

Saarthi

SAFETY AND SECURITY OF CHILDREN- A USER'S MANUAL FOR TEACHERS

“WHEN THE DOOR OF A CLASSROOM OPENS FOR A CHILD,
A MILLION DOORS OF OPPORTUNITIES OPEN UP

– NOBEL PEACE LAUREATE KAILASH SATYARTHI



SATYARTHI

KAILASH SATYARTHI CHILDREN'S FOUNDATION

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ABOUT THE USER'S MANUAL

Empowering teachers in ensuring protection children in schools

Every child has the right to a dignified life, which is free from exploitation. Safety and security of all children is integral to their well-being. Children's exposure to violence and abuse leads to long-term physical, psychological and emotional harm and can have a long lasting, and even crippling effect on them. Concerted efforts are required to create a safety net for children by eliminating risks in public spaces, within family and community, reducing specific risk factors such as, access to and harmful use of alcohol and drugs, protection from child marriage, child labour and trafficking.

Schools are a particularly important part of the wider child protection system given that they are in a position to identify concerns at an early stage, provide help for children and prevent concerns from escalating. "School Safety" has been defined as creating safe environment for children, starting from their homes to their schools and back. This includes safety from all kinds/forms of abuse, violence, psycho-social issues, and disasters: natural and manmade, fire, transportation, and others. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being.

In order to strengthen the teachers' understanding to ensure a safe and secure school environment for children the National Commission for Protection of Child Right in collaboration with Kailash Satyarthi Children's Foundation has developed this online training module for teachers.

Objective of the online user's manual for teachers is to:

- Provide relevant information collated from various existing guidelines on the Safety and Security of Children in Schools
- Inform and equip teachers in monitoring the measures of school safety and security
- Create awareness and build capacities of school management, teachers, staff and other personnel, School Management Committee /Parents Teachers Association and students on safety and security of children in school
- Sensitize the teachers about their roles and responsibilities in ensuring safety and security of children in schools
- Equip teachers to identify children who need special attention
- Learn to identify issues and concerns of children
- Learn the methods of dealing with children in need of care and protection

Scope of the user's manual

This online user's manual is applicable for all teachers interested to learn about safety and security of children in schools.

How to use this online user's manual?

This user's manual is divided into three tutorials vis-à-vis various aspects related to the safety and security of children in school;

(1) Infrastructure

(2) Health and Hygiene

(3) Psycho-Social Aspects

It also provides monitoring and implementation mechanism. A Child Safety Checklist is also included in the Annexure of the manual to undertake periodic safety audits of schools by teachers.

DURATION

Length	:	28 Weeks
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Effort	:	1-3 hours per week
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Level	:	School
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Language	:	English
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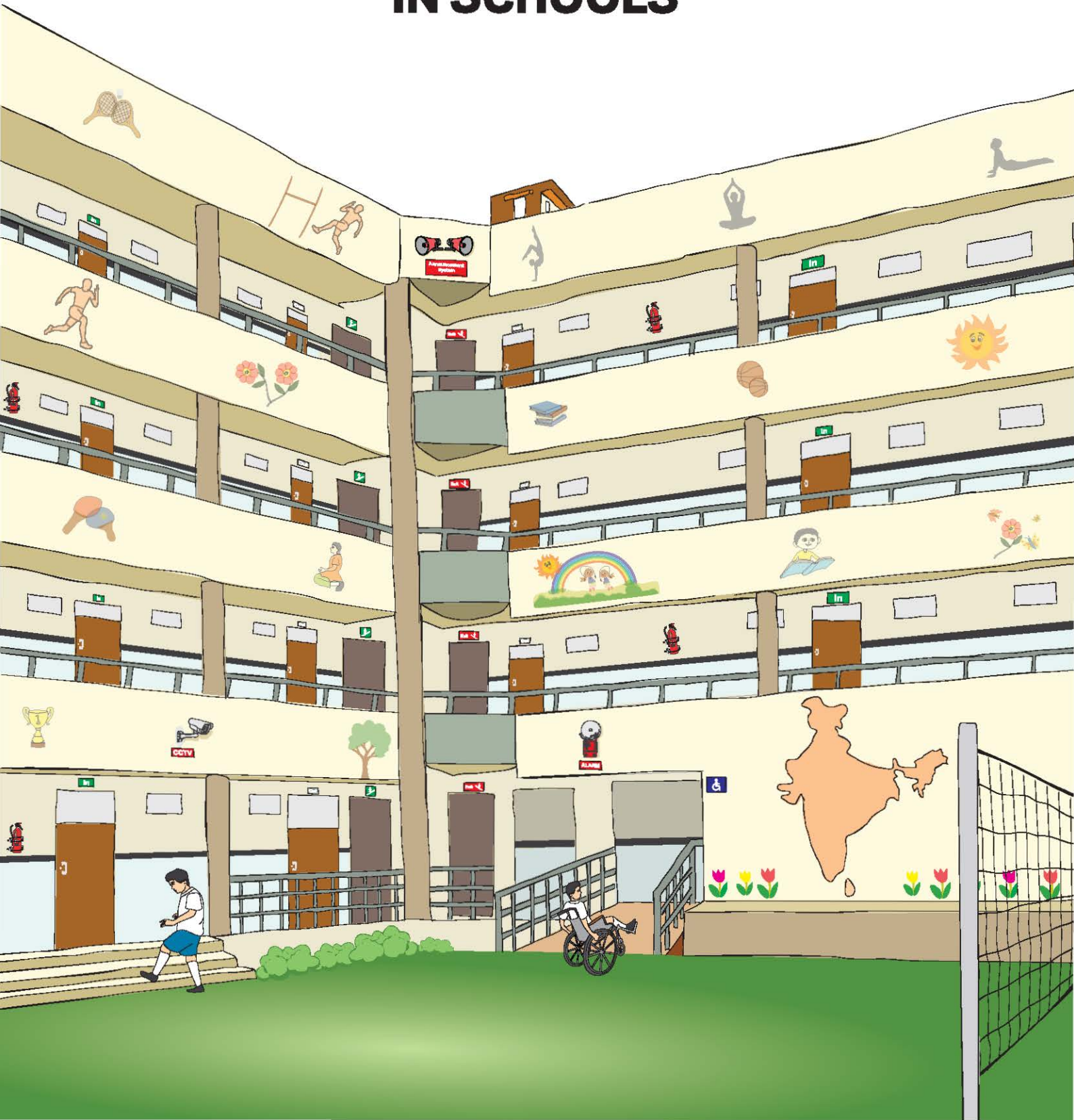
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TUTORIAL - I

INFRASTRUCTURAL SAFETY IN SCHOOLS



1.1

STRUCTURAL SAFETY AND BARRIER FREE ACCESS OF SCHOOL FACILITIES FOR CHILDREN

OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about importance of structural safety in schools
- ❖ To familiarize the teachers about barrier free access of school facilities
- ❖ To provide tips for conducting risk and vulnerability assessment
- ❖ To equip the teachers to identify risks and take remedial measures accordingly
- ❖ To provide disaster risk mitigation checklist



LEARNING OUTCOMES OF THE SESSION

At the end of the session, teachers will be able to:

- ❖ Recognize various structural and non-structural factors of school safety
- ❖ Conduct risk and vulnerability assessment in the school
- ❖ Learn how to reduce underlying risk factors
- ❖ Carry out risk mitigation strategies to make the school building safe



WHAT IS STRUCTURAL SAFETY AND BARRIER FREE ACCESS OF FACILITIES IN SCHOOL?

Part A : Structural safety in school

- ❖ Safety means protection from all kinds of natural hazards (earthquake, flood, cyclone, tsunami etc.), manmade hazards (fire, terrorist attack etc), pandemics, violence and other related emergencies including forced entry of people, and environmental threats that can adversely affect the wellbeing of children in schools
- ❖ Hazards include structural and non-structural factors. Structural factors contain dilapidated buildings, poorly designed structures, faulty construction, poorly maintained infrastructure, loose building elements, etc. Nonstructural factors consist of loosely placed heavy objects such as almirahs, infestation of the campus by snakes and any other pests, broken or no boundary walls, uneven flooring, blocked evacuation routes, poorly designed and placed furniture that may cause accidents and injury, inadequate sanitation facilities etc.
- ❖ Structural damage may stem from ground shaking, fault ruptures under or near the building, soil liquefaction or other disruptions that weaken the soil bearing capacity, landslides, fires, or the force of water during a tsunami or seismic activity
- ❖ Structural safety means design and construction of the building, playground etc. in a way to make it safe during any natural or human induced hazards/calamity
- ❖ It is important to recognize that planning for safety at the school level is an 'on-going' dynamic process involving identification of safety needs, developing prevention, response and preparedness protocols, evaluating physical facilities, and providing communication and training for staff members and students

Part B : Barrier free facilities in school

- ❖ Structural safety also includes barrier free access of various facilities in schools. Barrier free access of facilities mean children can move around the school safely and independently
- ❖ Barrier free school buildings includes provision of ramps, rails, lifts (with wheel chair access), adaption of toilets for wheel chair users, braille signage and auditory signals, tactile flooring special desks/tables and chairs etc. for children with special needs



(Fig. 1.1.1)

❖ Ramps must be constructed to provide easy access to the following places

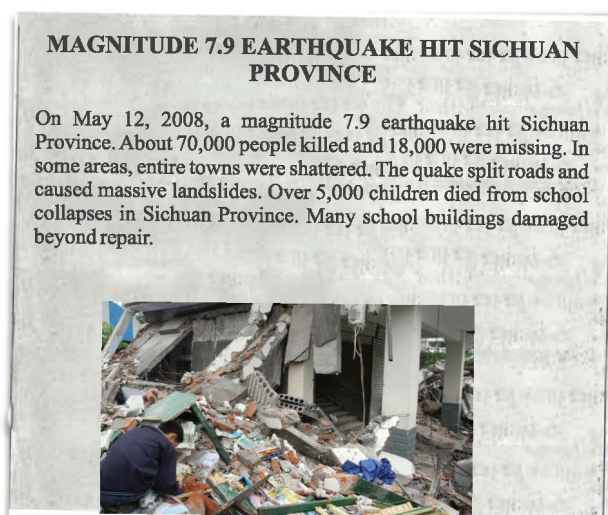
- ♦ Entry to the school
- ♦ Classroom
- ♦ Toilets
- ♦ Playground
- ♦ Library
- ♦ Canteen
- ♦ Auditorium
- ♦ Floor to floor

WHY STRUCTURAL SAFETY AND BARRIER FREE ACCESS OF FACILITIES IN SCHOOL

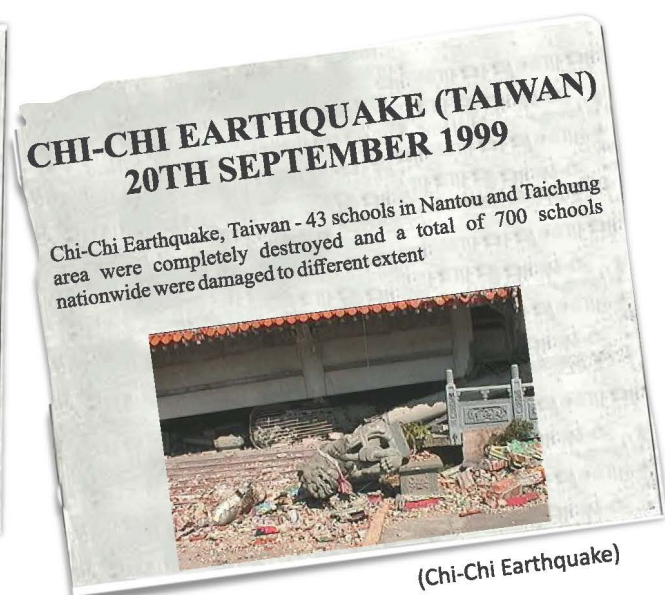
Part A: Structural safety

- ❖ Structural damage in school leads to loss of life or serious injury to children, teachers, staff etc., loss of property and other institutional facilities

Snapshot on the number of deaths and damage to school infrastructure in Disaster – Global and National



(Sichuan Province Earthquake)



(Chi-Chi Earthquake)

2008 HAITI EARTHQUAKE

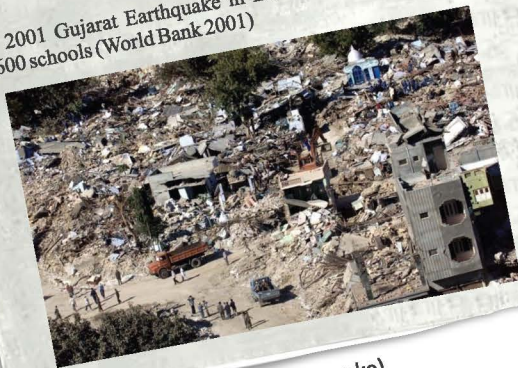
In 2008 Haiti earthquake, half of the schools in the country were destroyed



(Haiti Earthquake)

GUJARAT EARTHQUAKE IN INDIA

The 2001 Gujarat Earthquake in India caused damages to over 11,600 schools (World Bank 2001)



(Gujarat Earthquake)

2005 KASHMIR EARTHQUAKE

The 2005 Kashmir earthquake resulted in collapse of 6,700 schools in North-West Frontier Province and 1,300 in Pakistan-administered Kashmir



(Kashmir Earthquake)

(Fig. 1.1.2)

Cause for such state of affairs has largely been poor quality of construction, lack of disaster resilient features and poor maintenance of schools. The fact remains that schools are indeed spaces where children and teachers spend a large part of their day. Therefore, the quality of these spaces has a bearing on their vulnerability to disaster risk.

- ❖ Moreover, schools often serve as emergency relief shelters/centers in the aftermath of a disaster. Hence due attention shall be given to school safety
- ❖ Government of India's, National Policy for Children 2013 in its guiding principle states that safety and security of children is an integral part of their well-being. The Policy directs the State to create a caring, protective and safe environment for all children and to keep them safe at all places including schools
- ❖ Government of India's, National Policy on Disaster Management, 2009 regards safe schools as one of the national priorities. The Policy emphasizes that all the centrally sponsored schemes should have enabling provisions to design school buildings/ hostels with earthquake resilient features and appropriate fire safety measures
- ❖ Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides for norms and structures for school buildings such as barrier free access, separate toilets for girls and boys, etc. It recognizes the need for "all weather buildings" and limitations posed by difficulty of terrain, risk of landslides, floods, lack of roads and in general, danger for young children in approach etc.

The onus for safety and security of children in school campus should solely lie upon the school authorities – CBSE, 2017



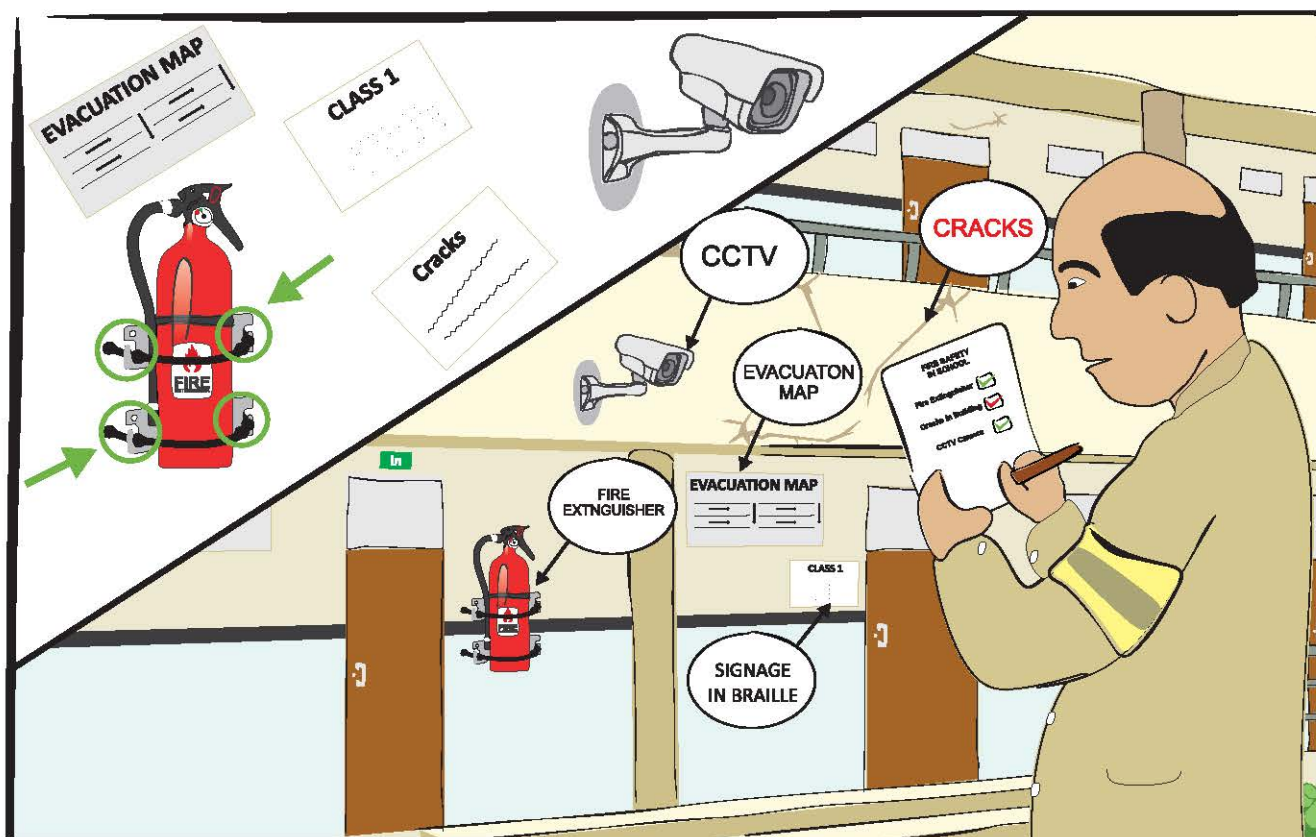
Part B: Barrier free access of facilities

- ❖ The Rights of Persons with Disabilities Act, 2016 under Section 16 (ii) provides for inclusive education to children with disabilities and emphasizes to make building, campus and various facilities accessible to differently able children in school
- ❖ Section 89 of the said act states that any person who contravenes any of the provisions of Rights of Persons with Disabilities Act, 2016, or of any rules made there under shall for first contravention be punishable with fine which may extend to ten thousand rupees and for any subsequent contravention with fine which shall not be less than fifty thousand rupees but which may extend to five lakh rupees
- ❖ Increased accessibility leads to increased opportunities for children with special needs to fully participate in social, cultural and recreational activities in school

HOW TO ENSURE STRUCTURAL SAFETY AND BARRIER FREE ACCESS OF FACILITIES IN SCHOOL?

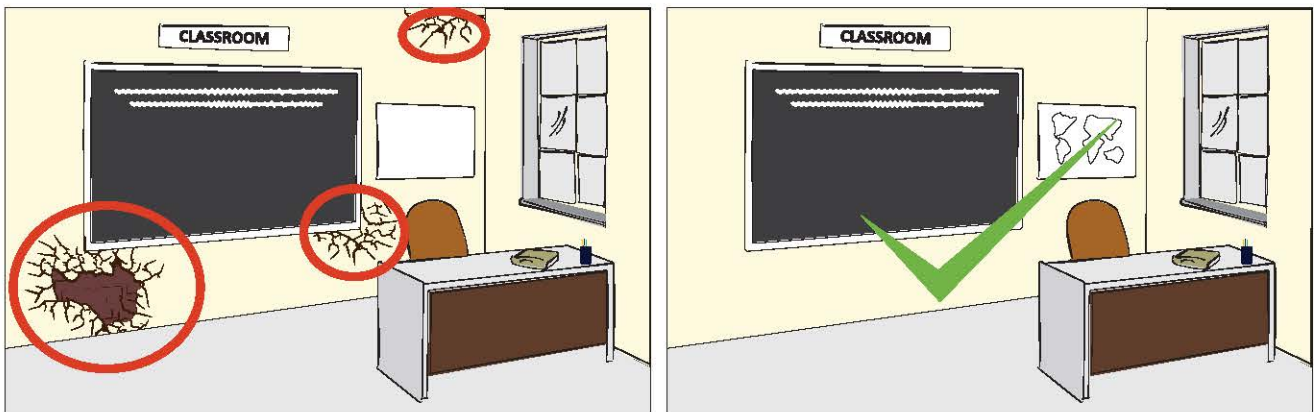
Part A: Structural Safety

- ❖ **Conduct structural safety audit by Public Work Department or by any other approved agency**



(Fig. 1.1.3)

- ❖ Any crack in the school building must be brought to the notice of the School Principal for immediate repair work



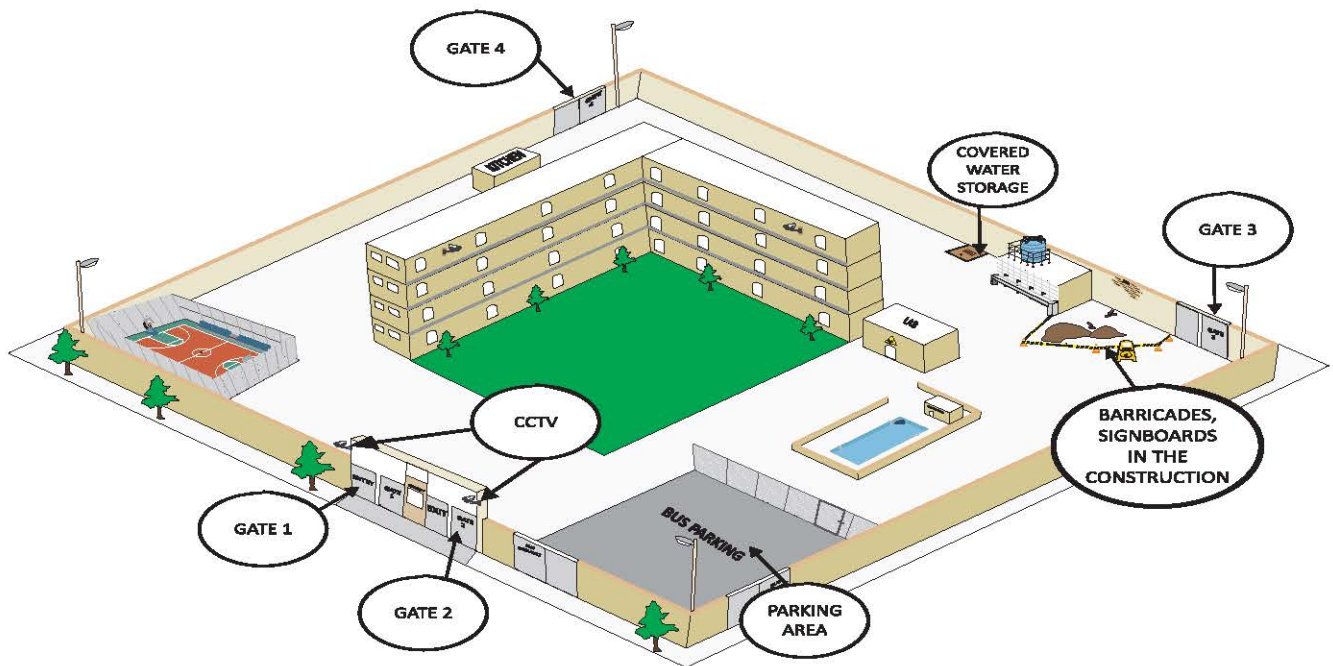
(Fig. 1.1.4)

- ❖ Barricades and signboards must be installed in the construction area prohibiting the movement of children



(Fig. 1.1.5)

- ❖ CCTV in schools needs to be monitored and maintained regularly
- ❖ Boundary walls of the school must be high enough to prevent any form of scaling from within or outside school premises. It must have double fencing with plantation along the boundary walls of the schools, concertina coil in school



(Fig. 1.1.6)

- ❖ Boundary wall should have 3-4 gates preferably on the walls of different sides so as to ensure free, convenient and prompt exit in emergency.
 - ✓ At the time of dispersal of children, all gates should be opened to facilitate easy and hassle-free dispersal. The gates should be monitored and children should be encouraged to leave in a line.
 - ✓ Entry and exit gates to be properly locked and manned
 - ✓ The main gate should remain locked after entry of children and staff
- ❖ Each class room should have two doors for easy evacuation
- ❖ adequate openings for ventilation and lighting in classrooms
- ❖ **Doors opening outside, into open areas or corridors of adequate width**
- ❖ Entry of the parents and visitors should be permitted only through small doors after verifying their identity during well-notified schedule hours, as such vehicles of visitors should not be allowed inside the campus
 - ✓ A guard room can be located at the entrance gate for visitors and students.



(Fig. 1.1.7)

- ❖ A teacher must be designated as school safety focal point teacher (FPT) to operationally anchor safety related actions at the school level as part of his / her routine commitments in the school
- ❖ A school safety committee must be constituted to take cognizance of safety related issues in school
 - ✓ The committee shall include Head of School (HOS), student representative (both male and female), parent representative (both male and female from School Management Committee), senior teacher, primary teacher and a non-teaching staff
 - ✓ The committee shall have equal representation of male and female members
 - ✓ The committee shall hold monthly meeting and minutes of the meeting are to be maintained
- ❖ The school must maintain a distance from railway tracks, industry or chemical factory to provide safe environment
- ❖ There must be an emergency evacuation plan for each floor of the school. Both teachers and students must know about this plan and know how to evacuate in emergency
- ❖ First Aid Box must be available in school
- ❖ Clearly demarcated important points such as fire extinguishers, sand buckets, manholes, gas pipelines, electricity supply boards etc.
- ❖ Sale of cigarette or other tobacco product within a radius of one hundred yards of any educational institution is a punishable offence under section 6 of the Cigarette and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
- ❖ School must obtain necessary permission from the local authorities for construction and repair work
- ❖ General repair work must be done during vacations
- ❖ Closed Circuit Television (CCTV) surveillance for the entire school campus/premises must be done regularly

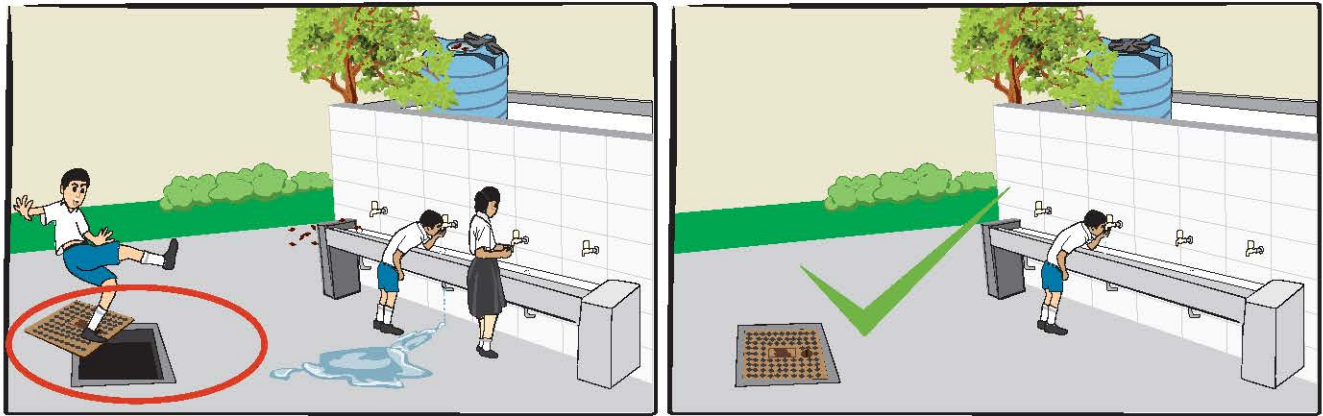


(Fig. 1.1.8)

- ❖ Mock drills on probable hazards in school such as earthquake, fire, stampede, etc. should be conducted in school with the help of District Disaster Management Authority concerned

Part B: Barrier Free Access

- ❖ Water storage sources should be well covered to prevent small children from any possible mishap



(Fig. 1.1.9)

- ❖ Support through assistive devices and availability of trained teachers
- ❖ The school map must be in Braille indicating all the facilities including classrooms, common rooms, library, toilets etc. that may be suitably placed at the main gate of the school or at any other suitable place
- ❖ All classroom must have signage in Braille for children with visual impairment
- ❖ An emergency and evacuation plan of the school must be in place and must also be available in Braille^[2]

INDICATORS OF SAFE SCHOOL BUILDING

- ❖ Building must be certified as safe for housing the children by the local authorities
- ❖ The nursery and primary classes must be housed on the ground floor
- ❖ The school building must be restricted to three floors only including ground floor
- ❖ The school building must be free from inflammable and toxic materials, which if necessary, should be stored away from the school building
- ❖ The building must be properly ventilated and well lighted
- ❖ There must be open space all-round the building
- ❖ The school building must have additional doors in the main entrance as well as in the class rooms
- ❖ All schools must have water storage tanks which must be duly covered and protected
- ❖ CCTVs in schools must be installed, maintained and monitored regularly to monitor any untoward activity or incident

INDICATIVE CHECKLIST FOR SAFETY IN SCHOOL

S.No.	STATEMENT	Yes ✓	No ✗	Don't Know
1	The school has a duly certified building plan and Structural Stability Certificate from a Government certified agency/ engineer	☐	☐	☐
2	All rooms and corridors are well lit, ventilated and have safe fixtures	☐	☐	☐
3	If the school is multi storey, it has 2 separate staircases with railings for safety as per norms	☐	☐	☐
4	Every Classroom has 2 doors	☐	☐	☐
5	Ramps are available at the entry to the school, classrooms, toilets, playground, library, canteen and auditorium for children with disabilities	☐	☐	☐
6	Alarm system/Centralized Public Announcement system installed in the school	☐	☐	☐
7	CCTV monitoring system monitored regularly	☐	☐	☐
8	There are no open pits/manholes etc. in the entire school area and immediately outside school gate	☐	☐	☐
11	Classrooms, corridors and staircases clear of obstruction	☐	☐	☐
13	Floor evacuation plan displayed properly	☐	☐	☐
14	Fire extinguishers are in place.	☐	☐	☐
15	Any high voltage wires / cables/towers in the school premises? If yes, are these adequately covered and access denied	☐	☐	☐
24	Ceiling tiles or plaster hanging from the wall/roof	☐	☐	☐
25	Cross ventilation in classrooms and library maintained	☐	☐	☐
26	All the rooms are properly illuminated with lighting	☐	☐	☐
27	School premises is child friendly (including children with special need)	☐	☐	☐

QUESTIONS TO KNOW WHERE YOUR SCHOOL STANDS IN TERMS OF STRUCTURAL SAFETY

S. No.	QUESTIONS	Yes	No
1	Is there any dampness in wall?		
2	Has there been a mishap in last year when any wall collapsed		
3	Has there been an incident when any fixture like ceiling fan fell?		
4.	Has there been an incident of stampede in last year in the school		
5.	Has there been an incident of forced entry of outsiders in school		

Note: If answer to any one question is affirmative, you need to pay serious attention in making your school safe.

