



सत्यमेव जयते



Training Module for Chairperson and Members of Child Welfare Committee

National Commission for Protection of Child Rights

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Preface & Acknowledgment

Our country has come a long way in establishing a robust and rigorous child protection mechanism. Today, India is one of those countries where child rights have become a part of the development discourse and governance process. In last few years, the Laws have been amended with an attempt to eliminate the bottlenecks in the juvenile justice mechanism, improving the efficiency of the system.

The National Commission for Protection of Child Rights (NCPCR) has also been working towards making it a collective endeavour where all authorities and administrations including Centre, State, District Administrations and Local Authorities; all functionaries of child protection mechanism put in collective effort to protect children and in taking right decisions in the best interest of the children. Following its mandate under Rule 91 (vii) of the Juvenile Justice Rules, 2016 (as amended in 2021). NCPCR has initiated the process of developing training modules for all functionaries under the Juvenile Justice Act, 2015. As a first step, this training module for CWCs has been drafted.

One of the highlights of the module is that it is a comprehensive resource meant to provide a complete, wholesome and different learning experience. This module will not only be beneficial for CWCs but will also be a good resource for all those who are inclined to know the detailed functioning of the child protection mechanism.

It's my honour to thank Hon'ble Minister of Women and Child Development, Smt. Smriti Zubin Irani for her guidance and endless efforts for children. I am also thankful to Shri Indevvar Pandey, Secretary, MWCD; Ms. Tripti Gurha and Ms. Indra Mallo, Joint Secretary, MWCD for their support. I am also grateful to the institutions for their suggestions in developing the module- National Institute of Public Cooperation and Child Development; National Legal Services Authority; National Forensic Sciences University; Rashtriya Raksha University; Gujarat National Law University; Lal Bahadur Shastri National Academy of Administration; Bureau of Police Research and Development; Sardar Vallabhbhai Patel National Police Academy; SAMVAD; National Judicial Academy; State Commissions for Protection of Child Rights. I am thankful to all the State Child Protection Societies (SCPS) for their valuable comments. I also acknowledge the contribution of all the Child Welfare Committees and District Child Protection Units towards welfare of children. I am thankful for the constant support received from Ms. Rupali Banerjee Singh, Member Secretary, NCPCR in Commission's all endeavours. I also

acknowledge the contribution of Dr. Madhulika Sharma (Subject-Expert) and Legal Cell of NCPCR, specially Ms. Harsha Garg (Senior Consultant) and Ms. Katyayani Anand (Consultant) in developing the Module.

I hope all functionaries working for care and protection of children will work in unison for ensuring a violence-free environment for the children.

**Sd/-
(Priyank Kanoongo)
Chairperson, NCPCR**

BACKGROUND

As mandated under the Juvenile Justice Act, 2015, the State Government by notification in the Official Gazette, shall constitute Child Welfare Committees (CWC) for every district to exercise the powers and discharge the duties conferred on children in need of care and protection (CNCP). The Committee shall consist of a Chairperson and four other members as of whom at least one shall be a woman and another, an expert on the matters concerning children. The District Child Protection Unit (DCPU) shall assist the CWC as and when required for smooth discharge of its functions.

CWC is a primary body for addressing the issues related to children in need of care and protection (CNCP). It is also mandatory to form a CWC under the JJ Act, 2015 in every district of the State. CWC acts as facilitators for all child welfare related activities in the district. The Committee plays the role of a watchdog at the district level and ensures that standards of care are maintained in all Child Care Institutions any incident of exploitation and abuse are addressed by CWC. The CWC plays a key role in family preservation, gate keeping, restoration, protection, rehabilitation of all such children and a host of other activities as mandated under the Juvenile Justice Act 2015 and the Juvenile Justice Rules, 2016.

As per Rule 91 of the J.J. Model Rules 2016 (as amended in 2021), one of the functions of NCPCR is to develop training module for stakeholders under the Juvenile Justice Act, 2015. Further, as per Rule 89 (5), State Governments, while organizing training programmes for the stakeholders at State or District level, shall ensure that training modules and training manuals to be developed by State Child Protection Society are in consultation with National Institute of Public Cooperation and Child Development or Institutions having requisite expertise in order to maintain uniformity in the training process throughout the country. Therefore, the module has been developed for the CWCs with a broader objective of giving detailed knowledge about the juvenile justice system in the country and its related laws.

PARTICIPANTS

The module is for training of Chairperson and Members of Child Welfare Committees (CWC). For more individualized training, a group of maximum 40 trainees should be taken at one time.

OBJECTIVE

The key objective of the programme is to enhance the functional knowledge, improve relevant skills of the CWC members and the Chairperson-CWC, in order to deliver effective and timely service for protection and rehabilitation of children in need of care and protection, children in conflict with law, and to provide protection to the orphan, abandoned and surrendered children.

EXPECTED LEARNING OUTCOMES

The programme is intended to improve the personal, social, methodological and technical skills as required under the JJ Act 2015, JJ Rules 2016, subsequent amendments in Act and Rules, Mission Vatsalya and the Adoption Regulations. The programme should help the CWC members and the Chairperson-to be equipped with knowledge and skills and function as a competent authority to take important decisions in a timely manner and in the best interest of the child.

FACILITATOR

The facilitators or the resource persons should be subject experts who should be able to use role play and participative methods while taking sessions. They should have understanding about progressive legislations in the country for welfare of the children along with case laws (important Judgments of the Apex Court and the High Courts in recent years) and should be able to cite different case studies.

HIGHLIGHTS OF THE MODULE

- Based on interactive pedagogy including opportunities for discussions and activities.
- Principle of learning by doing is followed and field trips are included as a part of the learning experience where participants can visit the CCIs and involve in activities leading development of necessary skills and competencies.
- Module uses participatory methods such as case studies and discussion-based way of learning where participants resulting in gaining skills in critical thinking and team work.
- The topics have been arranged day-wise and in a sequential order as it is to be used.
- Material for handouts and activities and notes for facilitators have been provided along with the details of the day-wise session.

- At the beginning of each day key takeaways are highlighted followed by questions for assessment as a recap of the information of previous day training sessions.

STRUCTURE OF THE MODULE

The Module is a 15 days programme for training of CWCs. It is divided into 66 sessions of over 75 hours duration. The participants would be required to spend an average of around 5 hours in the training per day. Following information is given for each day/topic-

- Duration
- Objective(s)
- About the Session
- Pedagogy/Pedagogical Tools
- Resource Material for the Facilitator
- Procedure for activity (as applicable)
- Notes for the Facilitator
- Key takeaways

AT A GLANCE

An overview of the topics covered in each session each day and duration of the session, and method to be followed is given as follows-

DAY 1			
Session	Topic	Pedagogical Methods and material	Duration
1.	Inauguration and Pre-training assessment	Quiz, Handouts and Questionnaire	90 minutes
2.	Constitutional Framework of Child Rights & Child Protection	Lecture-cum-discussion Power point presentation	30 minutes
3.	Conceptual Framework of Child Rights & Child Protection with special reference to UNCRC	Lecture-cum-discussion Power point presentation	30 minutes
	<i>Lunch Break</i>		60 minutes
4.	Policies, Programmes and Schemes concerning to Children (including Family strengthening schemes of Government of India)	Case study, role-play Power point presentation and handout	90 minutes
	Q&A Session		30 minutes

DAY 2			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
5.	Understanding Child Psychology, Child development, Need and Importance Psychosocial Needs of Children during different stages of life	Role play, Case studies on psychological intervention Power point presentation	60 minutes
6.	Importance of Counselling in Juvenile Justice (For CNCP and CICL)	Activity and discussion Power point presentation	60 minutes
	<i>Lunch Break</i>		60 minutes
7.	Mental Health and Strategies to Address Mental Health Issues in	Group Discussion, Handouts on	60 minutes

	Children at Risk and Victims of Abuse	FAQs, PowerPoint presentation	
8.	Evolution of JJ System and General Understanding of child protection system	Discussion/brainstorming Power point presentation	60 minutes
	Q&A Session		30 minutes

DAY 3			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
9.	Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016	Discussion Power point presentation	90 minutes
10.	Amendments in JJ Act, 2015 and Rules, 2016- Overview of the JJ (Amendment) Act, 2021 and JJ (Amendment) Rules, 2022 and Mission Vatsalya	Group discussion PowerPoint presentation	30 minutes
	<i>Lunch Break</i>		60 minutes
	Session continues	Power point presentation	60 minutes
11.	Child Welfare Committee: Constitution, Functions, Power, Role & Responsibilities Do's and Don'ts for CWCs	Activity Handout Power point presentation	60 minutes
	Q&A Session		30 minutes

DAY 4			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
12.	Who is a Child in Need of Care and Protection (CNCP)? Production before CWC and Procedure in case of orphan/ abandoned/surrendered children	Case Study based discussion, handouts, Power point presentation	60 minutes

13.	Procedures of dealing with cases relating to CNCP and role of CWC- An overview	Case Study based discussion, role-play Power point presentation	60 minutes
	<i>Lunch Break</i>		60 minutes
14.	Inquiry of CWC for a CNCP child produced before it	Lecture-cum-discussion Power point presentation	30 minutes
15.	Who is a Child in Conflict with Law (CICL)? Procedures of handling cases relating to CICL and role of JJB	Case Study based discussion, handout	60 minutes
16.	How to communicate with children in conflict with law & children in need of Care & Protection?	Discussion Power point presentation	30 minutes
	Q&A Session		30 minutes

DAY 5			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
17. A	Role and functions of National Commission for protection of Child Rights (NCPCR)	Discussion Power point presentation	30 minutes
17. B	Role and functions of State Commissions for protection of Child Rights (SCPCR)	Discussion Power point presentation	20 minutes
18.	Types of CCIs under the JJ Act, 2015 and the categories of children who may be placed in CCIs	Activity handouts Power point presentation	30 minutes
19. A	Institutional Care under the J.J Act 2015 (Institutionalization as the last resort)	Discussion, Power point presentation Videos	30 minutes
19.B.	Non-Institutional Care under the J.J Act 2015	Discussion, Power point presentation Videos	30 minutes
	<i>Lunch Break</i>		60 minutes

20.	Minimum Standards of care at Homes under the J.J.Act 2015	Power point presentation, handout	60 minutes
21.	Role and responsibilities of Functionaries of Institution (Superintendent, Counsellor, etc.)	Case Study based discussion	60 minutes
	Q&A Session		30 minutes

DAY 6			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
22.	Inspections of Institutions	Power point presentation, and online activity related to NCPCR's MASI portal	90 minutes
23.	Role and responsibilities of Functionaries under Mission Vatsalya	Discussion Power point presentation	30 minutes
	<i>Lunch Break</i>		60 minutes
24.	Visit to an Observation Home	Field visit Question/Answer and Discussion	150 minutes

DAY 7			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
25.	Role of CWC in Foster Care	Group Discussion Power point presentation	60 minutes
26. A	Role of CWC in Sponsorship Programme	Group Discussion Power point presentation	60 minutes
26. B	Role of CWC in Aftercare	Group Discussion Power point presentation	30 minutes
27.	Adoption SAA-CCI linkage	Lecture-cum-discussion	30 minutes

		Power point presentation	
	Lunch Break		60 minutes
28.	Visit to JJB	Field visit Question/Answer and Discussion	150 minutes

DAY 8			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
29.	Procedure of declaring a child legally free for adoption (LFA) under the J.J Act, 2015	Lecture-cum-discussion Power point presentation	30 minutes
30.	Procedures for In-country & Inter-country Adoption under the J.J Act, 2015	Lecture-cum-discussion Power point presentation	90 minutes
	Q&A Session		30 minutes
	<i>Lunch Break</i>		<i>60 minutes</i>
31.	Visit to a Specialised Adoption Agency (SAA)	Field visit Question/Answer and Discussion	150 minutes

DAY 9			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
32.	Documentations under JJ Act	Activity and Discussion	45 minutes
33.	Social Investigation Report	Activity and Discussion	60 minutes
34.	Individual Care Plan for Children	Activity and Discussion	60 minutes
35.	Order, Notice Writing, Maintenance of Records & Registers	Activity and Discussion Power point presentation	45 minutes
	<i>Lunch Break</i>		<i>60 minutes</i>
36.	Visit to Children's Home	Activity Question/Answer and Discussion	150 minutes

DAY 10			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
37.	Restoration and Rehabilitation of CNCP	Lecture-cum-discussion Power point presentation	45 minutes
38.	Legislations Concerning Protection of Children including online protection: An Overview	Brain storming, Lecture-cum-discussion Power-point Presentation	30 minutes
39.	Salient features of Protection of Children from Sexual Offences Amendment Act (POCSO, 2019)	Activity, Situational analysis, Handout, Power point presentation	45 minutes
40.	Role of CWC while dealing with POCSO victims	Case Study based discussion, Role-play, Power point presentation	60 minutes
	<i>Lunch Break</i>		<i>60 minutes</i>
41.	Visit/Interaction with District Legal Services Authority (DLSA)	Question/Answer and Discussion	120 minutes

DAY 11			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
42.	Who are children in street situations (CiSS)?	Discussion Power point presentation NCPCR's SoP for CiSS Rehabilitation Policy for CiSS	60 minutes
43.	How to deal with CiSS- Different circumstances?	Brain storming and lecture	60 minutes

		Power point presentation, NCPCR's SoP for CiSS Rehabilitation Policy for CiSS	
	<i>Lunch Break</i>		<i>60 minutes</i>
44.	Roles and functions of CWC and other stakeholders in rehabilitation of CiSS	Lecture-cum-discussion Power point presentation, NCPCR's SoP for CiSS Rehabilitation Policy for CiSS SoP on Implementation of Section 12(1)(c) of the RTE ACT, 2009	30 minutes
45.	Online protection of children- Discussion on IT Act, POCSO Act etc.	Lecture-cum-discussion Power point presentation, NCPCR's Guidelines on Cyber safety	60 minutes
	Q&A Session		30 minutes

DAY 12			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
46.	What is child labour and different situations pertaining to child labour?	Discussion Power point presentation NCPCR's SoP on Child Labour	45 minutes
47.	Functions of CWC specific to Child Labour	Lecture-cum-discussion Power point presentation NCPCR's SoP on Child Labour	30 minutes

48.	Functions of CWC specific to Bonded Labour	Question-Answers and Discussion Power point presentation NCPCR's SoP on Child Labour	30 minutes
49.	Procedure of lodging FIR for child labour and children under bonded labour	Discussion Power point presentation NCPCR's SoP on Child Labour	30 minutes
50.	Role of CWC in providing compensation, special relief and legal aid assistance to victims of child sexual abuse	Lecture-cum-discussion Power point presentation	30 minutes
	<i>Lunch Break</i>		<i>60 minutes</i>
51.	Role of CWC w.r.t Children rescued from trafficking, Child marriage and other victims of offences (Sections 74-89 of JJ Act, 2015) -Discussion on nexus between POCSO Act and Prohibition of Child Marriage Act	Activity based on case studies, brainstorming, Power point presentation	60 minutes
52.	Role of CWC w.r.t Children in marital dispute	Lecture-cum-discussion Power point presentation	30 minutes
	Q&A Session		30 minutes

DAY 13			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
53.	Rehabilitation of Children with Special Needs (Divyang/Children with Disabilities)	Question-Answer, Discussion Power point presentation	45 minutes
54.	Role of CWC w.r.t Trafficking and Substance abuse among children	Lecture-cum-discussion Power point presentation	60 minutes

		Joint Action Plan on Prevention of Drugs and Substance Abuse among Children Preventing Child Trafficking Post-Lock-Down Situation Due to Covid-19 Pandemic	
55.	Discussion on case studies on matters related to substance abuse among children	Role-play based on case studies	30 minutes
56.	Age Determination of children with case studies	Discussion Power point presentation	45 minutes
	<i>Lunch Break</i>		60 minutes
57.	Visit to Open Shelter and Fit Facility	Field visit, Online Activity Question/Answer and Discussion	150 minutes

DAY 14			
Session	Topic	Pedagogical Methods and material	Duration
	Recap/Feedback of the Previous Day		30 minutes
58.	Miscellaneous provisions under the JJ Act, 2015 and Role of other Authorities and Stakeholders	Lecture-cum-discussion Power point presentation	45 minutes
59.	Use of Information Technology in Child Protection System and role of CWC	Activity based on Online Portals, discussion Power point presentation	60 minutes
	<i>Lunch Break</i>		60 minutes
60.	Visit to Office of District Child Protection Officer (DCPO)	Field work	150 minutes

DAY 15			
Session	Topic	Pedagogical Methods and material	Duration

	Recap/Feedback of the Previous Day		30 minutes
61.	Panel Discussion/Seminar on Contemporary Issues in Child Rights	Panel discussion	60 minutes
62.	Open house Discussion	Question Answer, sharing experiences	30 minutes
63.	Post Training Assessment	Quiz activity	60 minutes
	Valedictory Session	Open House	30 minutes

*** Suggestion- Working lunch with SJPU of each district may also be scheduled during the training**

ALTERNATE SCHEDULE

The present Module is based on the 15-day schedule as given above. However, in case a blended/hybrid model is to be adopted for training programme, an alternate schedule is suggested with eight (8) days of face-to-face training (offline) followed by seven (7) days of online training. It is important to note that in case of the hybrid model, at least eight (8) days of face-to-face training (offline) is compulsory. The material provided may be utilized accordingly.

<u>FACE-TO-FACE TRAINING (8 DAYS)</u>	
DAY 1	<ol style="list-style-type: none"> 1. Inauguration and Pre- training assessment 2. Constitutional Framework of Child Rights & Child Protection 3. Conceptual Framework of Child Rights & Child Protection with special reference to UNCRC 4. Child Welfare Committee: Constitution, Functions, Power, Role & Responsibilities Do's and Don'ts for CWCs 5. Who is a Child in Need of Care and Protection (CNCP)? Production before CWC and Procedure in case of orphan/ abandoned/surrendered children
DAY 2	<ol style="list-style-type: none"> 6. Procedures of dealing with cases relating to CNCP and role of CWC- An overview 7. Inquiry of CWC for a CNCP child produced before it 8. Institutional and Non-Institutional Care under the J.J Act 2015 9. Types of CCLs under the JJ Act, 2015 and the categories of children who are to be placed in the CCLs 10. Visit to Office of District Child Protection Officer (DCPO)
DAY 3	<ol style="list-style-type: none"> 11. Who is a Child in Conflict with Law (CICL)? Procedures of handling cases relating to CCL and role of JJB.

