

# Acronyms and Abbreviations

ANM	Auxiliary Nurse Mid-wife
ASHA	Accredited Social Health Activist
ATI	Administrative Training Institute
AHTU	Anti – Human Trafficking Unit
BDO	Block Development Officer
CDPO	Child Development Project officer
CEDAW	Convention on Elimination of Discrimination against Women
Child Labour Act	The Child Labour (Prohibition and Regulation) Act, 1986
CINI	Child in Need Institute
CPCR Act	Commissions for Protection of Child Rights Act, 2005
CRC	Child Rights Convention
CSR	Child Sex Ratio
CWC	Child Welfare Committee
DCPO	District Child Protection Officer
DISE	District information System for Education
DoPT	Department of Personnel and Training
DM	District Magistrate
DWO	District Welfare Officer
ESCR	International Covenant on Economic Social Cultural Rights
FAQ	Frequently Asked Questions
FC	Foundation Course (at LBSNAA )
HMIS	Health Management Information Systems
HDI	Human development Index
IAS	Indian Administrative Service
ICT	Information and Communication Technology
IFS	Indian Foreign Service
IPS	Indian Police Service
ICDS	Integrated Child Development Scheme
ICPS	Integrated Child Protection Scheme
IMR	Infant Mortality Rate
IPC	Indian Penal Code
JJ Act	The Juvenile Justice (Care & Protection) of Children Act, 2000
JJB	Juvenile Justice Board

LBSNAA	Lal Bahadur Shastri National Academy of Administration, Mussoorie
MDG	Millenium Development Goals
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MoWCD	Ministry of Women and Child Development
NCLP	National Child Labour Project
NCPCR	National Council for Protection of Child Rights
NGC	National Gender Centre, LBSNAA, Mussoorie
NGO	Non Governmental Organization
NHRC	National Human Rights Commission
NRHM	National Rural Health Mission
OT	Officer Trainee
PCMA	The Prohibition of Child Marriage Act, 2006
PCPNDT	The Pre Conception and Pre Natal Diagnostic Techniques (Prohibition of Sex Selection Act) – 1994
PHC	Public Health Centre
POCSO	The Protection of Children from Sexual Offences Act, 2012
PSR	Population Sex Ratio
RBSK	Rashtriya Bal Swasthya Karyakram
RGSEAG	Rajiv Gandhi Scheme for Empowerment of Adolescent Girls - SABLA
RGSEAB	Rajiv Gandhi Scheme for Empowerment of Adolescent Boys - SAKSHAM
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SC	Scheduled Caste
SCPCR	State Commission for Protection of Child Rights
SDM	Sub-Divisional Magistrate
SSA	Sarva Shiksha Abhiyaan
ST	Scheduled Tribe
SVPNPA	Sardar Vallabhbhai Patel National Police Academy, Hyderabad
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children’s Fund
WCD	Women and Child Development Department

### Welcome Address



Bringing warmth to a cold Mussoorie morning, Ranjana Chopra, IAS, Joint Director, LBSNAA and Director, NGC extended a hearty welcome to all the participants. She expressed the hope of bringing out stimulating Modules on Child Rights for the training curriculum of LBSNAA with the cooperation of the House.

She elaborated on how child related issues were missing from the development discourse prevalent in the country. As a result, LBSNAA was given the mandate by **Ministry of Women and Child Development** along with support from **UNICEF**, to fill the vacuum in this arena and design Modules on Child Rights which can be replicated in other training institutes of the country as well.

She added that besides the modules for the regular training programs, the Academy would also draft a standard module for the stand alone workshops of 3-5 days conducted by the National Centres at the Academy.

She elaborated that the present workshop was the first stage in the process of Module design for various courses run by the academy. It would

serve as a brainstorming session on the structure and content of the Modules.

After this, the modules would be drafted in detail with teaching notes and sessional plans. At the second stage, the prepared modules would be presented before experts on child rights. Based on their suggestions, the final draft of the modules would be prepared.

The final stage would result in validation of the modules by their incorporation in the Academy Training Programs. Thereafter, they would serve as a ready reference material for any Faculty member of the Academy taking a session on Child Rights.

### Setting the Context

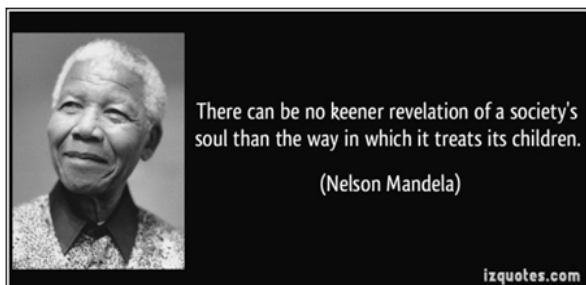


The task of putting the workshop in a proper perspective was ably handled by Dushyant Nariyal, IAS, Joint Director, LBSNAA .

He underscored the absence of a specific sectoral space devoted to child rights issues due to which they continued to be dealt with, within the wide gamut of women's rights and human rights in general.

He added that child rights fall in the social legislation category where often there is a huge gap between passing of a relevant law and its actual effective implementation. This leads to negation of a child's right for long. Children

constitute a silent majority with no franchise rights. Therefore, he concluded by saying that ‘voice of the voiceless’ needs double amplification in society, highlighting the urgency and relevance of these modules.



## Inaugural Address

Kushal Singh, Chairperson, NCPCR delivered the inaugural address which laid the foundation to the task at hand.

She delved into her experience both as a civil servant and a social activist while laying out the roadmap for designing modules on the issue. She began by asserting that a module should cater to the needs and social context of the target audience. Since these modules were going to be used for administrators, they should be made relevant to an officer’s work at the practical level.

She delved into the structure of the module by underlining the need to begin with a theoretical foundation on the concept of child rights. Such an overview would include:

- Principle constitutional provisions on Child Rights in the country
- UN Convention on the Rights of a Child with focus on the following:
  - Delineation of a universally accepted definition of child as an individual between the age of 0-18 years of age

- the principle of ‘best interest of the child’
- Responsibility of enforcement and protection of child rights laid on the government the principle of ‘non-discrimination’

She pointed that the following key child related legislations should be dealt with in detail:

- Child Labour Act
- JJ Act
- NCPCR and SCPCR’s Act
- RTE Act
- POCSO Act

She further added that a discussion should be held on the role of local



bodies in implementation of child rights. Along with this, the officers need to develop an understanding of social attitudes and beliefs going against the spirit of child rights to put the issue in a proper perspective. To achieve this, she emphasized the need to first bring out a report on the ‘Current Status of Indian Children’, to statistically analyze the situation at hand.

## Session - 1

### Inputs for Foundation Course- A Discussion

The Academy Faculty gave a brief outline of the structure of various training programs run by the Academy.