SOME PLANNING NORMS FOR SCHOOL BUILDINGS BY MINISTRY OF HOME AFFAIRS, 2006

- ❖ Room sizes should be in accordance with the State norms for school buildings
- ❖ Height of the rooms should not be less 3.6m for all regions in urban areas (National Building Codes (NBC) 2005, part - 3, pg.31) and minimum 3 m in rural areas
- ❖ Safety consideration: every class room should have 2 doors opening outside in a verandah or courtyard for easy exit
- ❖ For large two to three storey school buildings, there should be minimum two staircases with a width of 1.5m opening into a large covered or open space
- ❖ Toilets should be provided as per the National Building Code specification given below:-
 - For urban areas:-**
 - ♦ Minimum floor area of water closet should be 1.1 Sq.m. with a minimum width of 0.9 m (NBC 2005, part- 3, pg.31)
 - ♦ Minimum floor area of bath should be 1.8 Sq.m. with a minimum width of 1.2m (NBC 2005, part - 3, pg.31)
 - ♦ Every bath of water closet should have window or ventilator, opening to a shaft or open space, of area not less than 0.3 Sq.m. with side not less than 0.3m (NBC 2005, part - 3, pg.31)
 - ♦ The height of a bathroom or water closet measured from the surface of the floor to the lowest

point in the ceiling (bottom of slab) should not be less than 2.1 m (NBC 2005, part - 3, pg.31)

For low income rural areas:-

- ♦ Minimum floor area of water closet should be 0.9 Sq.m. with a minimum width of 0.9 m (NBC 2005, part - 3, pg.58)
- ♦ Minimum floor area of bath should be 1.2 Sq.m. with a minimum width of 1.0m (NBC 2005, part - 3, pg.58)

- ❖ Rain water harvesting may be included in large school buildings and Department of Water Resources may be contacted for the same
- ❖ The buildings to be designed for earthquake, cyclonic wind resistance applicable as per IS Codes
- ❖ Plinth level of the school buildings to be kept at least 15cm above the known highest flood level, minimum 45 cm above the ground level
- ❖ In storm surge prone coastal areas either the whole school or the roof of the school made accessible through stairs should be kept higher than the estimated maximum flood inundation due to cyclonic rains/storm surges

Note: In the absence of structural safety, students and school property are at risk of loss and damage in case of any natural or man-made hazard

IMPACT OF THE SESSION

- ❖ Teachers will be able to understand about structural and non-structural safety measures in school
- ❖ The students and school property would be safe and secure

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<https://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1397&lid=1550>

(QUESTIONS)

1. The term structural safety means
 - (a) Safety from natural hazards, human made risks, pandemics, violence etc.
 - (b) Design and construction of building which is safe during natural calamity
 - (c) Special facilities for children with disability
 - (d) Properly locked entry and exit gates of school
2. Which article of the constitution of India talks about providing opportunities and facilities to children for their overall development
 - (a) Article 21
 - (b) Article 37
 - (c) Article 22
 - (d) Article 39
3. Which documents says 'the onus for safety and security of children in school area shall be the responsibility of school authority'?
 - (a) National Policy for Children
 - (b) National Policy on Disaster Management
 - (c) Central Board of Secondary Education
 - (d) Constitution of India
4. What is the guiding principle of National Policy for Children, 2013?
 - (a) Free and compulsory education upto 14 years of age
 - (b) Safety and security of children is an integral part of their well being
 - (c) Every child has a right to privacy and confidentiality
 - (d) Institutionalization as a measure of last resort
5. Structural safety audit should be done by
 - (a) Police
 - (b) Public Work Department
 - (c) Education Department
 - (d) Health Department
6. What is the frequency of evacuation drill in the school?
 - (a) Once in a year
 - (b) Once in a month
 - (c) Once in every fortnight
 - (d) As soon as possible



7. Whether Closed Circuit Television should be installed in toilets
- (a) Yes
 - (b) No
8. When did India ratified the United Nations Convention on the Rights of the Children
- (a) 1989
 - (b) 1990
 - (c) 1992
 - (d) 1991
9. Which Act provides norms and structure for barrier free access of facilities in school
- (a) Disaster Management Act, 2005
 - (b) RTE Act, 2009
 - (c) The Child and Adolescent Labour (Prohibition and Regulation) Act, 1986
 - (d) The Juvenile Justice (Care and Protection of Children) Act, 2015
10. What is the full form of RTE Act, 2009
- (a) Right to Education for Children Act 2009
 - (b) Right To Education Act, 2009
 - (c) Rights of Children to Free and Compulsory Education Act, 2009
 - (d) Rights of Children to Free Education Act, 2009



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about fire safety in schools
- ❖ To provide tips for conducting fire risk and vulnerability assessment
- ❖ To equip the teachers to remedial measures

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Conduct risk and vulnerability assessment in the school
- ❖ Take actions to fire incidents in schools
- ❖ Reduce underlying risk factors



WHAT IS FIRE SAFETY IN SCHOOL

Part A: Understanding Fire

- ❖ Fire is a chemical reaction in which energy in the form of heat is produced. Fires can be classified in five different ways depending on the agent that fuels them: Class A, Class B, Class C, Class D, and Class K.
 - ♦ Class A fire is the most common type. They involve solid combustible materials such as wood, paper, cloth, trash, or plastic. This type of fire can be extinguished by water or “foam fire” extinguisher
 - ♦ Class B fire involves flammable liquids like oil, alcohol, or gasoline. This type of fire can be extinguished by using foam, powder, or carbon dioxide. Extinguishers using these substances cut off supply of oxygen, which is responsible for spreading of fire. In this type of fire, water should not be used
 - ♦ Class C fire involves a source of electricity. This type of fire might be started by old wiring in walls, frayed electrical cords, worn-out breaker boxes, or faulty appliances. This type of fire can be extinguished using a carbon dioxide or dry powder
 - ♦ Class D fire is rare, but can happen when a metal ignites. Dry powder extinguishers work on metal fires by separating the fuel from oxygen or removing the heat element of the blaze
 - ♦ Class K or Class F type of fire involves cooking oils such as vegetable oil or animal fats. Class K fire often starts when a pan is left unattended for too long on a stove. This can be extinguished using a wet chemical extinguisher
- ❖ Electrical installations/systems^[1] are more prone to fire hazard and therefore they shall be as per Indian Standard Code IS: 1642 maintained and operated, in compliance with fire safety design criteria

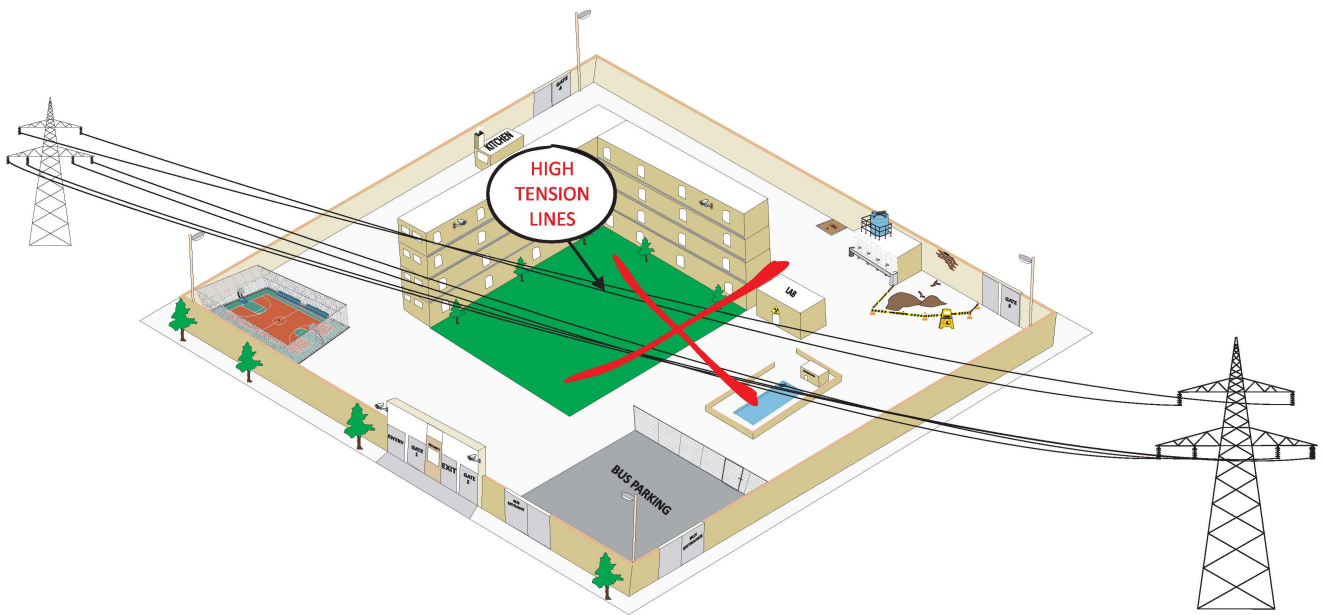
Main causes of fire in school

- ❖ Cooking gas or flammable liquids. Many schools have canteen/kitchen area wherein LPG cylinders are used casually or stored dangerously.
- ❖ Electrical short circuit or heating equipment. Faulty wiring or frayed wires can cause short circuit.
- ❖ Other reasons such as children playing with matchsticks or careless disposal of cigarette in school premises

Part B: Fire Safety in school

- ❖ Fire safety is a set of activities intended to prevent and reduce the destruction caused by fire. Fire safety in school includes
 - ♦ All electrical wiring is concealed or insulated Switch boxes are properly maintained and placed beyond the reach of children^[2]
 - ♦ Electrical appliances are regularly checked and maintained
 - ♦ Fans are located where children cannot injure themselves or are hurt

- ❖ No high tension lines run inside or over the school, and if they do run inside or over the school, request to change such placement can be made to the relevant state authorities



(Fig. 1.2.1)

WHY FIRE SAFETY

- ❖ As a school houses large number of children, any single fire accident can affect the life of children
- ❖ The furniture in the schools are made from wood, which can catch fire easily

Snapshot on the number of deaths and damage due to fire incidents in schools

23 DECEMBER 1995, DABWALI, HARYANA FIRE ACCIDENT APPROXIMATELY 200 CHILDREN AND 31 TEACHERS DEAD, 95 TEACHERS INJURED

People many of them school children perished as they tried to escape the flames during a school prize giving ceremony in the town of Dabwali, Haryana.

16 JULY 2004, KUMBAKONAM SCHOOL, TAMILNADU FIRE ACCIDENT, 94 STUDENTS DEATH IN THEIR CLASSROOM

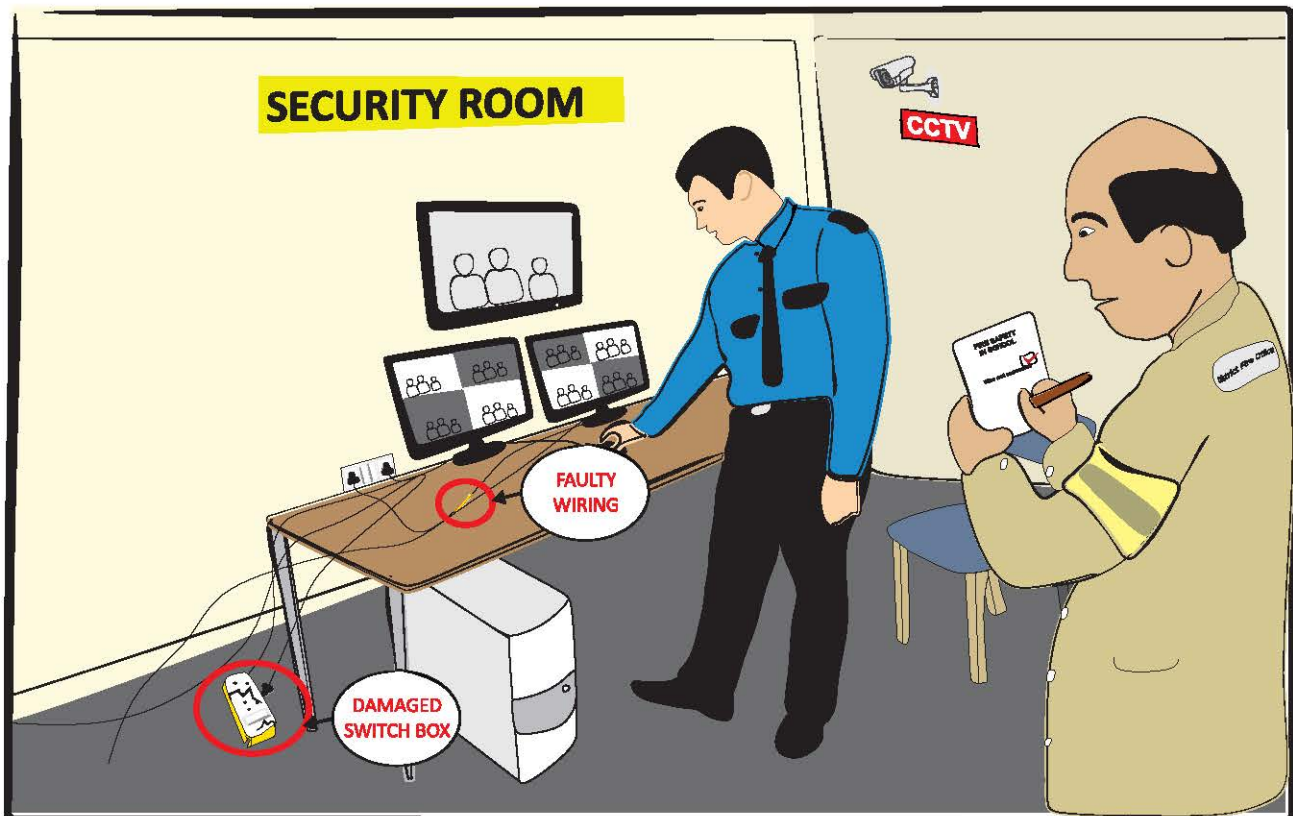
2004 Kumbakonam school fire accident happened in a school in Kumbakonam in the Thanjavur district of the Indian state of Tamil Nadu. A total of 94 students of the primary section of the Krishna English Medium School were burnt to death in their classroom

(Fig. 1.2.2)

- ❖ According to CBSE, the onus for safety and security of children in school campus solely lies upon the school authorities
- ❖ National Policy on Disaster Management, 2009 has regarded Safe Schools as one of the National Priorities

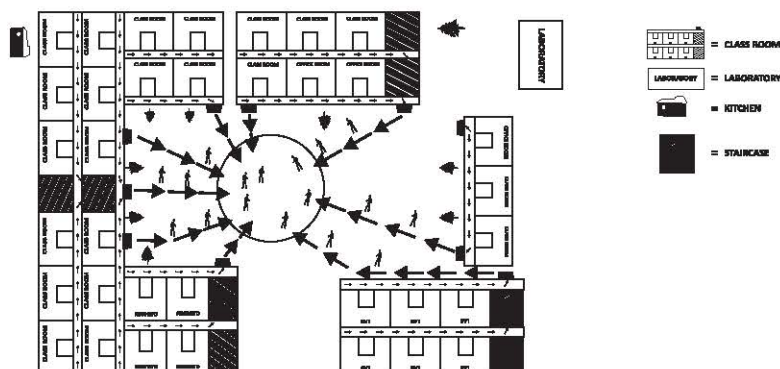
HOW TO ENSURE FIRE SAFETY IN SCHOOL

- ❖ Fire prevention and fire safety measures such as fire alarms, smoke detectors should be part of initial school design, and should regularly maintained and tested
- ❖ Fire safety audit for possible sources of fire should be done in identifying inflammable items within the school. Fire safety audit should be done by district fire officer



(Fig. 1.2.3)

- ❖ School must have a fire safety certificate issued and periodically validated by Fire Department concerned
- ❖ The school must put on display the fire safety and evacuation plan and the same must be followed in case of emergency^[3]



(Fig. 1.2.4) Evacuation Map

- ❖ Adequate precautions must be taken with regard to the movement of children inside the campus during celebration of festival, fests, annual functions etc. also)

HOW TO ENSURE FIRE SAFETY IN SCHOOL CANTEEN/ KITCHEN AREA

- ❖ Fire extinguishers must be installed in the kitchen area and all other areas of the school



(Fig. 1.2.5)

- ❖ In the school kitchen all utensils must be placed away from the walls to allow proper inspection
- ❖ If kerosene/gas is used for cooking, the cooking staff must be specifically trained in safe handling of stoves, gas cylinders, etc.

INDICATIVE CHECKLIST FOR FIRE SAFETY IN SCHOOL

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	The main electricity board is away from the central school building	☐	☐	☐
2	The main electric board has a fire resistant (non-wooden) cover and sand buckets are placed nearby	☐	☐	☐
3	All electrical wiring is concealed /insulated and electrical appliances are regularly checked and maintained before and during rainy season.	☐	☐	☐
4	Generators/transformers/invertors/cylinders and all other flammable equipment material is kept in safe areas, locked and regularly maintained	☐	☐	☐
5	Alarm system/Centralized Public Announcement system installed in the school	☐	☐	☐
6	School has a valid clearance certificate for fire safety	☐	☐	☐
7	Mock drills are conducted as per norms, especially for Fire & Earthquake	☐	☐	☐
8	Classrooms, corridors and staircases clear of obstruction	☐	☐	☐
9	Floor evacuation plan displayed properly	☐	☐	☐
10	Fire extinguishers are in place	☐	☐	☐
11	fire extinguishers are functional and periodically checked	☐	☐	☐
12	Staff and students are trained in using fire extinguishers	☐	☐	☐
13	Cross ventilation in classrooms and library maintained	☐	☐	☐
14	All the rooms are properly illuminated with lighting	☐	☐	☐
15	Any high voltage wires / cables/towers in the school premises? If yes, are these adequately covered and access denied	☐	☐	☐
16	Important and Updated phone numbers such as fire department/ambulance, child helpline (1098), Child Welfare Committee Chairperson/Members, Child Welfare Police Officer (CWPO) of local Police Station, District Child Protection Officer	☐	☐	☐

Note: In the absence of fire safety, students and school property are at risk of loss and damage. In case of fire in the school and the school authority would be held responsible for the negligence or incident.

IMPACT OF THE SESSION

- ❖ School would be safe from any unforeseen fire hazard in the school
- ❖ Students along with the staff and school property would be safe

REFERENCES

- 1 Electrical installations are systems that supplies electricity to the school buildings, including the switchboards, distribution boards, fixed wiring and socket outlets
- 2 Child Safety Checklist for schools -
<http://ficci.in/spdocument/22994/Child-safety-checklist.pdf>
- 3 Safety and Security of Children in Schools, NCPCR, 2017
- 4 Electrical safety guidelines for schools, Public Utilities Commission of Sri Lanka
- 5 Delhi Government circular No. F.16/Estate/CC/Fire Safety/2011/3298 to 3398 passed on 01/03/2011
- 6 NDMA, School Safety Guidelines, 2016
- 7 Ministry of Home Affairs (n.d.). Directorate of NDRF and Civil Defence. A complete manual for school fire safety and evacuation plan.
<https://dgfscdhg.gov.in/sites/default/files/School%20Fire%20Safety%20Plan.pdf>
- 8 Directorate of Education (Care Taking Branch), Government of National Capital Territory of Delhi (2017). Minimum Standards of School Safety.
http://www.edudel.nic.in/upload/upload_2017_18/901_dt_07112017.pdf
- 9 Ministry of Human Resource and Development. Central Board of Secondary Education (2017). School Safety circular.
<http://cbse.nic.in/newsite/cir2017.html>

(QUESTIONS)

1. What does fire safety in school means?
 - (a) Dousing off fire in school premises
 - (b) A set of activities to prevent and reduce the impact of fire in school premises
 - (c) Availability of fire extinguishers in school
 - (d) Conduct of fire drills in school
2. What is electronic installation in schools means?
 - (a) Fire extinguishers and sand buckets
 - (b) Systems that supply electricity in school building
 - (c) Warning tags in all defective appliances
 - (d) Transformers in school
3. Who issues Fire Safety Certificate to school?
 - (a) School Principal
 - (b) Municipal Corporation
 - (c) District Fire Officer
 - (d) School Management
4. What fire preventive measures are required in canteen area
 - (a) Installation of fire extinguisher
 - (b) Sufficient staff to cook and serve the food
 - (c) Clean and well lighted kitchen
 - (d) Awareness generation programme in school
5. What type of switches and plugs should not be used in school?
 - (a) Two pin appliances with RCD
 - (b) Two pin double insulated appliances
 - (c) Double adaptor and piggy back plugs
 - (d) Switches and plug without warning tags
6. What is RCD stands for?
 - (a) Rapid Current Device
 - (b) Residual Current Device
 - (c) Repeat Current Device
 - (d) Restrictive Current Device



7. Which document emphasizes that loose wires in school should be addressed promptly
- (a) Disaster Management Act, 2005
 - (b) Rights of the Children for Free and Compulsory Education, 2009
 - (c) School Safety Guidelines, 2016
 - (d) National Disaster Management Plan
8. Who prepares the fire evacuation plan of the school building?
- (a) Fire Department
 - (b) District Disaster Management Authority
 - (c) School Management/Directorate of Education
 - (d) School Principal along with teachers-in charge of Disaster Management
9. Does a high tension fire run above the school building is a sign of fire hazard?
- (a) No
 - (b) Yes
 - (c) Don't Know



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about importance of playground and safety related to sports in school
- ❖ To equip the teachers to identify risks and take remedial measures accordingly

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Understand about safe playground and risk free sports activities in school
- ❖ Recognize probable hazards in playground
- ❖ Take actions to make the playground and sports safe for children
- ❖ Reduce underlying risk factors in playground



WHAT IS SAFE PLAYGROUND AND MINIMUM STANDARD OF SPORTS

Part A: Safe playground

A safe playground is a place where children can play freely and safely. It is also a place where children experience positive and enjoyable activities that contributes to their overall development.

Indicators of safe playground

- ♦ The school playgrounds, swings, rides, sports- equipment etc., are safe and maintained regularly;
- ♦ Well lighted and ventilated sports room
- ♦ Prominent display of safety instruction pertaining to play equipment
- ♦ Well supervised and monitored playground
- ♦ Swimming pool is provided with protective walls
- ♦ Supervised visit of children to swimming pool

WHY SAFE PLAYGROUND AND SPORTS FACILITIES ARE ESSENTIAL FOR CHILDREN

- ❖ Playground is essential for physical and mental well-being of children. The Right to Free and Compulsory Education Act recognizes playground as a mandatory part of school infrastructure
- ❖ Playground-related fractures were the most common accidents among children^[3]
- ❖ Despite the fact that play is an important part of child's overall development, if playground area is not provided in a protective manner, it can lead to harm to children such as
 - ♦ Fractures and dislocations
 - ♦ Injuries like minor or major cuts
 - ♦ Blisters
 - ♦ Drowning
 - ♦ Splinter
 - ♦ Bloody nose
 - ♦ Sprains
 - ♦ Head injury
- ❖ Similarly, absence of sports activities in school can lead to problems like^[4]
 - ♦ Obesity
 - ♦ Alzheimer
 - ♦ Stress
 - ♦ Poor cognitive development
 - ♦ Poor interpersonal relationship

School children in India need to be more active

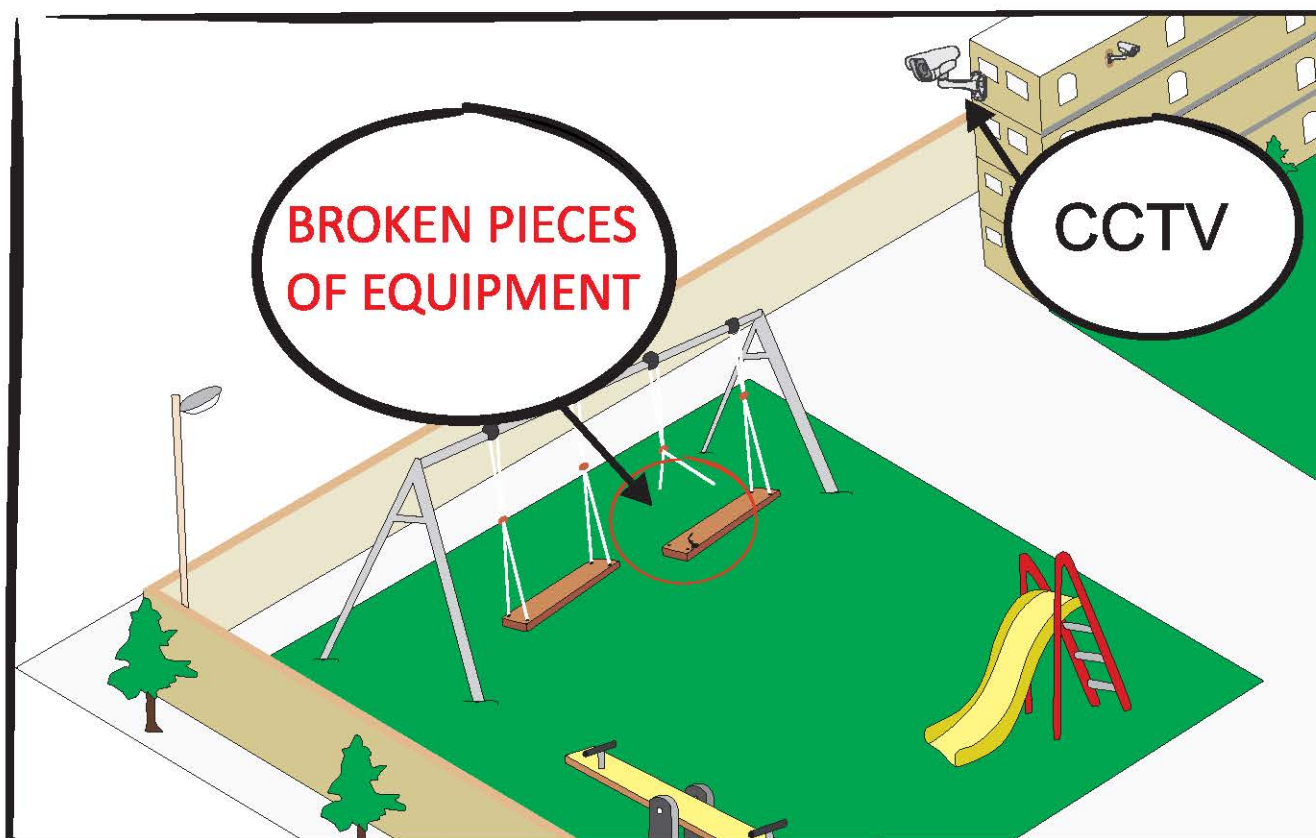
- 2 out of 3 kids today are inactive
- 1 out of 4 kids is overweight
- 2 out of 5 kids are underweight
- Only 1 % children are Sports Fit