12. How to communicate with children in conflict with law & children in need of Care & Protection
13. Minimum Standards of care at Homes under the J.J.Act 2015
14. Visit to JJB
15. Visit to an Observation Home

DAY 4

16. Inspections of Institutions
17. Role and responsibilities of Functionaries under Mission Vatsalya
18. Adoption, SAA-CCI linkage
19. Visit to a Specialised Adoption Agency (SAA)
20. Visit to Open Shelter and Fit Facility

DAY 5

21. Documentations under JJ Act
22. Social Investigation Report
23. Individual Care Plan for Children
24. Order, Notice Writing, Maintenance of Records & Registers
25. Visit to Children's Home

DAY 6

26. Salient features of Protection of Children from Sexual Offences Amendment Act (POCSO, 2019)
27. Role of CWC while dealing with POCSO victims
28. Age Determination of children with case studies
29. Interaction with District Legal Services Authority (DLSA)

DAY 7

30. What is child labour and different situations pertaining to child labour?
31. Functions of CWC specific to Child Labour
32. Functions of CWC specific to Bonded Labour
33. Procedure of lodging FIR for child labour and children under bonded labour
34. Role of CWC in providing compensation, special relief and legal aid assistance to victims of child sexual abuse

DAY 8

35. Role of CWC w.r.t Children rescued from trafficking, Child marriage and other victims of offences- Discussion on nexus between POCSO Act and Prohibition of Child Marriage Act
36. Role of CWC w.r.t Children in marital dispute
37. Role of CWC w.r.t Substance abuse among children
38. Discussion on case studies on matters related to substance abuse among children

ONLINE TRAINING (7 DAYS)

DAY 1

1. Pre- training assessment
2. Understanding Child Psychology, Child development, Need and Importance, Psychosocial Needs of Children during different stages of life
3. Importance of Counselling in Juvenile Justice (For CNCP and CICL)

4. Mental Health and Strategies to Address Mental Health Issues in Children at Risk and Victims of Abuse

DAY 2

5. Evolution of JJ System and General Understanding of child protection system
6. Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016
7. Amendments in JJ Act, 2015 and Rules, 2016- Overview of the JJ (Amendment) Act, 2021 and JJ (Amendment) Rules, 2022 and Mission Vatsalya
8. Miscellaneous provisions under the JJ Act, 2015 and Role of other Authorities and Stakeholders

DAY 3

9. Role and responsibilities of Functionaries of Institution (Superintendent, Counsellor, etc.)
10. Role of CWC in Foster Care
11. Role of CWC in Sponsorship Programmes and Aftercare

DAY 4

12. Procedure of declaring a child legally free for adoption (LFA)
13. Procedures for In-country & Inter-country Adoption under the J.J Act, 2015
14. Restoration and Rehabilitation of CNCP
15. Policies, Programmes and Schemes concerning to Children (including Family strengthening schemes of Government of India)

DAY 5

16. Legislations Concerning Protection of Children including online protection: An Overview
17. Role and functions of NCPCR and SCPCR
18. Who are children in street situations (CiSS)?
19. How to deal with CiSS- Different circumstances

Day 6

20. Roles and functions of CWC and other stakeholders in rehabilitation of CiSS
21. Online protection of children- Discussion on IT Act, POCSO Act etc.
22. Rehabilitation of Children with Special Needs (Children with Disabilities)

DAY 7

23. Use of Information Technology in Child Protection System and role of CWC
24. Panel Discussion/Seminar on Contemporary Issues in Child Rights
25. Open house Discussion
26. Post Training Assessment

DAY-WISE SESSION DETAILS

DAY 1

KEY TAKEAWAY(S)

- *Constitution of India defines different Articles including Fundamental Rights for all individuals including children and provisions specifically for children.*
- *Children have different rights defined in the United Nations framework as well. However, Child protection system in India is broader and more rigorous than that is suggested in UNCRC.*
- *The UN framework mandates for a broader purview of protection to children. Indian legislations and policy framework for children are more detailed, comprehensive and provide protection to children beyond the UN framework.*
- *The aim of bringing about amendments from time to time to the Child related legislations (JJ Amendment Act, 2021 and JJ Amendment Rules, 2022) is to make the child protection system more child centric and have an individual approach towards each child.*
- *At the district level, the CWCs play a significant role in ensuring protection to children.*
- *Extending benefits of various Policies and Schemes by Centre or State Government to children in need of care and protection with a family centric approach.*

Session 1

Pre-training Assessment

DURATION- 60 minutes

OBJECTIVES-

- To identify the prior knowledge of trainees i.e. officials of CWC.
- Self-awareness among the trainees of their own training needs
- Stimulate trainees' curiosity about the forthcoming course
- To help the facilitators and trainees assess the learning after the course completion

ABOUT THE SESSION-

The pre-training assessment session is an effective way to introduce the trainees about what constitutes the training curriculum. After the inauguration and brief introduction of the programme, pre-training assessment acts as an important tool to capture the interest of the trainees and also set the tone for the entire 15 days training. Only after this session, the detailed outline of the module should be given to the participants.

PEDAGOGY/PEDAGOGICAL TOOLS-

- **Quiz-** preferably online as it helps in recording the responses more effectively.
- **Group Discussion-** Make group of 5-6 participants and ask them to discuss among themselves and note down the responses in the handouts.

RESOURCE MATERIAL FOR THE FACILITATOR-

Quiz - Questionnaire 1

Group Discussion- Handout 1

FOR THE FACILITATOR-

1. Ensure that all the participants are well-seated and comfortable before starting the pre-training assessment activities.
2. Introduce yourself with a brief about your background as a step to develop rapport with the trainees.
3. Out of total 60 minutes, give sufficient time for each activity, leaving few minutes for quick discussion and listening to one response from each

group. 15 minutes for Quiz, 20 minutes for the group-work, 15 minutes for post-group-work discussion and 10 minutes for detailed outline of the module is suggested.

QUESTIONNAIRE 1

Pre-training Assessment Quiz

- a) Name- _____
- b) Designation- _____ (Chairperson/Member)
- c) District and State- _____
- d) Joined on the designation on- _____ (dd/mm/yyyy)
- e) Contact No.- _____
- f) Email- _____

About the Trainee

1. Have you attended any training courses on Juvenile Justice system and/or your role? _____ (Yes/No)
2. What are your expectations from the training?

3. According to you, what are the three most important concerns related to safety of children today.

4. Have you ever come across a child in need of care and protection?
_____ (Yes/No)
5. How many inspections of Child Care Institutions (CCIs) have you conducted in last one month? _____

Prior Knowledge-

1. Any person under the age of _____ years is defined as a child as per the Juvenile Justice Act 2015?

2. Is it mandatory to form a Child Welfare Committee (CWC) in every district of the State? _____ (Yes/No)
3. A Child Welfare Committee (CWC) is formed under which Act in India?

4. Is a child who is found vulnerable and is likely to be inducted into drug abuse is a child in need of care and protection?
5. The Child Welfare Committee is constituted by which Government as per the Act? _____ (Centre or State or District)
6. Child Welfare Committee has the power equivalent to a Metropolitan Magistrate or Judicial Magistrate of First Class.
True or False or Don't Know? _____
7. How many inspections per month needs to be conducted of residential facilities for children in need of care and protection? _____
8. Corporal punishment of children by any person who is in-charge of or employed in a child care institution is an offence under the Juvenile Justice Act, 2015. True or False or Don't Know? _____
9. If the offence is committed on any child who is disabled as so certified by a medical practitioner, such person shall be liable to twice the penalty provided for such offence.
True or False or Don't Know? _____
10. A child in conflict with law should be produced before the Juvenile Justice Board (JJB) after apprehension within _____ hours?

HANDOUT 1

a) Have you ever got an opportunity to support a child overcoming an uncomfortable or difficult situation?

b) If yes, how did you ensure the safety/well-being of the child?

c) What made you become interested in issues of children and/or their rights?

d) What motivated you to engage in Child Welfare Committee?

Session 2

Constitutional Framework of Child Rights & Child Protection

DURATION- 30 minutes

OBJECTIVES-

To create awareness among the participants about the various Constitutional provisions specific to children and their rights

ABOUT THE SESSION-

The session outlines various rights of children as recognized by the Constitution of India to ensure their protection and development. For instance, Article 39: states that *The State shall, in particular, direct its policy towards securing...(e)...the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.* Under Article 39(f):...Children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL FOR FACILITATOR-

Power-point Presentation- PPT

FOR THE FACILITATOR-

- The session intends to provide basic knowledge and understanding of the Constitutional framework of child rights in the country. Hence, the facilitator should avoid getting into details of the Acts/Laws and should restrict this session only to give a broad understanding of the topic.

- It is also important that in such session where not much activity is involved, the facilitator should involve the participants during the lecture by encouraging conversations during the presentation such as asking

questions while moving to a new topic and giving them opportunity to answer.

Session 3

Conceptual Framework of Child Rights & Child Protection with special reference to UNCRC

DURATION- 30 minutes

OBJECTIVES-

- At the end of this session, participants would develop conceptual understanding of various rights of children w.r.t UNCRC.
- To enable them to understand the various rights of children as given by the United Nations Convention on the Rights of the Children (UNCRC)
- Participants will be able to acknowledge and appreciate the child protection system in India vis-à-vis UNCRC.

ABOUT THE SESSION-

It elaborates upon India's commitment towards fulfilling the provisions of United Nations Convention on the Rights of the Children (UNCRC) and highlights how India has surpassed its obligations in terms of ensuring rights of all children including their protection. This session does not include activity but is important to gain understanding of the national and global basis of child rights.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

Since the session is based on presentation and lecture method, the facilitator should involve the participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic and giving them opportunity to answer.

Session 4

Policies, Programmes and Schemes concerning to Children

DURATION- 90 minutes

OBJECTIVES- At the end of this session, participants would be able to identify the schemes, policies that can benefit a child and/or family in need.

ABOUT THE SESSION-

The session will focus on providing a basic information about various schemes and programmes initiated by the Government that may directly or through welfare of the family affect the well-being of the child by providing a safety cushion. NCPCR has observed that providing benefits of various welfare schemes provisioned by the State/Centre Governments to the vulnerable families makes the prevention of children against any kind of violence/abuse more family centric. Once the family is provided with benefits of the relevant Government Welfare Schemes from the perspective of the best interest of child, the family in turn becomes child-centric, reducing the risk of vulnerability of children. Therefore, it is important that the trainees should know about the various schemes and how they can impact the children within a family.

PEDAGOGY/PEDAGOGICAL TOOLS-

- Group Discussion on a case study- Make groups of 8-10 participants and ask them to discuss among themselves and note down the responses in the handouts.
- Role play

RESOURCE MATERIAL-

Handout 2 for Group Discussion

Power-point Presentation- PPT

FOR THE FACILITATOR-

- Give the participants an example of a child in need of care and protection (CNCP).
- Since the concept of CNCP is not yet introduced in the programme, avoid using the specific definition of CNCP as per JJ Act and instead

distribute the handout or simply narrate the story about a child who is in a difficult circumstance and needs support.

- Then ask each group to discuss and write down the Centre and/or State Government schemes or programmes that they think can support the child in coming out of this situation.
- After the groups have written down the schemes, ask them to highlight the schemes that are not child specific but may help the child.
- Give time to each group to briefly name the schemes or programmes they feel can help the child and share how many of them were not child specific schemes.

Handout 2

Maya aged 04 years and Sudha aged 10 years are sisters living in a metropolitan city. Their father was working as a labourer in a bakery factory and had died due to COVID-19 in April 2021. After the death of the father, the mother was the left behind parent who was a housewife. The family had lost their breadwinner and the children and the mother were in a severe financial crisis. Due to the loss of breadwinner, the children are forced to change their school as they are no longer able to afford the fees.

DAY 2

KEY TAKEAWAY(S)

- *Understanding the needs of children and how these needs differ at different stages of childhood is important to provide successful early intervention.*
- *Understanding Counselling as a form of intervention that plays a significant role in juvenile justice system and the eventual rehabilitation of the child.*
- *While dealing with a child, it is important to be empathetic and patient with the situation of the child.*
- *In absence of professional trained counselors or in emergency situations, the CWC should be able to make the child feel comfortable and protected. Evaluate the needs of the child.*
- *Dealing with the mental health issues of children at risk and child victims is of utmost importance for successful intervention.*
- *Juvenile Justice system in the country has evolved during last few decades and now encompasses stringent provisions for care and protection of children*

RECAP OF DAY 1

1. The Right to Free and Compulsory Act, 2009 is a fundamental right of children. _____ True or False?
2. Article _____ of the Constitution of India prohibits discrimination on grounds of religion, race, caste, sex or place of birth.
3. Article _____ of the Constitution of India is the right against exploitation, prohibiting all forms of forced labour, child labour and traffic in human beings.
4. Universal Declaration of Human Rights (UDHR) was adopted and proclaimed by the United Nations General Assembly in the year _____.
5. UNCRC obligates State parties to provide special protection and assistance by the State to a child who is temporarily or permanently deprived of his or her family environment, and a child who is in conflict of Law. _____ True or False?
6. The Juvenile Justice Act, 2015 prohibits use of children for by any militant groups or any other person for illegal activities which includes participation in armed conflicts. _____ True or False?
7. National Education Policy (NEP) was introduced in the year _____.
8. List the schemes/policies applicable in the given case-

Siddesh aged 02 years and Manika aged 8 years have lost their father and mother to COVID-19. Both the children are living in a small town where they are having relatives living nearby. To ensure care and protection to the children what are the steps that can be taken by authorities?

Session 5

Understanding Child Psychology

DURATION- 60 minutes

OBJECTIVES-

- The objective of the session is to bring attention of the participants towards child psychology, delays in the important areas of physical, hormonal, cognitive and emotional development and their consequences.
- Through this session, the participants would be acquainted with knowledge on issues and challenges of each developmental stage of the child, the concept of child delinquency, its types, causes and effects and the importance of early intervention.

ABOUT THE SESSION-

Children in institutional care may suffer from neglect which include minimum physical resources, unfavorable and unstable staffing patterns, and social-emotionally inadequate caregiver-child interactions resulting in delays in the important areas of physical, hormonal, cognitive and emotional development. The session will focus on needs of children through different developmental stages and various factors that impact child's psyche during these developmental phases. The session will also touch upon the importance of early intervention to help children reach optimal developmental goals.

PEDAGOGY/PEDAGOGICAL TOOLS-

Case Studies and role-play

RESOURCE MATERIAL-

Power-point Presentation- PPT

Handouts with case studies

FOR THE FACILITATOR-

The handouts with the case studies can be distributed either individually or forming a group of 6-8 participants. The facilitator will explain the situation and ask each group or individual to reflect on the situations and thereafter will share their thoughts on situation. The facilitator should involve the participants during

the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic and giving them opportunity to answer.

Session 6

Importance of Counselling in Juvenile Justice (For CNCP and CICL)

DURATION- 60 minutes

OBJECTIVES-

To obtain an in-depth and nuanced understanding of the psychosocial contexts of children in need of care and protection (CNCP).

ABOUT THE SESSION-

Counselling is an important tool that enables the child to discuss feelings and apprehensions openly without any interference of bias, judgement or discrimination. Counselling is a planned intervention between the child and the counsellor to assist the child to alter, improve or resolve his/her present behaviour, difficulty or discomfort and how to develop new coping mechanisms. The session will help the trainees to understand more about counselling as an intervention for children in difficult circumstances.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity and discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should involve the participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic and giving them opportunity to answer.

Session 7

Mental Health and Strategies to Address Mental Health Issues in Children at Risk and Victims of Abuse

DURATION- 60 minutes

OBJECTIVES-

To obtain an in-depth understanding of the impact of abuse on mental health of a child.

ABOUT THE SESSION-

The session will discuss in detail about the myths around child abuse including sexual abuse, risk factors for victimization, short term and long term impact of child abuse, barriers to disclosure of child abuse, interventions and therapeutic management.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Group Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Handout 3 with FAQs

FOR THE FACILITATOR-

The facilitator should involve the participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic and giving them opportunity to answer.

Frequently Asked Questions (FAQs)

1. What is Mental Health?

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if the person does not have any diagnosed mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges.

2. What is childhood mental health?

Childhood Mental health refers to the capacity of children to experience emotions, develop relationships with others around them. This can also be referred to as Social emotional development in children.

3. Why is mental health important for children?

Mental health is an essential part of children's overall health. It has a complex interactive relationship with their physical health and their ability to succeed in school, at work and in society. Both physical and mental health affect how we think, feel and act. Good mental health allows children and young people to develop the resilience to cope with problems and grow into well-rounded, healthy adults. A positive mental health ensures that the child can effectively express emotions, make friends and explore the world around them.

4. Do children also suffer from mental health problems?

Yes, Children also suffer from mental health problems. Mental health problems affect many children. They include depression, anxiety and conduct disorder etc and are often a direct response to what is happening in their lives.

5. What kind of mental health problems do children suffer from?

Mental health concerns can include both **emotional problems** and **behavioural problems**. Emotional problems may include concerns about mood (usually sadness) or concerns about anxiety. Behavioural problems can include concerns with anger and violence, as well as difficulties paying attention. Common problems during childhood include stress related to school, exams, anxieties related to going to school, changes in routine, location, performance in school and peer group, feeling sad about an event, hyperactivity, temper tantrums etc. However, when anxieties, stress, mood changes, conduct related issues continue for a prolonged period and

are affecting the child's performance and well being then it may be a **Psychological disorder**.

6. What are Childhood Psychological Disorders?

Some of the common Psychological disorders affecting children are as follows:

Mental Retardation: Functioning that is significantly below average in the areas of social, academic skills communication, taking care of one's self, with an IQ of 70 or below

Learning Disorders: Demonstrating abilities below the level expected given their age and grade in school and significant learning problems in academics.

Pervasive Developmental Disorder

1. **Autistic Disorder:** It is the qualitative impairment in Social interactions including non verbal behaviours like eye contact, gestures etc and in communication as in delay or total lack of development of spoken language, stereotyped and repetitive use of words etc and repetitive and stereotyped patterns of behaviour, interests etc.
2. **Aspergers:** A condition in which the usual impairments of autism are seen but there is usually no language or cognitive delay

Attention Deficit and Disruptive Behaviour Disorders

1. **ADHD:** characterised by inattention and hyperactivity that is significantly inconsistent with the child's developmental level which leads to impairment in other areas.
2. **Conduct Disorder:** Conduct Disorder is characterized by a repetitive and persistent pattern of behaviour in which the basic rights of others or major age-appropriate societal norms or rules are violated, which may include being physically cruel to people and animals, bullies or initiates physical fights.

Anxiety Disorders

1. **Separation Anxiety Disorder:** Excessive anxiety concerning separation by a child from the home or from those to whom the person is attached. This anxiety is beyond that which is expected for the individual's developmental level.
2. **Post traumatic Stress Disorders:(PTSD)** in children and adolescents occurs as a result of a child's exposure to one or more traumatic events that were life-threatening or perceived to be likely to cause serious injury to self or others. It is characterised by having frequent memories of the event, having upsetting and frightening dreams, acting or feeling like the experience is happening again and developing repeated physical or emotional symptoms when the child is reminded of the event

Mood Disorders: Characterised by extreme changes in mood, irritability, feelings of extreme sadness or excitement. Common in Children is depression.

