

Inclusion in Education

A Manual for School
Management Committee





एक कदम स्वच्छता की ओर

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NOTES

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FOREWORD

Schools are expected to provide education to all children in a conducive environment. There are groups of children in the society who remain at disadvantaged positions due to their social, cultural, economical, geographical, linguistic, gender and some other factors. Educating children belonging to different backgrounds, i.e., scheduled castes, scheduled tribes, minorities, economically weaker sections, girls, transgender, disability, etc., require special care and attention.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, laid down the path for providing quality education based on principles of equity, non-discrimination and inclusion to all children upto elementary education level. The RTE Act visualised the role of School Management Committees (SMCs) in this direction, which are expected to actively involve them in planning and monitoring of school activities. As three-fourth members of the SMCs are parents and guardians, with half being women and proportionately represented from disadvantaged communities, it is essential that SMC members are made aware of the practices based on equity, quality and nondiscriminatory education.

In view of the above, the manual has been developed to familiarise the members of SMC regarding their roles and responsibilities, towards inclusion of children belonging to disadvantaged groups and children with disabilities in their own schools. The manual emphasises on a deeper understanding of an inclusive school and requirements of the school to address the diverse needs of children. Pictorial illustrations and examples given in the manual will help the members of SMC to understand their expected roles. The manual can also be used as a training material for training of members of SMCs.

The efforts made by the Department of Education of Groups with Special Needs are praiseworthy. We look forward to comments and suggestions to bring out further improvement in the manual.

New Delhi
January 2019

HRUSHIKESH SENAPATY
Director
National Council of Educational
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PREFACE

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, a landmark legislation, has many provisions to ensure quality education for all children including children belonging to disadvantaged groups such as the scheduled caste, the scheduled tribe, the socially and educationally backward classes, economically weaker sections or with the differently abled. Every school is now an inclusive school. However, there is a need to create an inclusive environment in schools for those, who may be oppressed, marginalised, discriminated and excluded from educational opportunities and school accessibility.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992), emphasises on reducing dropout rates, improving learning achievements and expanding access to education for all children including children with disabilities. India has also been signatory to international declarations like the Salamanca Statement and Framework for Action on Special Needs Education (1994) and Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities (2006) that emphasise the need for fundamental educational policy shifts, to enable general schools to include children with disabilities. The position paper National Focus Group on Education of Children with Special Needs, 2006, recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disabilities in both cognitive and non-cognitive areas. The centrally sponsored scheme of Integrated Education for the Disabled Children (revised, 1992) was introduced to provide educational opportunities for children with disabilities in general schools. The Centrally Sponsored Scheme of *Sarva Shiksha Abhiyan* (SSA) and *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) had provided support for the inclusion of children with disabilities and children from other disadvantaged groups in general schools. The (RTE) Act, 2009, provides for children's right to an education of equitable quality, based on principles of equity and non discrimination. The *Samagra Shiksha Abhiyan* (SSA), 2018, is envisaged to improve quality of education, ensuring equity and inclusion at all levels of school education from pre-school to senior secondary levels.

Inclusive school education demands mutually sustaining relationships between schools and their surrounding communities. Under the RTE Act, 2009, specific provisions have been made for democratisation of schools, involving parents and local communities in school education. In the form of School Management Committees (SMC), they have been entrusted with certain statutory powers to play their due roles in shaping and running the schools. SMCs are responsible for their own school— its efficiency and quality of teaching and learning.

SMC is now a vital agency, which has conclusive role in monitoring the working of an inclusive school; preparing and recommending school development plan, monitoring the utilisation of grants and making an atmosphere where home and the school share the responsibility of educating the child. The members of SMCs are required to be oriented, trained and supported for their effective participations in school related activities and in performing their expected roles to actualise the goals of the RTE Act, 2009. It is imperative to equip them with certain skills like identifying the needs of inclusive schools, analysing them, developing plan of action and interventions as per the standard and norms set in the RTE Act.

The current document, a manual for SMCs on inclusion in education at elementary level, has been evolved through the process of intensive research at ground, discussions, workshops, field trial and a series of trainings and orientations for SMCs. The purpose of this manual is to create awareness on roles and responsibilities of members of SMCs and to strengthen the SMCs and its members in implementing inclusive policy of education. The manual has eight chapters. The chapter one deals with the introductory part of school management and inclusion in education. The constitution of SMC and roles and duties of its members have been described in the second chapter. The third chapter explains significance of preschool education and inclusion during early years. The fourth chapter emphasises on education of children with disabilities and barrier free schooling. Different issues and concerns related to education of children belonging to socially disadvantaged groups have been discussed in the fifth chapter. The sixth chapter sensitises towards gender and girls' education, while the issues related to adolescents have been dealt out in chapter seventh. The eighth chapter attempts to prepare the SMC for dealing with disaster and conflicts in and around the school.

The manual is the result of numerous interactions with the stakeholders of the schools. Cautions have been taken to make this manual simple and easy to understand. A lot of pictorial illustrations and examples have been included for clarity of the conceptual and technical abstractions. This manual can be used by the members of SMC on their own to understand their roles and duties towards an inclusive school or it can be used as a training material for training of members of SMCs. This document be disseminated widely among the stakeholders— must members of SMCs, master trainers at block, district, state level and policymakers, etc.

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ACRONYMS

ADIP	-	Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances
BEEEO	-	Block Education Extension Officer
BPL	-	Below Poverty Line
BRC	-	Block Resource Center
CWSN	-	Children with Special Need
DEO	-	District Education Officer
ECCE	-	Early Childhood Care and Education
GRM	-	Grievance Redressal Mechanism
HBE	-	Home Based Education
ICT	-	Information and Communication Technology
IDMI	-	Infrastructure Development of Private Aided/Unaided Minority Institutions
KGBV	-	Kasturba Gandhi Balika Vidyalaya
MDM	-	Mid Day Meal
MGNREGA	-	Mahatma Gandhi National Rural Employment Guarantee
NCPCR	-	National Commission for Protection of Child Rights
NDMA	-	National Disaster Management Authority
NGO	-	Non Governmental Organisation
OBC	-	Other Backward Class
PD ACT	-	Person with Disability Act
PHC	-	Primary Health Center
POCSO	-	Protection of Children from Sexual Offences
PTM	-	Parent Teacher Meeting
REPA	-	Right to Education Protection Authority
RTE	-	Right to Education Act
SC	-	Scheduled Caste
SCPCR	-	State Commission for Protection of Child Rights
SDC	-	School Development Committee
SDMA	-	State Disaster Management Authority
SDMP	-	School Disaster Management Plan
SDP	-	School Development Plan
SFDs	-	Special Focus Districts
SMC	-	School Management Committee
SOP	-	Standard Operating Procedure
SPQEM	-	Scheme for Providing Quality Education in Madrassas
ST	-	Scheduled Tribe
SSA	-	Sarva Shiksha Abhiyaan
TLM	-	Teaching Learning Material
VEC	-	Village Education Committee



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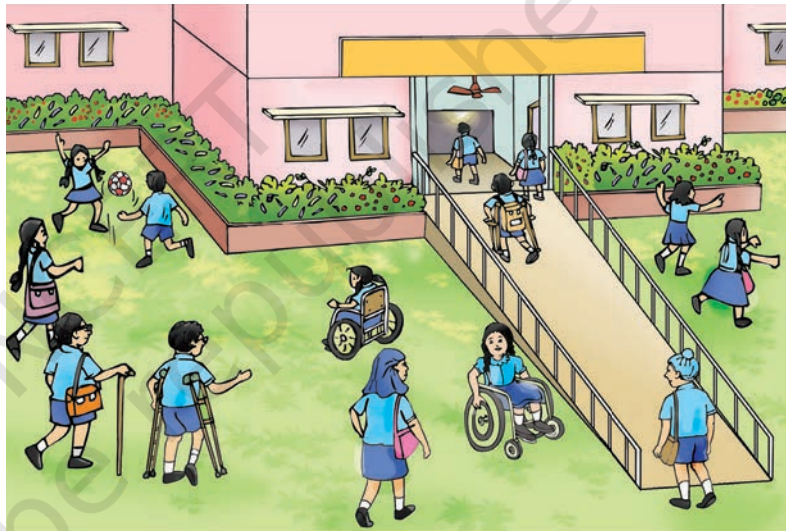
School Management

An Introduction

1.1 SCHOOL

A school is an important institution, where children get education. All schools need to be recognised.

Schools must be barrier free, non-discriminatory and inclusive for all children. Such schools have welcoming atmosphere for all children, where the child feels at home. It promotes children to participate in school and community activity. Inclusiveness, gender sensitivity, addressing diversity and imparting quality learning are the key features of a school. The school environment should be protective and healthy for children in all aspects, viz. physical, social, cultural and emotional, etc.



1.2 STAKEHOLDERS OF A SCHOOL

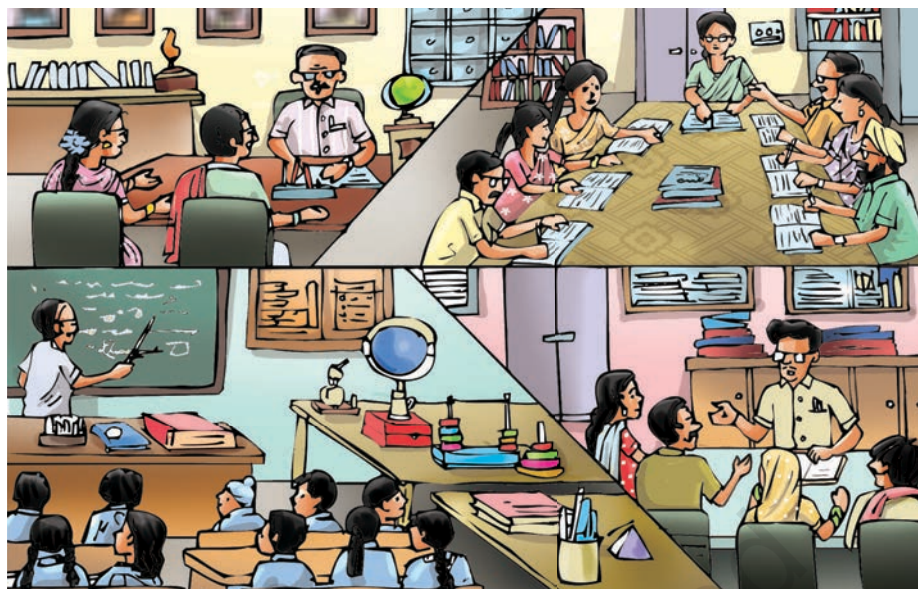
Children, parents, teachers, administrators and government personnel are the major stakeholders of a school. They join their hands and work together to improve the functioning of the school.

- Children, are the enrolled children of the school. Some of them may belong to disadvantaged groups such as scheduled castes (SCs), scheduled tribes (STs), socially and educationally backward classes, economically weaker sections (EWS) and with different disabilities.
- Parents, are the mother and/or father of a child enrolled in the school. Some children may have guardians. Parents or guardian may also participate in the school activities.

Activity

List few indicators of an inclusive school addressing following—

- a) barrier free environment
- b) non discriminatory practices



- Teachers, include all the teachers who are appointed in the school. They may be permanent or contractual, head teacher, class teacher or subject teacher. They are very important actors in the entire educational system and occupy a prime position in educational reforms.
- School administration works to improve the functioning of the school in a formal and systematic way.

1.3 MANAGEMENT

School administrators

- The Head Teacher
- Block/District/State Education Officer
- Officer of Municipal Corporation or Council
- Officer of Zila Parishad
- Officer of Nagar and Village Panchayat

Management helps in coordinating the efforts and activities of people, to meet the objectives of an institution by using available resources efficiently and effectively. It assists in joint decision making, by exchanging and sharing of knowledge, skills and attitude. It builds upon mutual respect and trust with shared feelings. People often come together and seek solutions for overcoming barriers and problems.

Let us understand what is management.

When we do certain activities like celebrating our festivals, building our houses, doing agricultural work, we consider things like—

- what to do?
- why have we chosen this activity?
- how do we do it?
- who will carry out the various tasks?
- how effectively a work be done within the time frame?
- when will the work be completed?
- how do we obtain money to do it?





Management
Individual or joint action on— what, why, how, who, when where, how many

- how many people are required for each activity?
- which areas and activities need more efforts?
- what are the materials and other resources required?

Management requires planning of activities, organisation, resources, initiative actions, team work, coordination monitoring and evaluation. We learn management skills through our day to day experiences when we do involve ourselves in different activities.



1.4 SCHOOL MANAGEMENT

School management helps in improving the functioning of school and ultimately children’s learning. It also helps to plan, organise, lead and implement performance based teaching-learning processes of a school. For participating and supporting school, we must understand the functioning of a school.

Let us go to our school and understand its functioning:

- who is doing what in the school?
- how are the teachers planning their activities?
- what are the resources required to run the school?
- where do the funds come from?
- how are the funds spent?

Resources
Human, Materials, Financial, Technological and Natural resources

Activity

Suppose in a school ground water is not available because the school is located in rocky area. Let us discuss to find out a solution for making provision for drinking water in the school.

For preparing a workable plan, the following guiding steps may be helpful:

- finding out the needs and problems of the school
- start from where you are and how you can proceed
- work in group
- develop your plan in group
- find resources and support
- select a leader and a coordinator
- review your plan and activities
- keep record of activities (whatsoever you do) and its documentation

These are some of the activities related to school management. For this, school requires involvement of children, parents, teachers, administrators and other members from the community in its functioning to organise, manage, monitor and access the activities. We have to identify the needs of children, parents, teachers, role of the teachers and other staff, the classroom transactions and functioning of the school. It also requires support from the community.



1.5 SCHOOL MANAGEMENT COMMITTEE

SMC represents the management body of the school, which is responsible for implementing education policies in the school.

Community participation in school management existed earlier also in the form of Village Education Committees (VECs), and School Development Committees (SDCs). But, they did not possess any statutory role. Now, SMC is an organised authoritative body and are expected to actualise the goals of the RTE Act, 2009. The parents as members of the SMCs have been entrusted with certain powers under this Act. They can play effective role by equipping themselves with the knowledge of governance. They are involved in monitoring the working of the school, preparing and recommending school development plan, monitoring the



utilisation of grants and in other school activities. The appropriate authority initiates the constitution of SMC in schools.

SMC is now a vital agency which has conclusive role in making an atmosphere, where home and the school share the responsibility of educating the child. It forms a strong and close tie between the school and the community.

Let us know about the Right of Children to Free and Compulsory Education Act, 2009.



1.6 RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009: SOME HIGHLIGHTS

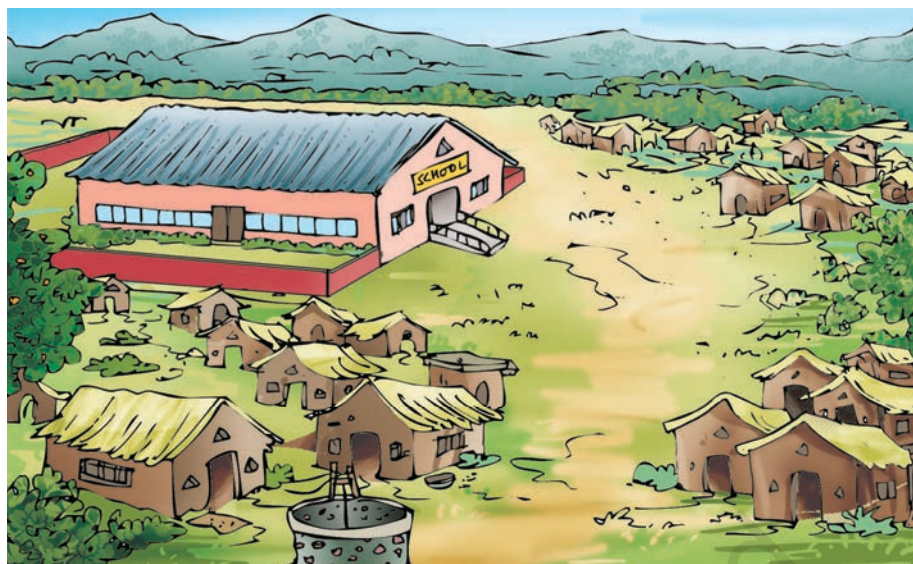
RTE Act, 2009, has been enacted to improve elementary education in the country. Some of the key highlights of the Act are—

- it is the Right of the Child to get free education after admission at the age of six and upto age fourteen. Child will complete elementary education upto Class VIII;
- no child shall be denied admission in absence of documents like birth certificate;
- children with disabilities (CWDs) will be educated along with other children in the same neighborhood school;
- children above six years of age who have not completed elementary education, shall be admitted in a class appropriate to his or her age.
- all schools will have to follow the prescribed norms and standards laid out in the Act. No school will be allowed to function after failing to fulfill these standards.
- no school or person shall, while admitting a child, collect any capitation fee and subject the child or their parents or guardian to any screening procedure. There is a provision for heavy penalty for demanding capitation fee and screening.
- children in every habitation will have access to primary school within a walking distance of 1 kilometer and to upper primary school within 3 km. For children in hilly, forest areas and difficult terrain, if schools are not possible within these distances there will be provision of hostels and transport, to ensure access to schooling for them;

If a child has a disability (not less than forty percent), then till 18 years of age free education will be provided as per the Rights of Persons with Disabilities Act, 2016.



A child can get admission in the school anytime throughout the year. For example, a 10 years old child will get admission directly to Class V, even if the child is not aware of reading writing and other competencies as their classmates have; school will arrange special training for such children.



- no child should be subjected to physical punishment and mental harassment;
- no teacher shall engage themselves in private tuitions and private teaching activity;
- children with severe disabilities may also have right to opt for home-based education;
- local governments and communities (e.g. SMC) have been vested with adequate powers to plan, monitor and manage their schools; and
- the National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of the right of children under this Act. A special division within NCPCR (RTE Cell), will undertake this huge and important task.

Inclusive education means, a system of education, wherein students with and without disability learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.



1.7 INCLUSION IN EDUCATION

Inclusion is about increasing participation of all children and adults while removing exclusion, discrimination, barriers to learning and participation.

Inclusion views differences between children, and between adults as resource for learning. It is about supporting schools to become more responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

Most of the children encounter a number of barriers when they join the school. Learning and participation are hampered when children encounter barriers. They find themselves at disadvantaged position because of such barriers. They do not know how to cope up in this situation. Many a times, the drop out of children from the school is due to these barriers. Barriers may be found outside of the school also for example within families and communities.

There is a need to create an inclusive environment by identifying the educational needs and bringing systemic reforms in and beyond the classrooms for all children who are oppressed, marginalised, discriminated and excluded from educational opportunities and school accessibility.

In education, inclusion involves developing mutually sustaining relationships between schools and their surrounding communities. It leads to an understanding of how progress can be achieved when people join their action together.



1.8 ROLE OF SCHOOL MANAGEMENT COMMITTEE

SMC is a useful mechanism of joint decision making processes of school and community. There are number of issues and concerns which should be looked into by the SMC.

Children who need more attention—

- Girls
- Scheduled Castes
- Scheduled Tribes
- Minorities
- Economically weaker sections
- Children with disability
- Children affected by migration
- Urban deprived
- Children in areas affected by civil strife
- Working as domestic help,
- Children in conflict with law
- Children in protective institutions
- Children and children of parents affected by HIV, AIDS and other chronic and severe ailments
- Children affected by natural disasters
- Any other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factors



- The SMC has to find out issues arising in their school and nearby areas; prepare appropriate plan and strategies to deal with such issues.
- SMC, community and schools share the aim of educating their children in a safe and enabling environment. The school environment should be child friendly to enable children to optimise opportunities in life.
- SMC members should keep observing the nature and extent of barriers in their school on a

Activity

Let us discuss following inclusive qualities of a school and prepare a list of indicators for making your school children friendly—

- improving knowledge, skills and ability of all children
- bringing quality in curriculum and its transaction for inclusive schooling
- encouraging quality in teaching-learning process
- enhancing conducive learning environment
- facilitating desirable participation and learning

regular basis and should take necessary measures to remove or reduce the intensity of such barriers to make it barrier free.

- Linking schools to their community increases number of socio-cultural resources that support education of all children. Involvement of SMC in the school supports achievement of all children.
- SMC members and schools need to be creative in designing platforms (e.g., cultural activities, communitive awareness programme, etc.) for parent and community participation in school. Inclusive education brings school and community closer to each other.



School Management Committee

2.1 SCHOOL AND SCHOOL MANAGEMENT COMMITTEE

A school is one of the most important institutions of a society. School and society are socially and structurally linked, since both share responsibilities in the development of a child. Education of a child should not be viewed as the sole responsibility of the government. The common people, community member, parents and guardians have equal role in improving education of their children. SMC members can participate actively in supporting schools, if they are aware of the system of governance in the school and the relationship of the school with the society. They must be aware of classroom activities, how the child learns, the role of the teacher in the learning process, how the teachers' attitude and behaviour influence learning of the child as well as their overall development.





भारत का राजपत्र The Gazette of India

असाधारण
EXTRAORDINARY

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers; School Management Committee.

Provided that atleast three-fourth of members of such Committee shall be parents or guardians;

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section.

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions, namely—

- (a) monitor the working of the school;
- (b) prepare and recommend school development plan;
- (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
- (d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed. School Development Plan.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

Extract from RTE ACT 2009

The RTE Act, 2009, makes the provision for SMC {(Chapter IV, section 21(1) and (2) and 22(1) (2)}. Parents have been entrusted with certain powers under the Act through SMC, elected by them.

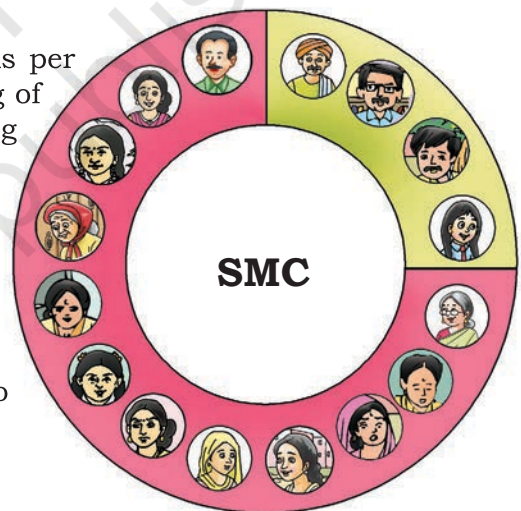
2.2 COMPOSITION OF SCHOOL MANAGEMENT COMMITTEE

As per RTE Act, SMC shall be constituted in every school, other than an unaided school within six months and reconstituted every two years. However, SMCs will perform advisory function only in case of a school established and administrated by minority (religion or language) and all other aided schools. The Act has tried to ensure representation of different segments of the community in the composition of SMC.

