

Training Module for SLMTs on LSDGs

VOL I/II/III

Theme 3: Child Friendly Village

**(Ensure that all children are able to enjoy their rights
to reach their full potential)**



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Centre for Panchayati Raj, Decentralized Planning & Social Service Delivery (CPRDP&SSD)

National Institute of Panchayati Raj & Rural Development

Rajendranagar (NIRDPR) - Hyderabad

Foreword

The pursuit of sustainable development is incomplete without embracing the needs and aspirations of our children. As we work collectively towards achieving the United Nations' Sustainable Development Goals (SDGs), it is essential to localize these goals to make them more relevant and impactful at the grassroots level. The localization process involves integrating thematic targets and indicators into local planning, with a special focus on addressing the unique challenges faced by children in our communities.

Theme3 - Child Friendly Village, holds tremendous significance in this journey. Every child deserves a nurturing and safe environment that fosters their physical, mental, and emotional well-being. By creating child-friendly villages, we not only ensure the present well-being of our children but also lay the foundation for a more inclusive and sustainable future.

The National Institute of Rural Development and Panchayati Raj (NIRDPR), as an apex training institution, is committed to empowering State-Level Master Trainers (SLMT) through Training of Trainers (ToT) sessions. These SLMTs will play a pivotal role in cascading the knowledge and expertise to District and Block-level Master Trainers, who, in turn, will enable the transformation of villages into child-friendly spaces.

I am delighted to introduce the comprehensive module on Theme 3 - Child Friendly Village, developed by Sri Mohd Taqiuddin, Consultant of the Centre for Panchayati Raj, Decentralized Planning, and Social Service Delivery (CPRDP&SSD) at NIRDPR. This module include Training design, Session-wise FAQs, Session-wise learning material, MCQs for pre and post-training evaluation, and valuable links to related videos.

It is my firm belief that this module will serve as an essential guide for the Faculty of NIRDPR and the SIRDPR in conducting training sessions for Master Resource Persons on theme 3 - Child Friendly Village, as part of the Localization of SDGs. I appreciate the efforts of Sri Mohd Taqiuddin in compiling this module. Together, let us take strides towards building child-friendly villages, where every child's dreams can soar and their potential can flourish.

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Vol 1 - Training Design Theme 3: Child Friendly Villages

1. Introduction: The Ministry of Panchayati Raj (MoPR) has initiated thematic approach to planning through aggregating 17 SDG goals into 9 broad themes for localization of SDGs at grass-root level and their attainment through concerted and collaborative efforts of all concerned stakeholders. Of this 9 themes, the theme 3 is Child Friendly Villages. India is committed to realise rights of children as envisaged in UNCRC. Protection & development of children is a way to prioritize SDG based outcomes. The principal actor in the last mile delivery of SDG outcome is Gram Panchayats (GP). Therefore a child rights-based approach to SDG agenda is highly relevant. Child Friendly Village is an inter-sectoral theme. This theme has several sub themes as well. Therefore the Gram Panchayat need to make informed decisions to ensure that all the village become child friendly.



सशक्त पंचायत सतत विकास

2. Localization of SDGs (LSDG) for making village child friendly: About 6 SDGs are directly or indirectly connected with child friendly village. The understanding of their inter-linkages help the Gram Panchayats in planning and implementation of activities to make the villages Child friendly

- a) **Goal 1:** Offers appropriate social protection systems to fight against malnutrition, support small scale farming, access to food and ensure equitable use of resources.
- b) **Goal 2:** Aim to end malnutrition, access to food for the poor, support small scale farming and ensure equitable use of resources.
- c) **Goal 3:** Universal accesses to sexual and reproductive health-care services, information can be achieved through quality education.
- d) **Goal 4:** Education is essential for all children enabling their development, acquiring new skills for better employment and promote in gleaning opportunities throughout life.
- e) **Goal 5:** Focus on eliminating gender disparities in education, education on gender equality, gender sensitive learning environments, literacy and end discrimination
- f) **Goal 16:** End abuse, exploitation, trafficking and all forms of violence against and torture of children.



3. Training Design: Training forms important aspects of human resources development to enhance the efficiency and effectiveness of people at work by providing them functional knowledge, skills and attitudes required for the accomplishment of assigned responsibilities. The training design aims to create an optimal learning experience that aligns with the needs of the target audience and achieve the desired learning outcomes. Clear and measurable learning objectives outline what participants should be able to accomplish after completing the training.

4. Training / Learning Objectives: Promoting child friendly villages is the overall objective of the training. The specific training objectives are as follows

- a) Gain a clear understanding of the concept & significance of child friendly villages and relevant SDGs linked with the theme Targets & Indicators.
- b) Familiarize with the child rights and child protection issues and the role of the Gram Panchayats as well as other stakeholders in safeguarding children's well-being.
- c) Familiarize with the relevant Acts / Programmes / Schemes available to ensure Child Friendly Villages
- d) Design effective strategies for engaging the community, for promoting active participation, collaboration, and collective decision-making.
- e) Conduct assessments through Balasabha & Bal Panchayat to identify gaps in access to education, healthcare, clean n, nutrition, play spaces, and other essential services.
- f) Acquire skills in developing action plans and designing interventions to address the identified needs and challenges.

5. Session Plan: The following is the model session plan for a 3 days of ToT for State/District /Block level Master Trainers. The timing of the training can be altered based on local situation, learning needs and profile of the participants

Session	Duration	Session Objectives	Content
Day 1			
Session 1	45 Min	Inauguration of the Training Programme.	<ol style="list-style-type: none">1. Registration, Self-introduction2. Introduction, norms setting and expectations of the participants;3. Sharing design of the training, its objectives and matching it with the expectations of the participants;
Session 2	60 Min	Training Facilitation skills-	Training Methodology & Pedagogy
Session 3	75 Min	Concept and significance of Child Friendly Villages	<ol style="list-style-type: none">1. Definition and key principles of child-friendly villages2. Issues related to children



			3. Importance of localizing SDGs for making village child friendly
Session 4	75Min	Overview of Child rights & role of GPs in Protecting child rights	<ul style="list-style-type: none">1. Child Rights2. Rights of Children in India3. Role of Panchayat in honouring the rights of children
Session 5	75 Min	Programmes / Schemes & other resources available to ensure Child Friendly Villages	<ul style="list-style-type: none">1. Key Acts for Protection and Development Children2. Key schemes for Protection and Development of Children
Day 2			
-	30 Min	Recap of Day 1 –Learning	
Session 1	45 Min	Role of various Village Level Committees for Development of Children	<ul style="list-style-type: none">1. Anganwadi level Monitoring and Support Committee2. Village Level Child Protection Committee3. School Management Committee4. Adolescent Girls Club
Session 2	60 Min	Nutrition & Child Development	<ul style="list-style-type: none">1. Child Malnutrition2. Malnutrition and Child's Development3. POSHAN Abhiyaan4. Village Health Sanitation and Nutrition Day
Session 3	60 Min	Child Education	<ul style="list-style-type: none">1. Importance of Child Education2. Provisions of Right to education Act3. Status of Standards of education in schools4. Challenges in Providing quality education in villages5. Role of a Gram Panchayat in improving the quality of education
Session 4	180 Minutes	Group work & action planning on child friendly GPDP	Facilitated by Training Team
Day 3			
	30 Min	Recap of Day 2 –Learning	
Session 1		Baal Sabha and Baal Panchayat	<ul style="list-style-type: none">1. Baal Sabha



	60 Min		2. Baal Panchayat
Session 2	75 Min	Role of Panchayats in ensuring Child Friendly Villages	1. Concept of Child Friendly Village 2. Strategies of Child Friendly Village
Session 3	90 Min	Group Presentation on Planning for Child Friendly Panchayats	Model GPDP on Child Friendly Village
Session 4	60 Min	Concluding remarks and Valediction	Training Team

6. Outcomes Expected from this ToT Programme: Following are the expected learning outcomes of the ToT program:

- a) The program will enhance participants' training and facilitation skills such as training methodologies, adult learning principles, and techniques to engage diverse participants
 - b) The Participants will develop knowledge & skill how to conduct a situation analysis, identify needs and priorities of children, set objectives, develop action plans
 - c) Participants will gain a comprehensive understanding of child rights, including the principles outlined in international conventions and national legislation.
 - d) Participants will learn about child-friendly policies, practices, and strategies that can be implemented at the Panchayat level
 - e) The program will equip participants with advocacy and communication skills to effectively raise awareness about child-friendly Panchayats
 - f) Participants will understand the importance of collaboration and networking in creating child-friendly Panchayats.





7. Training Modules / Training Content: The training module prepared for this theme include Training Design, Session wise FAQs, learning material, MCQs and links to reference material and video films etc.. The training material is premised on creating a friendly learning environment, conducive for self-reflection. The content is organized in a logical and structured manner to support effective knowledge transfer.

8. Training Approach: The participants are given basic introduction to the theme and, relevance of SDGs to plan for achieving the targets. Local indicators framework enable the Gram Panchayats to understand the programmatic and financial priorities. The targets are placed in a right based frame to prepare GPDP. Each GP has to identify action points related to the theme as suggested by the MoPR for formulating GPDP. Opportunities for reflection and action planning is provided to ensure participants can apply the knowledge and skills gained during the training. The facilitators will employ various strategies and techniques to engage learners to ensure their understanding and retention of the material.

9. Training Methodology: The training methodology will essentially be participatory and interactive, combining various methods like small presentations followed by discussion, brainstorming, experience sharing, group work, case studies, short videos/ films etc. The resource person will facilitate the process of learning through building on existing knowledge and skills of participants. It combines elements of instructional psychology, adult learning principles, and effective communication to deliver impactful training programs. After conducting ToT for SLMTs the respective SIRDPR will take the responsibility for grooming the trainers down the line and developing appropriate learning materials in the local language to suit multi-level stakeholders

10. Conducting the Training Programme: The training facilitator takes charge of the programme and follows a broad sequence

- a) Introduce the training programme with overall session plan as per schedule at each stage of the content delivery adopt an interactive methodology and participatory styles to ensure that, the quality of delivery is not get diluted as it gets cascaded
- b) Begin each sub-session with a predictive question to the participants related to the expected outcome of that sub-session. The indicative questions are given in FAQs which the facilitator can ask, the participants to discuss in groups and note down key points.
- c) Make a brief presentation covering the topic and then the session could be opened for discussion and experience sharing for conceptual clarity on the subject.
- d) Encourage participants to share positive as well as negative experiences from field
- e) While organizing field training to elected representatives on LSDGs certain themes could be delivered in an immersive mode through engagement with a village. This will help the learners absorb a lot of theory naturally, which may not be explored otherwise. Experiential learning / immersive learning would motivate the learners to actually bring out the desired impact on the ground.
- f) Conduct a recapitulation session at the beginning of day 2 & 3 for the participants to reflect on the previous day's learning



11. Guidelines for Training Facilitators:

The facilitators may follow the following guidelines

- a) Ensure the training arrangements are OK and functional by visiting the training venue in advance
- b) Before commencement of the training session refer to learning material, FAQs and the relevant guidelines on the theme for presenting the subject matter in sequence within the stipulated time
- c) *Be proficient and know the subject matter related to the theme.* Read widely beyond the information provided in the training module
- d) Where possible share views with co-facilitators or other people conversant with the subject matter
- e) *Prepare own power point presentations*, and other audio-visual support aids based on the content in each topic .Before commencement of the session ensure that all the training materials are in place and ready to be used
- f) Be prepared to handle any training related problems as they arise in the course of the training.
- g) Minor changes/innovations can be made in the content as per local needs and time-spills etc.
- h) Have a positive attitude about the training, the participants and other co-facilitators.
- i) All the salient points that featured in the previous day's session shall be briefly highlighted before the beginning of day session for consolidation of learning.

12. Assessment and Evaluation:

The progress of learning of the participants will be assessed by conducting online a pre-test before the beginning of the training program and a post-test at the end to measure participants' knowledge and understanding of the subject matter. Comparing this scores can indicate the progress made during the training.





Vol II - Learning Material

Theme 3: Child Friendly Villages

Chapter 1: Concept and Significance of Child Friendly Villages

“If we are to teach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children”

- Mahatma Gandhi.

Learning Objectives

- Who is a child?
- Issues related to children
- Inter linkages of child friendly panchayat with respect to other SDGs
- Characteristics of Child Friendly Village
- Significance of Child Friendly Village
- Targets & indicators
- Test your knowledge

1. Introduction: Child Friendly Village aim to create safe, nurturing, and supportive environments for children to grow and thrive. They prioritize the well-being and rights of children and ensure that their needs are met in all aspects of village life. The concept of Child Friendly Villages is based on the United Nations Convention on the Rights of the Child (UNCRC), which recognizes that children have specific rights that should be protected and fulfilled. Child Friendly villages embrace the principles of the UNCRC and work towards implementing them at the local level. The significance of Child Friendly Villages lies in their ability to create positive and sustainable changes in the lives of children. By prioritizing children's rights and well-being, the Gram Panchayats promote the holistic development of children and provide them with opportunities for education, health, participation, protection, and overall quality of life.

1.1 Who is a child: The United Nations Convention on the Rights of the Child states that “a child means every human being below the age of eighteen years”. But in India various laws related to children define children in different age limits. The legal age of marriage in our country is 18 years for girls and 21 years for boys. India has ratified the United Nation Convention on the rights of the child in the year 1992 and took it as a responsibility to provide legal rights and adequate protection to any person below the age of 18 years

1.2 Issues related to children: Children are the most valuable members in our society. It is very necessary to protect the children and create an environment where they can nurture well. Yet we see in our surroundings children dropping out of school, working in factories, tea shops, rag picking, begging on streets, etc. Children who are victims of abuse, neglect and exploitation are generally from the weaker section of the society. The situation is even worse with girl child. They are married off even before they reach the age of 18 years. The following are the issues of the children.



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1. High rates of mortality and morbidity, malnutrition and lack of healthy environment for children's development and growth.
 2. Appalling condition of primary education
 3. Abundance of child labour
 4. Marriage of girls at a very tender age or child marriage.
 5. Discrimination against girl children in terms of their access to education opportunities, healthcare and nutrition
 6. Mental and physical abuse and exploitation of children.
 7. Special issues relating to children living in adverse conditions; homeless children, orphaned, abandoned and trafficked children
 8. Children affected by communal violence, armed conflict and natural disasters, convicted and under-trial children, etc.

A child is the tender member of the society. Any negligence to the child hampers his /her development into the adulthood. The need of a child is different from that of an adult. Hence special care and precautions are required during their development stage. There is a strong case for Gram Panchayats (GPs) in India to become responsive to needs of the children at the local level, and become child responsive in their governance and child friendly. The GPDPs should therefore include planning for children for holistic social development

1.3 Inter linkages of child friendly panchayat with respect to other SDGs: About 6 SDGs are directly or indirectly connected with child friendly Panchayats. The understanding of their inter linkages help the Gram Panchayats to plan and implementation of activities to make the villages Child friendly.

- **Goal 1:** Offers appropriate social protection systems to fight against malnutrition, support small scale farming, access to food and ensure equitable use of resources.
- **Goal 2:** Aim to end malnutrition, access to food for the poor, support small scale farming and ensure equitable use of resources.
- **Goal 3:** Universal accesses to sexual and reproductive health-care services, information can be achieved through quality education.
- **Goal 4:** Education is essential for all children enabling their development, acquiring new skills for better employment and promote in gleaning opportunities throughout life.
- **Goal 5:** Focus on eliminating gender disparities in education, education on gender equality, gender sensitive learning environments, literacy and end discrimination
- **Goal 16:** End abuse, exploitation, trafficking and all forms of violence against and torture of children.

1.4 Characteristics of Child friendly Panchayats: Child Friendly Panchayat would have the following characteristics

- i. Every child has the opportunity to survive, grow, learn, play and be a part of the decision-making process or at least be aware of the local affairs and is better informed to make a decision at an appropriate age.



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- ii. All members of the Panchayat understand, implement, promote child friendly activities, develop action plans based on children's issues, and develop services for children based on these issues and improve them if these already exist.
 - iii. Service delivery personnel of various departments at the village level implement and actively endorse child friendly activities for their protection, encouragement through their participation, respecting their opinion and eradicating all forms of discrimination against and amongst them.
 - iv. Children should have access to better healthcare, education, leisure and recreation, have a voice in the matters concerning them and are involved in the conduct of activities for them.
 - v. Rights of the children are realized

1.5 Significance of Child Friendly Village: Children grow, develop and learn throughout their lives from birth to adulthood. The child's development can be measured through social, physical and cognitive development. If children fail to develop properly, they may be unable to reach their full potential. The first five years of a child's life are fundamentally important. They are the foundation that shapes children's future health and happiness. Children learn more quickly during their early years than at any other time in life. Parents play a large role in a child's development. Child Care programs initiated by Panchayats present a critical opportunity for the promotion of child development

1.6 Targets & Indicators under Theme 3: The theme wise targets and indicators are key components of the LSDG framework. They are used to specify the desired outcomes and provide measurable benchmarks for tracking progress towards achieving the goals. Targets are specific and time-bound goals representing the desired outcomes. The indicators are specific metrics used to track progress towards achieving the targets. They provide quantitative or qualitative data that can be monitored and compared over time. It is important to note that while the targets and indicators are critical for measuring progress, they should be used in conjunction with broader contextual understanding and qualitative information to ensure a comprehensive assessment of sustainable development efforts.

Target No	Target Description	Indictors
1	To improve the activities of ICDS programme	<ul style="list-style-type: none">1. Number of Beneficiaries under ICDS2. Number of 0-3 Years of Children3. Number of 3-6 Years of Children4. Number of Pregnant and lactating mother
2	Ensure quality nutritious food to all children aged under 5 years	<ul style="list-style-type: none">1. Percentage of children aged under 5 years who are underweight
3	Facilitate enrolment of children, pregnant	<ul style="list-style-type: none">1. Percentage of children under age 5 years who are wasted



	women and adolescent girls under ICDS	
4	Reduce malnutrition among children, women.	<ol style="list-style-type: none">2. Percentage of Children age 6-59 months who are anaemic (<11.0g/dl)3. Percentage of Children age (5-14 years) who are anaemic.4. Percentage of Adolescent (15-19) Girls who are anaemic
5	Facilitate the nutritional needs of adolescent girls, pregnant and lactating women and older persons	
6	Create environment for total enrolment and retention of children in school	<ol style="list-style-type: none">1. Gross Enrolment Ratio in higher secondary education2. Net Enrolment Ratio in primary and upper primary education
7	Ensure quality of education through the PTAs/SMCs	<ol style="list-style-type: none">3. Out of total Youth who are 14-18 years how many are neither in school / training
8	Ensure that all girls and boys complete free, equitable and quality primary and secondary education	
9	Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education	<ol style="list-style-type: none">1. Percentage of children between ages 3- 6 receiving some form of formal pre-school education or early childhood care in AWC
10	Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education	<ol style="list-style-type: none">1. Ratio of male-female enrolled in higher education, technical and vocational education up to 18 years
11	Eliminate gender disparity in all levels of education	<ol style="list-style-type: none">1. Ratio of male-female enrolled Primary/ Secondary/Higher Secondary



12	Ensure safety and protection of all children in the Village	1. Number of missing children 2. Number of POCSO offences
13	Ensure equal access to education for persons with disabilities	1. Percentage of Children upto 18 years treated in de-addiction centres
14	Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	1. Percentage of children with disabilities receiving Early Childhood Intervention 2. Percentage of children with disabilities enrolled in schools/ special schools

1.6.1 Indicators under Aspirational Block Program: Aspirational Block Development Programme (ABDP) is a development initiative of Government of India, aimed at improving the performance of areas that are lagging on various development parameters. It was announced in the Union Budget 2022-23. The ABDP covers 500 Blocks in 213 districts across 31 states and UTs. It focuses on the strength of each Block identifying low-hanging fruits for immediate improvement and measuring progress by ranking Blocks on regular basis. Blocks are encouraged to catch up with the best Block within their state, and subsequently aspire to become one of the best, by competing with, and learning from others. The ABDP is essentially aimed at localizing Sustainable Development Goals, leading to the progress of the nation. The following are the performance indicators of ABDP under Education.