Substance use/abuse: When children resort to use of addictive substances and become dependent on them hampering their normal functioning in school, family and other social situations

Schizophrenia: Characterised by a state of confusion, hallucinations, irrational thinking and behaviour.

Eating Disorders: Taking dieting and a distorted body perception to extremes. Anorexia Nervosa, Bulimia are the common forms of this disorder.

Some of these illnesses, such as anxiety disorders, eating disorders, mood disorders, and schizophrenia, can occur in adults as well as children. Others, such as behavior and development disorders, elimination disorders, and learning and communication disorders, begin in childhood only, although they can continue into adulthood. In rare cases, tic disorders can develop in adults. It is not unusual for a child to have more than one disorder.

7. What causes psychological problems in children?

The exact cause of most mental illnesses is not known, but research suggests that a combination of factors, including heredity, biology, psychological trauma, and environmental stress, may be involved.

- **Heredity (genetics):** Mental illness tends to run in families, which means the *likelihood* to develop a mental disorder may be passed on from parents to their children.
- **Biology:** Some mental disorders have been linked to special chemicals in the brain called neurotransmitters. Neurotransmitters help nerve cells in the brain communicate with each other. If these chemicals are out of balance or not working properly, messages may not make it through the brain correctly, leading to symptoms. In addition, defects in or injury to certain areas of the brain also have been linked to some mental illnesses.
- **Psychological trauma:** Some mental illnesses may be triggered by psychological trauma, such as
 - severe emotional, physical, or sexual abuse or maltreatment
 - an important early loss, such as the loss of a parent
 - neglect
- **Major Physical Illness:** Suffering from major Physical illness is a very stressful situation for children and can affect the emotional and mental health of the child.
- **Environmental Factors:** Stressful or traumatic events can trigger a mental illness in a person with a vulnerability to a mental disorder.

8. What are the signs to identify psychological problems in children?

Not every problem is serious. In fact, many everyday stresses can cause changes in a child's behaviour. For example, the birth of a sibling may cause a child to temporarily act much younger than he or she is. It is important to be able to tell the difference between typical behaviour changes and those associated with more serious problems. Pay special attention to behaviours that include:

- Problems across a variety of settings, such as at school, at home, or with peers
- Changes in appetite or sleep
- Social withdrawal, or fearful behaviour toward things your child normally is not afraid of
- Returning to behaviours more common in younger children, such as bed-wetting, for a long time
- Signs of being upset, such as sadness or tearfulness
- Signs of self-destructive behaviour, such as head-banging, or a tendency to get hurt often
- Repeated thoughts of death
- Changes in school performance, such as poor grades despite good efforts
- Depression shown by sustained, prolonged negative mood and attitude, often accompanied by poor appetite, difficulty sleeping or thoughts of death
- Severe mood swings
- Abuse of drugs and/or alcohol
- Defying authority, skipping school, stealing, or damaging property
- Hearing voices or seeing things that are not there (hallucinations)

9. Whom do I consult if I feel a child has a psychological problem?

You can consult a child psychiatrist or a clinical Psychologist. A child psychiatrist has a medical degree and their work is mainly to treat more severe disorders like Schizophrenia, depression which involves prescription of medications. On the other hand, Child psychologists use therapy, counselling etc for treatment and management of the disorders.

10. How are psychological problems diagnosed in children?

Mental illnesses in children are diagnosed based on signs and symptoms that suggest a particular disorder. However, this process can be especially challenging with children. Many behaviours that are seen as symptoms of mental disorders, such as shyness, anxiety (nervousness), strange eating habits, and temper tantrums, can occur as a normal part of a child's development. Behaviours become symptoms when they occur very often, last a long time, occur at an unusual age or cause significant disruption to the child's and/or family's ability to function.

If symptoms are present, the physician will begin an evaluation by performing a complete medical history and physical exam to rule out physical illness or medication side effects as the cause of the symptoms.

If no physical illness is found, the child may be referred to a child and adolescent psychiatrist or psychologist, mental health professionals who are specially trained to diagnose and treat mental illness in children and teens. Psychiatrists and psychologists use specially designed interview and assessment tools to evaluate a child for a mental disorder. The Psychiatrist/Psychologist bases his or her diagnosis on reports of the child's symptoms and his or her observation of the child's attitude and behaviour. They often must rely on reports from the child's parents, teachers, and other adults because children often have trouble explaining their problems or understanding their symptoms.

11. What are psychotropic medications?

Psychotropic medications are substances that affect brain chemicals related to mood and behavior. In recent years, research has been conducted to understand the benefits and risks of using psychotropics in children. Still, more needs to be learned about the effects of psychotropics, especially in children under six years of age. While researchers are trying to clarify how early treatment affects a growing body, families and doctors should weigh the benefits and risks of medication. Each child has individual needs, and **each child needs to be monitored closely while taking medications.**

12. Are there treatments apart from medications?

Yes. Psychosocial therapies can be very effective alone and in combination with medications. Therapies that teach parents and children coping strategies can also be effective.²

Cognitive Behaviour therapy (CBT) is a type of psychotherapy that can be used with children. It has been widely studied and is an effective treatment for a number of conditions, such as depression, obsessive-compulsive disorder, and social anxiety. A person in CBT learns to change distorted thinking patterns and unhealthy behaviour. Children can receive CBT with or without their parents, as well as in a group setting. Additionally, therapies for ADHD are numerous and include behavioural parent training and behavioural classroom management

13. Can mental illness be prevented in children?

Most mental illnesses are caused by a combination of factors and hence cannot really be prevented completely. One of the ways is to provide a secure and loving environment and look out for possible signs of mental distress among your children.

However, if symptoms are recognized and treatment is started early, many of the distressing and disabling effects of a mental illness may be prevented or at least minimized.

When treated appropriately and early, many children can fully recover from their mental illness or successfully control their symptoms. While some children become disabled adults because of a chronic or severe disorder, many people who have a mental illness are able to live full and productive lives.

It is very important to seek treatment for your child if they are displaying any symptoms of mental illness. Without treatment, many mental disorders can continue into adulthood and lead to problems in all areas of the person's adult life. People with untreated mental disorders are at high risk for many problems, including alcohol or drug abuse, and violent or self-destructive behaviour, even suicide.

14. Are there any risk factors?

There are certain 'risk factors' that make some children and young people more likely to experience problems than other children, but they don't necessarily mean difficulties are bound to come up or are even probable. Some of these factors include:

- having a long-term physical illness
- having a parent who has had mental health problems, problems with alcohol or has been in trouble with the law
- experiencing the death of someone close to them
- having parents who separate or divorce
- having been severely bullied or physically or sexually abused
- living in poverty or being homeless
- experiencing discrimination, perhaps because of their race, sexuality or religion
- acting as a carer for a relative, taking on adult responsibilities
- having long-standing educational difficulties.

15. Does the Psychiatrist/Psychologist maintains confidentiality?

Yes. The professionals supporting your child will keep information about them and your family confidential.

Session 8

Evolution of Juvenile Justice system and general understanding of child protection system

DURATION- 60 minutes

OBJECTIVES-

At the end of this session, the participants would understand and appreciate the evolution of Juvenile Justice system in the country.

ABOUT THE SESSION-

The session discusses about the journey of juvenile justice system. Starting from the Apprentice Act, 1850 to Children's Act, 1960. Further, the evolution of juvenile justice system is explained followed by discussion on need of 2015 Act and subsequent amendments after the 2000 Act. This would also include a discussion on the international conventions related to children and a brief overview of evolution of child rights in the world.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion/brain-storming

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

After sharing the journey of juvenile justice system in the country through presentation, each participant may be asked to give one reason each why the Juvenile Justice Act, 2000 needed to be amended or replaced to make it more effective.

DAY 3

- KEY TAKEAWAY(S)

- *The Juvenile Justice Act, 2015 is an umbrella Act covering children in different difficult circumstances and have made provisions for well-being of such children.*
- *It was with the implementation of JJ Act, 2015, that children had been categorized into child in conflict with law and child in need of care and protection. The JJ Act, 2015 implemented the concept of individual needs of the child.*
- *JJ Act, 2015 and its Rules, established structures and child protection functionaries at each level to ensure the maximum protection to child.*
- *Increased role of District Magistrate in Juvenile Justice Act, 2015 will help to ensure its smooth implementation, as well as garner synergized efforts in favour of children in distress conditions.*
- *CWC plays the role of a watchdog at the district level and ensures that standards of care are maintained in all Child Care Institutions and any incident of exploitation and abuse are also addressed.*
- *The JJ Act and Rules have been amended recently in 2021 and 2022 with an effort to make the processes under the Act easier and simpler. The approach for making these amendments is to create a path for deinstitutionalization of children and focus more on alternative means of rehabilitation.*
- *Special focus has been given to Adoption, Foster Care and Sponsorship in these new amendments.*

RECAP OF DAY 2

1. What are the dos and don'ts of counselling?

2. Among the General Principles of Care and Protection of Children given under JJ Act, 2015, which one is the most important and why?

3. Who is responsible for providing counselling to children?

4. Children receiving Early Intervention support may show potential for increased academic readiness and to better be able to interact with their peers. _____ True or False

5. Do you agree that a child should be placed in institutional care as a step of last resort? Yes/No and explain.

Session 9

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

DURATION- 90 minutes

OBJECTIVES-

To enable the participants to understand the basic features of the Juvenile Justice Act 2015 and Model Rules, 2016.

ABOUT THE SESSION-

The session discusses various key features of the JJ Act 2015 and Model Rules 2016 including different kind of offences against children, heinous offences, serious offences, and petty offences, appeals, designated courts etc. The idea is to give an overview of the Act and the Rules that will work as a foundation for the remaining days of the programme.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should involve the participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic. Suggestive questions are-

- a) What are the different kinds of violence perpetrated against children?
- b) What kind of violence/abuse against children be termed as
 - heinous offence
 - serious offences
 - petty offences

The participants may be given few minutes to think about the answers and then few participants may be randomly asked to share their responses.

Session 10

Amendments in JJ Act, 2015 and Rules, 2016, Overview of the JJ (Amendment) Act, 2021 and JJ (Amendment) Rules, 2022 and Mission Vatsalya

DURATION- 90 minutes

OBJECTIVES-

By highlighting the amendments made in the Juvenile Justice Act 2015 and Model Rules 2016, the session will enable the participants to understand the need and importance as well as the rationale behind the amendments. Also, the session will briefly discuss the background and important features of Mission Vatsalya Scheme.

ABOUT THE SESSION-

Acting upon the necessity for entrusting District Magistrates with the responsibility of care and protection of vulnerable children in light of the prevailing inadequacies in the system, the Juvenile Justice Act 2015 and subsequently the Model Rules 2016 were amended. This session will outline the amendments carried out in the Act and Rules. Also, Mission Vatsalya Scheme that has been introduced to achieve development and child protection priorities aligned with the Sustainable Development Goals (SDGs), will be discussed. The Scheme is implemented as a Centrally Sponsored Scheme in partnership with State Governments and UT Administrations to support the States and UTs in universalizing access and improving quality of services across the country.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Group Discussion

PROCEDURE FOR THE GROUP DISCUSSION-

Once the amendments in the Juvenile Justice Act 2015 is discussed with the participants through the presentation, the participants may be divided into groups of 8-10 participants and asked to think and write what would be the

subsequent amendments in the Model Rules 2016 for implementing the new/amended provisions.

RESOURCE MATERIAL-

Power-point Presentation- PPT 9

FOR THE FACILITATOR-

In addition to outlining the amendments in the Act and Rules, the session should also give the importance of these changes and how it will impact the juvenile justice system and well-being of the concerned child. The participants may be given few minutes to think about the answers and each group should be given opportunity to share their responses.

Session 11

Child Welfare Committee: Constitution, Functions, Power, Role & Responsibilities

DURATION- 60 minutes

OBJECTIVES-

- By the end of this session, the participants will be able to state their specific role, functions and power in implementation of Juvenile Justice Act, 2015 and Model Rules, 2016.
- The participants will recognize their responsibility in effective implementation of the Act.

ABOUT THE SESSION-

CWC, the primary body for addressing needs of children in need of care and protection, acts as facilitators for all child welfare related activities in the district. The session will highlight these role, responsibilities, functions and power of CWC. Since the participants in the training programme are also CWC officials, it would be more of a revision and doubt clearing session.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity

Power-point Presentation

RESOURCE MATERIAL-

Handout 4

Power-point Presentation- PPT

ACTIVITY

At the beginning of the session, the handout will be distributed among the participants with true and false statements regarding the CWC, their role, power etc.

FOR THE FACILITATOR-

There is a possibility that the participants already know some or all of their roles and powers. The focus of the session is to repeat the information that the

participants have and encourage them to ask questions to update their information or clarify their doubts if they have any. The facilitator should not get in to implementation part of these provisions at this stage as these will be discussed in the following sessions with the help of case studies.

HANDOUT 4

Write True or False

- i. CWC consists of a Chairperson and four members. _____
- ii. District Magistrate shall conduct a monthly review of the functioning of the Committee. _____
- iii. Child Welfare Committee functions as a bench and has the power equivalent to a Metropolitan Magistrate or Judicial Magistrate of First Class. _____
- iv. CWC is not responsible to declare orphan, abandoned and surrendered child as legally free for adoption. _____
- v. CWC has no role on placing child in a foster care. _____
- vi. Chairperson, CWC can take *suo motu* cognizance of cases and reaching out to children in need of care and protection, who are not produced before the Committee. _____
- vii. Appropriate rehabilitation or restoration of children in need of care and protection has to be based on the child's individual care plan. _____
- viii. The action for rehabilitation of sexually abused children is taken only by the District Magistrate. _____
- ix. CWC can deal with children in conflict with Law, if referred by the Juvenile Justice Board. _____
- x. A child himself/herself can appear before the CWC. _____

DAY 4

KEY TAKEAWAY(S)

- *All decisions shall be made based on principle of best interests of the child and restoration and protection of a child shall be the prime objective of any Children's Home, Specialised Adoption Agency or open shelter.*
- *At time of production of child before CWC, CWC may recommend verification through Aadhar Card on same lines as per protocols developed by MWCD.*
- *It is the duty of each and every individual who finds an abandoned child or an orphan child without family support, to report the child immediately. Production of an orphan or abandoned child is mandatory under the JJ Act, 2015.*
- *Child's right to privacy and confidentiality needs to be maintained and a CICL should be given a child friendly environment during proceedings.*
- *It is to be noted that in many cases a CICL is also CNCP, it is important for CWC to understand the provisions related to CICL as well.*
- *Since CWCs serve as the nodal adjudicatory bodies, responsible for end-to-end service delivery, basic communication skills for dealing with CNCP and CICL helps in effective functioning of the Committee and in building trust with children.*

RECAP OF DAY 3

1. Define heinous, serious and petty offences.

2. CARA stands for _____.

3. CWC can also issue verbal orders and such orders are valid under the JJ Act, 2015. _____ True or False?

4. Committee can order for HIV test of the child without the advice of the medical Doctor. _____ True or False?

5. In case of a complaint of abuse of a child in any Child Care Institution, the Committee can give directions to the police or the District Child Protection Unit or labour department after inquiry. _____ True or False?

6. Who will provide a Secretariat staff that may be required for secretarial support to the Committee for its effective functioning?

Session 12

Who is a Child in Need of Care and Protection (CNCP)? Production before CWC and Procedure in case of orphan/ abandoned/surrendered children

DURATION- 60 minutes

OBJECTIVES-

The participants would be able to identify different categories of children in need of care and protection and what procedure is to be followed in case an orphan or abandoned or surrendered child is produced before the CNCP.

ABOUT THE SESSION-

The session shall include information on children in need of care and protection, types as per JJ Act, 2015, what is to be done when a child in need of care and protection is identified. The session also includes the procedure that needs to be followed in case a child is orphan, abandoned or surrendered. It is an interactive session where the trainees will learn through activity and discussion.

PEDAGOGY/PEDAGOGICAL TOOLS-

Group Work, case studies and Discussion (activities)

Power-point Presentation

RESOURCE MATERIAL-

Flipcharts/White Board to write responses

Handout-5

Power-point Presentation- PPT

PROCEDURE FOR ACTIVITY 1-

- i) Ask the trainees to think and say one thing or experience that they had during their childhood and wish all children should have. Then ask them to share one thing or experience that they had during their childhood and wish no children should ever have or experience.

- ii) Make two sections on the flipchart or board and write the responses-

All children should have/experience | **No child should have/experience**

- iii) Once the responses are written, tell the participants about who according to the Law is categorized as CNCP. For instance, children who do not have parents (orphans).

PROCEDURE FOR ACTIVITY 2-

- i) Distribute the handout with case study of a child who has either lost both the parents or whose parents have abandoned or surrendered him/her.
- ii) Ask them what would they do if today they come across such a child who is orphan or whose parents have abandoned or surrendered him/her?
- iii) Ask few of the randomly selected trainees to share their thoughts.

FOR THE FACILITATOR-

- It is important that the responses are written for all to see. Focus should be on what the response is rather than whose response is it.
- Caution should be taken to not indulge or let other indulge in getting into the details of the personal experiences of others that could lead to feeling embarrassed.
- The idea is to let the trainees learn based on their experiences, imagination and prior knowledge. The facilitator should give them the time and opportunity to think, reflect and discuss.
- There are no right or wrong answers in the activity. The facilitator should take all responses positively and add to the responses leading towards the information that this session intends to convey.

HANDOUT-5A

CASELET-

At 5:30 in the evening, Anju went to the railway station to board the train to Hyderabad. It's her second outstation trip in a month. At the platform while waiting for the train, she spotted a child sitting alone on the platform. She observed for few minutes before realizing that the child is alone and have no one with him. Anju approached the child and tried to ask him about his parents

and home. The child was not able to speak. Anju inquired from the coolies, hawkers who are regulars at the station. They told that the child is here for two days and is not saying anything. They just gave him some food to eat.

Anju felt sad and wanted to do something for the child. She asked him if he would like to come with her. The child agreed and Anju took him to Hyderabad with her. Later she brought her to her home and gave her the best care. Within a week she registered him in a nearby Government school. Her friends helped her do the paperwork to avoid any future inconvenience.

- i) According to you, should Anju had approached an unknown child at the railway station?

- ii) Is there anything that Anju could have done differently?

- iii) What would be your action if you ever come across such a child?