Details in **Annexure 1**

The Director, NGC further elaborated on the various research centres working under the aegis of the Academy. These are:

#### Research Centres of the Academy

- Centre for Rural Studies
- National Gender Centre
- Centre for Disaster Management
- Centre for Cooperative and Rural Development
- National Centre for Sustainable Community Systems
- National Centre for Urban Management
- Total Quality Management Cell

These centres organize Stand Alone training programs and workshops for 3-5 days for in-service officers. She requested the House to design Child Rights modules for these centres as well.

Moving on to the discussion on the Foundation Course, she informed the House that general sessions on Human Rights are taken up during classroom teaching. Also government programs/ legislations like MGNREGS, RTE are

taught from a rights based approach so that the administrator can guarantee services to the public as their entitlements/rights. To add to these inputs, she requested the House to draft a suitable Module on Child Rights for all training courses. Based on the suggestions emanating from the forum, she went on to draw a rough template around the following categories:

- Content of the Module
- Pedagogic Tools
- Resource material/ relevant experts for that course



#### Suggestions

##### Content

The House was unanimous on the point that Child Rights (like Human Rights) should be considered in a holistic way without restricting their purview to specific sectors. It was felt that at the outset, a Rights based perspective to administer Child Rights should be inculcated, as the basic tenet right from

the Foundation Course.

Various other suggestions that came up during the discussion are laid out as under:

- Begin with an overview of Child Rights with details on evolution of specific rights
- Include Constitutional Provisions on Child Rights
- Elucidate on CRC and the two optional protocols
- Bring in Fundamental Rights and Directive Principles with focus on Article 39 and 45
- Find ways and means to include Child Rights in the trek and village visit component- if not possible structurally, follow in spirit
- Include relevant aspects of Child Rights in sessions on Law/Economics/Public Administration/Health etc.
- Focus on areas where the IAS and the IPS will have to work together such as POCSO Act cases
- Differentiate between implementing a scheme and enforcing a right by delineating the functional form of a rights based approach for an administrator
- Analyze the present status of children in India
- Proceed with the objective of bringing 'Children at the Centre of Development' as in the 12th Five Year Plan
- Delve on Role of State with its functions as a service provider, as duty bearer, as enforcement agency

- Include key Acts/legislations like JJ Act, POCSO, RTE
- At the outset, bring focus on the following 4 pillars of Child Rights:
  - Survival
  - Development
  - Participation
  - Protection
- Provide a checklist of parameters and a toolkit for child mapping before the trek/village visit
- Include the National Policy on Children in the curriculum
- Discuss the controversies//misuse of these rights to equip the administrator with a sense of caution
- Devote a week of activities to the issue in form of a Child Rights Week



## **Pedagogy**

The forum came up with the following suggestions on pedagogical methods to be used for the module:

- Include a litmus test to assess the child related impact of a development initiative
- Take a Case study approach

- Develop a FAQ booklet
- Sustain interest through audio-visual aids like films on the subject
- Enable a permanent digital resource to which additions can be made
- Begin a Child Rights society to enable wider discussions
- Listen to voices of children to understand the untaught aspects

At the end of the discussion, the Faculty at the Academy suggested the appropriate sessions of the curriculum, in which inputs on child Rights could be inserted. They put forth the following viable options:

- In the sessions on Political Science, there is a discussion on Fundamental Rights and Directive Principles- child related provisions can be discussed there
- In sessions on Law, JJ Act, POCSO can be included
- The CRS Manual with a tool kit for socio economic mapping given

during village visit can be made to include child rights indicators

- A Child Rights week can be observed during the Foundation Course
- Social Clubs and Societies formed by the probationers can hold informal discussions on child related issues

The Faculty proposed that suggestions made during the workshop could act as the baseline for the Foundation Course and details to it can be added in the following phases of training.

They invited the participants to suggest appropriate experts/resource persons who could assist the delivery of the Module in Foundation Course.

They requested contributions from the participants in the form of resource material, films and other sources of dissemination of information on the subject.

Details of the suggested Draft in **Annexure 2**

## WHAT IS CHILD RIGHT?



## Session - 2

### Inputs for Phase I Course – A Discussion

The Faculty told the forum that the pedagogy for Phase I is modular whereby detailed exposure is given on 16 topics like law and order, education and health etc. in form of a one week module on each. As of now, Women and Child are covered under the module on Weaker Sections and Minorities. It was suggested that a separate module on Child related issues could be incorporated in the list.

#### Objectives of Phase 1 in Annexure 1



#### Suggestions

##### Content

The House came out with the following proposals during the discussion on Phase I training:

- Include a child specific section in all the modules taught in Phase I
- Begin with a basic conceptual orientation about the four pillars of CRC and follow up with the policy, laws and programs under each pillar
- Study laws in detail and analyze how child issues cross cut across many laws - for instance RTE would include sectors of labour, education, sanitation, entitlement etc.
- Add the aspect of financial resources for child related schemes such as child budgeting
- National Plan of Action for Children and State Plan need to be looked at to give an overview before the district training
- Add crucial schemes like ICDS, ICPS, SABLA, SAKSHAM
- Mid -Day Meal, NCLP, RTE, NRHM can be added in the Module as well
- JJ Act, PCMA, Child Labour Act should be studied under the sub-category of Protection of Children
- Nutrition as a concept along with its policy/law/programs should be tackled in detail
- Take a child cycle approach and focus on all pillars together as per the child's growth from 0-18 years
- Some inputs on how current beliefs and practices may act as a deterrent to the cause may prove useful
- Assess the present situation of the child and analyze what are the anticipated needs of the child as per the administrator
- Role of administrator (as SDM, DM) needs to be seen in totality to assess



how he/she can contribute to the cause of child rights

- Children with disabilities, those in forest and tribal areas, those belonging to conflict zones deserve special attention
- Provide a checklist before the district training on indicators of a child friendly community
- Bring in government structures and institutions in the role of administrator as the custodian of child rights
- Bring the differences within the seven states of North East and tailor a module to each one of them
- Bring an orientation on the Sixth Schedule areas and how it functions in the context of differences in governance structures in the North East
- Include sexual exploitation of children through online exposure, in the section on impact of technology on child
- Focus on how an administrator can create a caring and protective environment for children by taking a proactive approach rather than taking corrective measures only
- Establish role of local bodies in enabling the creation of child friendly community environment

While the House debated on the intricacies of the Module at length, a caution was sounded in completely sectoralizing Child Rights. It was felt that the need was to bring focus on Child Rights in a cross sector manner to facilitate a cohesive planning approach.

It was reiterated that administrators should be sensitive to the ‘best interest

of child’ and apply a child lens to all schemes. It was felt that the training input should equip the administrator to assess the presence /absence of a child friendly community environment in the region under his jurisdiction.