HOW TO ENSURE SAFE PLAYGROUND AND MINIMUM STANDARD FOR SPORTS

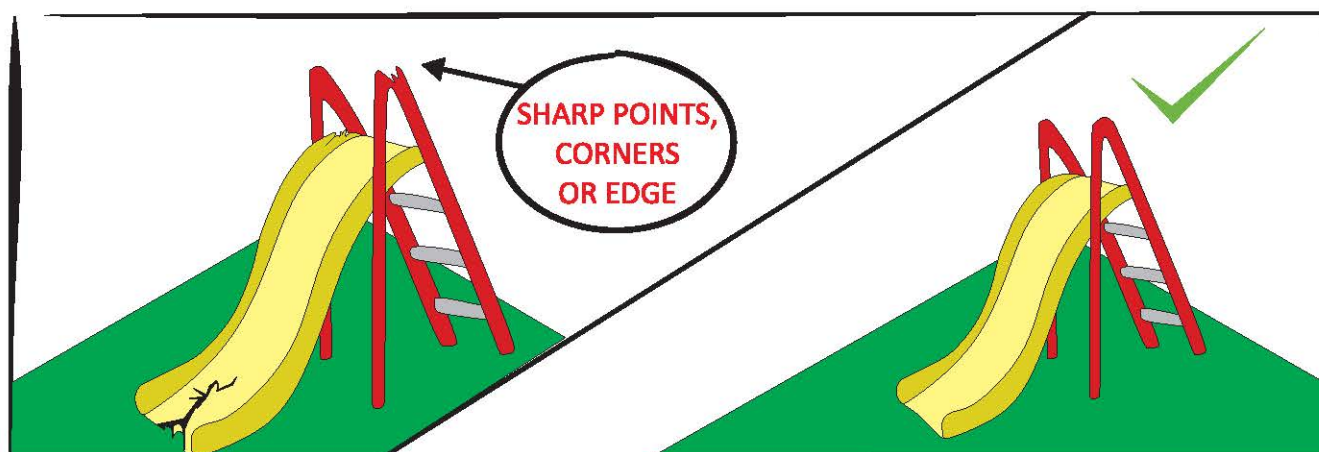
Part A: Safe playground

- ❖ The playground should be prepared under a supervision plan for the same
- ❖ Playground management^[5] is the many responsibilities of Physical Education Teacher (PET)
- ❖ Ensuring age appropriate play spaces is an important aspect of playground management, which means
 - ♦ Play areas for pre-school and older children should be separate
 - ♦ Playground must have age-appropriate equipment/facilities
- ❖ Regular playground maintenance is a must, this include
 - ♦ Watering and rolling the ground
 - ♦ Marking lines on courts and athletic tracks
 - ♦ Removing debris from the ground
 - ♦ Occasional sweeping
 - ♦ No broken pieces of equipment such as broken swing, etc. lying around, that might cause injury to children playing on the ground



(Fig. 1.3.1)

- ♦ Any sharp points, corners or edges must be smoothened or removed

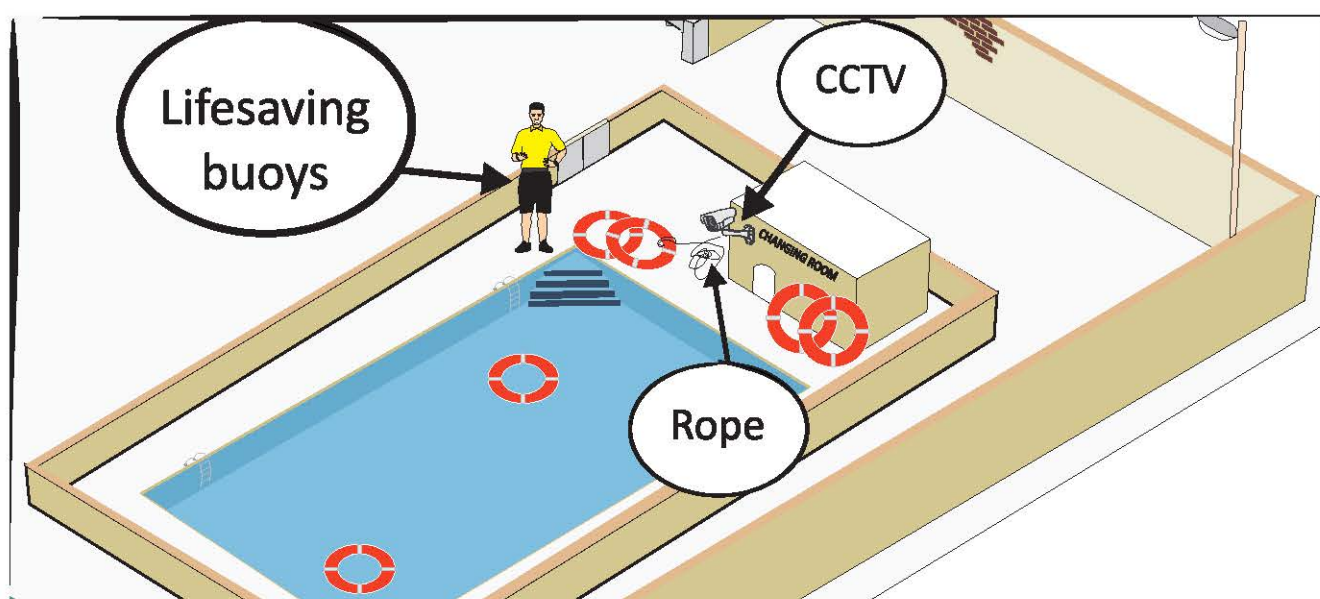


(Fig. 1.3.2)

- ♦ The playground should have well maintained drainage system
- ❖ Children should not be allowed to go towards the nearby river, canals, ponds, railway tracks, roads etc.
- ❖ Care of play equipment like bats, balls, hockey sticks, nets, etc., also come under the purview of the Physical Education Teacher and due care needs to be taken while storing these

SAFE SWIMMING POOL IN SCHOOL

- ❖ Special care, caution and continuous supervision in swimming pool area is essential to prevent any accidents or cases of drowning



(Fig. 1.3.3)

- ❖ The instructor must inspect the swimming pool thoroughly before and after the use of the swimming pool
- ❖ Lifesaving buoys and ropes must be always easily accessible
- ❖ The instructor must not leave the swimming pool unattended if children are using the pool
- ❖ Access to swimming pool and sports room etc. must be restricted to authorized persons only
- ❖ Lifeguards must be employed and always available in and around the water bodies in the schools

INDICATIVE CHECKLIST FOR SAFE PLAYGROUND AND SPORTS IN SCHOOL

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	School has playground or sports area	☐	☐	☐
2	Playground or sports area under CCTV surveillance	☐	☐	☐
3	Playgrounds, swings, rides, sports-equipment etc. are in good condition	☐	☐	☐
4	First aid box near playground	☐	☐	☐
5	Playground area has proper drainage system	☐	☐	☐
6	Sports room well –ventilated and well –equipped	☐	☐	☐
7	School has sufficient sports equipment	☐	☐	☐
8	Sports and play equipment labeled with safety instructions	☐	☐	☐



Note: In the absence of safe playground students are at imminent risk of serious and permanent injuries. The school authorities would be held responsible for negligence or incident

IMPACT OF THE SESSION

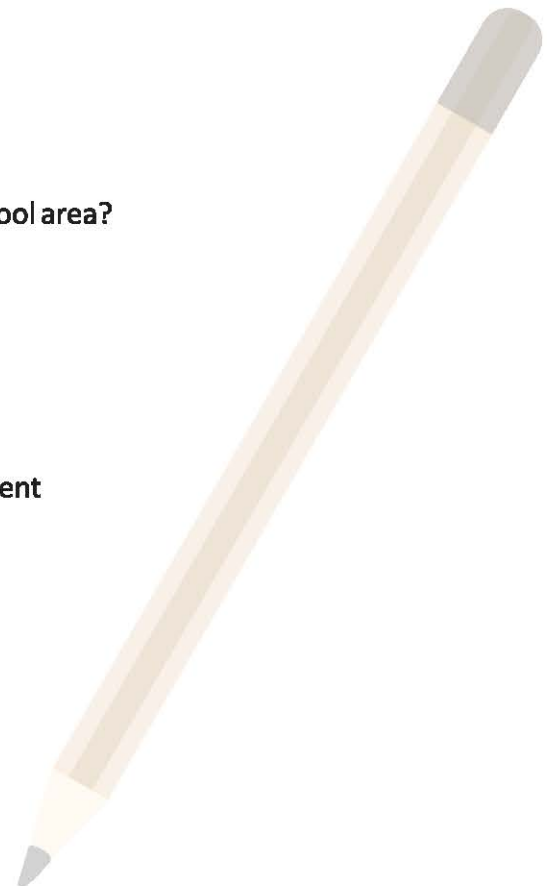
- ❖ The school playground would be safe for children to play and enjoy
- ❖ Children would enjoy in a positive and healthy atmosphere

REFERENCES

- 1 <https://www.britannica.com/sports/sports>
- 2 Establishing National Curriculum Standards for Sports Education in India
http://www.sportseed.in/wp-content/uploads/2018/04/White-Paper_CII-Sportseed_Establishing-National-Curriculum-Standards-for-Sports-Education-in-India_June2017.pdf
- 3 Naeini, H. S., Lindqvist, K., Jafari, H. R., Mirlohi, A. H., & Dalal, K. (2011). Playground injuries in children. Open access journal of sports medicine, 2, 61–68. doi:10.2147/OAJSM.S14487
- 4 ASCC Framework for Sports and Physical Education in Schools
<http://ficci.in/events/23604/ISP/ASCC-Framework-for-Sports-and-Physical-Education.pdf>
- 5 Playground management includes designing the playground, spacing the equipment, and maintenance and routine inspection
- 6 Ministry of Human Resource Development. Samgra Shiksha Abhiyan
<http://samagra.mhrd.gov.in/docs/Sports%20Guidelines.pdf>
- 7 Teachers of India. How safe are school playgrounds.
<http://www.teachersofindia.org/en/article/how-safe-are-your-school-playgrounds>
- 8 School Safety Manual, Council for the Indian School Certificate Examinations.
- 9 Guidelines for protection of children in SAI Training Centres
<https://nsnis.org/wp-content/uploads/2017/04/GUIDELINES.pdf>
- 10 Guidelines for protection of children in SAI Training Centres
<https://nsnis.org/wp-content/uploads/2017/04/GUIDELINES.pdf>
- 11 Samagra Shiksha. Department of School Education and Literacy. Ministry of Human Resource Development. Sports and Physical Education.
<http://samagra.mhrd.gov.in/sports.html>
<http://samagra.mhrd.gov.in/docs/Sports%20Guidelines.pdf>
- 12 Teachers of India. How safe are school playgrounds.
<http://www.teachersofindia.org/en/teachers-development>
- 13 School Safety Manual, Council for the Indian School Certificate Examinations

(QUESTIONS)

1. Which legislation recognizes play ground as mandatory requirement for school infrastructure
 - (a) Right to Free and Compulsory Education Act
 - (b) Disaster Management Act
 - (c) Child and Adolescent (Prohibition and Regulation) Act
 - (d) Child Marriage Act
2. What does PPE stand for in sports activities?
 - (a) Prevent Protect the Emergency
 - (b) Personal Protective equipment
 - (c) Private Protective Equipment
 - (d) Protect preventable emergencies
3. Is it necessary to designate a teacher-in charge to supervise sports and play area?
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
4. Does it necessary to have a drainage system in playground
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
5. Is it necessary to have continuous monitoring of swimming pool area?
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
6. There must be age-wise segregation of play area and equipment
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



7. A female doctor/ paramedical staff must address the immediate medical need of girl students
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
8. Overhead tanks need to be placed out of the reach of students
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about Child Friendly Classroom (CFC) and its importance
- ❖ To provide tips for creating a Child Friendly Classroom
- ❖ To equip the teachers to identify risk in a class room and take remedial measures accordingly

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Develop child friendly infrastructure in the classroom
- ❖ Adopt child friendly behavior/attitude in the classroom

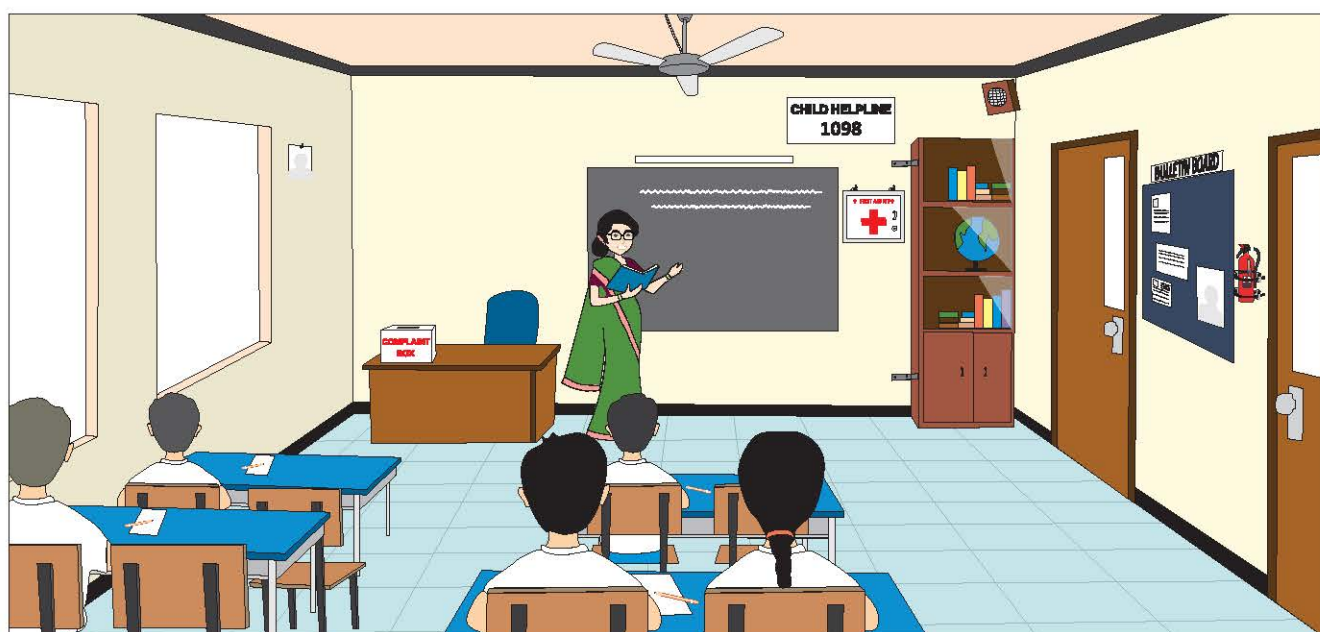


WHAT IS A CHILD FRIENDLY CLASSROOM?

- ❖ A place where children are motivated and able to learn
- ❖ Staff members are friendly and welcoming to children and attend to their health and safety needs^[1]
- ❖ Where education of children progresses uninterrupted
- ❖ Where every child is physically, emotionally and psychologically safe and secure
- ❖ Where teachers are proactively taking steps towards creating an effective and efficient child friendly classroom
- ❖ Where there is no discrimination in terms of caste, class, race and gender of the child
- ❖ Where there is mutual respect among students and teachers, no fear or humiliation
- ❖ Where students understand consequences of unacceptable behavior not punishment
- ❖ Where teacher shows facilitation and leadership not dominance
- ❖ Where there is freedom and order not dictatorship or chaos in the class

INDICATORS OF CHILD FRIENDLY CLASSROOMS

- ❖ Proper ventilation, light and enough space for all children
- ❖ Furniture is sufficient and sized as per the age of the children
- ❖ Classroom-layout and furniture allow children to interact and do group work
- ❖ Presence of bulletin board or a corner that displays helpful learning materials such as posters, illustrations, low-cost and self-made teaching-learning aids, newspaper and magazine clippings and children's own work



(Fig. 1.4.1)

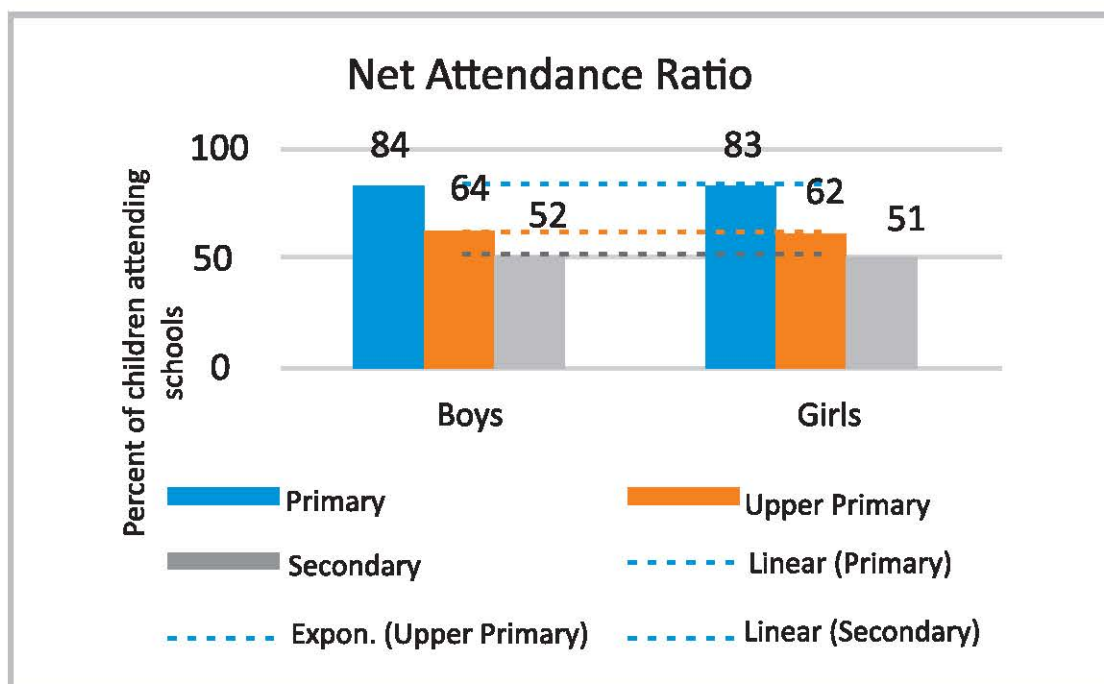
- ❖ Teachers are friendly and do not punish children for giving wrong answers
- ❖ Students take interest in all activities in the class
- ❖ Students attend school regularly

WHY CHILD-FRIENDLY CLASSROOM?

- ❖ Students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006)
- ❖ Classroom environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009)
- ❖ Inappropriate classroom environments can create barriers to learning (for example, a noisy classroom can impede both concentration and ability to hear the lecturer)^[2]
- ❖ A child friendly classroom also helps in maintaining Net Attendance Ratio in school

Net Attendance Ratio (NAR) means the enrollment of children of the right age group as a proportion of the total children in the relevant age group^[3]

- ✓ at primary level it was 84% for boys and 83% for girls
- ✓ at upper primary level it was 69% for boys and 62% for girls
- ✓ at secondary level it was 60% for boys and 51% for girls



(Fig. 1.4.2)

- ❖ An unfriendly classroom is also one of the reasons of drop-out rate in school

Drop-out rate means number of children discontinuing their education before completing their studies.

- ✓ 19.8% children drop out in primary school
- ✓ 36.3% drop out in upper primary schools
- ✓ 47.4% drop out in secondary schools

More children drop out as they move from primary to secondary level^[4]. Many children who are enrolled still fail to complete their education, dropping out due to poor school quality and other factors^[5]. A look at the Net Attendance Ratio and Dropout rate reflects that a large number of children do not continue education after enrollment.

Out of School Children means children who are not enrolled in either primary or secondary school

- ✓ There are 6.041 million (2.97%) children in the age 6-13 years who are not enrolled in school^[6]

- ❖ Section 27 of Right of Children to Free and Compulsory Education Act, 2009, prohibits deployment of teachers for non-educational purposes, other than decennial population census, disaster relief duties or duties relating to elections to local authority, state legislatures and Parliament. This provision ensures that more time is available to teachers for school/ classroom transaction, and that teachers are not deployed for work that takes them away from their classroom responsibilities
- ❖ Model Rule 7 (1) under the Rights of Children to Free and Compulsory Education Act, 2009 provides for admission of children belonging to weaker section of the society and disadvantaged groups. This Section also makes the schools and teachers responsible to ensure no discrimination of children takes place in the school or in classroom. So a child friendly classroom is free from any kind of discrimination in children

Effects of negative classroom environment on children

If children are not provided with positive classroom environment it may lead to problems like:

- ◆ Students' lack of interest in studies
- ◆ Absenteeism
- ◆ Bullying
- ◆ Aggressive behavior which could lead to self-harm or hurt someone else
- ◆ Insult/humiliation by teachers

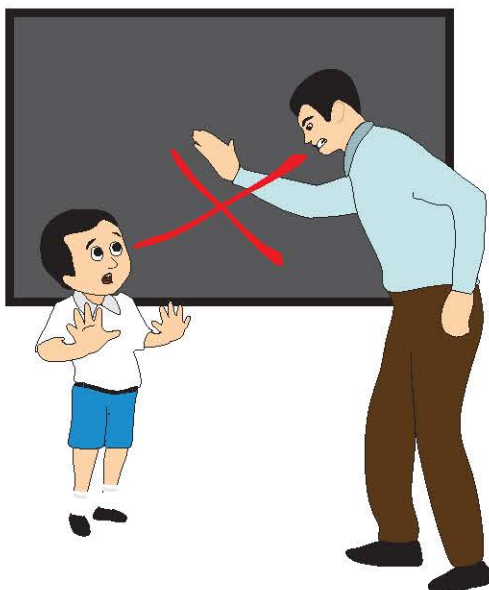
HOW TO CREAT CHILD FRIENDLY CLASSROOMS?

Role of teachers

- ❖ Teachers must act as a guide and collaborator rather than being authoritative
- ❖ Teachers must anchor as role model of discipline, healthy food habits, sharing of thoughts, helping each other and so on

- ❖ Teachers must nurture positive relationships with all students. Use following steps to strengthen relationship with students
 - ♦ Greet students by name every time they walk in the door. This gives a sense of being noticed and cared by teachers
 - ♦ Use warm, inclusive behaviors with your face, body, and words each day. Smile! Ask, “How are you feeling?” Look at your students
 - ♦ Notice and reinforce their positive behaviors with encouraging words
 - ♦ Ask students personal questions that will help you get to know them and what's happening in their lives outside of school
 - ♦ Notice changes in students' physical and emotional behaviors. Changes may indicate a student is in need of additional emotional support. Provide or find support for that student as needed
 - ♦ Spend and keep track of individual time with each student over a set duration (such as each month)
 - ♦ Devote some time to listen to the issues and concerns of children

- ❖ Ensure that no physical and mental punishment is imposed on children



(Fig. 1.4.3)

- ❖ Ensure classroom has proper ventilation and lighting and enough space for all children
- ❖ The sitting arrangement of students must be on horizontal and vertical rotational basis
- ❖ Ensure child participation in the class room by involving all children during any discussion in the classroom
- ❖ Encourage children to take the responsibility like maintaining discipline in the class, helping each other in completing work etc.
- ❖ Listen carefully to each issue and concern raised by the child
- ❖ Ask children to assess the structure of the class room in terms of safety
- ❖ Write down all the physical safety related concerns of the children on paper and share it with the

school management for rectification

- ❖ **Ensure that the classrooms/schools are clean, safe and have adequate water and sanitation facilities**
- ❖ **There should be a class monitor and class representative for each class on rotational basis**

REMEDIAL MEASURES TO DEAL WITH CLASSROOM RISK

- ❖ Set rule and regulation for classroom behavior
- ❖ Create a sense of community in the classroom
- ❖ Children should be made aware of the consequences of not abiding by the desired classroom behavior
- ❖ Discuss bullying, its causes and impact and also the school policy to deal with bullying
- ❖ Maintain a culture of respect and dignity in classroom
- ❖ Explain the concept of personal space^[7] and not to enter other students' personal space
- ❖ All classroom doors fitted with door closures
- ❖ Scissors not left lying about when not being used in activity
- ❖ Children are NOT to use paper cutters
- ❖ Children are reminded NOT to swing on chair
- ❖ Children are made aware of trailing wires

INDICATIVE CHECKLIST FOR CHILD FRIENDLY CLASSROOM IN SCHOOL

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	All classroom have two doors	☐	☐	☐
2	All classroom doors fitted with door closures	☐	☐	☐
3	Classroom has proper ventilation and lighting	☐	☐	☐
4	First aid box available in classrooms	☐	☐	☐
5	Classrooms have enough space for all children to move freely	☐	☐	☐
6	Furniture is sufficient and sized as per the age of the children	☐	☐	☐
7	Presence of bulletin board or a corner that displays helpful learning materials	☐	☐	☐



Note: In the absence of child-friendly classroom, the absenteeism rate would be higher

IMPACT OF THE SESSION

- ❖ Students lacks interest in the studies
- ❖ Lack of concentration of students in academics
- ❖ Low attendance of students in class

REFERENCES

- 1 A framework for rights-based, child friendly schools, UNICEF
- 2 Trinity College Dublin. Guidelines for good teaching, assessment and supervision.
<https://www.tcd.ie/CAPSL/TIC/guidelines/environment/>
- 3 NSSO 71st Round (January-June 2014)
- 4 National Plan of Action for Children, 2016, Ministry of Women and Child Development
- 5 UNICEF-Child Friendly School Manual
https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf
- 6 3rd round of National Sample Survey, 2014
- 7 Personal Space is a very important social skill for children in elementary school to learn, practice and grow. Understanding and keeping good personal space helps children to engage more successfully in everyday interactions and in personal relationships with peers and adults, as well as helping them to stay safe.

(QUESTIONS)

1. What is a Child Friendly Classroom
 - (a) Where there is pin drop salience in the class
 - (b) Where all children are disciplined and not allowed to move anywhere
 - (c) Where teachers are friendly and welcoming for students and attend their all needs and concerns
 - (d) A class where all students possess high intelligence level
2. Which section Rights of Children to Free and Compulsory Education Act prohibits deployment of teachers for non-educational purposes
 - (a) Section 22
 - (b) Section 27
 - (c) Section 21-A
 - (d) Section 7
3. Model Rule 7(1) under Rights of Children for Free and Compulsory Education Act provides for
 - (a) Free and compulsory education for all children
 - (b) Admission of children belonging to weaker section of the society
 - (c) Prohibits deployment of teachers for non-educational purposes
 - (d) Indicators of child friendly classroom
4. What is Net Attendance Ratio (NAR) means
 - (a) Attendance in the classroom
 - (b) Attendance of students in a school
 - (c) Enrollment of a particular age group of children as a portion of total children of that age group
 - (d) Enrollment of children in a school
5. Which document has stated that dropout rate of children is high when they move from primary to secondary classed
 - (a) National Sample Survey Organization
 - (b) National Plan of Action for Children
 - (c) National Sample Survey
 - (d) National Census Survey
6. Which document directs the State to take measures for affordable and accessible quality education upto secondary level
 - (a) Constitution of India
 - (b) National Plan of Action for Children
 - (c) National Policy for Children
 - (d) A Framework for Rights-based education

7. Is students lack of interest in studies a classroom risk
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
8. Can involving students during classroom discussion is an indicator of child friendly classroom
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
9. Does a child friendly classroom allow teachers to devote sometime to listen to the issues and concerns of children in the classroom
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
10. Is it ok to physically punish unruly students in classroom
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about safe laboratory in the schools
- ❖ To familiarize the teachers about safety measures to be adhered in laboratory
- ❖ To equip the teachers to identify risks and take remedial measures accordingly

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Conduct risk and vulnerability assessment of the school laboratory
- ❖ Have clear understanding about safe laboratory in the school
- ❖ Take actions to make the school lab safe for children
- ❖ Reduce underlying risk factors



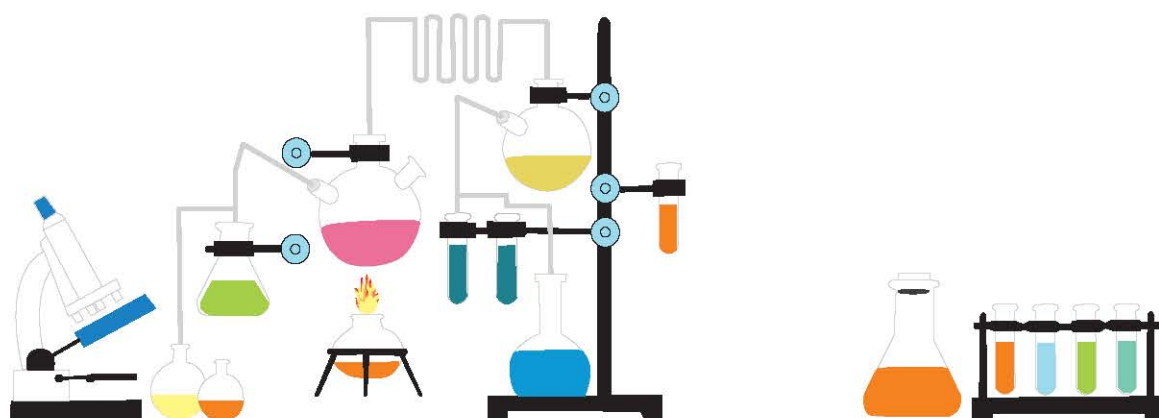
WHAT IS SAFETY IN SCHOOL LABORATORY?

- ❖ Safety also means capability of assessing hazards including understanding the consequences of such hazards
- ❖ Safe school laboratory is a place where:
 - ♦ Students can carry out experiments without any harm to themselves
 - ♦ Experiments are conducted under the supervision of laboratory in-charge
 - ♦ Chemicals are placed safely in the laboratory
 - ♦ Safety equipment are available in case of emergencies such as sand buckets, fire extinguishers, etc.
- ❖ Some of the common hazards in school laboratories are spill of acids or bases, biological hazards, electrical hazards and physical hazards.