HANDOUT- 5B

PROCEDURE AND RECOMMENDATIONS FOR DEALING CHILDREN WHO HAVE BECOME ORPHAN OR HAVE LOST ONE PARENT

The children who have lost both of their parents or either of their parent are children who fall under the category “**child in need of care and protection**” under Section 2(14) of the Juvenile Justice (Care and Protection of Children) Act, 2015. The Act and Rules made under the JJ Act, 2015 and JJ Rules, 2016 mandate functions and powers of child protection authorities for institutional and non-institutional care of these children. The procedure given hereunder is prescribed in accordance with the procedure laid down under the Juvenile Justice (Care and Protection of Children) Act, 2015 and powers and functions assigned to the child protection authorities under the Act and its subsequent Rules. The procedure under the JJ Act, 2015 and JJ Rules, 2016 with recommendations of the Commission are listed below-

S. No.	Stakeholder Responsible	Procedure/Recommendations for dealing with children who have become orphan or have lost one parent
1.	<ul style="list-style-type: none"> a. Police officer b. Special Juvenile Police Unit c. Child Welfare Officer d. DCPU e. Childline services f. Public servant g. Social worker h. Any individual i. Nurse, doctor, management of hospital, nursing home, etc. j. By the child himself/herself k. Child Protection Committees at the village and block level l. Anganwadi/ASHA workers m. Department of Urban/Rural Development 	<ul style="list-style-type: none"> (a) Any child which is found to have lost parents without anyone to look after them or has lost a single parent or have both parents hospitalized and have no one to take care of them, they ought to be produced before the Child Welfare Committee under Section 31 of the JJ Act, 2015. (b) Section 31 of the JJ Act, 2015 provides for the said persons/officers/organizations (as given in the previous column) that can produce the child before CWC. (c) The child has to be produced within 24 hours before the Child Welfare Committee. (d) The Child Protection Committees established at the block and village level which are headed by an elected representative with block development and head of the Gram Sabha respectively, may also, having knowledge about such children who have been orphaned or lost either of the parent inform about the same to the DCPU or CWC or any other child protection authority for necessary action. (e) The Asha/Angandwadi workers may inform Department of WCD/Social Welfare about the left behind children who are in distress and may also inform about any other incidence related to children which may require intervention. (f) The Department of Urban/Rural Development- the local authorities working under their administration having information about the people who have died and the left behind children (<i>as they are issuing death certificates and would have the data maintained about the people living in the concerned district and are responsible for implementation of various schemes mentioned in the document</i>) must also inform about the same to the Child Welfare Committee/Department of WCD, so that such children can be identified and necessary action can be taken. <p><i>*The State Governments may use digital platform for interaction in exceptional cases where physical interaction is not possible.</i></p>
2.	<ul style="list-style-type: none"> a. Any individual b. A police officer 	<p>As per Section 32 of the Juvenile Justice Act, 2015 (mandatory reporting of a child), any individual or a police officer or any functionary of any organisation</p>

	<p>c. Any functionary of any organisation or a nursing home or hospital or maternity home</p>	<p>or a nursing home or hospital or maternity home, who or which finds a child who appears or claims to be abandoned or lost, or a child who appears or claims to be an orphan without family support, shall within twenty-four hours give information to the Childline Services or the nearest police station or to a Child Welfare Committee or to the District Child Protection Unit.</p>
<p>3.</p>	<p>Child Welfare Committee</p>	<p>Inquiry of CWC at the time of production- The CWC shall ascertain the immediate need of the child and pass appropriate orders as prescribed under the JJ Act and Rules. The child may be restored to the care givers or may be placed in institutional or non-institutional care on case to case basis. However, CWC may make efforts to try to keep the children in their family and community environment as far as possible, while ensuring their safety in their surroundings and safeguarding their interest, as prescribed under the Act.</p> <p>Section 36 of JJ Act, 2015 provides that on production of a child or receipt of a report under section 31, the Committee shall hold an inquiry in such manner as may be prescribed.</p> <ol style="list-style-type: none"> a. The Committee, on its own or on the report from any person or agency, may pass an order to send the child to the children's home or a fit facility or fit person, and for speedy social investigation by a social worker or Child Welfare Officer or Child Welfare Police Officer. b. The Committee shall, <i>prima facie</i> determine the age of the child in order to ascertain its jurisdiction, pending further inquiry as per section 94 of the Act, if need be. c. Further, the CWC shall assign the case to a Social Worker or Case Worker or Child Welfare Officer or to any recognised Non-Governmental Organisation for conducting the social investigation under sub-section (2) of section 36 of the Act. d. * The social investigation shall be completed within fifteen days so as to enable the Committee to pass final order within four months of first production of the child. e. *Where an orphan/abandoned child has to be declared legally free for adoption, the

		<p><i>timeline for preparation of SIR and passing of CWC orders will be in accordance to Section 38 of the JJ Act, 2015.</i></p> <p>f. In case of orphan or abandoned child, the Committee shall make all efforts for tracing the parents or guardians of the child and on completion of such inquiry, if it is established that the child is either an orphan having no one to take care, or abandoned, the Committee shall inquire into the possibility of declaring the child legally free for adoption.</p> <p>g. The Committee shall use the designated portal to ascertain whether the abandoned child or orphan child is a missing child while causing the details of the orphan or the abandoned child to be uploaded.</p> <p>h. The Committee, after taking into account the risk factors, and in the best interest of the child, may direct the publication of the particulars and photograph of an orphan or abandoned child in national newspapers with wide circulation within seventy-two hours from the time of receiving the child for the purposes of tracing out the biological parents or the legal guardian(s).</p> <p>i. Where the parent/guardian of the child is traced/known, CWC may, based upon its inquiry and the SIR submitted order for restoration of the child. If the parent/guardian requests for assistance under the sponsorship programme, CWC may examine and recommend for Sponsorship for the child.</p> <p>j. Before the Committee releases or restores the child, both the child as well as the parents or guardians may be referred to the Counsellor by the Committee.</p> <p>k. However, in cases where after the completion of the inquiry, CWC is of the opinion that the said child has no family or support or is in continued need of care and protection, it may send the child to Children's Home/SAA or to a Fit Facility/Person or Foster Family or sponsorship programme or restore the child to its guardian/relative.</p>
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		<p>l. This decision of placement of child in institutional or non-institutional care may be reviewed by the Committee.</p> <p>m. Where the child has been placed under institutional/non-institutional care, the CWC shall direct any Person/Organization/Social Worker/Case worker/Child Welfare Officer concerned to develop an individual care plan including a suitable restoration plan.</p> <p>n. The orders of the Committee shall be in writing and contain reasons.</p> <p>o. In case the parent/guardian is willing to surrender to the child, the same shall be done in accordance to procedure prescribed under Section 35 of the JJ Act, 2015. Elaborate procedure for surrendering the child has been given under point no.4 (see below).</p> <p>p. In cases where both the parents of the children have been hospitalized and have no one to take care of them, the CWC may after examination of the case, place the child in short term care in a child care institution or fit facility, whichever the CWC may deem appropriate for the welfare of the child. The child may be then restored to his/her parents, as and when the parents are fit to take care of the child and have returned from their hospitalization. The parents, if after returning from the hospitalization are in need of support to take care of the child, DCPU may link them to the concerned Government Departments/Schemes.</p> <p><i>Persons willing to adopt orphan children may approach central adoption resource authority (www.cara.nic.in) for lawful adoptions.</i></p>
<p>4.</p>	<p>Social Worker/Child Welfare Officer/Case Worker</p>	<p>a. On the directions of CWC, a Social Investigation Report may be prepared by the Social Worker/Child Welfare Officer/Case Worker.</p> <p>b. The social investigation conducted by a Social Worker or Case Worker or Child Welfare Officer of the institution or any Non-Governmental Organisation must provide an assessment of the family situation of the child in detail and explain in writing whether it will be in the best interest of the child to restore him to his parent/guardian/relative or to place him/her in</p>

		<p>institutional care. The form for preparation of SIR is enclosed at Annexure-A.</p> <p>c. The Child Welfare Officer or Case Worker shall forthwith conduct social investigation of the child through personal interviews with the child and his family members, social agencies and other sources, inquire into antecedents and family history of the child and collect such other material as may be relevant, and submit the Social Investigation Report to the Committee within fifteen days.</p> <p>*The SIR has to be uploaded on NCPCR's Portal as applicable.</p>
5.	<p>a. Child Welfare Committee b. DCPU c. Case Worker/Child Welfare Officer</p>	<p>Surrender by parent/guardian- Any child who is relinquished by the parent or guardian to the Committee, on account of physical, emotional and social factors beyond their control, and declared as such by the Committee is defined to be a surrendered child under Section 2(60) of the JJ Act, 2015.</p> <p>a. As per Section 35 of the JJ Act, 2015, the CWC, in situations, where the parent/guardian is willing to surrender the child to the CWC, shall execute the surrender deed by the parents in the manner prescribed by the JJ Act, 2015 and ensure that the parent/guardian are given time of two months to reconsider their decision as well as making all efforts to keep the family together.</p> <p>b. Such parent or guardian willing to surrender the child shall do so by making an application to the CWC. DCPU/Social Worker/Child Welfare Officer may assist the parent/guardian in making the application to surrender before the CWC.</p> <p>c. Where such parent or guardian is unable to make an application due to illiteracy or any other reason, the Committee shall facilitate the same through the Legal Aid Counsel provided by the Legal Services Authority.</p> <p>d. The surrendered child, after the lapse of sixty days from the date of surrender may be declared legally free for adoption as given under Section 38 of the JJ Act, 2015 and after completing its due inquiry.</p>

		<p>e. The inquiry under sub-section 3 of section 35 of the Act shall be concluded by the Committee expeditiously.</p>
6.	<p>a. Child Welfare Committee b. DCPU/CWO/Case Worker c. District Education Officer d. School</p>	<p>Right to Education of the child- While passing orders for a child, it must be ensured that there is no disruption in the education of the child and according to the wishes of the child, all efforts must be made to assist the child and mitigate its distress. First and foremost, the CWC should endeavour to let the child continue its education in the same school and deem transfer of school/admission in other school as a last resort.</p> <p>a. The child (who has lost both or either of the parent) along with guardian/any member of the family; and/or the school where the child is studying may also approach the Child Welfare Committee (CWC) of the district.</p> <p>b. In case of death of one or both parents of the child and/or the earning member of the family and the child is studying in private school, the expenditure on elementary education of such children in the same school be borne by the appropriate Government under section 12 (1) (c) of the RTE Act, 2009 or any scheme/policy/provision. For this, the appropriate Government may issue necessary notifications/guidelines at the earliest.</p> <p>c. In cases of classes above VIII, to ensure that the child's education is not disrupted and the child continues her/his education in same school and environment, the CWC may make all efforts and make recommendations to the Appropriate Government for implementation of the same.</p> <p>d. The SIR as prepared for the child and the orders of the CWC, will then be forwarded to the District Education Officer (DEO) (of the concerned district where the school is located) and the school for necessary action on its part and implementation of the recommendations of CWC in a time bound manner.</p> <p>e. After the case of the child has been referred to the DEO of the concerned district, the DEO must also examine through the National</p>

		<p>Scholarship Portal at www.scholarships.gov.in for any other implemented Central or State scholarships/ schemes under which the child can get benefit and facilitate the same. The DEO should inform the CWC (under which the case of the child is going on) about the other scholarships/benefits that the child may be eligible for or is getting the benefit of, so that the same can then be incorporated in the ICP of the child and follow-up can be done accordingly.</p> <p>f. The DEO, as per recommendations of CWC, may get the child included in the list of children admitted in the school under section 12 (1) (c) of the RTE Act, 2009 so that the child is able to continue its education in the same school.</p> <p>g. The School may then follow the appropriate procedure to raise the demand for reimbursement of the expenditure as per respective State RTE Rules.</p> <p>h. The DEO and DCPU should ensure that no such child who have lost both their parents or either of their parents, is forced to leave the school in any manner against the child's wishes due to non-payment of fees, etc. and that the State Government must ensure that these children must be able to continue their education in the same school, even in the cases where RTE Act, 2009 does not apply to the said school.</p> <p>i. In case a guardian/relative/single parent of the child applies for a transfer certificate to the school for taking out the child from the school, the written application of the guardian/relative/single parent must be accompanied with the CWC orders recommending the transfer of child from the school. Only then, should the school accept the request for a transfer certificate. The school must ensure that for children who have become orphan or lost a parent due, the transfer certificate must only be issued, if there are CWC orders recommending the same.</p>
7.	a. DCPU/Social Worker/Child Welfare Officer	Legal Heir and Succession Certificate- The child who has lost both its parents or has lost either of his/her parents may be entitled to moveable as well as immoveable property of his parents. All legal and

	<p>b. National Legal Services Authority</p> <p>c. State Legal Services Authority</p> <p>d. State Government</p>	<p>administrative support/assistance must be ensured in procurement of legal heir and succession certificate in favour of the child/children whether through its guardian or through the concerned authority.</p> <p>a. DCPU/Child Welfare Officer/Social Worker may provide assistance to the child in procuring the legal heir certificate and the succession certificate (whichever is applicable) from the respective concerned authority/Court.</p> <p>b. The State Legal Services Authority may be approached for providing free legal assistance/legal aid to the child or its parent/guardian in procurement of these certificates. DCPU may liaise and coordinate with the State/District Legal Services Authority for the same.</p> <p>c. The Legal Services Authority may provide a support person or para legal volunteer to the child and its parent/guardian for assisting them before the concerned authority/Court.</p> <p>d. National Legal Services Authority may issue notification/guidelines to the State Legal Services Authorities for providing free legal assistance/legal aid to the children who have become orphan or lost either of the parent. NALSA may also, in its notification/guidelines, inform the SLSA to provide a para-legal volunteer or support person for assistance to the child and its parent/guardian before the authority/Court.</p> <p>Death Certificate- Where the child has lost both the parents to, the death certificate of both the parents should be provided to the CWC to ensure that the child is not abandoned, trafficked, lost, etc. The CWC may after receiving the copies of the death certificate proceed for inquiry under Section 36 of the JJ Act, 2015 and pass necessary orders for the child.</p> <p>a. DCPU/Child Welfare Officer/Case Worker may provide assistance in applying for the death certificate of the child's parents to the local authorities under the Department of Rural Development and Panchayati Raj and Department of Urban Development (whichever is applicable).</p> <p>b. The DCPU/CWO/Case Worker may procure the required documents to be submitted for</p>
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		<p>registration of death and getting the death certificates.</p> <p>c. The State Government may issue notification to the Department of Urban/Rural Development/Panchayati Raj to provide special assistance to cases where the parents have died due to leaving behind their child/children without any family support. The notification may direct the department to expedite the process of giving the death certificate in such cases.</p> <p>d. The DCPU/CWO/Case Worker after receiving the death certificate must submit the same before the CWC for their information and case records and also upload the same on the Baal Swaraj Portal under the assigned head/column.</p> <p>Other monetary benefits- The child may be entitled to the monetary benefits incurred from his/her own insurance policies, fixed deposits, any joint bank accounts, etc. and similarly, from his/her parents bank accounts, job compensations, pension, insurance money, etc.</p> <p>a. DCPU/Social Worker must ensure that these entitled benefits are provided in favour of the child.</p> <p>b. Where any difficulty is faced by the DCPU/Social Worker in expediting the realisation of the money from banks and insurance policies, the DCPU/Social Worker may inform about the same to the CWC.</p> <p>c. The CWC may then under its inquiry of the said child, make recommendations for facilitating the process of receiving the entitled money to the State Government.</p> <p>d. The State Government may, in accordance with its rules and procedure make efforts to provide entitled monetary benefits to the child without undue delay.</p> <p>e. The DCPU/Social Worker must ensure that the money from the bank account of the parent(s), job compensation, insurance policies, pension etc. is directly transferred to the child's account only.</p> <p>f. The DCPU/Social Worker must provide detailed information about the monetary benefits entitled</p>
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		<p>and received in bank account of the child to the CWC.</p> <p>g. The CWC may record the said details in its order through the ICP and also vide its order decide a fit person to operate the bank account of the child on his/her behalf or to ensure security of the money of the child decide to pass orders for use of money from the account by the child only after he/she attains majority. The CWC may pass orders as it deems fit for the welfare of the child and for ensuring security of money received in favour of the child.</p> <p>h. The follow-up on the utilization of the funds from the bank account of the child must be done by DCPU at regular intervals and in case of any unauthorized usage of the funds, DCPU must inform about the same to CWC and law enforcement authorities for necessary action.</p> <p>i. Insurance Regulatory and Development Authority (IRDA), Reserve Bank of India (RBI), Pension Fund Regulatory and Development Authority (PFRDA), etc. may issue necessary notification/guidelines for dealing with cases of children who have become orphan or lost either of its parent to COVID-19 in an expeditious manner. The notification may also mention about the pre-existing guidelines/policies in place for dealing with orphan children and to apply the same in this situation.</p> <p><i>*These details of monetary benefits and the details of the above-mentioned certificates for the child have are to be uploaded on the NCPCR's portal, as applicable, through the forms of SIR and ICP.</i></p>
8.	<p>a. State Government/SCPS</p> <p>b. Child Welfare Committee</p> <p>c. DCPU</p>	<p>Juvenile Justice Fund and other Government implemented schemes and scholarships - Section 105 of the JJ Act, 2015 provides for a creation of a fund in such name as it thinks fit, for the welfare and rehabilitation of the children dealt with under the JJ Act, 2015.</p> <p>a.Children who have lost both or either of the parent are child in need of care and protection and will be entitled to the benefit under the Juvenile Justice Fund of the State/UT.</p> <p>b.The State Government through the State Child Protection Society (SCPS) may allocate these funds for welfare and support to the children who have</p>