## Pedagogy

The following strategies were devised to deliver the relevant content during Phase I:

- Include a study of Best Practices on child rights issues
- Include a desk-review writing on status of child in the state cadre
- During the State paper writing, the probationer can focus on child related issues within the chosen topic – for instance impact on child in agriculture or migration or development of infrastructure
- Include a child related assignment in Counsellor Group Meetings in the Academy

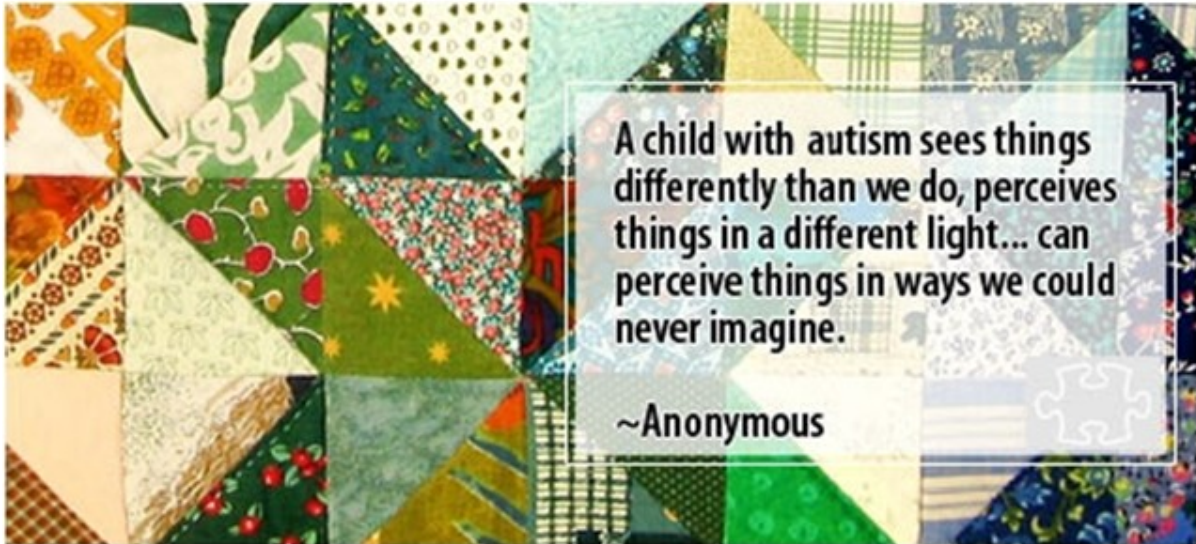
The Academy Faculty proposed that Child Rights could be included as one of the optional topics for paper writing during the District Training in states having bigger districts with a large number of probationers. They further added that child trafficking could be made a part of legal inputs given in Phase I.

They also recommended an inclusion of

Best Practices on convergence of various laws/departmental activities on Child Rights in the curriculum. The Forum was again requested to suggest resource persons and relevant reference

material that could be used for the purpose of training in the academy.

Details of the suggested Draft in **Annexure 2**



## Session - 3

### Discussion on Inputs for Phase II Course

The Academy Faculty informed the forum that Phase I is followed by a District Training Program. Under this the probationers go to their allotted state cadres and train under a DM in a district. They undergo attachments with various government departments such as the District Social Welfare Office.

They hold independent charges at the block level such as the BDO. They also have attachments in the state capital. After the district training, probationers return to the Academy for Professional Phase II of the training.

#### Objectives in Annexure 1



#### Suggestions

##### District Training

The forum debated on various ways in which a child rights component could be included as part of the field training of a young probationer so as to provide him with a hands-on experience. Suggestions emanating from the discussion are summarized as under:

- Probationers should be made to undergo attachments with the department of WCD/ SCPCR/ CWC
- A visit to Child Care Institutions or school for the disabled should be included
- A visit to the PHC can be included to study early interventions for detection and prevention of disability among children
- An analysis of whether programs like RSBK focus on early detection and prevention of disability should be conducted
- A study of structure and functions of CWC should be included as part of training
- It should be made mandatory on the part of the DM to include child rights in the training schedule
- Officers should be given a check list on child friendly community, to come handy during the BDO charge or visit to an aanganwadi
- An officer should be trained to assess the child impact of schemes in the respective block / district where he/she is posted
- Officers should look out for a child related innovation through local body governance or a DM initiative and document it
- An analysis of the gaps in district child protection structures can be added as a mandatory component of

assignment writing

- The Collector can provide a list of child related attachments such as ICPS/ NGO working with children, for the probationer to choose for a short period
- Identification of best practice in child welfare can be included as one of the topics for submission of district assignment by the probationer
- A study of structure and function of DCPO should be encouraged
- A critical analysis of child related implementation structures and processes within the district context can be included as part of the assignments
- The State Administrative Institute can be requested to include a Child Rights component during the state capital attachment
- Ascertain whether the administrator has access to 'voices of children' through community interface



It was suggested by the Faculty that Child friendly community tracking can be made a part of the village as well as urban assignment for the probationers.

On the question of identifying gaps/ challenges in implementation structures, it was proposed that the probationer can

be asked to write a note in the monthly district diary indicating gaps /challenges with respect to child issues.

The Director, NGC added that when probationers come to the Academy for experience sharing, they do include Best Practices such as on disabilities, RTE out of their own volition.

On the issue of identifying suitable data sources for an officer to make his assessment, she informed the House of work being underway on 'Dev Info Software' which has numerous indicators of development along with areas ranging from country to village level. She added that work is in process on getting the software customized to include indicators that provide suitable data on Gender and Child issues.

Details of the suggested Draft in **Annexure 2**



## Phase II

### Academy Training

The Faculty expressed faith in the feasibility of a half day module or workshop on child rights in this part of the training. It was suggested that during the session, different stakeholders can be invited to impart both a government and a civil society perspective. In addition, a

couple of Best Practices by administrators could be included.