Indicators under Education in ABDP
1. Transition Rate - Percentage of boys transitioned from Upper Primary to secondary level
2. Transition Rate - Percentage of girls transitioned from Upper Primary to secondary level
3. Transition Rate - Percentage of boys transitioned from secondary to high secondary level
4. Transition Rate - Percentage of girls transitioned from secondary to high secondary level
5. Percentage of elementary schools having PTR less than equal to 30
6. Percentage of schools with functional computer for pedagogy against total number of schools
7. Percentage of schools having adequate girls toilet facilities against the total number of schools in the block
8. Percentage of schools having Hand Wash Facility and Functional Urinal Facility against the total number of schools



9. Percentage of schools having Incinerator against the total number of schools in the block
10. Percentage of schools having trained teachers for teaching child with special needs
11. Percentage of boys with 60% and above marks in Class X board exams at the Block
12. Percentage of girls with 60% and above marks in Class X board exams at the Block
13. Percentage of boys with 60% and above marks in Class XII board exams at the Block
14. Percentage of girls with 60% and above marks in Class XII board exams at the Block

1.7 Test your Knowledge: Fill-in-the-blanks in each questions

1. The legal age of marriage in India is _____ years for girls and _____ years for boys.
2. Child-friendly Panchayats are linked to various _____ for sustainable development.
3. Child Care programs initiated by Panchayats play a critical role in the promotion of _____ development.
4. Child Friendly Villages aim to create safe _____, for children to grow and thrive.
5. The concept of Child Friendly Villages is based on the _____, which recognizes that children have specific rights that should be protected and fulfilled.
6. Children in India face various issues, including high rates of _____, lack of quality primary education, child marriage, and exploitation.
7. Every child should have the opportunity to survive, grow, learn, and participate in decision-making processes in a _____ Gram Panchayat.
8. Child Friendly Villages play a crucial role in promoting children's _____, education, and overall quality of life.



Chapter 2: Overview of Child rights & role of GPs in protecting child rights

Target 12: Ensure safety and protection of all children in the Village

Learning Objectives

- Who is a child?
- Issues related to children
- Inter linkages of child friendly panchayat with respect to other SDGs
- Characteristics of Child Friendly Village
- Significance of Child Friendly Village
- Targets & indicators
- Test your knowledge

1. Introduction: In the year 1989 the global community adopted the United Nations Convention on the Rights of the Child, making it the first international legally binding document concerning child rights. The convention consists of 54 articles covering all four major categories of child rights: Right to life, Right to development, Right to protection, and Right to participation. It came into force on the 2nd September 1990. Articles of UNCRC provides that the State is responsible to “...ensure to the maximum extent possible child survival and development” (Article 6), “...render appropriate assistance to parents and legal guardians in the performance of their child rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children” (Article 18.2) and “....children of working parents have the right to benefit from child care services and facilities for which they are eligible” (Article 18.3).

2.1 Child Rights: According to the UNCRC, the child rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender and apply to all people everywhere. The following are the basic rights of children.

- a) Right to Survival: A child's right to survival begins before a child is born. According to Government of India, a child life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity
- b) Right to Development: Children have the right to all forms of development: Emotional, Mental and Physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development.
- c) Right to Protection: A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere
- d) Right to Participation: A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.



2.2 Rights of Children in India: The Constitution of India recognizes the vulnerable position of children and their right to protection. The rights guaranteed to the children by Constitution of India are:

- a. Right to free and compulsory elementary education to all children in the age group of 6-14 years (Article 21)
- b. Right to be protected from being engaged in hazardous employment till the age of 14 years.
- c. Right to be protected from being abused and doing such work unsuited to their age and strength [Article 39(e)]
- d. Right to have opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity so that their childhood is protected against exploitation, moral and material abandonment [Article 39 (f)].

2.3 Child Protection: UNICEF uses the term ‘child protection’ to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as child marriage. The child protection services are delivered by Government agencies, local authorities, and community groups etc. The following are the key clauses from UNCRC for protection of children.

- a. Article 4: Governments have a responsibility to take all available measures to make sure children’s rights are respected, protected and fulfilled.
- b. Article 19: Deals with Protection from all forms of violence. Children have the right to be protected from being hurt and mistreated, physically or mentally.
- c. Article 37: No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults. .
- d. Article 39: Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. .
- e. Article 40: Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible

2.4 Role of Panchayat in protecting the rights of children: India is a signatory of international Convention on the Rights of the Child (CRC). The challenge before the Panchayats is to take up the task of honouring the rights of children. A Gram Panchayat can play a significant role in protecting the rights of children by implementing various policies, programs, and initiatives within their jurisdiction. Here are some actions that a Gram Panchayat can take to protect the rights of children:

- a. **Awareness Campaigns:** Conducting awareness campaigns on child rights, child protection, and child-related laws to educate the community members, parents, and children themselves about their rights and responsibilities.



- b. **Child Protection Committees:** Establishing Child Protection Committees within the Gram Panchayat to address and respond to child protection issues promptly. These committees can work closely with local authorities and organizations to ensure the safety and well-being of children.
- c. **Child Helpline:** Setting up a dedicated child helpline number that children and concerned citizens can call to report any cases of child abuse, neglect, or exploitation. The Panchayat can ensure that these helpline services are available and accessible at all times.
- d. **School Monitoring and Quality Improvement:** Ensuring the quality of education in local schools, promoting inclusive education, and monitoring school attendance to prevent dropouts. The Panchayat can collaborate with school authorities to provide a safe and supportive learning environment.
- e. **Access to Healthcare:** Ensuring access to healthcare facilities for children in the village, including immunizations, regular health check-ups, and awareness programs on child nutrition and hygiene.
- f. **Birth Registration:** Encouraging and facilitating birth registration for all children in the village. Birth registration is crucial for ensuring the recognition of a child's legal identity and access to various rights and services.
- g. **Child Participation:** Promoting child participation in decision-making processes that affect them. The Gram Panchayat can involve children in planning and implementing child-related initiatives, allowing them to express their opinions and needs.
- h. **Child-Friendly Infrastructure:** Advocating for child-friendly infrastructure, including safe playgrounds, recreational spaces, and facilities, that support children's physical and emotional development.
- i. **Skill Development:** Organizing skill development workshops or vocational training programs for adolescents to enhance their capabilities and future opportunities.
- j. **Prevention of Child Labour:** Taking measures to prevent child labor within the village by raising awareness, monitoring child labor practices, and providing support to vulnerable families.
- k. **Child Marriage Prevention:** Working to prevent child marriages by creating awareness about its harmful consequences and collaborating with local organizations to intervene when such cases arise.
- l. **Support for Vulnerable Children:** Identifying and providing support to children in vulnerable situations, such as orphans, street children, and children with disabilities.
- m. **Monitoring and Reporting:** Regularly monitoring child rights violations and reporting cases to appropriate authorities for prompt action.

Panchayat Should Ensure

- Anganwadi and schools with water and sanitation facilities
- Formation of Children's Assembly
- Availability of quality nutritious food
- Quality Education
- Safe drinking water and hand washing unit



- Creation of Poshan Vatika
- Participation of children at risk of distress
- Providing educational assistance / training support to students belonging to weaker sections of the society

2.5 Best Practice 1:



Shining Example of Child-Friendly Initiatives, Borasingi Panchayat, Odisha

Source: <https://newsroomodisha.com/emulate-borasingi-panchayat-as-a-case-study-for-child-friendliness-panchayati-raj-ministry/>

Borasingi Panchayat of Ganjam district in Odisha has received wide accolades from various quarters for its initiatives that aim at making the area child friendly and provide all basic amenities such as clean toilets. Its child friendly strategies have caught the attention of the Union Ministry recently when the Panchayat was adjudged as the best Child Friendly Gram Panchayat at the National Panchayat Awards 2021. What is more important is the fact that the Ministry has asked other Panchayats of the country to emulate Borasingi for its child friendly strategy as a case study for child development.

The Borasingi Panchayat has taken steps to ensure that children of the locality get all the support for their development. The Ministry in its report has said that Borasingi has two Anganwadi Kendras for children which are well maintained and neat and clean and well equipped with all essential pedagogical equipment for children. It also says that the Anganwadi Kendras have functional toilets separately for boys and girls. The children are made aware



about hand wash and the correct procedure is painted on the wall near the water tap. The report also commended the Asha Karmi and Anganwadi workers for their coordinated efforts in taking care of the children. The Anganwadis are properly maintained and health monitoring charts and registers are maintained in a proper way that have all information such as height, weight and immunization details of the children of the Panchayat. The Asha workers are also engaged in providing free sanitary napkins to the adolescent girls of the villages. Other services such as distribution of iron and vitamin tablets is also carried out by the Asha Karmis of the area. The villages in the Borasingi Panchayat have well responsive child protection committees

2.6 Test your Knowledge: Fill-in-the-blanks in each questions

1. According to the UNCRC, child rights are minimum entitlements to all persons below the age of _____ regardless of race, color & gender etc
2. The rights guaranteed to the children by the Constitution of India include free and compulsory elementary education to all children in the age group of _____ years
3. Child protection refers to preventing and responding to violence, exploitation, and harmful practices, such as _____.
4. Governments have a responsibility to make sure children's rights are respected, protected, and fulfilled, as stated in _____ of the UNCRC
5. Article 19 of the UNCRC deals with the protection of children from all forms of _____.
6. As per Article 37 of the UNCRC Children who break the law should not be treated cruelly and should not be put in prison with _____.
7. Establishing Child Protection Committees within the GP is one of the actions a Gram Panchayat can take to protect the rights of _____
8. Regularly monitoring child rights violations and reporting cases to appropriate authorities is an essential role of the GP in protecting the rights of _____.



Chapter 3: Laws Programmes / Schemes to ensure Child Friendly Villages

Target 1: To improve the activities of ICDS programme

Target 2: Ensure quality nutritious food to all children aged under five years

Target 3: Facilitate enrolment of children, pregnant women and adolescent girls under ICDS

Learning Objectives

- Key Acts for Protection and Development Children
- Key schemes for Protection and Development of Children

Introduction: The Government on 26th April, 2013 has brought out a new National Policy for Children, 2013. This Policy recognises every person below the age of eighteen years as a child. It recognizes that a multi-sectoral and multidimensional approach is necessary to secure the rights of children. The Policy has identified four key priority areas: survival, health and nutrition; education and development; protection and participation, for focused attention. The Policy calls for purposeful convergence and coordination across different sectors and levels of governance.

3.1 Key Acts for Protection and Development Children: There are several national Acts that address the different age -groups and categories of children in India. Following the key laws for development and protection.

3.1.1 Juvenile Justice Act (Care and Protection of Children), 2015: As per the law, a child or juvenile is a person less than 18 years of age. It targets two types of children- those in need of care and protection and those in conflict with law. It protects not just the child but also of a person who was a child when the incident of crime took place. It also called for several rehabilitation and social integration measures for institutional and non-institutional children.

3.1.2 The Child Labour (Prohibition and Regulation) Act, 1986: This Act defines child as a person who has not completed 14 years of age. It imposes a ban on employment of children less than fourteen years of age in hazardous occupations such as automobile workshops, bidi-making, mines, hotels, and domestic workers etc.

3.1.3 The Prohibition of Child Marriage Act, 2006: This prohibits solemnization of child marriages. The Act defines a child in case of a male who has not completed 21 years of age and a female who has not completed 18 years of age. Therefore, if either or both the contracting parties to marriage is a child as per this definition; the marriage is considered as ‘child marriage’

3.1.4 Protection of Children from Sexual Offences, 2012: This Act protects children from offences of sexual assault, sexual harassment and pornography as well as for the establishment of Special Courts that deals with such matters. The Act recognizes the criticality of intent and hence calls for punishment even if the offense has been unsuccessful. Due to the greater vulnerability of children, the burden of proof has been shifted to the accused. At the same time, to prevent misuse of law, penalties for make false complaint have also been made.



3.1.5 The Right of Children to Free and Compulsory Education Act, 2009: The Act calls for the Right of every child from the age of six to fourteen to free and compulsory education. The Act calls for private institutions to reserve at least 25% seats in every class for the economically weak students. The child cannot be denied admissions for the lack of birth records. A child cannot be failed or expelled till the attainment of elementary education. The Act provides for an institutional mechanism for the protection of child rights through national/state commissions for protection child rights.

3.1.6 The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 2003: This was amended from the earlier The Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse), Act 1994 to improve the regulation of the technology used in sex selection. The Act brought pre-conception of sex selection and ultrasound within the ambit of the law.

3.1.7 Information Technology Act, 2000: An Amendment was made in 2008 that introduced penalties for child porn and voyeurism. If a person induces captures, publishes or transmits images of a child in a sexually explicit act, then he or she faces imprisonment up to 5 years and/or a fine of Rs.one lakh on first conviction. On second conviction, the imprisonment tenure is for up to 7 years.

3.1.8 Infant Milk Substitutes, feeding Bottles and Infant Foods (Regulation of Production, Supply and Distribution) Act 1992: Promotes breastfeeding of new-born children and infants as well as regulation of infant foods. The Act defines what it means by food as well as infant milk substitute. The Act states that no person can advertise, promote or mislead people that infant food is an acceptable replacement for mother's milk or even contact an expectant mother/mother of an infant for selling or promoting of such things.

3.1.9 Immoral Traffic (Prevention) Act, 1986: If a person procures, induces or takes a child for the purpose of prostitution then the prison sentence is a minimum of 7 years but can be extended to life. If a person is found with a child it is assumed that he/she has detained that child for purpose of sexual intercourse and can be punished ranging from 7 years to life imprisonment. Any child sexually abused or found in a brothel can be placed in an institution for their safety by a magistrate.

3.1.10 Factories Act, 1954: The Act calls for crèche service to be made available for children less than 6 years of age in factory that has a minimum of 30 women working. The Act puts time restrictions on adolescents who have been given certificates to work as adults.

3.1.11 Right to Education Act 2009: The RTE Act, 2009 provides a rights-based perspective to the education of children at elementary level. It provides a justiciable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. The Salient Features of RTE Act 2009: are as follows



- a) Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- b) 'It makes provision for a non-admitted or drop out child to be admitted to an age appropriate class with provision of Special Training in order to be at par with other children.
- c) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc.
- d) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- e) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- f) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- g) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by constitutionally created independent bodies of the National and State Commissions for Protection of Child Rights.

3.2 Key schemes for Protection and Development of Children

3.2.1 (ICDS): ICDS is one of the most important Government interventions for child development since 1975. This scheme targets most vulnerable groups of the population including children up to 6 years of age belonging to poorest of the poor families. Children under 6



and pregnant or lactating mothers can access the following services under the ICDS. All these services will be available from a local Anganwadi by the Anganwadi Workers

- a) **Supplementary nutrition:** Vitamin A tablets, food grains and rice, and fortified food packages are available for children and mothers who are showing signs of malnourishment. Weight-for-age growth cards should be maintained for all children under six years of age - children below the age of 3 should be weighed once a month and children aged 3-6 should be weighed quarterly.
- b) **Immunisations:** children should be given full vaccinations against six preventable diseases. Pregnant women should receive a vaccination against tetanus that reduces maternal and neonatal mortality.
- c) **Health check-ups:** various health services are provided for children including treatment of diarrhoea, de-worming and distribution of simple medicines Ante-natal and post-natal check-ups should be provided for pregnant women and new mothers.



- d) **Referral services:** if, after a health check-up, children or mothers are in need of medical attention they will be referred to the Primary Health Centre. Severely malnourished children are referred to Nutrition Rehabilitation Centres.

3.2.2 Samagra Shiksha (SS): Samagra Shiksha is the principal programme for universalization of elementary education. The main emphasis of the Scheme is on improving quality of school education by focussing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme would be



समग्र शिक्षा
Samagra Shiksha

to enhance the Learning Outcomes at all levels of schooling. SS provides free and compulsory quality education to the children of 6-14 years age group which is a fundamental right. The programme seeks to open new schools in those habitations which do not have school facilities and infrastructure. SS has a special focus on girl's education and children with special needs. SS also seeks to provide computer education to bridge the digital divide. Gram Panchayat Sarpanch hold status of the president in Village Education Committee which resolve day to day issues like low attendance, promote infrastructure like boundary wall, drink water, etc. along with focus on mid-day meals performance.

3.2.3 Mid-day Meal Scheme (MDMS):

The Mid-day Meal Scheme supplies free lunches on school days for children in primary and upper primary classes in government, local body schools. This is largest food serving programme across the globe which ensures education guarantee for the children. This programme comes under the purview of the National Food Security Act, 2013. The Gram Panchayats and village education committee monitor MDMS on daily basis with regard to: (i) regularity and wholesomeness of the mid-day meal served to children, (ii) cleanliness in cooking and serving, (iii) timeliness in procurement of good quality ingredients, fuel, etc. (iv) implementation of varied menu, (v) social and gender equity.



3.2. 4 The Integrated Child Protection Scheme (ICPS) : The Integrated Child Protection Scheme (ICPS) is a centrally sponsored scheme aimed at building a protective environment for children in difficult circumstances, through Government-Civil Society Partnership. ICPS contribute to the improvements in the well-being of children as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect and exploitation etc. The National Commission for Protection of Child Rights ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India



3.2.5 (BBBP): BBBP is a nationwide campaign that addresses the issues of declining child sex ratio and promotes the education and empowerment of girls. It focuses on improving the enrollment and retention of girls in schools, preventing gender-based discrimination, and ensuring their overall well-being.



3.2.6 Pradhan Mantri Matru Vandana Yojana (PMMVY): PMMVY is a maternity benefit program that aims to provide financial assistance to pregnant and lactating women for better health and nutrition during pregnancy and childbirth. It promotes the health and well-being of both the mother and the child.

3.2.7 National Rural Health Mission (NRHM): NRHM focuses on improving healthcare facilities in rural areas, including maternal and child healthcare services. It aims to reduce infant mortality rate, maternal mortality rate, and improve access to quality healthcare services for children and mothers.

3.2.8 National Child Labour Project (NCLP): NCLP is a scheme that aims to eliminate child labour in hazardous industries and rehabilitate child labourers. It provides non-formal education, vocational training, and support services to rescued child labourers, ensuring their reintegration into mainstream society.

3.2.9 Swachh Bharat Mission (SBM): SBM is a cleanliness and sanitation program that promotes access to clean drinking water, sanitation facilities, and hygiene practices in rural areas. It creates a healthier and safer environment for children, reducing the risk of waterborne diseases and improving overall well-being.