		<p>become orphan or lost either of the parent and ensure smooth dispense of funds at the district level by the DCPU/ concerned local authority/child protection committees at the village and block level for the benefit of the children.</p> <p>c. The CWC may during its inquiry, as it deems fit, provide for financial support to the child from such government implemented funds/schemes. Wherever the children produced before it are beneficiaries of any implemented schemes, funds, scholarships, etc. the same must be facilitated and provided to the child through a written order as per Section 45 of the Juvenile Justice Act, 2015.</p> <p>d. Local authorities may also facilitate the benefit/entitlement of any implemented schemes to the child or his/her family/guardian wherever applicable or recommended by the CWC. For these special cases involving children, the department must take up these cases on priority.</p> <p>Sponsorship- The sponsorship programme may provide supplementary support to families, to meet medical, nutritional, educational and other needs of the children, with a view to improving their quality of life.</p> <p>a. In cases, where the CWC thinks that the child may be placed under a sponsorship programme or where a guardian/relative/single parent under whom the child is to be placed requests for assistance under the sponsorship programme, the CWC may recommend to the SCPS for the same.</p> <p>b. The SCPS may then, within a period of 07 days approve/reject the recommendation of placing the child under sponsorship programme recording its reasons in writing for the same.</p> <p>c. If there is a delay in taking a decision by the SCPS for placing the child under sponsorship programme, then the DCPU shall liaise and assist the SCPS in any manner so required for reaching a decision on the recommendation of CWC on sponsorship.</p> <p>d. If the SCPS approves the benefit of sponsorship for the child and its family, then the CWC may pass orders under Section 37 and 45 of the Juvenile Justice Act, 2015, for placing the child under the sponsorship programme and decide</p>
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		<p>on the amount to be given under the sponsorship as per the implemented policy/rules of the State Government.</p> <p>e. DCPU shall facilitate and ensure smooth implementation of the sponsorship programme. In case of individual sponsorship, DCPU will open a bank account in the name of the child preferably to be operated by mother (<i>in cases where mother is not there, then the father/relative/guardian that the CWC may declare as a fit person for the child</i>) and the money shall be transferred directly from the account of DCPU to the child's bank account.</p> <p>f. Where children are left without any family/financial support, the State Child Protection Society (SCPS) may look into development of more non-institutional care programmes such as foster care, sponsorship, etc., as provided under the JJ Act, 2015.</p> <p><i>*In case, if any difficulty arises, in providing the assistance/support in sponsorship to the child whether due to paucity of funds or otherwise, the same may be intimated to the National Commission through the portal or otherwise by the SCPS/DCPU/State. The Commission will try and recommend to ensure all necessary help/support through private donors, etc.</i></p>
9.	Any person/organization/social worker/Case worker/Child Welfare Officer	<p>"Individual Care Plan" is a comprehensive development plan for a child based on age and gender specific needs and case history of the child, prepared in consultation with the child, in order to restore the child's self-esteem, dignity and self-worth and nurture him into a responsible citizen and shall address to the needs of a child.</p> <p>a. Where the child has been placed under institutional/non-institutional care, the CWC shall direct any person/organization/social worker/Case worker/Child Welfare Officer concerned to develop an individual care plan including a suitable restoration plan.</p> <p>b. The individual care plan (ICP) prepared for every child in the institutional/non-institutional care shall be developed with the ultimate aim of the child getting its entitled monetary benefits, right to education, restoration with its guardian/relative or single parent and overall social development.</p>

		<p>c. The ICP must be based and prepared on the basis of the case history, SIR, circumstances and individual needs of the child.</p> <p>d. After the inquiry is conducted under Section 36 of the JJ Act, 2015 and the preparation of SIR, the CWC while passing orders for the child shall incorporate the ICP in its order also.</p> <p>e. Thereafter, the implementation of ICP is to be ensured during the follow-up and monitoring of the child placed in institutional/non-institutional care.</p> <p>f. Regular and timely follow-ups and review of the ICP must be also undertaken by the DCPU.</p>
10.	<p>a. Child Welfare Committee</p> <p>b. DCPU</p>	<p>CWC orders for the child after preparation of SIR and ICP-</p> <p>a. After the preparation and assessment of SIR by the CWC, the CWC may direct for preparation of ICP as mentioned above.</p> <p>b. CWC may then based on the documents submitted before it (<i>SIR, ICP, surrender deed, insurance policies, any other document of the child</i>) and the inquiry conducted under Section 36 of the JJ Act, 2015, shall pass orders as mandated under Section 37 of the JJ Act, 2015. (<i>the orders of CWC that can be passed under S.37 of the JJ Act, 2015 have been mentioned in point no.3 above</i>)</p> <p>c. CWC, based on its inquiry and documents submitted before it may recommend the child to institutional/non-institutional care in accordance with the procedure laid down under the JJ Act, 2015 and its Rules, 2016.</p> <p>d. If the Child is restored with single parent/guardian/relative, CWC through DCPU will continue to check the well-being of the child on regular basis. The follow up reports and CWC orders pursuant to it shall mandatorily and regularly be uploaded on the Bal Swaraj Portal by the DCPU.</p> <p>e. If the child is being restored with its parent/guardian/relative in another State, then the CWC should transfer all the documents, SIR, ICP, orders related to the child to the concerned CWC of that State. The CWC, where the case has been transferred to, shall likewise follow- up the individual care plan as if it had passed such order.</p>

		<p>f. Care must be taken by the CWC/DCPU/CWO/Case Worker dealing with the child in need of care and protection to keep the identity of the child confidential to avoid undue distress to her/him as provisioned under Section 74 of the Act.</p>
11.	<p>a. Child Welfare Committee</p> <p>b. DCPU</p>	<p>Restoration of a child under Section 40(3) of the JJ Act, 2015-</p> <p>a. The CWC shall have the powers to restore any child in need of care and protection to his parents, guardian or fit person after determining the suitability of the parents or guardian or fit person to take care of the child, and give them suitable directions.</p> <p>b. The Committee may, while making an order for placing a child under the care of a parent, guardian or fit person, at the time of restoration, direct such parent, guardian or fit person to enter into an undertaking.</p> <p>c. While passing an order for restoration, the CWC shall take into account the reports of Case Worker/CWO/NGO and/or any other report/document brought before the CWC.</p> <p>d. The order for restoration will include an individual care plan prepared by the Case Worker/CWO/NGO.</p> <p>e. The Committee while directing for restoration of the child, may pass order for an escort, where necessary.</p> <p>f. The copy of the restoration order of the CWC to be provided to the DCPU which shall then provide for funds for restoration of child, including travel and other incidental expenses.</p> <p>g. The child may not be restored back, where SIR prepared by the Case Worker/CWO/Social Worker/NGO suggests that restoring the child back to the family may not be in the best interest of the child.</p> <p>h. Where a child has to be sent or repatriated or restored to its parent/relative/guardian to another district or state or country the Committee shall direct the District Child Protection Unit to take necessary permission as may be required, such as</p>

		<p>approaching the Foreigners Regional Registration Offices (MHA) and Ministry of External Affairs for a no-objection certificate, contacting the counterpart Committee, or any other voluntary organisation in the other district or state or country where the child is to be sent.</p>
12.	<p>a. Child Welfare Committee</p> <p>b. DCPU/CWO/Case Worker/Social Worker/NGO</p>	<p>Post order follow-up- In accordance with Rule 19 of the JJ Rules, 2016, the CWC, while passing its orders for the child, shall give date for follow-up of the child not later than one month from date of passing of order and, Thereafter, once every month for the period of six months and, Thereafter, every three months for a minimum of one year till such time as CWC deems fit.</p> <p>In case restoration orders are passed by CWC for the child- a follow-up plan shall be prepared by Child Welfare Officer/Case Worker/Social Worker/NGO. The follow-up report shall state the situation of the child post restoration and measures necessary in order to reduce further vulnerability of the child.</p> <p>* The CWC orders and follow up Reports as passed for the child must be uploaded on NCPCR's portal, as applicable.</p>

Session 13

Procedures of dealing with cases relating to CNCP and role of CWC- An overview

DURATION- 60 minutes

OBJECTIVES-

The participants will be able to demonstrate an understanding of the steps that are to be followed while dealing with cases relating to children in need of care and protection.

ABOUT THE SESSION-

The session is to give an overview of the procedure regarding the CNCP and role of CWC. It also mainly talks about the clause of mandatory reporting regarding a child found separated from guardian; penalty for non-reporting; restoration of CNCP.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session would only give an overview of the procedure and role of CWC. The detailed discussions and explanation of steps will be done in subsequent days. Therefore, using the power point presentation, the facilitator would take the trainees through the process. To break the monotony of the lecture, the facilitator may ask questions in between based on the previous session of role and powers of CWC.

Session 14

Inquiry of CWC for a CNCP child produced before it

DURATION- 30 minutes

OBJECTIVES-

The participants will be able to demonstrate an understanding of the steps that are to be followed in inquiry relating to children in need of care and protection.

ABOUT THE SESSION-

The session is to give an overview of the process of inquiry regarding the CNCP produced before CWC. The inquiry procedure as laid down under the Act and the Rules is a very detailed one. The procedure laid down emphasizes on conducting inquiry to make assessment of the individual needs of the child and to ensure that institutionalization should be the last resort and the child is not unnecessarily rehabilitated in an institution. This session would inform the participants about the steps that CWC has to take while dealing with child produced before it, convergence of CWC with other functionaries while conducting the inquiry, the documentations/paperwork to be done while conducting the inquiry etc.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

Using the power point presentation, the facilitator would briefly take the trainees through the process. To break the monotony of the lecture, the facilitator may ask questions in between based on the previous session of role and powers of CWC.

Session 15

Who is a Child in Conflict with Law (CICL)? Procedures of handling cases relating to CICL and role of JJB

DURATION- 60 minutes

OBJECTIVES-

The objective of the session is to understand the meaning of the term Child in Conflict with Law (CICL) and the procedure of handling related cases as per the Juvenile Justice Act, 2015.

ABOUT THE SESSION-

The JJ Act, 2015 deals with two categories of Children-Children in Need of Care and Protection (CNCP); and Child in Conflict with Law (CICL). In this session, the details about CICL, procedures of handling cases relating to CICL and role of Juvenile Justice Board (JJB) shall be discussed.

PEDAGOGY/PEDAGOGICAL TOOLS-

Group Work and Discussion (activities)

Power-point Presentation

RESOURCE MATERIAL-

Handouts with a case study and questions- Handout-6

Flipcharts/White Board to write responses

Power-point Presentation- PPT

PROCEDURE FOR ACTIVITY-

- i) Distribute the handout with case study of a Child in Conflict with Law (CICL).
- ii) Ask them to answer the questions at the end of the case study?
- iii) Ask few of the randomly selected trainees to share their thoughts.

FOR THE FACILITATOR-

- Caution should be taken to not indulge or let other indulge in getting into the details of the personal experiences of others that could lead to feeling embarrassed.
- The idea is to let the trainees learn based on their experiences, imagination and prior knowledge. The facilitator should give them the time and opportunity to think, reflect and discuss.
- There are no right or wrong answers in the activity. The facilitator should take all responses positively and add to the responses leading towards the information that this session intends to convey.

HANDOUT-6

Rohit is in the Observation Home for last 8 months. The day when a fight broke out between two gangs in the city, Rohit was parking his cycle to get inside the tea shop. His parents were away and he came to have his lunch. As soon as the police arrived, the gang members fled from the spot and before leaving one of the gang members gave the gun to Rohit to hide it somewhere. Later that evening, police reached Rohit's home, searched his room, recovered the gun and arrested him for possessing the gun under the Arms Act, 1959.

Since then Rohit is in the Observation Home and it's been 8 months he has not been able to meet his parents. In fact, his parents returned the next day and were informed by the neighbours that police have arrested Rohit. His parents are poor and cannot afford a lawyer. Therefore, Rohit and his parents have given up any hope of proceeding with the matter in absence of a legal help.

Answer the following-

- i) Whose responsibility is it to inform the parents or relatives about the apprehension of a child in conflict with law?

- ii) What are the procedural flaws in action taken by the police?

- iii) Is the procedure of taking a child into custody same as arresting an adult?

iv) Where was the child to be taken after taking him to custody?

v) Do police need to ensure that Rohit is an adult or a child? If yes, how can it be done?

Session 16

How to communicate with Children in Conflict with Law & Children in Need of Care & Protection

DURATION- 30 minutes

OBJECTIVES-

After this session, the participants would be able to demonstrate appreciation and skills of effective communication with children residing in Child Care Institutions (CCIs).

ABOUT THE SESSION-

This part of the training is very important considering the children and their tender age. Research offers evidence that poor social-emotional interaction plays a role in a number of troubling developmental deficiency. Studies suggest that young children raised in institutions where quality interactions with their caregivers are not prevalent are particularly at risk of experiencing such outcomes. The benefits of one-on-one responses contribute to general behavioral and mental deficiencies in children. Communication skills are crucial for our social relationships and mental health.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should keep in mind that this a very important topic and hence should try to get attention of the participants before proceeding with the details. The facilitator should try to engage participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic.

DAY 5

KEY TAKEAWAY(S)

- *For institutionalization of children defined under the JJ Act, 2015; different categories of institutions are provisioned with specific objective and function.*
- *A minimum standard of care has been stipulated by the Juvenile Justice Act and Rules are rights of children under the said Act.*
- *The institutions under the Act have to mandatorily get registered. Children can only be kept in registered institutions by the CWC.*
- *The standards of a CCI as given under the JJ Act and Rules are to be strictly followed.*
- *Information about the management and functioning of CCI is important for all CWCs to know.*
- *In addition to the functions u/s 13 of CPCR Act, 2005; NCPCR and SCPCRs are the monitoring authorities for implementation of JJ Act, 2015; POCSO Act, 2012 and RTE Act, 2012.*
- *Role of NCPCR and SCPCRs while monitoring the provisions of JJ Act is quite vast and the powers given to Commissions under the CPCR Act, 2005 can be utilized while fulfilling its monitoring role.*

RECAP OF DAY 4

1. Under what circumstances a child can be surrendered?

2. In case of a surrendered child, if all efforts for tracing the parents of an orphan or an abandoned child placed with a Specialized Adoption Agency on a temporary basis, have failed, after how many days can SAA approach the Child Welfare Committee for declaring the child legally free for adoption? _____

3. _____ shall make restoration efforts in addition to the efforts made by the Child Welfare Committee to trace the parents or biological family of the abandoned child.

4. After assessing the individual care plan, _____ will take a final decision about the placement of the children in various alternative forms of child care facilities.

5. Which is the grievances redressal authority for the Child Welfare Committee (CWC)?

6. The CWC will take a final decision about the placement of the children in various alternative forms of child care facilities only after assessing the _____.

7. In case of a heinous offence where the child is found to be in conflict with law under clause (i) of section 19, the relevant records of conviction of such child shall be retained by the Children Court. _____ True or False

Session 17A

Role and functions of NCPCR

DURATION- 30 minutes

OBJECTIVES-

After this session, the participants would be able to understand the role and function of National Commission for Protection of Child Rights (NCPCR).

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should keep in mind that this a very important topic and hence should try to get attention of the participants before proceeding with the details. The facilitator should try to engage participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic.

Session 17B

Role and functions of SCPCR

DURATION- 20 minutes

OBJECTIVES-

After this session, the participants would be able to understand the role and function of the State Commissions for Protection of Child Rights (SCPCR).

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should keep in mind that this a very important topic and hence should try to get attention of the participants before proceeding with the details. The facilitator should try to engage participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic.

Session 18

Types of Child Care Institutions (CCIs) under the JJ Act, 2015 and the categories of children who may be placed in CCIs

DURATION- 30 minutes

OBJECTIVES-

The participants will be able to identify different types of Child Care Institutions (CCIs) and categories of children in need of care and protection that are to be placed in these CCIs.

ABOUT THE SESSION-

CWC have an important role in ensuring that children in need of care and protection are placed in appropriate CCI as per the JJ Act and Rules. According to Section 41 of the JJ Act, 2015, all CCIs are required to be registered under this Act by the State Government, this includes CCIs run by State Govt or voluntary or by non-governmental organizations. The rehabilitation and social re-integration children should begin from the moment they enter a CCI and carried out till alternative mechanisms are found for the child or the child attains majority and is linked with the Aftercare Programs. The session will elaborate upon the type of CCIs, their objective and provisions of services in each type of CCI.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

Power-point Presentation

RESOURCE MATERIAL-

Handout-7

Power-point Presentation- PPT

ACTIVITY

At the beginning of the session, the handout will be distributed among the participants with some questions and true and false statements regarding CNCP and CICL and facilities of short-term and long-term stay.

FOR THE FACILITATOR-

- The handout will be distributed giving the participants appropriate time to record their responses. Thereafter, the facilitator will randomly ask the participants to share their answers.
- As one participant share his/her response, the facilitator may ask the other participants if they agree with the answer or anyone has a different view/response which can be discussed further.

HANDOUT-7

Answer the following-

- i) Tell us about something that you did as a child that you now think is not acceptable or that you are now as an adult ashamed of?

- ii) How did your parents or guardians or teachers react to that action of yours?

- iii) Would their reaction be same if you did the same thing now as an adult?

- iv) Are children who are in conflict with law treated differently than adults?

- v) Should children be placed in same institutional care as adults?

Session 19A

Institutional Care under the J.J Act 2015 (Institutionalization as the last resort)

DURATION- 30 minutes

OBJECTIVES-

The participants will be able to describe the concept of institutional care for CNCP.

ABOUT THE SESSION-

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition de-addiction, treatment of diseases, vocational training, skill development, life skill education counseling, and so on to help them assume a constructive role in the society. There are a variety of non-institutional options.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Video of NCPCR's Webinar

FOR THE FACILITATOR-

During the session, the participants would be encouraged to watch briefly the recording of the webinar on the topic- Institutionalization should be the last resort, followed by sharing of ideas by the participants.

NCPCR Webinar
Institutionalization should be
the last
resort. <https://youtu.be/Hnnpj9x4q5U>

Session 19B

Non-Institutional Care under the J.J Act, 2015

DURATION- 30 minutes

OBJECTIVES-

The participants will be able to describe the concept of non-institutional care for CNCP.

ABOUT THE SESSION-

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition de-addiction, treatment of diseases, vocational training, skill development, life skill education counseling, and so on to help them assume a constructive role in the society. There are a variety of non-institutional options.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Video of NCPCR's Webinar on Alternative Care

FOR THE FACILITATOR-

The facilitator should try to engage participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic.

Session 20

Minimum Standards of care at Homes under the J.J.Act 2015

DURATION- 60 minutes

OBJECTIVES-

The participants would become aware of the minimum standards to be maintained by all CCIs.

ABOUT THE SESSION-

Sole purpose of any CCI is to ensure rehabilitation and social reintegration of children. It is also the objective of an institution to make the children living in them self-dependent and self-reliant. A minimum standard of care has been stipulated by the Juvenile Justice Act and Rules. The need-based approach and focus on welfare of children are now replaced by a right based approach and focus on development of children respectively.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

Power-point Presentation

RESOURCE MATERIAL-

Handout-8

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator will give the handouts with the statements and ask the participants to write whether these are true or false. Then few randomly selected participants may be asked to share their thoughts.

Write whether True or False

- i) Appropriate education such as supplementary education, special education, bridge courses is right of a child residing in CCI. _____
- ii) Vocational training is not included in the mandatory services provided to children in CCIs. _____
- iii) The CCIs remain open for visits by any person as decided by the Superintendent. _____
- iv) If any objectionable or prohibited article is found in the search conducted after meeting with the visitor, the child will be immediately shifted to another CCI.
- v) The Superintendent of the CCI shall decide the maximum number of children to be admitted to the CCI. _____
- vi) In case of Child Care Institutions housing girls, only female Person-in charge and staff shall be appointed. _____
- vii) Every CCI must have a provision for providing or arranging for regular counselling of every child and ensure specific mental health interventions for those in need of such services. _____
- viii) Once the child is diagnosed by trained mental health professionals, any other staff of the Home can administer medicine to the child. _____
- ix) Children in CCIs should be able to avail scholarships, grants and schemes and sponsorships just like other children. _____
- x) Cultural event or sports competition shall be held once in a year to showcase talent on days of national festivals. _____

Session 21

Role and responsibilities of Functionaries of Institution (Superintendent, Counsellor etc.)