COMMON LABORATORY HAZARDS

Laboratory Hazards	Consequences	Risk Mitigation
Acids and bases - hydrochloric acid, nitric acid, sulfuric acid, acetic acid, phosphoric acid, sodium hydroxide, potassium hydroxide, ammonia, etc.	Due to corrosive nature these acids and bases can: • irritate or even burn the eyes, • irritate the skin, and cause respiratory distress The risk is higher when they are concentrated, but even when diluted they can be hazardous	Protective equipment, including chemical goggles, aprons, and gloves, is essential The teacher should research on handling of specific acids or bases by studying the Safety Data Sheets before using them
Biological Hazards - bacteria, fungi, viruses, blood, tissue and/or bodily fluids	These chemicals or organisms increase the rate of natural biodegradation They have the ability to adversely affect human health such as allergic reactions to serious medical conditions, even death.	They should be handled only by teachers with the knowledge and skills to work with them safely They are not recommended for use in the pre-college setting
Compressed gases - Helium,	High school laboratories generally	The cylinder should always be

nitrogen, carbon dioxide, hydrogen, oxygen	use lecture bottles rather than large gas cylinders, which require the use of special pressure regulators and valves.	kept secured. The cap should always be on when not in use. The valves and regulators should be routinely checked for leaks.
Electrical hazards - Hot plates, magnetic stirrers, any equipment plugged into an electrical outlet	It can cause electric shock, electrocution, burns, fires, and even explosions	All the electrical circuits in a science laboratory should include ground fault circuit interrupters (GFCIs) Any electrical circuits used for measuring conductivity, or similar circuits, unless they are battery-powered, must contain a momentary switch The teacher should ensure that all electrical devices are functioning properly and that the electrical cords are in good condition



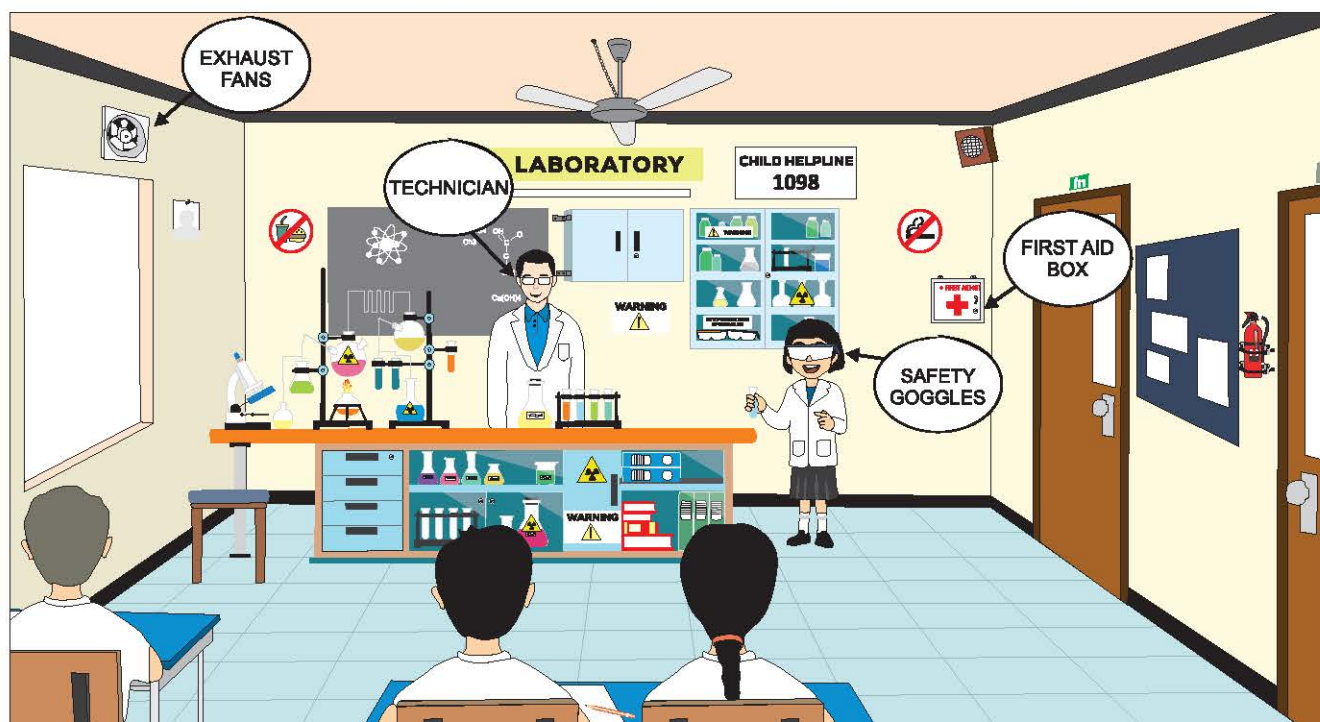
(Fig. 1.5.1)

WHY SAFETY IN SCHOOL LABORATORY?

- ❖ Any violation or lapses with regard to children safety and well-being of children in school campuses may result in disaffiliation of the school^[1]
- ❖ The onus of keeping children safe within schools would "solely lie upon the school authorities", bringing the very topic of safety and security of children in schools to centre stage
- ❖ It is the responsibility of the teacher to instill a general understanding of safety in the laboratory^[2]

HOW TO ENSURE SAFETY IN SCHOOL LABORATORY

- ❖ **Laboratory should have at least one technician always present and available during school hours**
- ❖ There must be sufficient space for free mobility of children in case of an emergency
- ❖ Chemicals and instruments must be kept safely beyond the easy access of children and should be used only under supervision
- ❖ A first aid box must be available in the lab. **It should also be checked regularly for availability and medicine expiry dates**
- ❖ Exhaust fans must be in place and functional to allow release of gases
- ❖ Children and teachers must be trained to meet any emergency in the laboratory
- ❖ **Eye protection is required at all times where chemicals are handled and stored Contact lenses should not be worn. Safety goggles must be worn when the use of contact lenses cannot be avoided^[3]**



(Fig. 1.5.2)

- ❖ Teachers and lab technician to ensure children do not indulge in horseplay, pranks and other mischief
- ❖ Name of the contents and the appropriate hazard warning must be prominently displayed on all primary and secondary containers
- ❖ Persons using chemical must know its hazards and how to effectively prevent and treat any overexposure
- ❖ Eating, drinking, smoking, application of cosmetics, and storage of food or beverages to be prohibited in any lab or chemical storage area
- ❖ No experiment should be allowed without the supervision of teacher/technician
- ❖ Appropriate clothing must be worn, including a protective apron or lab coat
- ❖ Mouth pipetting or suctioning to be prohibited
- ❖ Personnel to wash hands, face, and arms before leaving the laboratory
- ❖ No materials, equipment, or chemicals may be removed from the laboratory or lab storage without specific permission and supervision of the instructor
- ❖ Personnel must know the location of, and adhere to, all requirements of the Lab Safety - Chemical Hygiene Plan (a sample Chemical Hygiene Plan is available from the Safety Bureau)
- ❖ In chemistry labs, the bottles used for storing the chemicals must be secured and protected against shattering

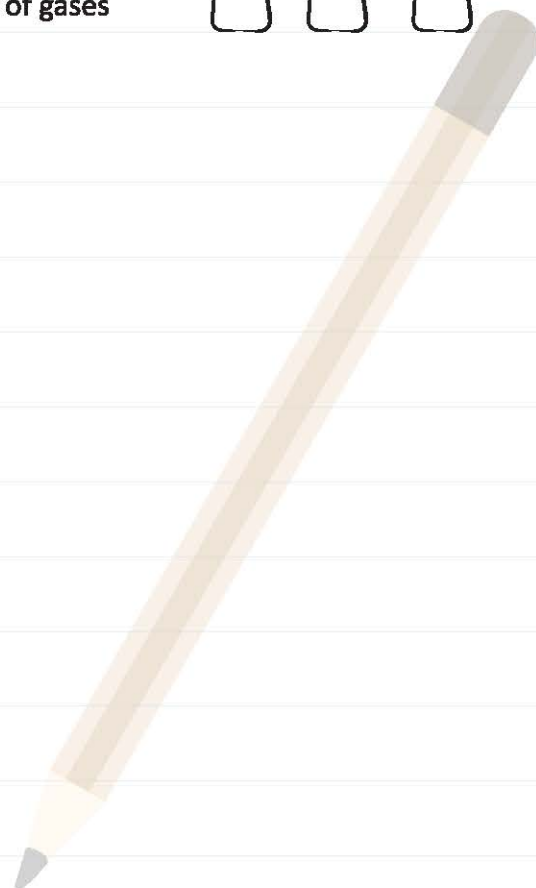
REMEDIAL MEASURES FOR COMMON LABORATORY HAZARDS

Laboratory Hazards	Remedial Measures
Acids and bases	❖ If the spill of acid or base is on the skin, immediately wash well with water ❖ Alert people in the laboratory to evacuate ❖ If spilled material is flammable, turn off ignition and heat sources
Biological Hazards such as bacteria, fungi, viruses, blood, tissue and/or bodily fluids	• Soak paper towels in disinfectant and place over spill area • Clean spill area with fresh towels soaked in disinfectant • Place towels in plastic bag for disposal
Compressed gases such as Helium, nitrogen, carbon dioxide, hydrogen, oxygen	• Avoid breathing vapors • Use appropriate kit to neutralize and absorb inorganic acids and bases

	❖ Collect residue, place in container, and dispose as chemical waste ❖ Use appropriate kit or absorb spill with vermiculite, dry sand, or diatomaceous earth ❖ Clean spill area with water
Electrical hazards such as Hot plates, magnetic stirrers, any equipment plugged into an electrical outlet	❖ Disconnect the electric device immediately ❖ Avoid contacting circuits with wet hands or wet materials ❖ Use appropriate category of fire extinguisher (preferable Dry Chemical, which works for Class A, B and C type fire) ❖ In case of a fire involving individual clothing ♦ do not run ♦ stop, drop on to the ground with hands covering the face and roll to extinguish the fire ❖ Use safety shower to extinguish the fire

INDICATIVE CHECKLIST FOR FIRE SAFETY IN SCHOOL

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	The laboratories are safe and spacious enough for hazard free Learning	☐	☐	☐
2	First aid box is available	☐	☐	☐
3	Protective equipment, including chemical goggles, aprons, and gloves are available	☐	☐	☐
4	Chemicals and instruments are kept safely beyond the easy access of children	☐	☐	☐
5	Bottles used for storing the chemicals secured and protected against shattering	☐	☐	☐
6	No specimen of any plants or animals such as corals, shark, frog and starfish	☐	☐	☐
7	Hazard warning is prominently displayed on all primary and secondary containers	☐	☐	☐
8	Exhaust fans are placed and functional to allow release of gases	☐	☐	☐



Note: In the absence of safe laboratories, the chances of human-induced hazards are very high

IMPACT OF THE SESSION

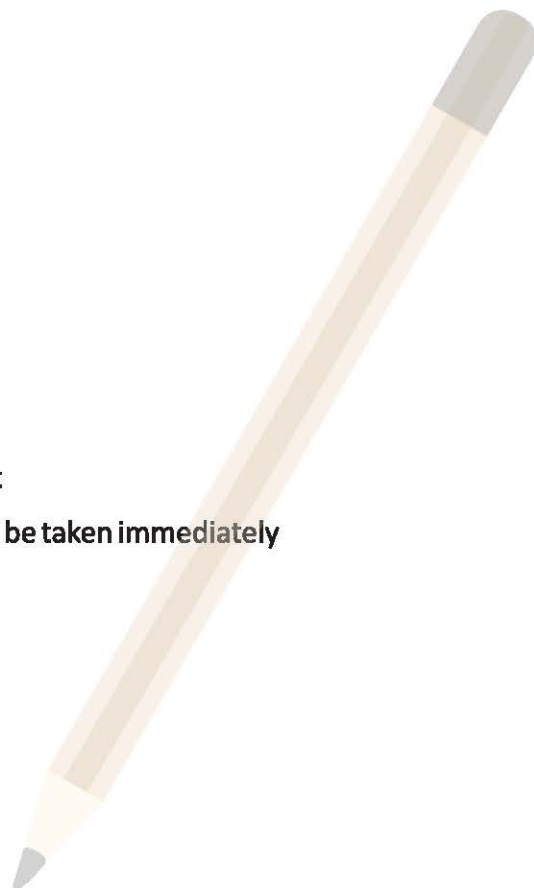
- ❖ Creation of schools laboratories as safe place for students to conduct experiments under supervision
- ❖ Students will get a chance to practice whatever they have been taught in the science class (learning by doing, putting theory into practice)

REFERENCES

- 1 CBSE Circular, September, 2017
- 2 Guideline for Chemical Laboratory safety in Secondary School, American Chemical Society , 2016
- 3 School Science Safety Guidelines , Department of Labour and Industry, Montana

(QUESTIONS)

1. Safe School Laboratory means
 - (a) Laboratory is safe to conduct experiments
 - (b) Students can carry out experiments without any harm to themselves
 - (c) Non availability of harmful chemical in the laboratory
 - (d) School laboratory is in safe place of the school
2. What includes acids and bases hazards in school laboratory
 - (a) hydrochloric acid
 - (b) bacteria
 - (c) magnetic stirrers
 - (d) carbon dioxide
3. What are the examples of biological hazards in school laboratories
 - (a) Ammonia
 - (b) viruses, blood, tissue and/or bodily fluids
 - (c) sodium hydroxide, potassium hydroxide, ammonia
 - (d) Helium, nitrogen, carbon dioxide, hydrogen
4. Can a school be disaffiliated on grounds of any violation or lapses with regard to safety and well being of students in school
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
5. Personal Protective Equipment (PPE) protects
 - (a) the lab users from serious injuries or illnesses
 - (b) the chemicals from spillage
 - (c) protects the emergency equipment
 - (d) protects the laboratory from any untoward incident
6. If the acid and bases spill on face, what remedial measure can be taken immediately
 - (a) Wash with water
 - (b) Clean spill area with soaked towel
 - (c) Use appropriate kit to neutralize
 - (d) Call for help



7. What is the immediate remedial measure if there is leakage of compressed gases in the laboratory
- (a) Clean spill area with fresh towels soaked in disinfectant
 - (b) Avoid breathing vapors
 - (c) Alert people in the laboratory to evacuate
 - (d) Disconnect the electric device immediately
8. What can be done if there is fire due to short circuit in the school laboratory
- (a) Use water to douse the fire
 - (b) Call fire department
 - (c) Disconnect the electric device immediately
 - (d) Alert people in the laboratory to evacuate
9. What can be done in case of fire involving individual clothing
- (a) stop, drop on to the ground with hands covering the face and roll to extinguish the fire
 - (b) Avoid breathing
 - (c) Alert people in the laboratory to evacuate
 - (d) Shout for help



OBJECTIVES OF THE SESSION

- ❖ Sensitize the teachers about safety of children in school transport
- ❖ Provide tips for making school transport safe for children
- ❖ Equip the teachers to identify risks and take remedial measures accordingly
- ❖ Orient the teachers about the various guidelines related to safety of children in school transport

**LEARNING OUTCOMES OF THE SESSION**

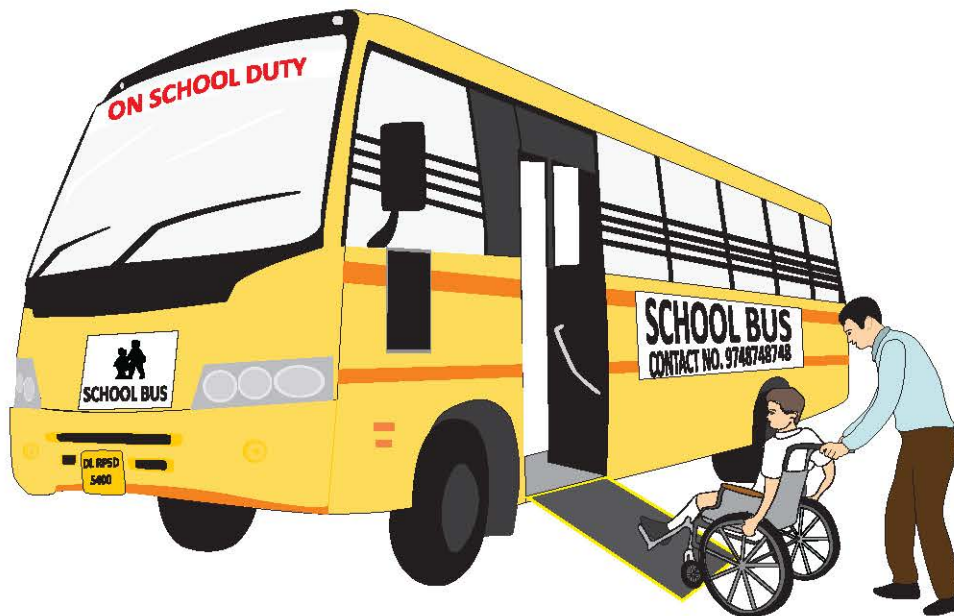
At the end of the session, teachers will be able to:

- ❖ Conduct risk and vulnerability assessment in the school
- ❖ Have sound understanding about various guidelines related to safety of children in school transport
- ❖ Take actions to make the school transport safe for children
- ❖ Reduce underlying risk factors



WHAT IS SAFE SCHOOL TRANSPORT?

- ❖ As per the notification no.G.S.R.868(E) issued by Ministry of Road Transport and Highways, GOI, School Bus was defined as, “a vehicle with a seating capacity of thirteen passengers and above excluding driver, designed and constructed specially for school going children.”



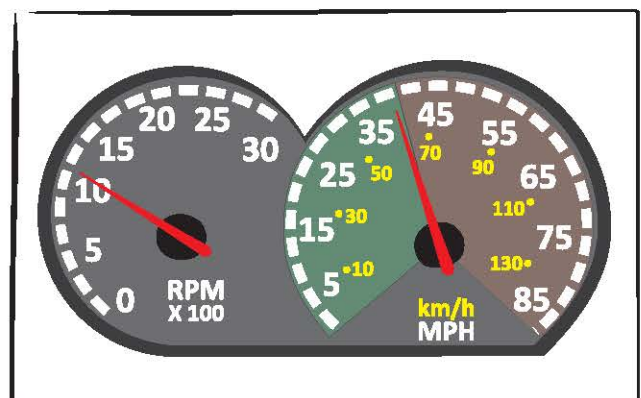
(Fig. 1.6.1)

Exterior of the Bus

- ❖ All the school buses must be painted with uniform colour preferably Yellow with the name of the school written prominently on both sides of the bus so that these can be identified easily
- ❖ The word "School Bus" must be written on the back and front of the bus if it is a hired bus, "On School Duty" should be clearly indicated
- ❖ Telephone numbers of the school and/or telephone numbers of any contact person should also be written in a prominent place in each school bus

Fixture and Furniture of the Bus

- ❖ The windows of bus must be fitted with horizontal grills and with mesh wire
- ❖ The doors of the bus must be fitted with reliable locks which are locked during travel
- ❖ All school buses must be fitted with speed control devices so that they do not exceed the speed limit of 40 Km/h



(Fig. 1.6.2)

- ❖ there must be a space fitted under the seats to keep school bags safely

Facilities in the Bus

- ❖ Bus should have a First Aid Box
- ❖ To keep the school bags safely, there should be a space fitted under the seats or above
- ❖ The buses should be fitted with alarm bell/siren so that in case of emergency everyone can be alerted
- ❖ There must be a fire extinguisher in the Bus



(Fig. 1.6.3)

WHY SAFETY OF CHILDREN IN SCHOOL TRANSPORT?

- ❖ Children can be kidnapped when they are waiting to embark a school bus
- ❖ As per the Accidental Deaths and Suicides in India 2015 report, 1,48,707 people were killed and 4,82,389 people were injured in 4,64,674 road accidents in India in 2015^[1]
 - ◆ Children below the age of 18 years contribute to 10.5 percent of all such fatalities

- *Over 20 school-going children between the ages of 3 and 15 were killed, and dozens injured when their school bus was hit by a speeding lorry in Uttar Pradesh- December, 2017*
 - *A 05 year old child was kidnapped from school bus in Delhi- January, 2018*
 - *06 year old twins were kidnapped from School Bus in Madhya Pradesh- February, 2019*
- 

HOW TO ENSURE SAFETY OF CHILDREN IN SCHOOL TRANSPORT?

- ❖ Monthly transport audit by the teacher in-charge of transport and the Principal of the school must be undertaken

Manpower in the Bus

- ❖ Police verification of the staff of the bus must be done before appointment
- ❖ Qualified attendant, preferably female must be in the bus to attend to Children
- ❖ Each school must designate one Transport Manager/ Coordinator who is to ensure the safety of the school children
- ❖ One teacher must travel in each school bus, keeping in view the safety of the school children all throughout the journey
- ❖ All students must get a seat in the school bus. No standing is allowed
- ❖ No outsider is to be allowed to board school bus
- ❖ If age of school children is below 12 years, the number of children carried should not exceed 1½ times the permitted seating capacity. Children above 12 years should be treated as one person
- ❖ Regular medical checkup regarding the physical fitness of the driver including an eye test should be done every year

E-Permits

- ❖ The driver must have valid license and at least 5 years of experience of driving heavy vehicles. His name ID be displayed on the shirt
- ❖ A driver who has been challaned more than twice in a year for offences like red light jumping, violation of lane discipline or allowing unauthorized person to drive cannot be employed as school bus driver
- ❖ A driver who has been challaned even once for the offence of over speeding, driving dangerously or for the offences under Section 279 and 304 A (causing death by negligence) and 337 and 338 (causing hurt grievous hurt act endangering life) of the Indian Penal Code cannot be employed
- ❖ Every vehicle must carry a suitable photograph of the authorized driver duly certified by the RTA

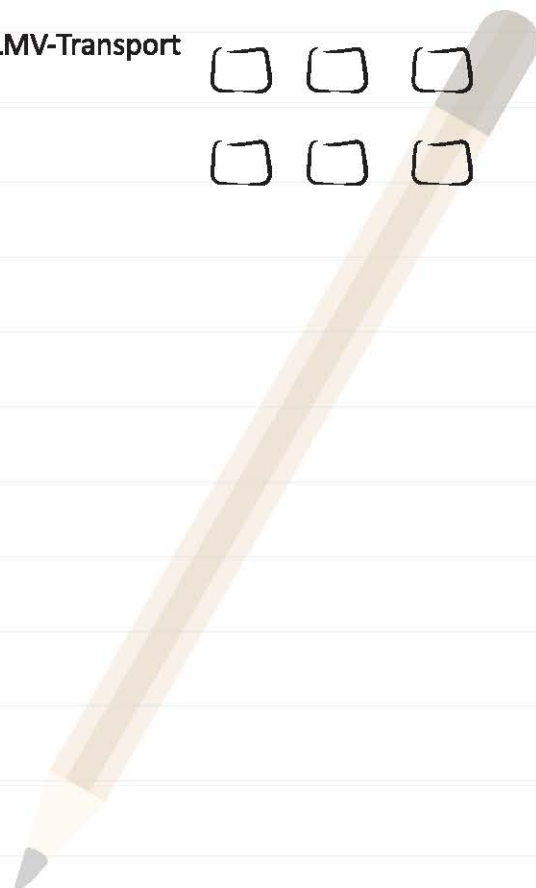
- ❖ Periodical fitness certificate regarding roadworthiness of the vehicle must have to be obtained
- ❖ Any school authority and/or driver found to have violated the provision of the Motor Vehicles Act, 1988 and the rules framed there under as well as of the directions must be penalized
- ❖ The bus driver must carry a complete list of the children being ferried in the school cab, indicating the name, class, residential address, blood group and the points of stoppage, route plan, etc.

Arrangements in the Schools

- ❖ All schools must make safe arrangement for boarding and de- boarding of school children from the school bus
- ❖ The school authority must ensure that the doors of the bus remain shut while in running condition
- ❖ Buses must halt only at bus stops designated for the purpose and within the marked area
- ❖ Refresher course for drivers must be held at least twice a year to explain his duties and responsibilities
- ❖ The authority must ensure that the school buses are not permitted to overtake any other four wheelers while carrying the school children in the bus
- ❖ No person is to be allowed to drive the school bus in drunken condition. School must conduct regular checks and in case of any doubt such drivers must be subjected to medical test immediately and proper action including the action for cancellation of the license must to be taken
- ❖ All drivers must be dressed in a distinctive uniform with their names inscribed in it
- ❖ A qualified person must be appointed as conductor to attend to children. He/she must be in a distinct uniform with name on a batch
- ❖ The school authority must provide one set of mobile phone in each school bus so that in case of emergency the bus can be contacted or the driver/conductor can contact the police or State authority as well as the school authority
- ❖ The School authority must ensure that the children maintain discipline when boarding and disembarking the bus so that no children get hurt
- ❖ Effort must be made by the school to make necessary arrangement for parking the school bus inside the school campus at least at the time of boarding and disembarking. In case it is not possible to park such vehicle inside the school campus, the buses must be parked in such a way so that it does not create any traffic problem for other vehicles
- ❖ Periodic feed-back from children using school Transport facility with regards to driver/conductor be taken and records must be maintained

INDICATIVE CHECKLIST FOR SAFE SCHOOL TRANSPORT

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	"School Bus" is written on the back and front of the Bus	☐	☐	☐
2	On hired school bus, "On School Duty" is clearly indicated	☐	☐	☐
3	Availability of First-Aid-Box in school bus	☐	☐	☐
4	The windows of bus must be fitted with horizontal grills	☐	☐	☐
5	Fire Extinguisher in the bus	☐	☐	☐
6	School name and telephone number is written on the bus	☐	☐	☐
7	Doors of the bus is fitted with reliable locks	☐	☐	☐
8	Space-fitted under the seats for keeping the school bags safely	☐	☐	☐
9	Attendant from the school in the bus	☐	☐	☐
10	School buses/cabs fitted with speed control devices so that they do not exceed the speed limit of 40 Kmph	☐	☐	☐
11	Driver of a school cab must have valid licence to drive LMV-Transport Vehicles for a period of at least four years	☐	☐	☐
12	All students must get a seat in the school bus	☐	☐	☐



Note: In the absence of safe school transport, more students are prone to accident and abuse in school buses

IMPACT OF THE SESSION

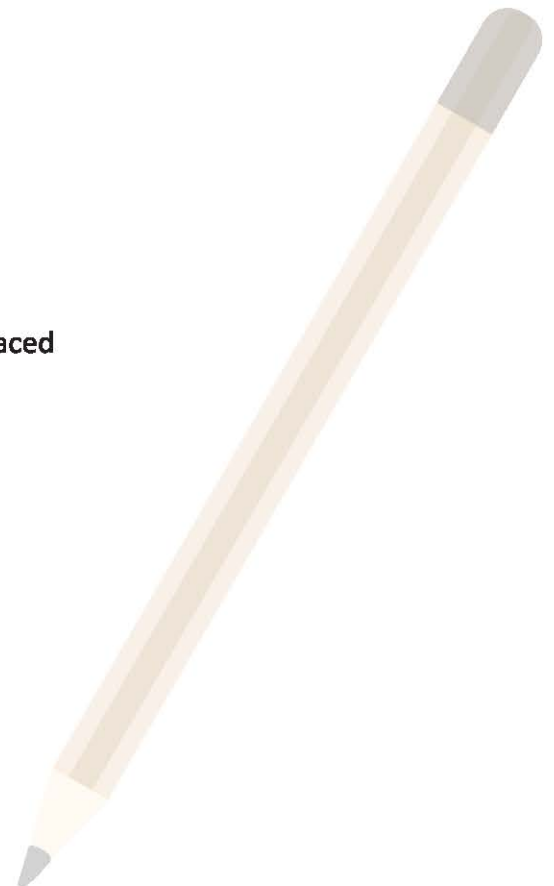
- ❖ Safety of children shall be ensured in the school buses
- ❖ The accident rates of school buses would be less

REFERENCES

- 1 Road Traffic Accidents Statistics, 2015, NCRB

(QUESTIONS)

1. What is a 'School Bus' as per the notification of Ministry of Road Transport and Highways
 - (a) A vehicle designed specifically for school going children
 - (b) A vehicle with sitting capacity of 13 and more children excluding the driver, designed and constructed specially for children going to school
 - (c) A vehicle with sitting capacity of 17 and more children excluding the driver, designed and constructed specially for children going to school
 - (d) A vehicle with sitting space of children, designed and constructed specially for children going to school
2. School buses must be painted in which colour
 - (a) Red
 - (b) Blue
 - (c) Yellow
 - (d) Orange
3. What is to be written on a hired school bus
 - (a) School Bus
 - (b) On duty
 - (c) On School Duty
 - (d) Hired bus for school
4. What is the speed limit of school bus
 - (a) 70 KMPH
 - (b) 50 KMPH
 - (c) 60 KMPH
 - (d) 40 KMPH
5. At what direction the drills of school bus windows must be placed
 - (a) Vertical
 - (b) Horizontal
 - (c) Diagonal
 - (d) Nothing specific
6. Is it mandatory to have fire extinguisher in school bus
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response

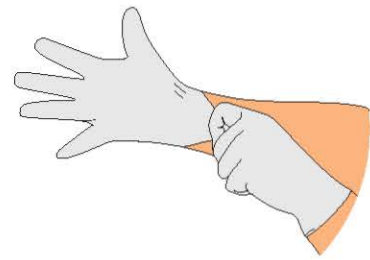


7. Who does the monthly transport audit of school bus
- (a) Teacher in-charge
 - (b) Principal
 - (c) Both the teacher in-charge and principal of the school
 - (d) Any agency hired by school authority
8. What is the mandatory requirement for school bus driver
- (a) Must have valid license and 05 years' experience
 - (b) Must have valid license
 - (c) Must have experience of driving school bus
 - (d) Must be a faithful person
9. Can a driver who has been challaned even once for the offence of over speeding, driving dangerously or for the offences under Section 279 and 304 A, be appointed as school bus driver
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response

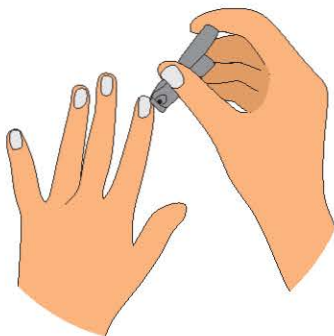


TUTORIAL - II

HEALTH AND HYGIENE



SOAP



2.1

HEALTH SCREENING, HEALTH CARE AND REFERRAL AND MICRONUTRIENT (VITAMIN A AND IFA) MANAGEMENT

OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about screening, health care and referral in the school
- ❖ To provide tips to carry out screening of children to ensure their physical being in schools.
- ❖ To sensitize the teachers about importance of micronutrient to children
- ❖ To provide tips to ensure supply of micronutrients to the children
- ❖ To equip the teachers to identify risks and take remedial measures accordingly



LEARNING OUTCOMES OF THE SESSION

At the end of the session, teachers will be able to:

- ❖ Conduct health screening of all the students
- ❖ Have sound understanding about screening, health care and referral in the school
- ❖ Have sound understanding about importance of micronutrients
- ❖ Conduct an assessment of micronutrient status of children
- ❖ Take actions for supply of micronutrients to the children



WHAT IS SCREENING, HEALTH CARE AND REFERRAL AND MICRONUTRIENT MANAGEMENT?