- 75 per cent members of this committee will be parents or guardians of the children studying in the same school. A meeting of the parents of all children studying in the school shall be organised in school with prior information to parents to constitute SMC. SMC members shall be elected from amongst the parents with common concern.



- Parents of the children of disadvantage groups (SC/ST/OBC/CWD/BPL) should be given proportionate representation in the committee.
- From the remaining 25 per cent members of the SMC
- 1/3rd shall be from local authority decided by the local authority.
- 1/3rd shall be from teachers of the school.
- 1/3rd shall be from educationists or children of the school, to be decided by parents.
- 50 per cent of the members of SMC shall be women.
- The chairperson and vice chairperson of SMC shall be elected from amongst parent members. Head teacher of the school shall be ex-officio convener of SMC.
- It is compulsory that parents of children from all classes' shall be SMC members.
- The SMC can also constitute sub-committees as per the requirement of different task like monitoring of construction work, fund management, preparing development plans, etc.
- SMC shall be formed in every school for a period of two years. After every two years, this committee shall be reconstituted.
- SMC should meet at least once in a month. The minutes and decisions of meeting shall be properly recorded and made available to the public.



2.2.1 Monthly Meeting

SMC shall conduct a meeting at least once in a month to maintain coordination between the school and community. More than one meeting could be organised by SMC in a month as per requirement.

Monthly SMC Meeting

- Written and verbal information of date and time of meeting, along with agenda of meeting must be communicated to parents, three days before meeting.
- Share the situation of school infrastructure and support services at the start of the meeting, so that SMC can identify the issues and priorities to be addressed.

Activity

Let us discuss in group, the composition of School Management Committee and describe the process of formation of SMC in a school.

Group activity

The SMC members may be asked to make a group of 4-5 members each. They will select a school among themselves and discuss on the following to understand the school activities and their roles—

- what are the activities conducted in your school?
- which are the activities that required improvement?
- who are responsible for which activity?
- what are the things that impressed you in the school?
- what are urgent requirements of the school?
- how can you contribute to the improved functioning of the school?

- Review the enrolment status and retention of children. Make efforts to visit the children with regular absenteeism and get them back to school.
- Review the status of learning in school children with the help of teacher in the context of learning outcomes specified by the education department.
- Invite the suggestions for possible solutions to the identified issues.
- Prepare a specific plan as evolving from the discussion, to resolve the issues having individual responsibility with a certain timeline.
- In the monthly meeting, the achievements of children may also be discussed as the teacher is supposed to make the learning profile of children.
- Ensure the development of proper implementation of School Development Plan (SDP) in the context of specific month.
- Minutes of meeting must be prepared by the teacher as per actual discussion and read clearly at the completion of the meeting before taking signatures of all attendees.

2.3 ROLE AND DUTIES OF MEMBERS OF SCHOOL MANAGEMENT COMMITTEE

As a member of SMC, you have the responsibility for your own school functions. There are a number of school related activities in which SMC members can contribute to improve the functioning of the school. The major roles and duties of SMC members are—

- preparing School Developmental Plan (SDP);
- bringing 'out of school children' to the school;
- arranging and maintaining basic infrastructural amenities;



- ensuring no physical punishment and no mental harassment;
- fund management;
- monitoring of quality learning;
- Mid Day Meal (MDM);
- social audit; and
- healthy school environment

To sum up the functions of SMC, they are to work for the development of the school, bring transparency in the system and ensure universal participation.

2.3.1 Preparing School Development Plan

- SMC shall conduct meetings to prepare SDP.
- SDP is highly essential towards decentralisation of school governance.
- SMC shall review the availability of infrastructure and other support services, to identify and fulfill the requirements of the school.
- SMC shall prepare SDP for every three years, followed by three annual sub-plans as per needs identified through above process.
- SDP shall contain—
 - class wise estimated enrollment.
 - requirement of additional teachers separately for classes I to V and VI to VIII separately as per norms.
 - requirement of additional infrastructures and equipments as per norms.
 - financial requirements for the SDP including special training of teachers and preparation of teaching learning materials and other resources for children.
- SMC shall plan to mobilise resources from local community and local authority as per requirements of the school.
- SMC shall point out the availability and requirements of the school with the help of a checklist. An exemplary table is given here for planning the accessible infrastructural requirements in the school.



S.No.	Aspects	Availability	Requirement	Action needed
1.	School building			
2.	Class room			
3.	Kitchen shade			
4.	Boundary wall			
5.	Play ground			
6.	Toilets			
7.	HM Room			
8.	Electricity			
9.	Proper lighting			
10.	Extra teacher/Resource teacher			
11.	Hand pump/Drinking water			
12.	Library			
13.	MDM shade			
14.	Ramps			
15.	Gate			
16.	Plates/Glass for MDM			
17.	Furniture, adapted furniture			
18.	Black board			
19.	Support Equipments for CWD			

- SMC shall prioritise the requirements to fulfill those as per availability of resources.
- The prepared document of SDP shall be discussed in detail during the formal SMC meeting.

Activity

Let us prepare an infrastructural plan with modifications required in the school.

2.3.2 Bringing 'Out of School Children' to the School

We often see some children in our community who are not going to school due to several reasons. SMC members can identify such 'out of school children' easily, because they are the part of community and remain involved in several community activities. The SMC shall identify all children of school going age (6–14) who are not going to school, or dropping out due to several socio-economic, physical and psychological reasons, through—

- Visits to village and discussion with parents to collect information about 'out of school children', or reasons for not going to school.
- Conducting and supporting household survey, before the beginning of each academic year in the neighborhood area.



- Collect a list from Anganwadi centers of the children who have passed out from their respective center.
- Visit local labourer sites (migrated workers), brick kilns, to identify the 'out of school children' of the target age group.
- Make a list of all children of 6–14 years (6–18 for CWD) age group through survey of village, data from Anganwadi centre and other sources.
- Make a separate list of children with disability, and children from other disadvantaged groups, who are not attending or not enrolled in school.



- Match the total number of children of target age group with enrolled children in various schools of the said area.
- Enroll all the children in school. Make sure they get admission in the neighborhood school to their age appropriate class. Try to resolve the constraint and other issues preventing the child's education by talking to parents. Make sure they regularly attend the school.



- Collect the list of passed out children from primary and upper primary schools.
- Make sure the pass out Anganwadi, primary and upper primary children are enrolled in next class of their school.
- Ensure provision of transport facilities for children as required.



Steps for bringing children to school

- Make sure that school runs regularly and teachers are present and teach.
- Ensure child friendly environment in school and prevent any kind of discrimination.
- Conduct parent teacher meeting regularly to share concerns about children dropping out because of local necessities (domestic/ festivals/ agricultural/ financial works) and mobilise suggestions from community.

- Address the specific issues like social issues, stringent discipline, disadvantages and disability, or any other reasons to prevent dropout.
- Sensitise teachers, school staff and peers.

2.3.3 Basic Amenities

SMC shall ensure the availability of all basic amenities which supports the learning of the children in school:

- Adequate classrooms and teaching materials for teaching.
- Separate toilets for boys and girls.
- Safe and clean drinking water.
- Functional library having books in accessible formats (eg; large print books, braille books, audio books, etc.).
- Adequate playing material and opportunities.
- Quality MDM.
- Adequate teachers as per enrolment.

Norms and Standard for Number of Teachers in School as per RTE Act 2009

For 1st class to 5th		For 6th class to 8th
Number of Student	Number of teacher	
Up to 60 student	2	At least one teacher per class, so that there shall be at least one teacher each for Science and mathematics, social studies and language. <ul style="list-style-type: none"> • At least one teacher for every 35 children. • Where admission of children is above 100— <ol style="list-style-type: none"> 1. a full time head teacher. 2. part time instructor for art education, health and physical education, and work education. Note: At least one classroom for every teacher and an office-cum head teacher's room should be there in school.
61 to 90 student	3	
91 to 120 student	4	
121 to 200 student	5	
Above 150	5 plus one head teacher	
Above 200	Pupil teacher ratio (excluding head teacher) shall not exceed 40	

Activity

Let us discuss—

1. What are the factors that take children away from school?
2. Does a kind of fear or hesitation prohibit them in participating in the classroom activities?



- To ensure that quality of drinking water is checked by appropriate authority (municipal corporation/block development, etc.) on regular basis.
- To ensure clean and green environment, SMC members can initiate special drive through planting trees around school grounds and in community.
- Meeting needs of children under Home Based Education (HBE).
- Adequate number of benches or mats for each class.

2.3.4 Prohibition of Physical Punishment and Mental Harassment of Children

The following actions amount to punishment and harassment of children in classroom/school.

- Teasing with fictitious name.
- Twisting ear or any body-part.
- Scolding with insulting tone.
- Physical punishment like caning, punching, etc, for indiscipline or misdeeds.
- Making students stand outside the classroom for any reason (as they are kept out of the learning environment inside the class room).
- Making the students do situps in front of classmates.
- Making student stand up on the bench.

As a SMC member we can contribute towards building a child friendly environment in class rooms and schools. Encourage the teachers to—

- address students by their names;
- let the tone be cordial (neither too harsh nor timid);
- children who have learning and behavioural problems to be given guidance and counselling if needed; and
- encourage children from socially disadvantaged sections (girls CWD, i.e., minority) to report any discriminatory treatment by teachers, peers, other school personnel, etc.



Activity

Let us discuss about HBE Programme and find out the children of our own locality covered under HBE. Interact with the resource persons and family members regarding quality of services received by the children under HBE.

2.3.5 Fund Management

- Get details of all the funds received by the school through government, local body, donations.
- Get details of funds utilisation and suggest ways for expenditure as per SDP.
- Ensure proper maintenance of all records and vouchers, etc.
- Prioritise expenditure on specific items and ensure their execution.
- Mobilise resources from local body or from the community to meet out the needs of school beyond the government grants.

Activity

You may think of and discuss any other sort of actions that might cause harm to students physically or emotionally.



- SMC shall ensure to prepare an annual account of receipts and expenditures of the school.
- The details of expenditures shall be kept in a separate account to be audited annually and also displayed at school board. These details also must be shared in regular SMC meetings.
- The annual account should be signed by the chairperson or vice-chairperson and head teacher/convener of SMC and make it available to the local authority within one month of their preparation.

Activity

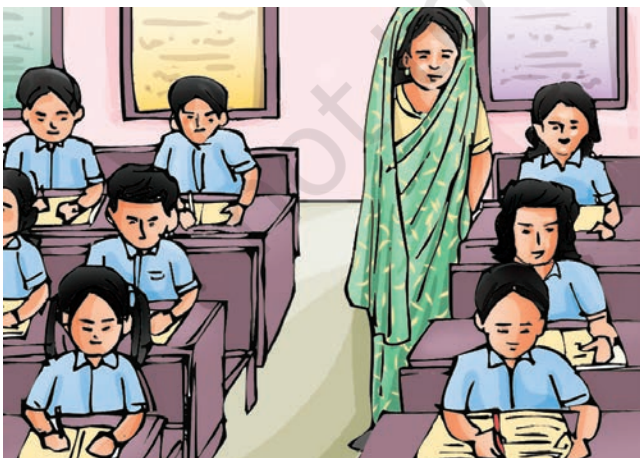
1. Interact with children belonging to socially disadvantaged groups and their parents to assess any form of abuse/threat/discrimination.
2. As an SMC member, discuss about the action to be taken in case of physical punishment and mental harassment of children in school.

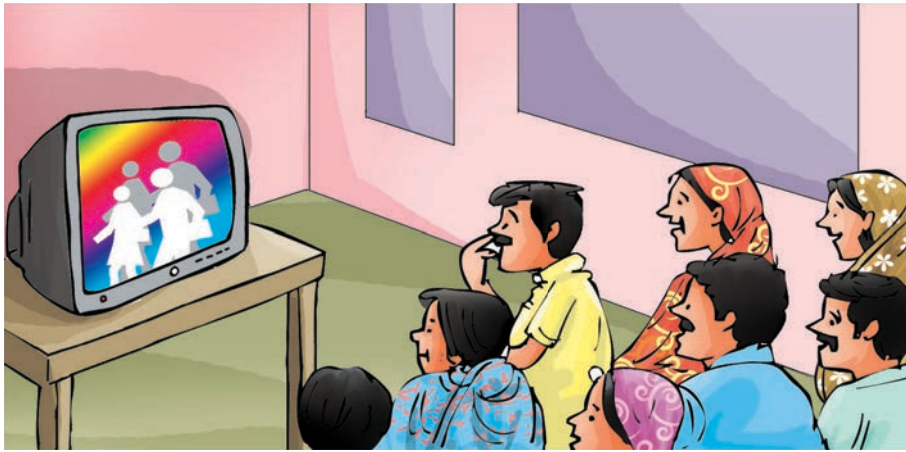
2.3.6 Monitoring of Quality Learning

For monitoring quality aspects of learning in the school, certain basic things should be taken care of, not only by the school head teacher and other teachers, but also by the SMC members. The members of SMC can ensure the quality aspects of their own schools. For this, they will have to ensure that—

- school/classes are being conducted regularly;
- teacher maintains regularity and punctuality in attending classes and school;
- the minimum teaching hours conducted in school are maintained;
- teachers are aware of the curriculum and are well conversant with the technique to be used in the class for its transaction;
- syllabus is covered timely. However, focus is on the development of competencies and the skills related to life situations amongst the learners;

- teachers use child centered approach so as to motivate the children. For this, they may use different pedagogical practices like play-way activities to facilitate learning;
- no child is discriminated in terms of caste, colour, gender, parent's socio economic status or disability;
- use of ICT (Information and Communication Technology) has to be maximised;
- textbooks and other teaching learning materials are available in school on time and as per requirement;





Activity

Let us prepare a checklist to ensure quality learning in the classroom with the help of secretary of our SMC along with the suggestive measures.

- the material available is frequently used by the children. Rewards and incentives are given to the children in time;
- focus is laid on the development of positive attitude of children towards self, peers, teachers, family members and society;
- assessment of children is done on regular basis. It is comprehensive covering scholastic and co-scholastic (personality, attitude, life skills, etc.) aspects;
- assessment is child friendly where the focus is on the overall development of the child; and
- parent teacher meetings are held regularly. Teacher appraises to parents about the regularity in attendance, ability to learn, progress made in learning, and any other relevant information about the child.



2.3.7 Mid Day Meal (MDM)

Ensure that—

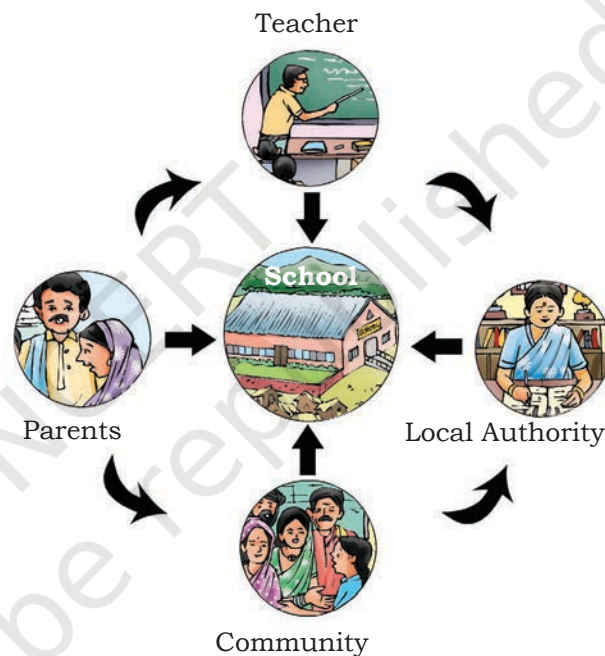
- menu of MDM must be displayed on the wall of kitchen and school;
- MDM is provided as per prescribed menu;
- hygiene should be maintained in storage, cooking, washing hands, distribution and eating process;
- no discrimination is done during cooking, distribution, eating together, washing, etc.
- proper arrangement of sitting for children, during taking MDM; and
- Helping children with disability to eat their meal if required.



2.3.8 Social Audit

Social audit of a school brings transparency, accountability, and participation of community in school development activity. It provides opportunity to the community to scrutinise school development and ensure that work are done as per norms and guidelines. It also ensures proper utilisation of resources during implementation of the activities under different policies and programme.

To constitute social audit team, head teacher of the school convene a general meeting involving parents or guardians of the students from the school, local authority, SMC members, academicians and representative of different section of the locality.



Activity

Let us discuss and find out the activities undertaken for children's health programmes in our school. Prepare a list of health and safety hazards in and around our school. Suggest activities to be carried out to provide healthy and safe school environment.

Social audit is conducted in school by the social audit team members in consultation with the head teacher and SMC members of the school. The head teacher and SMC provide necessary information and data as asked by the social audit team. Social audit team, then, share the findings with SMC and local community, parents or guardians, local authority in a public meeting for their suggestions for improvement in school functioning. Hence, for participating in the social auditing process, the SMC will have to ensure that—

- all children of 6–14 (6–18 for children with disability) age groups are enrolled and studying in school in age appropriate classes;

- all children with disability are attending school regularly;
- children belonging to socially disadvantaged group (Children with disability /SC/ST/OBC/BPL) are getting all the facilities for which they are entitled;
- children are discouraged from migration and if children are coming on migration, are enrolled in school;
- safety and security of children are to be provided in school. Demonstration of certain safety measures while playing, using washrooms, working on certain projects and school activities, using stairs and ramp, walking on road or other public places, etc., is to be given. Appointment of supportive staff (e.g., guard, ayah, etc.) is required in the school for assisting in safety and security of children;
- immediate needs of school, beautification and cleanliness of environment of school are fulfilled;
- the maximum possible information (total number of teachers/ enrollment/ attendance/ TLM/ date of next meeting/ received grants etc.) of school must be displayed on the notice board in appropriate font size and in local language;
- separated toilets for girls and boys with or without disability, running water facility, soaps/handwash, etc., in toilets have to be in place; and
- escort services to the child with disability are to be made available.

2.3.9 Healthy School Environment

A healthy school environment can directly improve children's health. A healthy child participates effectively in the learning activities. SMC can constitute a sub-committee 'school health committee', to look after the health and safety requirements in the school. They should make the parents and community aware of the school health programmes.

This committee will—

- create an effective system to monitor and record occurrence of infectious and chronic diseases and environmental hazards within the school environment and take immediate preventive actions;



Do you know?

1. *The Protection of Children from Sexual Offences Act, 2012 (POCSO), ensure safety of children from sexual offences.*
2. *The Prohibition of Child Marriage Act 2006, prohibits marriage of child before the age of 18 for girls and 21 for boys respectively.*
3. *The Child Labour (Prohibition and Regulation) Act, 1986, prohibits employment of children in occupation up to years of age (except in some business run by the family of the child).*

- organise regular health checkups in school and issue health cards to all children;
- develop capacity to provide fundamental emergency medical care within each school; and
- assist in organising and educating children on healthy eating and living habits to prevent sickness.

2.4 GRIEVANCE REDRESSAL MECHANISM

An amendment in RTE Act, 2009, has empowered SMC to act as teacher grievance redressal institution (RTE Act amendment 2015). Apart from teachers, SMC can hear the school related grievance of children, parents and community members and subsequently can approach the departmental officials or authorities who are accountable for betterment of the school.



An example: A Block Education Extension Officer (BEEO) looking after 90 schools in his block, has developed strategies to address the grievances received from SMCs as well as teachers of the school. Whenever complaints or grievances are received, a committee of three officials with one member from SMC, one

teacher from a school and one official from the block is formed to visit the village school. They visit, record the evidences in print and/or digital form and report to BEEO. Accordingly, BEEO takes measures to resolve the grievances.

An exemplary School Information Schedule is given here for the members of School Management Committee to regularly cross check, supervise and monitor the overall functioning of the school and ensure the availability of all basic amenities required in the school. These informations about the school can be displayed on the notice board to make all the stakeholders (parents, students, teachers, education officials, school administrators and community members) aware of the facilities available in the school. This will also help the members of SMC to prepare the School Development Plan, mobilise local resources and take necessary action for providing the adequate resources in school.



INFORMATION OF SCHOOL

Name and Address _____ Establishment year _____

Information of Teachers Total Post _____ Presently Working _____

Information of SMC Establishment year _____ Is it working? _____

INFORMATION OF STUDENTS

6–14 years age group children _____ Dropout Children _____

Out of school children _____ Children with disability _____

Information of enrolment and attendance of students

Class		1	2	3	4	5	6	7	8	Total
Boys	Enrolled									
	Attendance									
Girls	Enrolled									
	Attendance									

INFRASTRUCTURAL INFORMATION OF SCHOOL

Is the school land registered? _____ Classes Adequate () Inadequate ()

School Building Good () Satisfactory () Need maintainance ()

Is regular health check up camp organised Yes () No ()

Basic Amenities	Available and Usable	Available but not Usable	Unavailable
Drinking Water			
MDM			
Library			
Toilet			
Play ground			
Kitchen			
Electricity			
Furniture			

	Bench	Desk	Table	Almirah	Chair	Other
Teacher						
Student						

Mention usable numbers only



Preschool Education

3.1 PRESCHOOL EDUCATION

Preschool or preprimary education, is a formal education programme for the children from three to six years. It prepares children for primary education. A child who joins preschool programme gets prepared for formal schooling. Children adjust better in the primary school because of early preparation.



Preschool education helps the child to develop healthy habits and desirable social skills. The programme stimulates the total development of the child through play and concrete activities. Children try to discover and explore the immediate environment. They get freedom to express in a friendly and caring atmosphere, which is free from fear and anxiety. It helps the younger children come to the preschool. Their elder sisters and brothers are also free from the chores of minding the young ones and can therefore, attend regular school.

The RTE Act 2009 has provision for Preschool education component in Para No. 11. whereas it says:

“With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangement for providing free Preschool education for such children.”

Activity

Let us identify children from our locality who are not receiving preschool education. Suggest ways to bring those children in preschool programme.

Access to preschool education, participation (of children, teachers, parents and caretakers, community) and supports (infrastructure, equipments, materials, etc.) are the key of high quality early childhood programmes and services.