DURATION- 60 minutes

OBJECTIVES-

To enable the participants to understand and differentiate between the role and responsibilities of different functionaries of CCIs as given under the Juvenile Justice Act, 2015 and Rules, 2016.

ABOUT THE SESSION-

All Child Care Institutions (CCIs) have specific staff, the number of which may vary with the number of inmates. Roles and responsibilities of these functionaries (Superintendent, Social Workers, Probation Officer, Case worker/Child Welfare Officer (CWO) and Counselors) are discussed in the session.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

Power-point Presentation

RESOURCE MATERIAL-

Flip Chart/Board

Power-point Presentation- PPT

ACTIVITY

Ask the participants to imagine that they are in charge of a Child Care Institution. What do they think would be their responsibilities to ensure effective functioning and safety of children? Ask each participant to name one such responsibility and write down on the flipchart/board and discuss before presenting the information through presentation.

FOR THE FACILITATOR-

- It is important that the responses are written for all to see.

- The idea is to let the trainees learn based on their experiences, imagination and prior knowledge. The facilitator should give them the time and opportunity to think, reflect and discuss.
- There are no right or wrong answers in the activity. The facilitator should take all responses positively and add to the responses leading towards the information that this session intends to convey.



**DAY
6**

KEY TAKEAWAY(S)

- *Periodic and comprehensive inspections help in improving the facilities provided for children and ensure children are enjoying their rights.*
- *Interaction with children is an important aspect in inspection of CCIs.*
- *CWCs are mandated to conducted at least two inspections per month of residential facilities for children. Every CCI needs to be inspected in every quarter.*
- *While conducting inspections, the overall requirements for a CCI to function under the JJ Act, 2015 must be examined.*
- *Focused Group Discussions with children in a systemized manner is also important.*

RECAP OF DAY 5

- i) The part-time staff shall include-

- ii) Vocational training is not included in the mandatory services provided to children in CCIs. _____ True or False

- iii) The CCIs remain open for visits by any person as decided by the Superintendent. _____ True or False.

- iv) The counselor/psychologist shall have a minimum of _____ sessions with the child once he/she has been admitted in the reception unit of the CCI.

- v) Whom should the counselling inform in case the child shows symptoms of any psychological ailment/condition?

- vi) Under Rule 91 of the JJ Model Rules, 2016, the NCPCR and SCPCRs are required to review setting up of institutions created under the JJ Act. _____ True or False.

- vii) NCPCR has the mandate to inspect or cause to be inspected any juvenile custodial home, or any other place of residence or institution meant for children. _____ True or False.

Session 22

Inspections of Institutions

DURATION- 90 minutes

OBJECTIVES-

To enable the participants to understand the procedure and other important of inspections and enable them to carry out inspections in an effective manner.

ABOUT THE SESSION-

Conducting inspection of residential facilities for children in need of care and protection and recommending action for improvement in quality of services is one of the responsibilities of CWC. Therefore, the details of carrying out inspection of Child Care Institutions as provided in JJ Act, JJ Rules and Adoption Regulations is important for them to understand.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Activity on MASI Portal

RESOURCE MATERIAL-

Power-point Presentation- PPT

ACTIVITY

Ask the participants to think of what is important to examine while going for an inspection visit to a CCI. Ask each participant to name one such thing/area and write down on the flipchart/board and discuss before presenting the information through presentation.

FOR THE FACILITATOR-

- It is important that the responses are written for all to see.
- The idea is to let the trainees learn based on their experiences, imagination and prior knowledge. The facilitator should give them the time and opportunity to think, reflect and discuss.

- There are no right or wrong answers in the activity. The facilitator should take all responses positively and add to the responses leading towards the information that this session intends to convey.

Session 23

Role and responsibilities of Functionaries under Mission Vatsalya

DURATION- 30 minutes

OBJECTIVES-

To enable the participants, understand and know about their role and responsibilities and that of other functionaries under the Scheme

ABOUT THE SESSION-

Mission Vatsalya Scheme envisages defined institutional arrangement to nurture a robust implementation framework that will be monitored at different levels by the Centre, State, and District. At the State level, there shall be a Committee headed by the Chief Secretary to monitor, review and promote convergence in the implementation of the Scheme. District Magistrate shall be responsible for the implementation of the Mission in the District. Besides there are other functionaries having important role and responsibilities in implementing and monitoring the Scheme.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The facilitator should keep in mind that this a very important topic, hence should try to engage participants during the lecture by encouraging conversations during the presentation such as asking questions while moving to a new topic.

Session 24

Visit to an Observation Home

DURATION- 150 minutes

OBJECTIVES-

- Understanding the reasons for long/short term institutionalization;
- Quality child care and safeguards in place

ABOUT THE SESSION-

Efforts may be made to understand safety & security measures provided in the CCIs including practical issues faced by the CCIs on day to day basis. While comparing standards or issues, relevant provisions of the Law and Rules may be considered.

PEDAGOGY/PEDAGOGICAL TOOLS-

Question/Answer and Discussion

FOR THE FACILITATOR-

- Ensure all required permissions are secured before planning the visit to an Observation Home
- The Home should be intimated well in advance about the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions.
- Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

DAY 7

KEY TAKEAWAY(S)

- Sponsorship should be prioritized for providing support to families for the purpose of restoration of the child to the family or relative or guardian.
- All efforts shall be made to empower the family financially and otherwise to take care of the child satisfactorily.
- Effective follow-up is important for ensuring proper care of child in means of rehabilitation.
- In the recent amendments to the Act and Rules, encouragement has been given to make the reach of sponsorship schemes wider.
- Mission Vatsalya has also been implemented with a prime focus on alternative means of rehabilitation of child including new framework for sponsorship schemes at the State and District level.
- Foster Care is also an important medium of ensuring that child remains in family-based care.
- Difference between Foster care and Group Foster Care has been provided for and a stricter regime has been implemented for setting up group foster care.
- Regulation of such alternative means of rehabilitation simply indicates that encouragement has been given to place child in a family-based setting.
- Provisions for After Care Program for children has also been strengthened.

RECAP OF DAY 6

1. List the members of District Inspection Committee

2. What is FCRA and why it is important for NGOs to register under the Act?

3. Which authority is responsible for maintaining a database of medical and counselling centres and de-addiction centres?

4. CWC with the assistance of DCPU shall conduct periodic and regular mapping of all Child related services at districts for creating a resource directory. _____ True or False

5. Which agency is responsible to coordinate, monitor and develop the work related to non-institutional care including adoption in the state?

Session 25

Role of CWC in Foster Care

DURATION- 60 minutes

OBJECTIVES-

To enable the participants, understand the importance and process of the means of rehabilitation of children such as foster care, sponsorship programmes and aftercare and role of CWC.

ABOUT THE SESSION-

The other means of rehabilitation for children is used only when necessary and that the child receives the most suitable support to meet their individual needs. The important point of this discussion is to focus on those children who are in the continuum between parental care and State care, where little is known of their experiences. This session will discuss the different means of rehabilitation such as foster care, role of CWC, foster care givers, group foster care, selection of foster care, inspections of foster care.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Group Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 26A

Role of CWC in Sponsorship Programme

DURATION- 60 minutes

OBJECTIVES-

To enable the participants, understand the importance and process of the means of rehabilitation of children such as foster care, sponsorship programmes and aftercare and role of CWC.

ABOUT THE SESSION-

The other means of rehabilitation for children is used only when necessary and that the child receives the most suitable support to meet their individual needs. The important point of this discussion is to focus on those children who are in the continuum between parental care and State care, where little is known of their experiences. This session will discuss the sponsorship programme as another means of rehabilitation, role of CWC, identification of sponsorship programme, linking CNCP under sponsorship.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Group Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 26B

Role of CWC in Aftercare

DURATION- 30 minutes

OBJECTIVES-

To enable the participants, understand the importance and process of the means of rehabilitation of children such as foster care, sponsorship programmes and aftercare and role of CWC.

ABOUT THE SESSION-

The other means of rehabilitation for children is used only when necessary and that the child receives the most suitable support to meet their individual needs. The important point of this discussion is to focus on those children who are in the continuum between parental care and State care, where little is known of their experiences. This session will discuss the aftercare programme as another means of rehabilitation and role of CWC.

PEDAGOGY/PEDAGOGICAL TOOLS-

Power-point Presentation

Group Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 27

Adoption

SAA-CCI linkage

DURATION- 45 minutes

OBJECTIVES-

To enable the participants, understand and recall features of adoption under the JJ Act and Rules and Adoption Regulations.

ABOUT THE SESSION-

Adoption process has evolved over the years and it has undergone many legal and policy level changes, such as responsibilities of the institutions such as Central Adoption Resource Authority (CARA) at Centre level and similar agencies at State level. CARA functions as a nodal body for adoption of Indian children, and it is mandated to regulate in-country and inter-country adoptions. Understanding the rules and regulation for adoption laid down by the JJ Act and Rules is the key for successful adoption placement. Unlike old times, adoption cases are recorded and passed through various agencies and authorities. All the rights, privileges and responsibilities of a child post adoption are similar to that in case of a biological child.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 28

Visit to Juvenile Justice Board (JJB)

DURATION- 150 minutes

OBJECTIVES-

- Understanding the functioning of JJBs

ABOUT THE SESSION-

JJBs have an important role for children in conflict with law (CICL) under the Juvenile Justice Act. Since, CWC and JJBs are two important institutions under the Act, a visit to JJB and interaction with the Board members will give insight on the working of the Board and points of convergence of the Board and CWC.

PEDAGOGY/PEDAGOGICAL TOOLS-

Question/Answer and Discussion

FOR THE FACILITATOR-

- Ensure all required appointments and permissions are secured before planning the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions.
- Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.



**DAY
8**

KEY TAKEAWAY(S)

- **All the rights, privileges and responsibilities post adoption are similar to that in case of a biological child.**
- **Adoption of children can be undertaken under Hindu Adoption Maintenance Act, 1956 and Juvenile Justice (Care & Protection of Children) Act, 2015**
- **All efforts should be made for tracing the parents or guardians of the child and the Committee declare the child legally free for adoption if it is established that the child is either an orphan having no one to take care, or abandoned,**

RECAP OF DAY 7

1. What is the maximum age of child for placing in Specialized Adoption Agency (SAA)? _____ years
2. Who will facilitate the linkage of Child Care Institution with Specialised Adoption Agency? DCPU or CWC? _____
3. Where will the Specialised Adoption Agency file the adoption application in case the child is from a Child Care Institution which is located in another district?
4. _____ shall be the nodal authority for implementing the foster care programme in a district.
5. Sponsorship assistance will be reviewed and suspended, if the school going child is found to be irregular without any genuine reason for more than _____ days in school attendance except in case of children with special needs.
6. What is the composition of Sponsorship and Foster Care Approval Committee?

Session 29
Procedure of declaring a child legally free
for adoption (LFA) under the JJ Act, 2015

DURATION- 30 minutes

OBJECTIVES-

To enable the participants to understand the process of declaring a child legally free for adoption.

ABOUT THE SESSION-

Taking forward from the previous session, this session will focus on the procedures to declare a child legally free for adoption under the JJ Act and Rules and Adoption regulations.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 30

Procedures for In-country & Inter-country Adoption under the J.J Act, 2015

DURATION- 90 minutes

OBJECTIVES-

To enable the participants to understand the nuances of adoption within country and outside country.

ABOUT THE SESSION-

Taking forward from the previous session, this session will focus on the procedures for in-country and inter-country adoption under the JJ Act and Rules and Adoption regulations. The process varies greatly because it is governed jointly by the laws of the countries where the adoptive parents and the child reside.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to make the presentation interactive.

Session 31

Visit to Specialised Adoption Agency (SAA)

DURATION- 150 minutes

OBJECTIVES-

- Understanding the functioning of Specialised Adoption Agency (SAA)
- Discussing the challenges faced during the adoption process.

ABOUT THE SESSION-

Efforts may be made to understand the day-to-day functioning of including practical issues faced by the adoption agency on regular basis. While comparing standards or issues, relevant provisions of the Law and Rules may be considered.

PEDAGOGY/PEDAGOGICAL TOOLS-

Question/Answer and Discussion

FOR THE FACILITATOR-

- Ensure all required permissions and appointment is secured before planning the visit to SAA.
- The agency should be intimated well in advance about the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions.
- Make sure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

KEY TAKEAWAY(S)

- *All efforts shall be made to keep siblings together in foster families, unless it is in their best interest not to be kept together.*
- *CWC is the authority that passes orders for placing the child in fir facility or with a fit person after due verification of credentials.*
- *After production of the child before CWC, the CWC passes directions for preparation of the Social Investigation Report.*
- *The SIR must be prepared after due inquiry- interview with the child, family, friends, school teachers etc., visit to the native place of the child/home of the child and assessment of prevailing issues for the child must be done.*
- *Recommendations given in the SIR of the child by the assessor is key to understand the needs of the child.*
- *Similarly, ICP of the child is like a document which decides the services given to the child in present and to be given in the future. ICP is the most important document to ensure suitable rehabilitation of the child.*
- *Keeping in view of the importance of ICP, in the new amendments to the JJ act and Rules, ICP for children have to be made in non-institutional care as well.*

RECAP OF DAY 8

1. Relationship of the child is severed legally from his/her biological parents upon adoption. _____ True or False

2. List out the difference in adoption under HAMA and JJ Act, 2015.

3. A child is to be produced before CWC within 48 hours along with the report about the facts and circumstances in which the child found. _____ True or False

4. Child's particulars must be entered in the designated Portal for missing and found children by the SAA or CCI concerned. _____ True or False

5. CWC shall issue an order declaring the child legally free for adoption after the expiry of 90 days from the date of surrender. _____ True or False

6. What is CARINGS?

Session 32

Documentations under JJ Act & Mission Vatsalya

DURATION- 60 minutes

OBJECTIVES-

Participants will understand the need and importance of documentation under JJ Act & Mission Vatsalya

ABOUT THE SESSION-

Documentation is an important aspect of functioning of CCIs. These are also important for ensuring that CCIs are functioning effectively and information pertaining to children is well-recorded and is safe. All documents and records needs to be kept updated and produced whenever required under the JJ Act and Rules.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Blank Forms

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 33

Individual Care Plan for Children

DURATION- 60 minutes

OBJECTIVES-

ABOUT THE SESSION-

CWC has the responsibility of directing the Child Welfare Officers or probation officers or District Child Protection Unit or non-governmental organisations to conduct social investigation and submit a report before the Committee. Thereafter, the process of rehabilitation and social integration of children under this Act shall be undertaken, based on the individual care plan of the child. ICP has to be prepared both in institutional care and non-institutional care setting. The main features of ICP are as follows-

- i) This document act as a rehabilitation tool for the child.
- ii) ICP is a document which incorporates each and every need of the child, therefore, helps in deciding the future course of rehabilitation for the child.
- iii) ICP has to be revised in every 15 days, so as to incorporate the progress being made by the child after the required assistance and services has been provided to the child.
- iv) Through ICP, any financial assistance, linkages with schemes and policies made for children can be established and given.
- v) ICP should be prepared in a manner to comprehensively incorporate all aspects of rehabilitation for the child.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity and discussion

RESOURCE MATERIAL-

ICP blank forms

ACTIVITY

Divide the trainees into group of 4-5 participants in each group. The facilitator will distribute a case of a child in need of care and protection and ask the participants to fill up the forms based on the information.

FOR THE FACILITATOR-

- The activity is to be done after the information about ICP is provided to the participants.
- Encourage the participants to ask questions in case of any doubt while filling the forms.
- Facilitator should manage the time such that at least three different cases and forms can be discussed at the end of the session.

Session 34

Social Investigation Report for Children

DURATION- 60 minutes

OBJECTIVES-

ABOUT THE SESSION-

CWC has the responsibility of directing the Child Welfare Officers or probation officers or District Child Protection Unit or non-governmental organisations to conduct social investigation and submit a report before the Committee. Thereafter, the process of rehabilitation and social integration of children under this Act shall be undertaken, based on the individual care plan of the child. SIR is the detailed report that gives out the background of the child, present circumstances of the child, past behavior and socio-economic environment of the child. SIR is the first step, to suitably rehabilitate and understand the needs of the child, SIR should be prepared by assessor after a thorough inquiry including physical site visits and interviews with the persons associated with the child.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity and discussion

RESOURCE MATERIAL-

SIR blank forms

ACTIVITY

Divide the trainees into group of 4-5 participants in each group. The facilitator will distribute a case of a child in need of care and protection and ask the participants to fill up the forms based on the information.

FOR THE FACILITATOR-

- The activity is to be done after the information about SIR is provided to the participants.
- Encourage the participants to ask questions in case of any doubt while filling the forms.
- Facilitator should manage the time such that at least three different cases and forms can be discussed at the end of the session.

Session 35

Order, Notice Writing and Maintenance of Records & Registers

DURATION- 45 minutes

OBJECTIVES-

The participants will be able to understand the importance of documentation and would be able to write notices, fill up required forms and maintain records in a correct and effective manner.

ABOUT THE SESSION-

The session shall deal with two important issues of writing orders, notices, maintaining records and registers. These are important pillars of an effective juvenile justice system. Participants will understand the importance of a child friendly environment. Under Section 27 of the JJ Act, 2015, CWC has been established as a Bench of Magistrate. However, the nature of functioning of a CWC is associated with children. The CWCs have to ensure that while passing orders and notices for the child, the rehabilitation and best interest of the child are paramount.

In day to day working of the CWC, the filing and documentation work of CWCs is also important to know, as the CWC under the JJ Rules, 2016 has been given a responsibility of reporting about the cases dealt by it to the District Magistrate. The records of the children and case files are also subject to scrutiny by the District Magistrate and State Government. Efficient record management and data maintenance is essential to the functioning of CWCs.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion and activity

RESOURCE MATERIAL-

Power-point Presentation- PPT

Forms - Form 46 of the JJ Rules, 2016

FOR THE FACILITATOR-

- The facilitator would distribute the forms before commencing with the session. It will be beneficial for the learning if participants have with

them the copy of forms about which the facilitator is explaining in the session.

This session is followed by visit to a Children Home. Ask the participants to carry the blank forms (Form 46 of the JJ Rules, 2016) with them to the Home.

Session 36

Visit to a Children's Home

DURATION- 150 minutes

OBJECTIVES-

- Understanding the reasons for long/short term institutionalization;
- Quality child care and safeguards in place

ABOUT THE SESSION-

Efforts may be made to understand safety & security measures provided in the CCIs including practical issues faced by the CCIs on day to day basis. While comparing standards or issues, relevant provisions of the Law and Rules may be considered.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity

Question/Answer and Discussion

ACTIVITY

Each participant will fill up at least one form during the visit.