Part A: Health screening, health care and referral

- ❖ health screening of all students covering following aspects: in:
 - ♦ Assessment of general health
 - ♦ Nutritional status of children
 - ♦ Visual acuity
 - ♦ Hearing,
 - ♦ Dental check-up
 - ♦ Common skin conditions
 - ♦ Physical disability
 - ♦ Learning difficulty
 - ♦ Behavioral problems, etc.
- ❖ Sick children or children requiring specialized attention to be identified and immediately referred to the doctor or nearest hospital
- ❖ Iron folic acid tablets must be provided to all students every week except those under any treatment or suffering from epilepsy

Part B: Micronutrient Management

- ❖ Micronutrient management means making the essential nutrients available to children to ensure their physical well-being
- ❖ Micronutrients, although needed in small amount, play leading roles in the production of enzymes, hormones and other substances
- ❖ Micronutrient includes iron, vitamins minerals, are essential to ensure normal metabolism, growth and physical well-being

WHY HEALTH SCREENING, HEALTH CARE AND REFERRAL AND MICRONUTRIENT MANAGEMENT OF CHILDREN IN SCHOOL?

Part A: Health Screening, health care and referral

- ❖ Poor health hygiene practice leads to communicable diseases
- ❖ The school is an ideal setting to acquire knowledge and skills about healthy choices and to increase physical activity levels
- ❖ Article 39 (f) of the Constitution of India directs the State to ensure that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity

and that childhood and youth are protected against exploitation and against moral and material abandonment

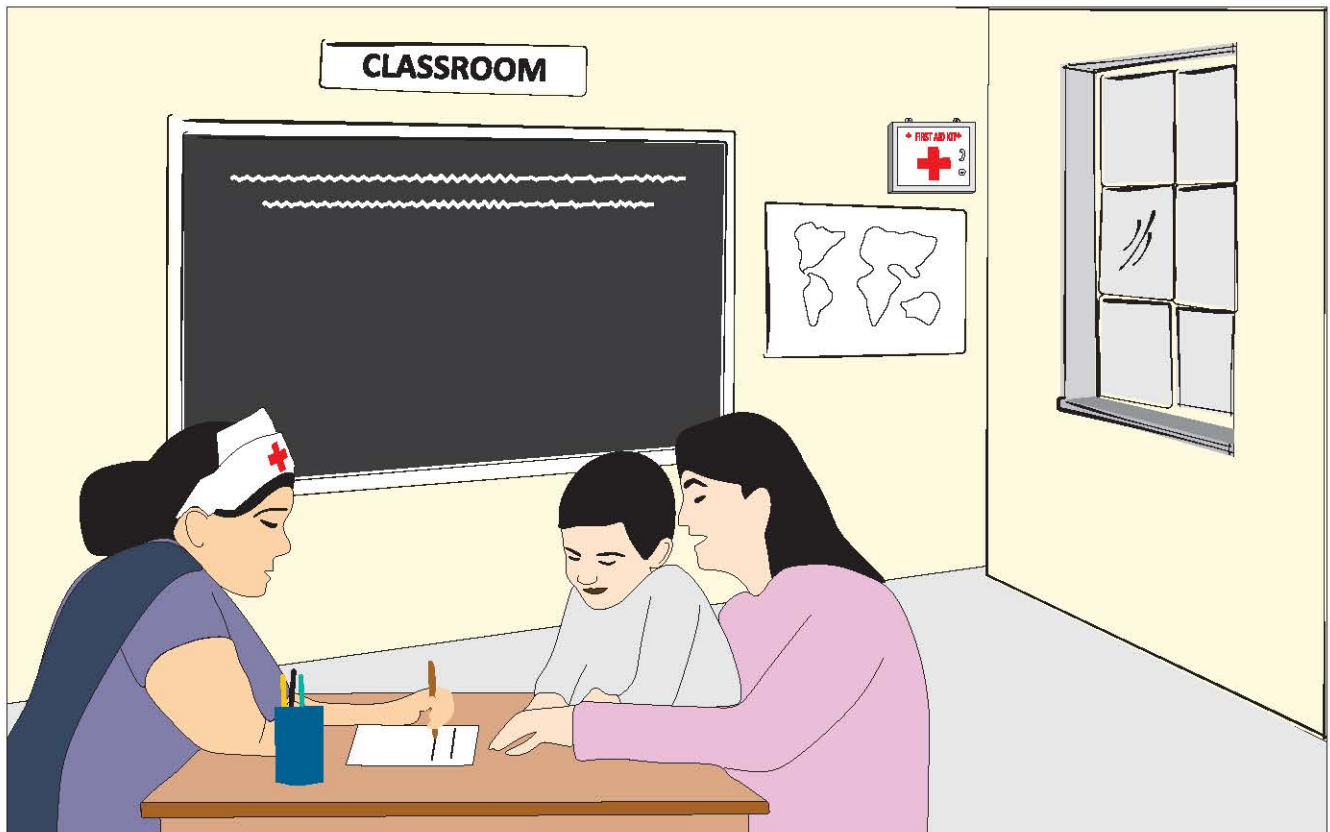
- ❖ National Health Policy (NHP) 2017^[1] also envisages attainment of the highest possible level of health and wellbeing for all ages, through preventive and promotive health care. The policy lays greater emphasis on investment in school health by incorporating health education as part of the curriculum, promoting hygiene and healthy practices within the school environs

Part B : Micronutrient management

- ❖ Micronutrient deficiency is a public health problem affecting more than one-fourth of the Global Population
- ❖ The World Health Report 1998^[2] says India contributes 1/3rd of total malnourished children in the world, with prevalence as high as 29.4%
- ❖ Nutritional deficiency in childhood can make a child more prone for infectious diseases like pneumonia and tuberculosis
- ❖ According to National Family Health Survey-4 (2015-16), 35.8 % of children under 5 years of age are underweight, 38.4 % are stunted and 21.0 % are wasted in 2015-16^[3]
- ❖ Vitamin A deficiency can lead to preventable blindness in children
- ❖ Vitamin A deficiency also causes impaired immune function, poor iron metabolism and acute respiratory infections^[4]

HOW TO ENSURE SCREENING, HEALTH CARE AND REFERRAL AND MICRONUTRIENT MANAGEMENT OF CHILDREN?

- ❖ **Part A: Health screening, health care and referral**
- ❖ Periodic (monthly or quarterly) health checkups by medical staff of the school, if available or by associated health care center



(Fig. 2.1.1)

- ❖ First aid box must be available in the school to take care of common ailments among the children
- ❖ **There must be a medical room in the school with basic medical facilities**
- ❖ Ensure parents are informed immediately about their sick children
- ❖ If the students/staff get sick within the school time, they need to be referred directly to a health facility, depending on the situation/context, or sent back to their home

Part B: Micronutrient management

- ❖ Children must be given six monthly dose for de-worming and Vitamin –A supplementation
- ❖ Children must be given weekly iron and Folic Acid Supplement Zinc and other appropriate supplementation depending on common deficiencies found in the local area
- ❖ Only iodized/ double fortified (iron and iodine) salt must be used for cooking
- ❖ De-worming process in schools should be done regularly
- ❖ There should be a biannually supervised schedule for de-worming of children in schools
- ❖ IEC materials should be distributed amongst children and parents of the school
- ❖ Siblings of children should also be covered for de-worming process, especially children in rural settings and urban slums

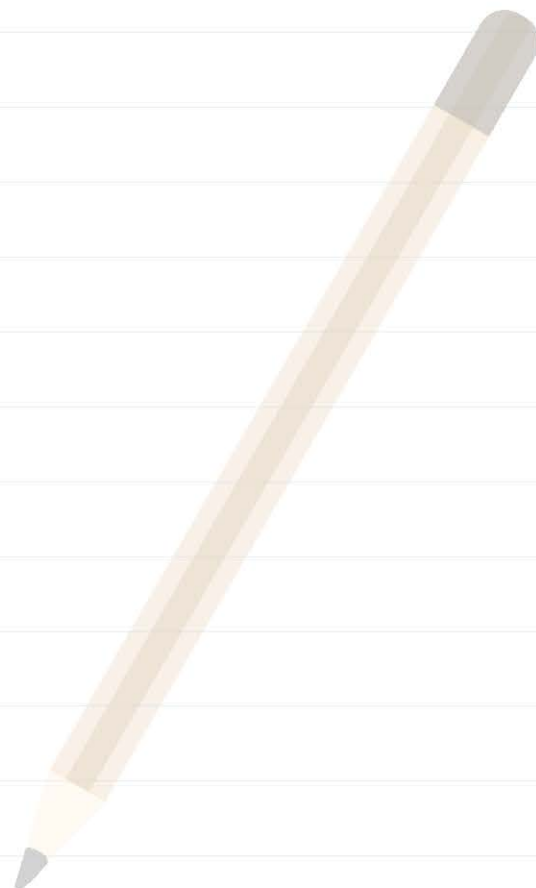
High Nutritive Value Food for Students

- Milk, cheese, curd
- Vegetable like spinach, broccoli, sweet potato, green vegetables
- Whole grains and nuts like white or brown rice, corn, almond, pistachios, walnuts, cashews, peanuts etc.
- Seasonal fruits



INDICATIVE CHECKLIST FOR SCREENING, HEALTH CARE AND REFERRAL

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	Designated medical room in school	☐	☐	☐
2	Periodic health checkup of students by medical doctor	☐	☐	☐
3	Availability of first aid box	☐	☐	☐
4	Availability of medical record of students	☐	☐	☐
5	Children are given six monthly dose for de-worming	☐	☐	☐
6	Children are given Vitamin –A supplementation	☐	☐	☐
7	Children are given weekly iron and folic acid supplement zinc	☐	☐	☐
8	IEC materials should be distributed amongst children and parents	☐	☐	☐



Note: In the absence of healthcare facilities in the school, there would be panic to deal with minor injuries in the school premises or even any accident or emergency

IMPACT OF THE SESSION

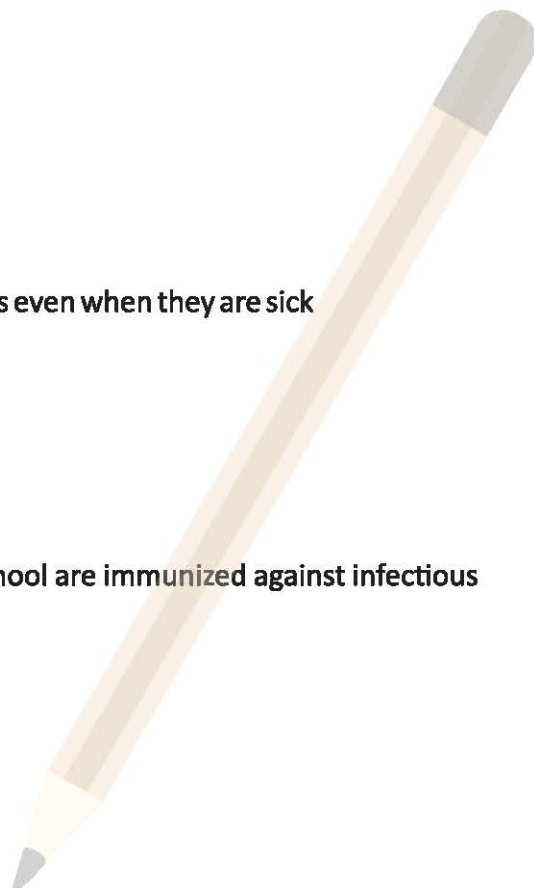
- ❖ Health record of all the students are maintained in the school itself
- ❖ All minor injuries/illness are handled within the school premises itself
- ❖ Timely address of critical health related cases of children

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(QUESTIONS ON HEALTH SCREENING)

1. Which article of constitution of India directs the State to ensure that children are given opportunities to grow in a healthy manner
 - (a) Article 21
 - (b) Article 39
 - (c) Article 14
 - (d) Article 73
2. Which policy of Government of India emphasis on investment in school health by incorporating health education the curriculum
 - (a) National Policy for Children
 - (b) National Plan of Action for Children
 - (c) National Health Policy
 - (d) National Nutrition Policy
3. Can poor health and hygiene be one of the causes of communicable diseases
 - (a) Yes
 - (b) No
 - (c) Don't Know
 - (d) No response
4. Is it mandatory to have a medical room in the school
 - (a) Yes
 - (b) No
 - (c) Don't Know
 - (d) No response
5. Is it mandatory for students to participate in physical activities even when they are sick
 - (a) Yes
 - (b) No
 - (c) Don't Know
 - (d) No response
6. Does health care in schools means 'All the children in the school are immunized against infectious diseases'
 - (a) Yes
 - (b) No
 - (c) Don't Know
 - (d) No response



7. What does health screening, health care and referral of students in school cover
- (a) Health status including Body Mass Index
 - (b) Nutrition status including anemia monitoring
 - (c) Referral to hospital wherever required
 - (d) Health and nutritional status including visual, hearing and dental conditions also physical and psychological assessment
8. Does periodic health checkups can ensure health screening and health care of students in schools
- (a) Yes
 - (b) No
 - (c) Don't Know
 - (d) No response



(QUESTIONS ON MICRONUTRIENTS)

1. As per WHO report 1998, what is the prevalence of malnourished children in India
 - (a) 21.48 %
 - (b) 29%
 - (c) 29.4%
 - (d) 28.5%
2. As per NFHS-4 how many children below 5 years are underweight in India
 - (a) 38%
 - (b) 35.8%
 - (c) 34.5%
 - (d) 37%
3. Vitamin A deficiency in children leads to
 - (a) Skin problem
 - (b) Permanent blindness
 - (c) Preventable blindness
 - (d) Loss of hearing
4. What does micronutrient management means
 - (a) Making essential nutrients available for children
 - (b) Making Vitamins available for children
 - (c) Availability of iron folic acid tablets for children
 - (d) Provide green leafy vegetables for children
5. What is the frequency of de-worming and Vitamin A supplementation in children
 - (a) Quarterly
 - (b) Monthly
 - (c) Six monthly
 - (d) Yearly
6. As per NFHS-4 the stunted population of children in India is
 - (a) 35%
 - (b) 38.4%
 - (c) 21.5%
 - (d) 37.4%



7. Nutritional deficiency in childhood can make a child more prone for infectious diseases
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No Response
8. Can Vitamin A deficiency causes impair immune system and poor iron metabolism in children
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No Response
9. How frequently the iron and Folic Acid Supplement Zinc is given to children
- (a) Weekly
 - (b) Monthly
 - (c) Quarterly
 - (d) Six monthly



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about importance of hygiene and sanitation in the school
- ❖ To provide tips to ensure proper hygiene and sanitation in schools
- ❖ To equip the teachers to identify risks and take remedial measures accordingly

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Acquire knowledge, attitude, skill of teaching good hygiene behaviour
- ❖ Identify hygiene and sanitation related issues in the school
- ❖ Have sound understanding about various factors associated with hygiene and sanitation in the school
- ❖ Take actions to ensure proper hygiene and sanitation in school



WHAT IS HYGIENCE AND SANITATION IN SCHOOL?

- ❖ As per World Health Organization
 - ♦ Sanitation is defined as access to and use of facilities and services for the safe disposal of human urine and bodily waste^[1]
 - ♦ Hygiene refers to conditions and practices that help to maintain good health and prevent the spread of diseases
- ❖ Hygiene and sanitation in school means a way of keeping the school clean and adoption of good habits by students and teachers for ensuring personal hygiene such as washing hands with soap before and after meal and after using toilets
- ❖ Hygiene and sanitation in school includes availability of
 - ♦ Sufficient **safe and clean toilets** for both boys and girls
 - ♦ **Menstrual hygiene management programme**, hand washing facilities
 - ♦ **Safe drinking water**



(Fig. 2.2.1)

What is Menstrual Hygiene Management Programme

- ❖ As per Menstrual Hygiene Management – National Guidelines^[2], menstrual hygiene means
 - ♦ The articulation, awareness, information and confidence to manage menstruation with safety and dignity using safe hygienic materials together
 - ♦ With adequate water and agents and spaces for washing and bathing with soap

- ♦ And disposal of used menstrual absorbents with privacy and dignity

What is safe drinking water

- ❖ Safe drinking (potable) water is the water that can be delivered to the user and is safe for drinking, food preparation, personal hygiene and washing^[3].
- ❖ The water must meet the required (chemical, biological and physical) quality standards at the point of supply to the users^[4].

WHY HYGIENE AND SANITATION IN SCHOOL?

- ❖ To ensure a conducive hygienic environment in the school
- ❖ To avoid any communicable and non-communicable disease among children
- ❖ Help children to inculcate hygiene practice in daily life

HOW TO ENSURE HYGIENE AND SANITATION IN SCHOOL?

- ❖ Annual Maintenance Contract (AMC) may be issued. This include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc.
- ❖ Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the School Management Committee (SMC)
- ❖ Weekly inspection of children to check their nails can encourage hygienic habits among children
- ❖ Personal hygiene can be discussed during classes
- ❖ Sessions on menstrual hygiene management for adolescents girls informing them about menstrual hygiene basics, materials, barriers, solutions etc. (ways to apply pads/tampons/cups, environment-friendly menstrual pads/cups, disposing process, link to health and other important points.)
- ❖ Creation of safe spaces to talk about menstruation and including boys in it
- ❖ Reminders for children to drink water every hour

HOW TO ENSURE HAND HYGIENE?

- ❖ According to National Health Portal (NHP), Government of India, hand washing is a simple and effective infection control intervention. Hand hygiene is the single most important procedure for preventing the transmission of diseases and infections. The most important thing to stay fit and healthy is frequent hand washing. Frequent hand washing in the right manner helps you wash away germs such as bacteria and viruses that you have picked from other surfaces^[5]
- ❖ Following steps must be taken to ensure hand hygiene among students in the school
- ❖ Students must be guided to wash their hands:
 - ✓ When hands are dirty
 - ✓ After using the washroom
 - ✓ Before eating, serving or preparing food
 - ✓ After touching pets or other animals
 - ✓ After outdoor activities
 - ✓ Before and after visiting anyone who's sick
 - ✓ After blowing your nose, sneezing or coughing
 - ✓ After touching garbage bag
 - ✓ regularly
- ❖ Personal hygiene must be discussed during classes
- ❖ Sufficient group hand washing facilities for children to wash hands at the same time
- ❖ Soaps for hand washing should be provided at child-accessible heights



(Fig. 2.2.2)

- ❖ Children must be encouraged to wash hands thoroughly for at least 20 seconds
- ❖ Water points must be available at a height accessible to children
- ❖ Weekly inspection of children to check their nails
- ❖ Post signs encouraging good hand washing practices

HOW TO ENSURE SAFE AND CLEAN TOILETS IN SCHOOL

- ❖ Toilets must have running water facility
- ❖ Separate toilets for boys and girls and must be specific to age group of children. Toilets for children must include:
 - ◆ Provision of hooks for hanging duppattas for girls
 - ◆ There must be at least one incinerator in girl's toilet block and niche to keep sanitary napkins
 - ◆ If the toilet for boys and girls are in one complex, they must have separate entrances preferably on opposite sides to avoid inconvenience and ensure privacy



(Fig. 2.2.3)

- ❖ Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals must be provisioned in every school. The ratio to be maintained is preferably one unit for every 40 children

- ❖ Access to toilet must be open and clear without any hindrance
- ❖ Squatting area, with adequate availability of water for washing within toilet block
- ❖ Orientation and opening for natural light and ventilation
- ❖ Door must have child-friendly latch
- ❖ Toilet floor must have adequate slope and maintainable durable finish
- ❖ Floor made of ceramic tiles is preferred for easy maintenance with adequate slope and easy to maintain durable finish
- ❖ Graphics and visuals depicting key hygiene messages must be displayed
- ❖ Hand washing space must be located at the most convenient place keeping in view the age group of children
- ❖ Toilet designs must also cater to the needs of physically challenged children with simple adaptations such as:
 - ♦ Low level of hand rail in toilet
 - ♦ Ramps, in case the toilet is at higher level or raised stool in case of Indian pan
 - ♦ Steps must be avoided as far as possible. A pipe to be attached to the tap for self-cleanings (as the child will be holding the bar/ hand -rail for balance)

HOW TO ENSURE PROPER IMPLEMENTATION OF MENSTRUAL HYGIENE MANAGEMENT PROGRAMME IN SCHOOL

- ❖ Sufficient number of sanitary pads must be available in school
- ❖ Availability of menstrual hygiene management facilities such as soap, water, adequate and private space for changing, disposal facilities for menstrual waste including an incinerator or dustbins



(Fig. 2.2.4)

HOW TO ENSURE SAFE DRINKING WATER

- ❖ Drinking water tank must be at a safe distance of at least 1 meters from the bleach/soak pits attached to school toilets or nearby toilets or from the community sewage water drain
- ❖ Sufficient water collection points must be available in schools at prominent places at all time
- ❖ Dispensers must be serviced regularly clearly mentioning next due date for the service. Mandatory AMC for all dispensers
- ❖ Water tanks must be cleaned on weekly basis
- ❖ Drinking water must be tested by the municipal inspector of the respective area

INDICATIVE CHECKLIST FOR HYGIENE AND SANITATION IN SCHOOLS

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	Regular/daily inspection of water and sanitation facilities	☐	☐	☐
2	Weekly inspection of children to check their nails	☐	☐	☐
3	Children are given weekly iron and folic acid supplement zinc	☐	☐	☐
4	IEC materials to be distributed amongst children and parents	☐	☐	☐
5	Separate toilets for students according to age and gender	☐	☐	☐
6	Separate toilets for teachers and support-staff/visitors	☐	☐	☐
7	All toilets are well lit, accessible and regularly cleaned	☐	☐	☐
8	All toilet cubicles have easy release lock on the inside and no lock on the outside of the cubicle and toilet complexes cannot be locked from inside or outside	☐	☐	☐
9	For children in Nursery/KG and Class 1 and Class 2, toilet visits are Supervised by lady caretaker lady staff	☐	☐	☐
10	All toilets for primary classes have lady staff for leaning/maintenance and no male staff is deployed there.	☐	☐	☐
11	All toilets upto primary classes are adjacent to class on the same floor	☐	☐	☐
12	All toilets for primary classes are child friendly, with doors having adequate gap from the floor, easy release cubicle lock on the inside and no lock on the outside of the cubicle. In the entire area of primary school, there are no male sanitation staff/guards or support staff. All the support staff should be Female	☐	☐	☐
13	Dedicated staff for overseeing proper use of the facilities	☐	☐	☐
14	All toilets must have sufficient dust bins	☐	☐	☐
15	Low level of hand rail in toilet	☐	☐	☐
16	Separate toilet for children with disabilities	☐	☐	☐

Note: In the absence of proper health and hygiene, students fall easy prey to diseases which adversely affects their studies and attendance

IMPACT OF THE SESSION

- ❖ Absenteeism rate among students in very less
- ❖ Healthy and happy students

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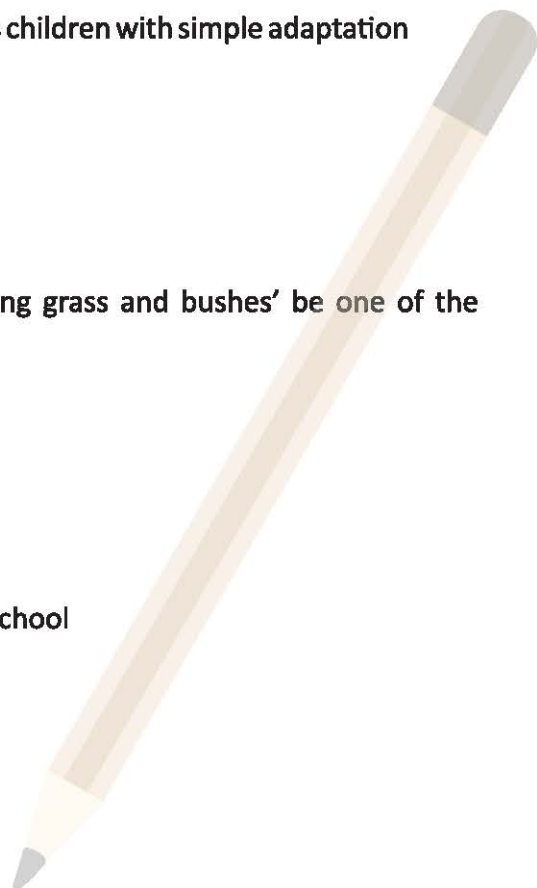
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(QUESTIONS ON HYGIENE AND SANITATION)

1. As per WHO, what is hygiene
 - (a) Prevention from spread of diseases
 - (b) Clean and safe surrounding
 - (c) Conditions and practices to maintain health and prevent the spread of diseases
 - (d) Good health of citizens
 2. Can menstrual hygiene management programme is part of school hygiene and sanitation
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
 3. Weekly inspection of children to check their nails, is a part of school hygiene programe
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
 4. Who inspects the water and sanitation facilities regularly/daily in school
 - (a) Principal
 - (b) Teacher in-charge
 - (c) Persons appointed by School Management Committee
 - (d) Sweepers
 5. How far the drinking water facility should be placed from the bleach/soak pits attached to school toilets
 - (a) 10 meters
 - (b) 1 meter
 - (c) 2 meter
 - (d) 20 meters
- 

(QUESTIONS ON SAFE AND CLEAN TOILETS)

1. Which document days right of the child to the enjoyment of the highest attainable standards of health and facilities
 - (a) Constitution of India
 - (b) United Nations Convention on Rights of Children
 - (c) Rights of Children for Free and Compulsory Education
 - (d) National Health Policy
2. Toilets for children must include
 - (a) Separate Toilet for boys and girls
 - (b) one incinerator in girl's toilet block and niche to keep sanitary napkins
 - (c) properly latched doors
 - (d) Use of water conserving techniques
3. Is it essential to have squatting area, with adequate availability of water for washing within toilet block
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
4. What toilet design can cater to the need physically challenges children with simple adaptation
 - (a) Properly latched doors
 - (b) Low level of hand rail in toilet
 - (c) Graphical and visual depiction of do's and don'ts
 - (d) Child friendly latch
5. Can 'access route to toilets is open and clear without long grass and bushes' be one of the indicators of safe toilet
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
6. Is it mandatory to have gender-wise segregation of toilets in school
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



7. Can there be a CCTV in toilets

- (a) Yes
- (b) No
- (c) Don't know
- (d) No response

8. Can school staff and visitors use students' toilets

- (a) Yes
- (b) No
- (c) Don't know
- (d) No response



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about Mid-Day-Meal
- ❖ To provide tips for serving quality hygienic food to children
- ❖ To equip the teachers to take precautionary measures for mid-day meal
- ❖ To sensitize the teachers about importance of safe water in school
- ❖ To provide tips for ensuring safe water in school
- ❖ To equip the teachers to identify risks and take remedial measures accordingly

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Understand the importance of mid-day meal
- ❖ Ensure serving of quality food for children
- ❖ Identify risks and challenges related to unsafe water
- ❖ Have sound understanding about importance of safe water
- ❖ Take actions to make the drinking water safe for children



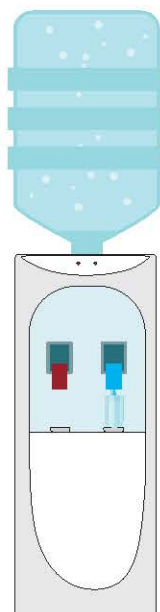
WHAT IS SAFE AND HYGIENIC WATER AND MID-DAY MEAL?