3.2 SIGNIFICANCE OF PRESCHOOL EDUCATION

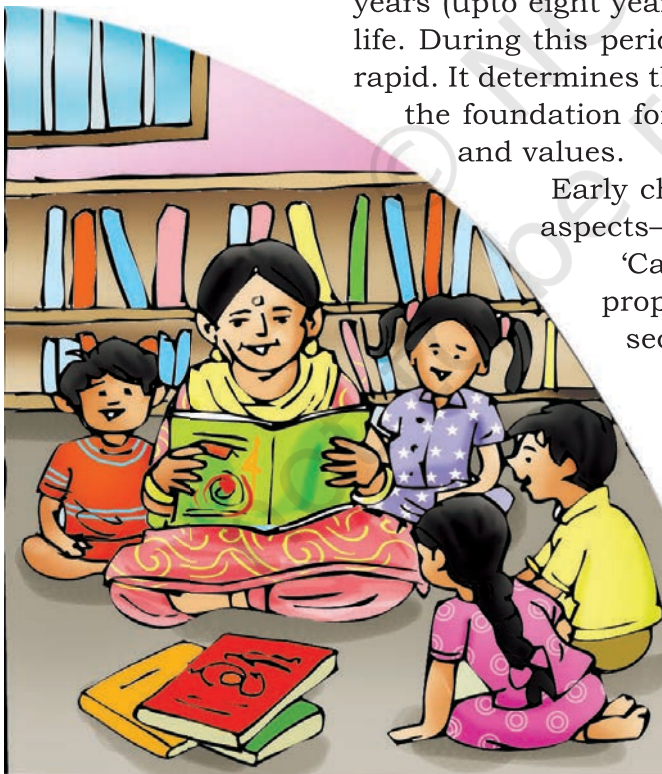
It has been globally acknowledged, that the early childhood years (upto eight years) are the most crucial years of a child's life. During this period, the pace of development is extremely rapid. It determines the cognitive and physical growth and lays the foundation for shaping the social and personal habits and values.

Early childhood development includes two main aspects— Care and Education.

'Care' is a comprehensive term that includes proper nutrition, immunisation, safety and security along with emotional support.

The 'Education' component includes preschool education programmes aimed at three to six year olds.

ECCE is holistic in nature and is based on an important principle that a child's development and early learning occurs in an 'integrated' manner. By integration, it means that the child's early learning and



development is influenced not only by the environment the child gets, but also by the health and nutritional status of the child and the care they get.

3.3 EARLY CHILDHOOD CARE AND EDUCATION POLICY 2013— SOME HIGHLIGHTS

As per National ECCE Policy, 2013, for universal access with equity and inclusion following are recommended:

- All the children below 6 years must have access to preschool programme in the vicinity (preferably within 500 meters) including urban settlement and slums.
- Preschool centre or ECCE centre must be in a safe and child friendly environment. Different needs including health, nutrition, age appropriate care, stimulation, and early learning should be taken care of in such centres.
- Provision for admission of children belonging to weaker sections and disadvantaged groups must be encouraged in the neighbourhood ECCE centre. These provisions are extended to the private and non governmental centres also.
- Any form of admission test for granting admission to an ECCE centre is prohibited.
- Implementation of crèches for the children of working mothers would be done under various schemes such as Rajeev Gandhi National Crèches Scheme, MGNREGA Act, etc.
- The *Aanganwadi* centres must be repositioned as a vibrant child friendly Early Childhood Development Centre. These centres should have adequate infrastructure, financial and human resources.
- Measures must be taken to ensure early detection of children at risk of developmental delay and disabilities so that interventions and referrals can be ensured.
- School readiness package must be developed and linkage with primary school system must be streamlined, which will help in smooth transition from ECCE to primary schooling.

The individual needs of the children can be catered by clear commitment of the society. Society will be helpful in providing infrastructure, materials and personnel. It is necessary to make all ECCE programmes sensitive and responsive to the special needs of children and diverse groups of learners coming into the school system.

Activity

1. Let us discuss and prepare a list of stimulating activities from our own socio cultural experiences to develop healthy habits, social and communication skills for them.
2. Let us discuss and prepare a list of nutritional diet for young children, which is easy to prepare at home.

Early Childhood Care and Education (ECCE)

Early Childhood Care and Education (ECCE) conforms to the vision of holistic and integrated development of the child, with focus on the inseparable elements of care, health, nutrition, play and early learning at each sub-stage (i.e., conception to birth, birth to three years and three to six years) of the developmental continuum, within a protective and enabling environment in order to support children's all round and holistic development.

Early Intervention Services (EIS) are provided to children with developmental delay to catch up their developmental lags through providing a variety of opportunities; to experience, explore and play with things around them and by therapeutic services like physical therapy, occupational therapy, speech therapy, etc. The nature of EIS is mainly preventive (e.g., proper nutrition to malnourished children), curative (e.g., corrective surgery for cleft lips or palate) and/or remedial (e.g., physiotherapy for children, who frequently falls down while walking). EIS involves physical movement of the body, language comprehension, communication skills, concept formation, self care and the use of all the senses especially

3.4 INCLUSION IN EARLY YEARS

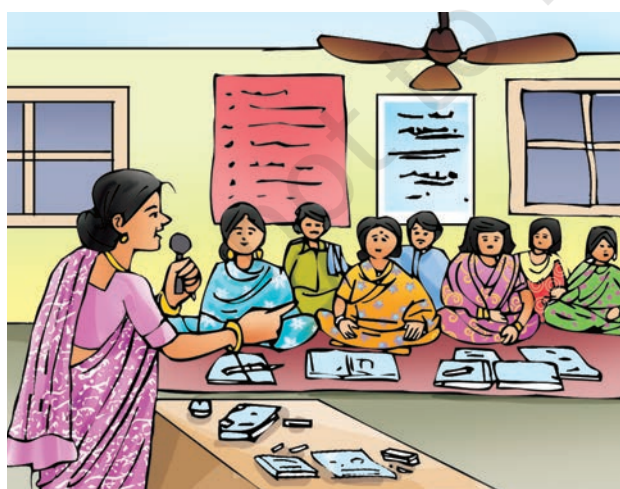
'Inclusion in the early years' requires identification of children with disabilities and children at risk. All children should have access to early learning environments.

For inclusion, it is important for all of us to understand the significance of early identification and intervention. Assessment, which is an essential and integral component of any preschool or ECCE programme, provides an opportunity for early identification of developmental delays. If early identification of disabilities, and the provision of appropriate intervention and stimulation are provided at the right time, it prevents the aggravation of disabilities and disadvantages.



For successful inclusion at preschool level—

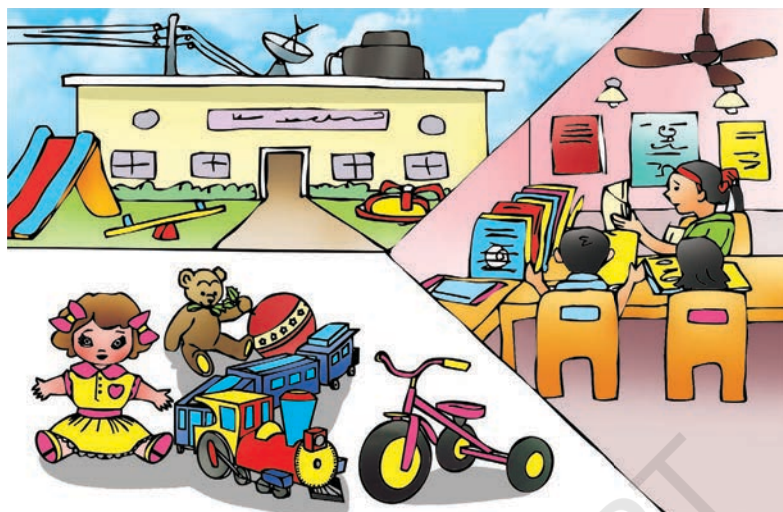
- the curriculum must be flexible and accessible;
- the physical environment of the centre must be barrier free and adapted to accommodate all children with diverse needs;
- the teaching methodology, assessment and evaluation procedures should also be made flexible;
- the personnel involved in Preschool programmes must have intensive training on inclusive education. They should be trained in screening/identification of the children with disabilities, their inclusion in preschool and referral services;
- prevention efforts for families of 'at risk children' should focus on strengthening the family. The family members must be given opportunities to share their experiences with such children. The



family members must be involved to develop a sense of belongingness to the centre.

3.5 BASIC COMPONENTS OF PRESCHOOL EDUCATION

The following basic requirements are necessary for providing preschool programme.



seeing, hearing and touching.
Early intervention is necessary for healthy growth and overall development of the children who are at risk.

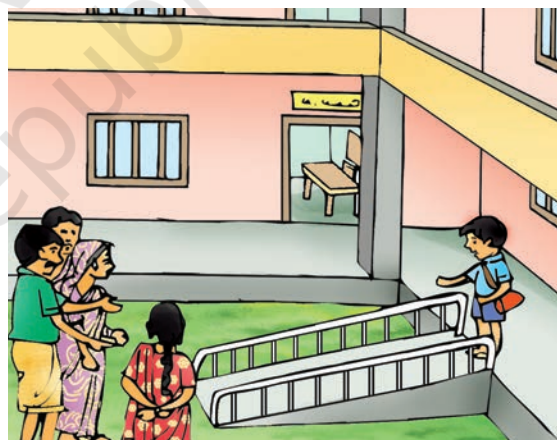
3.5.1. Duration of the Programme

- Preschool education programme is conducted for four hours daily with the children (with half an hour snack/break time).

3.5.2 Physical Facilities

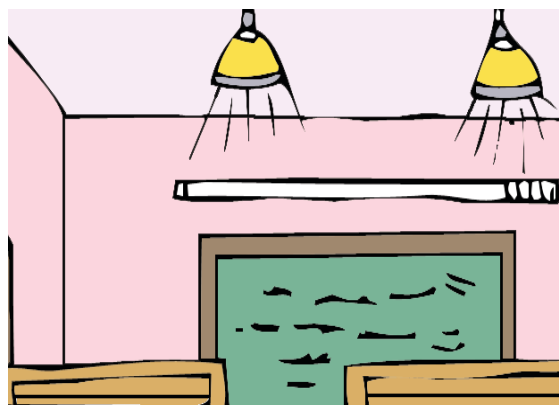
Building and Location

- The building is structurally safe and easily approach able. It is clean and surrounded by green area.
- It has adequate indoor and outdoor space.
- One classroom measures at least 35 square meters for a group of 30 children and availability of adequate (at least 30 square meters) outdoor area for a group of 30 children.



Light

- Provision of adequate light and ventilation in the rooms.
- Provision of electricity to provide light and operate equipments.





Water

- Adequate and safe drinking water facilities.

Toilets

- Adequate and separate child friendly toilets and hand wash facilities for girls and boys with adaptation for children with disability.



Teacher-Child Ratio

- Appropriate teacher - child ratio (suggestive as per policy is 1:20 for 3-6 years old children)

3.5.3 Classroom Processes

Age appropriate

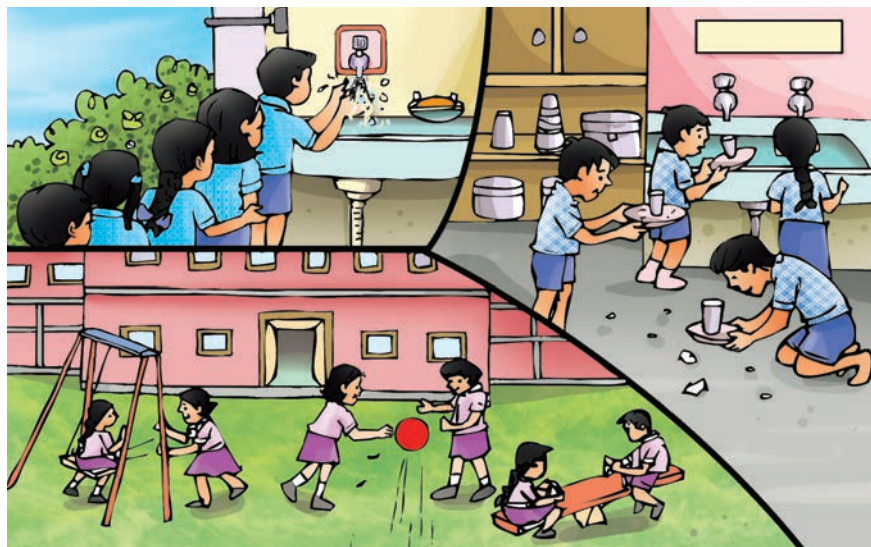
- Curriculum (contextual)
- Learning materials and equipments (no-cost, low cost, teacher made, culture specific)



Activities

- All areas of development (sensory and perceptual, physical-motor, language, cognitive, creative and aesthetic, socio-emotional) are offered in an integrated manner.
- Activities for development of reading, writing and number readiness are planned and implemented according to children's needs.
- Balance of age appropriate, structured, guided activities and free play for children are provided such as running, jumping, peg board game, climbing, etc.
- Activities to be planned to ensure learning of cooperation and sharing. Age appropriateness of activities are to be ensured by the teacher.
- Teachers and caregivers inculcate habits in children, such as washing hands before and after meals, putting materials back in their place after using them, etc. Teachers and

caregivers discuss these habits with parents, and encourage children at home to practice good habits. Children are encouraged to develop self-discipline.



Interaction

- Curriculum is transacted in the home language, i.e., the language spoken by the child at home.
- Preschool centre does not conduct any rote learning activities, or formal teaching of 3 R's (Reading, Writing and Arithmetic).
- No homework, test or exams are conducted at this stage.
- No punishment is given of any form— verbal, non verbal or physical.
- Playway method is adopted.

Inclusion

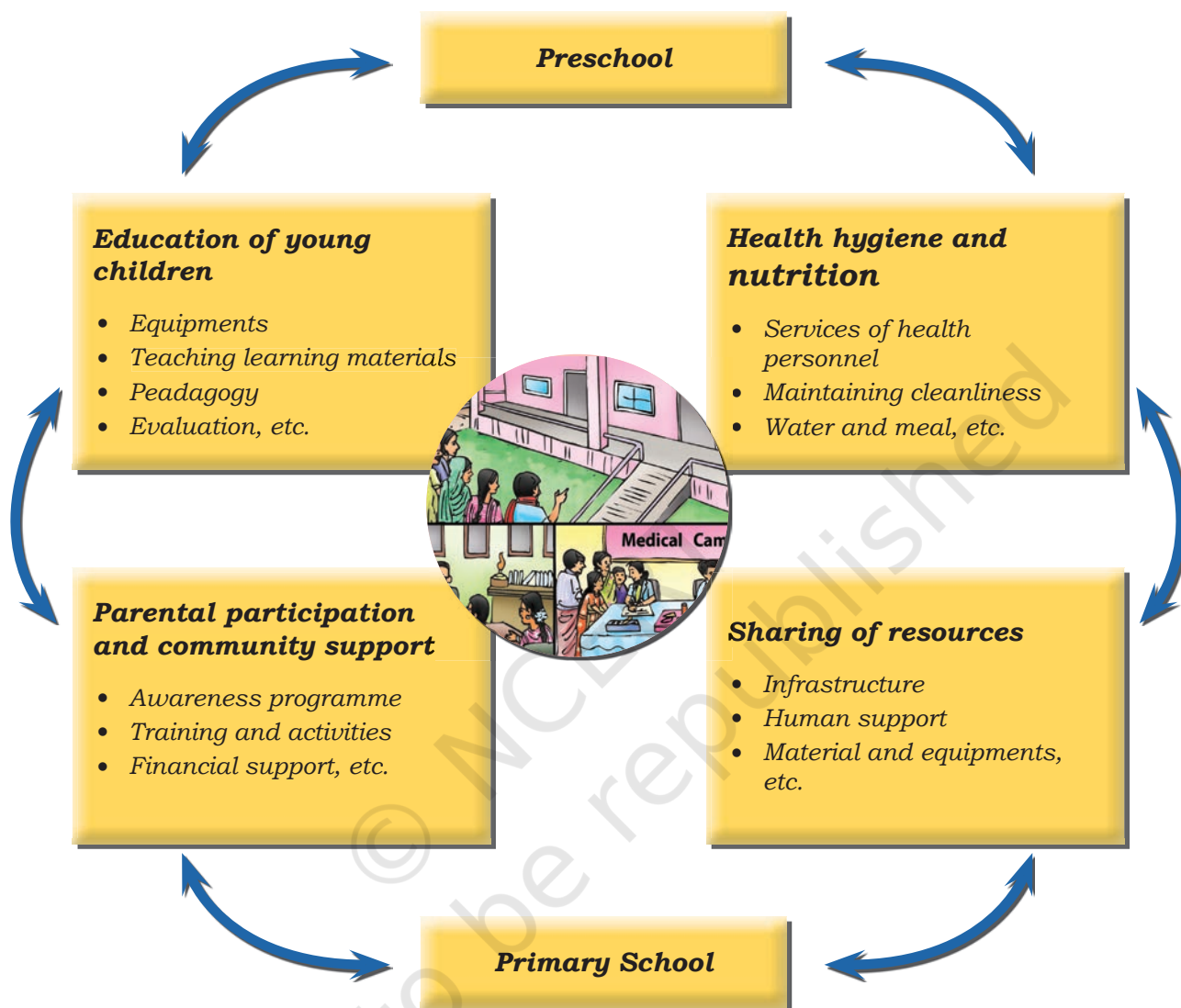
- Preschool education is sensitive and responsive to the special needs of children.
- There should not be segregation based on individual differences or disability of the children, their parental education and socioeconomic background.

Training of Preschool Personnel

- Ensure practical exposure on identification of needs of the children with disabilities, use of age appropriate play and learning materials, making adaptations in the physical environment and counseling of parents during training of preschool personnel and caregivers.

Linkage

- Preschool centre maintains close linkages with the primary school.



First Aid

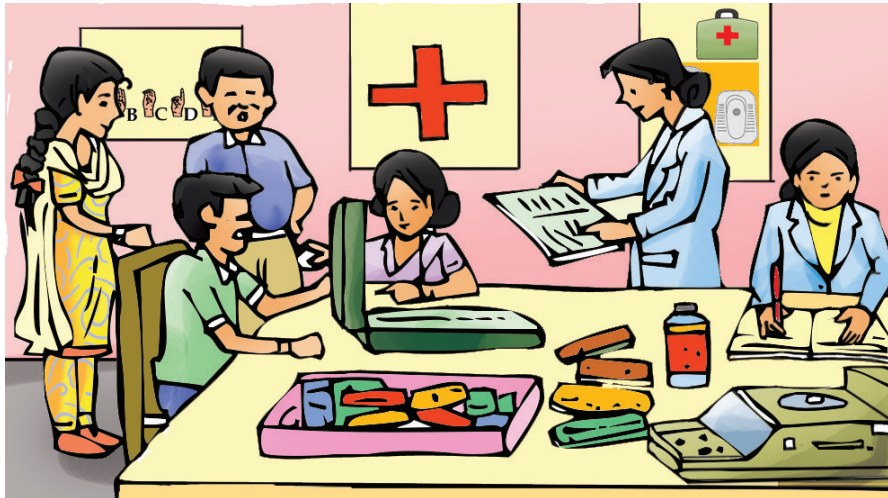
- Availability of immediate health service in terms of first-aid. Medical-kit at the centre. Children are not left unattended at any given point of time.

3.5.4 Health, Hygiene and Nutrition

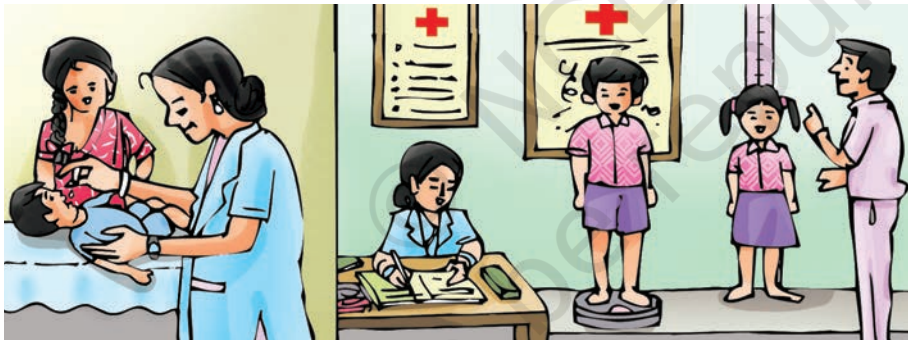
Health

- Regular checking and grooming of children.
- Children are immunised at regular intervals and their records maintained.





- Each child's health needs and comfort elements (e.g., sleep, rest and relaxation) are adequately taken care of.
- Children's height and weight is measured regularly to identify malnourished children.
- Routine health check-ups are conducted for children and referral provided, when required.
- Make reasonable adaptations to physical environment or programme, to accommodate children with special needs.



Indicators of malnourishment in children

- Growth failure in terms of weight, height or both
- Muscle wasting and lack of strength in the muscles.
- Limbs may appear stick like.
- Swelling of the abdomen and legs.
- Child may cry excessively, show irritation and sluggishness in activities.
- The skin becomes dry and flaky.
- The hair may turn dry, dull, changing colour and straw like in appearance.
- Pale and brittle nails.

Hygiene

- Preschool premises, classrooms, as well as toilets are clean and hygienic.
- Reinforce good practices of keeping the environment clean.

Nutrition

- Food is stored, prepared and served under hygienic conditions.
- Caregivers have adequate knowledge about balanced and healthy diet for children and encourage the same at the centre.





- Ensure that adequate social atmosphere is visible during meal and snack times.
- Ensure that children have sufficient time to eat well.
- Ensure that children have nutritious meals and snacks.
- Ensure that supplementary nutrition and home food are provided to children regularly.

Activity

Siblings of young children have also an important role in development of their younger ones. Suggest some activities to motivate siblings to participate in Preschool programmes.

3.5.5 Parent Teacher Participation

All round development of the child is the responsibility to be shared equally by the school and the parents. Therefore, parents are encouraged to participate in organising and managing preschool activities. They should visit the centre regularly and attend parent teacher meetings (PTMs) to discuss the child's progress and performance, inform the Preschool personnel regarding any change in address or telephone number and any



other information. They should send their children to the centre regularly and punctually. They should maintain cleanliness, provide nutritious food and clean drinking water. If parents have some special interest and talent, they are also invited to participate as resource persons in school related activities such as poem recitation, storytelling, preparation of puppets, making of low cost fun toys, preparing simple nutritious recipes, etc.



