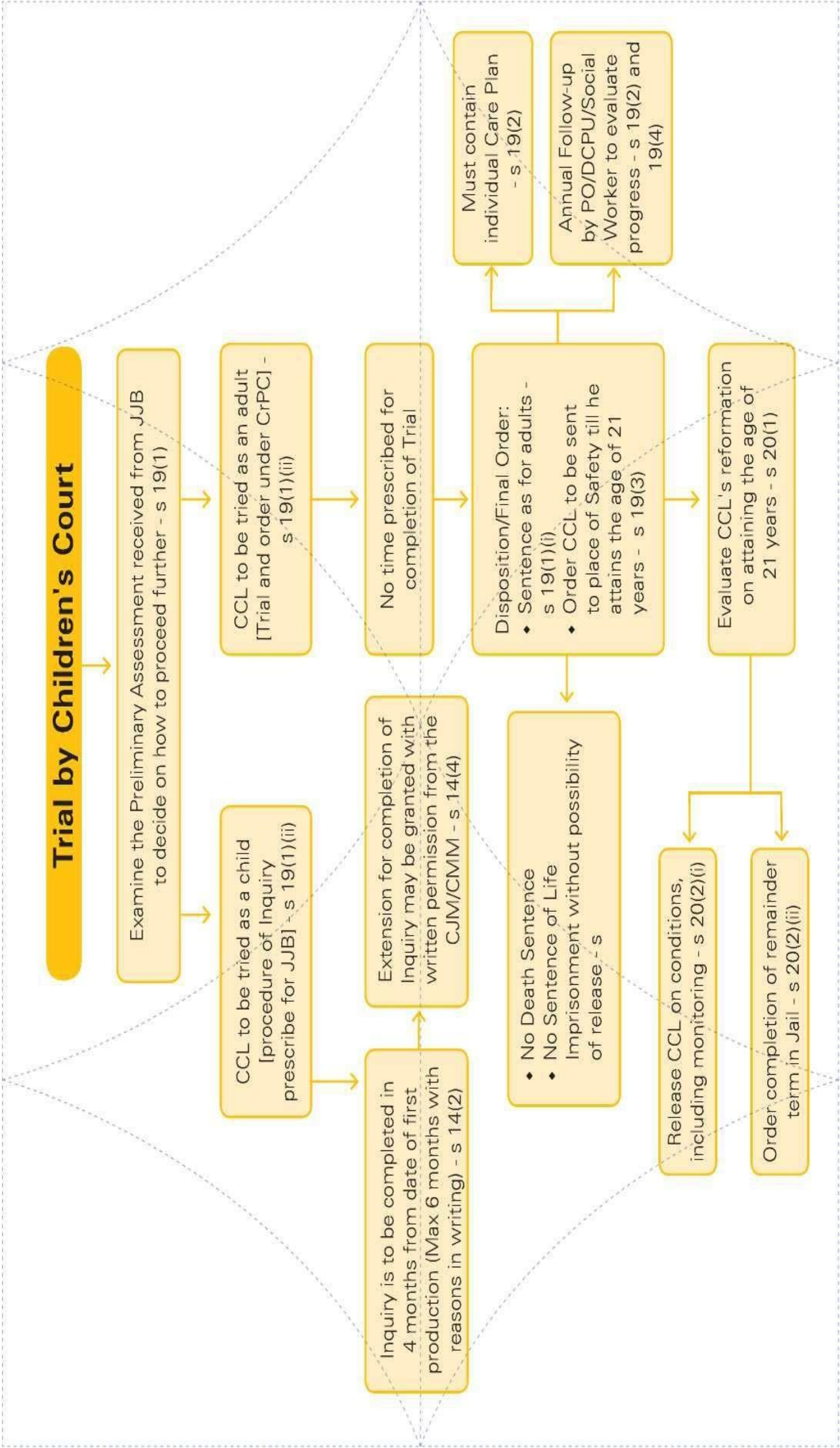
Petty Offence: If in
case inquiry is not
completed in 6 months,
proceedings will stand
terminated - 14(4)