Part A: Mid-Day Meal

- ❖ Mid-day Meal is a school meal programme of Government of India designed to improve the nutritional requirements of school going children
- ❖ Under the scheme, school is required to provide cooked mid-day meal with 450 calories and 12 grams of protein to every child at primary level and 700 calories and 20 gram of protein at upper primary level
- ❖ The energy and protein requirement comes from cooking 100 gram of rice/flour, 20 gram pulses and 50 gram vegetables and 5 gram oil and for an upper primary child it comes from 150 gram of rice/flour, 30 gram of pulses and 75 gram of vegetables and 7.5 gram of oil
- ❖ The Supreme Court has also emphasized the importance of this programme in its order dated 28th November 2001 wherein it is directed that all the State Governments/Union Territories to implement the Scheme by providing every child in every Government and Government assisted Primary School with a prepared mid-day meal.

Part B: Safe Drinking Water

- ❖ Purified drinking water must be available for the children in a clean area
- ❖ Water tanks must be cleaned and closed
- ❖ The quality of the water must be tested regularly
- ❖ The last and next date of inspection of water quality should be mentioned on the water dispenser or tank



(Fig. 2.3.1)

WHY SAFE AND HYGIENIC WATER AND MID-DAY MEAL?

Part A: Mid-Day Meal

- ❖ It is the constitutional commitment to provide a safe and healthy environment to children
- ❖ Fulfills the nutritional requirement of children and motivates them to attend the school
- ❖ Develops community feeling and bonding among the children while having lunch
- ❖ Avoid any kind of discrimination among children and improves socialization among different castes, class, religion, gender etc.

Part B: Safe and Hygienic Water

- ❖ The Sustainable Development Goal (SDG) 6 which India has agreed to achieve by 2030, emphasizes to ensure access to water and sanitation for all^[1]
- ❖ The National Policy for Children (NPC), 2013 directs the State to take necessary measures to provide universal and affordable access to services for prevention, treatment, care and management of neonatal and childhood illnesses and protect children from all water borne, vector borne, blood borne, communicable and other childhood diseases
- ❖ National Policy for Children, 2013 also directs the State to take necessary measures to address key causes and determinants of child mortality through interventions based on continuum of care, with emphasis on nutrition, safe drinking water sanitation and health education
- ❖ Safe drinking water contributes to good health of the children
- ❖ UNICEF (2012) says poor quality of drinking water is one of the major causes of mortality for children^[2]
- ❖ Centre for Disease Control and Prevention (2014) says that access to safe, free drinking water helps to increase overall water consumption, maintain hydration, and reduce energy intake of children^[3]
- ❖ Adequate hydration may improve cognitive functions
- ❖ All people, whatever their stage of development and their social and economic conditions, have the right to have access to drinking water in quantum and of a quality equal to their basic needs^[4]
- ❖ To avoid the risk of bacterial infections that lead to conditions like diarrhea
- ❖ The lack of clean drinking water has put over 11.5 million people of India at a high risk of a bone crippling disease, fluorosis^[5]

HOW TO ENSURE SAFE AND HYGIENIC WATER AND MID-DAY MEAL?

Part A: Hygienic Mid-day meal

A. Lifting and transportation of food grains (MDM)

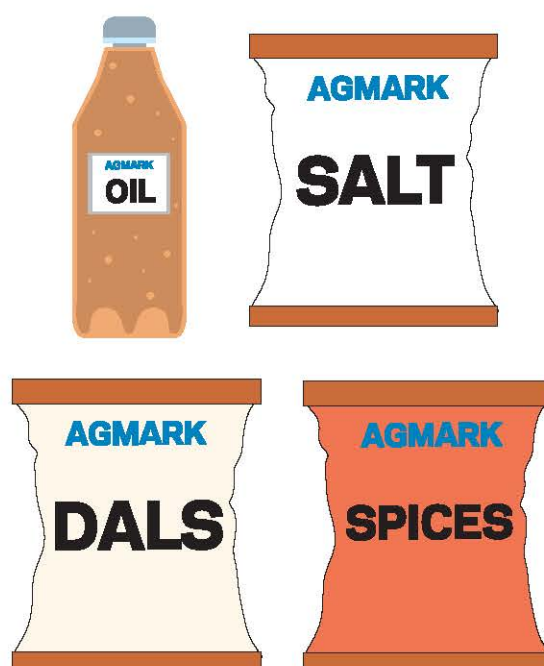
- ♦ Food grains are provided by Food Corporation of India
- ♦ Food grains are to be allocated bi-annually by the Department of School Education and Literacy

with the concurrence of Department of Food and Public Distribution for primary and upper primary school level separately

- ♦ FCI is to ensure continuous availability of adequate quantity of food grains, which will be in any case not less than of Fair Average Quality (FAQ) in its Depots. FCI will appoint a Nodal Officer for each State to take care of various problems in supply of food grains under the scheme
- ♦ The sample (in triplicate) of stocks proposed to be lifted will be drawn jointly in the presence of the representatives of the Collector and/or Chief Executive Officer, District Panchayat and the FCI and the sample slips will be jointly signed and sealed. One such sealed sample will be given to State Government representative, one will be sent to FCI District Office and one will be retained at the depot
- ♦ Samples of lifted food grains should be retained for 3 months in token of quality of grains received from FCI. In case any complaint of low quality of food grains is received within this period, these samples can be used to ascertain the veracity of the complaint

B. Procurement of oil, pulses and condiments

- ♦ Only packed pulses (dals), salt, spices, condiments and oil with AGMARK quality symbol should be purchased



(Fig. 2.3.2)

- ♦ Any ingredient being sold loose should never be bought
- ♦ The packaging and expiry date of the ingredients should be checked
- ♦ Only “double fortified salt” should be used for cooking mid-day meals
- ♦ Food grains should be stored in standard bins while, plastic food grade containers are ideal for

storage of pulses (daals), spices, condiments and other ingredients

C. Procurement of perishable raw material

- ♦ Vegetable, fruits and perishable food commodities should be procured fresh and storing them for longer time/duration should be avoided



(Fig. 2.3.3)

- ♦ Perishable items should not be stored in plastic bags as these get spoilt quickly due to lack of transpiration. Such items must be stored away from sunlight, in a cool place
- ♦ Storage of raw materials, ingredients should be subject to FEFO (First Expire First Out) or FIFO (First in, First Out) stock rotation system as applicable. Containers made of nontoxic materials should be provided for storage of raw materials. The food materials should be stored on racks / pallets such that they are reasonably well above the floor level and away from the wall so as to facilitate effective cleaning and prevent harbouring of any pests, insects or rodents
- ♦ All raw materials should be physically checked and thoroughly cleaned. Raw materials should be purchased in quantities that correspond to storage/ preservation capacity. Packaged raw material must be checked for 'expiry date'/ 'best before'/ 'use by' date, packaging integrity and storage condition
- ♦ No raw material or ingredient should be accepted if it is known to contain parasites, undesirable micro-organisms, pesticides, veterinary drugs or toxic items, decomposed or extraneous substances, which would not be reduced to an acceptable level by normal sorting and/or processing
- ♦ The supply of food grains like wheat and rice should not be stored for more than a quarter; they may be stored in airtight bins or stacked neatly in gunny bags or bins and stored in area free of rodents and insects
- ♦ Food grain should not be stored directly on the ground; a wooden plank should be used for

stacking of food grains

- ♦ In respect of storage of other raw materials, it should be stored in bags, should be away from the walls (about one foot) to avoid absorption of moisture; the height of the wooden plank may be at least 8 to 12 cms above the floor
- ♦ Ingredients like double fortified salt, condiments, oils soya bean, pulses etc. should be stored in airtight containers
- ♦ All containers should be of materials that do not impart toxicity to food. These containers should be cleaned at regular intervals and thoroughly dried before use
- ♦ It should be ensured that ingredients used for cooking such as food grains, pulses, vegetables, cooking oil and condiments, are free from adulteration, contaminants, pest and infestation
- ♦ All stored raw materials and ingredients must be kept under dry and cool and ventilated conditions that will prevent spoilage, protect against contamination by pathogenic microorganisms, insects, rodents, foreign bodies, chemicals and damage. This implies that food and non-food materials should not be stored in the same area and not all food materials can be stored together because of risk of contamination
- ♦ Storage of fuels, disinfectants, detergents, cleaning agents should be strictly away from the stored raw materials and under lock and key

D. Food Safety Measures during Preparation

- ♦ The cereals and pulses should be manually cleaned before cooking to remove any extraneous matter
- ♦ 'Single Dish Meals' (Khichadi or daliya) using broken wheat or rice and incorporating some amount of a pulse or soya beans, a seasonal vegetable/green leafy vegetable, and some amount of edible oil will save both time and fuel besides being nutritious
- ♦ Leafy vegetables when added to any preparation should be thoroughly washed before cutting and should not be subjected to washing after cutting

E. Pest Control

- ♦ Cleanliness is essential for effective control of all pests (mainly rodents, birds, and insects)
- ♦ Wire mesh screens, for example on open windows, doors and ventilators, will reduce the problem of pest entry
- ♦ Generally, no pesticides/insecticides should be encouraged or used in cooking area. However, if unavoidable, care must be taken to protect people, food, equipment and utensils from contamination before these are applied
- ♦ Pesticides should always be kept in its original containers, clearly marked and be stored in a locked storage which is separate from cooking ingredients. Records of pesticides/ insecticides used along with dates and frequency should be maintained
- ♦ Kitchen and the store area should be kept clean and tidy to prevent pest access and to eliminate potential breeding sites
- ♦ Holes, drain covers and other places where pests are likely to gain access should be kept in sealed condition or fitted with mesh / grills / claddings or any other suitable means as required and animals, birds and pets should not be allowed to enter into the food storage and cooking area

- ♦ Adequate arrangements including installation of fire extinguishers should be made to deal with incidents of accidental fire in the kitchen area of the school

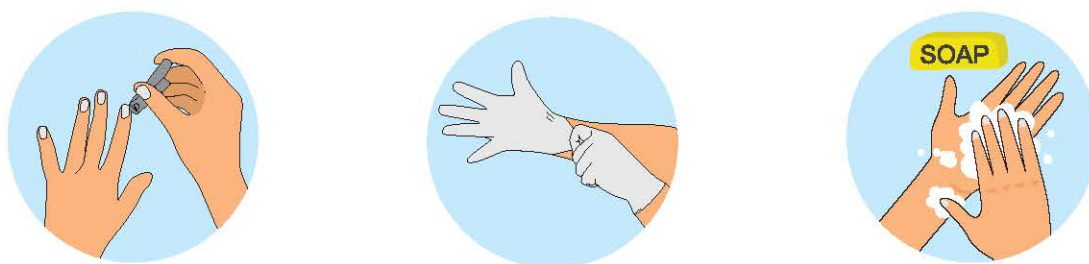
HOW TO ENSURE SAFETY OF CHILDREN IN SCHOOL KITCHEN/ CANTEEN?[6]

Safety in and around kitchen/canteen area

- ❖ The kitchen cum store must be located in a clean and open place[7]
- ❖ The premises must be clean, adequately lit and ventilated and have sufficient free space for movement
- ❖ Floors, ceilings and walls must be maintained in a sound condition. They should be smooth and easy to clean with no flaking paint or plaster.
- ❖ The floor and skirted walls must be washed regularly with an effective disinfectant.
- ❖ Continuous supply of potable water should be ensured in the premises
- ❖ The drainage system must be effective and efficient
- ❖ Floors must be sloped appropriately to facilitate drainage and the drainage should flow in a direction opposite to the direction of food preparation
- ❖ There should be adequate provision for disposal of refuse
- ❖ Kitchen must be separate from classrooms, preferably located at a safe, but accessible distance. The current norm for a kitchen shed is 20 sq.m of floor space for every 100 children enrolled and thereafter 4 sq. m for every additional 100 children

Personal hygiene, cleanliness and health checkups of cook cum helpers

- ❖ Cooks and helpers should maintain a high degree of personal hygiene and cleanliness such as washing hands at least each time work is resumed, after coughing/sneezing, visiting toilets, smoking etc. Their hair must be tied up and covered essentially during mid-day meal operation.
- ❖ All food handlers should remain clean, wear washed clothes and keep their finger nails trimmed, clean and wash their hands with soap/ detergent and water before commencing work and every time after touching, raw or contaminated food or using toilet



(Fig. 2.3.4)

- ❖ All Cook cum helpers should avoid wearing loose items that might fall into food and also avoid touching or scratching their face, head or hair



(Fig. 2.3.5)

- ❖ Cook/ helpers must wear clean apron/head gears/gloves^[8] while preparing and distributing food items
- ❖ Chewing, smoking, spitting and nose blowing should be prohibited within the premises especially while handling food
- ❖ The person suffering from infectious disease should not be permitted to work
- ❖ Biannual health checks up must be undertaken to ensure fitness for the job of kitchen staff. Cooks/helpers should report immediately to their supervisors, if they are suffering from any disease likely to be transmitted via food, e.g. diarrhea or vomiting, infected wounds like, skin infections, jaundice or sores
- ❖ Training programmes must be regularly conducted and reviewed and updated wherever necessary

Food safety measures during cooking

- ❖ Cooking must be done with the lid on to avoid loss of nutrients and contamination
- ❖ The containers should be checked for their cleanliness
- ❖ Food should be served hot to children immediately after being cooked
- ❖ Vegetarian and non-vegetarian items should be segregated
- ❖ The school management should be encouraged to draw on the support of the community. Gram Panchayats and School Management Committees/Village Education Committees may be approached for involving community members in regular inspections, on a rotation basis, to help the

school management in ensuring efficient quality cooking, serving and cleaning operations

- ❖ Support of the community members, including mothers' groups, should also be solicited to encourage that children wash their hands with soap before eating, use clean plates and glasses, avoid littering and wastage of food, and rinse their hands and mouth after eating

Tasting of the food/mid-day meals by teacher

- ❖ The tasting of the food by a teacher just before serving is mandatory
- ❖ The teacher is to maintain a record of tasting in a register
- ❖ School Management Committee (SMC) member should also taste the food on a rotation basis along with the teachers before it is distributed to the children
- ❖ The school should keep the sample of the mid-day meal served to the children for next 24 hours for the monitoring of the food safety measures

Cleaning of cooking areas

- ❖ The floors of kitchen and the slabs should be cleaned every day before and after the food is cooked. Special attention should be paid to the cleaning of obstructed sites including cooking areas and at the junction of floors and walls
- ❖ The cooking areas must be kept cleaned at all times. It is important that surfaces in direct contact with food must be both clean and dry before use. Cracks, rough surfaces, open joints etc. must be repaired as soon as possible

Cleaning of utensils, equipment and other materials

- ❖ Cleaning accessories such as cloths, mops and brushes carry a very high risk of cross contamination. They must therefore be thoroughly washed, cleaned and dried after use
- ❖ Cleaning accessories used in the cooking area/packing area should not be used in other parts of the kitchen
- ❖ Sun drying of the cleaning accessories in a clean and tidy place is necessary
- ❖ Tables, benches and boxes, cupboards, glass cases, etc. should be clean and tidy. Cooking utensils and crockery should be clean and in good condition. These should not be broken/ chipped
- ❖ Utensils should be cleaned of debris, rinsed, scrubbed with detergent and washed under running tap water after every operation
- ❖ Wiping of utensils should be done with clean cloth, utensils can also be allowed to drip dry
- ❖ Clean cloths should be used for wiping hands and for clearing surfaces
- ❖ Cloth used for floor cleaning should not be used for cleaning surfaces of tables and working areas and for wiping utensils
- ❖ Dust or crumb from plates or utensils should be removed into dustbin by using cloth or wiper
- ❖ Accessories and containers that come in contact with food and used for food handling, storage, preparation and serving should be made of corrosion free materials which do not impart any toxicity to the food material and should be easy to clean and /or disinfect

- ❖ Equipment and utensils used in the preparation of food should be kept at all times in good order and repair and in a clean and sanitary condition. Such utensil or container should not be used for any other purpose
- ❖ Every utensil or container containing any food or ingredient of food should at all times be either provided with a properly fitted cover/lid or with a clean gauze net or other material of texture sufficiently fine to protect the food completely from dust, dirt and flies and other insects

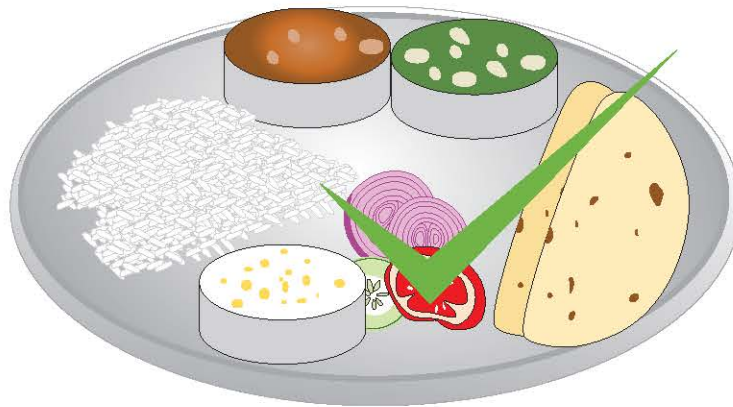
HOW TO ENSURE WHOLESOME AND NUTRITIOUS FOOD AND RESTRICT JUNK FOOD IN SCHOOL KITCHEN/CANTEEN AREA

- ❖ Restrict / limit the availability of junk food in schools and area within 50 meters of the school
- ❖ Use of hydrogenated oils (margarine, fried food etc.) should be totally banned in school canteens and use of oils high in saturated fats should be limited in the schools for preparing any food item to be served to the children
- ❖ Use of blended oils and those high in monounsaturated fatty acid/polyunsaturated fatty acid oils such as mustard oil, rice bran oil, soya bean oil, sunflower oil etc., should be encouraged
- ❖ Appropriate arrangement for display of contact numbers of doctors/ medical officers who can be contacted for any health related emergency at various important places such as notice boards, first-aid room, labs, canteen etc.
- ❖ The identified foods are based on an evaluation done out of available similar foods in India. They are considered unhealthy due to imbalance in nutrients, i.e., high in fat, sugar, salt and/or low in proteins, fibers and nuts.
 - ◆ Chips
 - ◆ Fried foods
 - ◆ Sugar sweetened carbonated beverages
 - ◆ Sugar sweetened non-carbonated beverages
 - ◆ Ready-to-eat noodles, pizzas, burgers
 - ◆ Potato fries
 - ◆ Confectionery items



(Fig. 2.3.6)

- ❖ The school management must ensure regulation of such foods through canteen policies that promote healthy, wholesome and nutritious foods



(Fig. 2.3.7)

- ❖ Schools that have canteen facility, need to develop a Canteen Policy to provide nutritious, wholesome and healthy food in canteens and should not treat them as commercial outlets
- ❖ A suitable canteen policy that enables nutritious, wholesome and healthy foods to children must be developed as per the guidelines of Health ministry and Education ministry

Part B: How to ensure safe drinking water

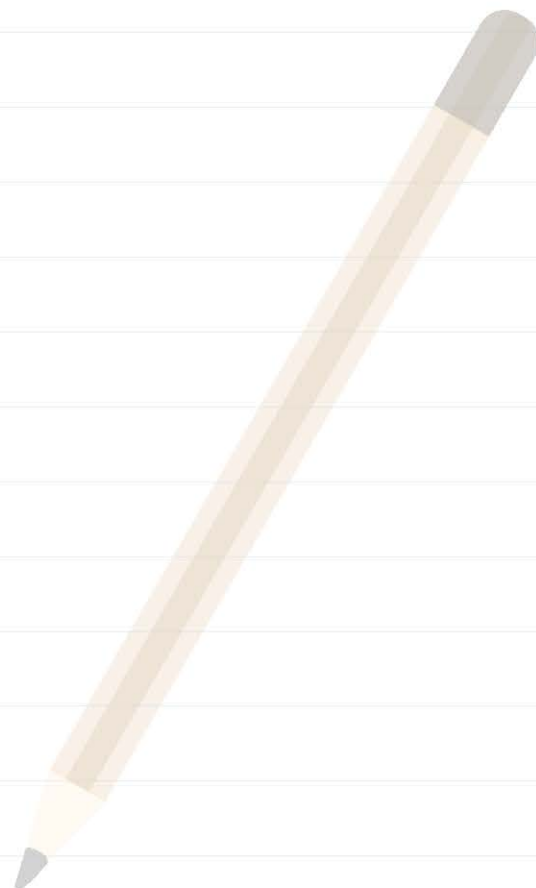
- ❖ Sufficient water collection points must be available in schools at prominent places at all time
- ❖ Dispensers must be serviced regularly clearly mentioning next due date for the service. Mandatory AMC for all dispensers
- ❖ Water tanks must be cleaned on weekly basis
- ❖ Drinking water area must be cleaned
- ❖ Drinking water must be tested by the municipal inspector of the respective area

Testing of drinking water

- ❖ Bore water/tap water/hand-pump water is being used (in general) for cooking, drinking and washing
- ❖ Water needs to be tested for chemical as well as microbiological contamination. The testing of water can be done in convergence with the concerned water supply/Public Health Engineering departments of the States/UTs

INDICATIVE CHECKLIST FOR HYGIENE MID-DAY MEAL AND DRINKING WATER IN SCHOOLS

S.No.	STATEMENT	YES ✓	NO ✗	DON'T KNOW
1	Mid-day Meal/Lunch served by school IS first checked by a committee of teachers/SMC etc.	☐	☐	☐
2	The floors of kitchen and the slabs are cleaned every day before and after the food is cooked	☐	☐	☐
3	Cook/ helpers wear clean apron/head gears/gloves ^[9] while preparing and distributing food items	☐	☐	☐
4	School has water purification facilities for drinking water for children and staff	☐	☐	☐
5	School's water purification system is functional and has been checked for water quality during the last 6 months by a competent authority	☐	☐	☐
6	School has ensured that there is no mixing of DJB water supply with ground water	☐	☐	☐
7	Cleaning and disinfecting of water storage/distribution tanks/water mains is done every 03 months	☐	☐	☐



Note: In the absence of mid-day meal, the percentage of students attending school may be less. On the other hand, an unhealthy mid-day meal leads to poor health and medical emergency for many students and the school authority would be held responsible for it.

IMPACT OF THE SESSION

❖ Happy and healthy students

In case of poor health of students after consuming mid-day meal, the school would be held responsible, which may attract necessary actions against school authority

REFERENCES

- 1 SDG 6, <https://www.un.org/sustainabledevelopment/water-and-sanitation/>
- 2 WASH in Schools, UNICEF, https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf
- 3 Centers for Disease Control and Prevention. Increasing Access to Drinking Water in Schools. Atlanta GA: US Dept. of Health and Human Services; 2014.
- 4 United Nations Water Conference, 1977
- 5 Water Aid India, <http://wateraidindia.in/faq/drinking-water-problems-india/>
- 6 The Right to Free and Compulsory Education (RTE) Act 2009 provide the legal framework for the quality education in India and mandates minimum norms and standards for infrastructure in schools including kitchen cum store
- 7 Manual on Safety and Security of Children in Schools, NCPCR, 2017
- 8 Food Safety Plan for Mid Day Meal, Directorate of Education , GNCT of Delhi, 2014
- 9 Food Safety Plan for Mid Day Meal, Directorate of Education , GNCT of Delhi, 2014

(QUESTIONS ON MID-DAY MEALS)

1. What is the aim of Mid-day Meal scheme of Government of India
 - (a) Improve attendance of children in school
 - (b) Improve nutritional requirement of school going children
 - (c) Improve quality of life of students
 - (d) Improve overall well-being of students
2. Which document says 'poor quality of drinking water is one of the major causes of mortality for children'
 - (a) WASH in school by Ministry of Sanitation
 - (b) WASH for students
 - (c) WASH in schools by UNICEF
 - (d) WASH in Community
3. Access to safe, free drinking water helps to increase overall water consumption, maintain hydration, and reduce energy intake of children
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No Response
4. How frequently water tanks should be cleaned
 - (a) Weekly
 - (b) Monthly
 - (c) Quarterly
 - (d) Annually
5. Which type of salt should be used for cooking mid-day meal
 - (a) Iodized salt
 - (b) Double fortified iodized salt
 - (c) Rock salt
 - (d) Normal salt
6. What is FIFO stock rotation system
 - (a) First In, First Off
 - (b) Fake in, Fake Out
 - (c) First In, First Out
 - (d) First Expire, First Out



7. Packed raw material must be checked for
- (a) Expire date
 - (b) Quality of items
 - (c) Quantity of item
 - (d) Manufacturing date
8. What is Single Dish Meal means
- (a) Only rice or chapatti
 - (b) Broken wheat or rice with some amount of pulses, vegetable and oil
 - (c) Chapati and vegetable
 - (d) Rice and pulse (dal)
9. For how long it is recommended to keep the sample of mid-day meal served to children
- (a) 12 hours
 - (b) 14 hours
 - (c) 24 hours
 - (d) 48 hours
10. Is it necessary to do sun drying of the cleaning accessories in a clean and tidy place
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



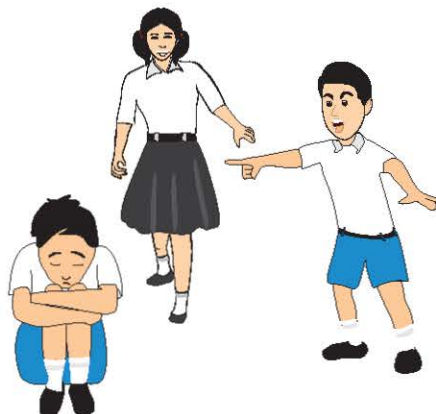
(QUESTIONS ON WHOLESOME FOOD)

1. What is wholesome and nutritious food
 - (a) Food which can help children to develop a strong immune system
 - (b) Grains and pulses
 - (c) Food which is full of iron content
 - (d) Food item which protects children from diseases
2. Why wholesome and nutritious food is essential for children
 - (a) It is right of children
 - (b) It is mandatory for schools to provide nutritious food
 - (c) It reduces the burden of malnutrition
 - (d) It reduces dropout rate in schools
3. Use of which type of oil should be totally banned in schools
 - (a) Refined oil
 - (b) Hydrogenated oil
 - (c) Mustarded oil
 - (d) Sesame oil
4. Who ensure regulation on food items in school canteen
 - (a) Principal
 - (b) School management
 - (c) Canteen incharge
 - (d) Teachers
5. Is it a constitutional commitment to provide a safe and healthy environment to children
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



TUTORIAL - III

PSYCHO SOCIAL CARE



OBJECTIVES OF THE SESSION

- ❖ To sensitize the teachers about the need for substance abuse prevention in school
- ❖ To provide tips for identifying children with substance abuse
- ❖ To equip the teachers to take preventive and curative measures

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

- ❖ Understand the importance of substance abuse prevention
- ❖ Identify children with substance abuse behaviour
- ❖ Take actions to prevent children to get into substance abuse



WHAT IS SUBSTANCE PREVENTION PROGRAMME?

- ❖ Substance abuse prevention programme includes activities designed to prevent the use of harmful substances such as tobacco, alcohol and drugs
- ❖ It also includes strategies aim to reduce the desire and willingness to obtain and use drugs and to prevent, reduce or delay the uptake of drug use

WHY SUBSTANCE ABUSE PREVENTION RPOGRAMME IN SCHOOL?

- ❖ Increasing incidence of drug use in the South East Asia region of WHO requires the urgent implementation of drug-use prevention programmes^[1]
- ❖ WHO study group on drug dependence says use of tobacco, alcohol, and other substances is a worldwide problem and affects many children and adolescents^[2]
- ❖ Early initiation of substance abuse is usually associated with a poor prognosis and a lifelong pattern of deceit and irresponsible behavior^[3]
- ❖ Children tend to learn better in schools with their peers when they are not under the influence of any narcotic substance
- ❖ UNODC handbook on School based education for drug abuse prevention (2002) says that it is the primary role of the school to teach skills, impart knowledge in relation to health and harmful impact of substance abuse^[4]
- ❖ Under section 77 of JJ Act, 2015, giving any child any intoxicating liquor or any narcotic drug or tobacco product is a punishable offence with rigorous imprisonment which may extend to 7 years and fine which can extend up to Rs. 1 lakh

HOW TO INITIATE AND SUSTAIN SUBSTANCE PREVENTION PROGRAMME?