## Suggestions

The House came up with the following recommendations on the module content for Phase II:

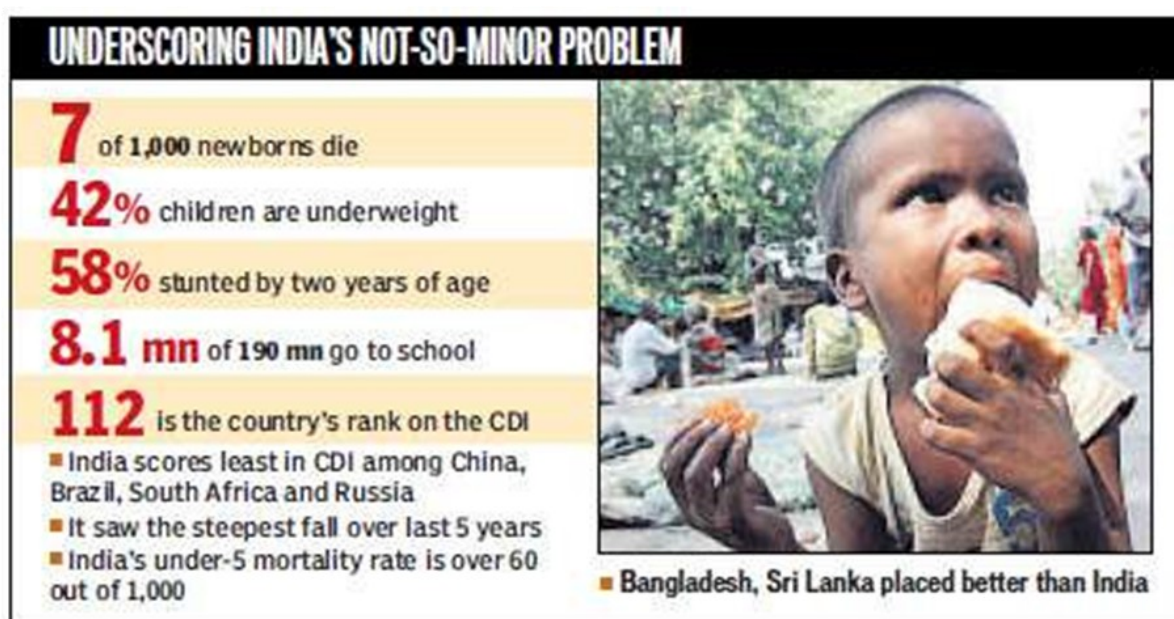
- Child rights component should be incorporated as part of the examination to instill seriousness on the cause
- Officers should do a child survival impact of all programs they come across
- While making presentations at the Academy, officers can be encouraged to look out for cross sectoral linkages on child issues
- Officers should be encouraged to think about the possibilities of change that they would like to bring
- Issue of urban deprived children should be included in the district assignment
- Ascertain proper responsibility and accountability mechanisms in child

related schemes

- A compilation of the relevant Government Orders along with a critical analysis of their contradictions would be a useful tool for the administrator
- An evening performance/Nukkad Natak by a group of children, on a child centric theme can be organized

Some members of the forum dissented on the idea of organizing Nukkad Natak by children, explaining that a performance by the children does not tantamount to their engagement or participation with the administrator.

They were of the opinion that such acts of tokenism take away the attention from the current issue and amount to objectification of the aggrieved, in this case, children. The forum then came up with ideas like including child representation in Gram Sabhas and organizing Children's Parliament as more suitable modes of making the voice of children / a child perspective accessible to the administrator.



On the issue of enhancing community interface for the probationer during the stint in the district, the Faculty informed the House that this happens through the probationer's attending of meetings with the DM.

They further added that the village study assignment can incorporate details of such an interaction. Director, NGC assured the forum that officers can be provided with child related checklists for mapping during the village/urban as-

signments. She also added that the DM's can be requested to arrange an appropriate community interface for the probationers.

She requested the MoWCD to provide the Academy with a booklet on the role of administrators under various child related schemes.

Details of the suggested Draft in **Annexure 2**



## Session – 4

### Inputs on Phase III Course- A Discussion

The House was informed by the Faculty that Phase III is the first Mid Career Training Program for IAS officers of 7-9 years of seniority who have reached the level of Head of Department / DM in their respective state cadres. The program lasts for 8 weeks.

#### Objectives in Annexure 1



#### Suggestions

The following are the outcomes of deliberations on inputs for Phase III:

- A review of existing monitoring mechanisms should be conducted
- Program outcomes/outputs should be analyzed
- Innovations in data analysis and interpretation can be discussed
- Plan results should be analyzed through data interpretation in terms of child related monitorable outcomes
- Programs should be observed from a micro perspective in the district context

- Analyze the emerging picture on child emanating from various data sources such as that on education/ crime etc.
- Data sources such as ICDS, Track Child, DISE, HMIS can be used
- MCTS, MCPS can be used as data sources
- Data sources should be looked at from planning and monitoring perspectives
- Analyze the reasons for lack of evidence based planning ( based on latest empirical indicators)
- Focus on looking at data in a cross-sectoral manner
- Delve on how the DM/ HOD can operationalize convergence between various departments from a child perspective

The Faculty elaborated that a special focus is given to Project appraisal in this Phase for which the officers are given training on data analysis skills.

With regards to the inclusion of a child rights component, they suggested that a session be devoted to the overview on Child Rights with details on the latest legislations and developments.

They were keen on including a discussion on a Best Practice with respect to convergence between different departments, as demonstrated by an officer in the field.

They further added that that the officers could be divided into quarter groups, to analyze a data source from a child perspective, in a case study format.

They proposed that while imparting project appraisal skills, officers can be guided to analyze social sector projects too, in an empirical manner by means of latest quantitative data.

They requested the Forum to contribute data sets that could be used for the

group exercise. They asked for suggestions on a list of experts who could conduct such sessions. The participants were invited to share a case study developed by their organizations. They were requested to suggest other organization/agency which could contribute such studies or conduct a week long training on the issue.

Details of the suggested Draft in **Annexure 2**





## Session - 5

### Discussion on Inputs for Phase IV Course

The Faculty explained that this training is meant for officers with 14-16 years of seniority in service. The objective of this program is to understand the process of public policy formulation, analysis and evaluation.

It was proposed by the Faculty that a panel discussion could be brought in on the issue. They suggested that some inputs could be delivered on evidence based policy formulation on child rights. A discussion on the evolution of policy in this field could be conducted as well.

Objectives of Phase IV in **Annexure 1**



#### Suggestions

The House put forward the following recommendations on the module for Phase IV:

- An exposure to Best Practices on inter-departmental convergence on child rights issues must be included as a part of training.
- These Best Practices can be critically analyzed on the basis of a checklist on child rights issue.

- There could be an appraisal of a few selected recent policies from a child perspective including a discussion on what could have been done better
- A study of enactments in crafting the policy on the issue can be included
- An appraisal of international data on child rights should be brought in
- A session devoted to sharing of experiences on child policies can be considered for inclusion in the module
- An analysis of the gaps in state plans should be done
- Discussions should try to address systemic bottlenecks having no apparent solutions
- It should be assayed whether the National Plan of Action has translated to an action document with respect to state planning
- A comparison of India's standing vis-à-vis the international position on the issue also needs to be looked at

The Faculty expressed the likelihood of devoting two sessions on the issue during Phase IV. Of these, one could be based on the critique of a policy and the other could be on challenges of a program implementation. They further asked for suggestions on the relevant resource material and people to conduct such sessions.