Physical Capacity

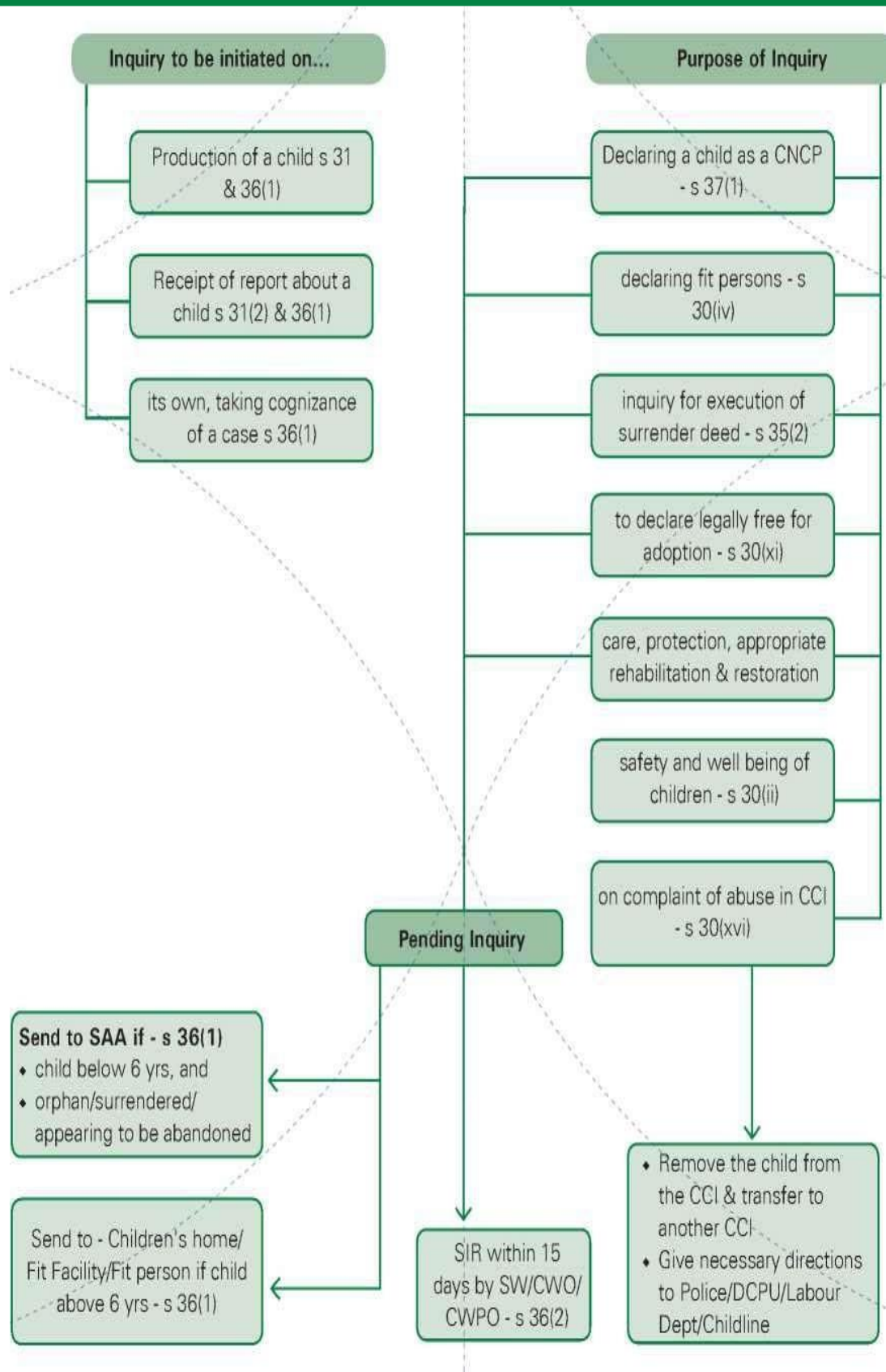
Mental Capacity

Ability to understand
consequences of
offence

Circumstances of
offence



Inquiry by CWC



ಸಂವಿಧಾನದ ಆಶಯ ಮತ್ತು ಜಾಗತಿಕ ಚಿಂತನೆಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ಸ್ವಾಯತ್ತತೆ ಹಾಗೂ ಸ್ವಯಂ ಆಡಳಿತವನ್ನು ತರಲು ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಮನೋಭಾವ, ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ಆಚರಣೆಗಳಲ್ಲಿ ಬದಲಾವಣೆಗಳನ್ನು ತರಬೇಕು. ಈ ಬದಲಾವಣೆ ತರಲು ಅಗತ್ಯವಾದ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿ ಮಾಡುವ ಸಂಸ್ಥೆ 'ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ'.



ಉತ್ತಮ ನಾಯಕರು ಮತ್ತಷ್ಟು ನಾಯಕರನ್ನು ರೂಪಿಸುತ್ತಾರೆ, ಹಿಂಬಾಲಕರನ್ನಲ್ಲ. - ರಾಲ್ಫ್ ನಾಡರ್.

ರಾಜ್ಯ ಶಾಲಾ ನಾಯಕತ್ವ, ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ ಮತ್ತು ನಿರ್ವಹಣಾ ಸಂಸ್ಥೆ, ಕರ್ನಾಟಕ (SISLEP)
ಡಯಟ್ ಆವರಣ, ಕಾಲೇಜು ರಸ್ತೆ, ಧಾರವಾಡ - 580008

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 0836-2441129

ಇ-ಮೇಲ್ : sislepdirector.dwd@gmail.com