- ❖ Provide information through pamphlets, banners, posters etc. related to harmful impact of substance abuse



(Fig. 3.1.1)

- ❖ Organize periodic sensitization workshop for staff/children related to prevention from substance abuse
- ❖ Encourage counsellors to guide parents and children about prevention from substance abuse
- ❖ Parents-Teachers Meetings (PTMs) can be used as a platform to enhance the knowledge of parents to identify substance abuse behavior in their wards and take rehabilitative measures accordingly. Workshops can also cover the issues pertaining to preventing children from substance abuse
- ❖ As per the Cigarettes and other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, supply and Distribution) Act, 2003, no tobacco product should be sold within 100 yards of educational institutions

Note: In the absence of substance abuse prevention programme, students with addictive behaviour would not be identified and never get treatment

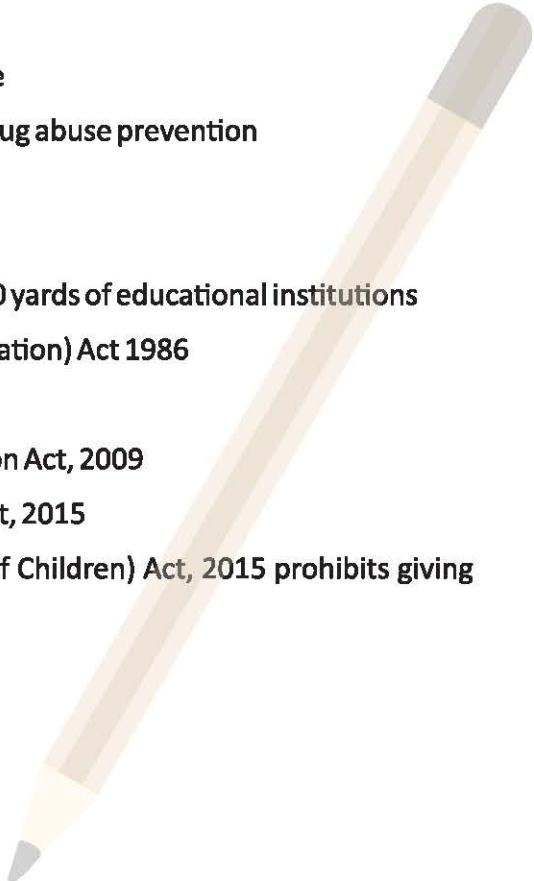
IMPACT OF THE SESSION

- ❖ Students with addictive behaviour would be identified and referred to de-addiction center
- ❖ Other children would be prevented against substance abuse
- ❖ Students with addiction can be referred to rehabilitation center

REFERENCES

- 1 Prevention of Drug use in schools, WHO, 2006
- 2 WHO study group on drug dependence. WHO Tech Rep Ser No 407. 1969:6–8.
- 3 Substance abuse: a pediatric concern. Patel DR, Greydanus DE. Indian J Pediatr. 1999 Jul-Aug; 66(4):557-67.
- 4 School based education for drug abuse prevention, 2002
https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf

(QUESTIONS)

1. What is substance abuse prevention programme in schools
 - (a) Poster on substance abuse
 - (b) Formation of a committee to look into the issues of substance abuse in school
 - (c) Activities designed to prevent the use of harmful substances such as tobacco alcohol etc
 - (d) awareness generation programme in school
 2. What is the main aim of substance abuse prevention programme in school
 - (a) reduce the desire and willingness to obtain and use drugs
 - (b) stop the supply of drugs in school
 - (c) identify the drug abusers
 - (d) make the school drug abuse free
 3. Does early initiation of substance abuse is usually associated with a poor prognosis and a lifelong pattern of deceit and irresponsible behavior
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
 4. Which document says that primary role of the school to teach skills, impart knowledge in relation to health and harmful impact of substance abuse
 - (a) Government of India Guidelines on substance abuse
 - (b) UNODC handbook on School based education for drug abuse prevention
 - (c) WHO study on drug dependence
 - (d) Substance abuse prevention Act
 5. Which Act prohibits the selling of tobacco products within 100 yards of educational institutions
 - (a) Child and Adolescent Labour (Prohibition and Regulation) Act 1986
 - (b) Cigarettes and other Tobacco Products Act, 2003
 - (c) Rights of Children for Free and Compulsory Education Act, 2009
 - (d) Juvenile Justice (Care and Protection of Children) Act, 2015
 6. Which section of the Juvenile Justice (Care and Protection of Children) Act, 2015 prohibits giving alcohol or any other narcotic substance to children
 - (a) Section 75
 - (b) Section 76
 - (c) Section 77
 - (d) Section 79
- 

7. Can Parents-Teachers Meetings (PTMs) can be used as a platform to enhance the knowledge of parents to identify substance abuse behavior in their wards
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
8. What is the full form of CoTP Act, 2003
- (a) Cigarette and Tobacco Product Act
 - (b) Cigarette and other Tobacco Product Act
 - (c) Cigarettes and other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, supply and Distribution) Act
 - (d) Cigarettes and other Tobacco Products (Prohibition and Regulation of Trade and Commerce and Distribution) Act
9. Printing and distribution of pamphlets, banners, posters etc. related to harmful impact of substance abuse, is part of substance prevention programme in school
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
10. Does children tend to learn better in schools with their peers when they are not under the influence of any narcotic substance
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



OBJECTIVES OF THE SESSION

- ❖ To sensitize teachers about corporal punishment in school
- ❖ To provide tips avoid corporal punishment to children
- ❖ To equip the teachers to take alternative measures to discipline children

**LEARNING OUTCOMES OF THE SESSION**

At the end of the session, teachers will be able to:

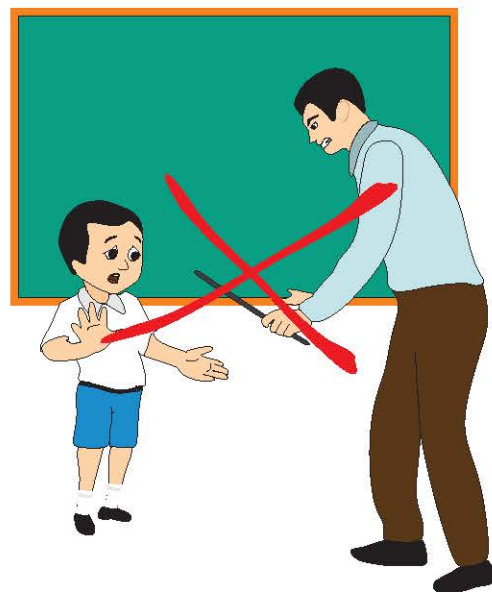
- ❖ Understand the impact of corporal punishment on children
- ❖ Know the legislative provision related to corporal punishment
- ❖ Learn alternative measures to discipline children



WHAT IS CORPORAL PUNISHMENT?

❖ According to United Nations Convention on Rights of the Children (UNCRC)[1], “corporal” or “physical” punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion.

❖ Children are subject to corporal punishment in schools; institutions meant for care and protection of children such as hostels, child care institutions etc; and even in the family setting. A study ‘Child Abuse in India – 2007’, by the Ministry of Women and Child Development, Government of India, found that 69% of children reported having been physically abused. Of these 54.68% were boys. Incidents of having been abused in their family environment have been reported by 52.91% of boys and 47.09% of girls. Of the children who were abused in family situations, 88.6% were abused by their parents. Every two out of three school children reported facing corporal punishment. In juvenile justice institutions, 70.21% of children in conflict with the law and 52.86% of children in need of care and protection reported having been physically abused[2]



(Fig. 3.2.1)

WHY CORPORAL PUNISHMENT SHOULD NOT BE A SOLUTION TO DISCIPLINE CHILDREN IN SCHOOL?

- ❖ It leads to adverse physical, psychological and educational impact on children which is reflected in poor academic results, school phobia, aggressive behavior etc.
- ❖ It is globally recognized that any form of punishment in school hinders the overall development of the children
- ❖ Children subjected to punishment prefer aggressive conflict resolution strategies with peers and siblings and they do not consider it as violation of their rights
- ❖ A chronic pattern of psychological maltreatment destroys a child's sense of self and personal safety
- ❖ It is punishable offence in various legislations

Constitution of India

- ♦ Article 39(e) directs the State to work progressively to ensure that “... the tender age of children are not abused”.

- ♦ Article 39(f) directs the State to work progressively to ensure that “children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.”

INDIAN LAWS

(a) RTE Act, 2009

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which has come into force with effect from 1 April 2010, prohibits ‘physical punishment’ and ‘mental harassment’ under Section 17(1) and makes it a punishable offence under Section 17(2). These provisions read as follows:

- ♦ 17. Prohibition of physical punishment and mental harassment to child – (1) No child should be subjected to physical punishment or mental harassment
- ♦ (2) Whoever contravenes the provisions of sub-section (1) should be liable to disciplinary action under the service rules applicable to such person

(b) Indian Penal Code (IPC)

Several provisions of the Indian Penal Code (IPC) relating to varying degrees of physical harm and intimidation can be used to prosecute perpetrators of corporal punishment against children in an institutional setting. These include, inter alia:

- ♦ Section 305: Abetment of suicide committed by a child;
- ♦ Section 323: Voluntarily causing hurt;
- ♦ Section 325: Voluntarily causing grievous hurt
- ♦ Section 326: Voluntarily causing hurt by dangerous weapons or means;
- ♦ Section 352: Assault or use of criminal force otherwise than a grave provocation
- ♦ Section 506: Criminal intimidation

(c) The Juvenile Justice (Care and Protection of Children) Act, 2015

- ❖ Cruelty under Section 75 of the JJ Act indirectly covers corporal punishment. It states that anyone who has actual charge of child or control over the child,
 - ♦ Assaults
 - ♦ Abandons
 - ♦ Abuses
 - ♦ Exposes
 - ♦ Willfully neglects the child

in a manner to cause unnecessary mental or physical suffering to a child, it is considered cruelty under the JJ Act, where the punishment is 3 years or fine of Rs. 1 lakh or both. Further, if because of cruelty, the child is physically incapacitated or develop a mental illness or is rendered mentally unfit to perform

regular tasks or has risk to life or limb, such person shall be punishable with rigorous imprisonment, not less than three years but which may be extended up to 10 years and liable to fine of five lakh rupees

INTERNATIONAL LAWS

- ❖ Under United Nations Convention on Rights of the Child (UNCRC) every child has right to be protected from violence, abuse and neglect which include corporal punishment
- ❖ Article 19(1) of the UNCRC says “take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”
- ❖ Article 28(2) of UN CRC the State parties are required to “take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.”

HOW TO STOP CORPORAL PUNISHMENT IN SCHOOLS?

- ❖ Children often engage in maladaptive behaviours such as lying, stealing or aggression because of their inability to generate alternative solutions to the problems they have in hand
- ❖ It is important to understand causes of such behavior, look for learning difficulty, underlying emotional disturbance/family situation that are contributing to the problem or conduct disorder or refer to school counsellor for the same
- ❖ When faced with maladaptive behavior of children do not lose your temper, raise your voice, or use sarcasm



(Fig. 3.2.2)

- ❖ The maladaptive behavior of children should not be addressed through physical punishment in any form
- ❖ Children should not be discriminated in any form such as on the basis of gender, caste, class, disability, etc.
- ❖ It should be the responsibility of all staff to create an environment free from all forms of fear, trauma, prejudice and discrimination.
- ❖ Life-skills education should be used as a mode of healing
- ❖ Children should be given a warning and a chance to change their maladaptive behaviour before taking any further action
- ❖ Every child should be given an opportunity to explain the reason for his/her misconduct
- ❖ When the frequency of any misconduct is more, family members should be informed and involved in counselling and supervising children
- ❖ A simple verbal warning e.g. just calling out the name of the child who is talking in the class or asking him/her question could help
- ❖ When the issue is serious or acute – such as, unprovoked aggression, vandalising, disrupting the school routine – explain to the parents the need for immediate consultation with a child and adolescent psychiatrist to prevent harm to the child and other children
- ❖ Try to actively listen and allow the child to calm down, call the child later when he/she is calm to debrief

Handling disclosures

School systems also need to be empowered to handle disclosure/detection in an appropriate way. When the child confides about being abused to the teacher, either in the school context or otherwise, it is important that the teacher:

- ♦ Is open and supportive of the child
- ♦ Does not undermine or doubt the child's information
- ♦ Does not blame the child and assures him/her of confidentiality
- ♦ Explains to the child that necessary help needs to be taken to prevent further abuse in future

Section 8 & 9 of the RTE Act inter alia provide that the school should prohibit all persons and authorities of the school from:

- Harassing or victimizing any child belonging to weaker section and disadvantaged groups.
- By announcing, verbally or otherwise in the class, the name of the community or castes or tribes of the children
- By labelling such children as reserved category in the class
- By passing derogatory remarks indicating social, economic or other background as reason of under performance in the class
- By allotting differential time to such children to meet teacher as compared to other children
- By treating them separately in utilizing the sports and other facilities.



Note: Disciplinary actions would be taken against the teacher and school authority for giving corporal punishment to students

IMPACT OF THE SESSION

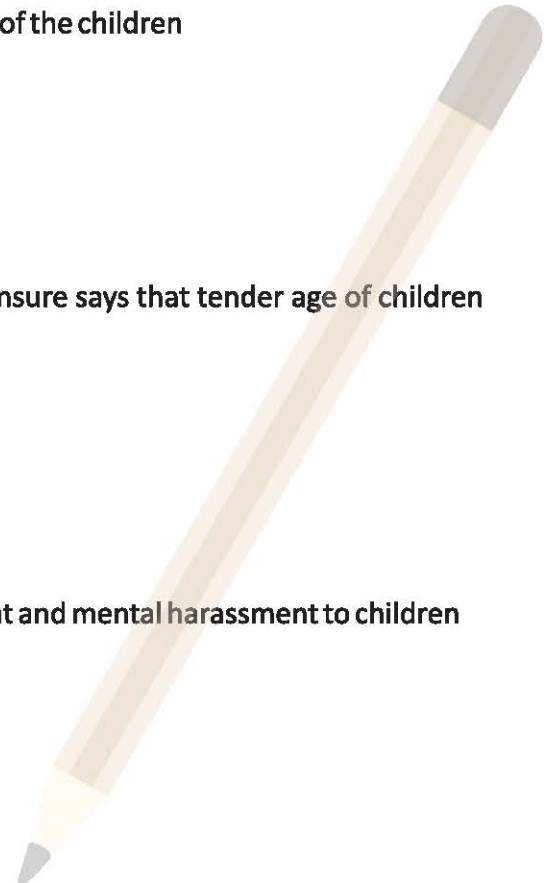
- ❖ Teachers will be able to understand impact of giving corporal punishment to children
- ❖ Teachers will be able to identify ways and means to mend the behaviour of students instead of giving corporal punishment to them
- ❖ Students will have respect for teachers rather than fear

REFERENCES

- 1 United Nations Convention on the Rights of the Children, General Comment No 13 -The right of the child to freedom from all forms of violence
https://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf
- 2 Guidelines for Eliminating Corporal Punishment in Schools
https://www.ncpcr.gov.in/view_file.php?fid=108

(QUESTIONS)

1. As per UNCRC, what is 'Corporal Punishment'
 - (a) pain
 - (b) Putting children in jail
 - (c) Punishment in the form of community service
 - (d) Punishment in which physical force is used causing some degree of Not allowing child to attend school
2. Can forcing children to stay in uncomfortable positions is a form of corporal punishment
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
3. How many children were found physically abused by Ministry of Women and Child Development in 2007
 - (a) 60%
 - (b) 69%
 - (c) 79%
 - (d) 59%
4. Does punishment in school hinders the overall development of the children
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
5. Which article of Constitution of India directs that state to ensure says that tender age of children are not abused
 - (a) Article 39 (f)
 - (b) Article 39 (e)
 - (c) Article 39 (a)
 - (d) Article 39 (b)
6. Which Section of RTE Act, 2009 prohibits physical punishment and mental harassment to children
 - (a) Section 17
 - (b) Section 17 (1)
 - (c) Section 17 (2)
 - (d) Section 17 (3)



7. Which Section of the Juvenile Justice (Care and Protection of Children) Act, 2015 makes cruelty on children as a punishable offence
- (a) Section 82
 - (b) Section 80
 - (c) Section 75
 - (d) Section 74
8. What need to be kept in mind while dealing with the maladaptive behavior of students
- (a) Stringent punishment to students
 - (b) Loud warning to students
 - (c) let children do whatever they want to do
 - (d) do not lose your temper, raise your voice, or use sarcasm
9. Which Act prohibits all persons and school authority from passing derogatory remarks indicating social, economic or other background as reason of poor performance of students in the class
- (a) The Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989
 - (b) The National Commission for Backward Class Act, 1993
 - (c) The Rights of Children for Free and Compulsory Education Act, 2009
 - (d) The Juvenile Justice (Care and Protection of Children) Act, 2015
10. When to inform family members and counsellor for any misconduct of the child
- (a) On the first instance
 - (b) When misconduct is done second time
 - (c) During Parents-Teachers Meeting
 - (d) When the frequency of misconduct is more



OBJECTIVES OF THE SESSION

- ❖ Sensitize the teachers about the issue of bullying, intimidation and isolation in school
- ❖ Provide tips to avoid bullying, intimidation and isolation of children in schools
- ❖ Equip the teachers to take preventive and alternative measures so that children neither become victim of bullying nor become the perpetrator of the same

**LEARNING OUTCOMES OF THE SESSION**

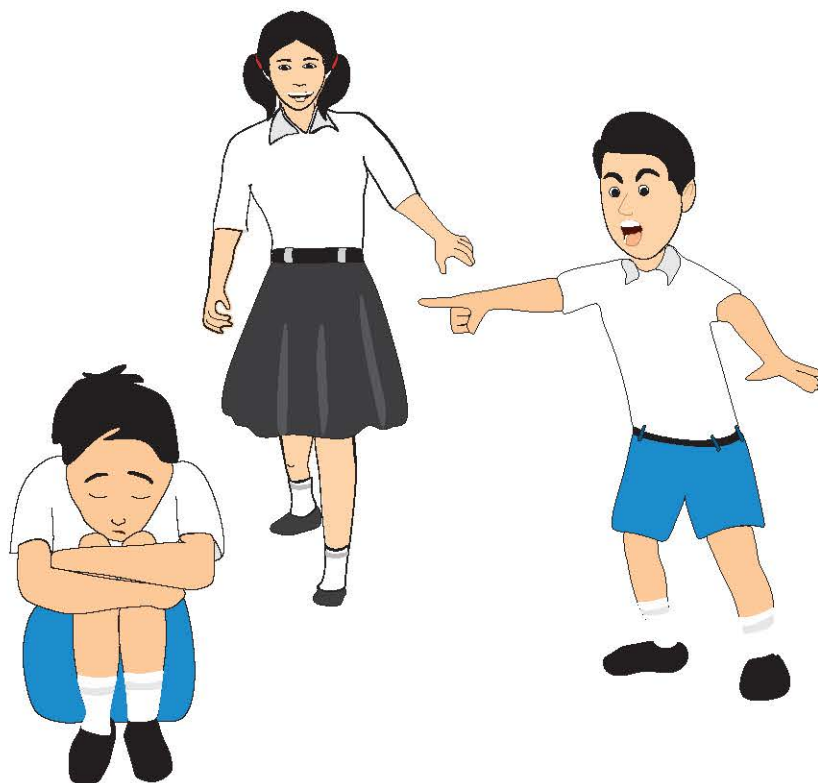
At the end of the session, teachers will be able to:

- ❖ Understand the impact of bullying, intimidation and isolation on children
- ❖ Know the methods of helping children being bullied by others
- ❖ Learn preventive and alternative measures to help children



WHAT IS BULLYING, INTIMIDATION AND ISOLATION?

- ❖ Bullying is an act which includes physical intimidation or attack, verbal abuse, unwanted attention and advances etc. directly from the bully to the victim
- ❖ Bullying can be indirect which include spreading malicious rumours about a person. It can also include cyber-bullying (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others)^[1]
- ❖ According to National Commission for Protection of Child Rights (NCPCR), every bullying situation has three parties viz. the victim, the bully and those who stand by (by-standers)^[2]
- ❖ Bullying is intentional aggressive behavior towards another individual



(Fig. 3.3.1)

- ❖ Four major behavioral characteristics associated with bullying^[3]
 - ♦ **Intentional:** school bullying is always intentional and meant to cause some sort of harm, either physical or verbal.
 - ♦ **Repetitive:** School bullying occurs repeatedly. Bullies often target children who they know will not do anything about the behaviour, so they can continue this act for as long as they like
 - ♦ **Hurtful:** It can also greatly affect the psychology of the one who may be bullied
 - ♦ **Imbalance of power:** If two children hold an equal amount of power, one cannot bully the other. This imbalance of power can come from different sources, including age, size, strength, and social status

IS YOUR CHILD BEING BULLIED?

Sudden changes in behaviour and mood are often the only signs that a child is being bullied. If your child show some of following signs, ask if someone is bullying them.

Indicators that he/she is being bullied

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ Doesn't want to go to school ■ Grades slip suddenly ■ Is distressed and anxious ■ Appetite changes, eats little or too much ■ Becomes quieter, withdrawn, unconfident ■ Cries himself to sleep, has nightmares | <ul style="list-style-type: none"> ■ Asks for money or starts stealing (to pay bullies) ■ Tends to lose things frequently (bullies take things) ■ Has unexplained bruises, cuts, scratches ■ Begins to bully other children or siblings ■ Become aggressive |
|---|--|

Is your child the problem?

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Trouble paying attention and concentrating ■ Disruptive in class ■ Doing badly at school ■ Gets into fights frequently ■ Reacts to teasing or criticism with extreme anger | <ul style="list-style-type: none"> ■ Is unsocial ■ Hangs out with aggressive children ■ Is defiant ■ Is insensitive to others feelings ■ Cruel to pets and other animals |
|--|---|

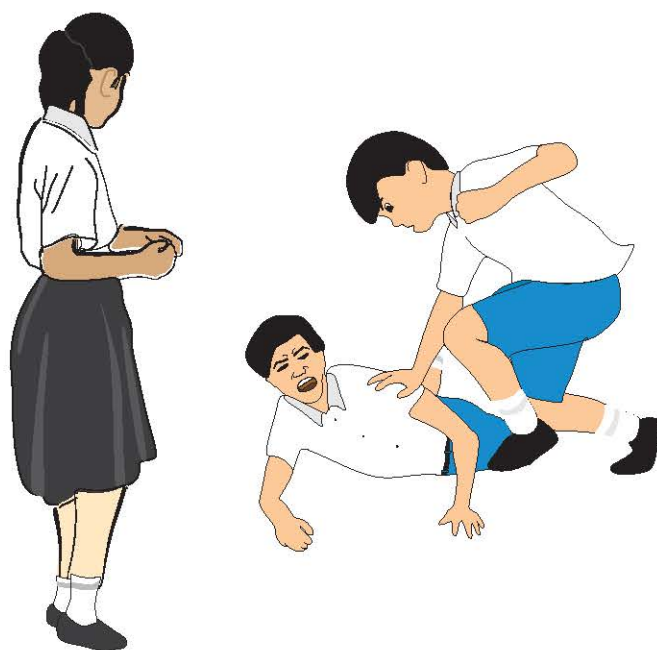
What parents should do?

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Take bullying seriously. It won't go away on its own. Don't dismiss it as over-reaction on your child's part. ■ Ask the child if others are harassing them unnecessarily, excluding them from activities or starting malicious rumours about them | <ul style="list-style-type: none"> ■ Inform the school immediately and follow-up to find out what they have done to stop the bullying ■ Ask them to avoid getting aggressive, fighting back. The problem gets bigger if you or your child lose your cool and hit back |
|--|---|

(Fig. 3.3.2)

WHY TO PROTECT CHILDREN FROM BULLYING, INTIMIDATION AND ISOLATION IN SCHOOL?

- ❖ According to a study conducted by the Teacher Foundation and WATIS (2017), 42% of kids bullied at schools^[5] which leaves long lasting psychological impact on children
- ❖ Kshirsagar V.Y. et.al (2007) in their research paper highlighted that bullying was reported by 31% of school children between the ages of 8 and 12 years in rural India^[6]
- ❖ According to UNESCO ^[7], 32 per cent of children bullied at school worldwide:
- ❖ Bullying is linked to many negative outcomes, such as^[8] :
 - ◆ Victims are at increased risk of depression, anxiety, sleep difficulties and poor school/ social adjustment
 - ◆ Those who bully others are at increased risk for substance use, poor academic results and likelihood of violent behaviour later in adolescence and adulthood
 - ◆ Bullies and victims both are at greater risk of mental health and behaviour problems
 - ◆ Bullying leads to an increased risk of health (physical and psychological), poor social relationships and domestic violence



(Fig. 3.3.3)

HOW TO STOP BULLYING, INTIMIDATION AND ISOLATION IN SCHOOLS?

- ❖ The message that “Bullying is strictly prohibited inside the school premises” must be clearly stated in the school prospectus and other prominent locations of the school



(Fig. 3.3.4)

- ❖ An anti-bullying committee may be constituted in the school. The committee must comprise Vice Principal, a senior teacher, school doctor, counsellor, a parent representative, a school management representative, legal representative, peer educator etc.
- ❖ The name and contact numbers of the committee members must be clearly displayed everywhere in the school premises
- ❖ The committee must organize training programme for staff, children, and parents.
- ❖ There must be a complaint box in each floor of the school for the children
- ❖ The school must have a counsellor to deal with any such issues in the school
- ❖ Comprehensive guidelines may be developed for School Management, which includes the various actions and penalties that may be taken by the school management as per observation and understanding the gravity of the misconduct
- ❖ Some of the recommended actions include:
 - ♦ Oral/written warning
 - ♦ Suspension from attending classes/school for a specified period
 - ♦ Withholding or cancelling the results
 - ♦ Imposition of fine upto a specified amount
 - ♦ Expulsion/rustication from school in rarest of rare cases
 - ♦ The option of transferring a children from one school to another can also be explored
- ❖ The school must ensure that the victim/bully is not branded and he/she might be given opportunities for change

Note: The academic performance of students deteriorates they are being bullied by other students, there would be more fights in the school and the school authority would be held responsible or any adversities.