3.2.10 Health & Wellness Centers: Ayushman Bharat, is a flagship health insurance scheme launched by the Government of India. One of the key components of this ambitious scheme is the establishment of Health and Wellness Centers (HWCs) across the country. These centers play a crucial role in providing comprehensive primary healthcare services to millions of people, including children. The following are the key features of the Health and Wellness Centers:

- Holistic Healthcare Approach:** The Health and Wellness Centers aim to provide a holistic approach to healthcare, focusing not only on curative measures but also on preventive and promotive aspects of health. These centers emphasize early detection and timely treatment of health issues to reduce the burden of disease and promote well-being.
- Wide Range of Services:** HWCs offer an extensive range of essential healthcare services to the community. These services include maternal and child health care, treatment of common communicable and non-communicable diseases, vaccinations, family planning, and nutrition counseling, among others.



- c) **Emphasis on Universal Health Coverage:** The HWCs play a vital role in achieving the goal of universal health coverage by ensuring that quality healthcare reaches every nook and corner of the country. These centers act as the first point of contact for healthcare for many individuals who may not have had access to medical services previously.
- d) **Qualified Healthcare Providers:** The staff at Health and Wellness Centers typically include trained healthcare professionals such as doctors, nurses, and community health officers. They are equipped to handle various health conditions and are instrumental in promoting health awareness in their respective communities.
- e) **Focus on Rural Areas:** HWCs primarily target rural and remote areas where healthcare infrastructure may be lacking. By providing basic healthcare services at the grassroots level, the centers aim to address the disparities in health access between urban and rural populations.
- f) **Preventive Healthcare Initiatives:** The HWCs lay significant emphasis on preventive healthcare measures such as regular health check-ups, screening for common ailments, and health education programs. These initiatives are vital in reducing the burden of disease and promoting a healthier population.
- g) **Integration with National Health Programs:** The HWCs work in tandem with various national health programs to ensure a comprehensive approach to healthcare delivery. They facilitate the seamless implementation of schemes related to immunization, maternal health, child health, and communicable disease control.
- h) **Community Participation:** The success of Health and Wellness Centers largely depends on community involvement. These centers actively engage with the local communities to understand their healthcare needs and preferences, which helps in tailoring the services accordingly

3.3 Test your Knowledge Fill-in-the-blanks in each questions

9. The key priority areas identified in the National Policy for Children, 2013 are _____, _____, _____, and _____.
10. The Juvenile Justice Act 2015 defines a child or juvenile as a person below the age of _____ years.
11. The Child Labour (Prohibition and Regulation) Act, 1986 prohibits the employment of children below _____ years of age in hazardous occupations
12. The Prohibition of Child Marriage Act, 2006 considers a male child below _____ years and a female child below _____ years as child marriage.
13. The Integrated Child Protection Scheme aims to build a protective environment for children in difficult circumstances through _____.
14. The Beti Bachao Beti Padhao campaign focuses on improving the enrollment and retention of _____ in schools and promoting their education and empowerment.
15. The National Rural Health Mission focuses on improving healthcare facilities in rural areas, including maternal and child healthcare services to reduce _____ and _____.
16. The Mid-day Meal Scheme supplies free lunches on school days to children in government schools under the purview of the _____.



Chapter 4: Village Level Committees for Development of Children

Target 9: Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education.

Learning Objectives

- Anganwadi level Monitoring and Support Committee
- Village Level Child Protection Committee
- School Management Committee
- Adolescent Girls Club

4 Introduction: Development of women and children is one of the 29 functions listed in the Constitution to be devolved to Panchayati Raj Institutions. The Gram Panchayat, being close to the people, is best suited to obtain information about the problems faced by the children. It is the duty of the Gram Panchayat to ensure that all children of the Gram Panchayat area benefit from the laws and schemes without any discrimination of gender, caste and religion etc... Many people do not understand why children need protection and who they need it from. But it is important for panchayat members to be aware of this so that they can contribute to child protection in their village. The Gram Panchayats can perform their duties towards children in collaboration with the village level functionaries of various line departments. There are several committees at the village level to ensure the survival, protection and development of children. Some key committees are as follows.

4.1 Anganwadi level Monitoring and Support Committee (ALMSC): This committee is constituted under Integrated Child Development Scheme, at the Anganwadi to monitor the functioning of the Anganwadi and to mobilize support for the centre. The Sarpanch is the Chairperson of this committee.

4.2 Village Level Child Protection Committee (VCPC): This is constituted under ICPS, at the village or the Gram Panchayat level. The Sarpanch is the ex-officio head of this committee. VCPC is required to recommend and monitor the implementation of child protection services at the village level and assist in identification of beneficiaries.

4.3 School Management Committee (SMC): This committee is constituted in all government and aided schools to plan, monitor and implement Samagra Shisha scheme as per the Right of Children to free and compulsory Education (RTE) Act

4.4 Adolescent Girls Club: Adolescent Girls club is a compulsory service activity of Anganwadi centre implemented under centrally sponsored scheme for adolescent girls, for the improvement in nutritional status and up gradation of various skills to enable them for self-development and empowerment.



The panchayat should strengthen:

- Education Committee
- School Management Committee
- Teachers Parents Association
- Village Child Protection Committee
- Village Health, Sanitation and Nutrition Committee
- Asha, A.N.M & Anganwadi Worker
- Headmaster
- Sub Committee of Village Organisation

4.5 Best Practice: Empowering Children and Transforming Local Governance

Dardahind GP, Rajasthan

Dardahind, is an agricultural village with a population of 4844 people. In the past, the village faced challenges like high absenteeism and dropout rates among children due to their involvement in agricultural activities. In 2015, the Panchayat formed a Child Protection Committee to address children's needs effectively. The committee organized sessions with parents to raise awareness about the importance of education for their children, leading to positive changes.

To address the problem of stray animals destroying crops and relieving children of their guarding responsibilities, the villagers formed a Todi Committee in 2018. They collectively sold dried todi pods to generate funds for the Panchayat's development activities. With the money raised, the village fenced the agricultural perimeter, ensuring the protection of crops without burdening children.

The GP also collaborated with UNICEF to initiate the 'Laado Pariyojana,' focusing on improving the situation of young and adolescent girls. Mass sensitization rallies and the formation of Kishori Samooh (adolescent girls' group) empowered girls and discouraged child marriages, leading to Dardahind being declared a 'Child-marriage free GP.'

Dardahind GP's approach serves as a replicable good practice, showcasing the significance of self-driven solutions, inter-sectoral convergence, and proactive measures to create a child-friendly local governance system. Through effective leadership, community participation, and collaboration with organizations, Dardahind demonstrated that a child-centric approach can lead to transformative outcomes in local self-governance

Source: Child friendly Local Governance Documenting Good Practices, Child Rights Resource Unit, Centre for Gender Studies and Development. NIRDPR



4.6 Test your Knowledge: Fill-in-the-blanks in each questions

17. The Anganwadi level Monitoring and Support Committee is constituted under _____ and is chaired by the _____..
18. The ex-officio head of Village Level Child Protection Committee is the _____..
19. The School Management Committee is constituted in all schools to implement the Samagra Shiksha scheme as per the _____ Act.
20. The Adolescent Girls Club is a compulsory service activity of Anganwadi centres implemented under the centrally sponsored scheme for adolescent girls to improve _____ and up-gradation of various skills for self-development and empowerment.
21. The Village Level Child Protection Committee assists in the identification ofbeneficiaries..
22. The School Management Committee plans, monitors, and implements the Samagra Shiksha scheme in _____ and aided schools.



Chapter 5: Nutrition & Child Development

Target 4: Reduce malnutrition among children, women

Target 5: Facilitate the nutritional needs of adolescent girls, pregnant and lactating women

Learning Objectives

- Child Nutrition
- Malnutrition and Child's Development
- POSHAN Abhiyaan
- VHSNC
- Village Health Sanitation and Nutrition Day

5 Introduction: Nutrition plays a crucial role in the overall development and well-being of children. Adequate nutrition during childhood is essential for physical growth, cognitive development, immune function, and long-term health. Malnutrition, including under nutrition and micronutrient deficiencies, can lead to stunted growth, delayed development, weakened immune function, and increased susceptibility to illnesses. Promoting healthy eating habits, providing a positive mealtime environment, and educating children and parents about the importance of nutrition contribute to optimal child development and long-term health.

5.1 Child Nutrition: Malnutrition refers to a combination of nutrition-related deficiencies. Child under nutrition occurs when a child's intake of vitamins and minerals is less than what it needs to be for healthy early childhood development. Some of the indicators for deficient child health pertain to growth standards include wasting, stunting, and being over or underweight.

- a) **Stunting:** Children who suffer from growth retardation as a result of poor diets or recurrent infections tend to be at greater risk for illness and death. Stunting is the result of long-term nutritional deprivation, and often results in delayed mental development, poor school performance and reduced intellectual capacity.
- b) **Wasting:** Wasting in children is a symptom of acute under nutrition, usually as a consequence of insufficient food intake or a high incidence of infectious diseases, especially diarrhea. Wasting impairs the functioning of the immune system and can lead to increased severity of, infectious diseases.
- c) **Overweight:** Childhood obesity is associated with a higher probability of obesity in adulthood, which can lead to a variety of disabilities and diseases, such as diabetes and cardiovascular diseases. The risks for most non-communicable diseases (NCDs) resulting from obesity depend partly on the age at onset and the duration of obesity. Obese children and adolescents are likely to suffer from both short-term and long-term health consequences,
- d) **Underweight:** Weight is easy to measure; hence, this is the indicator for which most data have been collected in the past. The mortality risk is increased in children who are even mildly underweight, and the risk is even greater in severely underweight children.



5.2 Malnutrition and Child's Development: Children five years of age and younger are especially vulnerable to malnourishment. They are also more susceptible to infection, and without access to quality health care, they can quickly become ill. Childhood malnutrition can decrease the effectiveness of the immune system, causing child health to be more heavily impacted by disease or injury. Malnutrition can damage organs and the brain, causing impaired speech, memory, and overall cognitive processing skills.

5.3 POSHAN Abhiyaan: POSHAN Abhiyaan a flagship program of Government of India aims at reducing malnutrition, adopting a convergent, life-cycle and result oriented approach. It focuses on adolescent girls, pregnant women, lactating mothers and children from 0 to 6 years of age. The first 1000 days of a child are the most critical in addressing under nutrition, which includes the nine months of pregnancy, six months of exclusive breastfeeding and the period from 6 months to 2 years. Timely interventions during this period also contribute to improvements in birth weight and reduction in both Infant Mortality Rate (IMR) and Maternal Mortality Rate (MMR). An additional one year of sustained intervention (till the age of 3 years) would ensure that the gains of the first 1000 days are consolidated. Further, continued attention on children in the age group of 3-6 years would contribute to their overall development. A key pillar of the POSHAN Abhiyaan is convergence of all Nutrition related Schemes on the target population.

5.3.1 Poshan Tracker: Universal access to Anganwadi Services ensures that no beneficiary, who migrates from one State to another or within a State is deprived of access to key services delivered through Anganwadis. A beneficiary enrolled at any Anganwadi Centre across the country will be able to avail of the same services at any other centre in another district of the same state or in a different State, by citing Aadhar-enabled registration details available on the Poshan Tracker. To facilitate the same, a module on ‘migration’ is available and functional on Poshan Tracker. Using the same, beneficiary details can be accessed by the Anganwadi Centre, where the beneficiary migrated to, by using the beneficiary's Aadhar details.

5.4 Village Health, Sanitation and Nutrition committee (VHSNC): One of the key elements of the National Rural Health Mission is formation of VHSNC. This committee take collective actions on issues related to health and its social determinants at the village level. The VHSNC act as a sub-committee of Gram Panchayat and function under the overall supervision of Gram Panchayat. The following are its roles and responsibilities:

- a) Create awareness about nutritional issues and significance of nutrition as an important determinant of health.
- b) Carry out survey on nutritional status and nutritional deficiencies in the village especially among women and children.
- c) Identify locally available food stuffs of high nutrient value as well as disseminate and promote best practices (traditional wisdom) congruent with local culture, capabilities and physical environment through a process of community consultation.
- d) Inclusion of Nutritional needs in the Village Health Plan



- e) Monitoring and Supervision of Village Health and Nutrition Day to ensure that it is organized every month in the village with the active participation of the whole village.
- f) Facilitate early detection of malnourished children in the community; tie up referral to the nearest Nutritional Rehabilitation Centre as well as follow up for sustained outcome.
- g) Supervise the functioning of Anganwadi Centre in the village and facilitate its working in improving nutritional status of women and children.
- h) Act as a grievances redressal forum on health and nutrition issues.

5.5 Village Health Sanitation and Nutrition Day (VHSND): The VHSND is to be organized once every month at the Anganwadi centre (AWC) in the village. On the appointed day, ASHAs, AWWs, and other will mobilize the villagers, especially women and children, to assemble at the nearest AWC. On this day the villagers can interact freely with the health personnel and obtain basic services and information. They can also learn about the preventive and promotive aspects of health care, which will encourage them to seek health care at proper facilities. The following activities related to nutrition are undertaken on VHSD

- a) All under-six children are weighed every month and their height are recorded every quarter
- b) Underweight and wasted children are to be identified and managed appropriately.
- c) Children identified with medical complications are referred to the health centre having pediatric care facilities.
- d) All under-six children are provided supplementary nutrition

5.6 Best Practice:

Child-Friendly Local Governance, Kanhabhaira GP, Chhattisgarh.

Kanhabhaira GP, a village with 450 families and a population of around 1800, faced several challenges related to children's issues before 2010. Education was not a priority, resulting in high dropout rates, and seasonal migration was common.

To address the educational issues, the Primary School Headmaster and the Sarpanch collaborated to take concrete steps to improve the school's enrollment. They began by creating awareness among parents about the RTE provisions, emphasizing the importance of free and quality education for all. This effort yielded positive results.

Parents played a pivotal role in encouraging new enrollments and discouraging admissions to private schools. They even contributed financially to employ four additional support teachers for two years. This collective effort led to a significant improvement in the school's performance, and the dropout rate reduced to zero.

Another pressing issue of malnutrition among children. A Child Welfare Committee was established, which identified the malnourished children and devised individualized plans to address their specific needs. By 2018, Kanhabhaira GP had successfully eradicated malnutrition.



Replicable Practices:

1. One of the significant achievements of GP was the empowerment of women who took the lead in supervising and initiating child welfare activities. This practice of involving women in child welfare planning can be easily replicated in other communities

2. By implementing RTE provisions and raising awareness among parents about free and quality education, the village successfully transformed its educational landscape. This focus on education led to a remarkable improvement, with zero dropouts and increased attendance and retention rates.

Source: Child friendly Local Governance Documenting Good Practices, Child Rights Resource Unit, Centre for Gender Studies and Development, NIRDPR

5.7 Test your Knowledge

23. Child malnutrition occurs when a child's intake of vitamins and minerals is less than what it needs which may lead to _____, _____,

24. Children upto five years of age are also more susceptible to infection, making them more likely to become _____.

25. Poshan Abhiyaan aims at reducing malnutrition and adopts a convergent approach, focusing on _____, _____, _____,

26. VHSNC acts as a sub-committee of _____.

27. Village Health Sanitation and Nutrition Day is seen as a platform for interfacing between the community and the _____.



Chapter 6: Child Education

- Target 6:** Create environment for total enrolment and retention of children in school
Target 7: Ensure quality of education through the PTAs/SMCs
Target 8: Ensure that all girls and boys complete free, equitable and quality education
Target 10: Ensure equal access for all to quality technical, vocational and tertiary education
Target 11: Eliminate gender disparity in all levels of education
Target 14: Ensure equal access to education for persons with disabilities

Learning Objectives

- Importance of Child Education
- Provisions of Right to education Act
- Status of Standards of education in schools
- Challenges in Providing quality education in villages
- Role of a Gram Panchayat in improving the quality education

6 Introduction: Child education is the foundation for a nation's progress and a brighter future. It encompasses the formal and informal learning experiences that shape a child's cognitive, social, emotional, and physical development. Quality education during the early years is crucial as it lays the groundwork for a child's lifelong learning journey. Access to quality education is a fundamental right of every child, irrespective of their background, gender, or socio-economic status. Ensuring inclusive and equitable education opportunities for all children is essential to break the cycle of poverty and promote social cohesion. Investing in child education empowers children to explore their potential, make informed decisions, and become active participants in society.

6.1 Importance of Child Education: Primary and secondary education are crucial for making a panchayat child-friendly as they lay the foundation for a child's overall development. These early stages of education provide essential knowledge, skills, and values that shape a child's future. The primary and secondary education contribute to creating a child-friendly panchayat:

- a) **Empowerment:** Education empowers children with knowledge, critical thinking abilities, and problem-solving skills, enabling them to make informed decisions and actively participate in the community.
- b) **Social Development:** Through education, children learn to interact with others, fostering social skills and empathy. This helps build a harmonious and inclusive environment in the panchayat.
- c) **Health and Hygiene:** Education promotes awareness about health, hygiene, and sanitation practices, ensuring a healthier and safer environment for children.
- d) **Economic Opportunities:** Quality education equips children with skills that can lead to better job opportunities, improving their socio-economic status in the long run.

6.2 Provisions of Right to Education Act: The Right to Education Act is a landmark legislation that has significantly impacted access to education in India. It has played a crucial



role in increasing enrollment rates and reducing school dropout rates, particularly in rural and marginalized communities. It was passed on August 4, 2009, and came into effect on April 1, 2010. The following are the key features of the Right to Education Act:

- a) **Free and Compulsory Education:** The Act mandates that every child between the ages of 6 and 14 years has the right to free and compulsory education in a neighbourhood school.
- b) **Prohibition of Discrimination:** The Act prohibits discrimination on the basis of caste, gender, religion, or economic status, ensuring equal opportunities for all children.
- c) **Infrastructure and Teacher Requirements:** The Act sets standards for school infrastructure, including the number of classrooms, teaching staff, and necessary facilities.
- d) **Quality of Education:** The Act emphasizes improving the quality of education by providing a child-centric and child-friendly learning environment.
- e) **School Management Committees (SMCs):** The Act encourages the formation of School Management Committees with parents and local representatives to monitor school functioning and ensure community participation.
- f) **No Detention Policy:** The Act introduced a no-detention policy up to class VIII, which means students cannot be held back or failed until the completion of elementary education.
- g) **Financial Provisions:** The Central and State governments share the responsibility for funding the implementation of the RTE Act.
- h) **Private School Quota:** The Act reserves 25% of seats in private schools for children from economically weaker sections and disadvantaged groups.
- i) **Teacher Training:** The Act focuses on the professional development and training of teachers to improve the quality of teaching.
- j) **Monitoring and Implementation:** The Act established National and State Commissions for the Protection of Child Rights to monitor the effective implementation of the RTE Act.

6.3. Status of Standards of education in schools: The Annual Status of Education Report (ASER) is an extensive survey conducted annually in India by the NGO Pratham. The report provides valuable insights into the status of education and learning outcomes in rural areas across the country. It focuses on assessing children's foundational skills, such as reading and arithmetic, and provides data on various educational indicators. Here are some key findings from past ASER reports:

- a) **Learning Levels:** The ASER report consistently highlighted that a significant proportion of children in rural areas were not achieving grade-appropriate learning levels in reading and arithmetic.
- b) **Reading Skills:** The ability to read and comprehend simple text remains a concern in many regions. A substantial number of students were found to be struggling with basic reading skills.