FOR THE FACILITATOR-

- Ensure all required permissions are secured before planning the visit to a Children's Home
- The Home should be intimated well in advance about the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions.
- Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

KEY TAKEAWAY(S)

- *A child shall be placed in institutional care as a step of last resort after making a reasonable inquiry.*
- *The process of rehabilitation and social integration of children to be undertaken, based on the individual care plan of the child, preferably through family-based care such as by restoration to family or guardian.*
- *Reporting of sexual abuse of a child is mandatory.*
- *Sexual abuse victims are the most vulnerable and need both psycho-social support and legal support from the child protection system.*
- *A CSA, when produced before CWC, should be rehabilitated in a suitable manner. The CSA victim would be entitled to compensation, which should be facilitated by the CWC.*
- *CWC should direct the DCPU to facilitate legal and psychological assistance to be given to the child.*
- *While making ICP of POCSO victims, the trauma caused to the child and compensation should be incorporated.*
- *Baal Swaraj-POCSO portal of NCPCR has been developed for tracking and monitoring of rehabilitation of POCSO victims*
- *SIR and ICP should be sent to DLSA for purposes of filing compensation application for the POCSO victim.*

Recap of Day 9

1. Whenever the Committee orders a child to be kept in an institution, it shall forward to the _____ of such institution, copy of the order of short-term placement pending inquiry with particulars of the Child Care Institution and parents or guardian and previous record.

2. A copy of such order shall also be forwarded to the _____.

3. The Committee shall pass the final order for placing the child in Foster Care, specifying the period for which the child is place in foster care. _____ Correct or Incorrect.

4. The feedback given by the child is a part of case file maintained in the Child Care Institution. _____ Yes or No.

5. What are the prohibited items not allowed to be taken inside a CCI?

Session 37

Restoration and Rehabilitation of CNCP

DURATION- 45 minutes

OBJECTIVES-

During the session, the participants would understand in detail about rehabilitation process for children in need of care and protection.

ABOUT THE SESSION-

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition de-addiction, treatment of diseases, vocational training, skill development, life skill education counseling, and so on to help them assume a constructive role in the society. There are a variety of non-institutional options.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Protocols for Restoration and Rehabilitation of children in need of care and protection (NCPCR, 2022)

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 38

Legislations Concerning Protection of Children including online protection: An Overview

DURATION- 30 minutes

OBJECTIVES-

At the end of the session, participants would be aware of different legislations for protection of children in the country

ABOUT THE SESSION-

The Constitution of India guarantees children's rights under different Articles. Article 21-A guarantees the right to free and compulsory elementary education for all children in the age group 6-14 years. Article 24 (a) secures the right to be protected from any hazardous employment until 14 years. To enact the rights several Acts have been implemented such as Right of Children to Free and Compulsory Education Act, 2009, Child & Adolescent Labour Prohibition & Regulation Act, 1986.

Further children have equal rights as all other adult citizens of India. Few among them are Right to Equality (Article 14), Right to Personal Liberty and the process of law (Article 21), Right to being protected from being trafficked and forced into bonded labour (Article 23) etc. Child protection laws in India are framed in line with Constitutional provisions for safeguarding child rights. In addition to the child protection laws, there are several criminal laws which give protection to children. These include the Indian Penal Code, 1860, Indian Evidence Act, 1872, Information Technology Act, 2000 and Criminal Procedure Code, 1973.

PEDAGOGY/PEDAGOGICAL TOOLS-

Brain storming

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

- The session may be started by asking the participants to think of the situations where a child is vulnerable or where there is risk to safety of children.
- The session intends to provide basic knowledge and understanding of different Acts regarding child rights in the country. Hence, the facilitator should avoid getting into details of the Acts/Laws and should restrict this session only to give a broad understanding of the topic.
- During the session, the participants would be encouraged to watch briefly the recording of NCPCR's Webinar on the topic 'New Age Cyber Crime and Online Protection of Children: Challenges and Solutions.'

NCPCR Webinar on New Age Cyber Crime and
Online Protection of Children: Challenges and
Solutions

<https://youtu.be/llEg11RtH4>

Session 39

Salient features of Protection of Children from Sexual Offences Amendment Act (POCSO, 2019)

DURATION- 45 minutes

OBJECTIVES-

To enable the participants to understand different provisions of POCSO Amendment Act, 2019

ABOUT THE SESSION-

The Government accords highest priority to ensure safety and security of children and has undertaken various interventions in this regard. To safeguard children against sexual abuse and sexual harassment, Government has enacted Protection of Children from Sexual Offences (POCSO) Act, 2012. The Act defines a child as any person below the age of 18 years. There would be situations where a child is a CNCP and also a victim of sexual abuse. The CWC needs to understand the provisions of the Act.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity

Situational analysis and Discussion

RESOURCE MATERIAL-

Handout-8

Videos

Power-point Presentation- PPT

FOR THE FACILITATOR-

- The session may be started by asking the participants to think of the situations where a child is vulnerable or where there is risk to safety of children.
- The session intends to provide basic knowledge and understanding of different Acts regarding child rights in the country. Hence, the facilitator

should avoid getting into details of the Acts/Laws and should restrict this session only to give a broad understanding of the topic.

- During the session, the participants would be encouraged to watch KOMAL” - a short film on Good Touch and Bad Touch by MWCD. Also, they may later watch the recording of NCPCR’s Webinar on the topic ‘New Age Cyber Crime and Online Protection of Children: Challenges and Solutions.’

KOMAL - a short film on Good Touch and Bad Touch

<https://youtu.be/CwzoUnj0Cxc>

POCSO e-box | NCPCR public awareness campaign

<https://youtu.be/WlllOGnteFQ>

HANDOUT-8

Situation

Mahesh is a school student. One day his teacher asked him to stay back for extra classes after school. When Mahesh reached the teacher’s room, the teacher tried to touch him inappropriately which he did not like. He went home and complained to his mother. The next day his mother went to school and discussed the matter with the Principal. However, the Principal did not take any action even two months after the incident. Mahesh do not want to go to the school and his behaviour has also changed. Mahesh’s parents are not aware of the legal remedies in such a situation wants to know what to do so that it doesn’t happen to anyone else.

Answer the following-

- i. What action can parents take?

ii. Who is/are the perpetrators in this situation and why?

iii. Name the Officials/Functionaries that have a role in this case?

Session 40

Role of CWC while dealing with POCSO victims

DURATION- 60 minutes

OBJECTIVES-

To enable the participants to understand their role while dealing with victims of sexual abuse under the POCSO Act, 2012.

ABOUT THE SESSION-

As studied earlier, Government has enacted Protection of Children from Sexual Offences (POCSO) Act, 2012 to safeguard children against sexual abuse and sexual harassment. There would be situations where a child is a CNCP and also a victim of sexual abuse. The CWC should be aware of their role in dealing with such victims as per the provisions of the Act. In cases of child sexual abuse, CWCs have to ensure the following-

- i) Immediate assistance in terms of counselling, medical, shelter etc. should be given to the victim child.
- ii) Statement of the child should be recorded by CWC.
- iii) CWC should ensure registration of FIR in the victim's case through the DCPU
- iv) CWC should direct the DCPU to facilitate filing of application of compensation in the victim's case through DLSAs
- v) CWC should follow the procedure as laid down under the POCSO Act, 2012
- vi) It is important to understand that while the case of the victim child would be investigated and tried as per POCSO Act, 2012. The rehabilitation of the child will be done as per provisions of the JJ Act, 2015.

Police investigation process is different from inquiry of CWC. Both will run simultaneously.

PEDAGOGY/PEDAGOGICAL TOOLS-

Case Studies related to POCSO Cases

Role-play

RESOURCE MATERIAL-

Power-point Presentation- PPT

NCPCR's POCSO Tracking portal-

<https://ncpcr.gov.in/baalswaraj/login?c=POCSO>

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 41

Visit to or Interaction with District Legal Services Authority (DLSA)

DURATION- 120 minutes

OBJECTIVES-

- Understanding the functioning of District Legal Services Authority (DLSA) and their role in child right protection.

ABOUT THE SESSION-

National Legal Services Authority (NALSA) was constituted under the Legal Services Authorities Act, 1987 to provide free Legal Services to the weaker sections of the society. In every State, State Legal Services Authority has been constituted to give effect to the policies and directions of the NALSA. In every District, District Legal Services Authority has been constituted to implement Legal Services Programmes in the District. The District Legal Services Authority is situated in the District Courts Complex in every District and chaired by the District Judge of the respective district.

PEDAGOGY/PEDAGOGICAL TOOLS-

Question/Answer and Discussion

FOR THE FACILITATOR-

- Ensure prior appointment is taken before planning the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions.
- Information about compensation process followed for POCSO victims should be asked.
- Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

KEY TAKEAWAY(S)

- *Victim child of online abuse is also a CNCP and counselling of such children is mandatory.*
- *With the growing use of technology and tech devices in the society and by the children, the vulnerability of children online has also increased.*
- *Sensitization and awareness for protecting children from online abuse and exploitation is important.*
- *The perpetrators have now abolished the conventional methods of committing crimes and rather have resorted to committing crimes against children through online platforms. One such example is that of- online to offline trafficking of children. Luring children online by offenders is a common growing problem.*
- *Lack of strict law enforcement measures especially for social media platforms has given a safe harbour to the offenders. Which is why rehabilitation of children who are victims of online offences is equally important.*
- *Rehabilitation of children who are victims of online offences can only be done when the nature of activities that can be considered as offences in online domain are understood.*
- *It is essential to get FIR registered and ensure prosecution in cases of online abuse.*
- *Children who stay on the streets in the day and are back home in the night with their families residing in a nearby slum/hutments are also Children in Street Situation (CiSS).*
- *Policy for rehabilitation of CiSS is important to be followed and implemented so that rehabilitation of CiSS can be done.*

Recap of Day 10

1. Any child who leaves a Child Care Institution may be provided after care till the age of twenty-one years on the order of the Committee or the Board or the Children's Court. _____ True or False.

2. What is the main objective of Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Act 2000?

3. The Right to Free and Compulsory Education Act prohibits a School from holding back a child in any class or expelling a child from School till the completion of elementary education. . _____ True or False.

4. On receiving the report of a child victim of sexual offences from the SJPU/Police the CWC must determine, within _____ days, whether or not the child must be removed from his family or household and placed in a Children's Home under the JJ Act, 2015.

5. What are the circumstances where the child victim of sexual offences needs care and protection?

Session 42

Who are children in street situations (CiSS)?

DURATION- 60 minutes

OBJECTIVES-

At the end of the session, the participants would be able to recall the meaning of children in street situations.

ABOUT THE SESSION-

Despite the enactment of several progressive social acts, schemes and programmes, children living in street situations has been a reality because of lack of collective and concerted efforts by the civil society organizations, law enforcement agencies, juvenile justice authorities and concerned departments, and also due to lack of convergence and application of laws pertaining to children. However, with strong determination and application of all available means, the situation of children living in street situations can be elevated and addressed.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

RESOURCE MATERIAL-

- Power-point Presentation- PPT
- Standard Operating Procedure for Care and Protection of Children in Street Situation (NCPCR, 2020). (Available at-

https://ncpcr.gov.in/uploads/165599612362b47edb3ce47_Standard%20Operating%20Procedure%20for%20Care%20and%20Protection%20of%20Children%20in%20Street%20Situations%202020.pdf

- Rehabilitation Policy for Children in Street Situation (NCPCR, 2022)

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to make the presentation interactive.

Session 43

How to deal with CiSS in different circumstances

DURATION- 60 minutes

OBJECTIVES-

At the end of the session, the participants would be able to understand the process of dealing with children in street situations.

ABOUT THE SESSION-

Problems faced by CiSS are “multidimensional” and complex, and thus provide no simple answers. Therefore, it is important to create a convergence of the various functionaries, institutions/agencies and the multifarious Government schemes and policies, for a more holistic approach in providing care, protection and rehabilitation of CiSS. In addition, provisions provided under different acts and institutional mechanisms, and social interventions and schematic benefits, should also be looked into in developing an operating procedure to address the core issues and reasons the children are in a street situation.

PEDAGOGY/PEDAGOGICAL TOOLS-

Brain-storming and lecture

RESOURCE MATERIAL-

- Power-point Presentation- PPT
- Standard Operating Procedure for Care and Protection of Children in Street Situation (NCPCR, 2020). (Available at- https://ncpcr.gov.in/uploads/165599612362b47edb3ce47_Standard%20Operating%20Procedure%20for%20Care%20and%20Protection%20of%20Children%20in%20Street%20Situations%202020.pdf)
- Rehabilitation Policy for Children in Street Situation (NCPCR, 2022)
- NCPCR's Baal Swaraj CiSS Portal- <https://ncpcr.gov.in/baalswaraj/login?c=CiSS>
- NCPCR's Baal Swaraj Citizen Portal- <https://ncpcr.gov.in/baalswaraj/citizenportal>
- CiSS (SOP for Street Children) <https://youtu.be/IDIR-qGELpk>

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 44

Roles and functions of CWC and other stakeholders in rehabilitation of CiSS

DURATION- 30 minutes

OBJECTIVES-

At the end of the session, the participants would be able to understand their roles and functions and other stakeholders in rehabilitation of children in street situations (CiSS).

ABOUT THE SESSION-

Child is a part of the family and family is a unit in itself. In other words, in India, family lives and moves as a unit and so do the children in the family. Therefore, many families and communities that migrate to the cities in search of jobs and means of livelihood land up on the streets and start living on the street itself. Another category of family-based CiSS is the children from nearby slums, who spend considerable amount of time on the streets just loitering, selling goods or begging. Therefore, while addressing the issues of children in street situations, a comprehensive package of interventions must be carried out with their families as well. This is keeping in view the best interests of the child.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

- Power-point Presentation- PPT
- Standard Operating Procedure for Care and Protection of Children in Street Situation (NCPCR, 2020). (Available at-

https://ncpcr.gov.in/uploads/165599612362b47edb3ce47_Standard%20Operating%20Procedure%20for%20Care%20and%20Protection%20of%20Children%20in%20Street%20Situations%202020.pdf

- Rehabilitation Policy for Children in Street Situation (NCPCR, 2022)
- SoP on Implementation of Section 12(1)(c) of the RTE ACT, 2009 (NCPCR, 2020-21) (Available at

[https://ncpcr.gov.in/uploads/165599572062b47d48d80d2_Standard%20Operating%20Procedures\(SOP\)%20for%20Implementation%20of%20Section%2012\(1\)\(c\)%20of%20the%20RTE%20ACT,%202009-%20Model%20Procedures%20for%20Effective%20Implementation.pdf](https://ncpcr.gov.in/uploads/165599572062b47d48d80d2_Standard%20Operating%20Procedures(SOP)%20for%20Implementation%20of%20Section%2012(1)(c)%20of%20the%20RTE%20ACT,%202009-%20Model%20Procedures%20for%20Effective%20Implementation.pdf)

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 45

Online protection of children- Discussion on IT Act, POCSO Act etc.

DURATION- 60 minutes

OBJECTIVES-

The participants would be able to understand the issue of online safety and provisions under the IT Act, 2000 and POCSO Act, 2012.

ABOUT THE SESSION-

Cybercrimes are offences that may be committed against individuals or companies or institutions by use of computers, internet or mobile technology. These offences can be committed by cybercriminals by using platforms like social networking sites, emails, chatrooms, websites etc. to attack its victims and are not just limited to adults, but also children can be prey to the offence. Cyber security has been considered as one of the most urgent security problems for children.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Guidelines on Cyber Safety (NCPCR, 2020-21) (Available at

https://ncpcr.gov.in/uploads/16613369326305fd6444e1b_Cyber%20Safety%20Guidline.pdf)

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

DAY 12

KEY TAKEAWAY(S)

- *Any decision regarding the child affected by the marriage must be determined by the principle of best interest of the Child.*
- *Need to understand the Nexus between POCSO Act and Prohibition of Child Marriage Act.*
- *CWC is not conferred with a power to give the custody of the child in cases of marital disputes.*
- *Child Labour and Bonded Labour victims have to be suitably rehabilitated.*
- *For rehabilitation of children who are victims of child labour and/or bonded labour, convergence between different CWCs and different departments is essential. Understanding of the role of CWCs in cases of child labour and bonded labour is most crucial to ensure rights of such a child victim.*

Recap of Day 11

1. What is the role of CWC-
 - a. Where child is found to be in contravention of labour laws/or is found working

- b. Where the child is found to be begging on the streets.

2. What are the Immediate services to be provided to the child after rescue from street situation?

3. What are the 11 categories of CiSS identified for various interventions?

4. Use of child for pornographic purposes is an offence under POCSO Act? _____ Yes or No

Session 46

What is child labour and different situations pertaining to child labour?

DURATION- 60 minutes

OBJECTIVES-

To develop an understating of the meaning of term child labour and different situations pertaining to child labour

ABOUT THE SESSION-

The Government is pursuing multipronged strategy to eliminate child labour and has taken comprehensive measures which include legislative measures, rehabilitation strategy, providing right of free education to eliminate the incidence of the child labour. As per Crime in India, 2020 a publication of National Crime Records Bureau, 464, 772 and 476 number of cases were registered during calendar year 2018, 2019 and 2020 respectively under Child and Adolescent Labour (Prohibition and Regulation) Act, 1986 in the country.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

Fact Finding Report on E-Waste and Child Labour

<https://youtu.be/YRSjk25JiP4>

RESOURCE MATERIAL-

Power-point Presentation- PPT

Standard Operating Procedure for Rescue and Post-Rescue of Child Labour (NCPCR, 2022). (Available at

[https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20\(%20801%20KB\)New%20Content.pdf](https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20(%20801%20KB)New%20Content.pdf))

Video

FOR THE FACILITATOR-

- During the session, the participants would be encouraged to watch a video report of a Fact-finding exercise on E-Waste and Child Labour.

- The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 47

Functions of CWC specific to Child Labour

DURATION- 30 minutes

OBJECTIVES-

To develop an understating about the role of CWC in cases of child labour.

ABOUT THE SESSION-

As per the definition of CNCP under the JJ Act, 2015, a child who is found working in contravention of labour laws for the time being in force also comes under the category of CNCP and hence all the provisions of JJ Act applies to child labour. Therefore, the CWC should be aware of its role and functions specifically in the case of child labour. CWCs in cases of child labour and bonded labour have to conduct inquiry in a holistic and thorough manner which would include-

- (i) Inquire into the employment details of the child, duration of employment of the child, amount of minimum wages received and due. A document may be made with these details.
- (ii) Record statement of the child to assess whether the child is child labour or bonded labour.
- (iii) FIR on the perpetrators and employers of the child for violations of Child Labour Act, 1986, Juvenile Justice Act, 2015 and Indian PenalCode,1860 shall be lodged based on the statement of the child given before the Child Welfare Committee.