3.6 ROLE OF SCHOOL MANAGEMENT COMMITTEE

- SMC may observe the above elements of preschool education for effective implementation of preschool programme.
- They may visit Anganwadi centres to observe and identify issues and needs of the centre and suggest interventions to the preschool personnel and authorities. For example, making Anganwadi centre accessible for all children.

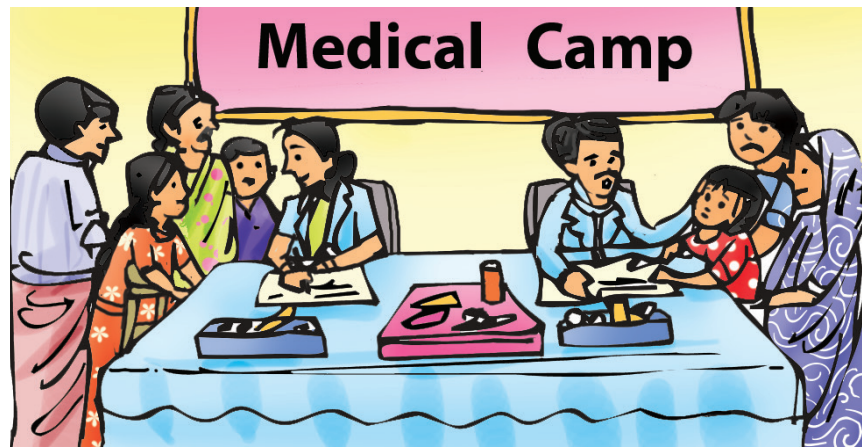


- Inform the appropriate authorities regarding unsolved or unattended issues.
- They may assist in screening of children who may be “at risk” of developing disability, by co-ordinating with resource teacher of the nearby school and medical assessment camps.
- SMC members can organise awareness and orientation programmes for providing opportunities to parents and family members, to interact with the parents of



Activity

Suppose in your locality 'preschool centres' are not available. Prepare a detailed plan to establish a new preschool centre in your area.



school going children with disabilities who were earlier at risk. This will help to develop positive social relationships and friendships, acceptance, attitudinal change and learning from each other's experiences.

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Education of Children with Disabilities

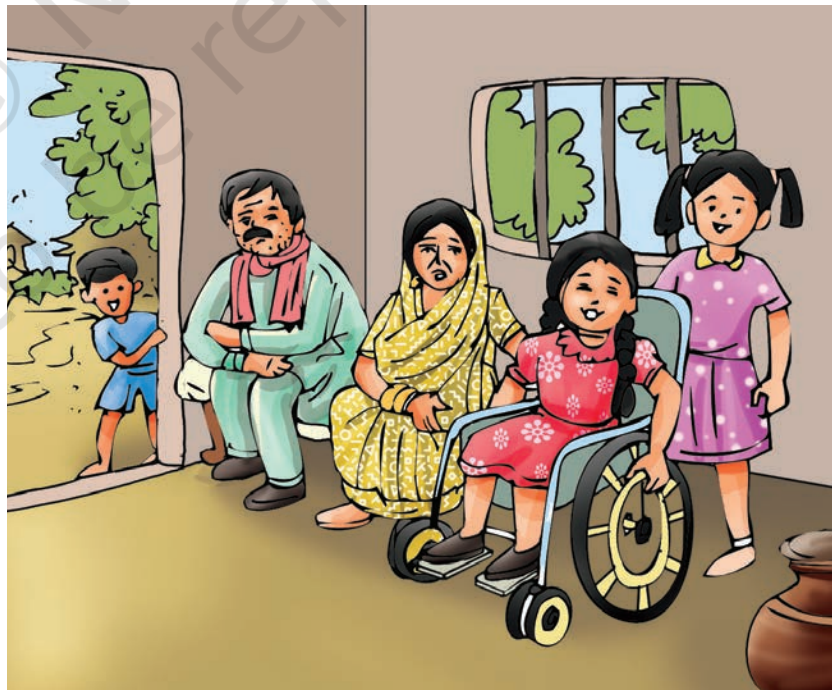
4.1 EVERY CHILD MATTERS

Every child is different. The differences are the qualities of the child, which make them an important person of the society. Disability as a form of social diversity, affects not only the individual and family, but also the society and the nation. Society, therefore, has responsibility to educate and take care of children with disability.

4.2 MEANING OF DISABILITY

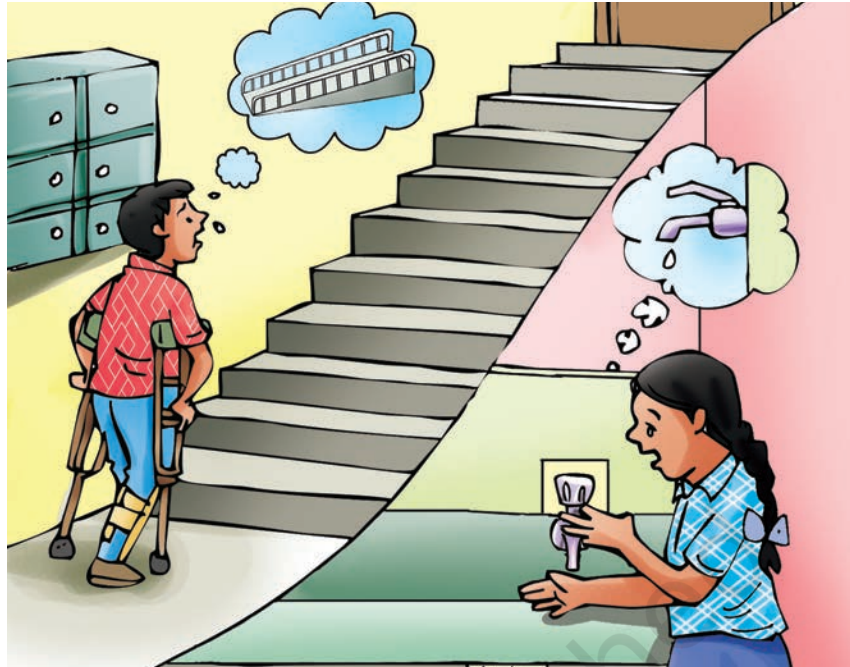
Disability means the scheduled disabilities specified in the Rights of Persons with Disabilities Act, 2016, which are the result of long term, physical, mental, intellectual or sensory impairments.

Children with disability like any other children interact with the immediate environment—the people, the objects and the activities. The environment, sometimes, may not be suitable to meet the requirements of children, and may hinder their performance or participation in the task. For example, the handle of water tap may not be suitable for grasping or gripping for a child with deformity in hand. Similarly, due to the certain disability, there may be delay in learning day to day activities such as bathing, brushing, reading and writing, etc., that may also require attention.



Remember

- Disability does not mean 'No ability' or, 'No hope'
- Child with disability may require individual support to perform a task as the same way as any other child who does not have a disability.
- With appropriate opportunity and support, every child with disability can learn.
- Early identification and intervention bring better results in children with disability.
- Over a sustained period of support, quality of life of these children can be improved.



4.3 CHILDREN WITH DIFFERENT DISABILITIES

Let us discuss about the types of disability, their characteristics and required supportive services.

4.3.1 Locomotor Disabilities

Read the story of Ramni and Munu.

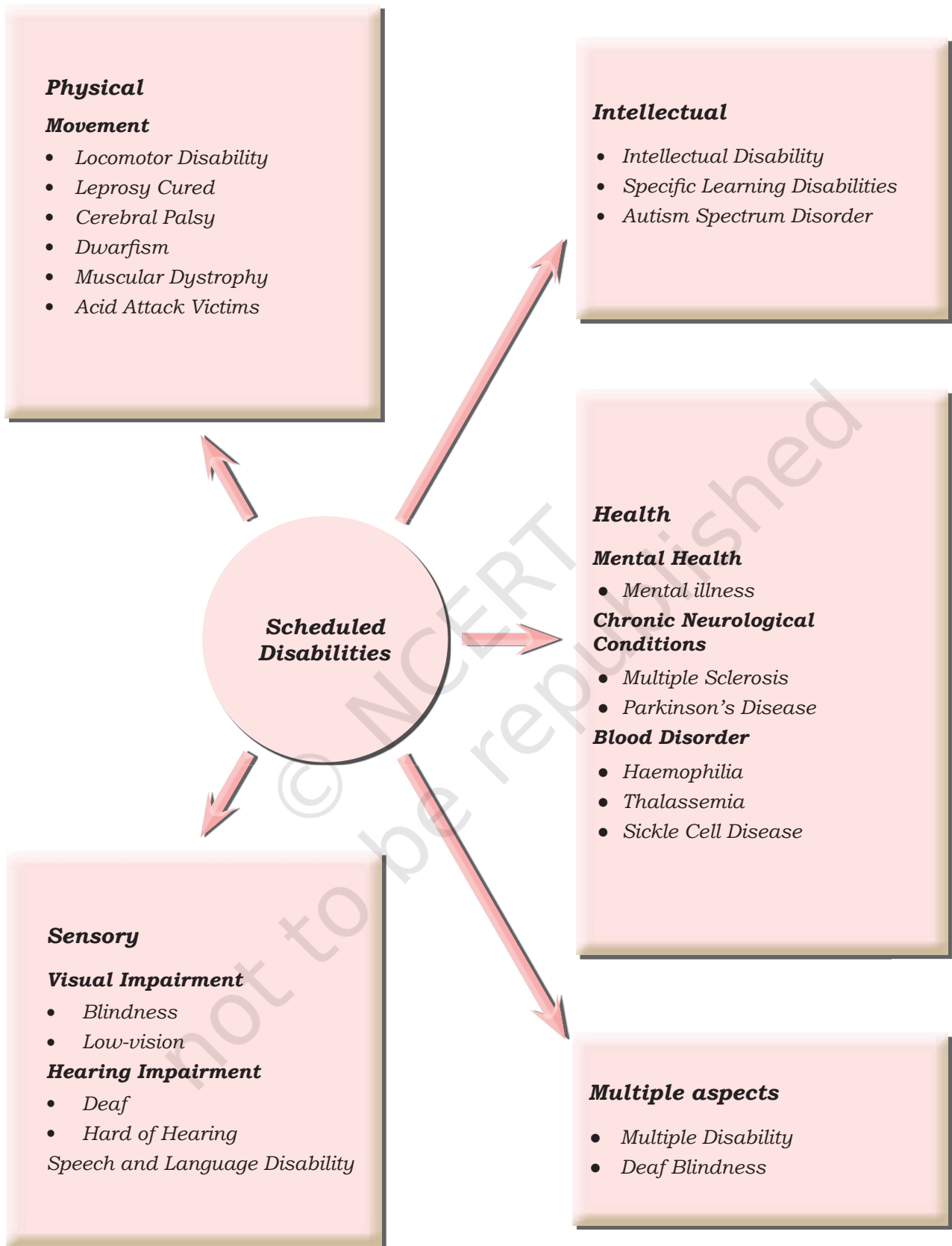
During the visit of District Education Officer (DEO) to a Kasturba Gandhi Balika Vidyalay (KGBV), Ramni, the classmate of Munu, who is also a student member of SMC told

that Munu does not have wheelchair. She is facing difficulty to move around in the school building and hostel. Munu's lower limbs are affected by polio since her early childhood. DEO immediately contacted the resource teacher visiting the school. She informed that Munu has joined the school two months back and was not medically assessed for getting wheelchair. She also informed that there was no wheelchair available with her in the resource room.



Activity

Visit a nearby residential school like KGBV or Ashram school along with the visiting resource teacher and make access audit of the school infrastructure, amenities and equipments provided in the school.





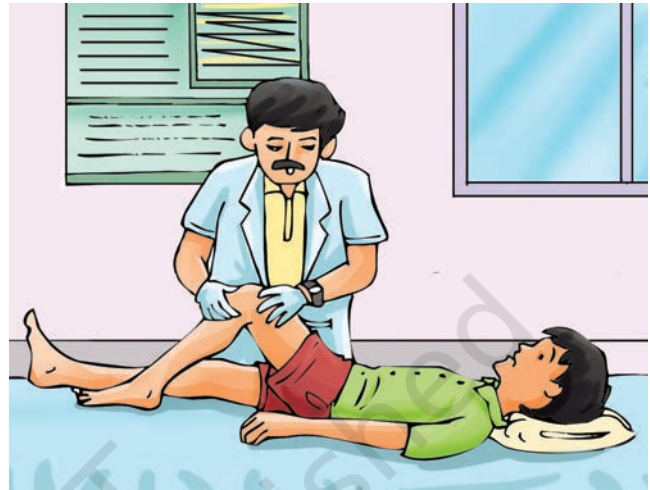
Physiotherapy helps children through movement, exercise, and manual therapy, etc., who are affected by injury or disability. This therapy is provided by trained physiotherapist.

Occupational therapy is therapy based on engagement in meaningful activities despite impairments or limitations in physical or mental functioning. This therapy is provided by trained occupational therapist.

However, the resource teacher made arrangement for a wheel chair from some other block office. On the following day, Munu was happy using wheel chair and was busy in learning how to move around on wheel chair.

Characteristics

- Problems in walking or using hands for activities.
- Deformities/ contractures/ incomplete limbs or amputee.
- Affected bones, joints, spinal curve, muscles or other body parts.



- In case of polio, affected areas are very thin.
- Posture and positioning of body may have peculiarities while sitting, walking, running.
- May be using wheel chair, crutches, and artificial limbs for moving from one place to another.

Supportive Services or Referrals

Physiotherapy, occupational therapy, training for independent living

Assistive Devices

Supportive equipments like hand splints, crutches, walker, wheel chair, special shoes and artificial limbs.

4.3.2 Leprosy Cured

Read this story and discuss.

Asha, the school health worker, was examining Wasim, an 11 year old boy. She observed that he has a wound on the palm of his right hand. The wound was painless. Claw deformity of the little finger of the right hand was noticed by her. She informed about this to the headmaster and requested that he has to consult to the nearby Primary Health Centre. The headmaster asked the President of SMC for assisting him and his parents for medical consultation at PHC. On eliciting a detailed history by PHC doctor, it was learnt that the deformity of the little finger developed around six months back and he has been getting it treated by a local traditional healer.



- Q.1. What was the opinion of people on Wasim's conditions?
- Q.2. How will Wasim be assisted for his medical treatment?
- Q.3. What are the measures to be taken to control the transmission of the disease in the area?

Characteristics

- White or pale colour patches on skin with numbness, loss of sensation and feeling
- The appearance of the skin is similar to burnt skin.



- Damage, deformity, loss in hands and feet.
- Thick or lumpy earlobes and thick nerves.
- Disfiguring skin sores, lumps or bumps that do not go away after several weeks or months.

Counselling is professional assistance in resolving personal or psychological problems. This therapy is provided by trained psychologist, or professional counsellor.

Supportive Services or Referrals

Physiotherapy, occupational therapy, medical care and counseling. They need extra care to protect their wounds and needs lots of encouragement and training to manage themselves in classrooms. They need to be given attention for their physical and psychological needs.

Assistive Devices

Hand splints, special shoes, crutches, walker and wheel chair, etc.



4.3.3 Cerebral Palsy

Read this story and discuss.

Menjo was mostly seen sitting outside the primary school in the shadow of a jackfruit tree. He keeps his crutches besides him while sitting without any work for the whole day. He has stiffness in all his four limbs. He has difficulty in movement. The resource teacher visiting the primary school informed that he was in the school till Class V. The upper primary school is very far from his village. His parents are unable to carry him daily to the school. Now, Menjo is receiving home based education.

Characteristics

- Abnormal body movement
- Abnormal positioning
- Stiffness or floppiness in body especially in lower limbs and/or upper limbs
- Walk with cross leg
- Drooling
- Unclear speech



Supportive Services or Referrals

Physiotherapy, occupational therapy, speech therapy, training in activities of daily living, behavior management, home based services to non-school going children with severe disability

Assistive Devices

Hand splints, special shoes, crutches, walker, wheel chair, communication board, etc.

4.3.4 Dwarfism

Read this experience of Jitumoni in school.

Jitumoni shares his experiences, that he got admission in a school and he was very interested in studies, but his classmates and other school staff made it difficult for him. They always made fun of his height and called him with weird names. At one point, the jokes became too much to tolerate and one day, he told his parents that he is not going to school again. But the humiliation never made Jitumoni feel sorry for himself. He enrolled for open schooling and passed out Class X last year.



Characteristics

- Short limbs, particularly the upper portion of the legs and arms
- Short fingers with thumbs and ring fingers set wide apart
- Restricted elbows movement
- Bowed legs
- Large head with flat nose bridge and high forehead
- Curved spine
- Balance problems
- Deformities in bones and joints

Supportive Services or Referrals

Growth hormonal medication, surgical corrections (if required) for improving breathing, cleft palate, club foot, teeth, spine, drain excess fluid in brain, to relieve spinal cord compression, physical therapy, counseling and guidance, nutritional interventions and physical exercises, etc.

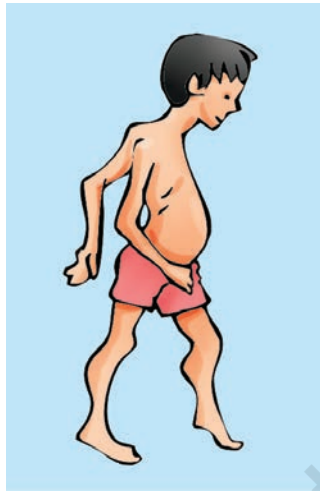
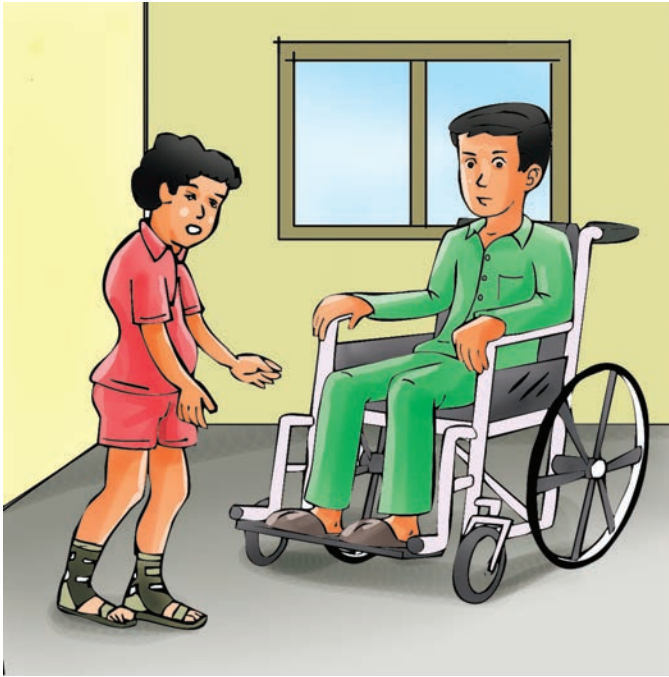
Assistive Devices

Hand splints, special shoes, crutches, walker, etc.

4.3.5 Muscular Dystrophy

Read the story of Aayan and Avaan.

A resource teacher during her weekly visit to school, noticed that Aayan was slower on the stairs than the other kids. She suggested taking Aayan to the doctor. Parents consulted the doctor and were told that everything was fine. But they couldn't stop exploring, so they were asked to see a child specialist. The doctor physically examined Aayan and showed concerns about his calf muscles. All the family members were sent for blood examinations and that's when they found that it wasn't only Aayan who had muscular dystrophy, but his younger brother Avaan had it too. Aayan is using wheelchair now. Six-year-old Avaan has ankle splints. The boys have switched schools to one that's more accessible and bamed free.



Characteristics

- Frequently falls down while walking
- Difficulty in getting up from lying or sitting position
- Trouble running and jumping
- Walking on the toes
- Large calf muscles
- Muscles weakness, pain and stiffness
- Develop severe curve of the spine
- Learning problems

Supportive Services or Referrals

Physical therapy, medication for associated health problems, counseling and guidance, nutritional interventions, physical exercises, engagement in schedule of activities, training in functional academics, personal activities, social activities and recreational activities, etc., adapted curriculum and individualised support, home based services to non-school going children with severe disability

Assistive Devices

Foot braces, hand splints, spinal braces, crutches, walker, wheel chair, etc.

4.3.6 Acid Attack Victims

Samundri is six years old now, recently enrolled in school by an NGO, working for acid attack victims. She was abandoned in a garbage area, found by a passerby, when she was just 10 months old. Her face and body were severely damaged due to acid poured on her before being thrown away. One of her eyes was reopened but it is not clear whether she can see or not. Her nose was partially reconstructed and her mouth can now open after closing up. Now, she can speak and eat in a normal way. One ear is now normal, a quarter hearing ability is left in the other. She will have to undergo skin grafts throughout her life because the acid damaged her facial muscles and her skin is not growing adequately to fit her growing skeleton.



Characteristics

- Disfigured appearance
- Scar skin and damaged tissue
- Swollen, puffy and reddened scar skin
- Skin doesn't sweat, becomes dry
- Irritation in burn-skin in sun, fire or in dry weather
- Infections in skin
- Immobility of body parts, if burns on joints, neck, etc.
- Loss of limb, vision, hearing, if limbs, eyes or ears are affected
- Depression, flashbacks and nightmares

Debridement involves cleaning or removing dirt and dead tissue, maintaining hygiene of the burn tissue.

Skin grafting involves attaching healthy skin from another part of the body to the burn wound.

Supportive Services or Referrals

Preventing and treatment for infections, pain management, anti-itch medication for irritation in skin, debridement, proper dressing of movable parts, physiotherapy, occupational therapy skin grafting or replacement, protein rich food, monitoring haemoglobin level in blood, series of corrective surgery, regular massage, cosmetic surgery, counseling, social reintegration support, financial support for expensive cost of treatment



4.3.7 Blindness

Read the story of Kuhu.

The father of the twin sisters Pihu and Kuhu approached the nearby school for admission of Pihu in Class-I. Pihu was very excited to be there in school watching children playing in the ground. The headmaster asked the father about the schooling of Kuhu. The father replied that she couldn't see since birth and that she has not yet been admitted

to any school. He told that otherwise she is very active and understands everything. He further asked "can Kuhu join school?" The headmaster smiled and said "of course, Kuhu can do her study in this school along with all the other children." Kuhu's father was worried about the possibility. He immediately made a query with the headmaster. The headmaster asked him to see Ethva who is in Class IV, learning Braille to read and write. Kuhu's father along with the head teacher interacted with Ethva, and then he agreed to admit Kuhu also in the same school. Both Pihu and Kuhu happily started going to school.