- c) **Arithmetic Skills:** Similarly, the report indicated that a significant number of students lacked foundational arithmetic skills, such as basic numeracy and problem-solving.
- d) **Enrollment:** ASER reported that school enrollment rates had generally improved over the years, but issues related to attendance and dropouts persisted in certain areas.
- e) **Gender Disparities:** The survey highlighted gender disparities in access to education and learning outcomes. Girls, in some cases, faced more significant challenges in terms of enrollment and retention.
- f) **Infrastructure:** The ASER report often pointed out the need for improved school infrastructure and facilities in many rural schools.
- g) **Teacher Attendance and Quality:** The presence and effectiveness of teachers were found to be crucial factors affecting students' learning outcomes. The report highlighted issues related to teacher attendance and quality of teaching.
- h) **Digital Divide:** In recent years, the ASER report started focusing on the digital divide and access to technology for providing online education.

6.4 Challenges in providing quality education in villages: Some of the key challenges in providing quality education in villages are as follows. Includes:

- a) **Infrastructure and Facilities:** Many villages lack proper school infrastructure, including classrooms, libraries, and laboratories, making it difficult to create a conducive learning environment.
- b) **Shortage of Qualified Teachers:** Villages often face a shortage of well-trained and qualified teachers. This affects the quality of education and hampers students' learning outcomes.
- c) **Limited Access to Technology:** The lack of access to technology and the internet can hinder students from benefiting from digital learning resources and educational tools.
- d) **Language Barriers:** In some regions, the language of instruction may not be the mother tongue of students, leading to communication barriers and difficulties in grasping concepts.
- e) **Socio-Economic Factors:** Poverty and financial constraints can force children to drop out of school to support their families, limiting their access to education.
- f) **Gender Inequality:** In certain areas, gender biases can prevent girls from attending school, leading to disparities in education and perpetuating social inequalities.
- g) **Transportation Issues:** In remote villages, lack of reliable transportation can make it challenging for students to commute to schools, resulting in irregular attendance.
- h) **Community Awareness:** Limited awareness of the importance of education and low community involvement in educational initiatives can hinder progress.
- i) **Teacher Training and Professional Development:** Insufficient opportunities for teacher training and professional development can hinder their ability to deliver effective teaching methods.
- j) **Lack of Learning Resources:** Shortage of textbooks, learning materials, and up-to-date resources can limit the overall learning experience for students.
- k) **Seasonal Migrations:** In agricultural-based communities, seasonal migrations can disrupt regular schooling and impact the continuity of education.



6.5 Role of Panchayat in Promoting Education: A Gram Panchayat plays a pivotal role in creating an environment conducive to the total enrolment and retention of children in schools within its jurisdiction. By implementing various initiatives and strategies, the Gram Panchayat contributes to ensuring that children receive quality education and stay enrolled in schools. Here's how a Gram Panchayat can achieve this:

- a) **Awareness Campaigns:** The Gram Panchayat can conduct awareness campaigns to highlight the importance of education for both boys & girls.. These campaigns can target parents, guardians, and the community at large, emphasizing the long-term benefits of education for children. The Gram Panchayat should also create awareness on technical, vocational, and tertiary education.
- b) **Door-to-Door Outreach:** Through door-to-door visits, the Gram Panchayat can identify children who are not attending school. This approach allows them to understand the reasons behind non-enrollment and address those issues promptly.
- c) **Girl-Friendly Schools:** The Gram Panchayat can work with schools to create a girl-friendly atmosphere. This includes providing separate toilets for girls, ensuring female teachers are available, and addressing any instances of discrimination or harassment.
- d) **Incentive Programs:** The Gram Panchayat can introduce incentive programs such as scholarships, free uniforms, and textbooks to motivate parents to send their children to school. These incentives can help alleviate financial barriers that might hinder enrollment.
- e) **Regular Monitoring:** By consistently monitoring school attendance and dropout rates, the Gram Panchayat can identify trends and take corrective measures. They can work closely with schools to address any issues that lead to dropouts.
- f) **Infrastructure Improvement:** The Gram Panchayat can collaborate with educational authorities to improve school infrastructure, including classrooms, sanitation facilities, and safe transport options. A conducive learning environment attracts and retains students.
- g) **Community Engagement:** Engaging the community in the education process is crucial. The Gram Panchayat can organize community meetings to discuss the importance of education, share success stories, and address concerns.
- h) **Parent-Teacher Associations (PTAs):** Encouraging the formation of PTAs can foster a strong relationship between parents and schools. The Gram Panchayat can facilitate the establishment of PTAs and encourage their active involvement in school activities.
- i) **Addressing Social Barriers:** In some cases, social norms, gender biases, and cultural practices might hinder girls' education. The Gram Panchayat can lead efforts to challenge and change these barriers, promoting equal access to education.
- j) **Collaboration with NGOs:** Collaborating with non-governmental organizations (NGOs) that focus on education can provide additional resources and expertise in addressing educational challenges.



- k) **Skill Development Workshops:** Organizing skill development workshops and training sessions in collaboration with local experts can equip individuals with practical skills that are in demand in various industries.
- l) **Scholarships and Financial Support:** Offering scholarships and financial assistance to deserving students can help overcome financial barriers and encourage enrollment in technical and tertiary education programs.
- m) **Career Counselling:** Providing career counseling services can guide students in making informed decisions about their educational and career paths. This can help match their interests and skills with appropriate courses.
- n) **Regular Review and Evaluation:** The Gram Panchayat should periodically review the progress of enrollment and retention initiatives, making necessary adjustments based on the outcomes achieved.

6.6 Test your Knowledge: Fill-in-the-blanks in each questions

1. Child education is crucial as it lays the foundation for a child's _____ development.
2. The Annual Status of Education Report focuses on assessing children's foundational skills, such as _____ and _____.
3. The Right to Education Act prohibits discrimination on the basis of _____, _____, _____, or _____.
4. Quality education empowers children with knowledge, critical thinking abilities, and _____ skills.
5. The no-detention policy in the RTE Act extends up to class _____.
6. Lack of qualified teachers and limited access to _____ are challenges in providing quality education in villages.
7. Gram Panchayats can improve education by investing in school infrastructure, and promoting _____ activities.



Chapter 7: Baal Sabha and Baal Panchayat

- Target 6:** Create environment for total enrolment and retention of children in school
- Target 7:** Ensure quality of education through the PTAs/SMCs
- Target 8:** Ensure that all girls and boys complete free, equitable and quality education
- Target 10:** Ensure equal access for all to quality technical, vocational and tertiary education
- Target 11:** Eliminate gender disparity in all levels of education
- Target 14:** Ensure equal access to education for persons with disabilities

Learning Objectives

- Baal Sabha
- Baal Panchayat

7 Introduction: Baal Sabha is the apex body of children's group in a village. Each Baal Sabha consists of 15 – 30 children in the age group of 5 – 18 years the members sit at least once in a month. The prime objective of constituting Bal Sabhas is to prevent inter-generational transmission of poverty through capability enhancement of children. The Baal Sabha may have different clubs of children as per their interest. For e.g., Environment Protection Club, School Management Club, Child Protection Club, Science Club, Health Club etc. Every child in the Baal Sabha should have the opportunity to participate in any one such club. It is a collective attempt of children to ensure their participation in the democratic space at the local Government level and in their community. The thrust is on overall development of children through a right based approach enhancing their creativity and leadership skills.

The Baal Panchayat members are basically Baal Sabha members first. The Baal Sabha votes them into power and they become office bearers of the Baal Panchayat. They should always remember that they are one from the Baal Sabha. Becoming an office bearer does not mean that they are no longer Baal Sabha members. The Baal Sabha is a very powerful body of children. All Baal Panchayat office bearers are answerable to the Baal Sabha.

7.1 Balasabha: Major Programmes / Activities

- a) Regular Balasabha meetings based on different themes
- b) Baal Panchayat Meeting
- c) Baal Parliament – District and State level
- d) Summer Camp
- e) August 15th Independence day Celebrations
- f) Gandhi Jayanthi Programme
- g) Christmas programme
- h) Trained Adolescent resource persons (Bala RPs) – 5360
- i) Formation of Panchayat and ward level(Support team)
- j) Conducted a Samgamam of selected Baal Panchayat Presidents
- k) Carrier guidance for ST students



- l) Insight programme- Carrier guidance and leader ship training includes civil service guidance for the children from poor family - 350 children
- m) Holistic health programmes
- n) Agriculture related activities, Maths day programmes, Bio diversity initiative, Workshop on media, Programmes related to child right are the major district initiatives

7.2 Baal Panchayat: Bal Panchayat is the elected body of the Bal Sabha. Officer bearers to the Bal Panchayat are nominated by vote or any other democratic process. The age of members is ideally between 12-18 years. Bal Panchayat is accountable to the Bal Sabha. Generally, a Bal Panchayat will have president, vice-president and secretary. There are various Committees which work on health, nutrition, education, WASH, environment, cultural activities, protection, sports, etc. Each office bearer holds a post for a year. In most models of the Bal Panchayats, there is a 50% seat sharing between girls and boys. The Bal Panchayat gives voice to children's rights. Children are the constituency of the Bal Panchayat and its officeholders. If actualized, the Bal Panchayat is 'governance of, by and for children'. Bal Panchayat works for the betterment of its members. The members are engaged in a healthy exchange of ideas and opinions. They ask questions about their rights, fight social evils such as child marriage; work for birth registration, tree plantation and campaign against children's addiction to tobacco, and wage war against social menace like child labour, among other activities. The Baal Panchayat is accountable to the Bal Sabha

- a) Generally, the total number of the members of the Baal Panchayat is 10% of the total children of the village, but it has been advised to keep the maximum number to 25, to maintain smooth co-ordination between the members, and the activities of the individuals can be closely monitored. If the village is big and has more number of children, then more than one *Baal Panchayats* could be formed.
- b) The posts in the *Baal Panchayat* are generally the president, secretary and reporter who are elected members and hold office for a period of six months.
- c) Representatives for various posts are being elected or unanimously selected by the members.
- d) The ratio of girls and boys in the *Baal Panchayat* is generally 6:4, but children decide whether to maintain the ratio or relax the norm, depending upon the existing situation.
- e) Generally, the members are elected/selected for one year only.

7.2.1 Role of Baal Panchayat

- a) Sensitise villagers to the rights of children;
- b) Raise awareness among children about their rights;
- c) Eradicate gender discrimination practices;
- d) Sensitise civil society about violence against girl child;
- e) Awareness generation about environment conservation and protection;
- f) Ensure quality education, improved health facilities and nutritional food for children; specially the girl child;
- g) Have active participation in development work; and



- h) Make efforts to ensure availability of basic amenities for villagers, such as water, electricity, etc.

7.3 Best Practice: Bal Sabhas Government Schools in MP

The State Government has directed to organise Bal Sabha activities in all Government schools every Saturday. Bal Sabhas will be held in first 3 periods. Training has already been imparted to conduct Bal Sabha activities properly. Guidelines about it have also been uploaded on education portal.

Four Houses have been constituted for Bal Sabha in every school. Essay writing will be held on first Saturday, extempore speech on second, quiz forum on third and painting, singing, instrument playing, handicraft etc activities will be held on fourth Saturday of the month. Running shield/trophy will be given away to individual participants and Houses at the end of year on the basis of marks obtained during the year. The House securing highest marks will be conferred the running shiled/trophy. Ten percent representatives of the House securing highest marks will be awarded.

Bal Sabha Houses will be named after 4 great persons. Students of all classes will also be divided into 4 Houses. Every House will have a leader and Deputy leader. From class IX to XII, 4 leaders and 4 teachers will be made in-charge of Houses. Participation of every school in House activities will be mandatory.

The state government has asked all District Education Officers to instruct principals and high and higher secondary schools to ensure Bal Sabha activities. Directives have been given to School Education Department's Divisional Joint Directors, District Education Officers and other officers to monitor Bal Sabha activities on mandatory basis during their inspections of schools. The government is of the opinion that from academic and all-round development's perspective, Bal Sabha activities help students meet the challenges of life easily. House activities develop leadership skill and harmony with fellow students. Such activities also generate abilities of listening, speaking and writing in accordance with minimum skill level prescribed by National Council for Educational Research and Training.

Source: <https://www.dailypioneer.com/2015/state-editions/govt-schools-to-hold-bal-sabhas.html>



7.4 Test your Knowledge:

1. Baal Sabha is the apex body of children's group in a village, consisting of children in the age group of
2. The prime objective of constituting Baal sabhas is to prevent..... of poverty through capability enhancement of children.
3. The Bal Sabha may have different..... of children based on their interest,
4. The Bal Panchayat is the elected body of the Bal Sabha, The age of members is ideally between.....
5. The Bal Panchayat works for the betterment of its members and engages in a healthy exchange of.....
6. Generally, the total number of members in the Bal Panchayat is.....of the total children of the village,
7. The posts in the Bal Panchayat include the president, secretary, and reporter, who hold office for a period of.....
8. The Bal Panchayat plays a crucial role in..... villagers to the rights of children, raising awareness among children about their rights



Chapter 8: Role of Panchayats in Ensuring Child Friendly Villages

Target 11: Eliminate gender disparity in all levels

Target 13: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

Learning Objectives

- Strategies of Child Friendly Village
- Eliminating Gender Disparity
- Prevention and Treatment of Substance Abuse

8 Introduction: A child friendly Panchayat is one where all service delivery institutions like the Anganwadi centre, school, health centres work in coordination with each other and the Gram Panchayat. This means that the Gram Panchayat is involved in every aspect of the life cycle of a child - before the child is born and till he/she reaches 18 years. The Panchayat ensures that every child irrespective of class, caste, religion, gender has equal rights and is taken care of. In a Child Friendly Panchayat, there will be no malnourished children nor any early marriages. Where all children attend school and no child is engaged in hazardous work, and all children have equal opportunities for growth and development. In reality, a Child Friendly Panchayat works to fulfil all the commitments made by the UNCRC, the SDGs, Indian laws, policies, schemes and programmes for ensuring child rights.

8.1 Key Strategies of Child Friendly Villages: Creating a Child-Friendly Village involves implementing a range of strategies that prioritize the well-being and development of children. These strategies are designed to create a nurturing and supportive environment where children can thrive. Some key strategies include:

- a) **Child Protection Policies:** Developing and implementing policies that safeguard children's rights and protect them from abuse, exploitation, and violence.
- b) **Education and Literacy:** Ensuring access to quality education for all children and promoting literacy programs to enhance their learning outcomes.
- c) **Healthcare and Nutrition:** Providing access to proper healthcare services, immunizations, and nutritious food to ensure children's physical well-being.
- d) **Safe Play and Recreation Spaces:** Creating safe and child-friendly spaces for play, recreation, and social interaction that contribute to children's physical and mental development.
- e) **Child Participation:** Encouraging children's participation in decision-making processes that affect their lives, fostering a sense of empowerment and ownership.
- f) **Parent and Community Engagement:** Involving parents, caregivers, and the community in initiatives that support children's well-being and development.
- g) **Early Childhood Development:** Offering early childhood care and development programs that focus on holistic growth during the critical early years.



- h) **Gender Equality:** Promoting gender equality by challenging stereotypes and ensuring equal opportunities for girls and boys.
- i) **Child-Friendly Infrastructure:** Designing infrastructure that prioritizes children's safety, such as pedestrian pathways and safe road crossings.
- j) **Skill Development:** Providing opportunities for skill development and vocational training for older children, preparing them for future employment.
- k) **Child-Sensitive Services:** Ensuring that public services like healthcare, education, and social services are child-sensitive and meet their unique needs.
- l) **Counselling and Support:** Offering counselling services for children facing challenges, as well as their families, to promote mental and emotional well-being.
- m) **Advocacy and Awareness:** Raising awareness about children's rights, child protection, and child-friendly initiatives within the community.
- n) **Monitoring and Evaluation:** Regularly monitoring and evaluating the impact of child-friendly strategies to ensure their effectiveness and make improvements as needed.
- o) **Inter-sectoral Collaboration:** Collaborating with various sectors such as education, health, social services, and local authorities to provide comprehensive support to children.
- p) **Sustainable Development:** Aligning child-friendly strategies with broader sustainable development goals to ensure long-term benefits for children and the community.
- q) **Child-Friendly Budgeting:** Allocate a specific portion of the Gram Panchayat budget towards child-centric initiatives and projects that benefit children in the village.

8.2 Eliminating Gender Disparity: Gender disparity refers to the unequal treatment, opportunities, and access to resources and rights based on an individual's gender. It involves differences in social, economic, political, and cultural circumstances that disadvantage one gender (typically women or girls) in comparison to the other gender (typically men or boys). Gender disparity can manifest in various aspects of life, including education, healthcare, employment, social status, and representation in decision-making positions.

- a) **Enrollment Drives:** Conduct enrollment drives to ensure that both girls and boys have equal opportunities to enroll in schools. Target areas with low female enrollment and address barriers that prevent girls from attending.
- b) **Girls' Empowerment Programs:** Organize programs that empower girls by building their confidence, leadership skills, and knowledge. This can encourage them to pursue education at all levels.
- c) **Scholarships and Incentives:** Provide scholarships and incentives specifically aimed at girls, to ensure they have equal access to education and are motivated to continue their studies.
- d) **Addressing Cultural Norms:** Work to challenge and change cultural norms that prioritize boys' education over girls'. Collaborate with community leaders to promote the value of education for all.
- e) **Safe Transportation:** Ensure safe and reliable transportation options for girls to attend schools, especially in areas where distance is a barrier.



- f) **Parental Involvement:** Encourage parents, especially mothers, to actively participate in their children's education and advocate for equal educational opportunities for their daughters.
- g) **Mentorship Programs:** Establish mentorship programs that connect girls with successful women from the community, inspiring them to pursue higher education and careers

8.3 Prevention and Treatment of Substance Abuse: A Gram Panchayat can play a vital role in strengthening the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol among children & youth.

- a) **Awareness Campaigns:** Organize awareness campaigns targeting all age groups to educate the community about the risks and consequences of substance abuse. These campaigns can emphasize the importance of a healthy lifestyle and the dangers of addiction.
- b) **School Programs:** Collaborate with local schools to integrate substance abuse prevention education into the curriculum. Organize workshops, seminars, and interactive sessions to educate students about the harms of substance abuse.
- c) **Community Workshops:** Conduct workshops and discussions involving parents, teachers, and community members to address substance abuse as a collective concern. Share information about available treatment and rehabilitation resources.
- d) **Peer Education:** Train peer educators who can reach out to their peers and educate them about the dangers of substance abuse. Peer-led programs can have a significant impact on raising awareness.
- e) **Support Groups:** Establish support groups for individuals struggling with substance abuse and their families. These groups provide a safe space to share experiences, seek help, and offer mutual support.
- f) **Collaboration with Health Centers:** Work closely with local health centers to provide counseling, treatment, and rehabilitation services for individuals affected by substance abuse.
- g) **Recreational and Skill-building Activities:** Organize recreational and skill-building activities for youth to channel their energy into productive endeavours, reducing the likelihood of turning to substance abuse.

Areas of Intervention of Panchayats

- 100% conception and birth registration in Anganwadi.
- 100% vaccination
- 100% Aadhaar Enrolment
- 100% institutional delivery
- 100% children enrolled in Anganwadi / Nursery
- 100% Primary Education for Children
- 100% Prohibition / Restriction on Child Labour, Child Marriage, Child Sexual Abuse, Child Illegal Trafficking
- 100% V.H.N.D's Organizing



8.4 Best Practice:

A Model for Child-Centric Development and Education in Assam"

Borpather GP, Assam, is a well-developed village with a high literacy rate among both males and females. The community actively prioritizes children's needs, education, and welfare. The GP boasts nine government schools and 18 anganwadi centers, with additional child-friendly facilities like playgrounds and libraries to promote learning and recreation for all children.

In the past, child labor and absenteeism were issues due to children helping their parents in tea gardens. However, the GP addressed this problem by counseling parents, ensuring no child labor cases in the last four years, and making the tea gardens child labor-free. The School Management Committee played a vital role in encouraging regular school attendance.

A unique and replicable practice in Borpather is the monthly Matribhut program held in the anganwadi centers. Mothers come together to share child-rearing experiences, fostering an atmosphere of trust and cooperation in the community. Borpather GP's active Village Health, Sanitation, and Nutrition Committee (VHSNC) meet regularly to address health issues, organize cleanliness drives, and immunization campaigns. Their meetings involve senior members, Panchayat, and anganwadi representatives, ensuring collaboration in service delivery.

Through home visits, the VHSNC and healthcare workers monitor newborns' health and provide nutrition guidance, leading to zero reported cases of malnutrition in the past five years. The community's literacy and awareness contribute to Borpather becoming child-centric and child-friendly. Lessons learned from Borpather include the success of the Matribhut program, where parents actively participate in their children's development. Additionally, the village's committees work synergistically, leading to zero malnutrition and dropout rates among children. These practices can be replicated in other communities to create child-friendly environments and prioritize children's welfare and education.

Source: Child friendly Local Governance Documenting Good Practices, Child Rights Resource Unit, Centre for Gender Studies and Development, NIRDPR.

8.5 Test your Knowledge:

8. The primary responsibilities of a Gram Panchayat in making the village.....
9. By improving school infrastructure, ensuring adequate teaching staff the Gram Panchayat can promote..... in the village.
10. Implement child protection mechanisms..... children from abuse& exploitation,
11. Creating playgrounds and parks for children provide to children
12. The Gram Panchayat can empower the youth in the village by implanting the programs of
13. Gram Panchayat can organize Baal Sabha & Baal Panchayat to participate in decision-making



Chapter 9: Planning for Child Friendly Panchayats

Target 11: Eliminate gender disparity in all levels

Target 13: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

Learning Objectives

- Setting priorities for to Prepare GPDP
- Child Survival needs
- Child Development needs
- Child Protection needs
- Child participation
- Risk informed Child Development Plan
- Access to resources
- Steps of formulating child centric GPDP

9 Introduction: The Gram Panchayat is responsible for preparation of Gram Panchayat Development Plan duly incorporating all the works to be carried out by the Panchayat within the available resources. The GPDP is a very important process. It is an opportunity for Panchayat to consult the Gram Sabha and take inputs from everyone.

9.1 Setting priorities for to Prepare GPDP: Earlier, there was no space for children's voices in the planning process. Adults would decide on behalf of children and include their decisions in the GPDP. But under the thematic approach to planning the GPDP would have to be truly a Child Friendly plan. This will be possible only when the Gram Panchayats consults with children and includes their needs and aspirations in the plan document .Keeping in view the Local Indictor Framework and the targets to be achieved under theme 3, the Panchayats may prioritize the following activities to make the village Child Friendly

9.2 Child Survival: Survival of the new born and infant depends largely on the quality of care provided to mothers during pregnancy, delivery of the child in health institutions, post-natal care, early breast feeding, immunization and access to safe drinking water, sanitation and hygiene. The Gram Panchayats can play a crucial role to make the communities, including the families, aware about the aspects for the survival of the new born and the infants and to reduce their risks. The GP need to identify existing resources for planning in the event of any disasters. Such as Safe houses and buildings for shelter, safe evacuation routes and existing health facilities etc.

- a) **Hold Discussion in GP on Child Rights:** Every adult in the village is a part of the Gram Sabha. If discussions on children and their rights are discussed in these Sabhas, then everyone present will learn about child rights and will take on the responsibility to protect the children in their village



- b) **Campaign against Child marriages:** The Panchayat need to create awareness around the evils of child marriage and organize public campaigns on this topic at regular intervals. Families, leading influencers of the community, elderly and religious leaders should be involved in the campaigns for maximum efficacy
- c) **Special Focus on Child Health:** Panchayat should make an effort to strengthen health services at the village level from Aanganwadi to primary health centres to ensure child health. With support garnered from Aanganwadi workers, ANMs and ASHAs, panchayat members need to generate awareness amongst the village community about availing mother and child facilities and immunization, as well as the importance of protecting children from malnutrition, diarrhea and anemia
- d) **Non discrimination of children living with HIV AIDS:** It is important that panchayat members are themselves aware of the rights of children affected by HIV/AIDS. This information should be shared with other residents of the village through Gram Sabhas. If a case of HIV/AIDS comes up in the village, the panchayat members should seek assistance from the Government for protection of the affected children.
- e) **Street and run away children:** If a child has run away from home in the village, panchayat members should immediately inform the police and establish a Child Line to support children. If the police or non-governmental organization find the runaway child and return him to the parents, the panchayat members should talk to the child and parents and find out why he/ she made the attempt to run away. They should create an enabling environment in the child's family
- f) **Differently Abled children:** Panchayat members should learn more about physical and mental disability; contact organizations that assist the differently abled and introduce differently abled children and their parents to these organizations so they can avail its services. Also familiarize Aanganwadi workers, teachers, parents and community with the special needs of the differently abled children.

9.3 Child Development Need: Every child has a right to develop physically, mentally and emotionally. These opportunities need to be created at family and society and institutions level. For the overall growth and development of a child, caring environment, good nutrition, health and education are crucial. The GP should ensure the overall growth and development of children in the GP through proper planning.

- a) **Coordination with line department:** It is the responsibility of the panchayat members to prevent instances of violation of child rights by maintaining regular contact with the local police, educators, Aanganwadi workers, ANMs, district panchayat members, and Community Development Officers etc. These sources can help the panchayat members to get information about children in need of protection and can also help in protection when the need arises.
- b) **Caste discrimination:** If there is an issue of caste discrimination against adults or children in the village, the panchayat member should raise this in the Gram Sabha and the accused should be duly punished. Besides aiming for elimination of discrimination based on caste in their village, panchayat members should give equal opportunities to



- representatives of the minority groups to raise whatever issues they have in the panchayat
- c) **100% birth registration:** Conduct wide publicity for 100 % birth registration and Streamline online birth registration system for issue of 100% birth certification
 - d) **100% immunization of children:** The Panchayat need to monitor the preparation of immunization schedules and camps as directed by health department. Ensure full immunization to all infants. Check the maintenance of immunization register by sub - centres and AWCs
 - e) **Child Friendly Toilets:** the Panchayat should map the availability of child friendly and girl friendly toilets and drinking water facility in School, PHCs, Anganwadis etc. Identify all market places, bus stands and other vehicle stands and mass congregation places for providing child/girl friendly public toilets
 - f) **Reduction of malnutrition in children:** Panchayat should awareness about the comprehensive growth monitoring of all under- 5 children. Inform parents regarding child health, nutrition, development and safety. Provide supplementary nutrition to malnourished under 5 children through ICDS
 - g) **Prevention of accidents and injuries among children:** Panchayat should give awareness to children about road safety norms Sensitize parents and care givers on common causes of accidents and injuries among children Provide and check availability of first aid box and trained personnel on first aid. Maintain barrier free public places for children (eg: park, swimming pool, toys etc.).
 - h) **Standardization of Anganwadis:** Organize Joint visit by Welfare Standing Committee along with concerned ward member to AWCs for gap analysis of all AWCs. Prepare Need Analysis report of all AWCs and upgrade Anganwadi services as per standards. Child friendly AWC is to be made an agenda in the Panchayat meeting
 - i) **Quality up gradation of pre-schools:** The Panchayat has to ensure that the teachers of AWCs and private institutions are trained in child rights Ensure availability of child friendly materials, nontoxic-toys etc in AWC. Ensure minimum 5 hours presence of AWC staff in Anganwadi
 - j) **Infrastructure and facilities of schools:** Panchayat need to ensure that the infrastructure such as class room, kitchen, lab, library, play grounds, boundary wall, toilets, separate toilets for girls, drinking water facility, hand washing facility, rain water harvesting unit etc are available in schools as per standards
 - k) **Safe and Secure school:** Ensure proper transportation to school children including safe roads including safe ferry and water crossings. Establish school vigilance committees and see that weight of school bag is reduced by rationalizing lesson plan requirements of notes, text books
 - l) **Establish hygiene school kitchen:** Ensure food safety of mid-day meal program and - uninterrupted supply of quality diet to all eligible children. Appoint only a trained cook and ensure that the persons cooking food have no diseases Maintain a clean wash area and use only safe clean water



- m) **Strengthening School Health Programmes** Create awareness on the importance on physical exercise and bad effects of junk food Organize awareness generation sessions for adolescents on high risk sexual behavior, substance abuse, cyber-crime etc.

9.4 Child Protection: Child protection means protecting children from abuse, exploitation, neglect and violence of any form. There are various social norms and practices which put the children at risk of child protection issues

- a) **Establish Child Protection Unit:** Panchayats can establish child protection & monitoring units in the village whose aim will be to keep a check on violation of child rights. These units can keep a record of missing children or children in need of social, economic or psychological support.
- b) **Child Labour:** Panchayat has to generate awareness about the ill-effects of child labour and encourage parents to send their children to school, create an environment where children stop working and get enrolled in schools instead.
- c) **Sexual Exploitation of children:** Panchayat members can play an important role in prevention of sexual exploitation in children. They need to make the community members understand that both girls and boys are vulnerable to sexual exploitation and it is important to support the victims of this offence
- d) **Child Trafficking:** Panchayat members can help prevent trafficking of children in many ways. They can generate awareness amongst parents about child trafficking and the risks and dangers involved. They should keep a record of families in the village migrating to cities
- e) **Corporal Punishment:** Panchayat members should set an example by stopping corporal punishment in their own homes and motivate others to do the same. They should oppose corporal punishment in their village schools. If these issues come out in public, the panchayat members should raise them by means of discussions in Gram Sabha meetings and encourage School Management Committee to prohibit use of corporal punishment in schools.

9.5 Child Participation: Children have the right to participate in accordance with their age and freely express their views in matters affecting them at family, society and institutions. It is the responsibility of the adults to create an enabling environment for children to actively participate in the decision making process. The GP has an important role to play in this regard to create an enabling environment and space for children to express their views freely and influence decisions having direct implication on their lives.

9.6 Risk informed Child Development Plan: The needs of children vary at different stages at the time of disaster or disaster like situations. The orphaned, single parent children of women headed households need special attention. The vulnerability of girl children falling within either of the above mentioned categories becomes higher or multiplied during and after disasters. Some of the child related issues need separate attention by the GPs. The issues are more aggravated during and in the aftermath of disaster situations due to specific vulnerabilities



associated with children. The child related services and programme might get affected during and after disasters. Therefore, the GPs need to identify specific issues related to children for preparing an action plan to undertake preventive and mitigation measures to reduce disaster risks of children. The Plan of Action for Children should be guided by the following key considerations:

- a) Strengthen the understanding of the needs of children and vulnerabilities in pre, during and after disasters.
- b) Be gender-sensitive, as boys and girls have separate needs
- c) Take into account all risks appropriate to the context of children, through a multi-hazard, locally-informed approach
- d) Identify the services important for children with relation to their Survival, Development, Protection and Participation
- e) Prepare Risk Informed Child Development Plan
 - a) Get the approval of Child Friendly & Risk Informed GPDP in the Gram Sabha
 - f) Integrate child related risk reduction measures into the GPDP
 - g) Involve children and young people in the implementation, monitoring and review of the plan of action

9.7 Access to Resources: Gram Panchayats, as local self-governing bodies in rural areas, have access to various resources and mechanisms to make their village child-friendly. Some of the key resources available to Gram Panchayats to promote child-friendly initiatives include:

- a) **Funds and Budget Allocation:** Gram Panchayats receive funds from the state and central governments, besides its own source revenues to address local developmental needs. These funds can be allocated specifically for child-friendly initiatives, such as improving infrastructure, education, health, and nutrition services for children.
- b) **Human Resources:** Gram Panchayats have the authority to recruit and deploy staff members for different roles. They can appoint teachers, healthcare professionals, Anganwadi workers, and other personnel dedicated to child welfare and development.
- c) **Local Institutions and Community Organizations:** Gram Panchayats can collaborate with local schools, Anganwadi centers, community-based organizations, and self-help groups to leverage their resources and expertise in implementing child-friendly programs. These institutions can provide educational support, health services, skill-building activities, and counseling for children.
- d) **Local Community:** Gram Panchayats can conduct awareness campaigns and community mobilization programs to engage parents, community members, and stakeholders in child-friendly initiatives. They can organize workshops, seminars, and meetings to sensitize the community about child rights, protection, and the importance of education, health, and nutrition.
- e) **Existing Government Schemes:** Gram Panchayats can leverage various government schemes and programs targeted at children, such as the Mid-day Meal Scheme, Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), and Beti Bachao Beti Padhao. By effectively implementing and monitoring these schemes, Gram Panchayats can ensure that children in their village receive the benefits and services they are entitled to.



9.8 Steps of formulating child centric development plan:

The following are the steps for formulation of child centric development plan

Step 1: The Sarpanch / Pradhan will write to all the GP members, NGOs, working in the locality, community based organizations regarding the Risk informed Child Development Plan as sub-plan of GPDP.

Step 2: Preparatory meetings will be organised at the Gram Panchayat level for the preparation of the plan and its key components. At GP level, the Pradhan will appeal to all GP members, line department functionaries, NGO representatives, Youth club and SHG members, teachers, ANM, ICDS workers and ASHA to participate in each stage of the planning process. He will also explain the key components of the plan.

Step 3: The members of youth club, Village Child Protection Committee, SHG, adolescents and the Balasabha member will assess the situation of children with relation to their survival, development, protection and participation needs in both normal and disaster situations

Step 4: After the situation analysis the Panchayat will assess the situation of children on different parameters with the help of available secondary information and consolidate it.

Step 5: The Panchayat will prioritise the needs of children falling within the areas of survival, development, protection and participation. The Panchayat will also map the resource envelop, scope of convergence with flagship programme i.e., MGNREGS, ICDS, ICPS, MDM, PDS, SSA, RMSA, RKVY, SBM, PMAY, NHM, NLM etc. and, available human resources to prepare a realistic action plan. After prioritization of needs and mapping of resource envelope, the Panchayat will develop the action plan .The Case studies for discussion during the planning exercise are given in **Annexure-I**. The list of Possible Activities for GPDP, as incorporated in the GPDP Portal is given in the **Annexure-II**.

9.9 Best Practice: Empowering Children and Overcoming Challenges

Gram Panchayat Mohinipur of Tripura is a recipient of “Child Friendly Gram Panchayat” award in April 2022. The GP faced multiple challenges related to social, economic, environmental, and technological issues. To address these problems, several strategies were adopted, including awareness campaigns and public displays. The Anganwadi Centres were modernized with new facilities like toy corners, science corners, and books corners. Kitchen gardens were established at all AWCs and schools, providing fresh vegetables for the Mid-meal food. Additionally, health check-ups for elderly citizens and women's empowerment initiatives were conducted.

Despite financial constraints, the GP managed to train unskilled youth and provide them with job opportunities through various skill development programs. Furthermore, the Panchayat arranged USB internet dongles to facilitate online work within their limitations.



However, challenges remained, particularly in organizing meetings with farmers and daily labourers due to their varied schedules. The shortage of funds also hindered the implementation of certain crucial projects. Stakeholders involved in this transformation included the Block administration, various government departments, social workers, and volunteers. As a result of these efforts, all AWCs were upgraded with improved amenities, child marriages were eradicated, and unskilled labourers were given employment opportunities.

Lessons learned from this endeavour emphasized the importance of proper monitoring, communication, and interpersonal relationships between field functionaries and local communities. Smart work, dedication, and strategic planning were identified as key elements in achieving goals successfully. The Panchayat aims to increase its revenue by constructing market stalls and creating water bodies. Small-scale industries will be developed through self-help groups to empower women. These initiatives are geared towards ensuring a sustainable and thriving future for Mohinipur Gram Panchayat

Source: <https://mohinipurgp.tripura.gov.in/>

ANNEXURE - I

Case Studies for Discussion during planning exercise

Case 1: Challenges in Accessing Healthcare Services for the Children in Villages

Rajesh, a lively and inquisitive 10-year-old boy, resides in Sundargram village with his parents, Mr. and Mrs. Patel. Mr Patel rely on farming for their livelihood. Sundargram lacks proper healthcare infrastructure, with just one small private clinic run by Dr Sharma an RMP This clinic lacks specialized services and diagnostic tools. One day, Rajesh suddenly became sick with respiratory problem and his father has to take him to nearby hospital located at Block Headquarters Sundargram is situated in a hilly area with poor road connectivity It was monsoon season and reaching hospital became a daunting task. Mr Patel do not own a vehicle, and public transportation options are scarce. It took them three hours to reach the hospital this lead to delay in treatment and compromising on the health of Rajesh. The cost of multiple visits for medical consultation, and treatments in town had a significant burden on the finances of the family. As a result, Mr Patel often postponed medical help until the situation becomes critical, leading to worsened health conditions for Rajesh.: The challenges in accessing healthcare services have severe consequences for Rajesh Lack of information on preventive care is increasing the risk of infectious diseases, impacting growth and development of children in Sundargram.

Discuss the following issues and suggest possible solutions for incorporating in GPDP

1. How do limited medical facilities impact the health of children in Sundargram village
2. What are the long-term impact of delayed healthcare access on the growth and development of children in rural areas?
3. What the Gram Panchayat can do to improve healthcare access for children in Sundargram
4. What is the significance of transportation in accessing healthcare services for the villagers, especially during emergencies?
5. What role does awareness and information play in addressing healthcare issues in rural villages?

Case 2: Struggling Education in Gansehpur Village

Ganeshpur is a small, agrarian village situated far from urban centre. The majority of the population relies on agriculture for their livelihood. The village has a government primary school that is the sole educational institution in the area. Ravi, a bright and curious 10-year-old boy, resides in Ganeshpur with his parents. His parents aspire to provide their son with a good education, despite facing several obstacles. The government primary school in Ganeshpur lacks basic infrastructure facilities. The school building is in a dilapidated condition, with leaking roofs and no access to clean drinking water. The absence of proper classrooms and sanitation facilities affects the overall learning environment. There is only one teacher at the school, who struggles to manage a large number of students from different grades. As a result, individual attention and personalized learning are virtually impossible. The village has high drop-out rates due to the

economic pressures on families and the lack of motivation to pursue education. Children often leave school to support their families in agricultural work. The poor educational standards in Ganeshpur have severe consequences for children like Ravi. Limited access to quality education is affecting their overall cognitive development and future prospects. The lack of educational opportunities perpetuates a cycle of poverty and hinders the village's progress.

Discuss the following issues and suggest possible solutions for incorporating in GPDP

1. How does the inadequate infrastructure impact the learning environment and overall educational experience of students in the village?
2. Discuss the consequences of having a single teacher for multiple grades. How does this affect the quality of education and individual attention for students?
3. The reasons behind the high drop-out rates in the village. How can this be addressed?
4. How can community involvement and awareness campaigns help promote the value of education in the village and encourage parents to prioritize their children's schooling?
5. What the Gram Panchayat can do to address the challenges in providing quality education in Ganeshpur?

Case 3: Malnutrition in Rampur: Ignorance of Nutritional Importance

Rampur is a small, remote community located in a remote area. The village's isolated location and lack of agricultural infrastructure result in a reliance on staple crops that lack essential nutrients. The absence of a diversified diet contributes to the prevalence of malnutrition among children. One of the primary issues in Rampur is the limited access to a variety of nutritious foods. The lack of awareness regarding the importance of nutrition and the consequences of malnutrition has led to a devastating situation for the village's young population. Their traditional beliefs and practices often prioritize filling stomachs over providing nutrient-rich meals. Consequently, children suffer from both under-nutrition leading to stunted growth, weak immune systems, and cognitive impairments. Certain superstitions prevent mothers from breastfeeding exclusively for the first six months, leading to inadequate nutrition during a crucial developmental phase. Rampur lacks proper healthcare facilities. The absence of regular health check-ups and monitoring the severity of malnutrition and its long-term effects on children. The absence of targeted interventions, such as supplementary feeding programs or nutrition education initiatives, perpetuates the cycle of malnutrition in the community.

Discuss the following issues and suggest possible solutions for incorporating in GPDP

1. What are the primary factors contributing to malnutrition in Rampur?
2. What are the potential long-term consequences of malnutrition on children's health and development?
3. Explore the impact of inadequate healthcare facilities on the early detection and management of malnutrition cases in Village.
4. What are some potential challenges in implementing nutrition education programs in Rampur age?
5. What the Gram Panchayat can do to improve the nutritional status of children in the village?

ANNEXURE - II
Possible Activities for GPDP - As incorporated in the GPDP Portal)

Sn	Activity Name	Focus Area	Activity Type	Component Type	Work Type	Out-put Type	Resources Available
1	Awareness Campaign on services of ICDS	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	National Health Mission
2	Awareness camp on different schemes related to spl children	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Poshan Abhiyan
3	Awareness Progarm on symptoms of anemia	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Beti Bachao Beti Padhao
4	Awareness Program on ICDS program	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Samagra Shiksha
5	Awareness Program on importance education	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	1098 Child Helpline
6	Awareness Program on pre-school education	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Mid-day-Meal Scheme
7	Awareness Program on preventive and curative measures of anaemia	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Ayushman Bharat (National Health Mission
8	Awareness Program on vocational /technical education	Tech.Trg, & vocational Edn	Public Works	Untied Grants	New/ Fresh	CB&T	Umbrella Integrated Child Development

9	Awareness Program & Street Play on child marriage	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Integrated Child Protection Scheme
10	Campaigning on different healthy practices	W&CD	Public Works	Untied Grants	New/ Fresh	CB&T	Khelo India
11	Career Counselling Camp	Tech.Trg, & vocational Edn	Public Works	Untied Grants	New/ Fresh	CB&T	Fit India Movement
12	Construction and Maintenance of Children Park	W&CD	Public Works	Untied Grants	O&M /New/ Fresh	Asset	15th Finance Commission Grants
13	Construction and Maintenance of Classroom Flooring	Education	Public Works	Untied Grants	O&M Up gradation/ New/ Fresh	Asset	State Finance Commission Grants
14	Construction and Maintenance of e Library	Education	Public Works	Untied Grants	O&M /New /Fresh	Asset	MGNREGS
15	Construction of Child Friendly Corner in AWC	W&CD	Public Works	Untied Grants	New/ Fresh	Asset	School Health Program
16	Construction of Child Friendly Corners in schools	Education	Public Works	Untied Grants	New/ Fresh	Asset	Scheme for Adolescent Girls (SAG)
17	Construction of child friendly toilets in AWC	Health	Public Works	Untied Grants	New/ Fresh	Asset	Mission Vatsalaya
18	Construction of hand washing units in schools	Health	Public Works	Untied Grants	New/ Fresh	Asset	Sukanya Samridhi Scheme

19	Construction of Ramp in AWC for special need children	W&CD	Public Works	Untied Grants	New/ Fresh	Asset	15th Finance Commission Grants
20	Construction of Separate toilets for girls and boys in schools	Health	Public Works	Untied Grants	New/ Fresh	Asset	15th Finance Commission Grants
21	Demonstration of Supplementary Nutritious food	W&CD	Public Works	Untied Grants	New/Fresh	CB&T	15th Finance Commission Grants
22	Distribution of Nutritious foods	W&CD	Beneficiary Oriented Programs	Untied Grants	New/ Fresh	Service, Beneficiaries	15th Finance Commission Grants
23	Distribution of Teaching Learning Materials	W&CD	Public Works	Untied Grants	New/ Fresh	Service, Beneficiaries	15th Finance Commission Grants

ANNEXURE - III

Further Reading on Child Friendly Panchayats

1. Child Friendly Panchayat Initiative Handbook- NIRDPR

[http://nirdpr.org.in/crru/docs/Governance/Child%20Friendly%20Panchayat%20Initiative%20\(CFPI\)%20-%20Handbook.pdf](http://nirdpr.org.in/crru/docs/Governance/Child%20Friendly%20Panchayat%20Initiative%20(CFPI)%20-%20Handbook.pdf)

2. Child Friendly Gram Panchayats Localisation of SDGs and the PRIs – UNICIF

<http://nirdpr.org.in/crru/governance.html>

3. We, the Children: The Making of a Child Friendly Panchayat

https://rdd.maharashtra.gov.in/sites/default/files/WE%20THE%20CHILDREN_0.pdf

4. In the Right Direction Aiding Child Friendly Panchayats- Handbook for PRI Functionaries

https://rdd.maharashtra.gov.in/sites/default/files/IN%20THE%20RIGHT%20DIRECT%20PART%201_0.pdf

5. Bal Mitra Gram (Child-Friendly Village): Promoting Child-centric Village Development

https://www.hurights.or.jp/archives/asia-pacific/section1/hreap_v10_sectoral_education2.pdf

6. Child Development in Gram Panchayats

<https://barefootedu.com/assets/resources/Role-of-Gram-Panchayat-in-Child-Development.pdf>

7. Advancing the Rights of Women and Girls Panchayats Leading the Way

https://india.unfpa.org/sites/default/files/publications/unfpa_compendium_panchayat_mopr.pdf

ANNEXURE - IV
Links to Videos on Theme 3: Child Friendly Village

1. https://www.youtube.com/watch?v=E7PejzxT64I&ab_channel=UncommonsenseFilms
2. https://www.youtube.com/watch?v=MvY10sb7ujQ&ab_channel=PanchayatiRajUttarPradesh
3. https://www.youtube.com/watch?v=nTcs9UX_Y00&ab_channel
4. https://www.youtube.com/watch?v=POwcJ41vu6M&ab_channel
5. https://www.youtube.com/watch?v=lb7wf68uO20&ab_channel
6. <https://www.facebook.com/KSCFIndia/videos/bal-banchayat/322906589932596/>
7. https://www.youtube.com/watch?v=7TpMobLFYbU&ab_channel=SewaInternationalBharat
8. https://www.youtube.com/watch?v=f5U6CULU9og&ab_channel
9. https://www.youtube.com/watch?v=67HN8SEaIOo&ab_channel=Official-GlobalMarchAgainstChildLabour
10. https://www.youtube.com/watch?v=5HvZhC2BzWM&ab_channel

ANNEXURE - VA
Theme 3 - Child Friendly Village
MCQs - Set 1

- 1. What does it mean to make a village a Child Friendly Village?**
 - a) Providing free & compulsory education to all children
 - b) Ensuring the safety and well-being of children
 - c) Building play grounds & parks for children
 - d) All the above
- 2. Which of the following is NOT a component of a Child Friendly Village?**
 - a) Accessible healthcare facilities for children
 - b) Safe and secure public spaces for children to play
 - c) Adequate sanitation and hygiene facilities
 - d) Exclusion of children from decision-making processes
- 3. Why is it important to make a village child-friendly?**
 - a) Children deserve special treatment
 - b) It helps create a sustainable and inclusive community
 - c) Adults need to be reminded of their responsibilities
 - d) It improves the village's tourism potential
- 4. What role does the community play in making a village child-friendly?**
 - a) Providing financial support to children
 - b) Engaging in dialogues and decision-making processes related to child well-being
 - c) Ensuring children have access to the latest technology
 - d) Assigning childcare responsibilities to elderly community members
- 5. Which of the following is NOT a way to promote child participation in decision-making processes?**
 - a) Organizing Baal Sabha
 - b) Conducting child-friendly surveys and consultations
 - c) Encouraging children to engage in child labor
 - d) Providing platforms for children to express their opinions and concerns
- 6. How can a village ensure the safety of its children?**
 - a) Installing streetlights in public areas
 - b) Assigning armed guards to protect children
 - c) Restricting children's outdoor activities
 - d) Encouraging children to roam freely without supervision
- 7. What is the role of Gram Panchayat in creating a Child Friendly Village?**
 - a) Implementing policies and programs that benefit children
 - b) Focusing only on adult-related issues

- c) Ignoring the needs and rights of children
 - d) Encouraging child labor for economic development
- 8. How can a village ensure access to quality education for all children?**
- a) Providing scholarships only to the brightest students
 - b) Building child-friendly schools with proper infrastructure
 - c) Conducting exams without considering individual capabilities
 - d) Banning girls from attending school
- 9. Which of the following is NOT a form of child abuse e?**
- a) Physical abuse
 - b) Emotional neglect
 - c) Encouraging creativity and self-expression
 - d) Sexual exploitation
- 10. How can a village address the nutritional needs of children?**
- a) Promoting a balanced diet and healthy eating habits
 - b) Encouraging children to skip meals for weight management
 - c) Banning children from participating in sports activities
 - d) Providing unhealthy snacks in school cafeterias

Annexure V B
Theme 3 - Child Friendly Village
MCQs - Set 2

- 1. What is the primary benefit of efficient health service delivery in villages?**
 - a) Improved agricultural productivity
 - b) Enhanced community bonding
 - c) Reduced child mortality and morbidity
 - d) Increased access to entertainment facilities

Correct

- 2. How do efficient nutrition services contribute to a child-friendly village?**
 - a) By promoting fast food consumption
 - b) By ensuring access to balanced and nutritious meals
 - c) By organizing sports tournaments
 - d) By offering free toys to children

Correct

- 3. What role does efficient health service delivery play in making a village child-friendly?**
 - a) Increased frequency of medical camps
 - b) Providing unlimited sweets during festivals
 - c) Ensuring timely and quality healthcare services
 - d) Offering free movie screenings

- 4. How can efficient education service delivery empower children in villages?**
 - a) By encouraging child labor
 - b) By providing equal opportunities for all children to access education
 - c) By organizing beauty pageants for children
 - d) By encouraging rote learning and memorization

Correct

- 5. What is the goal of a child-friendly panchayat?**
 - a) Providing exclusive services for adults
 - b) Focusing on economic development only
 - c) Ensuring the well-being and development of children in the community
 - d) Encouraging child labor for community development

Correct

- 6. How can panchayat promote child participation in decision-making processes?**
 - a) By excluding children from all discussions
 - b) By providing them with opportunities to voice their opinions and ideas
 - c) By appointing adults to represent children in all matters
 - d) By conducting separate meetings for children without involving adults

- 7. What is the role of panchayat in ensuring child protection?**
 - a) Promoting child labor for community development
 - b) Implementing child labor laws

- c) Establishing child protection committees and mechanisms
- d) Providing unrestricted access to hazardous materials

8. : How can a child-friendly panchayat contribute to inclusive development?

- a) By focusing only on the needs of affluent children
- b) By excluding children with disabilities and marginalized backgrounds
- c) By ensuring equal opportunities and access to services for all children
- d) By segregating children based on gender and caste

9. What is the significance of child-friendly budgeting in a panchayat?

- a) It increases expenses on adult-centric initiatives
- b) It provides more funds for recreational activities for children
- c) It allocates resources specifically for child-centric programs and services
- d) It reduces overall budget allocations for community development:

10. How does a child-friendly panchayat contribute to promoting education in the community?

- a) By limiting access to educational resources
- b) By organizing academic competitions only for high-performing students
- c) By providing quality education opportunities for all children
- d) By excluding children from schools altogether:

ANNEXURE – VI
Learning Exercise: Fill up the blanks in the Table at given spaces

Child Rights	Features	Beneficiaries	Benefits	Role of Gram Panchayat
Right to Survival	Ensures child's right to be born	Rural children, -&-----	Ensures proper care during-----	Raise awareness about prenatal care and-----
	Right to basic necessities (food, shelter, clothing)	Children in need of----- .	Provides basic needs for -----	Support programs for-----
	Right to live with dignity	Vulnerable and -----children	Upholds dignity and-----	Identify and -----
Right to Development	Emotional, mental, and physical development	All children	Holistic growth and-----	Encourage educational programs and -----
	Proper care and support system		Emotional stability and -----	Promote learning opportunities for mental development
	Education and learning		Cognitive development and -----	Establish libraries, schools, and-----
Right to Protection	Protection from neglect, exploitation, and abuse	All children	Ensures a safe and -----	Create child protection policies and-----
	Safety at home and in the community		Prevents harm and-----	Establish helplines, support centers, and -----
	Legal framework and child protection systems		Legal recourse in case of-----	Collaborate with law enforcement and -----
Right to Participation	Child's involvement in decisions affecting them	Children of varying ages	Empowers children to-----	Organize child friendly discussions and-----
	Varies with age and maturity		Fosters a sense of -----	Include children's opinions-----
	Encourages active citizenship		Develops-----	Facilitate child initiatives and-----

Learning Exercise: Fill up the blanks in the Table at given spaces

Scheme	Objectives	Beneficiaries	Benefits	Role of GP
Integrated Child Development Services (ICDS)	Improve child nutrition-----	Children under 6 years Pregnant &-----	Nutritious food, Healthcare&-----	Identify beneficiaries, Facilitate -----
Bal Shakti Puraskar Awards	Recognize exceptional achievements-----	Outstanding children in-----	Encouragement, & -----	Promote nominations, Support-----
Beti Bachao Beti	Promote gender equality and-----	Girls and women in areas with-----	Financial incentives&-----	Implement awareness activities,&-----
Midday Meal Scheme	Enhance school enrollment and-----	School children	Nutritious meals, Increased -----	Monitor meal quality, Support program-----
National Rural Health Mission (NRHM)	Improve healthcare in-----	Rural population, including-----	Better healthcare -----	Promote health awareness, support -----

ANNEXURE - VII

Answers to MCQs Set 1

1. d) All the above
2. d) Exclusion of children from decision-making processes
3. b) It helps create a sustainable and inclusive community
4. b) Engaging in dialogues and decision-making processes related to child well-being
5. c) Encouraging children to engage in child labour
6. a) Installing streetlights in public areas
7. a) Implementing policies and programs that benefit children
8. b) Building child-friendly schools with proper infrastructure
9. c) Encouraging creativity and self-expression
10. a) Promoting a balanced diet and healthy eating habits

ANNEXURE - VIII

Answers to MCQs Set 2

1. c) Reduced child mortality and morbidity
2. b) By ensuring access to balanced and nutritious meals
3. c) Ensuring timely and quality healthcare services
4. b) By providing equal opportunities for all children to access education
5. c) Ensuring the well-being and development of children in the community
6. b) By providing them with opportunities to voice their opinions and ideas
7. c) Establishing child protection committees and mechanisms
8. c) By ensuring equal opportunities and access to services for all children
9. c) It allocates resources specifically for child-centric programs and services
10. c) By providing quality education opportunities for all children

Annexure IX

Answers to fill up the blank Questions

Chapter 1: Concept and significance of Child Friendly Villages

1. 18, 21
2. Sustainable Development Goals (SDGs)
3. Child
4. Environments
5. United Nations Convention on the Rights of the Child (UNCRC)
6. Mortality and morbidity
7. Child-friendly
8. Health

Chapter 2: Overview of Child rights & role of GPs in Protecting child rights

1. 18
2. 6-14
3. Child marriage
4. Article 4
5. Violence
6. Adults
7. Children
8. Children

Chapter 3: Laws Programmes / Schemes to ensure Child Friendly Villages

1. Survival, health, education and development.
2. 18.
3. 14.
4. 21, 18.
5. Government-Civil Society Partnership.
6. Girl
7. Infant mortality rate, maternal mortality rate.
8. National Food Security Act, 2013

Chapter 4: Village Level Committees for Development of Children

1. Integrated Child Development Scheme, Sarpanch.
2. ICPS, Sarpanch.
3. Right of Children to Free and Compulsory Education (RTE) Act.
4. Nutritional status.
5. Beneficiaries.
6. Government.

Chapter 5 Nutrition & Child Development

1. Stunting, wasting.
2. Ill,
3. Adolescent girls, pregnant women, lactating mothers.
4. Anganwadi Services, Pradhan Mantri Matru Vandana Yojana.
5. Health system.

Chapter 6: Child Education

1. Overall Reading, arithmetic

2. Caste, gender, religion, economic status
3. problem-solving
4. 8th
5. Technology
6. Extracurricular

Chapter 7: Baal Sabah & Baal Panchayat

1. 1.5 - 18 years
2. Inter-generational transmission
3. Clubs
4. 12 - 18 years
5. Ideas and opinions
6. 10%
7. Six Months
8. Sensitizing

Chapter 8: Role of Gram Panchayat to make village child friendly

1. Child-friendly
2. Quality education
3. safeguard
4. Recreational activities
5. Skill training and career guidance.
6. To encourage children

ANNEXURE X

Answers to Learning Exercise: Schemes

Scheme	Objectives	Beneficiaries	Benefits	Role of GP
Integrated Child Development Services (ICDS)	Improve child nutrition, Health, and development	Children under 6 years Pregnant & lactating women	Nutritious food, Healthcare, Early education	Identify beneficiaries, Facilitate service delivery
Bal Shakti Puraskar Awards	Recognize exceptional achievements by children	Outstanding children in various fields	Encouragement, Recognition	Promote nominations, Support award ceremonies
Beti Bachao Beti	Promote gender equality and education	Girls and women in areas with low sex ratio	Financial incentives, Awareness campaigns	Implement awareness activities, Track progress
Midday Meal Scheme	Enhance school enrollment and nutrition	School children	Nutritious meals, Increased attendance	Monitor meal quality, Support program at local schools
National Rural Health Mission (NRHM)	Improve healthcare in rural areas	Rural population, including children	Better healthcare access	Promote health awareness, support health camps

Child Rights	Features	Beneficiaries	Benefits	Role of Gram Panchayat
Right to Survival	Ensures child's right to be born	Rural children,& Newborns	Ensures proper care during pregnancy	Raise awareness about prenatal care and maternal health
	Right to basic necessities (food, shelter, clothing)	Children in need of care	Provides basic needs for survival	Support programs for underprivileged families
	Right to live with dignity	Vulnerable and marginalized children	Upholds dignity and respect for all	Identify and address child welfare issues
Right to Development	Emotional, mental, and physical development	All children	Holistic growth and wellbeing	Encourage educational programs and extracurricular activities
	Proper care and support system		Emotional stability and nurturing	Promote learning opportunities for mental development
	Education and learning		Cognitive development and knowledge	Establish libraries, schools, and skill development centers
Right to Protection	Protection from neglect, exploitation, and abuse	All children	Ensures a safe and secure environment	Create child protection policies and mechanisms
	Safety at home and in the community		Prevents harm and trauma	Establish helplines, support centers, and awareness campaigns
	Legal framework and child protection systems		Legal recourse in case of violations	Collaborate with law enforcement and NGOs
Right to Participation	Child's involvement in decisions affecting them	Children of varying ages	Empowers children to voice their views	Organize child friendly discussions and activities
	Varies with age and maturity		Fosters a sense of ownership	Include children's opinions in GPD
	Encourages active citizenship		Develops leadership skills	Facilitate child initiatives and projects



Vol III - FAQs

Theme 3: Child Friendly Village

Session 1: Concept and Significance of Child Friendly Villages

Session Brief: The concept of Child-Friendly Villages is rooted in the belief that children are entitled to live in an environment that ensures their overall well-being, protection, and development. Child-Friendly Villages prioritize the rights and needs of children and create an enabling environment for them to thrive. It recognizes that children's development is multifaceted and encompasses physical, cognitive, emotional, and social aspects. By prioritizing children's needs, these villages strive to provide comprehensive support for their overall growth and well-being. The Gram Panchayat play a crucial role in ensuring that children grow up in nurturing environments that promote their rights, well-being, and development. By prioritizing children's needs, the child friendly villages contribute to building inclusive, resilient, and thriving communities.

1. Who is a child?

The United Nations Convention on the Rights of the Child states that “a child means every human being below the age of eighteen years”. But in India various laws related to children define children in different age limits. The legal age of marriage in our country is 18 years for girls and 21 years for boys.

2. What are the Issues related to children in India?

1. High rates of mortality and morbidity
2. Appalling condition of primary education
3. Abundance of child labour
4. Marriage of girls at a very tender age or child marriage
5. Discrimination against girl children
6. Mental and physical abuse and exploitation of children
7. Children affected by communal violence, armed conflict and natural disasters

3. What is meant by Child Friendly Villages?

Child Friendly Villages refer to communities or rural areas that prioritize and promote the well-being, rights, and development of children. These villages aim to create an environment where children can grow, learn, and thrive by addressing their specific needs and ensuring their active participation in local decision-making processes.

4. What are the linkages of child friendly panchayat with other SDGs?

Understanding of Inter linkages of child friendly Panchayat with respect to other goals gives a better understanding of between the targets for integrated governance and policy coherence for the implementation of Child friendly Panchayats.

1. **Goal 1:** Offers appropriate social protection systems to fight against malnutrition, support small scale farming, access to food and ensure equitable use of resources.
2. **Goal 2:** Aim to end malnutrition, access to food for the poor, support small scale farming and ensure equitable use of resources.



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- 3. **Goal 3:** Universal accesses to sexual and reproductive health-care services, can be achieved through quality education.
 - 4. **Goal 4:** Quality Education is essential for all children for enabling their development, acquiring new skills for better employment and promote in gleaning opportunities throughout life.
 - 5. **Goal 5:** Focus on eliminating gender disparities in education, education on gender equality, gender sensitive learning environments, literacy and end discrimination
 - 6. **Goal 16:** End abuse, exploitation, trafficking and all forms of violence against and torture of children.

5. Which Subjects under XI schedule are related to theme 3?

The subjects with respect to this theme are as follows:

- 1. Education including primary and secondary school, technical training and vocational education, Adult and non-formal education and Libraries
- 2. Poverty alleviation programmes
- 3. Family welfare, Women and child development
- 4. Social welfare, including welfare of the handicapped and mentally retarded
- 5. Welfare of the weaker sections, and in particular, of the Scheduled Caste and scheduled Tribes

6. What are the key characteristics of Child Friendly Villages?

Child Friendly Villages typically exhibit the following key characteristics:

- 1. Child participation: Children are encouraged to voice their opinions, participate in decision-making processes, and contribute to community development.
- 2. Access to basic services: Adequate provisions are made for healthcare, education, clean water, sanitation, nutrition, and other essential services required for children's well-being.
- 3. Safety and protection: Child protection mechanisms are in place to safeguard children from abuse, exploitation, violence, and hazardous conditions.
- 4. Play and recreation: Child Friendly Villages provide safe spaces and opportunities for children to engage in play, recreational activities, and sports.
- 5. Education and skills development: Quality education and skill-building programs are available, ensuring that children receive a proper education and develop essential life skills.
- 6. Health and nutrition: Child Friendly Villages prioritize the health and nutritional needs of children, ensuring access to healthcare facilities, immunizations, nutritious food, and awareness programs on hygiene and sanitation.
- 7. Social inclusion: Child Friendly Villages promote inclusivity, equality, and non-discrimination, ensuring that children from all backgrounds have equal opportunities and access to resources.



7. Why are Child Friendly Villages significant?

Child Friendly Villages are significant for several reasons:

1. Child development: These villages provide a conducive environment for children's holistic development, fostering their physical, mental, emotional, and social well-being.
2. Empowerment: Child Friendly Villages empower children by involving them in decision-making processes and encouraging them to express their opinions, leading to their active participation in shaping their communities.
3. Rights-based approach: These villages uphold the rights of children, as defined by the United Nations Convention on the Rights of the Child, ensuring that children are protected, respected, and have access to essential services.
4. Poverty reduction: Child Friendly Villages often address poverty-related issues, such as access to education, healthcare, and nutrition, which can contribute to breaking the cycle of poverty within communities.
5. Sustainable development: By investing in children's well-being, Child Friendly Villages contribute to sustainable development, as healthy and educated children are more likely to become productive members of society and contribute to the overall progress of their communities.
6. Long-term impact: Creating Child Friendly Villages can have long-term positive effects on society, as it nurtures generations of individuals who are better equipped to tackle challenges, contribute positively, and promote the well-being of future generations.

8. How can a village become Child Friendly?

The process of becoming a Child Friendly Village involves collaboration and concerted efforts from various stakeholders, including government agencies, local authorities, community members, and organizations working with children. The key steps include:

1. Conduct a thorough assessment of the village to identify strengths, weaknesses, and gaps in meeting the needs of children.
2. Develop a comprehensive plan outlining strategies, interventions, and activities required to address the identified gaps and make the village child-friendly.
3. Foster partnerships and collaboration among government agencies, NGOs, community members, and children themselves to ensure a coordinated and participatory approach.
4. Provide training and capacity-building programs to relevant stakeholders on child rights, child protection, child participation, and other relevant areas.
5. Execute the planned interventions, such as improving access to education, healthcare, sanitation, and child protection measures.



Session 2: Overview of Child Rights & Role of GPs in Protecting Child Rights

Session Brief: Child rights and child protection are interconnected concepts that focus on ensuring the well-being, safety, and development of children. Child rights refer to the fundamental entitlements and protections that all children should enjoy as recognized by international conventions and laws, most notably the United Nations Convention on the Rights of the Child (UNCRC). Child protection, on the other hand, focuses on safeguarding children's rights and ensuring their safety from harm, abuse, and exploitation. It involves measures and actions taken to prevent and respond to risks and violations faced by children. Child protection efforts aim to create protective environments and systems that uphold the rights of children and provide support to those who have experienced or are at risk of harm. The application of child rights and child protection involves various stakeholders, including governments, civil society organizations, communities, families and individuals

1. What are Child Rights?

Child rights are the fundamental entitlements and protections that every child should enjoy. They are based on the United Nations Convention on the Rights of the Child (UNCRC), which outlines the civil, political, economic, social, and cultural rights of children. Child rights include the right to survival, development, protection from harm, and participation in decisions that affect them.

2. What is Child Protection?

Child protection refers to the measures and actions taken to prevent and respond to abuse, exploitation, neglect, and violence against children. It involves creating a safe and secure environment for children to grow, learn, and thrive. Child protection includes laws, policies, and interventions that aim to safeguard children's rights and ensure their well-being.

3. How are Child Rights and Child Protection related?

Child rights and child protection are closely interconnected. Child rights provide the framework and foundation for ensuring that children are protected from harm and have access to necessary support and services. Child protection mechanisms and interventions are designed to uphold and enforce child rights, ensuring that children are safeguarded from abuse, exploitation, violence, and neglect.

4. What are the key Principles of Child Rights and Child Protection?

The key principles of child rights and child protection include:

1. Every child has equal rights and should be protected without any form of discrimination based on race, gender, ethnicity, religion, disability, or any other characteristic.
2. In all actions concerning children, their best interests should be a primary consideration.
3. Children have the right to life, survival, and development in all aspects of their lives, including physical, mental, emotional, and social well-being.



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- 4. Children have the right to express their opinions, be heard, and participate in matters affecting them, in accordance with their age and maturity.
 - 5. Governments have the primary responsibility to respect, protect, and fulfil children's rights, and they should allocate resources and create policies and legislation to ensure child protection.
 - 6. Governments, institutions, and individuals, are accountable for upholding and promoting child rights and ensuring child protection.

5. How are Child Rights and Child Protection applied in practice?

Child rights and child protection are applied through various means, including:

- 1. **Legislation and policies:** Governments enact laws and policies that protect children's rights and promote child protection. These laws address issues such as child abuse, exploitation, child labour, child marriage, and access to education and healthcare.
- 2. **Awareness and advocacy:** Organizations, activists, and individuals raise awareness about child rights and child protection issues, advocating for their promotion and ensuring that violations are addressed.
- 3. **Service provision:** Governments and non-governmental organizations (NGOs) provide essential services such as child helplines, counselling, rehabilitation, shelter, and legal aid to protect children from harm and support their well-being.
- 4. **Capacity building:** Training and capacity-building programs are conducted for professionals, caregivers, and communities to enhance their knowledge and skills in child protection, including recognizing signs of abuse, providing support, and preventing harm.
- 5. **Monitoring and reporting:** Mechanisms are established to monitor and report child rights violations, enabling prompt intervention, investigation, and legal action when necessary.
- 6. **International cooperation:** Collaboration with international organizations and agencies to exchange knowledge, resources, and best practices in child rights and child protection, ensuring a global commitment to children's well-being.

6. What are some Common Violations of Child Rights?

Common violations of child rights include child abuse (physical, sexual, emotional), child labour, child trafficking, child marriage, discrimination, denial of education, lack of access to healthcare, and inadequate protection in conflict or emergency situations.

7. What is the Role of Parents and Caregivers in ensuring Child Rights and Protection?

Parents and caregivers play a vital role in ensuring child rights and protection. They are responsible for providing a safe and nurturing environment for children, meeting their basic needs, protecting them from harm, and supporting their physical, emotional, and educational development. Parents and caregivers should be aware of child rights, promote positive parenting practices, and seek necessary support when needed.



8. How can Schools Promote Child Rights and Child Protection?

Schools can promote child rights and child protection by creating safe and inclusive learning environments, implementing anti-bullying policies, providing comprehensive sexuality education, raising awareness about child rights, teaching children about their rights and responsibilities, and encouraging student participation and involvement in decision-making processes.

9. What is the Role of Communities in Child Protection?

Communities play a crucial role in child protection. They can support child protection efforts by promoting child-friendly practices, identifying and reporting child rights violations, raising awareness about child protection issues, creating safe spaces for children to play, organizing community activities that involve children, and advocating for policies and services that protect children's rights.

10. How can Technology be used for Child Protection?

Technology can be used for child protection in various ways. It can aid in raising awareness through social media campaigns, provide platforms for reporting child rights violations, facilitate the dissemination of information about child protection services, and support efforts to combat online child exploitation and abuse. However, it is important to use technology responsibly and ensure the privacy and safety of children online.

11. What is the Role of International Organizations in Promoting Child Rights and Child Protection?

International organizations, such as UNICEF, UNESCO, and Save the Children, play a crucial role in promoting child rights and child protection globally. They work with governments, civil society organizations, and communities to develop policies and programs, provide technical assistance and resources, conduct research and advocacy, and monitor the implementation of child rights standards at the national and international levels.

12. How can Individuals contribute to Child Rights and Child Protection?

Individuals can contribute to child rights and child protection by educating themselves about child rights issues, supporting organizations working in the field, volunteering their time and skills, advocating for child-friendly policies and legislation, reporting suspected cases of child abuse or exploitation, and promoting a culture of respect and inclusion for children in their families, communities, and workplaces.



Session 3: Acts / Programmes / Schemes available to ensure Child Friendly Villages

Session Brief: Child-friendly villages are essential for promoting the overall well-being and development of children in communities. To ensure the creation of such villages, governments and organizations have implemented various acts, schemes, and programs aimed at safeguarding child rights, providing necessary services, and fostering a nurturing environment. These acts, schemes, and programs play a crucial role in addressing the specific needs of children and promoting their holistic development. Acts pertaining to child rights provide a legal framework for protecting children from abuse, exploitation, and neglect. They establish guidelines for child protection, education, healthcare, and other essential services. Schemes and programs focused on child welfare and development provide comprehensive support to children and their families. These initiatives prioritize education, healthcare, nutrition, and overall well-being.

1. What are some key Acts related to child rights in India?

Some key Acts related to child rights in India include the Juvenile Justice (Care and Protection of Children) Act, 2015; the Protection of Children from Sexual Offences (POCSO) Act, 2012; the Child Labour (Prohibition and Regulation) Act, 1986; and the Right to Education (RTE) Act, 2009.

2. What are some important government programs and schemes for child welfare in India?

Some important government programs and schemes for child welfare in India include Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), Beti Bachao Beti Padhao (BBBP), National Health Mission (NHM), Mid-day Meal Scheme (MDMS), and Poshan Abhiyan (National Nutrition Mission).

3. What is the purpose of (ICDS) program?

The ICDS program aims to provide a package of services for holistic development of children under the age of six, as well as pregnant women and lactating mothers. It includes supplementary nutrition, immunization, health check-ups, early childhood care, and education services.



4. What is the Goal of the Samagra Shiksh?

The goal of the Samagra Shiksh program is to provide free and compulsory education to all children aged 6-14 years. It focuses on improving access, quality, and retention in elementary education by providing infrastructure, teacher training, and support for inclusive education.



5. What is the Objective of the Beti Bachao Beti Padhao (BBBP) Scheme?

The objective of the BBBP scheme is to address the declining child sex ratio and promote the value of the girl child. It aims to prevent gender-biased sex-selective practices, ensure survival and education of the girl child, and promote gender equality and women's empowerment.



6. What is the aim of the National Health Mission (NHM)?

The National Health Mission (NHM) aims to provide accessible, affordable, and quality healthcare services to all, with a focus on rural and underserved areas. It seeks to reduce child and maternal mortality, prevent and control diseases, strengthen healthcare infrastructure, and promote community participation.



7. What is the purpose of the Mid-day Meal Scheme (MDMS)?

The Mid-day Meal Scheme (MDMS) aims to provide free and nutritious meals to children in government and government-aided schools. It aims to improve the nutritional status of children, increase school enrolment, and enhance their overall learning and cognitive abilities.



8. What is the objective of the Poshan Abhiyan (National Nutrition Mission)?

The objective of the Poshan Abhiyan is to address the issue of malnutrition in India. It focuses on improving the nutritional status of women and children through interventions such as supplementary nutrition, health and nutrition education, and improving service delivery and governance.



9. What are the main provisions of the Juvenile Justice (Care and Protection of Children) Act, 2015?

The Juvenile Justice Act, 2015 focuses on the care, protection, and rehabilitation of children in need of care and protection, as well as children in conflict with the law. It includes provisions for child-friendly justice, foster care, adoption, and rehabilitation services for juvenile offenders.

10. What are the key components of the Right to Education (RTE) Act, 2009?

The Right to Education Act, 2009 mandates free and compulsory education for all children aged 6-14 years. It includes provisions for infrastructure development, teacher-student ratio, admission processes, non-discrimination, and special provisions for children with disabilities and disadvantaged groups.



Session 4: Role Village Level Institutions / Committees for Development of Children

Session Brief: Village-level institutions and committees play a significant role in the development of children by focusing on their holistic well-being and providing a platform for addressing their specific needs and challenges. These institutions and committees, often comprising members from the local community, collaborate with various stakeholders to ensure the overall growth and development of children in the village. They work collaboratively to create a child-friendly environment that supports the overall development, protection, and well-being of children. They play a vital role in ensuring that children have access to education, healthcare, nutrition, protection, and opportunities for growth, ultimately contributing to their brighter future and the progress of the entire community.

1. What is the role of the Village Education Committee (VEC) in the development of children?

The Village Education Committee (VEC) plays a crucial role in promoting the education and development of children in the village. It works closely with schools, parents and community members to ensure quality education, address issues related to infrastructure and facilities, monitor school activities, and promote the enrollment and retention of children in schools.

2. What are the responsibilities of the Village Health and Sanitation Committee (VHSC) in the development of children?

The Village Health and Sanitation Committee (VHSC) is responsible for addressing health and sanitation issues that directly impact the well-being of children. It focuses on creating awareness about hygiene practices, facilitating access to healthcare services, organizing health camps and immunization drives, and monitoring the overall health and nutritional status of children in the village.

3. What is the role of the Child Protection Committee (CPC) in the development of children?

The Child Protection Committee (CPC) plays a critical role in ensuring the safety, protection, and well-being of children in the village. It works towards preventing and addressing child abuse, exploitation, and neglect. The CPC identifies vulnerable children, intervenes in cases of child rights violations, facilitates access to support services, and promotes awareness about child protection issues.

4. What are the responsibilities of the Village Child Development Committee (VCDC) in the development of children?

The Village Child Development Committee (VCDC) focuses on the overall development of children in the village. It promotes activities that enhance the cognitive, physical, social, and emotional well-being of children. The VCDC may organize cultural events, sports activities, and skill development programs, and also advocate for the rights and needs of children at the village level.



5. What is the role of the Village Nutrition Committee (VNC) in the development of children? The Village Nutrition Committee (VNC) plays a crucial role in addressing issues related to child nutrition and promoting healthy dietary practices in the village. It facilitates the implementation of nutrition-related schemes and programs, conducts awareness campaigns on proper nutrition, and monitors the nutritional status of children, with a focus on addressing malnutrition and improving child health.

6. What are the responsibilities of the Village Child Welfare Committee (VCWC)?

The Village Child Welfare Committee (VCWC) is responsible for ensuring the overall welfare and protection of children in the village. It addresses issues related to child labour, child marriage, child trafficking, and other forms of exploitation. The VCWC intervenes in cases of child rights violations, provides support and rehabilitation services, and collaborates with other stakeholders to create a safe and child-friendly environment.

7. What is the role of the Village Education Monitoring Committee (VEMC)?

The Village Education Monitoring Committee (VEMC) monitors the quality of education and the overall functioning of schools in the village. It assesses the implementation of educational policies, identifies gaps and challenges, and works towards their resolution. The VEMC ensures accountability, promotes parental involvement, and advocates for improved educational outcomes for children.

8. What are the responsibilities of the Village Adolescent Committee (VAC)?

The Village Adolescent Committee (VAC) focuses on addressing the specific needs and challenges faced by adolescents in the village. It promotes their holistic development by organizing life skills training, career guidance sessions, awareness programs on reproductive health, and peer support networks. The VAC ensures that adolescents have a safe and supportive environment for their growth and well-being.

9. What is the role of the Village Sports Committee (VSC)?

The Village Sports Committee (VSC) promotes sports and physical activities as essential components of children's development. It organizes sports events, encourages participation, identifies talent, and provides opportunities for skill development and training. The VSC fosters teamwork, discipline, and a healthy lifestyle among children in the village.

10. What are the responsibilities of the Village Cultural Committee (VCC)?

The Village Cultural Committee (VCC) focuses on preserving and promoting the cultural heritage of the village, which contributes to the holistic development of children. It organizes cultural events, traditional art and craft workshops, and educational activities that instill pride in local traditions and values. The VCC plays a vital role in nurturing children's creativity, identity, and sense of belonging.



Session 5: Nutrition & Child Development

Session Brief: Adequate nutrition is essential for the overall growth and development of children. Proper nutrition supports physical growth, brain development, and the formation of vital organs and body systems. It helps children reach their full potential in terms of height, weight, cognitive abilities, and motor skill. Good nutrition is directly linked to cognitive development and academic performance. Nutritious food provides the energy children need to engage in physical activity and play, which are crucial for their physical development, coordination, and motor skills. Proper nutrition during childhood lays the foundation for good health throughout life.

1. Why is nutrition important for child development?

Nutrition is essential for child development as it provides the necessary nutrients and energy for growth, brain development, and overall well-being. Adequate nutrition supports physical growth, strengthens the immune system, enhances cognitive abilities, and promotes proper organ function. It plays a crucial role in the development of motor skills, language and communication skills, social and emotional development, and academic performance.

2. What are the potential consequences of poor nutrition on child development?

Poor nutrition during childhood can have significant consequences on child development, including:

- i. Stunted growth: Inadequate nutrition can lead to impaired physical growth, resulting in stunting, which refers to a child being too short for their age.
- ii. Delayed cognitive development: Lack of essential nutrients, especially during critical periods of brain development, can lead to impaired cognitive abilities, including poor memory, reduced attention span, and difficulties in learning and problem-solving.
- iii. Weak immune system: Insufficient nutrition weakens the immune system, making children more susceptible to infections, illnesses, and delayed recovery.
- iv. Increased risk of micronutrient deficiencies: Poor nutrition can result in deficiencies of essential vitamins and minerals, such as iron deficiency anemia, vitamin A deficiency, and iodine deficiency, which can have serious health implications.
- v. Impaired motor skills: Inadequate nutrition can affect the development of fine and gross motor skills, resulting in delays in achieving developmental milestones.
- vi. Behavioral and emotional problems: Malnutrition can contribute to behavioral issues, poor self-esteem, and increased risk of mental health problems in children.

3. How can parents ensure proper nutrition for their children?

Parents can ensure proper nutrition for their children through the following practices:

- i. Provide a balanced diet that includes a variety of foods from different food groups, including fruits, vegetables, whole grains, lean proteins, and healthy fats.



- ii. Ensure that children consume sufficient calories to meet their energy needs based on their age, growth, and physical activity levels.
- iii. Minimize the consumption of processed foods, sugary snacks, and sugary drinks, as they often lack essential nutrients and contribute to unhealthy weight gain.
- iv. Promote regular meals and snacks, involve children in meal planning and preparation, and encourage them to eat slowly, listen to their hunger cues, and stop eating when they feel full.
- v. Provide nutritious snacks, such as fruits, vegetables, yogurt, nuts, and whole-grain crackers, instead of unhealthy snacks high in sugar and unhealthy fats.

4. How does nutrition impact academic performance?

Nutrition plays a significant role in academic performance. A well-nourished child is more likely to have improved cognitive abilities, attention span, memory, and problem-solving skills, which are essential for learning and academic achievement. Adequate nutrition provides the energy and nutrients needed for optimal brain function and concentration, allowing children to actively participate in school activities, comprehend information better, and perform well academically. Conversely, poor nutrition can lead to fatigue, lack of focus, reduced cognitive abilities, and difficulties in retaining and processing information, which can negatively impact academic performance.





Session 6: Child Education

1. Why is child education important?

Child education is vital as it lays the foundation for a child's overall development, empowering them with knowledge, critical thinking abilities, and problem-solving skills. Quality education provides economic opportunities, fosters social development, and promotes health and hygiene awareness.

2. What are the provisions of the Right to Education Act?

The Right to Education Act mandates free and compulsory education for children aged 6 to 14 years. It prohibits discrimination, sets standards for school infrastructure, emphasizes quality education, and introduces a no-detention policy up to class VIII. The Act also reserves seats for economically weaker sections in private schools.

3. What does the Annual Status of Education Report (ASER) reveal about school education standards?

ASER reports consistently highlight that a significant number of rural children struggle with reading and arithmetic skills. Gender disparities and challenges related to school infrastructure and teacher quality are also identified.

4. What challenges exist in providing quality education in villages?

Challenges include inadequate infrastructure, shortage of qualified teachers, limited access to technology, language barriers, socio-economic factors, gender inequality, transportation issues, and the lack of learning resources.

5. How can a Gram Panchayat improve the quality of education in villages?

A Gram Panchayat can play a crucial role by investing in school infrastructure, organizing teacher training programs, providing learning resources, engaging the community, promoting inclusivity, encouraging extracurricular activities, and monitoring school progress effectively. These efforts create a child-friendly and supportive educational environment in villages.

6. How can child education contribute to the progress of a nation?

Child education plays a pivotal role in a nation's progress by cultivating a skilled and knowledgeable workforce. Well-educated individuals contribute to economic growth, innovation, and social development. They become active participants in shaping a prosperous and harmonious society, ultimately leading to the overall progress and prosperity of the nation.

7. How can parents actively support their child's education?

Parents can actively support their child's education by creating a conducive learning environment at home, engaging in regular communication with teachers, monitoring their child's progress, encouraging reading, and participating in school activities. Providing emotional support and instilling a love for learning can significantly enhance a child's educational journey.



8. What are some innovative approaches to address the challenges in providing quality education in villages?

Innovative approaches to address challenges in providing quality education in villages include introducing mobile learning platforms, leveraging technology for teacher training, implementing community-based learning centers, establishing school partnerships with NGOs and corporations, and promoting peer-learning initiatives among students.

9. How can technology bridge the education gap in rural areas?

Technology can bridge the education gap in rural areas by providing access to online learning resources, virtual classrooms, and e-learning platforms. It can also enable teacher-student communication, enhance teacher training through digital workshops, and support remote learning during unforeseen disruptions.

10. How can local communities collaborate to improve child education in villages?

Local communities can collaborate by forming education committees, conducting awareness campaigns, organizing volunteer-led learning programs, and leveraging community resources to support schools. Engaging parents and community members actively in educational initiatives fosters a sense of ownership and investment in the education of children, leading to a more holistic improvement in child education in villages.





Session 7: Baal Sabha and Baal Panchayat

Session Brief: Baal Sabha and Baal Panchayat are two important initiatives that empower children and give them a voice in decision-making processes. Here are the key importance and benefits of Baal Sabha and Baal Panchayat: These platforms for children to actively participate in discussions and decisions that affect their lives. It encourages them to express their opinions, ideas, and concerns, promoting their rights to participation and freedom of expression. Baal Sabha and Baal Panchayat are crucial in promoting child participation, leadership development, advocacy for child rights, and fostering a sense of responsibility among children. These initiatives empower children, enhance their problem-solving and decision-making skills, and contribute to their holistic development as active and responsible citizens.

1. What is Baal Sabha?

Baal Sabha, also known as Children's Assembly, is a platform where children come together to discuss and address issues that affect their lives. It is a democratic space where children can voice their opinions, express their concerns, and participate in decision-making processes related to their rights, well-being, and development.

2. What is the purpose of Baal Sabha?

The purpose of Baal Sabha is to promote child participation, empower children, and ensure their voices are heard in matters that concern them. Baal Sabha aims to create an inclusive and democratic environment where children can learn about their rights, develop leadership skills, and contribute to the development of their communities.

3. How are Baal Sabhas organized?

Baal Sabhas are typically organized at different levels, such as school, community, district, or national levels. The structure and organization may vary, but generally, children elect representatives who act as their spokespersons. Meetings are held regularly, where children discuss various issues, propose solutions, and plan activities for their own development and the betterment of their community.

4. What are the benefits of Baal Sabha?

Baal Sabha offers several benefits, including:

- i. It encourages children to actively participate in decision-making processes, fostering a sense of ownership and responsibility towards their community.
- ii. Baal Sabha empowers children by providing them with a platform to express their opinions, build confidence, and develop leadership skills.
- iii. Children learn about democratic principles, rights, responsibilities, and the importance of consensus-building through their involvement in Baal Sabha.
- iv. Baal Sabha helps children develop critical thinking, problem-solving, and negotiation skills as they discuss and address issues that affect their lives.
- v. Through Baal Sabha, children become aware of their rights and learn to advocate for themselves and other children, promoting a culture of respect and protection.



- vi. Baal Sabha enables children to contribute to the development of their communities by identifying and addressing issues that require attention, such as education, health, sanitation, and child protection.

5. What is Baal Panchayat?

Baal Panchayat refers to a children's council or committee that mirrors the structure and functions of a traditional panchayat (local self-governance institution) in India. It provides a platform for children to participate in decision-making processes at the community level.

6. How does Baal Panchayat function?

Baal Panchayat functions similarly to a regular panchayat, but with child representatives. Children are elected as members of the Baal Panchayat, and they discuss and address issues relevant to children's well-being and development. They work together to propose solutions, implement projects, and advocate for child rights within their community.

7. What are the objectives of Baal Panchayat?

The objectives of Baal Panchayat include:

- i. Ensuring child participation: Baal Panchayat aims to promote meaningful child participation in local governance and decision-making processes.
- ii. Addressing child-specific issues: It focuses on identifying and addressing issues related to child rights, education, health, child protection, and overall well-being.
- iii. Advocacy for child rights: Baal Panchayat serves as a platform for advocating child rights within the community and raising awareness about children's needs and concerns.
- iv. Empowerment and leadership development: Baal Panchayat aims to empower children, build their leadership skills, and foster their sense of responsibility towards their community.
- v. Bridging the gap between children and Gram Panchayat: Baal Panchayat acts as a bridge between children and local authorities, facilitating communication and collaboration in decision-making processes.
- vi. Promoting social cohesion: Baal Panchayat promotes social cohesion by encouraging children from diverse backgrounds to come together, interact, and work towards common goals.

8. How is Baal Panchayat different from Baal Sabha?

Baal Panchayat and Baal Sabha share similar objectives of promoting child participation and empowering children, but they differ in terms of their structure and scope. Baal Panchayat is modeled after the traditional panchayat system and operates at the community level, mirroring the functions of a local self-governance institution. On the other hand, Baal Sabha is a more general term that refers to children's assemblies or forums where children gather to discuss and address issues relevant to their lives, which can be organized at different levels such as school, community, district, or national levels.



9. Are there any successful examples of Baal Sabha or Baal Panchayat implementation?

Yes, there are several successful examples of Baal Sabha and Baal Panchayat implementation. One notable example is the Child Friendly Gram Panchayat initiative in Rajasthan, India, where Baal Panchayats were established in villages. These Baal Panchayats have successfully addressed child rights issues, such as child marriage, child labor, and access to education, by actively involving children in decision-making processes. Similarly, organizations like Save the Children, UNICEF, and Plan International have implemented Baal Sabha models in various countries, empowering children and promoting their participation in community development.

10. Can Baal Sabha or Baal Panchayat initiatives be implemented in schools?

Yes, Baal Sabha or Baal Panchayat initiatives can be implemented in schools as a means to promote child participation and empowerment. Schools can establish student councils or assemblies where children can discuss and address issues related to their education, well-being, and school environment. These platforms provide opportunities for students to voice their opinions, contribute to decision-making processes, and actively participate in shaping their educational experience.

11. What is the role of adults in Baal Sabha and Baal Panchayat?

Adults play a supportive role in Baal Sabha and Baal Panchayat initiatives. They provide guidance, mentorship, and technical support to child representatives. Adults can also serve as resource persons, assisting children in understanding complex issues, facilitating meetings, and ensuring the safety and well-being of participating children. However, it is important for adults to maintain a facilitative role and create an environment where children's voices are respected and given priority.

12. What are some challenges in implementing Baal Sabha and Baal Panchayat initiatives?

Implementing Baal Sabha and Baal Panchayat initiatives can face several challenges, including:

- i. Lack of awareness: Limited awareness among children, parents, and community members about the concept and benefits of child participation and Baal Sabha or Baal Panchayat.
- ii. Resistance to change: Resistance from adults or traditional power structures that may be reluctant to involve children in decision-making processes.
- iii. Limited resources: Insufficient financial and logistical resources to support the functioning of Baal Sabha or Baal Panchayat, including organizing meetings, implementing projects, and capacity-building activities.
- iv. Capacity and training: The need for training and capacity-building programs for child representatives, teachers, and community members to effectively engage in child participation and governance processes.
- v. Inclusive participation: Ensuring the representation and meaningful participation of all children, including those from marginalized or vulnerable groups, to avoid exclusion and promote inclusivity.



13. Can parents and caregivers be involved in Baal Sabha and Baal Panchayat initiatives?

Yes, parents and caregivers can play a significant role in supporting and participating in Baal Sabha and Baal Panchayat initiatives. Their involvement can contribute to the success and sustainability of these initiatives. Parents can encourage their children's participation, provide guidance, and advocate for their rights and needs within the community. They can also attend Baal Sabha or Baal Panchayat meetings as observers or supportive members. Involving parents and caregivers helps create a collaborative environment where the voices of children and adults are valued and considered together.





Session 8: Role of Panchayats in Ensuring Child Friendly Villages

Session Brief: Gram Panchayats play a crucial role in making a village child-friendly by implementing various initiatives and ensuring the well-being and development of children. GP can promote the delivery of quality education by monitoring the functioning of schools, conducting regular assessments, and ensuring the availability of trained and qualified teachers. Through the Village Health and Sanitation Committees, GPs can address health-related issues. Panchayats can conduct awareness campaigns and sensitization programs to educate the community about child rights, child protection, and the importance of creating a child-friendly environment. Gram Panchayats can actively involve children in decision-making processes through the establishment of Children's Committees or Baal Panchayats.

1. What is the role of Panchayats in ensuring Child Friendly Villages?

Panchayats play a crucial role in ensuring Child Friendly Villages by actively promoting and implementing child-friendly policies, programs, and initiatives. Some key roles of Panchayats include:

- i. Policy formulation: Panchayats have the responsibility to formulate policies that prioritize child well-being, development, and protection.
- ii. Resource allocation: Panchayats allocate resources and funds to support child-friendly initiatives. They can prioritize budgetary allocations that benefit children and promote their holistic development.
- iii. Implementation of child-centric programs: Panchayats implement and monitor programs, such as early childhood development school infrastructure, immunization campaigns, and child protection initiatives etc.
- iv. Collaboration and coordination: Panchayats collaborate with line departments, NGOs, SHGs and other stakeholders to implement child-friendly initiatives effectively.
- v. Capacity building: Panchayats provide capacity-building opportunities for themselves and their staff on child rights, child protection, child participation, and other relevant topics.

2 How can Panchayats involve children in decision-making processes?

Panchayats can involve children in decision-making processes by:

- i. Panchayats can create dedicated children's committees or forums within the Panchayat structure, where child representatives are selected to voice their concerns and perspectives.
- ii. Panchayats can organize regular consultations with children to seek their opinions on matters that affect them directly, such as education, health, safety, and recreational activities.
- iii. Panchayats can invite child representatives to attend Panchayat meetings as observers. Children can share their views, experiences, and recommendations during these meetings.



- iv. Panchayats can adopt child-friendly decision-making processes, such as using child-friendly language, visual aids, and interactive methods to engage children in decision-making.
- v. Panchayats can collaborate with schools to facilitate student participation in Panchayat-related activities.

3. How can Panchayats address child protection issues in Child Friendly Villages?

Panchayats can address child protection issues in Child Friendly Villages by:

- i. Panchayats can set up dedicated child protection committees to identify and respond to child protection issues promptly.
- ii. Panchayats can organize awareness campaigns, workshops, and training programs to educate community members about child rights, child abuse, child marriage, child labor, and other forms of exploitation.
- iii. Panchayats can engage community members, parents in discussions and initiatives addressing child protection. Supporting victim support services:
- iv. Panchayats can facilitate access to support services for child victims this can include counselling, legal aid, medical assistance, and rehabilitation programs.
- v. Panchayats can advocate for the enactment and implementation of child-friendly laws and policies at the local, regional, and national levels.

4. How can Panchayats collaborate with other stakeholders for creating Child Friendly Villages?

Panchayats can collaborate with various stakeholders to create Child Friendly Villages, including:

- i. Panchayats can collaborate with line departments responsible for education, health, social welfare, and infrastructure development to ensure coordinated efforts in addressing children's needs and rights.
- ii. Panchayats can partner with NGOs working on child rights, child protection, education, healthcare, and other relevant areas. NGOs can provide technical expertise, resources, and support in implementing child-friendly initiatives.
- iii. Panchayats can collaborate with schools to improve access to quality education, enhance school infrastructure, and promote child-centred teaching and learning approaches.
- iv. Panchayats can actively involve parents in decision-making processes, awareness campaigns, and community initiatives. Parents' participation is vital for creating a supportive environment for children in the village.



Session 9: Planning for Child Friendly Panchayats

Session Brief: Planning for Child Friendly Panchayats refers to the process of developing strategies, policies, and programs that prioritize and address the needs, rights, and well-being of children within the Panchayat system. It involves considering the specific requirements of children in areas such as education, healthcare, nutrition, child protection, participation, and overall development, and integrating these considerations into the planning and decision-making processes of the Panchayat.

1. Why is planning for Child Friendly Panchayats important?

Planning for Child Friendly Panchayats is important because it ensures that the rights and well-being of children are adequately addressed within the local governance framework. It helps identify and prioritize the needs of children in various areas, facilitates resource allocation, promotes child participation, and supports the implementation of child-friendly policies and programs. By planning for Child Friendly Panchayats, communities can create an environment where children can thrive, grow, and develop to their full potential.

2. What are the key steps in planning for Child Friendly Panchayats?

The key steps in planning for Child Friendly Panchayats may include:

- i. **Assessing the needs of children:** Conduct a comprehensive assessment of the needs, challenges, and opportunities for children within the Panchayat area. This may involve collecting data, conducting surveys, and engaging with children, parents, community members, and relevant stakeholders.
- ii. **Setting priorities:** Identify the key priorities based on the assessment, considering factors such as education, health, nutrition, child protection, infrastructure, and social services. Prioritize the areas that require immediate attention and align them with the overall goals of creating a Child Friendly Panchayat.
- iii. **Developing child-friendly policies and programs:** Formulate child-friendly policies and programs that address the identified priorities. Ensure that these policies and programs are aligned with national and international child rights frameworks and guidelines.
- iv. **Resource allocation:** Allocate resources, including budgetary provisions, to support the implementation of child-friendly policies and programs. Ensure that adequate funds are allocated for education, healthcare, nutrition, child protection, and other child-centric initiatives.
- v. **Establishing mechanisms for child participation:** Create platforms and mechanisms that enable meaningful participation of children in the planning and decision-making processes of the Panchayat. This may include forming child committees, conducting child consultations, and involving children in relevant Panchayat activities.
- vi. **Monitoring and evaluation:** Develop monitoring and evaluation mechanisms to assess the progress, impact, and effectiveness of child-friendly policies and programs. Regularly review and update the plans based on feedback, data, and changing needs.



3. How can child participation be ensured in the planning process for Child Friendly Panchayats?

Child participation can be ensured in the planning process for Child Friendly Panchayats through the following measures:

- i. Create dedicated child committees or forums within the Panchayat structure, where child representatives can voice their concerns, opinions, and ideas related to child-friendly initiatives.
- ii. Organize regular consultations with children to seek their perspectives on issues that directly affect them. Create a safe and inclusive space where children can express their views, provide feedback, and contribute to decision-making.
- iii. Utilize child-friendly methodologies, such as interactive games, artwork, storytelling, and group activities, to engage children effectively in the planning process. Ensure that the language, materials, and methods used are age-appropriate and accessible to children





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