In cases where child belongs to a different district, convergence between CWCs and different departments of the State/UT need to be understood.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Standard Operating Procedure for Rescue and Post-Rescue of Child Labour (NCPCR, 2022). (Available at

[https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20\(%20801%20KB\)New%20Content.pdf](https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20(%20801%20KB)New%20Content.pdf))

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 48

Functions of CWC specific to Bonded Labour

DURATION- 30 minutes

OBJECTIVES-

To develop an understanding about the role of CWC in cases of children in bonded labour.

ABOUT THE SESSION-

As per the definition of CNCP under the JJ Act, 2015, a child who is found working in contravention of labour laws for the time being in force also comes under the category of CNCP and hence all the provisions of JJ Act applies to child labour. Therefore, the CWC should be aware of its role and functions specifically in the case of children in bonded labour.

PEDAGOGY/PEDAGOGICAL TOOLS-

Question-Answer and Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Standard Operating Procedure for Rescue and Post-Rescue of Child Labour (NCPCR, 2022). (Available at

[https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20\(,%20801%20KB\)New%20Content.pdf](https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20(,%20801%20KB)New%20Content.pdf))

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session- 49

Procedure of lodging FIR for child labour and children under bonded labour

DURATION- 30 minutes

OBJECTIVES-

To develop an understating about the procedure of lodging FIR for child labour and children under bonded labour

ABOUT THE SESSION-

As per the definition of CNCP under the JJ Act, 2015, a child who is found working in contravention of labour laws for the time being in force also comes under the category of CNCP and hence all the provisions of JJ Act applies to child labour. Therefore, the CWC should be aware of its role and functions specifically in the case of children in bonded labour.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Standard Operating Procedure for Rescue and Post-Rescue of Child Labour (NCPCR, 2022). (Available at

[https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20\(,%20801%20KB\)New%20Content.pdf](https://ncpcr.gov.in/uploads/165599541662b47c180d283_Draft%20Standard%20Operating%20Procedure%20for%20Rescue%20and%20Post%20Rescue%20of%20Child%20Labour%20-10.06.2022%20(,%20801%20KB)New%20Content.pdf))

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session- 50

Role of CWC in providing compensation, special relief and legal aid assistance to victims of child sexual abuse

DURATION- 30 minutes

OBJECTIVES-

To develop an understating about the role of CWC in providing compensation, special relief and legal aid assistance to victims of child sexual abuse

ABOUT THE SESSION-

This session will discuss in details about the provisions under the POCSO Act, 2012 for payment of compensation to a child victim, role of CWCs in recommending special relief and legal aid assistance to victims of child sexual abuse.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-Discussion

RESOURCE MATERIAL-

- Power-point Presentation- PPT
- NCPCR's POCSO Tracking Portal-
<https://ncpcr.gov.in/baalswaraj/login?c=POCSO>
- POCSO Tracking Portal tutorial
[https://ncpcrin-my.sharepoint.com/:v:/g/personal/it_ncpcrin_onmicrosoft_com/ETe6P1DWcwhFpkDzC4SR6L8BFVtiz4\\$pxZdlhwwSU6hCng?e=LdcU6g](https://ncpcrin-my.sharepoint.com/:v:/g/personal/it_ncpcrin_onmicrosoft_com/ETe6P1DWcwhFpkDzC4SR6L8BFVtiz4$pxZdlhwwSU6hCng?e=LdcU6g)

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 51
Role of CWC w.r.t Children rescued from
trafficking, Child marriage and other victims of
offences

DURATION- 60 minutes

OBJECTIVES-

To develop an understanding about the role of CWC in cases of children rescued from trafficking, child marriage and other offences. The participants would understand the nexus between POCSO Act and Prohibition of Child Marriage Act.

ABOUT THE SESSION-

The Constitution of India guarantees children's rights under different Articles. Article 21-A guarantees the right to free and compulsory elementary education for all children in the age group 6-14 years. Article 24 (a) secures the right to be protected from any hazardous employment until 14 years. To enact the rights several Acts have been implemented such as Right of Children to Free and Compulsory Education Act, 2009, Child & Adolescent Labour Prohibition & Regulation Act, 1986.

PEDAGOGY/PEDAGOGICAL TOOLS-

Brain storming

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 52

Role of CWC w.r.t Children in marital dispute

DURATION- 30 minutes

OBJECTIVES-

To develop an understanding about the role of CWC in cases of children in marital dispute.

ABOUT THE SESSION-

Constitution of India accords the highest priority to children and assures a safe, dignified and a life full of growth opportunity to all children. The system is committed to ensure the welfare and protection of children for their wellbeing and overall development. The cases of children who were taken away by one of the spouses without permission of the other spouse due to marital discord or due to domestic violence, etc. are being reported. Such situation may be adversely affecting the best interest of the children and thereby violating their rights of development and protection.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

**DAY
13**

KEY TAKEAWAY(S)

- *An individual care plan is important for the immediate and long-term rehabilitation of the child*
- *Convergent action by all concerned authorities and service providers is important to counter substance abuse among children.*
- *The juvenile justice system along with benefits under other schemes would help in successful rehabilitation of Children with special needs (children with disabilities).*

Recap of Day 12

1. Who is a child artist?

2. As per Section 14A of the CLPRA, all offences committed under the Act are cognizable offences i.e. that on report of such an offence, FIR has to be lodged mandatorily. _____ True or False?

3. Employing or using any child for the purpose of begging is a punishable offence under which Act?

4. What is Child and Adolescent Labour Rehabilitation Fund?

5. The solemnization of child marriages is a cognizable and non-bailable offence. _____ True or False?

6. The annulment of child marriage can be sought within a period of _____ years after the child who was a party to the marriage has attained majority.

Session 53

Rehabilitation of Children with Special Needs (Divyang/Children with Disabilities)

DURATION- 45 minutes

OBJECTIVES-

To highlight the important aspects with regard to Rehabilitation of Children with Special Needs (Children with Disabilities).

ABOUT THE SESSION-

One of the principles of JJ Act, 2015 is Principle of equality and non-discrimination. It states that there shall be no discrimination against a child on any grounds including disability and equality of access, opportunity and treatment shall be provided to every child. The session will outline some important points that need emphasis while dealing with rehabilitation of Children with Special Needs (Children with Disabilities).

PEDAGOGY/PEDAGOGICAL TOOLS-

Question/Answer and Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

- The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 54

Role of CWC w.r.t Trafficking and Substance abuse among children

DURATION- 60 minutes

OBJECTIVES-

To develop an understanding about the role of CWC in cases of substance abuse among children.

ABOUT THE SESSION-

The well-being of children is a universal aspiration. However, drug and substance abuse among children and adolescents is becoming a global health issue. This is also increasing at an alarming rate in India. Therefore, the issue needs a concerted effort to prevent its spread, as well as provide necessary services, including de-addiction facility, to those who are already afflicted.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

Joint Action Plan on Prevention of Drugs and Substance use among Children and Illicit trafficking

<https://youtu.be/huqyoBQTgtM>

Joint Action Plan on Prevention of Drugs and Substance Abuse among Children and Illicit Trafficking (NCPCR, 2021). (Available at https://ncpcr.gov.in/uploads/165650396962bc3ea1e5141_Joint%20Action%20Plan%20on%20Prevention%20of%20Drugs%20and%20Substance%20Abuse%20among%20Children%20and%20Illicit%20Trafficking%20-2021.pdf)

Preventing Child Trafficking Post-Lock-Down Situation Due to Covid-19 Pandemic (NCPCR, 2020) (Available at

[https://ncpcr.gov.in/uploads/165650623762bc477dee426_Recommendations%20on%20Preventing%20Child%20Trafficking%20Post%20Lock%20down%20due%20to%20COVID-19%20Pandemic%20\(,%203235%20KB\).pdf](https://ncpcr.gov.in/uploads/165650623762bc477dee426_Recommendations%20on%20Preventing%20Child%20Trafficking%20Post%20Lock%20down%20due%20to%20COVID-19%20Pandemic%20(,%203235%20KB).pdf))

FOR THE FACILITATOR-

- During the session, the participants would be encouraged to watch a video Joint Action Plan on Prevention of Drugs and Substance use among Children and Illicit trafficking.
- The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.
- After the session the participants may also watch recording of a webinar on International Day against Drug Abuse and Illicit Trafficking.

Webinar on International Day against Drug Abuse and Illicit Trafficking

<https://youtu.be/MRYgrnF3Z88>

Session 55

Discussion on case studies on matters related to substance abuse among children

DURATION- 45 minutes

OBJECTIVES-

To develop an in depth understanding about the cases of substance abuse among children.

ABOUT THE SESSION-

Substance abuse is a psycho-socio-medical issue that needs to be handled carefully as its solution is not just limited to medical intervention. The concerned individual, his/her family and friends, the society, the government and the legal system, all must work in tandem to tackle the menace.

PEDAGOGY/PEDAGOGICAL TOOLS-

Case Studies and role-play

RESOURCE MATERIAL-

- Power-point Presentation- PPT
- Joint Action Plan on Prevention of Drugs and Substance Abuse among Children and Illicit Trafficking (NCPCR, 2021). (Available at https://ncpcr.gov.in/uploads/165650396962bc3ea1e5141_Joint%20Action%20Plan%20on%20Prevention%20of%20Drugs%20and%20Substance%20Abuse%20among%20Children%20and%20Illicit%20Trafficking%20-2021.pdf)
- Cigarettes and Other Tobacco Products Act, 2003 or COTPA, 2003

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 56

Age Determination of children with case studies

DURATION- 45 minutes

OBJECTIVES-

To participants would understand the importance of age determination in the juvenile justice system.

ABOUT THE SESSION-

Offences related to sexual assault are very serious and if the victim is a minor, his/her consent are statutorily and judicially declared as of no value. Additionally, some statute sexual assault against minor casts a reverse onus of proof on the person who is accused of such offences. In such circumstances, age determination of the victim assumes significance.

PEDAGOGY/PEDAGOGICAL TOOLS-

Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to build make the presentation interactive.

Session 57

Visit to Open Shelter and Fit Facility

DURATION- 150 minutes

OBJECTIVES-

- Understanding the reasons for long/short term institutionalization;
- Quality child care and safeguards in place

ABOUT THE SESSION-

Efforts may be made to understand safety & security measures provided in the CCIs including practical issues faced by the CCIs on day to day basis. While comparing standards or issues, relevant provisions of the Law and Rules may be considered.

PEDAGOGY/PEDAGOGICAL TOOLS-

Online Activity

Question/Answer and Discussion

ACTIVITY

Each participant will fill up inspection form on MASI app during the visit.

FOR THE FACILITATOR-

- Ensure all required permissions are secured before planning the visit to the CCIs and CCI intimated well in advance about the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions. Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

**DAY
14**

KEY TAKEAWAY(S)

- *Online tracking and digital real time monitoring mechanism of children who are in need of care and protection helps to get information about whether the child is being able to get his/her entitlements, benefits and monetary gains where the child is entitled to.*
- *All reports related to the child and considered by the Committee or the Board should be treated as confidential.*
- *Juvenile Justice Fund admitting voluntary donations, contributions or subscriptions by any individual or organization, helps in welfare and rehabilitation of the children.*

Recap of Day 13

1. What according to you are the challenges for Determination of Age under Juvenile Justice Act, 2015?

2. For determining the age of the child, upon reasonable grounds for doubt regarding whether the person brought before it is a child or not, which two documents can be admitted as proof of age?

3. What happens when there is no documentary proof to establish/confirm age of a child?

4. The age recorded by the Committee or the Board to be the age of person so brought before it shall, for the purpose of this Act, be deemed to be the true age of that person. _____ True or False.

5. In case of a child found to be addicted to intoxicating liquor or tobacco products, the child shall be produced before the Committee. _____ True or False.

Session 58

Miscellaneous provisions under the JJ Act, 2015 and Role of other Authorities and Stakeholders

DURATION- 45 minutes

OBJECTIVES-

To give a brief about other important provisions of the JJ Act, 2015 and role of other stakeholders in juvenile justice system.

ABOUT THE SESSION-

In the previous sessions, discussion has been done on various key features of the JJ Act 2015 and Rules providing detailed understanding to the participants about the juvenile justice system. There are other provisions in the Act that support the implementation of the Act.

PEDAGOGY/PEDAGOGICAL TOOLS-

Lecture-cum-discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

The session is to be delivered through power point presentation. The facilitator may ask leading or recall questions to make the presentation interactive.

Session 59

Use of Information-Technology (IT) in Child Protection System and role of CWC

DURATION- 60 minutes

OBJECTIVES-

The session aims at informing the participants about various online platforms available in the child protection system.

ABOUT THE SESSION-

National Commission for Protection of Child Rights (NCPCR), in pursuance to its role of monitoring the implementation of the JJ Act, POCSO Act, and RTE Act has developed various online portals for real time monitoring and the active involvement of authorities at State and District levels. These are Track Child Portal, CARINGS, CCI Registration Portal, MASI, Baal Swaraj portals and production of child through video conferencing.

PEDAGOGY/PEDAGOGICAL TOOLS-

Activity based on Online Portals, discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

- Ensure that all participants have access to the MASI Portal of NCPCR meant for inspection of CCIs.
- The participants will be taken through the working of all the portals.
- Encourage them to ask questions and discuss if any doubt.

Session 60

Visit to Office of District Child Protection Officer (DCPO)

DURATION- 150 minutes

OBJECTIVES-

- Understanding the functioning of office of District Child Protection Officer (DCPO) and role of DCPO

PEDAGOGY/PEDAGOGICAL TOOLS-

Online Activity

Question/Answer and Discussion

ACTIVITY

Each participant will fill up inspection form on MASI app during the visit.

FOR THE FACILITATOR-

- Ensure all required permissions are secured before planning the visit to a Children's Home and the Home is intimated well in advance about the visit.
- Make sure that all the instructions and protocols are followed by the visiting group.
- Encourage the trainees to ask questions. Ensure that all the participants prepare a written one-page note about the visit and observations made. This shall be discussed at the beginning of the next day.

**DAY
15**

KEY TAKEAWAY(S)

- *Child rights is an evolving issue and the wellbeing of children is an important concern in overall development discourse of the nation.*
- *Ensuring all children enjoy their rights is a collective responsibility of all stakeholders including parents.*

Session 61

Panel Discussion/Seminar on Contemporary Issues in Child Rights

DURATION- 60 minutes

OBJECTIVES-

To exchange experiences and knowledge regarding the current issues concerning child rights.

ABOUT THE SESSION-

Every child has the right to survival, development, protection and participation. Yet, around the world, millions of children are denied their rights due to complex issues and circumstances. As this training programme is for the CWC which are one of the most important functionaries in the juvenile justice system of the country, it would be great relevance that a discussion on the current issues of child rights be held where experts and officials from different relevant Departments at the District, State and National level will also be invited.

PEDAGOGY/PEDAGOGICAL TOOLS-

Seminar/Panel Discussion

RESOURCE MATERIAL-

Power-point Presentation- PPT

FOR THE FACILITATOR-

- This time should be utilized to listen to the experts as well as participants sharing their concerns and experiences.
- The discussion should be focused and planned.
- Ensure that all the participants prepare a written one-page note about the discussion. This shall be discussed in the next session.

Session 62

Open house Discussion

DURATION- 30 minutes

OBJECTIVES-

To share ideas and thoughts about the programme as well as share experiences with the group.

ABOUT THE SESSION-

PEDAGOGY/PEDAGOGICAL TOOLS-

Question Answer method

RESOURCE MATERIAL-

Questions

FOR THE FACILITATOR-

- Following questions may be asked to focus the discussion-
 - i) What is the most significant thing you learned from this programme?
 - ii) Has this training programme added new knowledge to what you already knew?
 - iii) Any relevant professional experience that you would like to share?
 - iv) How would you translate this learning into your work?

- Trainer must try and give opportunity to as many participants as possible.
- Ensure that all participants get time to share their thoughts.
- The facilitator needs to demonstrate good listening and paraphrasing skills.

Session 63

Post Training Assessment

DURATION- 60 minutes

OBJECTIVES-

- Self-awareness among the trainees of their own learning.
- To help the facilitators assess the learning.

ABOUT THE SESSION-

The post-training assessment helps in self-evaluation of the participants as compared to their pre-training assessment.

PEDAGOGY/PEDAGOGICAL TOOLS-

- **Quiz-** preferably online as it helps in recording the responses more effectively.
- **Group Discussion-** Make group of 5-6 participants and ask them to discuss among themselves and note down the responses on the space provided in the questionnaire.

RESOURCE MATERIAL FOR THE FACILITATOR-

Quiz - Questionnaire 1

FOR THE FACILITATOR-

1. Ensure that all the participants are well-seated and comfortable before starting the pre-training assessment activities.
2. Out of total 60 minutes, give sufficient time for each activity, leaving few minutes for quick discussion and listening to one response from each group. 15 minutes for Quiz, 20 minutes for the group-work, remaining time for post-group-work discussion.

QUESTIONNAIRE 2

Pre-training Assessment Quiz

- a) Name- _____
- b) Designation- _____ (Chairperson/Member)
- c) District and State- _____
- d) Joined on the designation on- _____ (dd/mm/yyyy)
- e) Contact No.- _____
- f) Email- _____

About the Trainee

1. Have you attended any training courses on Juvenile Justice system and/or your role? _____ (Yes/No)
2. What are your expectations from the training?

3. According to you, what are the three most important concerns related to safety of children today.

4. Have you ever come across a child in need of care and protection?
_____ (Yes/No)
5. How many inspections of Child Care Institutions (CCIs) have you conducted in last one month? _____

Subject Knowledge-

1. Any person under the age of _____ years is defined as a child as per the Juvenile Justice Act 2015?

2. Is it mandatory to form a Child Welfare Committee (CWC) in every district of the State? _____ (Yes/No)

3. A Child Welfare Committee (CWC) if formed under which Act in India?

4. Is a child who is found vulnerable and is likely to be inducted into drug abuse is a child in need of care and protection?

5. The Child Welfare Committee is constituted by which Government as per the Act? _____ (Centre or State or District)

6. Child Welfare Committee has the power equivalent to a Metropolitan Magistrate or Judicial Magistrate of First Class.
True or False or Don't Know? _____

7. How many inspections per month needs to be conducted of residential facilities for children in need of care and protection? _____

8. Corporal punishment of children by any person who is in-charge of or employed in a child care institution is an offence under the Juvenile Justice Act, 2015. True or False or Don't Know? _____

9. If the offence is committed on any child who is disabled as so certified by a medical practitioner, such person shall be liable to twice the penalty provided for such offence.
True or False or Don't Know? _____

10. A child in conflict with law should be produced before the Juvenile Justice Board (JJB) within _____ hours?



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