Orientation and Mobility

Training is specific to blindness and low vision that teaches safe efficient and effective travel skills to people of all ages.

- Orientation refers to the ability to know where you are and where you want to go.
- Mobility refers to the ability to move from one place to another.
- This therapy is provided by trained orientation and mobility trainer.

Activity

Let us discuss about the day to day needs of a child with blindness attending a regular schools and find out the ways to realise his or her needs to facilitate participation in school activities.

Characteristics

- Loss of vision
- Many children can differentiate between day and night, but are not able to use sight for day to day activities. For example, bumps to object while walking.
- Uncontrolled movement of eyeballs and eyelids
- Structural loss of eyes
- Tilting of head to hear and respond
- Responding only when information is given in verbal form
- Children sometimes develop manneristic behaviour like head nodding, making peculiar sounds, self muttering, etc

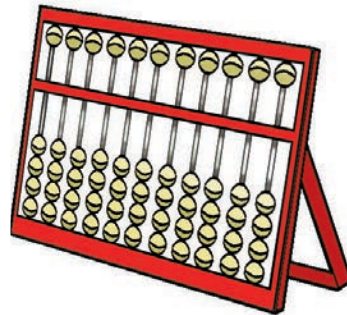
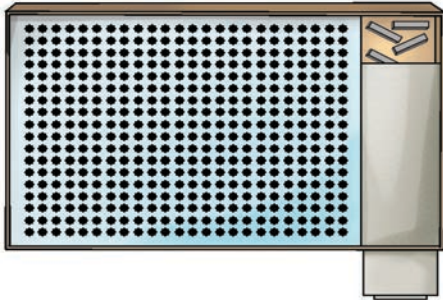
Supportive Services or Referrals

Plus curriculum includes orientation and mobility skills, sensory training, training in activities of daily living, reading and writing in Braille and adapted physical and sports activities, etc.

Assistive Devices

Braille kit, taylor frame, abacus, geometry kit, adapted reading material, Braille/digital/talking books, audio tape, screen reading softwares, speech reader, smart speak, white cane, smart cane, adapted play material, embossed and tactile TLM (maps, globes, charts, models, diagrams, etc).

Sensory training is given for optimal use of senses like hearing, touch, taste, smell for learning.



4.3.8 Low Vision

Read this story.

Savita, is a teacher in a government school. She came across four children 'Punni', 'Tunu', 'Kondu' and 'Tali' with different disabilities in her school. She had a son studying in Class VIII and a daughter 'Samaya', who has difficulty in seeing. At the age of 3 years, 'Samaya' had a surgery in her eyes. She is using spectacles with 28 D lenses. Samaya is ready for schooling now. Her mother worried that she requires extra care in school since she falls down frequently and bumps into objects in her way. She is searching for a suitable school for her daughter. Also, she is running from pillar to post for getting opinion of professionals, whether her daughter has disability? Can her daughter study like her elder son?

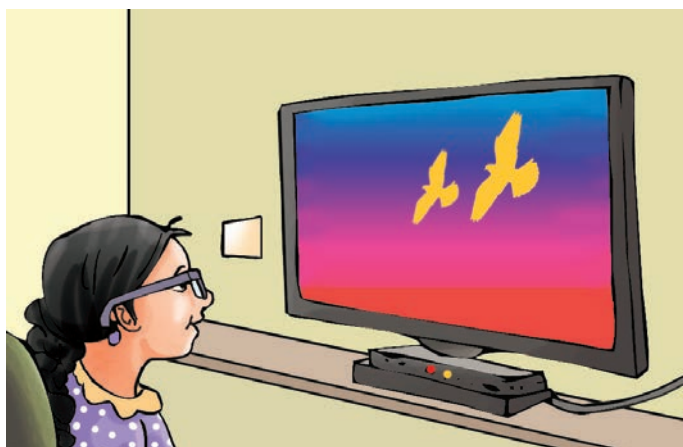


Characteristics

- Sitting too close to the TV, or holding a book too close
- Losing place while reading, or using a finger to guide eyes when reading
- Squinting or tilting the head to see better
- Frequent eye rubbing

Activity

Let us discuss to help the child with low vision to participate in an activity along with other children of their class.



- Sensitivity to light and/or excessive production of tears in eyes
- Closing one eye to read, watch TV or see better
- Avoiding activities which require near vision, such as reading or homework, or distance vision, such as participating in sports or other recreational activities.
- Complaining of headaches or tired eyes

- One or both eyes drift inwards or outwards
- Poor eye-hand or eye-body coordination
- Lack of interest in reading books, playing puzzles and other visual activities
- Use of magnifier, lense for reading



Supportive Services or Referrals

Plus curriculum including reading large printed words, using magnifiers

Assistive Devices

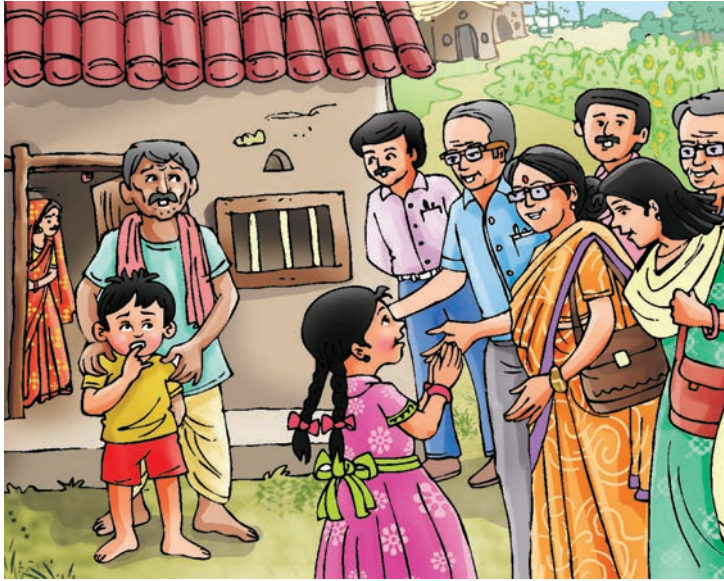
Spectacles, magnifying glasses, books in large print, embossed and tactile TLM (maps, globes, charts, models, diagrams, etc), braille, taylor frame, white cane, abacus, low vision aids, magnifiers, screen-reader and scanning software

4.3.9 Hearing Impairment (Deafness and Hard of Hearing)

Read this story.

The SMC members along with two teachers made a survey during enrolment drive in the village. They reached the house of Luthra. His son Bodho was playing with his elder sister Shamni. By seeing her teachers in her house, she ran towards them and wished them. The teacher told her father that they came to know about Bodho from Shamni. Then they discussed about him to the SMC members that Bodho is not enrolled in the school. Luthra said, he cannot go to school as he cannot hear and speak. The SMC members and the teachers counseled the father about his child's education and then he agreed to admit

Speech therapy provides support and care for children who have difficulties with speech problem or difficulties in communication. This therapy is provided by trained speech therapist.



Audiometry is evaluation of hearing ability of a person. Children with deafness and hard of hearing can be identified by audiometry.

the child in the school. The father also informed them that there are three other children in the same village, who cannot hear and speak. He accompanied the team to visit houses of those children. Shamni was very happy. She was jumping and saying her brother will also go to the school with her.

Characteristics

- Turn up the volume of TV or radio higher than normal limit.
- Respond inappropriately to questions due to hearing problem
- Often not replying to name calling
- Have articulation problems or speech and language delays
- Complain of earaches, noises
- Difficulty in understanding what people are saying
- Seem to speak differently from other children of same age
- At early stages, many children often complain of continuous secretion of fluid in their ears
- May use hearing aid
- May use gestures or signs for communicating their needs

Supportive Services or Referrals

Speech therapy and audiometry, communication skills training using devices like hearing aids, aided communication, auditory training, alternative and augmentative communication, oral teaching, sign language and total communication

Activity

Let us prepare a list of common objects and action words for which we use some signs to indicate or communicate.



Assistive Devices

Hearing aid, communication board, speech synthesiser, etc.

4.3.10 Speech and Language Disability

Haren is unable to talk. Read his story to find out if he will even recover his speech.

Every Tuesday and Friday, Shahdev, one of the SMC member, escorts children with speech and language disability to the Block Resource Centre in his own auto-rickshaw. The speech therapist in the BRC provides speech therapy and language training to the children of nearby schools. During a visit, Shahdev shared with the therapist that his own

nephew, Haren, ten years old, had a stroke around a month ago at his home. He was hospitalised. Now, he has retained his mobility, but he is unable to talk. Haren's parents are very worried about his speech. The therapist suggested him to bring Haren to the BRC once and then he will prepare a speech therapy programme for him.

Characteristics

- Repetition of sounds, syllables and words
- Prolongation of sounds
- Avoidance of words, silent blocks
- Absence of voice
- Low or high pitch, loudness
- Absence of or incorrect production of sounds
- Improper use of words
- Inability to express ideas
- Inappropriate grammatical patterns, reduced vocabulary
- Inability to follow instructions



Supportive Services or Referrals

Speech therapy, communication skills training using devices like speech synthesiser, aided communication, alternative and augmentative communication, oral teaching, sign language, total communication

4.3.11 Intellectual Disability

Read the story of Heermayin.

Dhanshree, primary school teacher, was facing difficulty in teaching Heermayin. Heermayin is a new student enrolled in Class IV. She does not respond to her teacher. Her comprehension is poor. She can speak in two word phrases. She sits in the classroom at the back bench. She does not know how to read and write the simple alphabets and numbers. She is very slow in performing her daily activities and requires assistance almost in every task. The teacher informed about this to the head teacher. Then, a resource teacher made a visit to the school. The resource teacher, parents and Dhanshree together discussed in detail about the child and came to know that she has intellectual disability. They made a plan together regarding her classroom activities and other school activities to be followed. The resource teacher made regular visits to the school to monitor implementation of the planned programme for this new child. She started learning the daily activities, and reading and writing alphabets and numbers. Resource teacher then had a meeting with SMC members to ensure her weekly visit to a resource centre at the block. SMC identified a block *karamchari* of the village 'Sawanti', who will help Heermayin for her weekly visit to the resource centre.

Characteristics

- Gross delay in performance or slow in activities
- Delay in development such as in communication, daily activities, sitting, standing, walking, etc., as compared to same age children
- Take more time to learn simple day-to-day task such as personal, social, academic activities
- No or poor response to instruction
- Poor memory and poor understanding
- Child may look dull by appearance
- Many children may not have control on drooling, may indulge in abnormal behavior
- They may have small or big head



Activity

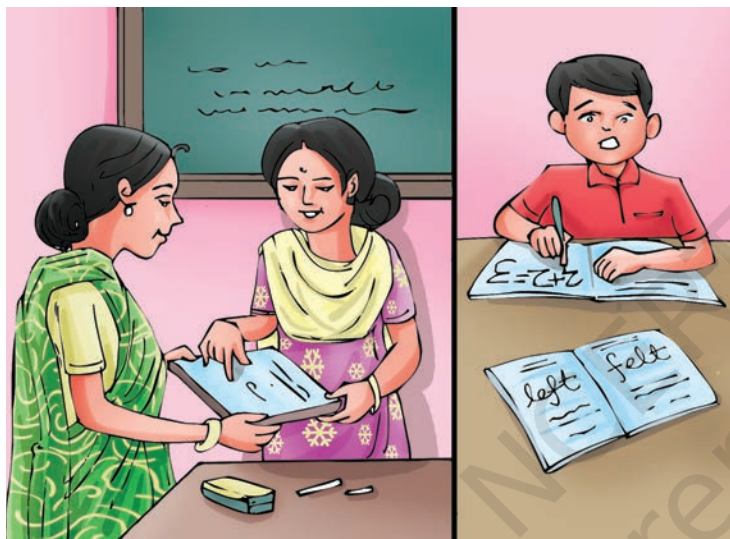
Let us interact with the resource teacher and the school teacher regarding the participation of children with intellectual disabilities during classroom activities. Find out the process of evaluation of their learning.

Supportive Services or Referrals

Speech therapy, physiotherapy, occupational therapy, guidance and counseling, behaviour modification, better learning through modeling, training in functional academics, personal activities, social activities and recreational activities, etc., adapted curriculum and individualised support, home based services to non-school going children with severe disability facing difficulty in mobility

4.3.12 Specific Learning Disability

Resource Teacher, Debotari made a visit to an elementary school allotted to her by the District Education Officer.



Kumbhakali, Class VI teacher, shared the academic performance of Hirak from her class. Kumbhakali reported that, he cannot read simple sentences or do simple sums of two digit additions or subtractions. He does errors even with four letter words. While taking dictation he either misses out letters or jumbles them like 'left' as 'felt'. He cannot comprehend a paragraph read to him. But, otherwise, behaves well in a manner appropriate for his age except his academic backwardness. He is under remedial education programme.

Characteristics

- Slow to learn connection between letters and sounds
- Confuses simple words while reading and comprehending
- Makes consistent reading and spelling errors
- Confuses arithmetic signs and makes errors in computing
- Disorganised with his personal belongings
- Difficulty with handwriting, poor coordination
- Slow or weak in recall of facts
- Impulsive, easily distracted, appears to be moody

Supportive Services or Referrals

Adapted curriculum and individualised support, structured academic activities, learn better through use of multiple senses, sensory integration, behaviour management, occupational

Sensory integration is to facilitate the development of nervous system's ability to process sensory input in a way to form coherent information on which we can act. This therapy is provided by trained occupational therapist.

therapy and speech therapy, training in social skills and communication skills.

4.3.13 Autism Spectrum Disorder

Read this story.

Alex is 8 years old studying in Class IV of his village school. Most of the time he is found engaged in his own activities. He plays alone with a feather throughout the day. He does not maintain eye contact. He appears to be lost in his own world. Teachers are finding it very difficult to make him learn the classroom activities. They continuously take help from the visiting resource teacher, for his learning and therapeutic programme.

Activity

Let us visit a Block Resource Centre (BRC) and find out the nature of services provided to the children with Autism Spectrum Disorder.



Characteristics

- Does not maintain eye contact
- Unusual or stereotypical behaviour
- Inability to communicate, or faulty pattern of communication
- Rigidity in following routine
- Appear to be engrossed, or lost in their own world
- They are also found taking out thread from clothes or bags, or engage themselves in playing with unusual toys or play activities in different manner, etc.

Supportive Services or Referrals

Sensory integration, behaviour management, occupational therapy and speech therapy, training in social skills and communication skills, adapted curriculum and individualised support, structured routine, learn better



through visual methods using picture card, sand paper cuttings, puppets or any other materials with more textures and visual stimulation

4.3.14 Mental Illness

Read this story and discuss about Lahsu.

Lahsu, is in Class VII. He suddenly starts behaving differently like self-muttering. He complains that he sees something flying around and somebody wants to kill him. Sometimes he is found withdrawn and suddenly shows angry behaviour and becomes violent. The teachers of the school asked the parents to consult a doctor. Parents are very poor. They somehow took him to the PHC doctor, who referred him to city hospital. Parents met teachers and they made some arrangements for his medical consultation. He is on medication and is improving.

Activity

Suppose a child is not attending the school for last one month due to some illness. Let us discuss with the teachers and parents about the measures to be taken to compensate learning during period of absence from the classroom.

Yoha therapy is application of yoga practices for different health ailments and impairments

Characteristics

Children may experience a range of mental health conditions such as—

- Avoiding friends and family
- Frequent outburst of anger, withdrawn, sadness and rage
- Difficulty in sleeping or sleepiness
- Attempting injure to self
- Mood changes— feelings of sadness or withdrawal that lasts at least for two weeks, or severe mood swings that cause problems in relationships at home or school
- Intense feeling— overwhelming fear for no reason, sometimes with a racing heart or fast breathing, or worries or fears intense enough to interfere with daily activities
- Behaviour changes— Drastic changes in behaviour or personality, as well as dangerous or out-of-control behaviour are seen. Fighting frequently, using weapons and expressing a desire to hurt others, irrelevant talking, talking to self, laughing badly without reason are also some of the warning signs
- Difficulty in concentrating



- Unexplained weight gain or loss, sudden loss of appetite, frequent vomiting
- Substance abuse— use of drugs or alcohol, to try to cope with feelings



Relaxation therapy is helping a person learn to relax; attain a state of increased calmness and reduce level of pain, anxiety, stress and/or anger

Supportive Services or Referrals

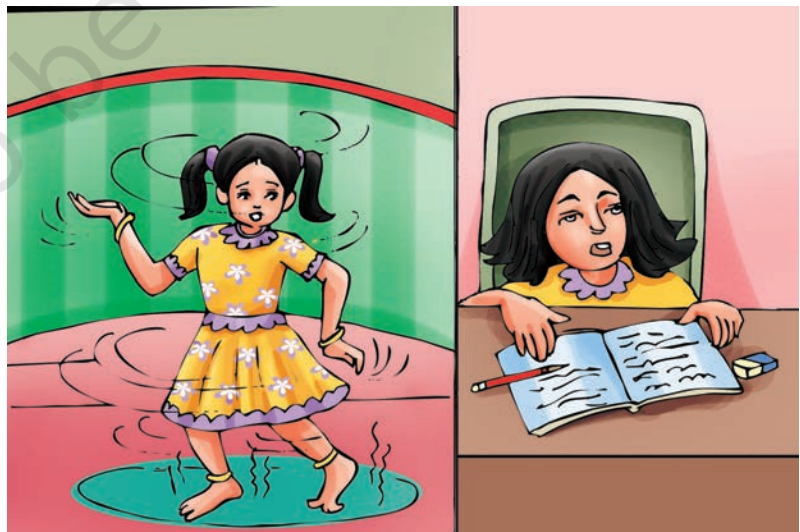
Medical management, psychotherapy, psychological counseling, yoga therapy, relaxation therapy, behaviour management

4.3.15 Multiple Sclerosis

Read the story of Hemati.

Hemati started dance lessons when she was four years old and now does Indian classical and contemporary dance.

When her first symptoms of multiple sclerosis started with numbness in her feet, she thought it was pins and needles injury caused on the stage while performing in her school cultural programme. She was referred to nearby hospital, from where she was immediately referred for testing in neurology unit of the civil hospital. She was admitted for blood tests, a Magnetic Resonance Imaging (MRI) of her brain and spine, and a spinal tap. She was



Note

Parkinson's disease in children is extremely rare and is marked by tremor rigidity in muscles, slow and imprecise movement. It chiefly affects middle aged and elderly people.

finally diagnosed with relapsing remitting multiple sclerosis. The doctor directly talked to her and not to her parents. He explained the disease and the treatment options. Hemati asked, if she could still dance and hang out with my friends? She has had three relapses since her diagnosis three years ago. During relapses, she spends three to five days in the hospital for several rounds of treatments. She also receives injection every two weeks. She is still not willing to give up dance. Dance is one of the best things in her life. She loves it and it makes her happy. She never wants her diagnosis to prevent her from doing anything she wants to do, if it is alright from medical point of view.

Characteristics

- Numbness or weakness in one or more limbs that typically occur on one side of the body at a time, or the legs and trunk
- Partial or complete loss of vision, usually in one eye at a time, often with pain during eye movement
- Prolonged double vision
- Tingling or pain in parts of your body
- Electric shock sensations that occur with certain neck movements, especially while bending the neck forward
- Tremor, lack of coordination or unsteady gait
- Slurred speech
- Fatigue, dizziness and problems with bowel and bladder function



Supportive Services or Referrals

Immediate medical intervention during relapse, speech therapy, Physiotherapy, occupational therapy, guidance and counseling, individualised support for independent living, movement and also in education for the period of absence in the class for receiving treatment

Assistive Devices

Mobility aids like crutches, walker, wheel chair and optical aids

4.3.16 Haemophilia

Read the story of Razzak.

Afjal came running and told his teacher that his brother, Razzak is bleeding profusely. The teacher found out that he slipped at the corridor while playing with friends, after having mid day meal. He hurt his knee in the left leg. His teacher started the first aid, but bleeding didn't stop. She called up his

mother. She requested the teacher to take the child immediately to the nearby hospital for treatment with intravascular (IV) special medication. On the way to the hospital, she informed the teacher that Razzak has Haemophilia, a bleeding disorder that does not allow the blood to clot. She was carrying the medication, which she used to keep in the refrigerator. It comes in two vials— one liquid and



one powder and when Razzak needs it, she takes him to the same hospital, where the nurse mixes the two together, puts them in a syringe and then starts an IV usually in his hand. In about 5 minutes, the medicine started working. Sometimes, after medication, he has to stay still for a day or so when his injuries are severe. During such time, Razzak watches movies that he hasn't seen yet. Now Razzak is thirteen, most of the time, nobody can see his hidden medical problem, but sometimes he gets very big bruises, caused by bleeding inside his body. Often, when that happens, he can't walk or move properly.

Clotting factor replacement therapy— periodic intra vascular infusions of the missing clotting factor into the child's bloodstream.

Characteristics

- Large or deep bruises
- Pain and swelling of joints
- Blood in the urine
- Prolonged bleeding from cuts or injuries
- Prolonged nosebleeds

Supportive Services or Referrals

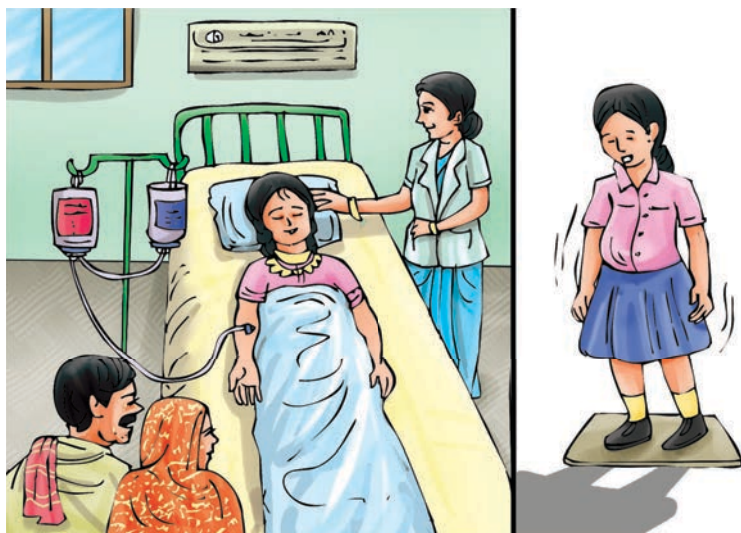
Clotting factor replacement therapy, immediate medical intervention during bleeding, guided play, recreation and movement activities

4.3.17 Thalassaemia

Will Dhriti complete her elementary schooling? Read her story to find out.

