Polity & Governance · GS - II

Examine the role of statutory child-rights institutions in ensuring school safety in India. What institutional and administrative reforms are required to strengthen child-protection mechanisms in educational institutions?

EXAM YEAR	PAPER	SUBJECT
DAILY PRACTICE 14/11/2026	GS - II	Polity & Governance

MARKS	WORD LIMIT
10	~150 words

Answer Hint

Statutory child-rights commissions, POCSO Act, school safety audits, staff verification, grievance redressal, CCTV monitoring, institutional accountability, child-friendly reporting, coordination among stakeholders.

Model Answer

Introduction

Safe educational environments are essential for children's right to life, dignity and education. Incidents of assault in schools highlight gaps in institutional vigilance and accountability.

Role of Child-Rights Institutions

The National and State Commissions for Protection of Child Rights monitor safeguards, investigate complaints, take suo motu cognizance and recommend corrective measures. Their interventions can expose systemic weaknesses and press authorities to improve compliance.

Required Institutional Reforms

Schools should conduct periodic safety audits covering infrastructure, transport, sanitation and access control. Police verification of teaching and non-teaching personnel should be strengthened through appropriate regulations. Functional grievance committees, confidential complaint channels and child-friendly reporting systems must be established.

CCTV surveillance, where appropriate, should be supported by clear privacy safeguards and accountable monitoring. Regular awareness programmes on the POCSO Act, gender sensitivity and safe-touch practices can empower students. Schools must also ensure timely reporting of suspected offences and coordination with police, child-welfare authorities and parents.

Conclusion

Child safety requires more than reactive investigations. Effective oversight, preventive safeguards and institutional accountability must become integral to school governance.

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