Details of the suggested Draft in **Annexure 2**

## Session - 6

### Inputs for Phase V Course- A Discussion

As per the Faculty, Phase-V caters to the officers in the seniority of 24-26 years of service. The main focus is on public policy formulation and strategy along with enhancing domain knowledge of the participants. The program is of a duration of five weeks.

Objectives in **Annexure 1**

#### Suggestions

The brainstorming on the inputs of the module on Phase V brought to the fore the following proposals:

- An interaction with civil society should be arranged to bring an exposure to the current initiatives and practices on Child Rights
- Officers should be given an experience sharing opportunity to learn about the good work done by other departments in this field
- Participants can come up with guidelines on the issue which can be advocated as recommendations to the Government
- Focus should be placed on gathering correct and latest data on various child related parameters to assess the position of India vis-à-vis the international scenario
- An exposure should be given on the latest technological advancements in the field
- A discussion on financial bottlenecks on the issue needs to be included
- A critical analysis of policy level problems such as frameworks for accountability to people needs to be conducted
- An assessment on the effectiveness of Child budgeting should be done
- A critical review of the National Plan of Action for Children should be on the agenda
- Bring in an impact assessment of schemes like RTE, Mid-Day Meal , ICDS etc. to identify corrective measures
- There is a need to mobilize strategic collective public action on the issue and devise modalities for the same at this level
- Inculcate a feeling to become Champions of this Cause
- A perspective building on the issue would be beneficial to participants who later join in as Chief Secretary of a State and can initiate reforms from the top
- A panel discussion should be brought in to discuss the measures that can be initiated at the topmost policy level in this regard
- Include a comparative analysis of the situation of children across states to enable the emergence of a holistic picture for the policy-maker
- The idea of Public Finance in social sector and its relevance for the political

executive needs to be discussed

- Officers should be engaged in a process of changing their perspective on Child Budgeting merely from allocation and expenditure to an analysis of actual outcomes for the child
- Emphasis should be placed on an understanding of how to enhance State capacity beyond budgets to favourably impact the child
- A discussion on cross sectoral linkages between the government and

civil society for public action mobilization should be initiated

The Forum was unanimous on the need to devote a day long module catering specifically to Child Rights. It was further suggested that during Policy Paper writing, those officers who have worked in this area can be encouraged to describe the impact on child in a sector of their choice.

Details of the suggested Draft in **Annexure 2**



## *Session -7*

### **Inputs for Stand Alone Modules – A Discussion**

The Director, NGC requested the House to draft standard modules of 3-5 days that could be used by the Research Centres of the Academy for training purpose. She informed the House that once ready, these standardized templates could be used by the State Training Institutes, Ministry of Women and Child Development, UNICEF and other such organizations that wish to impart training on the issue of Child Rights.

The Forum suggested that such a module could include certain core aspects and add some additional features as per the target audience.

#### **Suggestions**

##### **5 Day Module**

The following suggestions came up during the discussion on the content for a 5 day workshop:

- The workshop should include Group work to enable experience sharing from real life situations
- The workshop should produce a forward plan after an assessment of what worked and what did not in the context of child rights
- Day 1 should focus on a theoretical orientation. It can begin with an overview of the rights and delve into the rights based approach including the key rights, Directive Principles etc.
- Day 2 and 3 can be devoted to Group work on an understanding of the 4 pillars of Child Rights namely:
  - Survival
  - Development
  - Protection
  - Participation
- Day 4 can focus on National and state Plans for children along with structures like child welfare committees etc. A discussion on problems in capacity strengthening and child friendly community environment can be included here
- Day 5 can be given for charting out a follow-up plan for promotion of child rights in the respective contextual setting of the participants. It should include policy and legislation on the issue along with mechanisms for monitoring
- The Module should include role of an individual as a change agent
- The participants should be provided with certain pointers on each issue to assess the critical gaps
- The issue of care for children suffering from sexual violence should be brought in
- The action Plans should be studied in detail to understand macro and micro planning
- Bring an understanding on what could be the action related outcome of the training/workshop at the level

of an administrator

The Faculty suggested that participants can be divided into groups and made to do various exercises like experience sharing, drafting plans of action, etc. They can make a group presentation followed by a discussion.

### Suggestions for a 3 Day Module

The following proposals came up for a 3 Day training Module:

- Day 1 can be devoted to a theoretical orientation along with a discussion on 'Survival' aspect of Child Rights
- Day 2 can have group exercises along with details on the other 3 pillars of CRC namely Development, Protection and Participation
- Day 3 should focus on structures, legislation, monitoring, and forward plans of action
- It was suggested that the last day

could have insights on children and governance

- Participants can be encouraged to apply this learning to their own children and within their area of work
- District level initiatives can be discussed in forward plan of action
- The inclusion of litmus tests to assess the child impact of schemes should be ensured

Details of the suggested Draft in **Annexure 2**

Director, NGC requested the participants to attend the second round of discussion following the presentation of the prepared modules. Thereafter, she added that the final modules would be incorporated in the training curriculum by the Academy faculty. From thereon, they can be borrowed by training institutes and other institutions across the country.



## Valedictory Address



Following closing comments by Director, NGC, the program reached its end with a valedictory ceremony presided by Shri Sanjeev Chopra, Officiating Director, LBSNAA. He described in brief the process of evolution of the curriculum for various courses during

the past five years. He added that the development of a specific Module on Child Rights was a welcome addition. With this he ended by hoping that the administrators continue to receive meaningful inputs which impart a distinct edge to their training.



## Structure of the Courses at the Academy

The training of an IAS officer trainee spans about two years and comprises the following courses:

- The Foundation Course –(15 weeks)
- The IAS Professional Course Phase I – (52 weeks)
- The IAS Professional Course Phase II –. (8 weeks)

This entry level training in the Academy is meant to prepare the officer trainees for the first decade of their career when they function as Sub-Divisional Officers, Project Officers of District Rural Development Agencies/ CEOs of Zilla Parishads, Municipal Commissioners, District Magistrates and take assignments in Directorates, Public Sector Undertakings and in Secretariats. At a more fundamental level, this training is meant to build a foundation and provide a perspective for the rest of their career in the civil services.

### Foundation Course

The Foundation Course marks the transition from the academic world of the college and university to the structured system of government. For most of the course participants, this course is the first introduction to government and governance, as also the role of government in the society. The course is designed in a manner so as to achieve the objectives outlined by a combination of academic, outdoor, extra-curricular and co-curricular activities. During this period, the Academy endeavors to provide appropriate training inputs which would be useful to Officer Trainees (known popularly as OTs) in understanding the basic concepts of governance and the rules and regulations which are necessary for effective performance in government. Officer Trainees shall also acquire the personality traits and attitudes necessary for effective functioning.

### Objectives

- Promote all-round development of the personality of officer trainees and develop leadership qualities.
- Impart an understanding of the “machinery of the government” and of the political, social, economic and administrative environment.
- Build up a spirit of public service & set norms of behavior and standards of performance.

- Build esprit-de-corps in order to foster greater coordination among different public services.
- Instill right attitude and values such as self discipline, propriety and integrity, dignity of labour, commitment to the constitution, sensitivity to the rights of citizens, particularly the disadvantaged and differently-abled .

### **Academic Inputs**

<b>Subject</b>	<b>No. of Sessions</b>
Management & Behavioural Sciences	30
Basic Economics for Administrators	32
Public Administration	60
Law	40
Political Concepts and the Constitution of India	20
Indian History and Culture	20
Information and Communication Technology	20
Language	18

### **Phase I**

Phase-I is the first Professional Training Course conducted for the IAS and imparts rigorous training on a wide range of subjects to enable them to handle varied assignments that the officer typically holds in the first decade of service. It is of six month duration.

### **Objectives**

- Acquire an all-India perspective of the emerging socio - economic, and politico-legal trends as well as the role and functioning of the Indian Administrative Service and its shared administrative responsibilities with other services.
- Acquire knowledge and skill in the following areas of administrative responsibilities that they will discharge in the first decade of their services:
  - Law and legal instruments
  - Administrative rules, procedure and program guidelines
  - Modern management tools and techniques, and
  - Economic analysis
- Demonstrate proficiency in the regional language of the allotted state to



appreciate the administrative ethos of the state.

- Acquire an understanding of the cultural and socio-economic background of the allotted state.
- Demonstrate effective written and oral communication skills both in interpersonal and organizational contexts.
- Appreciate the underlying theme of the course and exhibit the right values and attitudes.
- Maintain physical fitness.
- Adhere to the spirit of 'Sheelam Param Bhushanam'.

### **Academic Inputs**

While the syllabus prescribed under "The Indian Administrative Service (Officer trainees' Final Examination) Regulations, 1955" provides the basic framework, suitable modifications have been made to adapt it to the changing training needs of IAS Officers.

### **Modules**

- IAS in Perspective
- District Administration & Land Management
- Soft skills (Leadership, OB, Person Skills)
- Administrative Skills & Office Management
- Rural Development & Agriculture
- Law and Order
- Education and Health
- Weaker Section & Minorities
- Urban management
- Financial Management and Project
- Appraisal
- Bureau of Parliamentary Studies Training (BPST)

- Project Management & Engineering Skills
- E-Governance
- Regulatory Administration and Election
- Infrastructure and Public Private Partnership (PPP)
- Environment, Energy, Forests

## **Phase II**

Phase-II is the second professional Course conducted for the IAS and is of a ten weeks duration. It is held after a 52 weeks district exposure of the probationers in their allotted state cadres.

### **Objectives**

- Acquire theoretical and practical lessons in political economy, public service delivery system, law, and management.
- Hone administrative, managerial, and ICT skills.
- Demonstrate proficiency in the regional language of the cadre
- Acquire and exhibit progressive values and attitudes for leadership role.
- Get an exposure to the best international practices.
- Maintain good health and high levels of physical fitness.
- Development camaraderie and unity within the batch through an active campus life.

### **Mid-Career Training Programs (MCTP)**

Mid-career training programs commenced in 2007, after a decision by the Government of India to restructure the training methodologies to bring them in line with the needs of officers and the government. The programs are delivered at three stages –

- the Phase III at seven to nine years of service,
- the Phase IV at fourteen to sixteen years of service, and
- the Phase V at twenty six to twenty eight years of service.

In the initial three rounds the programs were delivered through national and international academic institutions, but after 2010 the MCTPs are being delivered by the Academy using a mix of in-house and external faculty, occasionally outsourcing modules to specialized institutions.

### **Phase III**

Phase-III is the first mid career training program for the IAS officers and is held for the officers in the seniority of 7-9 years.

#### **Objectives**

- To equip officers who have completed seven to nine year of service for effective transition to program formulation and wider implementation.
- Appreciate contemporary developments in political economy at the global and national level.
- Design and improve public service delivery mechanisms.
- Demonstrate the use of concepts, methods and skills for program/ project formulation and implementation.
- Enhance domain knowledge.
- Strengthen communication, inter-personal and team-building skills and appreciate the centrality of values in governance.

#### **Academic Inputs**

The Phase III is organized week-wise with specific thematic inputs. The major part of the program focuses on project and program evaluation, with ample scope for discussing and learning about the varied domains that officers of the IAS deal with. Theoretical inputs are supplemented with group exercises and case-study based discussions.

The eight weeks of the Phase III are broadly organized around the following Themes:

- Basic micro-economics, financial and economic analysis
- Theoretical background for Project Preparation and Analysis
- Public Private Partnership
- Foreign Exposure Visit to Singapore and Malaysia, in collaboration with Lee Kuan Yew School of Public Policy, at the National University of Singapore.

- Education, Health, Rural Development and Agriculture
- Urban Development, Infrastructure, National Security and Governance issues
- Environmental issues, Energy, Media Presentation

## **Phase-IV**

Phase-IV is the second mid career training program for the officers in the seniority of 14-16 years of service with an aim of imparting structured in-service training to inculcate the required competencies and prepare them for the higher level of responsibilities.

## **Objectives**

By the end of Course, the officer will be able to:

- Appreciate contemporary development in political economy at the global and national level
- Understand the process of public policy formulation , analysis and evaluation
- Enhance domain knowledge In the context of the process of public policy
- Strengthen leadership and negotiation skills, and
- Appreciate the centrality of values in governance.

## **Thematic inputs**

The Phase IV program has passed through various vicissitudes over the past years. The present program has undergone a revamp based on the Training Needs Assessment (TNA) conducted by the Academy. The focus is on public policy formulation and also aims to enhance domain knowledge of participants in the context of the process of public policy. The program is designed for eight weeks, within the Academy and abroad and broadly covers the following thematic inputs:

- Perspective Building & Governance Issues.
- Public Policy Module delivered jointly by LBSNAA & IIMA.
- Foreign Study Tour to Canada (in collaboration with IPAC & University of Toronto).
- Electives (Education, Rural Development & Agriculture, and Urban Development)

- Electives (Health, Infrastructure & PPP, and Public Finance)
- Electives(National Security, e-Governance, Public Service Delivery)
- Presentation of Policy Papers.

### **Phase-V**

Phase-V is the third mid career training program for the officers in the seniority of 24-26 years of service.

### **Objectives**

By the end of Course, the officer will be able to:

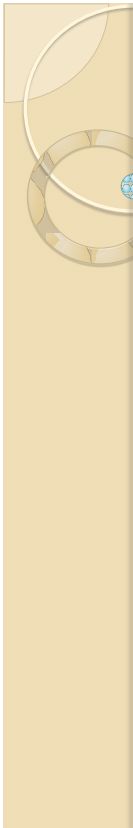
- Develop a global and national perspective in order to formulate sectoral strategies to meet future challenges
- Understand the importance of inter-sectoral policy design and implementation
- Provide effective leadership in their work environment
- Learn from the experiences of their colleagues
- Reinforce service networks essential for policy formulation and implementation

### **Academic Inputs**

The LBSNAA had engaged HKS and IIMA to organize certain part of Phase V program in the last round. The present program was revamped on the basis of feed back of the previous programs and Training Needs Assessment (TNA) conducted by the Academy. While the focus on public policy formulation and strategy was retained, the program also aims to enhance domain knowledge of participants. There is a conscious attempt to make the program more broad based and subsume in its fold, various inputs which seem to be of immediate relevance for the participants. The program is designed for five weeks, within the Academy and abroad, broadly covering the following thematic inputs:

- Global Perspective on Governance by the Columbia University, New York, USA
- India's evolving policy environment and current policy challenges.
- Policy clinics run by experts.
- Strategy papers written by participants.

## Suggested Draft of Training Modules



### Background Information For The Consultative Workshop To Develop Training Modules On Child Rights

---

7<sup>th</sup> -8<sup>th</sup> April 2014  
LBSNAA



### Foundation Course

#### Objectives

- Promote all development of the personality of officer trainees and develop their leadership.  
Impart an understanding of the “machinery of the government” and of the political, social, economic and administrative environment.
- Buildup a spirit of public service & set norms of behavior and standards of performance.
- Build esprit de corps in order to foster greater coordination among different public services.
- Instill right attitude and values such as self discipline, propriety and integrity, dignity of labour, commitment to the constitution, sensitivity to the rights of citizens, particularly the disadvantaged and differently-abled.



## Phase-I

### Objectives

- Acquire an all-India perspective of the emerging socio-economic, and politico-legal trends as well as the role and functioning of the Indian administrative service and its shared administrative responsibilities with other services.
- Acquire knowledge and skill in the following areas, that would be discharge the administrative responsibilities in the first decade of their services:
  - Law and legal instruments
  - Administrative rules, procedure and programme guidelines
  - Modern management tools and techniques, and
  - Economic analysis
- Demonstrate proficiency in the regional language of the allotted state to better appreciate the administrative ethos of the state.
- Acquire an understanding of the cultural and socio-economic background of the allotted state.
- Demonstrate effective written and oral communication both in inter personal and organizational contexts.



## Phase-II

### Objectives

- Offer theoretical and practical lessons in political economy, public service delivery system, law, and management.
- Hone administrative, managerial, and ICT skills.
- Acquire and exhibit progressive values and attitudes for leadership role.
- Exposure to the best international practices.
- Development camaraderie and unity within the batch through an active campus life.



## Phase III

### Objectives

- To equip officer who have completed seven to nine year of service for effective transition to program formulation and winder implementation.
- Appreciate contemporary developments in political economy at the global and national level.
- Design and improve public service delivery mechanisms.
- Demonstrate the use of concepts, methods and siklls for program/ project formulation and implementation.
- Enhance domain knowledge.
- Strengthen communication, inter-personal and team-building skills, and team-building skills and appreciate the centrality of values in governance.



## Phase-IV

### Objectives

By the end of Course, The officer will be able to:

- Appreciate contemporary development in political economy at the global and national level,
- Understand the process of public policy formulation , analysis and evaluation
- Enhance domain knowledge In the context of the process of public policy
- Strengthen leadership and negotiation skills, and
- Appreciate the centrality of values in governance.





## Phase-V

### Objectives

By the end of Course, the officer will be able to:

- Develop a global and national perspective in order to formulate sectoral strategies to meet future challenges
- Understand the importance of inter-sectoral policy design and implementation
- Provide effective leadership in their work environment
- Learn from the experiences of their colleagues
- Reinforce service networks essential for policy formulation and implementation



## Concept note on a training module

### Objectives of the module

- Serve as a guide for the trainer
- Serve as a guide and later reference for trainees
- Document procedures and best practices
- Provide ready-made checklists for performance evaluation
- Standardize task accomplishment

### Components of the Module

- Sessional plan
- Teaching notes
- Teaching tools; case studies, management exercises, films
- Reading material



# Deliverables

## Training modules for

### Induction programs

- Foundation Course
- IAS phase-I
- IAS Phase-II

### Mid- Career Training Programs

- IAS Phase- III
- IAS Phase- IV
- IAS Phase -V

### Training Program

- Research Centres

# AGENDA

**National Consultation Workshop**  
to  
**“Develop Modules on Child Rights”**  
**7 -8 April, 2014**  
**Venue- LBSNAA, Mussoorie**

<i>Day 1</i>	<i>7<sup>th</sup> April 2014</i>
9:30 – 10:30	<b>Opening Session</b> Welcome Ms. Ranjana Chopra, Joint Director, LBSNAA Setting the Context Mr. Dushyant Nariala, Joint Director, LBSNAA Inaugural Address Ms. Kushal Singh, Chairperson, NCPCR Introduction of participants
11:00 –12:00	<b>Session – 1</b> Inputs for Foundation Course Moderator- Mr. Saurabh Jain, Course Director, FC
12:00 – 1:00	<b>Session – 2</b> Discussion on the Phase –I inputs Moderator – Mr. Manashvi Kumar, Course Director - Phase-I
2:00 - 3:00	<b>Session - 3</b> Discussion on the Phase –II Inputs and Induction Inputs Moderator – Dr. Prem Singh Course Director - Phase-II
3:30 - 4:30	<b>Session - 4</b> Discussion on the Phase –III Inputs Moderator – Ms. Ranjana Chopra Course Director - Phase-III
4:30-5:30	<b>Session - 5</b> Discussion on the Phase –IV Inputs Moderator – Mr. Tejveer Singh Course Director - Phase-IV

<b>Day 2</b>	<b>8th April 2014</b>
10:00 - 11:30	<b>Session – 6</b> Discussion on Stand Alone module (3- 5 days)      Moderator – Ms. Ranjana Chopra
12:00 – 1:30	<b>Session – 7</b> Consolidation of the Inputs & Way Forward      Dr Sreeranjana, Joint Secretary, MWCD
1:30 – 2:00	<b>Session – 8</b> Valedictory Session

## List of Participants

### National Consultation Workshop to Develop Modules on Child Rights

7-8 April, 2014

Sl. No.	Name and Present posting address	Contact Numbers
1	<i>Flavia Agnes</i> Director MAJLIS (NGO) A-2/4 Golden Valley, Kalina, Mumbai-98	Ph: 022-26661252 Mob: 09820192196 E-mail: flaviaagnes@gmail.com
2	<i>Persis Sidhva</i> MAJLIS (NGO) A-2/4 Golden Valley, Kalina, Mumbai-98	Ph: 022-26661252 Mob: 09821173549 E-mail: Persis.sidhva@gmail.com
3	<i>Jyoti Mathur</i> Consultant Ministry of Women and Child Development Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001	Ph: 011-43043380 Mob: 09971794129 Email: jyotimathur21@yahoo.co.in
4	<i>Ujjwal Narayan Uke, IAS</i> Principal Secretary, Department of Women and Child Development, Govt. of Maharashtra 3rd Floor New Admn Bldg, Opp. Mantralaya, Mumbai, Maharashtra-400020	Ph: 022 -22027050 022 -23610372 Mob: 09821082820 Email: ujjwaluke@gmail.com womennchild@gmail.com
5	<i>Kushal Singh</i> Chairperson, National Commission for Protection of Child Rights 5th Floor, Chandernagore Building, 36 Janpath, New Delhi-110001	Ph: 011-23731583 Fax: 011-23731584 Mob: 09818312251 Email: cp.ncpcr@nic.in, kushal112001@yahoo.com
6	<i>Karuna Bishnoi</i> Child Rights Specialist Policy, Planning and Evaluation(PPE) UNICEF, India Country Office UNICEF House, 73 Lodi Estate New Delhi- 110003	Ph: 011- 24606528 PABX: 011- 24690401, Extn 528 Fax : 011-24691410, 24627521 Mob: 09910884605 Email: kbbishnoi@unicef.org
7	<i>Kiran Bhatta</i> Senior Fellow Centre for Policy Research Dharam Marg, Chanakyapuri New Delhi – 110021	Ph: 011-26115275 Fax : 011-46073962 Mob: 09810273962 Email: kiran.bhatta@gmail.com

Sl. No.	Name and Present posting address	Contact Numbers
8	<i>Vidya Reddy</i> Director, Tulir-Centre for the Prevention and Healing of Child Sexual Abuse 74, EVK Sampath Road, Vepery Chennai 600007 Tamil Nadu, India	Ph: 044 - 26192026/43531496, E-mail: tulircphcsa@yahoo.co.in
9	<i>Bharti Ali</i> HAQ: Centre for Child Rights B-1/2, Ground Floor, Malviya Nagar, New Delhi - 110017	Ph: 011-26673599,26677412 Fax: 91-11-26674688 Mob: 09871849521 Email: info@haqrc.org bharti@haqrc.org
10	<i>Awanish Kumar Awasthi, IAS</i> Joint Secretary, Department of Disability Affairs Shastri Bhavan, Dr. Rajendra Prasad Road, New Delhi-110001	Ph: 011-23384284 Fax: 011-23388152 Mob: 09871115034 Email: jsda-msje@nic.in
11	<i>Dr. Shreeranjana, IAS</i> Joint Secretary Ministry of Women & Child Development, Government of India Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001	Ph: 011-23387683 Mob: 09650110096 Email: jscw.wcd@nic.in Shreeranjana85@gmail.com
12	<i>Deepika Shrivastava</i> OSD (Women and Child Development & Nutrition) Planning Commission, Government of India, Yojana Bhawan, Sansad Marg, New Delhi – 110001	Ph: 011-23096765 Fax: 0120-2513552/57 Mob: 09811260888 Email: deepika.s@nic.in deepikashrivastava21@gmail.com
13	<i>Rajib K. Halder</i> Additional Director Child in Need Institute (CINI) CINCOMM Building, Daulatpur, P.O. Pailan Via Joka, 24 Parganas (S), West Bengal-700 104	Ph: 033-24978192/8206/8758 Fax: 033-2497 8241 Mob: 09903374588 Email: rajib@cinindia.org
14	<i>Heenu Singh</i> Head North Regional Resource Centre CHILDLINE India Foundation F/F 252 K Sant Nagar, East of Kailash, New Delhi 110065	Ph: 011- 26468807 Fax: 011-26416948 Mob: 09811051331 Email: heenu@childlineindia.org.in
15	<i>Amar Nath Mishra</i> Program Coordinator North Regional Resource Centre CHILDLINE India Foundation F/F 252 K Sant Nagar, East of Kailash, New Delhi 110065	Ph: 011-26416948 Mob: 08826230353 Email: amarnath.vns@gmail.com

Sl. No.	Name and Present posting address	Contact Numbers
16	<i>Razia Ismail</i> Convenor India Alliance for Child Rights National Secretariat C/o Women's Coalition Trust C-37, (Lower GF), Gulmohar Park New Delhi – 110049	Ph: 011-265164812 Mob: 09811008318 Email: iacrindia@gmail.com
17	<i>Dr Amita Tiwari</i> Chairperson Child Welfare Committee, Delhi CWC-7 South West, Nirmal Chhaya Complex , Jail Road, Hari Nagar, Delhi-110064,	Ph: 011-28522023 Mob: 08447514245 Email: cwcsouthwest@gmail.com amita6@gmail.com
18	<i>Hasina Kharbhiih</i> Founder/Chair of Board <i>Impulse NGO Network</i> Ranee's Abode Near Horse Shoe Building, Lower Lachumiere Shillong – 793001, Meghalaya, India	Ph: 0364 – 2503140 Mob: 09436101108 Email: hkharbhiih@rediffmail.com ingorv@rediffmail.com
19	<i>Ajay Setia</i> Chairperson Uttarakhand SCPCR	Ph: 0135-2775909 Mob: 09411112030
20	<i>Farheen Kfiurshid</i> Sr. Consultant Room No.- 605 Ministry of Women & Child Development, Government of India Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001	Mob: 09971595013 Email: farheen51@gmail.com
21	<i>Arun Mathur</i> Chairperson DCPCR Govt. of NCT of Delhi 5 <sup>th</sup> Floor, ISBT Building, Kashmiri Gate, Delhi-110006	Ph: 011-23073961 Mob: 09717402333 Email: arunmathurdpcpr@gmail.com
22	<i>Dushyant Nariala , IAS</i> Joint Director LBSNAA, Mussoorie-248179	Ph: 0135-2630538 Email: dushyant.nariala@ias.nic.in
23	<i>Saurabh Jain , IAS</i>	Ph: 0135-2222119 Email: jains7@ias.nic.in
24	<i>Dr. Prem Singh, IAS</i> Deputy Director ( Senior) LBSNAA, Mussoorie-248179	Ph: 0135-2630537 Email: prem.bogzi@ias.nic.in

**NGC Team LBSNAA**

25	<i>Vanshree Agarwal</i> Consultant National Gender Centre LBSNAA, Mussoorie-248179	Mob: 08126378774 Email: esnvag@gmail.com
26	<i>Anjali S. Chauhan</i> Associate Professor National Gender Centre LBSNAA, Mussoorie-248179	Mob: 09837035875 Email: anjali.chauhan@nic.in, ngc.lbsnaa@nic.in