Dhriti's school is often disrupted and for days together because of her illness. She has to be admitted to the hospital for regular blood transfusion, while her friends are attending





classes. She was detected with Thalassaemia, when she was just five months old. Her parents were shocked, but coped with it. They wanted her to have a happy childhood. As she grew older, she used to play with children in her neighbourhood. She got admitted in a nearby school where other children from neighbourhood are studying. She continued for a few years till Class VII and recently she dropped out of school because of some complications in her treatment. This was a huge setback for her. Thalassaemia

stunted her growth and regular blood transfusions increased the iron content in her body. But Dhitri is not going to let her illness win over her. She has decided to complete her schooling with the support from her school.

Activity

Explore the individual child's health records of the school and prepare a list of children who requires immediate medical attention.

Characteristics

The signs and symptoms may vary depending up on the type and severity of the condition.

- Excessive tiredness, weakness and fatigue
- Pale or yellow skin, or the whites of the eyes
- Facial bone deformities
- Slow growth and development
- Abdominal swelling
- Dark urine
- Frequent infections
- Poor appetite

Supportive Services or Referrals

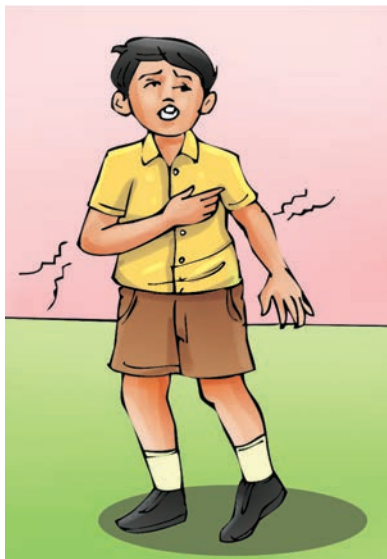
Supervising of regular transfusions (possibly every few weeks) and medications for removal of excess iron, bone marrow transplant (in selected cases) that eliminates the need for lifelong blood transfusions, monitoring of growth and general health, emergency care planning, identification of complications, i.e., sepsis, transfusion reactions, drug reactions, etc. Liasion with the school, requires close communication for sharing transfusion schedule with the school, the family and hospital, special considerations for exemption from regular school

attendance, taking care of school work missed due to transfusions

4.3.18 Sickle Cell Disease

Read the story.

Tapan has been recently shifted to the upper primary school along with all other peers of Class VI from his village school, where they studied till Class V. Palabita, his mother, has been an elected member of the newly constituted SMC of this school. In a monthly meeting of SMC, she informed the members that Tapan has sickle cell disease. She shared that sometimes, Tapan



experiences severe pain in his body parts, because sickle cells, curved in shape (like a banana), are not as soft and flexible as the normal red blood cells, so they may get stuck in small blood vessels. Due to this, some parts of the body do not get enough oxygen, then pain or damage occur. She told that Tapan is under medication and he has to miss out classes due to pain crises, frequent medical consultations and hospitalisation. SMC members and teachers assure that they will take care of the child and try to educate school staff and other children about this.

Characteristics

The signs and symptoms may vary depending up on the type and severity of the condition.

- Doesn't have enough red blood cells (Anemic)
- Infection may occur due to the spleen not working properly
- Pain occurs when red blood cells "sickle cells" get trapped in small blood vessels, resulting in less oxygen supply to body
- Decreased urine concentration causes frequent trips to the rest-room
- Delayed growth and development

Supportive Services or Referrals

Medical treatment and management for rehydration, infections, blood transfusions, bone marrow transplant for severe complications, supplemental oxygen, relieving pain medication,

Note

Exposure to extreme heat or cold, dehydration, over-exertion, infection, stress, high altitudes, shivering (if wet or cold) are the common triggers of sickle cell pain. Hence, take care not to expose child to such conditions.

Note

Some children may have both the sickle cell disease and thalassemia, eg. sickle beta thalassemia.



Activity

Check with the parents of children with chronic health impairments and determine which, if any, activities throughout the school day should be restricted and allow all such children to be exempted from such activities (eg. exemption from sport or game for child with hemophilia).



increasing production of haemoglobin, immunisations to prevent infections. The school and family must monitor the intake of extra fluids, allow rest, escort the student, dispense pain medications with parental consent, apply heating pad or warm pack to painful area, notify the parent of the student's condition, emotional support, relaxation or distraction from pain.

Activities

1. Collect images and photographs of assistive devices used by children with different disabilities by using internet and find out their utility from the resource teacher or block resource centre.

2. Prepare a two-day orientation programme schedule with the help of a school teacher or resource teacher for parents of children with multiple disabilities, to orient them on different intervention programmes required by these children.

4.3.19 Multiple Disabilities

Read the story.

She is Jumani. She is doing wonders in school in spite of her disabilities. She cannot hear and see. She studies in Class III and uses hearing aid. She has Braille kit, abacus and Taylor frame provided to her under *Sarva Shiksha Abhiyan*. The school has a visiting resource teacher, who is trained in education of children with deaf-blindness. Jumani is learning basic operations like simple addition and subtraction on abacus. She already learned to write and read alphabets in Braille.



Characteristics (as per the combinations of disability)

- May have problems in vision along with deficit in intellectual development.
- May have problems in hearing and vision (Deaf and blindness).

- May have problems in lower limbs or upper limbs due to cerebral palsy, along with vision problem or hearing problem.

Supportive Services or Referrals

Speech therapy, physiotherapy, occupational therapy, guidance and counseling, behavior modification, sensory training, orientation and mobility, training in social and communication skills, individualised educational services, home based services are provided to non-school going children.

Assistive Devices

As required for children with other disabilities.

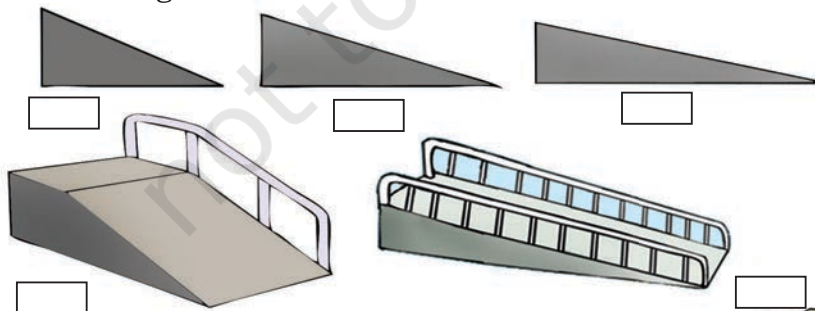
4.4. BARRIER FREE SCHOOL ENVIRONMENT

Barrier free school environment enables children with or without disability to move about safely and freely and use all facilities within the school. The school is designed to be free from obstacles, which hampers the full and effective participation of the children with or without disability in all activities of school meant for them. The following points need to be taken care of for making barrier free school environment.

- The route from the entrance in the school buildings and playground must be clear and leveled and entrances and doorways should be wide enough for entering with a wheel-chair.
- The prescribed gradient of the ramp— 1:20 should be strictly adhered to and all ramps should be fitted with handrails on both sides.

Activity

Images of ramps are given below. Please mark right (✓) or wrong (×) in the given box against the images and explain the reason for your marking.



- The toilet should be accessible and taps should be at lower level to ensure usability by the person with disability. Surfaces should not be slippery.

Activity
Let us prepare a checklist to audit accessibility of facilities available in a school.

Activity
Let us discuss and find out the specific schemes of our own state and provisions under such schemes for promoting education of children with disability.

Certificate of Disability
1. The person with disability or the legal guardian or the registered organisation taking care of children or persons with disability may apply to the competent medical authority to issue the certificate of disability in the district of residence of the child or person with disability.



2. The application shall be accompanied by proof of residence, two recent passport size photographs and aadhaar number or aadhar enrollment number.

3. The competent medical authority will verify the information provided by the applicant and assess the disability based on the guidelines issued by the central government.

4. After due examination, the competent medical authority will issue a certificate of disability (permanent or indicating the period of validity, as the case may be) within a month from the date of receipt of the application.

5. The child or person with disability with a certificate of disability will be entitled to apply for facilities, concessions and benefits admissible for persons with disabilities under schemes of the government and of non-government organisations funded by the government.

- Aids, appliances and assistive devices like— calipers, wheel chairs, braces, special chairs, crutches, wedges, Braille kit, pencil grips, hearing aids, communication boards and technological devices, etc., should be made available.



- Classes should have proper lights, ventilation and should be away from noisy area. The classroom seating arrangements should allow the teacher to be able to pay attention to the child. This includes proper positioning, placement and easy movement of children with disability as per their needs.



- Ensure that educational aids such as visual, auditory, tactile, pictorial learning aids, Braille book, large print, audio, e-text, digital and technological aids including equipments and materials in science and other labs are available and accessible to the children in the classroom and laboratories.



- Curriculum, classroom transaction and evaluation procedures may be adapted as per the need of the child with disability.

4.5. CONCESSIONS AND BENEFITS FOR CHILDREN WITH DISABILITY

- Provisions under *Sarva Shiksha Abhiyan*— free aids and appliances, learning material like Braille textbooks, audiotapes, talking books, textbooks in large prints, etc., facilities like transport, hostel, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis), resource room services, stipend for girls with

disabilities and services from experts such as educational psychologists, speech and occupational therapists, physiotherapists, mobility instructors and medical experts

- Assistance to disabled persons for purchase and fitting of Aids and Appliances (ADIP) schemes
- Travel facilities and concessions in railway, buses and air travel
- Life insurance scheme
- Income tax rebate to parents



4.6. GRIEVANCES REDRESSAL

Child with Disability and Legal guardian of children with disability may contact the followings, for redressal of grievances relating to the RTE Act, 2009; The Rights of Persons with Disabilities Act, 2016 and The National Trust Act, 1999—

- President or secretary of SMC
- Block Education Officer
- District Education Officer
- State Inclusive Education Coordinator
- District Social Welfare Officers
- The Commissioner for Persons with Disabilities of respective states
- The Chairperson or Secretaries of the State Commission of Protection of Child Rights (SCPCR) or Right to Education Protection Authorities (REPA) of respective states.



Activity

Let us interact with the PHC personnel and resource teacher and discuss about the process of obtaining disability certificate in your district. Interact with parents of children with disability also to find out the difficulties, if any, faced by them for getting disability certificate.

Activity

SMC is empowered to hear the school related grievance of children, parents and community members and subsequently can approach the department officials/ authorities. Let us discuss and find out the process of making grievances on behalf of school, related to education and support services to children with disability.

4.7. ROLE OF SCHOOL MANAGEMENT COMMITTEE

Every child with disability in your community must get appropriate education. As a responsible SMC member, your tasks are—

- to identify children with disability in and around who are not getting any support and education;
- to keep and maintain records with the help of teachers, health personnel, resource teachers and other parents containing name, gender, address, nature of disability, facilities required and provided, educational and medical interventions;
- to refer them to proper places where the support is available like block resource centre, district disability rehabilitation centre, primary health centre, civil hospital, NGOs working with children with disability, etc.;
- to arrange for learning resources in school through nodal officer in district education office;
- to ensure their effective participation with other children of the same age group in the classrooms;
- to facilitate parents teachers interaction regularly to help teacher in providing individualised support to children as per their needs and
- to provide guidance to parents and other family members to make them understand the importance of education for their child with disability.



Education of Children belonging to Socially Disadvantaged Groups

5.1 SOCIALLY DISADVANTAGED GROUPS

‘Socially disadvantaged groups’ include children belonging to the scheduled castes (SCs), the scheduled tribes (STs), and other socially and educationally backward classes. Weaker sections include children of families living under below poverty line (BPL) category, whose annual income is lower than the minimum specified family income by the Government.

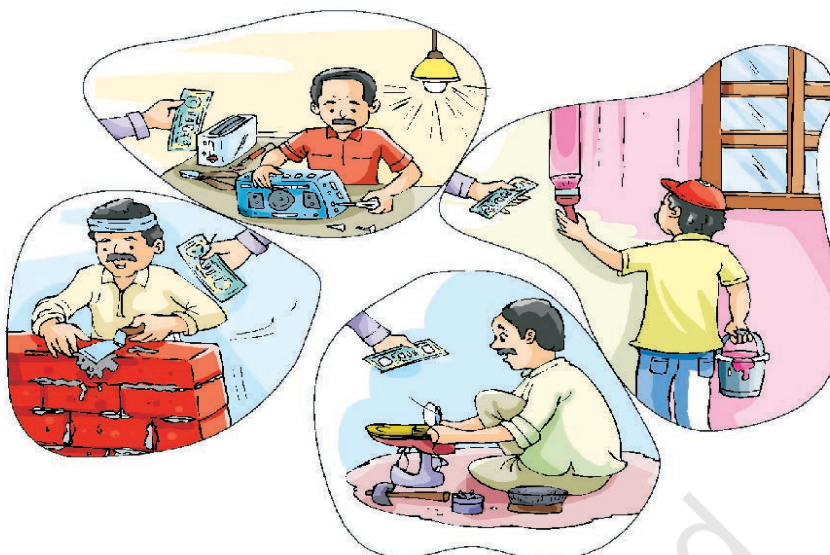
They also include other disadvantaged groups owing to social, cultural, economical, geographical, linguistic, gender, or such other factors. Some of the examples are—

- urban deprived children;
- child labour, particularly bonded child labour and domestic worker;
- children in ecological deprived areas where they are required to fetch fuel, water, fodder and do other household chores;
- children in slum communities and uprooted urban habitations;
- children in the family of scavengers and other such stigmatised professions;
- children of trans-gender community;
- children of sex workers;
- children of itinerant or seasonal migrant labour who have mobile and transient lifestyle like construction workers, road workers and worker on large construction sites;



Activity

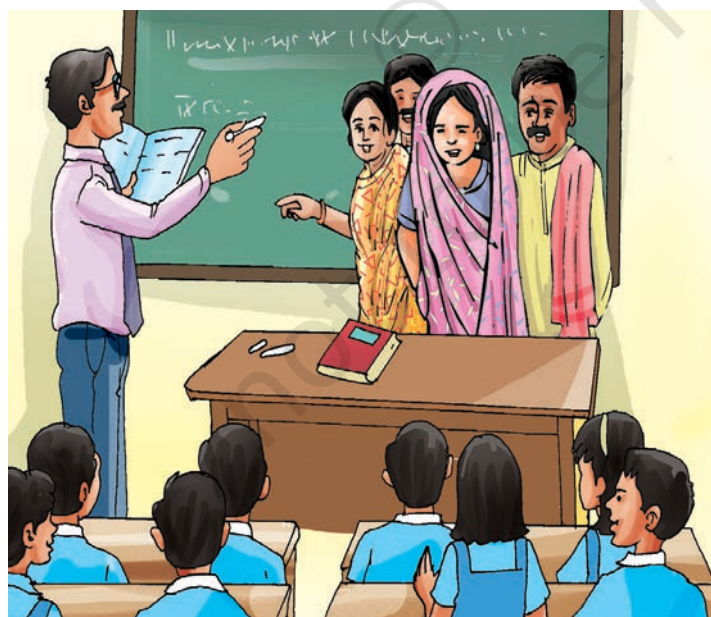
Let's prepare a list of the castes and tribes in our locality which comes under scheduled castes and scheduled tribes respectively.



- children of landless agricultural labour;
- children of nomadic communities and pastoralists, forest dwellers and people in remote areas, children residing in remote desert hamlets; and
- children in areas affected by civil strife.

5.2 ISSUES AND CONCERNS RELATED TO SOCIALLY DISADVANTAGED GROUPS

Children belonging to socially disadvantaged groups may have both common and unique needs and challenges,



impeding attempts to their inclusion in education. There is a need to have an indepth understanding of the realities of the situation, faced by the children belonging to disadvantaged groups in the society. Early detection of different issues and concerns of children from the socially disadvantaged groups, is required at school level as soon as the child enters the school system. It is important to observe the classroom practices, seating arrangements, languages used, tasks, assignments, assessment of learning, choices and participation in different activities in the classrooms and outside, etc., hampering their inclusion in education.

Empowerment of the socially disadvantaged groups continue to be on the priority list of country's developmental agenda, as they still lag behind the rest of the society due to their social, economic and educational backwardness. As a first step in the exercise of bringing children from socially disadvantaged groups into school, a careful mapping of these children— who they are and where they live, must be undertaken systematically. The SMC may play a key role in the mapping exercises in the already identified Special Focus Districts (SFDs) of the government with concentration of SC, ST and minority communities.

The RTE Act directs the government and every local authority to ensure that, the child belonging to weaker sections and disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. Inclusive strategies like identifying out-of-school children, bringing them into the school, enabling school and classroom environment, etc., in the School Development Plan (SDP) must be ensured by the SMC since the preparation of SDP has been entrusted to SMC under the RTE Act, 2009.

The issues and concerns related to education of children belonging to disadvantaged groups are often local and context specific. SMC has to play an important role to identify such issues, try to curtail all forms of non-inclusionary practices (if any) and provide a conducive atmosphere.

5.2.1 Issues and concerns of Scheduled Caste Children

The SMC of the school may perform social audit of the school and the classrooms, to take care of the issues and concerns of children belonging to scheduled castes. They may keep an eye on the following issues while doing social audits:

- Children belonging to scheduled caste may sometimes feel that they are being segregated in the classroom, if seating arrangement of the students is not proper, for example, if they are sitting separately or at the back in the classroom.
- Along with all other children, they also require quality time and attention in the classroom. Their class work, homework, or any other assignments must be checked regularly. They should be encouraged for asking questions in class and their queries must be addressed properly.





- Issues like coming late to school, resolving fights between students, calling caste name by other children, etc., may require situational analysis and empathetic understanding. Utmost care must be taken while dealing with such issues. For resolving such day to day issues, strategies must be developed with caution and applied tactfully. Both ignorance and harshness should be avoided.
- Equal opportunities to all children, including children belonging to scheduled caste, to participate in each and every school activities must be ensured. In public functions such as school annual day, cultural programmes and in any other celebrations, participation of children must be monitored.



- Schools must have proper reporting system in cases like facing derogatory remarks, calling by caste names, supposed inability to keep up with academic work, denial of use of school facilities including water sources, preventing them from using the school taps or water storage containers, engaging in menial tasks, etc.
- There is lack of awareness and sensitisation towards the needs of SC children among teachers, school students, members of SMCs and other supporting staff of the school.
- There must be proper acknowledgement of SC role models in the school curriculum. Reinforcing caste characteristics in syllabi and textbooks will encourage students of different socio-cultural-economic background to learn and understand their needs and perspectives.

- The incentive schemes meant for children belonging to SC must be implemented timely and completely. The procedure for applying for incentives should be made simpler and easier.
- Insufficient number of teachers and other school staff is an important issue in schools situated in SC concentrated areas.

5.2.2 Addressing Issues related to Education of Scheduled Caste Children

The interventions for education of children belonging to scheduled castes have to be based on the intensive planning, addressing the learning needs and other socio-cultural needs of every child. The following suggestive intervention strategies can help in addressing the issues related to inclusion of SC children in schools—

- Listening to children's voices would be crucial in educational process. Setting up a system of reporting on any adverse practices at the school level would be a place to start. Installing complaint boxes in the school and timely redressal of the complains are the suggested interventions that must be dealt regularly by the head teachers, or the school authority. Delays in taking action can lead to severe discouragement for children. The information on redressal of complians must be reported in the monthly SMC meeting.
- The monitoring of attendance and retention of children should be done regularly. Participation of children in all the activities in school including sports, music and drama, etc., need to be encouraged as they help to break social barriers. This would be an important strategy for increasing the interaction of children, as well as allowing children from varied backgrounds to exhibit their talent and get recognition.
- Establishing norms for classroom interactions such as seating arrangements, which ensure that children are not segregated on the basis of caste, community or gender.
- The role of teachers is very much important for bringing about changes in the society. The teacher is a key figure in the school and can help to either carry on or wipe out adverse practices. Teachers need to



Activity

Let's interact with the children and prepare a small booklet on examples of local games and sports, cultural folk songs, dance; musical instruments etc. of the marginalised groups to be included in school activities.

be sensitised towards the needs of SC students to deal with the specific problems and to ensure proper intervention for their inclusion in education since their pre-service training period and also during the inservice training.

- Regular attention is required towards recruitment of SC teachers, teachers with experience of working with SC children and sufficient number of teachers in schools situated in SC concentrated areas.
- Teachers are required to be supporting to develop capacity on teaching learning classroom practices, that help to break barriers and create welcoming atmosphere in the classrooms and school. SMC members may monitor the interventions during classroom practices and should be vigilant towards the adverse practices, if any.
- Local and context specific interventions like opening of new schools, residential schools, provision of transport facilities, etc., in SC concentrated areas should be provided.

5.2.3 Issues and concerns of Scheduled Tribe Children

The SMCs of the schools situated in tribal concentrated areas may be helpful in identifying and analysing, the following issues and concerns of children belonging to scheduled tribes:

- Tribal population tend to be concentrated in remote, hilly or heavily forested areas with dispersed population, where even physical access to schools is difficult.
- Language and cultural diversity are other issues in education of tribal children. They find it difficult to adjust in the school environment. Teaching materials and textbooks tend to be in a language the children do not understand.
- Contents of books and syllabi tend to ignore children's own knowledge and experience and focus only on the dominant language and culture. They do not understand the school language and therefore, are unable to cope with the course content and end up repeating classes and eventually dropping out.
- Children in one classroom may be representing several languages and mother tongues. Providing multilingual education, or education in mother tongue of the child is not a simple task. Some languages do not have a script, some are not recognised languages.
- There are shortage of education materials in different languages. Sometimes there is resistance to schooling in the mother tongue by students and parents, which compounds



the problems and obstruct the process of inclusion of tribal children in school.

- Lack of trained teachers to deal with language related issues of education of tribal children is another issue.

5.2.4 Addressing Issues related to Education of Scheduled Tribe Children

Every child should feel secure and accepted, and that, no one should be left behind on account of their diverse background. Multilingualism, sociocultural capital, the diverse knowledge of the tribal children are the best resources readily available in the classrooms, which can be used in education interventions for improving learning environment. Following interventions may be emphasised to address the issues related to inclusion of SC children in the schools:

- The native speakers may be engaged in teaching and learning process who can use the local language of the children in the classroom, to make them understand the classroom activities.
- The preschools, anganwadis and balwadis should be established nearby the school in tribal areas so that the tribal girls, or the elder children are not required to do baby sitting.
- Resource centres at cluster and block level should be used in tribal dominated states for providing training, academic and other technical support, for development of pedagogic tools and education materials catering to multilingual education.
- Educational materials should be developed in local languages using resources available within the community.
- Textbook in mother tongue for children at the beginning of primary education must be provided, where they do not understand other languages.
- Teacher should be sensitised to tribal culture and practices and trained to teach in multilingual education. They can incorporate local knowledge in the curriculum and textbooks.
- Special training should be given for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect.
- Cultural mingling within school is an important aspect. Cultural and other

Activity

Let's discuss and find out the state specific schemes of our own state and provisions under such schemes for promoting education and welfare measures to children belonging to scheduled castes, scheduled tribes and minorities.



activities should be organised in school on regular basis, that will provide space to students to intermingle, understand and respect each other's sociocultural diversities.

- Community members can be involved in school activities, to reduce social distance between the school and the community.

5.2.5 Issues and concerns of Children belonging to Minority Groups

The education system does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status and gender relations, cultural, linguistic and religious diversities as well as the uneven economic development deeply influence access to education and participation of children in school. The people's religious beliefs, way of life and understanding of social relations are quite distinct from one another. The education system needs to reflect the shared ideas of cultural pluralism inherent in our society. When children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos.

A major issue concerning education of children belonging to some of the minority groups, is early withdrawal of children from schools without completion of school education. The reason is economic constraint in the family. Students get engaged as artisans, mechanics, or in household activities, etc., to support the family.

5.2.6 Addressing Issues related to Education of Children belonging to Minority Groups

The sociocultural, religious and linguistic diversities are the treasure and special attribute of our society. In view of the diversities among children of minority groups in schools, the following intervention strategies may be helpful in addressing the issues related to inclusion these children:

- Cultural and religious diversity of our society may be celebrated in our schools.
- For sensitisation on issues of cultural and religious diversity, teachers should be provided with context specific special training.
- Schools in minority concentrated areas should be the focus of intervention. The SMC of the school should have representation of parents and guardian of children belonging to minorities.



5.3 SCHEMES AND PROGRAMMES FOR EDUCATION OF CHILDREN FROM SOCIALLY DISADVANTAGED GROUPS

Some of the schemes and programmes facilitating education of children belonging to socially disadvantaged groups are:

- Kasturba Gandhi Balika Vidyalaya
- Ashram schools
- Free textbooks and uniform
- Pre-matric scholarship
- Post-matric scholarship
- Remedial coaching scheme
- Book bank scheme
- Scheme for Providing Quality Education in Madarasas (SPQEM)
- Scheme for Infrastructure Development of Private Aided/Unaided Minorities institutions (IDMI)



5.4 ROLE OF SCHOOL MANAGEMENT COMMITTEE

SMC should ensure and monitor—

- enrolment and attendance of all the children, especially children belonging to disadvantaged groups and weaker sections in the schools;
- participation of all non-enrolled and drop out children in special training for age appropriate admission to regular school that are facilitated as per section 4 of the RTE Act;
- identification and enrolment of children with disability belonging to disadvantaged groups in school, their participation in the school activities and the required facilities for their education to be provided in a timely manner;
- maintenance of the norms and standards specified in the schedule to the RTE Act in the SCs, STs and minorities concentrated areas;
- children belonging to disadvantaged groups and weaker sections are not discriminated and prevented from pursuing, and completing elementary education;
- child rights under the RTE Act, especially rights with respect to prohibition of physical and mental harassment, expulsion and detention, the provision of any-time admission are observed.

Activity

Let's prepare an exemplary list of healthy food items which are locally available and some health and hygiene practices prevalent in the tribal community of our own locality. This will help in citing examples during classroom transaction on the topic "Health and Hygiene".

- entitlements of children, including uniforms, textbooks, mid day meal, etc are provided in a timely manner. Deviations should be taken up with the Head Teacher. The SMC would bring instances of persistent disregard of child rights to the notice of the local authority;
- stereotype and misconceptions related to castes, tribes and minorities are not reinforced in school processes;
- the classroom interaction at primary level should necessarily be in the local language;
- the examples cited during the teaching learning processes to explain new things be from local context and environment even if the text books do not have such examples;
- the terms like good family, good parenting, and good houses, generally linked to economic status are avoided in school; and
- all administrative communications to the school, SMC and local community for example, government orders, circulars and notifications regarding various schemes, incentives, compensations, reward, aids and support for children should be in local language.



Gender Issues and Girls' Education

6.1 GENDER AND SOCIALISATION PRACTICES

Let us understand 'gender' and 'sex'.

Gender

Gender is a set of behaviour, which is determined by the society for men and women. It is a social construct and every society determines its own gender roles. Hence, they vary from society to society and from time to time.

Sex

It is physiological or biological characteristics of a person, which indicate whether the person is a woman, or a man.

Further, there is also a third sex or third gender that is called **transgender**. They are called transgender due to their sexual non-conformity to the society.

Transgender people face discrimination at different levels. There is an urgent need to ensure equal access to transgender children for educational opportunities at all levels without stigma and discrimination. Addressing stigma and discrimination at early stage will help in bringing transgender children to school and retaining them up to the higher levels.

Boys and girls are treated differently from the time they are born. The process of construction, articulation and transmission of prescribed gender roles start right from the birth of a child and continue to be a part of the socialisation of the child into adulthood.

In majority of societies, men and women dress differently. In addition, they are assigned different roles and responsibilities. Usually men are considered head of the family, bread winners,

Activity

There is a phrase 'A world without women cannot exist'. Let us have an open discussion on this issue.

Note

In a landmark judgment by India's Supreme Court on 15th April, 2014, transgender people were granted the status of a "third gender" category and they were recognised as a disadvantaged class.

Activity

You may like to do this
The Gender Clock

Make a list of work done by members of your family on a particular day. Compare the list and discuss as to who is over burdened, who bears the load and what is the difference in the work done by them. If men are physically strong, why do they not help women? Discuss these differences in performing such roles.



Note

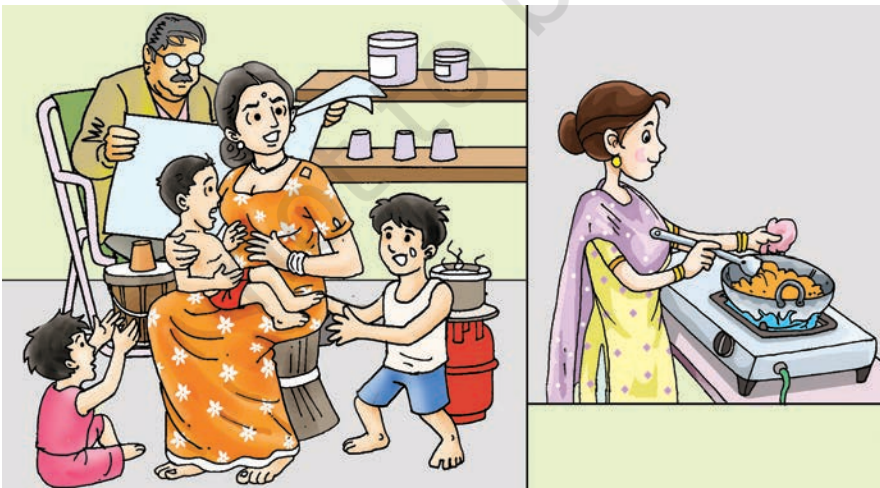
Please note that these differences and discriminations vary from society to society and time to time.

owners and managers of properties. They are active in politics, religion, business and profession. Women are socialised and trained to look after children and the home, to nurse the infants and old, and to do all household chores. This division of roles and responsibilities determines socialisation of women and men in the family and society. The resultant attitudes get translated in to discriminative behaviour in families towards men and women, girls and boys.

The child starts understanding gender roles at a young age, when members of the family and community reinforce their identity as boy or a girl. As the child grows up, they are supposed to identify themselves with the person of the same sex from family and community. Consequentially,

the male child starts internalising the characteristics of male members and the female child to those of female members of the family and community.

Since beginning, the girl child is discriminated in the family. This is also reflected in the sex ratio and literacy rate of our country. At times, she is



subjected to foeticide and infanticide. The child sex ratio has declined further from 927 in 2001 to 919 in 2011, presenting a grim picture on status of girl child. Preference given to son in our society, which is deeply rooted, is perceived to be one of the reasons of this decline. As a result, a girl child is not looked upon as an asset but a burden resulting in sex selective abortions. The girl child is often deprived of basic needs like affection, food, education and career opportunities.

According to Census 2011 in India

Sex Ratio – 933 females on per 1000 males.
 Total Literacy Rate- 74.04%
 Male – 82.14%
 Female – 65.46%



Activity

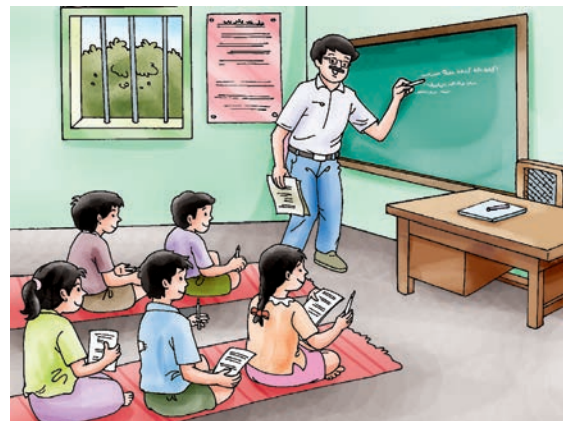
Let us discuss some of the issues related to girl education in our own locality. List such issues and find out the measures to be taken to overcome such issues.

Girls with disability are disadvantaged in terms of enrolment and completion of schooling. This is attributed to the discrimination faced by them since birth. They are considered as an extra burden and sometimes more vulnerable to physical and social abuse at home, school, or on the way to school. They encounter lack of privacy as they sometimes need help while using the toilets or for changing clothes.



6.2 WHY GIRLS' EDUCATION

RTE Act 2009, makes elementary education a fundamental right to every child. In India, where gender biases are strong, it is important to ensure that girls receive priority. Surveys reveal that parents want their daughters to go to schools, but accessibility and security of girls is the prime concern.



As per Constitution of India

- *Article 14 ensures gender equality.*
- *Article 15 prohibits discrimination on grounds of sex.*
- *Article 15(3) permits the states to make special provisions for women and children.*
- *Article 16 provides for equality of opportunity in public employment.*
- *Article 39 enjoins the state to provide an adequate means of livelihood to men and women.*
- *Article 51 A (e) makes it a duty of every citizen to renounce practices derogatory to the dignity of women.*

6.2.1 Legal Safeguards for Girl children of India

- The Prohibition of Child Marriage Act, 2006, prohibits child marriage. Under this Act, 18 years in the case of girls and 21 years in the case of boys is the legal age for marriage. The Act provides for punishment for acts of (conducting) abetting, solemnising a child marriage.
- The Protection of Children from Sexual Offences Act, 2012 (POCSO-2012) protects children from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Court for trial of such offences.
- The Juvenile Justice (Care and Protection of Children) Act, 2015, articulates that juvenile committing heinous offences such as rape and murder and who has completed or is above the age of sixteen years, can now be tried as an adult if the Juvenile Justice Board after due deliberations comes to this assessment.
- The Protection of Women From Domestic Violence Act, 2005, provides for more effective protection of the rights of women guaranteed under the Constitution, who are victims of violence of any kind occurring within the family.

6.3 INITIATIVES FOR GIRLS' EDUCATION

6.3.1 Guaranteeing Universal Access to Elementary and Secondary Schools and Reducing the Gender Gaps in Schooling

Despite various efforts the dropout rates especially among girls remains high. Girls belonging to scheduled castes, schedule tribe, minority communities and girls with disabilities face major obstacles in attending the school. Most often, reasons given by children and community members are no interest in studies, cost too much and girls are often required for outside work, or for household chores. The increase in enrolment and reduction in dropout can be facilitated by community mobilisation activities.

6.3.2 Reaching 'Out of School Girls' in Difficult and Remote Areas

Some innovative strategies like community linked approach, effective leadership and teachers' commitment for enrolling and retaining girls in school are needed. To do this, there is a need to have frequent discussions with community, generate local community support to ensure the safety of girls and providing bridge courses for catering to their academic needs.





6.3.3 Providing Facilities for Preschool Education

A major reason for dropout of girls is to take care of their younger siblings. Linking preschool centers to primary schools is an effective way of ensuring that such girls get an opportunity to attend regular classes. The local community often donates land and provides voluntary labour for building the centre. The women's group can be given the responsibility to maintain the building.

6.3.4 Providing Cooked Meals in Schools

Most children especially girls, reach school with an empty stomach in the morning. Mid day meals, if they are freshly cooked, help in boosting school attendance, eliminating class room hunger and fosters social and gender equality. SMC members can help in monitoring the implementation of mid-day meal.



6.3.5 Women Participation in School Management Committee

SMC has 50 per cent women members in its composition. They are encouraged to participate in school activities through planning of school activities and ensuring their proper implementation. They can help in promoting education of girls

Activity

Let us discuss and find out the state specific schemes of our own state and provisions under such schemes for promoting girls education such as Bicycle schemes for Girls etc .

by making efforts in their enrolment in school, retention and completion of elementary education. They can take care of safety and security of girls in schools. They can also participate in monitoring of support measures and the provisions made to encourage girls' education.

6.3.6 Inclusion of Girls with Disability

Girls with disability sometimes may not have access to educational and vocational opportunities. Parents need to be motivated to send their girl child with disability to school.

Let Us Read The Story of Tusu.

Tusu is studying in Class VII at Kasturba Gandhi Balika Vidyalaya (KGBV). Four years back, she got admission in her village school. The teacher was unaware of how she will read and write since she cannot see.

The SMC was constituted in the school for the first time during the same year. One of the SMC members shared information about a district school, where she can learn to read and write Braille. They made arrangement for her learning Braille in the district school. Tusu learned Braille and after her fifth class got admission in KGBV. Her teachers do not know Braille. She takes class notes in Braille as any other classmates, taking notes in *Devnagari* or Roman. She reads her notebook for teachers to evaluate her learning.



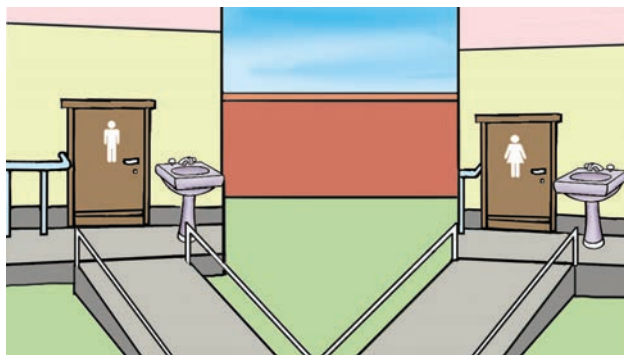
6.4 SCHEMES AND PROGRAMMES FOR GIRLS' EDUCATION

In order to achieve universalisation of elementary and secondary education, the government of India has initiated a number of schemes and programmes as under—

- *Samgra Shiksha*— It has been launched in 2018 and is one of India's major flagship programme, which envisages the 'school' as a continuum from preschool, primary, upper primary, secondary to senior secondary levels. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. Provisions of RTE Act, 2009, are being

implemented through this scheme (earlier *Sarva Shiksha* and *Rashtriya Madhamik Shiksha*).

- Kasturba Gandhi Balika Vidyalaya (KGBV)— KGBVs (now under *Samagra Shiksha*) are residential upper primary schools for girls from SC, ST, OBC and minority communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line.



Activity

Let us identify NGOs working in the area of girls' education in our own district. Collect various important help line numbers for girls' safety and security.

6.5 ROLE OF SCHOOL MANAGEMENT COMMITTEE

- Identify 'out of school children, including girls and girls with disability in village and bring them to school. SMC members, if possible must identify transgender children and they can help the school authorities to bring them to school.
- Organise activities like awareness campaign, at village level to mobilise the villagers for promotion of education of girls and transgender children. Girls who have already studied in the school can act as role models for motivating others.
- Monitor infrastructure facilities like barrier free girl's toilets and maintenance of hygiene conditions in and around the school.
- Prevent any violence occurring in school or eve teasing girls while travelling.
- SMC can encourage participation of girls and women as active members of village panchayat in decision-making roles, which will help in taking decisions to initiate activities leading to promotion of girls education.
- SMCs of some schools together may plan activities like folk media, slogans and songs for transmitting



messages on gender based discrimination and gender based violence, viz., foeticide, infanticide, rape, domestic violence, sexual abuse, child marriages and other such practices. Social groups of the villages, especially women, should be actively involved in such activities.

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Adolescent Learners in School

7.1 ADOLESCENT LEARNERS

Adolescent learners, are creative resources for the country. They have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world. However, adolescent age is considered a highly vulnerable phase of life because of various factors affecting their education and health.

Adolescence comes to every child with a lot of physical-emotional changes and a number of socio-psychological and health related issues. It is a transition period between childhood and adulthood.



7.2 MEANING OF ADOLESCENT

Children between the age group of 9–16 years are considered to be adolescent. However, the lower and upper age limit may vary from 9 to 11 and from 16 to 19 years.

Adolescence period is a phase of life marked by special attributes. These special attributes include rapid physical, psychological, cognitive and behavioural changes and developments, including, urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence.

During adolescence, the physical and emotional characteristics of childhood are gradually replaced by adult ones such as increase in height and weight, shape of body, change in voice, facial hairs, etc.

7.3 ISSUES IN ADOLESCENT STAGE

- Issues related to physical changes
- Issues related to emotional changes

Note

Adolescence phase of life must be dealt with sensitivity and caution. Authentic and age appropriate information should be imparted to adolescents.



- Maintaining health and hygiene
- Issues related to substance abuse

7.3.1 Issues related to Physical Changes

Physical changes include bodily changes such as change in weight and height, shape of the body, pimples, hair on face and change in voice, menstrual cycle, etc.

Adolescents tend to take interest in their looks. They often feel like there is no one with whom they can confide their problems and queries without hesitation, or inhibition related to changes during puberty and relationship.

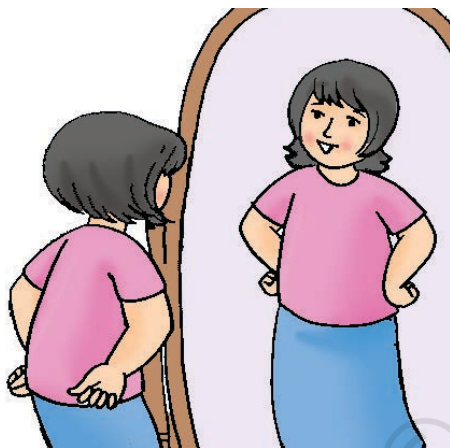
These physical changes are part of growing up and there is nothing to worry about. All children go through these changes, but their age may vary.

7.3.2 Issues related to Emotional Changes

Adolescence, is a crucial period for the development of self identity. They tend to be conscious about their self-image. Various kinds of emotional disturbances may also occur which may lead to behavior such as, irritation, anger, depression, etc.

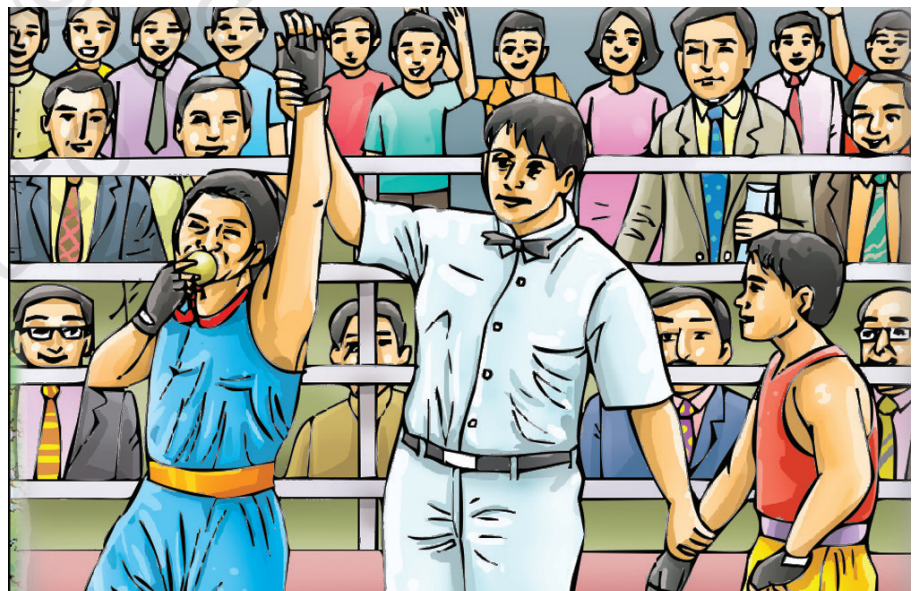
In the same way social behaviour also tends to change, such as children like to agree more with their peer group rather than their parents. Sometimes children may start losing interest in studies, sports and other activities.

All these physical and emotional changes takes place due to hormonal changes in their body.



Activity

Let us interact with a group of adolescent children and try to find out their emotional needs. Categorise these emotional needs into two categories—common needs and the child specific needs. Suggest measures in this regard.



Physical exercises, recreation, sports and group activities help individuals acquire and maintain physical fitness and serve as a healthy means of self-expression and social development. Recreation activities can restore strength and spirit after school and work. Physical education and recreation activities can provide opportunities for building self-confidence and strengthening friendships and mutual respect between boys and girls.



7.3.3 Maintaining Health and Hygiene

Health is a state of complete physical, mental, and social well-being. Besides being free from diseases, good health involves proper functioning of all body organs. It also involves feeling well both in body and mind, which enables us to do well at work and in life.

Hygiene is the practices that help, in maintaining good health. Thus, health and hygiene go hand in hand to keep ourselves free from diseases and to maintain good health. Some of the activities under personal hygiene are washing hands before and after eating, brushing their teeth regularly, bathing regularly and wearing clean clothes. This is important for both girls and boys. Children need to keep themselves neat and tidy and take nutritious diet.



Maintaining health and hygiene during menstrual period is essential. Girls must take bath everyday, particularly during periods for maintaining hygiene. Clothes must be changed every day. Girls with disabilities may require training in maintaining their health and hygiene during menstrual periods.

7.3.4 Issues related to Substance Abuse

Adolescents are most vulnerable to substance misuse, or what is commonly known as drug abuse. Substances, including drugs can change the behaviour of individuals and affect their mental health.

In an effort to establish their own identity, adolescents like to try out new things. They are more amenable to external influences such as the media, peers and others. They may take uninformed decisions. This makes them vulnerable to substance misuse, especially when they do not have adequate support system. School children during this stage tend to experiment with smoking, drugs, chewing tobacco, gutkha, alcoholism, etc., because of influence of peers and social media. As a result,

Activity

Interact with the parents of adolescent girls with disabilities and find out the difficulties faced by their daughter during menstrual periods. Organise parent-teacher interaction meet calling trained resource teachers and experts to interact with parents and orient them for maintaining menstrual hygiene of their children. Demonstration and role play will be helpful to perform this activity.

Note

The non-medical use of a substance, including drug that changes an individual's mental health and affects all dimensions of health adversely is known as substance misuse.

Activity

Suppose in your school, you came to know that some children are indulging themselves in substance misuse. What are the measures you will take to de-addict their substance misuse? What precautionary measure you will suggest for other non-users?

children may lose interest in studies and get addicted to it. The life skill based education helps to deal with the wide ranging negative outcomes of extreme dependency on a substance.



7.4 LIFE SKILL BASED EDUCATION

Life skills are generic skills, which are very helpful for adolescent youths to deal effectively with the demands and challenges of everyday life. Life skills help in initiating and regulating actions of self or actions towards others. These skills provide diverse experiences throughout life. These skills are also useful to change the surrounding environment conducive to healthy and joyful living.

Let us read the story of Parvati.

Parvati, the president of a SMC, has initiated some activities for adolescents of her school at her home. Her home is very near to the school. She started with art and craft work with locally available materials, painting, play and drama,

group games, gapshup sessions, etc. The children found these activities very encouraging. They feel free to share their feelings and issues related to school and home with the president and with their friends. Parvati is trying to develop interpersonal communication skills among school going adolescents.

Discuss and plan some other activities to develop the following skills in children:



- Cooperation and team work
- Empathy building skills
- Decision making skills
- Problem solving skills
- Coping and self management skills

Read the story.

Vijay is a 16 year old student. He is a smoker and wants his other friends also to smoke. He offers them cigarettes. Mujib agrees so that no one makes fun of him. Ashok thinks over and feels one cigarette may not harm him, but will make him habitual smoker one day, so he rejects it. Raju knows smoking will make him sick but does not want to feel out of the group and therefore accepts. Manju does not accept the offer and says 'No' to this.



Following are the list of some life skills, discuss in group and find out which of the life skills need to be inculcated among these children.

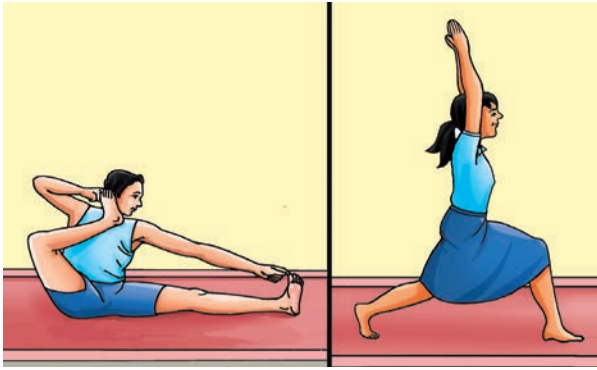
- Decision making skills
- Problem solving skills
- Critical thinking skills
- Negotiation skills
- Refusal skills
- Coping skills
- Self management skills
- Advocacy skills

7.5 ROLE OF SCHOOL MANAGEMENT COMMITTEE

Members of SMC must be aware of the adolescence issues affecting their education, as well as how to deal with these issues. SMC must try to promote opportunities in which adolescents can develop knowledge, attitudes, and specially life skills, using a variety of learning experiences through participatory approach.

SMC should ensure that

- school has boundary wall, gate to avoid entry of not only wild and domestic animals, but also anti-social elements which may become obstacles for children and youth who want to come to school;
- school has separate toilets for girls and boys. Toilets are clean, functional and clean water is always available;



- activities like occasional events, play, drama, yoga, meditation, movie screening, cultural activities and some other indoor and outdoor activities are to be organised in the school to spread knowledge about harmful effect of drug and substance abuse etc. and to channelise the energies of adolescents in such activities;
- playground in the school as well as allotment of period for sports activity and other recreational activities from school time table;



- no shops located in the vicinity of the school sell items like pan, tobacco, cigarettes, etc;
- children are regularly attending their classes and their studies are not disturbed due to household work and involvement in other activities leading to child labour;
- no abuse and exploitation of adolescents with disability, as they tend to be more vulnerable for getting victimised.

SMC members need to be extra cautious—



every school has at least minimum facilities for children with disabilities such as barrier free school environment including ramps, toilets, classrooms, playground, etc;

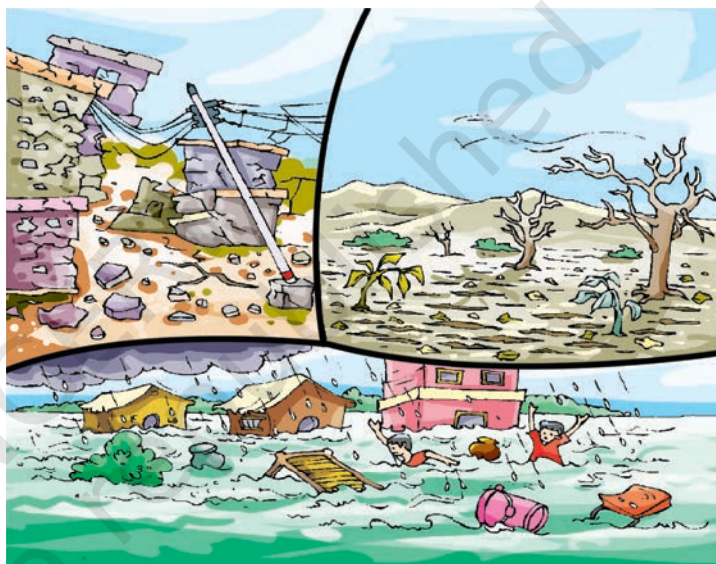
- school organises awareness programmes for removal of superstitions and beliefs related to practices, which restrict girls' involvement in their daily routine work during menstrual period;
- school organises activities on a regular basis to train children to develop life skills;
- school is providing assistance (eg., guidance and counseling programmes) to children who are in crisis or distress;
- education for life skills to manage and cope with the emotional changes during adolescent period. Communication skills are utmost necessary to be developed so that adolescent youth can share their problems with parents, teachers, and elderly people.

Disaster, Conflict and Schooling

8.1 MEANING AND NATURE OF DISASTERS

Disasters are considered as an event or series of events, which trigger significant interruptions in the normal functioning of the society. Such events lead to widespread human, material, or environmental losses. The extent of disruptions in the functioning of the society may be such that, the society found itself unable to recover using its own resources and require outside support to get back to its normal state.

Disasters can either be slow or sudden. Drought is an example of slow onset of disaster because the hazard exposure lasts for months and an earthquake is the example of rapid one as its exposure lasts for minutes only. They can be natural, if triggered by the processes of the natural phenomena; or man-made, if caused by the actions of the human beings. Some examples of natural disasters are earthquakes, landslides, tsunamis, volcanic activity, avalanches, floods, famine, extreme temperatures, drought, wildfires, cyclones, storms, wave surges and epidemics, etc., whereas hazards caused by radioactive substances, fire, gas, pesticides, pollutants and toxics materials are some of the examples of man-made disasters.



Activity

Let us discuss some disastrous situations or happenings in the past and its impact on the daily life of the society. Also, discuss its impact on school education and children.

8.2 MEANING AND NATURE OF CONFLICTS

Conflict is a natural part of human interaction. Conflicts are events, which are caused by human actions in disagreeing situations. If societies have no effective ways to manage

disagreeing situations and disputes, conflict may become violent and destructive. Complex emergencies, conflicts, population displacement, forced migration, industrial accidents, transport accidents riots, terrorist activities, kidnapping, etc., are some events that are caused by human beings and occur in or close to human settlements. They may also have short-term or long-term implications on school going children. They may also have disastrous consequences.

Developmental projects like making of dams, road, and other infrastructural projects are some cases which are meant for the development of the region, but may cause devastating impacts on the people in the catchment area mainly due to displacement and environmental damages. It causes long term effect on the habitat of the region. The effects sometimes are transferred from one generation to the next generation. In most of the developmental projects, education of the children of displaced family gets affected. Sometimes, ignorant attitudes towards the education of children further complicate the situations and in long run affect their education.



8.3 SOME EXAMPLES OF DISASTERS AND CONFLICTS

Society has faced numerous disasters and conflicts such as,

- On 26 January, 2001, a devastating earthquake in Gujarat caused huge loss of lives and property. Several school buildings were completely destroyed. A similar earthquake struck Sikkim on 18 September, 2011 which killed many people. Several buildings were destroyed. An earthquake in

Manipur on 4th January, 2016 caused huge loss of lives and property.

- On 16 July, 2004, a tragic fire killed 94 students of Lord Krishna School, Kumbakonam, Tamil Nadu.
- On 26 December 2004, India witnessed the devastating tsunami which caused huge loss of lives in the eastern coastal regions of Tamil Nadu, Andhra Pradesh and in Indian ocean islands of Andaman and Nicobar.
- In June 2013, Uttarakhand, faced a series of cloud burst and heavy rains, which further caused floods and landslides in the area. Thousands of people were presumed dead including hundreds of children. Several schools were washed away in flood and deluge in low lying areas and administration had no option but to close schools for some days (in some areas schools were closed for months because the roads and other routes that connect schools with the region were totally damaged).
- Similar conditions were seen in November and December 2015, when most of the areas of Chennai and nearby districts were submerged under water due to heavy rains in Tamil Nadu and nearby coastal region of Andhra Pradesh. Due to this, the district administration was forced to close down schools and other educational institutions for several days and education of children were heavily affected.
- In the night of 2–3 December, 1984, a gas leak from the Union Carbide factory in Bhopal killed thousands of people. Children born to parents exposed to this gas leak suffered from congenital problems.
- In several parts of the country, we have seen the normal functioning of society getting severely disrupted due to strife and conflicts having their origins in the and religions. In August and September of 2013, Muzzafarnagar and Shamali district of Uttar Pradesh, got affected by communal riot between two groups. It severely disrupted education of thousands of children for several months. Affected families left their home and land, had no options other than living in camps.



Activity

Let us discuss the nature of disasters and conflicts from the above mentioned examples and classify them accordingly. Narrate similar examples, if any, you came across which affected your school and children.



- Hundreds of students were forced to live in porta cabins in areas influenced by left wing extremism. In these regions, some schools are occupied by the para-military forces affecting schools and education of the children. It not only affected their education, but also influenced their future prospects.

It is obvious from the above discussions and examples that disasters, whether natural, man-made, or arising out of conflict situations, affects all irrespective of age, gender, economic and social status. However, children, people with disability, women, aged, sick and ailing people remain the most vulnerable to disasters. Closure of schools in case of any disaster, further aggravates the problem as far as the education of children is concerned. Conflicts arise due to some socio-political and economic reasons, etc. More often, these conflicts lead to the closure of schools for days and weeks, or even for a longer period.

8.4 DISASTER MANAGEMENT

Disaster management has moved from relief centred to holistic management of disasters. For the effective management of disasters, the Disaster Management Act, 2005, articulated disaster management as continuous and integrated processes of planning, organising, coordinating and implementing measures. These measures are necessary for—

- (a) Prevention of disaster
- (b) Mitigation of risk of disaster
- (c) Capacity building
- (d) Preparedness to deal with any disaster
- (e) Prompt response
- (f) Assessing the severity of the disaster
- (g) Evacuation, rescue and relief
- (h) Rehabilitation and reconstruction

The National Policy on Disaster Management, 2009, highlights the need for structural as well as non-structural safety in schools and educational institutions.

8.4.1 Some Essential Features of Disaster Management

Disaster management requires a concerted effort for mitigation, preparedness, response and recovery. Action under mitigation related to activities that reduce the affects of disasters such as building codes, vulnerability analysis and public education, etc. Preparedness relates to activities prior to disaster, to minimise the impacts in the eventuality of the disaster, for example, emergency exercises and training, warning systems. Response relate to activities during a disaster which reduce the effect of disasters, exmple, public warning systems, emergency operations, search and rescue. Recovery relates to activities following a disaster such as temporary housing, medical care, counseling, claims and grants, etc.



Some salient points of the disaster management plan are given below.

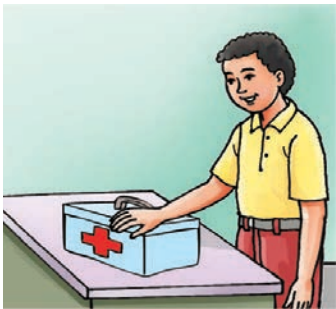
- Each school must have School Disaster Management (DM) plan. The plan must be prepared in accordance with the accessibility requirement of children with disabilities along with all other children.
- Mock exercises should be conducted in schools every six months on the perceived disasters. Ensure active participation of children with disability in mock exercises.
- To ensure proper execution of a mock exercise, the roles and responsibilities of pre-designated school disaster management teams should be clearly delineated.





Activity

Let us design a disaster management structure of our own school defining the school DM committee, a disaster response plan and disaster management teams.



- The DM plan should clearly specify Standard Operating Procedures (SOPs) for reporting emergencies to the services like police, fire services, civil/defence/home guards ambulance services and emergency medical teams. Assistance from local police and fire services may be taken for preparation of DM plan and procedures.
- The Disaster Management structure of the school may include a School DM Committee with Principal as its Chairperson, a disaster response plan and disaster management teams.

Schools should ideally follow the following structure—

- School DM Committee, with Principal as Chairperson.
- Disaster response plan, to include hazard identification and safety assessment, resource mapping (internal and external), formulation of various DM teams and evacuation plan with nominated assembly areas.
- The following disaster management teams are recommended to be constituted.
 - (a) Disaster awareness team
 - (b) Warning and information Dissemination team
 - (c) Evacuation team for each class, with teacher taking class at the time of disaster, becoming its leader
 - (d) Search and rescue team (one per 100 students)
 - (e) First aid team/s (one team per 100 students)
 - (f) Bus safety team



- The teams will have nominated teacher and other staff as their leaders, with assistance from nominated students (school head boy/girl, house captains, monitors, etc) from higher classes.

- Before conducting a mock exercise, ensure that the school has requisite DM structure. Details should be checked.
- The DM committee should analyse the structural and non-structural portions of the school buildings for their resistance to earthquakes and accordingly plan the management of earthquake. The seismic zone of the region and area of the school should be identified.



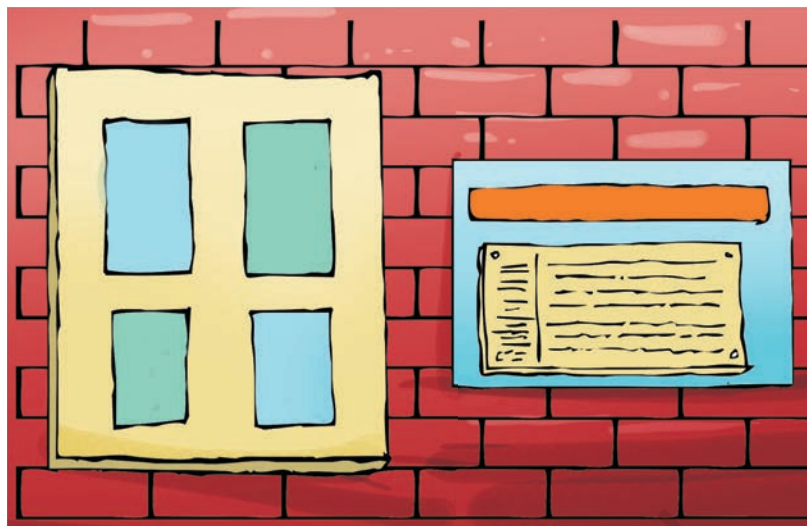
- The DM committee should ensure that the new buildings adhere to the norms of earthquake resistance. Potential risks in relation to the school location like near waste sites, an area prone to flooding, busy highways, the vicinity of a chemical plant, nuclear plant or gas godown, etc., must also be identified. The co-ordinator must have undergone training in school safety program at the district and above level.
- Gaps identified during the mock exercise should be plugged.
- Some of the important locations in the school premise must be clearly mapped out and displayed at all the visible positions of the school.
- The DM committee should undertake a detailed analysis in respect of the vulnerability to different types of disasters and then accordingly take adequate measures of the perceived dangers.
- Contact numbers of the key persons, authorities or institutions for contacting in emergency situations should be clearly displayed at the strategic locations on the schools. SMC members should also have number of these persons and authority so that they can contact them in need.

Following contact numbers should be written on the board or walls of the school—

- Contact numbers of nearest hospital
- Nearest police station
- Fire services
- Village headman
- SMC president and some of its members,
- Contact number of district administration
- Contact number of NDMA or local disaster management authority
- Contact number of NCPDR or SCPDR.

Activity

Let us prepare a map for your school highlighting the locations discussed above.



- Children are most vulnerable to disasters. The safety and security of all the children in school are the responsibility of the teachers, SMC members and the whole community. It is very important to make a list of children (eg., children with disabilities) who are most susceptible to disasters. Lists of all students class wise, gender wise and susceptibility to disasters may be kept with the Principal and rescue teams.

8.5 ROLE OF SCHOOL MANAGEMENT COMMITTEE

In view of the spurt in incidences of disasters and conflicts of all kinds, it has become imperative upon school and the SMC to get ready to face such eventualities. The National Disaster Management Authority (NDMA) mandates each school to have a Disaster Management (DM) plan.

Given the seriousness of the issue, following roles may be envisaged for the SMCs in relation to disaster management.

- Safety and security of children, teachers and staff of the school must be the foremost responsibility of SMC members, so they should be always prepared for any type of emergency caused either by natural phenomenon, or human actions.
- SMC should ensure that the school has its DM plan and all related committees in place. The disaster management plan may also include the concerns of children with special needs.
- SMC should ensure that the DM plan of the school should also be included in SDP. Assessment of the school buildings for its earthquake resistance and other disasters should be carried out as a preliminary activity.



- Mock drills on the perceived disasters may be organised at regular interval to find the gaps and to test the efficacy and effectiveness of the DM plan. Involvement of teachers, students, community members and local administration is most important in such drills and exercises.
- SMC members must ensure the availability of basic kit for an emergency situation like ladders, rope, fire extinguisher, first aid box, and communication system in the school.

Activity

Let us prepare a list of key contact numbers for contacting in emergency situations. Find out the strategic locations in your school for display of list of key numbers.



- SMC members must ensure that the location of resources, emergency contact numbers, and emergency exit map are clearly depicted on strategic places in school.
- SMC should also try to use social media, micro-blogging sites and other platforms and resources of Information and Communication Technology (ICT) for establishing communications with the outside world in face of the disasters. This would require an access to internet.
- SMC member should also ensure the availability of alternative exit points in school, so that these can be utilised in case of emergency.

Activity

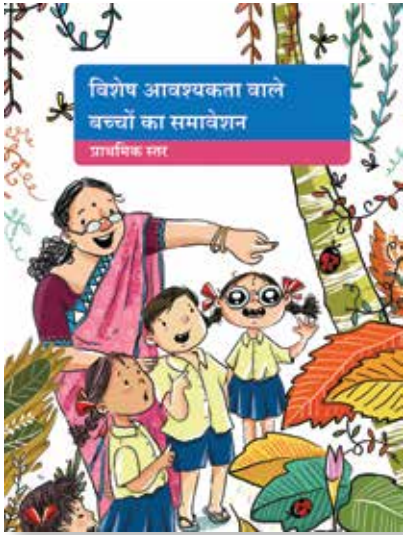
Let us discuss and prepare list of activities related to disaster management, which requires for immediate action in our own school. Plan the strategies to carry out DM activities.

Note

First-aid box contains- thermometer, cotton, roller bandage, gauze pad, splints, scissors, tape adhesive, band-aid, hot water bottle, savlon, iodine solution, violet paint.

- SMC may help in organising school awareness and community awareness programme on disaster management on regular basis. Environmental changes and its negative effects on human being and nature, may also be communicated during such programmes.
- SMC should take the role of facilitator in conflicting situation. They should play the role of mediator between community and educational administration.
- In case of civil strife, SMC member must try to make school safe zones by providing adequate security and emotional support, to enable children to come to school and continue with their education undisturbed. They should talk to local administration and try to prohibit (if possible) the use of school and other educational facilities for housing police, military, or para-military forces. They must also not provide their school area for any type of anti-social activity or in the events of civil strife and insurgency. Due to these activities, education of the children remain affected for a long time.



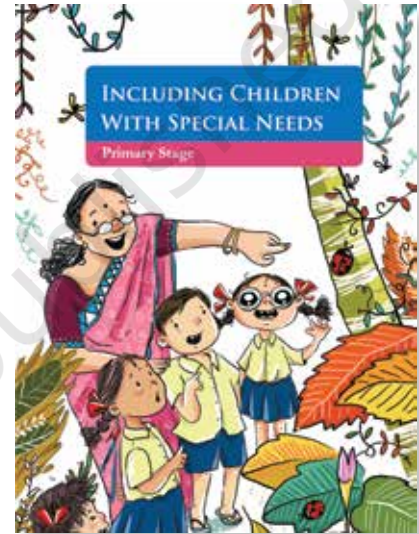


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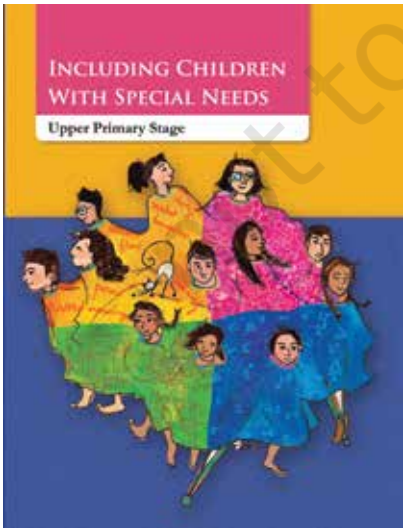


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