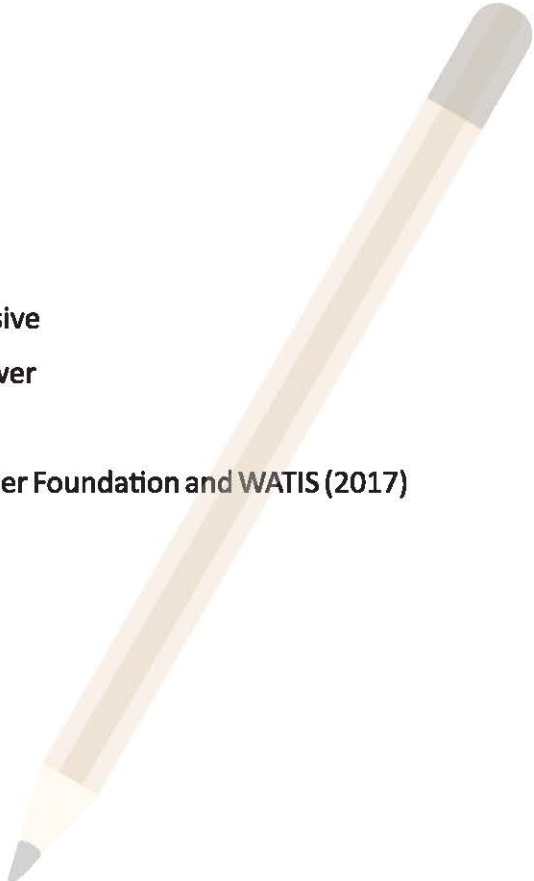
IMPACT OF THE SESSION

- ❖ **Students will not bully other students**
- ❖ **There will be coordinational relationship among the students**
- ❖ **The academic performance improves drastically**
- ❖ **Positive mental health of students**

REFERENCES

- 1 CBSE Guidelines on Prevention of Bullying and Ragging in Schools,
http://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20&%20Ragging%20in%20Schools.pdf
- 2 NCPCR Manual on Safety and Security of children in schools
- 3 <https://www.theindusparent.com/school-bullying-india>
- 4 <https://www.hindustantimes.com/india/bullying-at-school-who-is-to-blame/story-IZ21aFz09BNSVFjhOYn7OJ.html>
- 5 <https://timesofindia.indiatimes.com/city/bengaluru/42-per-cent-of-kids-bullied-at-schools-says-survey/articleshow/59801107.cms>
- 6 Bullying in School prevalence and Short-term Impact – V.Y. Kshirsagar, Rajiv Agarwal and Sandeep B Bhavdekar (2007). Indian Paediatrics 2007;44:25-28
- 7 UNESCO, 2019-
<https://www.indiatoday.in/education-today/news/story/32-per-cent-of-students-bullied-at-school-worldwide-unesco-1449364-2019-02-06>
- 8 <https://www.nielsen.com/in/en/insights/reports/2015/the-lasting-effects-of-childhood-bullying.print.html>

(QUESTIONS)

1. What is bullying
 - (a) Being rude and have argument with someone
 - (b) Regularly physically frighten someone, verbal abuse to cause fear, distress or harm
 - (c) Pushing someone once
 - (d) Fighting with others
 2. What is cyber bullying
 - (a) Attempt to obtain personal information from a computer user
 - (b) Sending computer viruses
 - (c) Sending unpleasant SMS messages, photos or emails
 - (d) Hacking
 3. As per National Commission for Protection of Child Rights who are the parties of bullying situation
 - (a) Bully and victim
 - (b) Bully, victim and bystanders
 - (c) Bully and unknown person
 - (d) No specific parties
 4. Is bullying an intentional aggressive behavior towards another individual
 - (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
 5. What are the four behavior characteristics of the bully
 - (a) Intentional, repetitive, use of power, violence
 - (b) use of abusive language, repetitive, harmful, purposive
 - (c) Intentional, repetitive, hurtful and imbalance of power
 - (d) Intentional, purposive, hurtful, powerful
 6. What is the major finding of the study conducted by the Teacher Foundation and WATIS (2017)
 - (a) 32% kids bullied in schools
 - (b) 42% kids bullied in schools
 - (c) 52% kids bullied in schools
 - (d) 62% kids bullied in schools
- 

7. Which committee looks in the matter related to bullying in schools
- (a) School management committee
 - (b) Students management committee
 - (c) School bullying committee
 - (d) Anti-bullying committee
8. A victim of bullying can have increased risk of depression, anxiety, sleep difficulties
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response
9. What are the signs of being bullied in children
- (a) Sudden change in behavior and mood
 - (b) Fear
 - (c) Nausea
 - (d) Chang in body temperature
10. Those who bully others are at increased risk for substance use, poor academic results
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No response



OBJECTIVES OF THE SESSION

- ❖ Sensitize teachers about the various types of child abuse in school
- ❖ Provide tips to avoid abuse of children in schools
- ❖ Equip the teachers to take preventive and alternative measures so that children do not become victim of abuse and not become the perpetrator of the same as well

**LEARNING OUTCOMES OF THE SESSION**

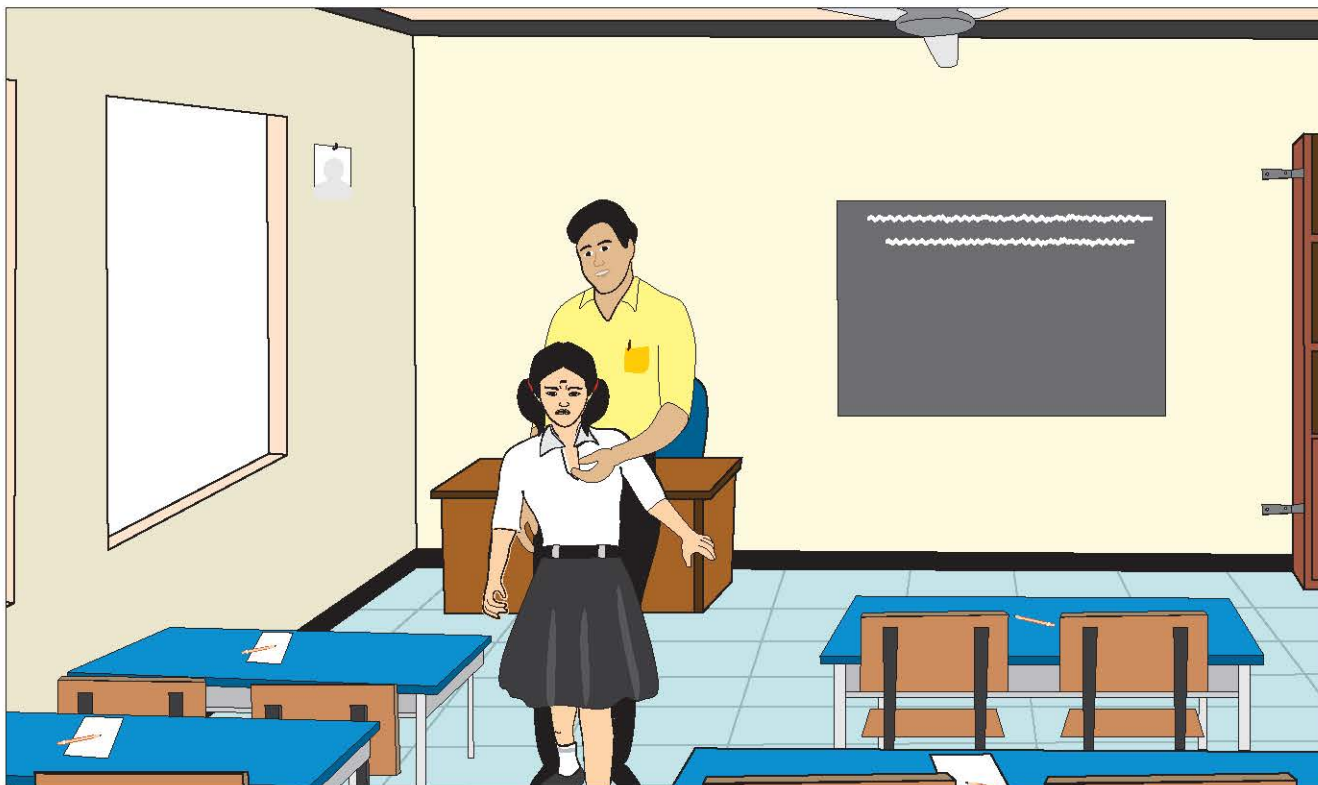
At the end of the session, teachers will be able to:

- ❖ Understand the impact of abuse on children
- ❖ Know the methods of helping the children to prevent/protect themselves from being victims and perpetrators of abuse in the schools
- ❖ Take actions to preventive and alternative measures to help children from abuse and exploitations



WHAT IS ABUSE OF CHILDREN IN SCHOOL

- ❖ All forms of physical and emotional ill treatment, sexual abuse, neglect or negligent treatment or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity



(Fig. 3.4.1)

- ❖ Physical abuse of children means any non-accidental physical injury caused by the child's caretaker. Physical injuries can be caused by beating, kicking, punching, burning etc.
- ❖ Emotional abuse of children means when a child's emotional, psychological or social well-being and a sense of worth is continuously battered^[1]. Emotional abuse includes criticizing, insulting, degrading, rejecting discriminating etc.
- ❖ Child neglect is another form of abuse wherein the person responsible for caring the child does not provide essential services such as food, clothes, love and care to the child. Neglect often leaves no visible scars
- ❖ Sexual abuse means inappropriate sexual behavior with a child. In order to protect children from all forms of sexual abuses, the Government of India has notified the Protection of Children for Sexual Offences Act, 2012

Safety and Protection of a Child Means When a Child is:

- ❖ Loved, cared for and looked after well
- ❖ Develops healthy emotional bond with teachers

- ❖ Able to speak to teachers without any inhibitions or doubts
- ❖ Gets opportunities for growth and development
- ❖ Not abused physically, emotionally and sexually
- ❖ Has trust in the structures, systems and people who are responsible for providing protection to children

A Child is Unsafe when She/He is:

- ❖ neglected, not loved, cared for and not looked after well and has no one else to talk
- ❖ discriminated on grounds of caste, class, race, ethnicity etc.
- ❖ physically abused or witnesses physical abuse and violence
- ❖ mentally tortured
- ❖ sexually abused



(Fig. 3.4.2)

SYMPTOMS OF ABUSE IN CHILDREN

- ❖ Bed wetting
- ❖ Psychosomatic complaints such as abdominal pain, nausea, headache etc.
- ❖ Delayed developmental milestones
- ❖ Self destructive behaviour
- ❖ Attention seeking behaviour
- ❖ Aggressive behaviour
- ❖ Restlessness
- ❖ Injuries to the areas of the body that are usually covered

- ❖ Unusual or excessive itching or pain in the genital or anal area
- ❖ Nightmares, sleeping problems
- ❖ Fear of certain places or persons e.g. bedroom or bathroom, friend-uncle
- ❖ Sudden unexplained personality changes, mood swings and seeming insecure

WHY TO PROTECT CHILDREN FROM ABUSE IN SCHOOL?

- ❖ According to National Study on Child Abuse (2007), 49.92% children in schools reported facing sexual abuse^[2]
- ❖ Children need a healthy and supportive environment to grow and develop
- ❖ All children have the right to live in dignity and have access to education that is safe, protective and conducive to growth and development
- ❖ Abuse adversely affects the academic performance of children and also leads to poor school attendance
- ❖ School plays a vital role in identifying, reporting, and preventing child abuse and neglect
- ❖ Children cannot learn effectively if their attention or energy is sapped by the conflicts inherent in being maltreated^[3]

HOW TO DEAL WITH A CHILD WHO IS ABUSED?

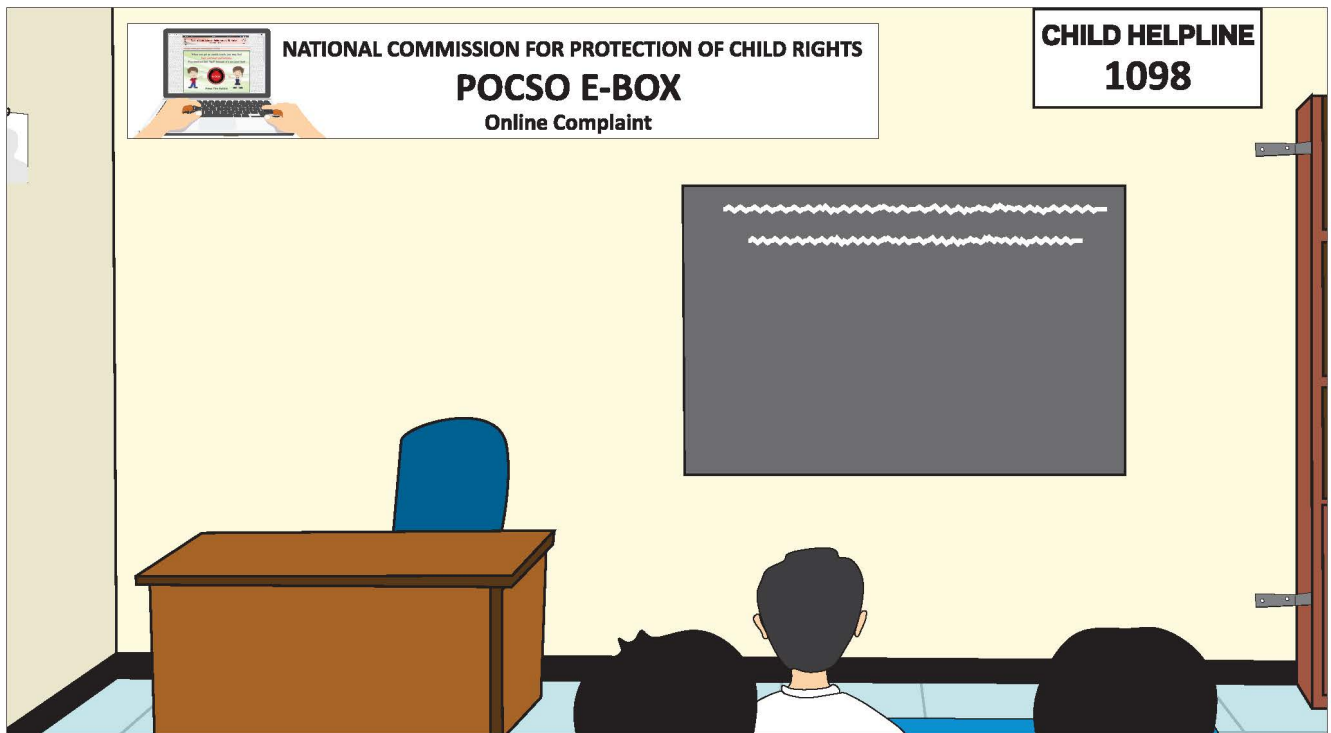
- ❖ All children should be approached with extreme sensitivity and their vulnerability recognized and understood
- ❖ Try to establish a neutral environment and rapport with the child before beginning the conversation
- ❖ Always identify yourself as a helping person
- ❖ Convey and maintain a relaxed, friendly atmosphere. Do not express surprise, disgust, disbelief, or other emotional reactions to descriptions of the abuse
- ❖ Avoid touching the child and respect the child's personal space. Do not stare at the child or sit uncomfortably close
- ❖ Do not suggest feelings or responses to the child. For example, do not say, "I know how difficult this must be for you"
- ❖ Do not make false promises. For example, do not say, "Everything will be okay" or "You will never have to talk about this again"
- ❖ Avoid the use of leading questions that imply an answer or assume facts that might be in dispute and use direct questioning only when open-ended questioning/free narrative has been exhausted
- ❖ The child may get exhausted frequently and easily; in such an event, it is advisable not to prolong the

inquiry, but rather to divert the child's mind and come back to the sexual abuse when the child is refreshed

- ❖ Regularly check if the child is hungry or thirsty, tired or sleepy, and address these needs immediately
- ❖ Let the child do the talking and answer any questions the child may have in a direct manner
- ❖ Avoid questioning the child as to why he behaved in a particular way (e.g., “Why didn't you tell your mother that night?”). Young children have difficulty answering such questions and may feel that you are blaming them for the situation
- ❖ Avoid correcting the child's behaviour unnecessarily. It can be helpful to direct the child's attention with meaningful explanations (e.g., “I have a little trouble hearing, so it helps me a lot if you look at me when you are talking so that I can hear you”) but avoid correcting nervous behaviour that may be slowing the pace of the interview or even preventing it from proceeding
- ❖ A variety of non-verbal tools may be used to assist young children in communication, including drawings, toys, dollhouses, dolls, puppets, etc. Since such materials have the potential to be distracting or misleading they should be used with care. They are discretionary for older children
- ❖ If required the matter should be discussed with the parents as well
- ❖ Seek professional help wherever required
- ❖ All the matters pertaining to abuse of children in India are dealt under two laws viz. the Juvenile Justice (Care and Protection of Children) Act, 2015 and the Prevention of Children from Sexual Offences (POCSO) Act, 2012. While the JJ act, 2015 deal with all offences against children, POCSO Act, 2012 is a special law deal with sexual offences against children
- ❖ Section 19 (1) and 21 (2) of the POCSO Act makes it mandatory for the teachers and management of the educational system to report instances of child sexual abuse along with the penalties for failure in reporting such offences

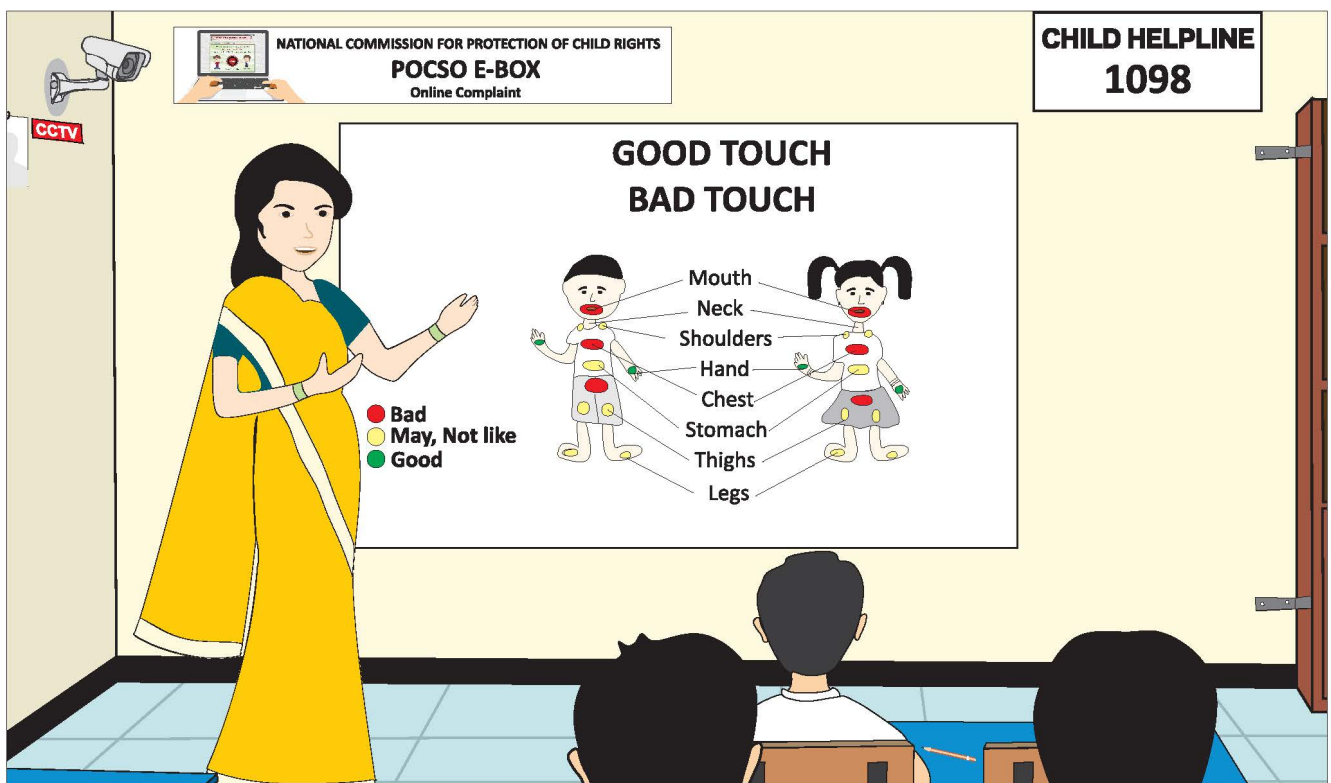
HOW TO STOP ABUSE OF CHILDREN IN SCHOOLS

- ❖ Encourage discussion with children about child abuse and methods of reporting the abuse
- ❖ Put up posters regarding indicators of child abuse and the punishment accorded for the perpetrator
- ❖ School need to have a child protection policy, clearly displayed in the school notice boards
- ❖ Child helpline numbers must be displayed at all the prominent locations of the school



(Fig. 3.4.3)

- ❖ The information regarding POC SO E-Box must be displayed in all the prominent locations of the school
- ❖ Teachers should sensitize children on good touch bad touch and POC SO E-Box



(Fig. 3.4.4)

- ❖ CCTV cameras must be installed in all the vulnerable locations of the school
- ❖ The school should have contact details of the CWC, JJBs, SJPU, hospital etc.

MEASURES FOR PROTECTION FROM CHILD SEXUAL ABUSE (CSA)

Selection of employees

- ❖ Police verification of the teaching and non-teaching staff including the contractual staff
- ❖ No candidate with a criminal record of sexual and or physical violence against children should be recruited for any position within an educational institution
- ❖ All newly selected candidates must also provide a signed affidavit to the educational institution that they have not been accused of offence under the POCSO Act, 2012 and JJ Act, 2015
- ❖ Persons employed on an ad-hoc or contractual basis to teaching as well as nonteaching positions must be made to adhere to the aforementioned
- ❖ It must be ensured that at least half of the total number of teaching staff is female (as mentioned under SSA) in order to ensure that girl children are provided adequate care and protection
- ❖ A grievance committee for child sexual abuse (CSA) to address cases of child sexual abuse should be formed by the school. The constitution, roles and responsibilities of the committee should be as follows
 - ◆ Schools must constitute a Prevention of Child Sexual Abuse committee within one month of beginning academic year every year
 - ◆ The CSA committee should constitute of 25% children and 50% representatives of management and teachers and 25% SMC Members/PTA. The representatives of the committee should be 50% females
 - ◆ The term of CSA committee will be one year. Every year new committee will be constituted by giving representation to children in rotation. Every year at-least 2/3rd of the representatives of children should be replaced with new members
 - ◆ Meeting of CSA committee should be conducted every month and proceedings of meetings be recorded
 - ◆ The main functions of the committee should be responsible for creation of awareness regarding CSA in schools, good touch vs bad touch, complaint box, report any all instances of CSA to the authorities
 - ◆ To encourage children to report any fear or apprehension of sexual abuse to any person in whom the children has trust and confidence, so that appropriate measure can be taken
- ❖ All children must be escorted during travel for school outings. Where any girl child is present in such group of children, a female teacher must also accompany the group. The escorting employee must travel along with the children in the same coach/ compartment/ vehicle
- ❖ Permission must be obtained from each child's parent / family member for the child to participate in certain activities, such as field trips, late-night activities, and overnight trips

- ❖ Parents must be provided a platform to raise any concerns relating to their children

Conduct

- ❖ Prevent contact between the child and the offender until an investigation has taken place. Explain to the child that he / she should tell them immediately if the offender attempts to touch or bother them again in any way
- ❖ Do not talk to the offender in front of the child
- ❖ Continue to believe the child and do not blame him / her for what happened. Give the child support and reassurance that he / she is okay and safe.
- ❖ Respond to concerns or feelings the child expresses about sexual abuse calmly. Listen to the child but do not ask a lot of questions
- ❖ Respect the child's privacy by not telling a lot of people, and make sure that other people who know, don't bring the subject up to the child
- ❖ Make sure that all children are given enough information on personal safety so as to be able to protect themselves from the offender without discussing the details of the incident
- ❖ As per the provision of the POCSO Act, 2012 the identity of any child who has been victim of sexual abuse should be strictly maintain with confidentiality and the same should not be made public
- ❖ Complaints/Grievance redressal system
- ❖ Well lit and accessible bathrooms/toilets
- ❖ Monitoring of child's behavior and performance

Mandatory reporting of child sexual abuse

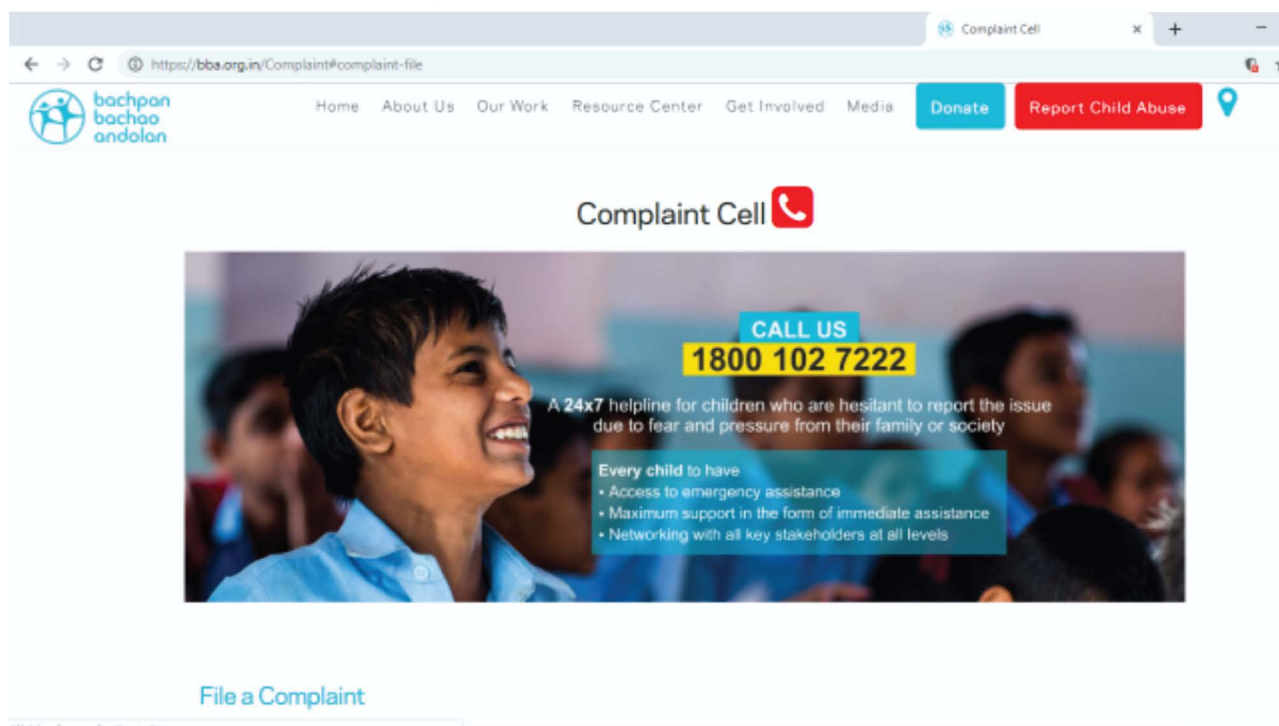
Section 21(1) of the POCSO Act, 2012 requires mandatory reporting of cases of child sexual abuse. It applies to everyone including parents, doctors and school personnel. Failure to report a suspicion of child abuse is an offence under the Act. The legislation makes it clear that the reporting obligation exists whether the information was acquired through the discharge of professional duties or within a confidential relationship. Any private person who fails to report suspected child abuse, having acquired the information in the discharge of his or her professional responsibilities, commits a summary conviction offence^[4]

FILING COMPLAINT THROUGH POCSO E-BOX

- ❖ It is incorporated prominently in the home page of NCPDR website where the user has to simply press a button named, POCSO e-box which will navigate to a page with the window having a short animation movie telling children/complainant that it's not their fault and they need not have to feel bad
- ❖ User has to simply select at least one complaint category, fill this form and click on submit button to register the complaint

NCPCR POCSO e-button Details are available at-
www.ncpcr.gov.in E-mail id: pocsoebox-ncpcr@gov.in

Reporting of Child Sexual abuse can also be done by dialing **1098** (Childline) and **18001027222**
(Bachpan Bachao Andolan Helpline number)



Note: Any type of abuse in school lead to disciplinary actions against school authority and the person involved in the case.

IMPACT OF THE SESSION

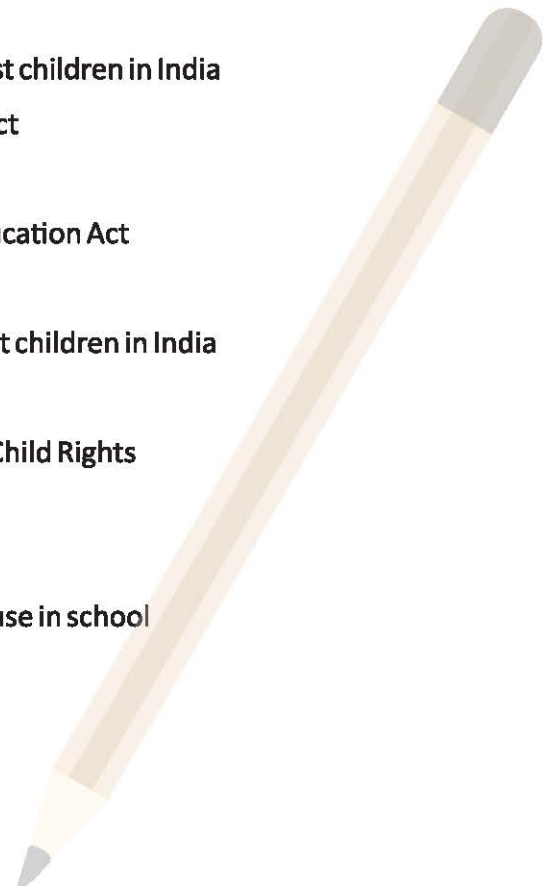
- ❖ There will be less chances of abuse on children in the school
- ❖ Students will feel safe and secure in the school
- ❖ The academic and social performance of the students will be high

REFERENCES

- 1 <https://www.savethechildren.in/news/understanding-child-abuse-and-child-protection?>
- 2 National Study on Child Abuse in India, 2007, MWCD
- 3 Role of Educators in Preventing and Reporting to Child Abuse and Neglect
<https://www.childwelfare.gov/pubPDFs/educator.pdf>
- 4 Model Guidelines on POCSO,
<https://wcd.nic.in/sites/default/files/POCSO-ModelGuidelines.pdf>

(QUESTIONS)

1. What is child abuse
 - (a) All form of sexual abuse resulting in any harm to child's health
 - (b) All forms of exploitation to children
 - (c) All forms of physical and emotional ill treatment, sexual abuse, neglect or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity
 - (d) All forms of physical and emotional ill treatment to children
2. What is sexual abuse
 - (a) Unnatural sex with children
 - (b) Inappropriate sexual behavior with child
 - (c) Sexual intercourse with girl children
 - (d) Touching private parts of children
3. As per the National Study on Child Abuse-2007, what percentage of school going children reported facing sexual abuse
 - (a) 46.23%
 - (b) 49.92%
 - (c) 56.23%
 - (d) 59.92%
4. Which legislation exclusively deal with sexual offences against children in India
 - (a) Juvenile Justice (Care and Protection of Children) Act
 - (b) Indian Penal Code
 - (c) The Rights of Children for Free and Compulsory Education Act
 - (d) Protection of Children from Sexual Offences Act
5. What is the online reporting system of sexual offences against children in India
 - (a) POCSO-E-box
 - (b) Website of National Commission for Protection of Child Rights
 - (c) JJ E-box
 - (d) PENCIL portal
6. Which committee in the school deals with cases of sexual abuse in school
 - (a) POCSO Committee
 - (b) Management Committee
 - (c) Grievance Committee on Sexual Abuse
 - (d) Committee on Sexual Abuse



7. What is the constitution on sexual abuse committee in the school
- (a) 25% children and 75% teachers and parents
 - (b) 50% representative of school management and teachers, 25% children and 25% SMC members/parents
 - (c) 25% children, 25% teachers, 25 % parents and 25% NGO representative
 - (d) 25% Children, 50% SMC members and 25% parents
8. While selecting the candidates for any teaching and non-teaching positions in school , what affidavit is required
- (a) Affidavit which says that the person has not been accused of any offence under POCSO Act
 - (b) Affidavit which says that the person has not been accused of any offence under JJ Act
 - (c) Affidavit which says that the person has not been accused of any offence under POCSO and JJ Act
 - (d) Affidavit which says that the person has not been accused of any offence under any legislation pertaining to children
9. Which section of POCSO Act makes it mandatory for teachers and school management to report child sexual abuse in the school
- (a) Section 41
 - (b) Section 19
 - (c) Section 21
 - (d) Section 19 (1) and 21 (1)
10. Is it necessary to have police verification of the teaching and non-teaching staff including the contractual staff
- (a) Yes
 - (b) No
 - (c) Don't know
 - (d) No Response



NOTE



DEVELOPED BY
Kailash Satyarthi Children's Foundation
IN COLLABORATION WITH
NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS