



**NATIONAL REPORT**  
**ON**  
**SAFE AND SECURE SCHOOL ENVIRONMENT**

---

**2019-20**

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## **Annexure**

## **ABBREVIATIONS**

CBSE: Central Board of Secondary Education

CPCR: Protection of Child Rights Act

CSA: Child Sexual Abuse

CWSN: Children with Special Needs

DG: Disadvantaged Group

DoE: Department of Education

DNA: Do Not Apply

EWS: Economically Weaker Sections

IECD: Inclusive Education of Children with Disabilities

MDM: Mid-Day Meal

MDM: Mid-Day Meal

MHRD: Ministry of Human Resource and Development

NCERT: National Council of Educational Research and Training

NCPCR: National Commission for Protection of Child Rights

NCTE: National Council for Teacher Education

NDMA: National Disaster Management Authority

POCSO: Protection of Children from Sexual Offences Act, 2012

PTA: Parent-Teacher Association

RTE: Right to Education

SCPCR: State Commission for Protection of Child Rights

SDP: School Development Plan

SMC: School Management Committee

TEI: Teacher Education Institution

UNCRC: United Nations Convention on the Rights of the Child

## *Preface & Acknowledgment*

India has one of the largest child population in the World, where children represent 39 percent of the total population of the country. They are the most valuable resource and providing them a safe and secure environment to flourish is the responsibility of the State as per the Constitution of India. Our commitment towards universalization of education and making education a fundamental right of all children also includes ensuring an appropriate school environment that facilitates their overall development. However, several recent incidents in schools have highlighted the issue of safety and security of children while in school.

Upon examining the available guidelines/notifications/laws and data sources, it came to our notice that there are various guidelines in place by different Departments/Ministries/Institutions covering almost all aspects of safe school environment. However, the data available on school related indicators is more in terms of compliance of the school indicators and less from the perspective of safe schools. Hence, the Commission initiated two activities in this regard. *First*, the exercise to review and consolidate the existing guidelines on safety of children in schools was initiated. *Second*, a survey on safe school environment was conceptualized with a dual objective of accessing the safety parameters in a school and in the process making the schools and children aware of these standards. The survey was designed in a way to include all the relevant parameters pertaining to safety of children and engaging children in collection of data. The ideas behind including children was to create awareness among children about the importance of safety and security in schools and the essentials of a safe school. Therefore, even if the data on few indicators that was collected by children with the help of their teachers and parents might not give a true picture of the status but this exercise worked as an exercise for children to gain knowledge in the process while enjoying their right to participation.

The survey is a commendable example of coordination and collaboration of different institutions coming together and working for the one common objective i.e. to contribute in making the schools a safe space for children. First and foremost, I am thankful to the then Chairperson of NCPCR, Smt. Stuti Kacker for her encouragement to take up this mammoth task. I am also grateful to Ms. Rupa Kapoor and Shri Yashwant Jain, the then Members, NCPCR for their inputs and support. A special mention and gratitude for the present Member Secretary, Ms. Rupali Banerjee Singh for her support in bringing this report to conclusion.

I also take this opportunity to thank the State Commissions for Protection of Child Rights (SCPCRs) for making this exercise possible for NCPCR and coordinating with the State authorities for timely completion of the survey. Also, my gratitude to the Education Departments of all the 12 States/UTs for conducting the survey successfully. Also, the surveyors, DIET faculty, teachers and children for their contribution in collecting data from schools. This also brings me to extend my gratitude to the schools where the survey was carried out for participating in the survey. The work done by the team of Talento Consulting Private Limited for organizing and analyzing the data and coming up with the national report. I also thank the Ministry of Human Resource and Development for providing funds for bringing out the report. Last but not the least, the team of Education Division, specifically Dr. Madhulika Sharma for overall coordination of the project, Shri Rajnikant; Shri Dushyant Meher and Shri Paresh Shah for their contribution in coordination with States. Also, Shri Rakesh Prajapati (TBC); Shri Brijesh and Shri Nikhil (DEOs) for their support in following up with States for completion of the survey.

Sd/-  
(Priyank Kanoongo)  
Chairperson

## 1.1 Project Background

Safety of children in schools is a comprehensive concept that includes creating a safe environment for children, starting from their homes to their schools and back. This involves safety from any kind of abuse, violence, psycho-social issues, disaster: natural and manmade. As children spend a significant part of their childhood and formative years in schools, it is imperative that the ambience in schools is positive and nurturing, where they feel safe and secure on the premises and with the care providers. In recent past several accidents occurred time to time involving children at the school premises or travelling in school buses or while on school trips. This is despite the fact that the various guidelines, circulars, notifications, and orders on Safety and Security of Children in Schools have been issued by different Government departments/institutions.

With an aim to examine the safety and security of children in schools in terms of different indicators, a sample survey has been conducted in different States/UTs. The survey presents a picture of availability of safety measures in Government as well as private schools. The survey covered the following indicators to assess the status of Safe and Secure School Environment in Schools in India. For this, data was collected on the key indicators based on the provisions of RTE Act, 2009 and Guidelines on safety and security by different departments/institutions. The broad categories are- Infrastructure; Psycho-social Aspects; Health & Hygiene.

The data collection process was envisioned to be carried out without any cost involved and with the cooperation and in collaboration of the State Education Departments, SCPCRs and Teacher Education Institutions (TEIs). NCPCR wrote to all State Education Departments to arrange orientation meetings for the concerned stakeholders to orient them regarding the methodology for data collection. Sixteen States organized the orientation meetings namely, Himachal Pradesh, Madhya Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, Tripura, Delhi, Haryana, Punjab, Rajasthan, Jharkhand, Odisha, Maharashtra, Gujarat. During the workshops, the stakeholders were oriented regarding the methodology of data collection and their respective roles.

Methodology of Data Collection: The following was the suggested methodology by NCPCR to the States/UTs to be used for data collection (Complete PPT at Annexure-1). However, the States/UTs adopted the method for data collection as per the available resources.

- The Block-level officials (BRC & BEO) to conduct meeting with Heads of selected schools and a representative from DIET with information to the DEO/DPC
- Simultaneously, DIET to distribute the schools among TEIs from the same list of schools. The TEIs to submit school-wise name of the students conducting survey.
- The Principals of the schools to conduct the survey in their schools. For this, from each school a group of minimum 10 students, called *child inspectorates* to be selected by the Head of the School/Principal. The idea behind engaging child inspectorates was that the information shall be collected *by the children and from the children*. This helped in assessing the quality of inputs from the point of the beneficiary i.e. the children themselves. Also, such an exercise made the children aware about the essential measures that need to be in place to ensure safety and security of all.
- The Child Inspectors to be given orientation on information collection, tabulation and submission of report. Equal representation for both boys/girls; all classes shall be maintained. Before selection of students, Principal seeks representation of interested students for the activity. The group to be provided information on the tool by observation, their own experience in the school and by collecting information from the concerned officials of the school.
- After data collection, the Principal of the Schools to submit the forms to the concerned BEO who further submit all the forms from the block to the respective DEOs and DEOs further submit the forms to the State Education Department. The State Education Department then submit all the forms to respective SCPCR.
- Similarly, the TEIs submit the forms to DIETs and DIETs then submit the forms to SCPCRs.
- Forms were translated in the regional language (if required) by SCPCRs/Education Department.

## **Limitation and Data Sampling**

### 1.1.1 Limitation of the research

All the findings in this research relied on the responses given by the respondent students and staff of selected schools. The authenticity of findings will depend upon authenticity of responses. The findings are not to be generalized for other States/UTs in the region.

### **Data Sampling**

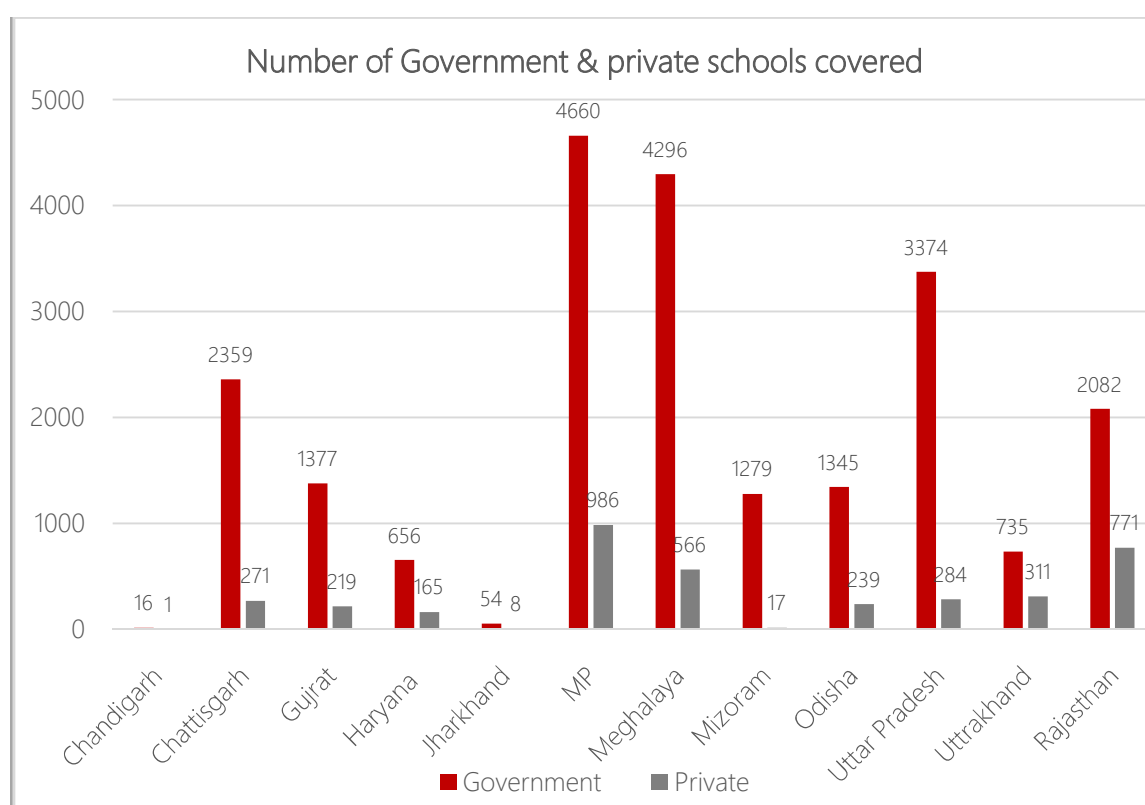
Random sampling has been used as sampling method. The sampling unit taken was the block. These blocks were picked randomly and then the schools that fell under each block were mapped and again through random sampling, the schools to be interviewed were selected. There is no fixed number of

schools to be surveyed in a block or district. Data is collected from private and Government schools of the selected blocks. The objective of the study is to understand the different indicators that collectively determine safety and security of children at school. The data for both private and Government schools was examined and an average have been calculated. The results of the data collected is interpreted below with each subheading is the thematic area under which the table of results has been posted for ease of understanding and comprehension. Result of each indicator has been discussed.

The objective of the research was to first access the schools' infrastructure as per the manual and to create awareness regarding the importance of the manual amongst the visited schools. In the long run, this would help the schools in following the guidelines as it is one of the basic necessities to ensure safe and secure environment for the children.

Details about the States and districts interviewed:

**Figure 1.1: State-Wise Sampling Data**



The chart above shows the number of schools randomly selected for the survey in each State. Number of districts selected depends on size of the State. More districts are covered in Uttar Pradesh and Madhya Pradesh, Gujarat, Chhattisgarh, Haryana and Rajasthan while few districts are covered in Odisha, Mizoram,



Uttarakhand, Meghalaya, Jharkhand and Chandigarh. States covered are from North, West, East and North- Eastern part of India.

Total States Surveyed	12 States
Total Districts Surveyed	201 Districts
Total Government & Private Schools Surveyed	26071 Schools
Percentage of schools surveyed	4 percent of total schools in 12 States/UTs

## 2 Research Findings

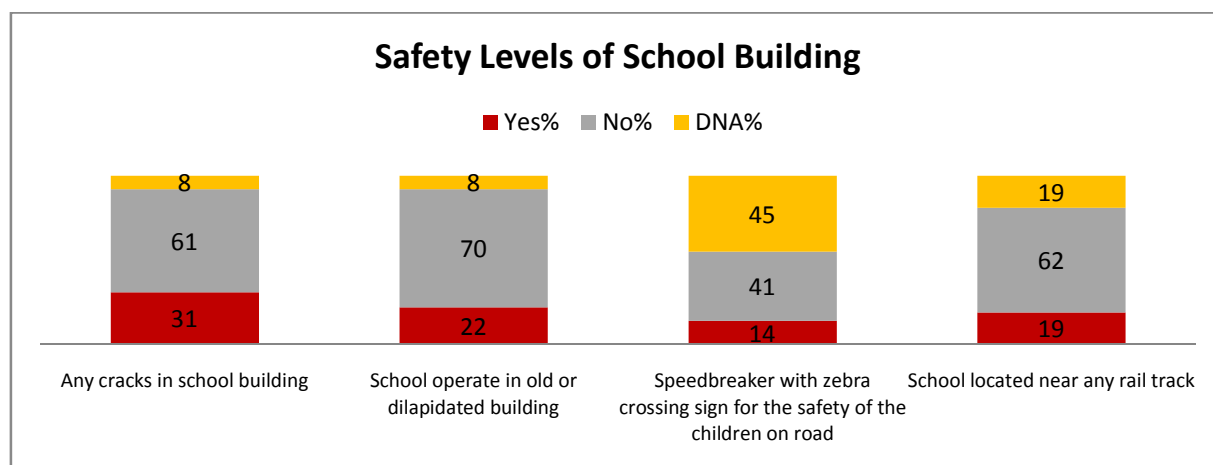
### 2.1 Infrastructure

The infrastructural facilities in a school not only create a favourable environment for learning but certain infrastructural provisions are important for safety of children in schools and preparedness against emergencies. The indicators under infrastructure not only included the availability and use of such facilities for the students but also the availability of emergency response and preparedness for safeguarding and providing security against any kind of hazard.

#### 2.1.1 School Buildings

The school infrastructure should be in a proper stable shape, to provide the children required safety and security. Cracks in a building, dilapidated infrastructure, location of the school, etc. all plays a role in children safety.

**Figure 2.1: Safety Levels of School Building**

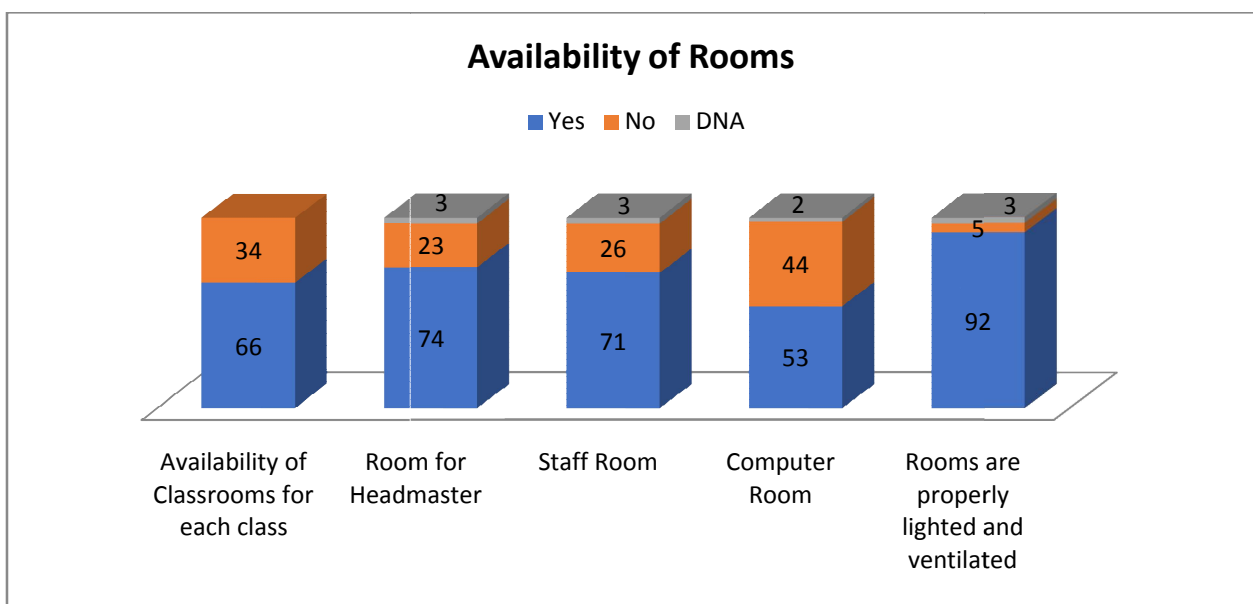


Data shows that 22 percent of schools are operating from old or dilapidated buildings; while 31 percent schools reported that there were cracks in the school structures. The data here also presented that 19 percent of the schools were located near rail track where as only 14 percent of total schools has speed breakers with zebra crossing sign for safety and security of children. The reason for high number of DNA for speed breaker and zebra crossing could be that schools are situated in rural areas. In rural areas, where there are no roads or proper signage for any establishment, zebra crossing and speed breaker for a school is unexpected. However, infrastructure is still a major concern in these schools. Operating from old, cracked dilapidated building can be fatal. Immediate steps should be taken to ensure the condition of the building is safe enough for the children.

### 2.1.2 Classroom Safety

Every school has some basic infrastructure and most important for ensuring student’s mental and physical safety are classrooms, staffroom, computer room, and all the rooms are properly lighted and ventilated.

**Figure 2.2: Availability of Rooms**

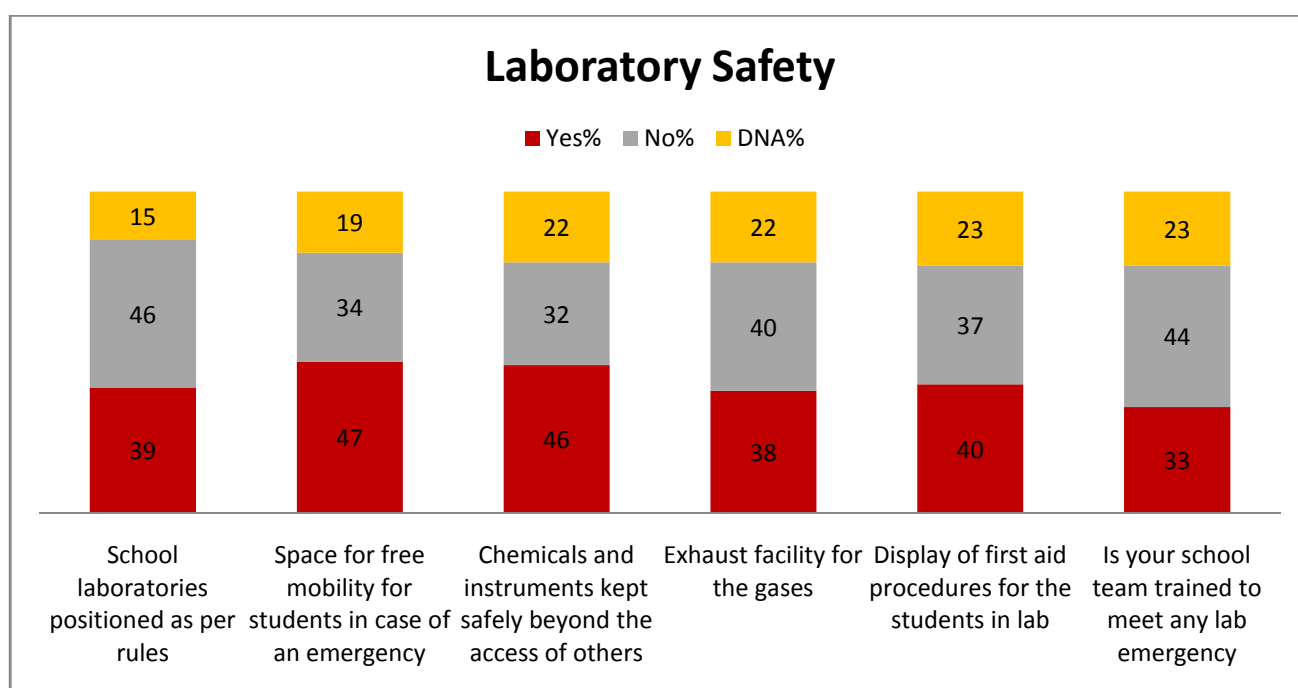


The graph above shows that 66 percent schools have classrooms while out of these 66 percent, 74 percent have room for head master and 71 percent of these have staff rooms for teachers. 92 percent of the schools which have permanent classroom have proper lights and ventilation. This allows students to learn in comfortable environment. Out of 66 percent of schools with classrooms have 53 percent of schools have computer rooms.

### 2.1.3 Laboratory Safety

Developing scientific knowledge and temperament amongst children is an important function of a school. Having a place for children to experiment and learn by doing becomes important in this case. Hence, having a laboratory and an infrastructure that supports learning becomes an essential requirement. At the same time, laboratories generally comprise significant risks, and prevention from laboratory accidents requires great care and constant vigilance. The risk factors may include high voltages, high and low pressures and temperatures, acidic and toxic chemicals. To minimize the risks involved, measures need to be adopted for protection against laboratory related accidents.

**Figure 2.3: Laboratory Safety**



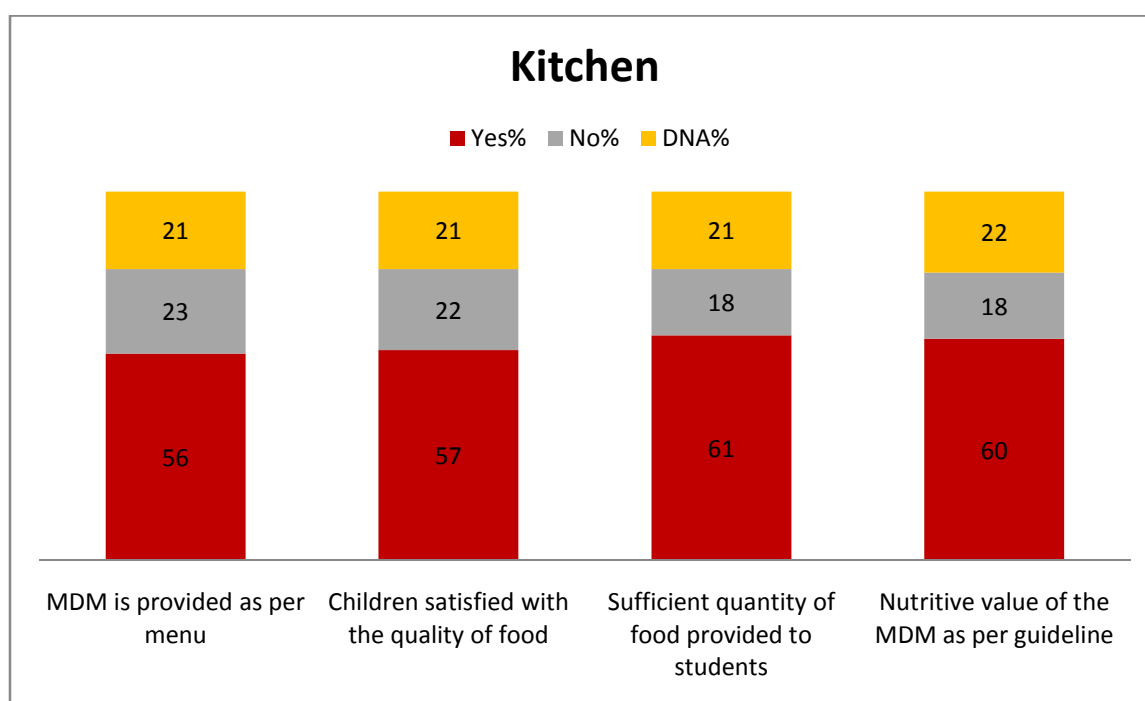
It was observed that only 39 percent of total schools had their laboratories positioned as per rules of establishing a laboratory, while a major chunk of the total schools that is 61 percent of the schools did not have laboratories as per the standards. While enquiring about the display of the first aid procedures for the students in the laboratory, only 40 percent schools (which have laboratory) had proper display, while others did not. Chemicals and other equipment's were kept safely beyond the access of others in 46 percent schools. Also, exhaust was available only in 38 percent of 39 percent of schools. Checking the preparedness for meeting any eventuality pertaining to laboratories, 47 percent schools had ensured space for free mobility of students in case of an emergency. A total of 33 percent schools stated that they had a school team trained to meet any emergency in the laboratory. It is alarming that a major number of

44 percent schools stated that they were not prepared for meeting any eventuality in case of a laboratory mishap. Overall analysis States that schools are weak as far as laboratory safety is concerned. There is no strong infrastructure in labs nor are trained teams that ensure safety of students while working in the labs. Risk of accidents and injury is high. In today's world, science is one of the basic learnings for the children.

#### 2.1.4 Kitchen

Kitchen is expected to be a place where health meets nutrition. Mid- Day meal scheme has made it compulsory to prepare meals at premises of school and provide them to students. This is done to increase nutrition level of students and improve their health.

**Figure 2.4: Kitchen**



The Mid-Day Meal Scheme is a Government Scheme under which cooked nutritious meal is served in Government or Government aided schools. Under the scheme students must be served 300 calories of energy and 8-12-gram protein per day for a minimum of 200 days. As per U-DISE data<sup>1</sup> 81.5 percent of the schools in the States covered in this study provide MDM in schools, however it is interesting to see that only 56 percent of those 81.51 percent is providing food as per the menu. Only 57 percent of children are satisfied with the quality of food. There have been a number of studies and news reports recording that the quality of MDM is still a major concern. There have been cases where the food was not even fit

<sup>1</sup>[http://udise.in/Downloads/Publications/Documents/Analytical\\_Table\\_2016-17.pdf](http://udise.in/Downloads/Publications/Documents/Analytical_Table_2016-17.pdf)

for consumption and children have been sick. They are not even being provided food in the required quantity (61 percent). It is not surprising that if the food was not prepared as per the menu, the nutritive value in the food provided is only 60 percent of time.

### 2.1.5 Toilet Facility

Toilet is the basic and most critical infrastructural requirement in the school. Abundant research is available to back the datum confirming the need and advantages of availability for safe defecation bearing an impact on school attendance and learning outcomes for students. Recognizing the need, a special provision was provided in the Right to Education Act, 2009 making toilets an infrastructural requirement. The Act also ensures a provision of separate toilets for both boys and girls students with a latch able functional door and a roof cover on top. The Act also necessitates having sufficient and adequate light facility in the toilets. The survey tried to cover all the important details related with safety and hygiene of toilets in Government and private schools. The results are shown below:

**Table 2.1: Toilet Facility**

Indicator	Response (in %)		
	Yes	No	DNA
Are toilets located within the school premises?	96	3	1
Are there separate toilets for girls and boys?	89	9	2
Are the toilets kept open and used by all children?	93	6	1
Are there toilets available for CWSN within school premises?	51	39	10
Is there running water facility available in the toilet?	74	24	2
Is soap available for washing hands	82	15	3

Does all the toilets have doors for ensuring safety and privacy of children?	92	6	2
Does the school have clean and working method of disposing waste materials especially for girls?	68	27	5
Are the toilets cleaned regularly?	91	7	2
Are there sweepers in schools to clean toilet	67	29	4

The table above shows all the indicators important to analyse safety levels of a school toilet. The result shows that 96 percent of the schools are built inside school premises. This ensures that children are safe inside the premises. There are crimes reported like sexual abuse, kidnapping or accident with children outside school premises. Previous research shows that availability of toilets inside the school directly impacts number of students in the school. Number of drop outs increase if toilets are not built inside the school. 89 percent schools have separate toilets for boys and girls. It can be stated from above data that 11 percent (approx.) schools have common toilets for girls and boys. The situation can impose risk of personal hygiene and safety of girl students and should be addressed as soon as possible.

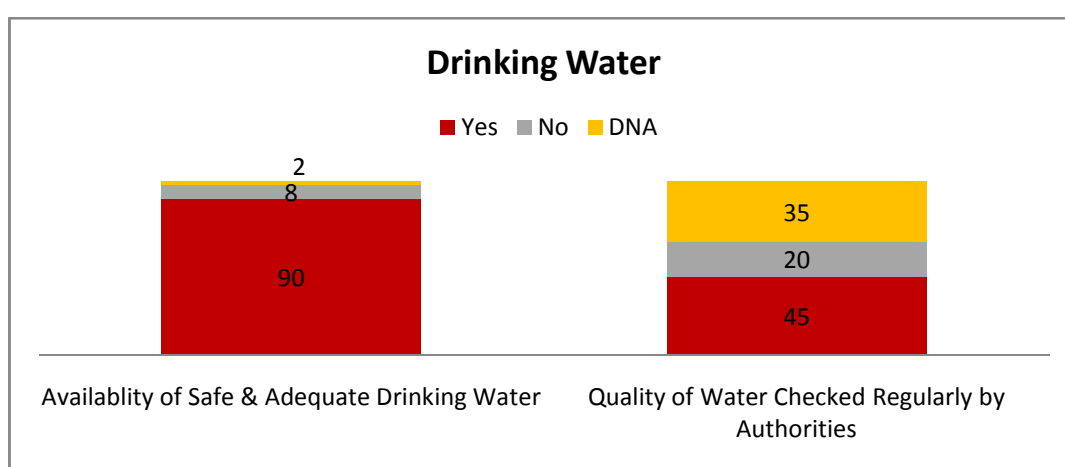
Another major finding is only 74 percent schools have inbuilt water facility in toilets. In rest students have to carry water from outside. This is an alarming situation. It puts student's health and physical safety at risk. Data shows that 92 percent schools have doors in toilets. Doors are one of the important factors that ensure student's privacy and safety from any type of sexual abuse. 91 percent school toilets are cleaned on daily basis and 68 percent toilets have waste disposal facility. For girl students need a place for disposing used sanitary napkins and to reduce risk of infection it is important that toilets are cleaned regularly. School administration must make sure that toilets have doors and are clean and maintained to keep students safe from any type of health or physical risk.

In terms of inclusiveness, provision of disabled-friendly toilets within the premises is an equally significant indicator as per our data, only 49 percent schools have such a facility. It is an issue that needs to be addressed.

## 2.1.6 Drinking water

Provision for safe drinking water in schools is necessary and a must have as per SamagraShikshaAbhiyan (SSA) rules and regulations. Drinking water is also the most critical facility prescribed for the school as per Right to Education Act, 2009. It is observed that drinking water facility is provided through various sources as per the location of the school including tap water from an overhead tank, water supplied by the local authority, water stored in a filter, hand pump etc. The critical factor for safe drinking water is testing of it in intervals, on a regular basis to ensure water is potable and would not cause harm to the health of student while they are at school.

**Figure 2.5: Drinking Water**



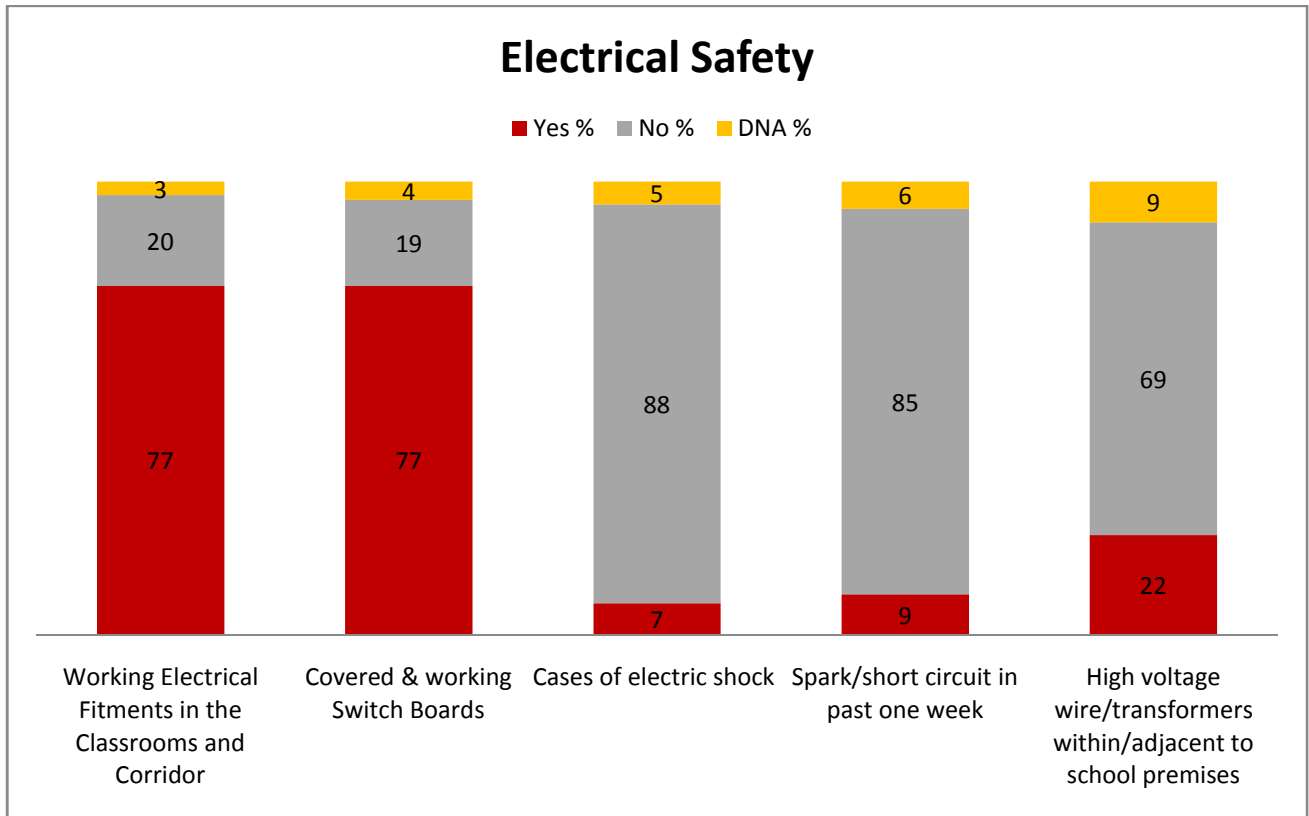
It is clear from the graph that drinking water is adequately available in 90 percent of the schools but only 45 percent schools have regular water quality inspection from authorities. It is a positive indicator that maximum schools have drinking water facility inside school but it is alarming that only a handful get water quality checked. As per the CBSE Guideline, "Safety/quality of water must be checked on regular basis by the concerned authority"<sup>2</sup>If quality of water is not tested, it can impose huge health risks for students and school staff. It is also very dangerous. Children can suffer from water borne diseases. Water availability and quality inspection should be made mandatory by the local authorities for ensuring safety of children.

## 2.1.7 Electrical System and safety

One of the areas of concerns is the safety against electric equipment. Students study in classroom, use computers and use electrical gadgets while performing experiments in their labs. It is important to have electrical fittings in place and protected to make school premises safe for students.

<sup>2</sup>Manual on Safety and Security of children in School by NCPDR

**Figure 2.6: Electrical System and Safety**



It was observed that not all schools had electricity and out of the total schools with electricity, 77 percent had a proper working electrical fitment in classrooms and corridors. It can be observed that 77 percent the school having electricity have covered switch boards in working condition. Seven percent schools having electrical connection face problem of shocks while 9 percent have faced problem of short circuit / shock a week before the survey. One of the safety concerns emerged from the survey is in around 22 percent schools, high voltage wires/transformers within or adjacent to the school premises pose a safety challenge. Although the electric shock cases are low, however it is still dangerous. Nine percent of schools mentioned that they had a case one week before the survey indicating that this could be a common phenomenon in these schools.

### 2.1.8 Fire Safety & Management

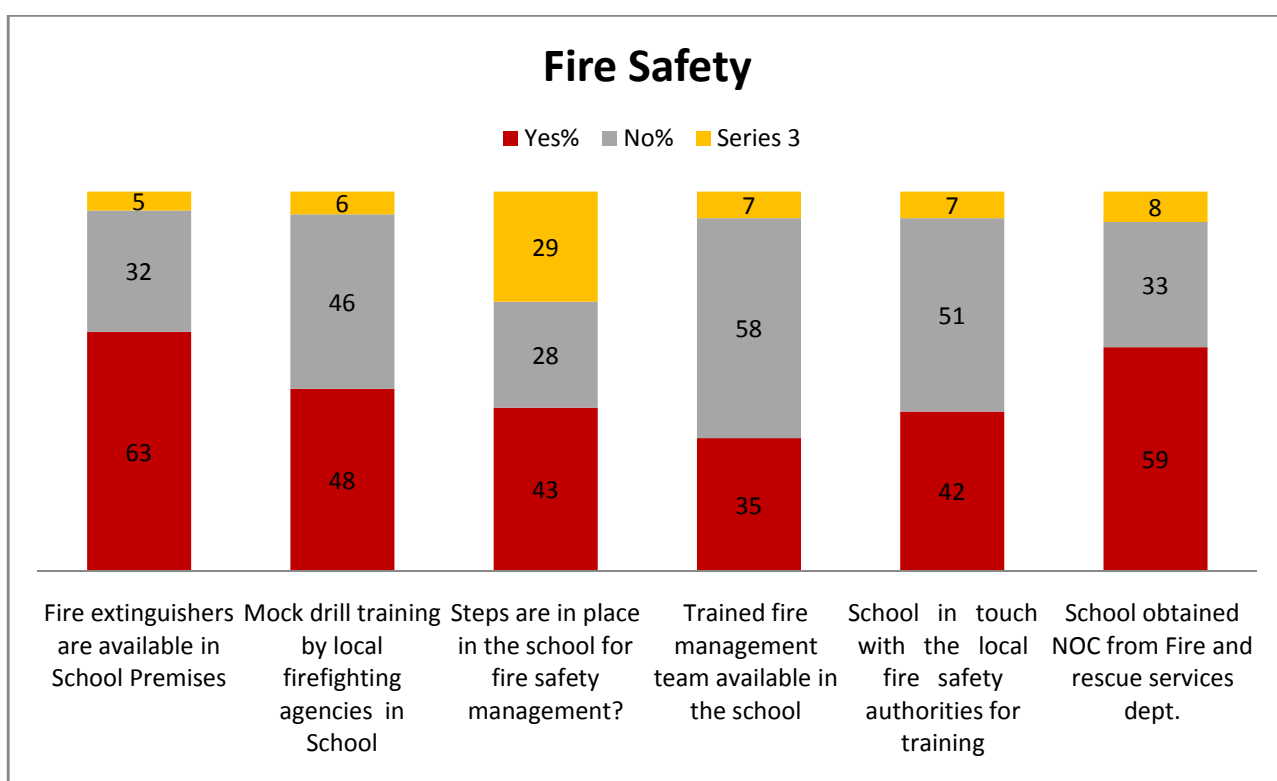
Preparedness for safety of children and school building in case of fire is often a neglected constituent in many Indian schools. There are hardly any rules that are set in place for checking this aspect. Having said that, the National Building Code of India covers the broad guidelines for construction, maintenance and fire safety of the structures, which is for any structure. Incidentally, many State Governments and their



Directorate of Fire Safety have issued guidelines for fire safety measures in schools but they are not mandatory.

Fire related accidents in schools are kind of a frequent occurrence being reported in various parts of the country. This calls for stringent action and fire safety mechanism has become an important feature of the school to prevent any such mishap. Fire safety is often a component of building safety. It is pertinent to ensure that the safety mechanism must include fire safety features in the infrastructure as well as training of human resources to deal with fire related accidents. There is also a need to educate children on prevention and mitigation of fire related emergencies.

**Figure 2.7: Fire Safety and Management**



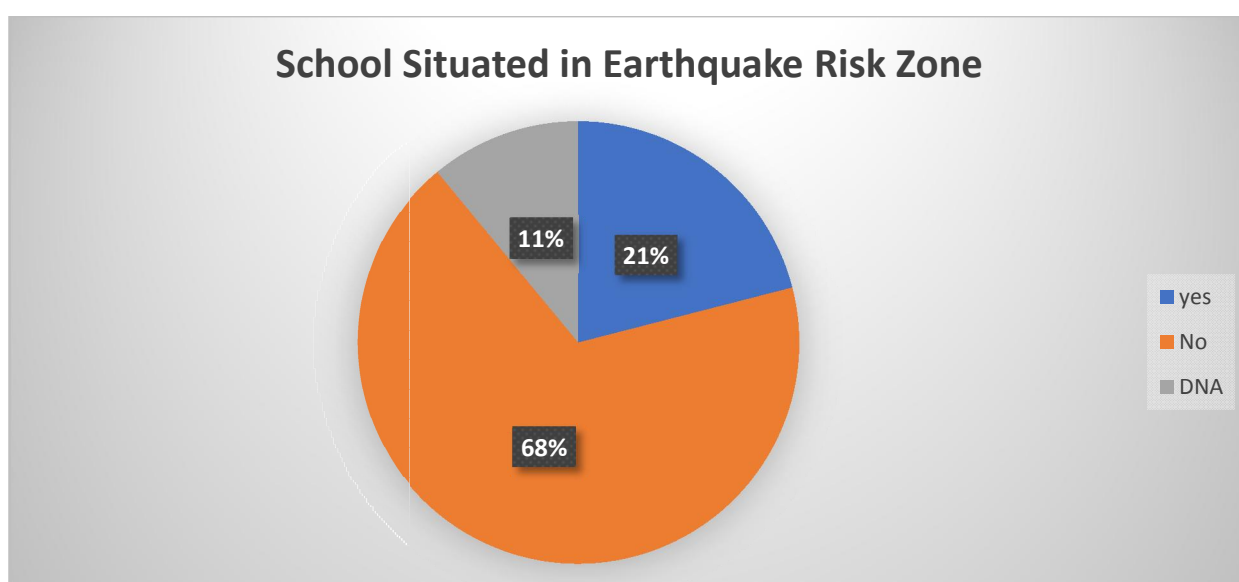
Fire Safety in schools have been looked upon through various aspects and factors. One of which was to see if the schools are prepared and have firefighting systems in place to meet any emergency. The data here represents that 63% schools have fire extinguisher; 43% schools have emergency steps in place in the school to meet any fire emergency as part of their Fire safety management. Only 48% schools conduct mock drill with the help of local firefighting agencies. Only 35% schools have trained management team available in the school for initial fire hazard management. This is a very low percentage. Fire related risks are very likely in schools and every school must have a trained management team that can help in such situations. Data shows that preparedness of schools against fire safety is weak and need to be worked on.

Only 42% of schools are in touch with local safety authority for trainings and 59% have taken NOC from fire and rescue department.

### 2.1.9 Earthquake Management

An earthquake is a sudden, rapid shaking of the earth caused by the shifting of rock beneath the earth's surface. They strike without warning and can occur at any time of year, day or night. Therefore, there is a need to make school infrastructure earthquake resistant.. For preparedness against natural disasters, it is necessary to orient and train teaching, non-teaching staff and students for earthquake safety. For the purpose of this study, it was felt important to gauge if earthquake safety was being considered as one of the important safety parameters by the schools or not.

**Figure 2.8: Earthquake management**

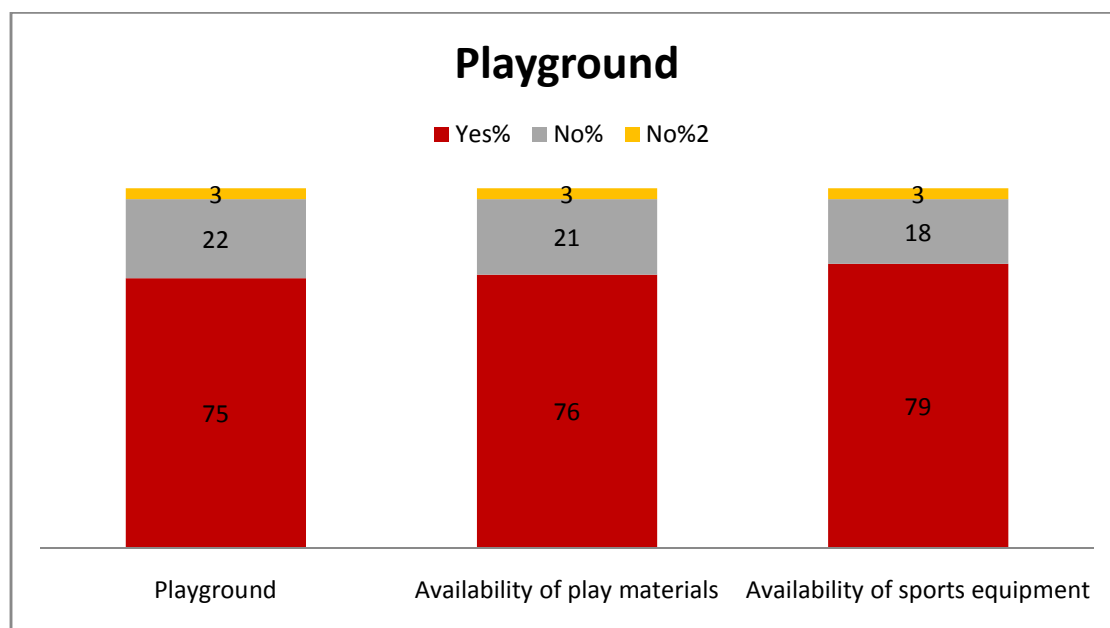


It was observed that only 21% of surveyed schools were in the earthquake risk zone. We also looked at the overall school responses to preparedness towards mitigating such a hazard. Out of these 21%, only 39% schools have necessary construction for keeping building safe during an earthquake. On disaster preparedness, only 33% of total schools responded that they had a trained disaster management group available in school for initial response and that the school was in touch with the local disaster management authorities for training and retraining the teaching, non-teaching staff and students on Disaster Management.

### 2.1.10 Playground

The schools that are providing specific sports or physical activity need to provide proper facilities, trained staff and necessary equipment and materials, with respect to each of them and also need to adhere to the respective Guidelines.

**Figure 2.9: Playground**



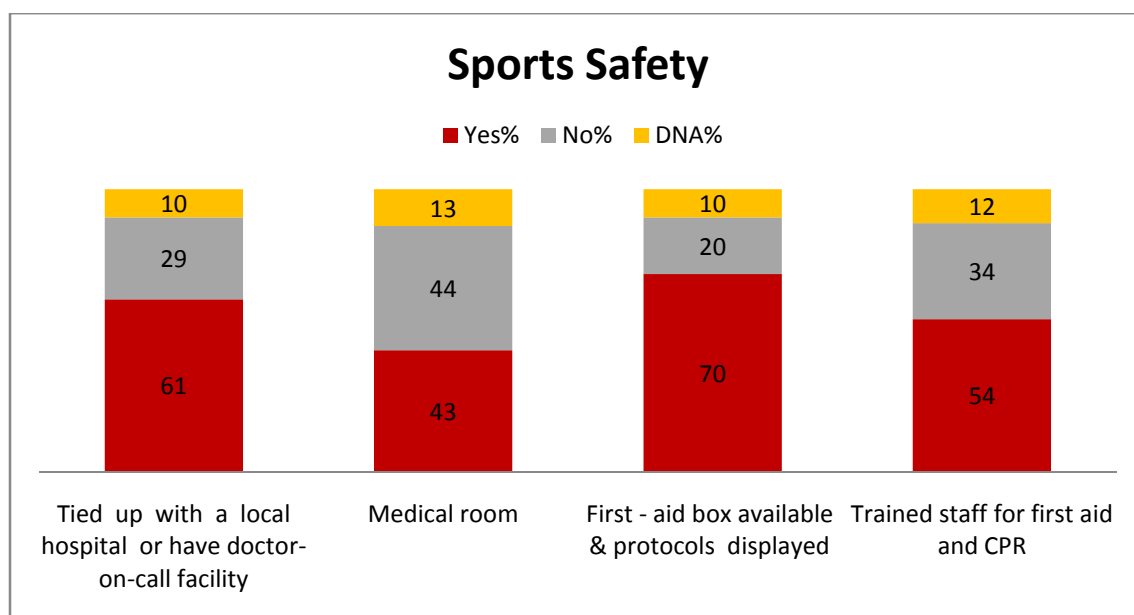
From the data collected, 75% of schools have playground for sports and extra-curricular activities. Playing is important for children as it helps in their overall development. Surprisingly, more than schools with playground, 76% of schools have playing material and even higher number (79%) of schools have sports equipment. With Government giving due importance to sports by launching National programs like Khelo India<sup>3</sup>, our schools are yet to understand its importance.

### 2.1.11 Minimum Standards for Safety related to Sports, Constructional Hazards and Celebration of Festivals

Having playground, celebration of festivals ensures mental and physical growth of students but along with that it is very important that necessary safety measures must be taken to save children from serious injury while playing or celebrating. There are few aspects that need to be taken care of like first aid kit, tie-up with hospitals etc. along with that it is important that children participating in sports get adequate food and nutrition. All these aspects were taken into account and results are as following-

<sup>3</sup><https://kheloindia.gov.in/about>

**Figure 2.10: Minimum Standards for safety related to sport**

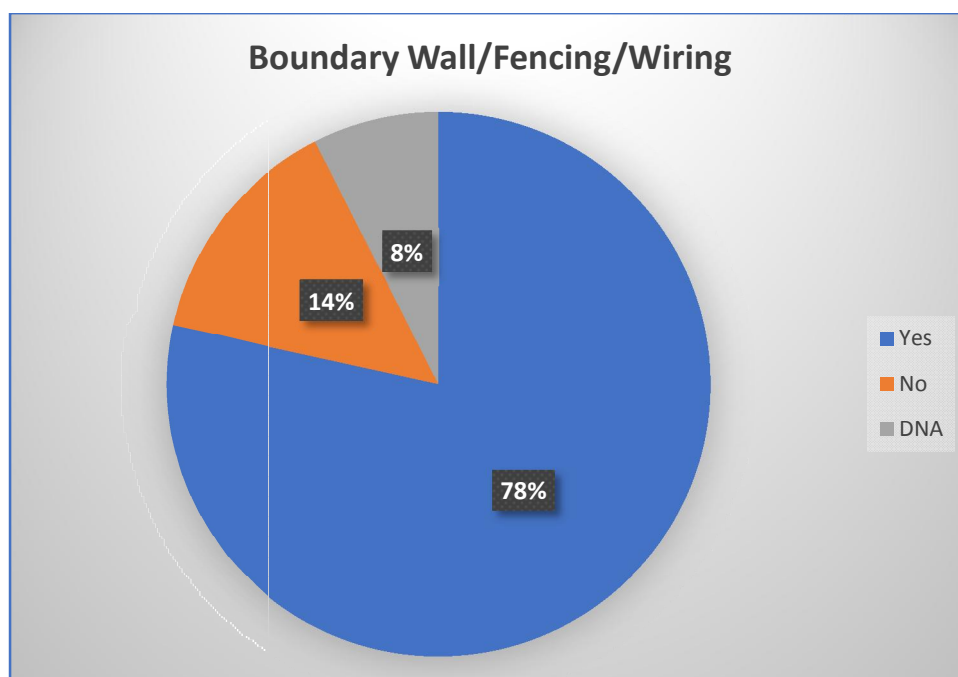


When children play, or celebrate they forget their own safety and become careless. It is necessary that schools have all necessary facilities that save children and prevent any major mishap. Around 61percent of schools had tied up with a local hospital within the periphery of 2kms either from the school where a doctor is available personally or on call for emergency. It was observed that availability of first aid box and first aid protocols for common injuries was for 70percent schools. Looking at preparedness of the school, we also found that 54percentschools had teachers and key staff trained in first aid and CPR. Only, 43percent schools stated that their medical room was equipped to handle medical emergencies; a majority of total schools stated otherwise.

### 2.1.12 School Boundary

School security is a complex issue and one of the key determinants for the safety of the children is a boundary wall. In the wake of rising crimes related to children like trafficking, abduction, drug selling, molestation etc. It is necessary to help a child remain within the limits of the school walls so that there can be a better monitoring and vigilance. There are different kinds of boundary walls constructed or erected for creating a boundary of a school, which includes permanent concrete boundary, fencing or wiring.

**Figure 2.11: School Boundary**

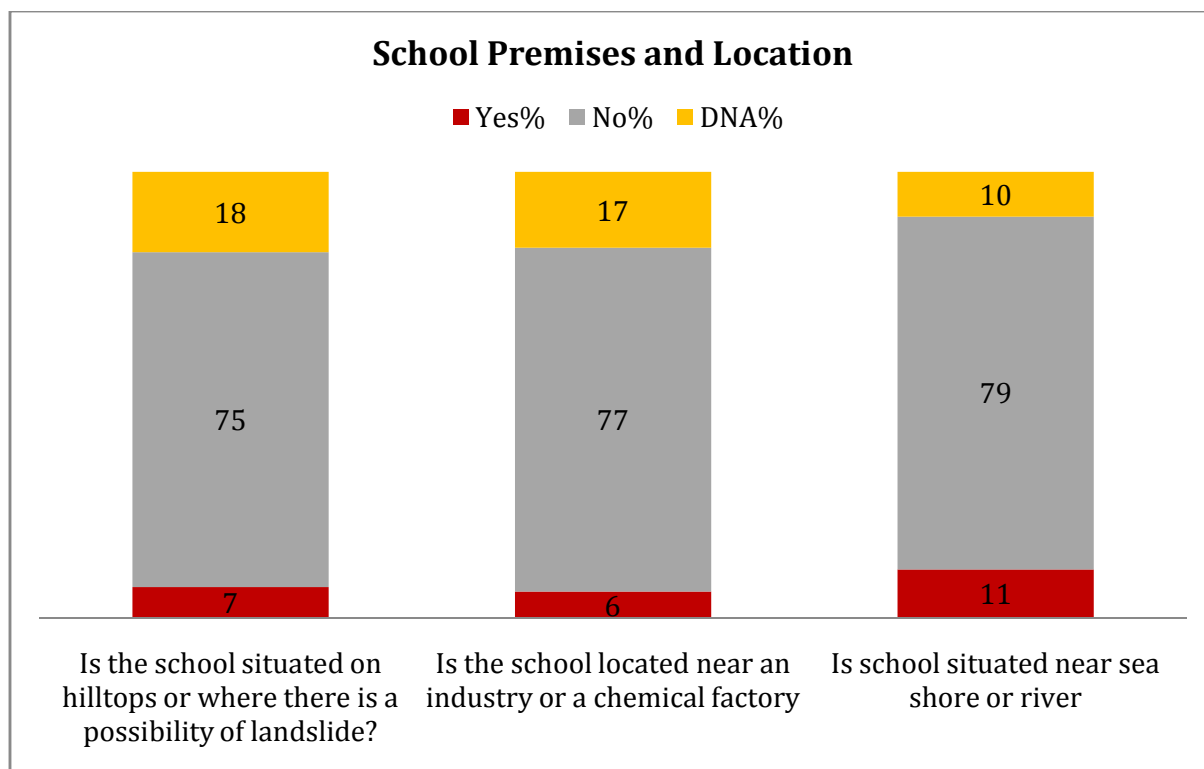


The analysis shows that 78 percent of the surveyed schools across India have boundary walls. However, presence of boundary wall is one of the important factors that directly impact safety of children. Boundary walls restrict unwanted entry or exit of any person or children. Having a permanent boundary wall is must for any institution be it Government or private schools.

### 2.1.13 School Premises and Location

Location of school defines how safe it is to reach school and study. Location of school impacts safety levels directly. It is important that school is within the village or city, have connectivity and not located in disaster prone zone. Similarly, school premises also play important role like flooring, ventilation, hygiene etc. Schools location and premises are analysed on different factors.

**Figure 2.12: School Premises and Location**

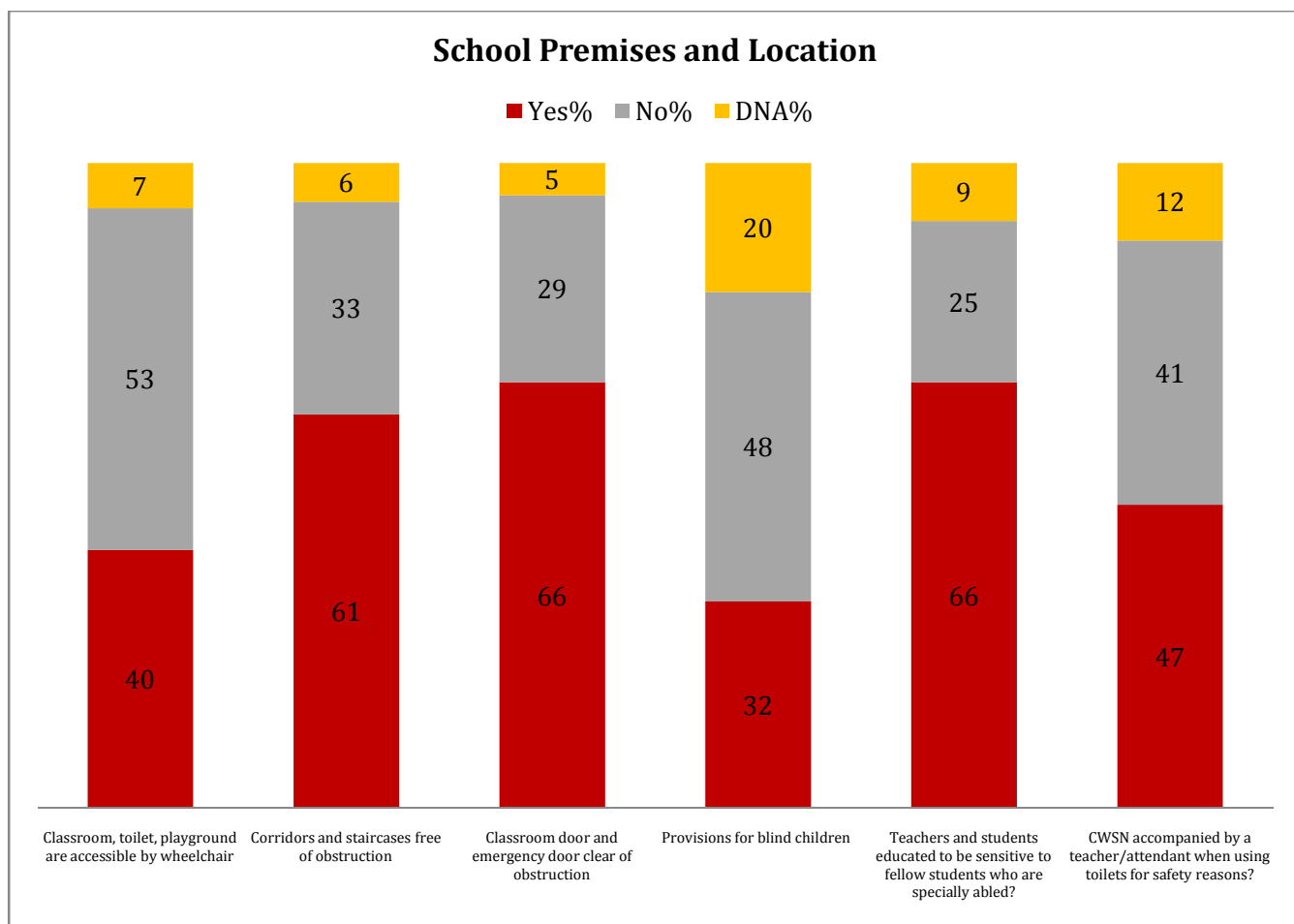


Safety of school premises and students depends upon the location school is built upon and its surroundings. The data shows that only 7percent of the schools are built upon hilltops or a landslide prone zone. Most of such schools were in Meghalaya. Only 6percent schools are near chemical factory and 11percent are near railway track. The statistics states that schools are responsible for the safety of students and established school building in safe locations. Although the numbers are small but necessary preventive measures should be taken to ensure safety of children from any possible harm.

#### 2.1.14 Barrier free entry

The Ministry of Human Resource Development (MHRD) had issued various instructions from time to time to all the Centrally Funded Educational Institutions to ensure barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaption of toilets for wheel chair users, braille signage and auditory signals, tactile flooring etc. The Centrally Sponsored Scheme of SamagraShikshaAbhiyan (SSA) provides for barrier free access in the elementary schools for the benefit of children with special needs (CWSN). Since the schools still lacks basic amenities, only ramps are covered for CWSN in this study.

**Figure 2.13: Barrier free access to children with special needs**



Checking the provisions for inclusiveness, protection and safety of children with special needs at the school it was found that only 40 percent schools had school facilities like classrooms, play areas, toilets etc. accessible by wheelchair. It was also found that in only in about 47 percent schools CWSN were being assisted in the form of being accompanied by a teacher or attendant while using toilets. This is alarming. As only a handful schools have specially-able friendly toilets. 61 percent of schools have obstruction free corridors and staircases. This could impose serious threat to safety of children in rest of the schools. In schools children run in corridors and on stair cases, any obstruction could lead to serious injury to the child.

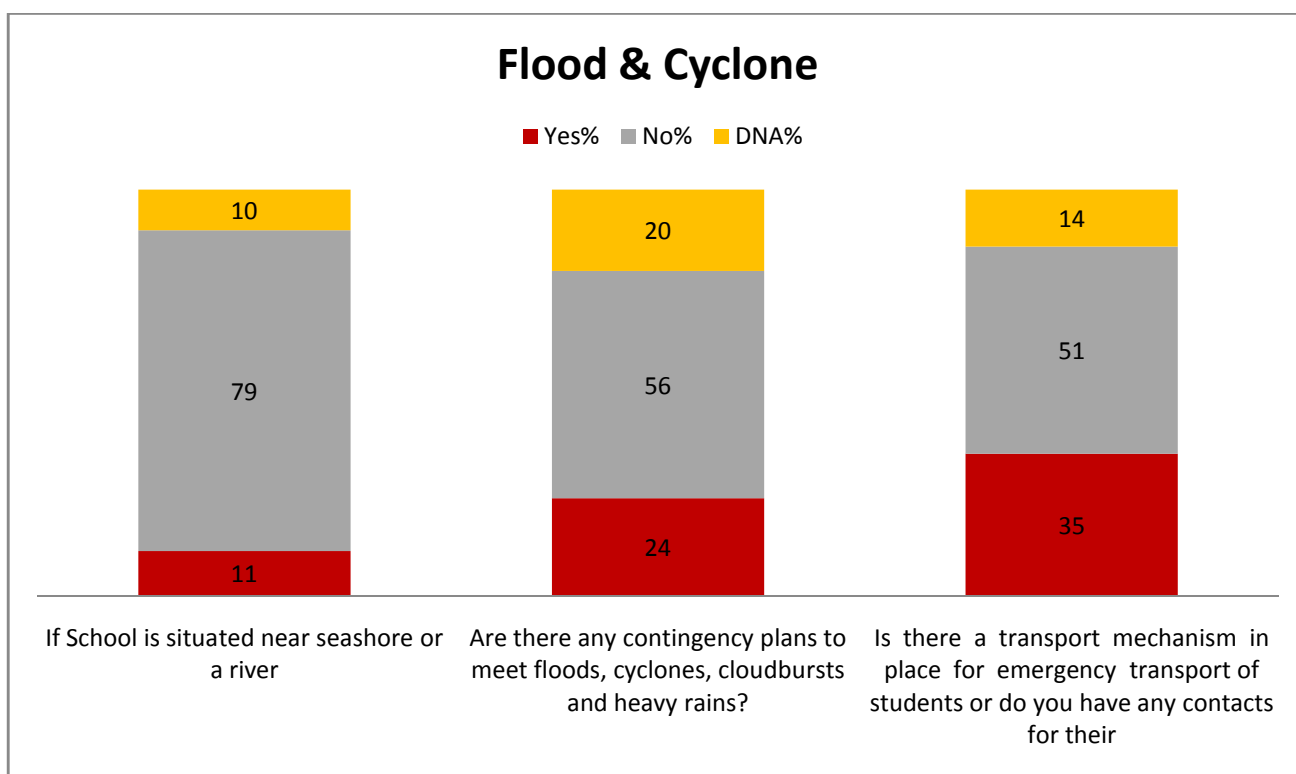
A school having CWSN needs an environment where they feel comfortable. This can only happen if students and teachers are sensitized about their mental State and special needs. Data shows that 66 percent schools have sensitized their students and staff to make CWSN comfortable and safe. Moreover, only 32 percent of schools have provision for blind students. In case of any emergency or calamity, a safe passage for exit is a necessity. Only in 66 percent of schools, doors are free from obstruction. In 34

percent of schools, even there are obstruction in emergency exit. Exits need to be taken much more seriously in these schools. All the provisions should be made to ensure that the schools premise is safe for children in all circumstances and especially in cases of emergency and calamities.

### 2.1.15 Measures to Prevent Children from Dangers of Water and Drowning

Depending on the location of the school, there are varied levels of risk factors that can cause damage to human life and infrastructure from flooding and cyclone. It is crucial for schools and educational institutions to assess their situation and take preventive actions for safeguarding and protecting staff, children and infrastructure against such natural calamities.

**Figure 2.14: Flood and Cyclone**



For this indicator, it was checked if the schools were situated near a river or a seashore, hilltop where potential landslides could happen or if the schools were situated near a chemical factory. It was found that out of the total schools, 11percent were situated near seashore or a river

We further sought to seek the preparedness of schools against such calamities and found that only 24percent of the total schools had a contingency plan in place for meeting floods, cyclones, cloudbursts and heavy rains; an equally small number of 35percent of total schools had a transport mechanism in place for emergency transport of students in case of such calamities. A major number of schools i.e.

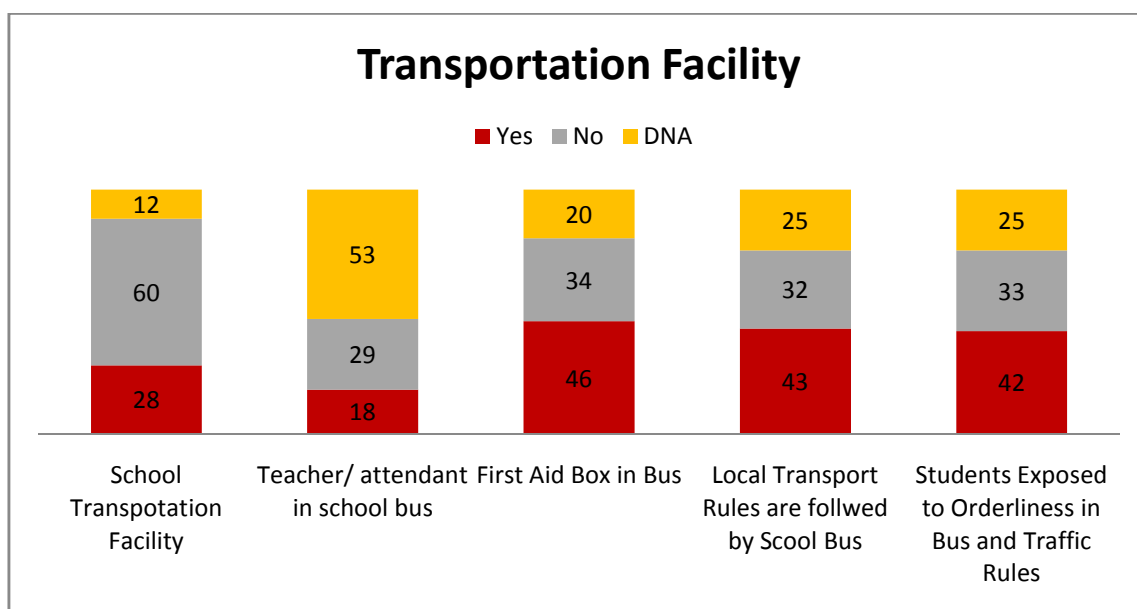


76percent and 65percent of total schools did not have a contingency plan or a transportation plan in place, respectively in case of such hazard.

### 2.1.16 Safety in School Transports

Every child commutes to reach the respective schools for education. Many children walk, a few ride a bike, take public or school arranged transport or are helped by parents who ferry them to the school and back. The importance of school transport has been recognized by the Supreme Court of India, which in 2012 issued guidelines to schools, education and transport departments across India to follow. This report also looks at certain indicators with regards to safety of transport means used by children.

**Figure 2.15: Safety in School Transport**



We found that there is a transportation facility available in 28 percent schools out of which 30 percent are Government schools and 70 percent are private schools. While enquiring about safety of a child when the child is in the transport bus, it was seen that that only 18 percent have any teacher and attendant with students on bus. However, 43 percent school States that they have exposed students to orderliness and traffic rules and regulations. This indicator also looked at the preparedness of students in understanding the traffic rules and regulations and orderliness to be maintained while using buses. It could be presumed that in such school's children/ parents have been making their own arrangements for bringing the child to the school. Another important aspect for safety is the availability of a first aid box in the bus. Out of schools having transportation facility 46 percent school buses have first aid box in them. The school authorities must consider the matter and ensure that all the buses have basic first aid kit in the bus that

can be used in any type of emergency. Only 43 percent of the school buses follow local transport rules. This indicator needs to be taken seriously. Only 42 percent of students are exposed to orderliness in bus.

### 2.1.17 Cyber Safety

The rate of use of cyber space by the children has grown rapidly in last couple of years. Internet use has become a necessity not only for the adults but also for the children. With the whole world going digital, for our children to be technologically updated, it is essential to help them use internet while creating awareness regarding safeguarding themselves from the malice that internet can cause. At the same time the teachers, parents and the Government needs to bring in better methods for safe use of internet for children. Exposure to the cyber space heightens the risk for children to cyber bullying, inappropriate contact, identity theft, scams and exposure to adult content. The risks exist for children of all age groups. Therefore, cyber safety and digital awareness includes the measures taken for being safe while using internet and helping children learn maximizing ones' personal safety and security. Government of the world and that of ours is still understanding ways to safeguard public from internet malice without harming their privacy but it is still long before we can have strict and stringent rules for internet safety in place especially for children. Therefore, it was important to capture information on internet usage along with guidance and supervision being provided by the school authorities to the children for mitigating malice and crimes against children in this respect.

**Table 2.2: Cyber Safety**

Indicator	Response (percent)		
	Yes	No	DNA
Access to computer rooms and use of electronic and technological devices is supervised by teachers.	55	30	15
There is Internet Security that restricts use by children	44	36	20
Social Networking sites are blocked at all times in the school	42	36	22

Students are regularly educated on safe usage of technology mobiles, SMS, MMS, internet, mail or net chats, effect of plagiarism and how to avoid risky behavior.	53	31	16
Students are educated to understand their responsibilities, the consequences under the laws on cyber misuse, bullying, harassment etc.	59	25	16
School Authority and children are oriented on procedures to be followed and steps prescribed within the legal framework in the event of cyber abuse	44	38	18
Parents are sensitized on the safe usage of technology, internet, and how to avoid taking risks and measures for redressal.	47	35	18
Teachers, Parents and students are educated on technology and internet usage through Cyber cafes	38	44	18
Cyber-crimes are handled with sensitivity and confidentiality	38	34	28
Cyber-bullying or harassment is handled with utmost care.	40	32	28

It was observed that not all schools visited had computer rooms and 55 percent of schools where they have computer room and technological devices only 44 percent schools have security systems in place to restrict internet and 42 percent have blocked access to social media use by students. To keep students safe from any type of cybercrime, 53 percent schools(out of 55 percent of schools)educate students about

safe use of technology. Apart from safe technology use, it is also important to understand their responsibility and consequences of misusing it. 59 percent schools educate their students about the cyber rules and regulation and consequences of breaking cyber laws.

Similarly, parents of 44 percent schools were also sensitized regarding the safe usage of technology, internet and were especially educated regarding avoiding taking risks and measures for redressal in case of an internet related malice. 38 percent schools educated teachers, parents and students were also educated on technology and internet usage through Cyber cafes. There were sessions being held for 47 percent of the School authority and children to orient them regarding procedures to be followed and steps prescribed within the legal framework pertaining to cyber abuse or crime, legal recourse & information about Cyber Crime Department in the Police and steps prescribed within the legal framework in the event of cyber abuse or crime. 38 percent schools reported handling Cyber-crimes with sensitivity and confidentiality and 40 percent schools reported having handled cases of Cyber-bullying or harassment with utmost care.

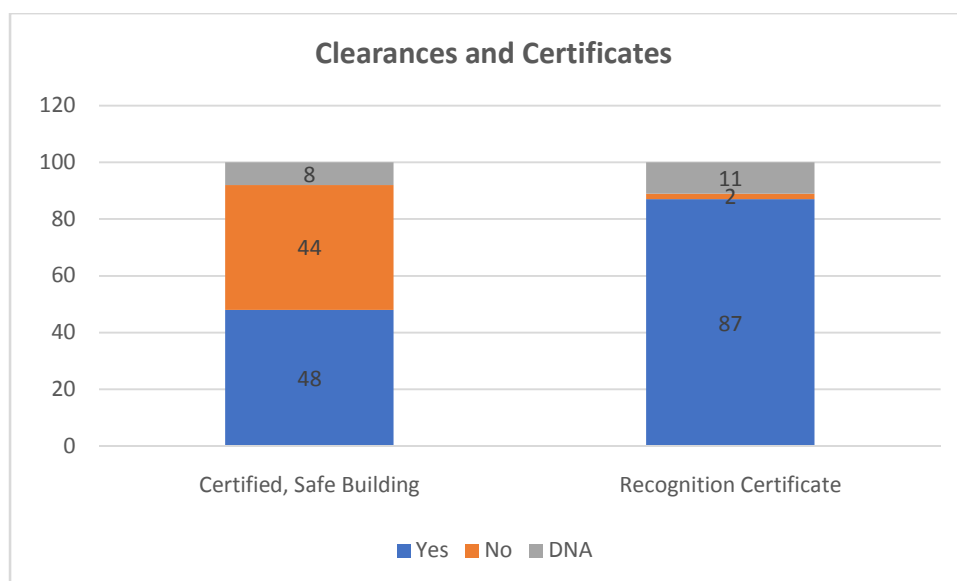
#### 2.1.18 Library and Educational Games

Library in the school is quite essential for improving student-learning outcomes. It helps in educating children, enhancing vocabulary, augmenting geographies and cultures for improving learning and understanding of world around them. The goal of a school library is to ensure that all members of the school community have equitable access to books, reading material and important information. School libraries have been used distinctly as learner-oriented laboratories, which support, extend, and enrich the school curriculum as well. As per National Curriculum Framework, 2005, *a system of cataloguing books and other materials available in the library needs to be developed so that children can become self-reliant library users. Apart from books and magazines, a school library should provide access to the new information technology to enable children and teachers to connect with the wider world.* However, based on observations during school visits and through the grievance/representations received in the Commission, the concept of library in the schools is not as described in the NCF, 2005. The observations recorded in the survey may not give the exact picture of the availability of libraries and its functioning.

#### 2.1.19 Clearance and Certificates

There are certifications given by Government departments for schools building, quality of education, safety facilities etc. These certificates ensure that the school is having safe and secure infrastructure, location and facilities.

**Figure 2.16: Clearances and Certificates**



Data shows that only 48 percent schools have taken certificate for safety of their schools building. This certificate ensures that their school buildings are safe from any type of hazard and is situated in a safe locality. Another certificate required is certificate of recognition certified by Department of Education. Maximum number of schools surveyed confirmed that they are certified i.e. 87 percent while 11 percent were not sure. The reason could be the person interviewed for this research might not be the concerned person to know this.

## 2.2 Health and Hygiene

### 2.2.1 Screening, Healthcare and Referral

Children’s health is an important factor which cannot be side lined or be neglected when it comes to safety. Not only does the school should actively participate in making sure the children are eating, living and practicing a healthy living; it is equally important for parents to be a coparcener for action.

**Table 2.3: Screening, healthcare and referral**

Indicator	Response (%)		
	Yes	No	DNA
Is regular health check-up done in schools as prescribed by the Department of Education	68	18	14

<b>(DoE) and records maintained?</b>			
<b>Does Parents communicate their child's health issues to the school authority (such as leave applications)?</b>	73	17	10
<b>Has the school- tied up with a local hospital within two kilometers of the school and there is a doctor-on-call for emergency.</b>	61	29	10
<b>The medical room is equipped to handle medical emergencies.</b>	43	44	13
<b>There is a first - aid box available in the school and the First Aid protocols for common injuries is displayed at prominent places in school.</b>	70	20	10
<b>Teachers and key staff are trained in first aid and CPR. They have basic training in counseling, identification of disabilities, learning difficulties etc.</b>	54	34	12
<b>Health Education to students on health issues including balanced diet, nutritious alternatives to junk food, regular eating habits, personal hygiene etc. are provided.</b>	81	10	9

Children's health is an important factor which cannot be side lined or be neglected when it comes to safety. Not only does the school has to actively participate in making sure the children are eating, living and practicing a healthy living; it is equally important for parents to be a coparcener for action. It was observed that in 68 percent schools conducted regular health check-up (as per manual in every 3 months) in schools as prescribed by the Department of Education (DoE) and that the record of the same were being maintained. This is a positive sign. 73 percent of schools replied that parents did communicate

their wards' health issues to the authority. Similarly, 61 percent of schools had tied up with a local hospital within the periphery of 2kms either from the school where a doctor was available personally or on call for emergency. It was observed that availability of first aid box and first aid protocols for common injuries was for 70 percent schools. Looking at preparedness of the school, we also found that 54 percent schools had teachers and key staff trained in first aid and CPR. Only, 43 percent schools stated that their medical room was equipped to handle medical emergencies; a majority of total schools stated otherwise. A look at schools' initiatives on sensitizing the children and parents on nutrition and health we found that health education was being provided to students in 81 percent schools.

## **2.3 Psycho Social Aspect**

Children only flourish in safe and secure learning environment. For such a place to exist, it is imperative to help children feel social and emotional safety. This can be achieved by making social and emotional learning as part of the education process. The goal of education is not only to help children acquire knowledge, attitudes and skills, it is also to help them become better citizens by first knowing ways of managing their emotions, feel empathy and be empathetic towards the world around them; to establish positive relationships and make responsible decisions. Hence, it is essential to create an enabling environment in the school for emotional wellbeing of the students to impart social skills.

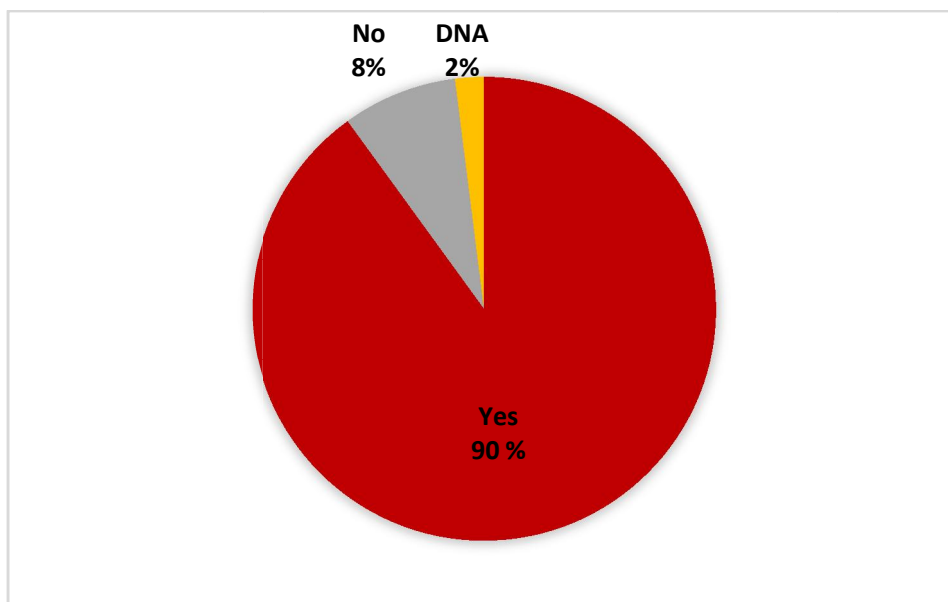
### **2.3.1 Corporal Punishment**

As per the provisions of RTE Act 2009, the corporal punishment may be identified as physical punishment, mental harassment or discrimination. In the survey, information was collected on practices followed for positive engagement of children in schools. These included training to children on social skills, managing emotions, dealing with negative peer pressure, coping skills, incidences of bullying, harassment and discrimination, mechanisms in place for the students to feel safe etc. However, the information received indicates that a high percentage of schools have positive response to the above stated indicators. The results, however, are self-contradictory. For instance, there is a difference the percentage of schools that have banned corporal punishment in schools and those using positive disciplinary modes and methods for children. However, these indicators definitely helped children to understand that corporal punishment is prohibited and what steps the school need to take to prevent any kind of physical and mental harassment/abuse, bullying, ragging etc. in schools.

### 2.3.2 Bullying, Intimidation and Isolation

The schools have been sensitized in the past and have taken steps for reducing any type of bullying, Harassment or discrimination in school premises. The school addresses and does not tolerate issues of bullying, harassment and discrimination/prejudice against students on basis of religion, caste, gender, language, physique.

**Figure 2.17: Actions against Bullying, Harassment and Discrimination**



Discouragement and prohibition of all kind of bullying was being observed at 90 percent schools. Similarly, 88 percent shows that they have low tolerance for issues of bullying, harassment and discrimination/prejudice against students on the basis of religion, caste, gender, language etc. Schools are giving importance and taking steps to reduce any type of physical or mental abuse and also giving importance for creating safe learning environment.

### 2.3.3 Abuse

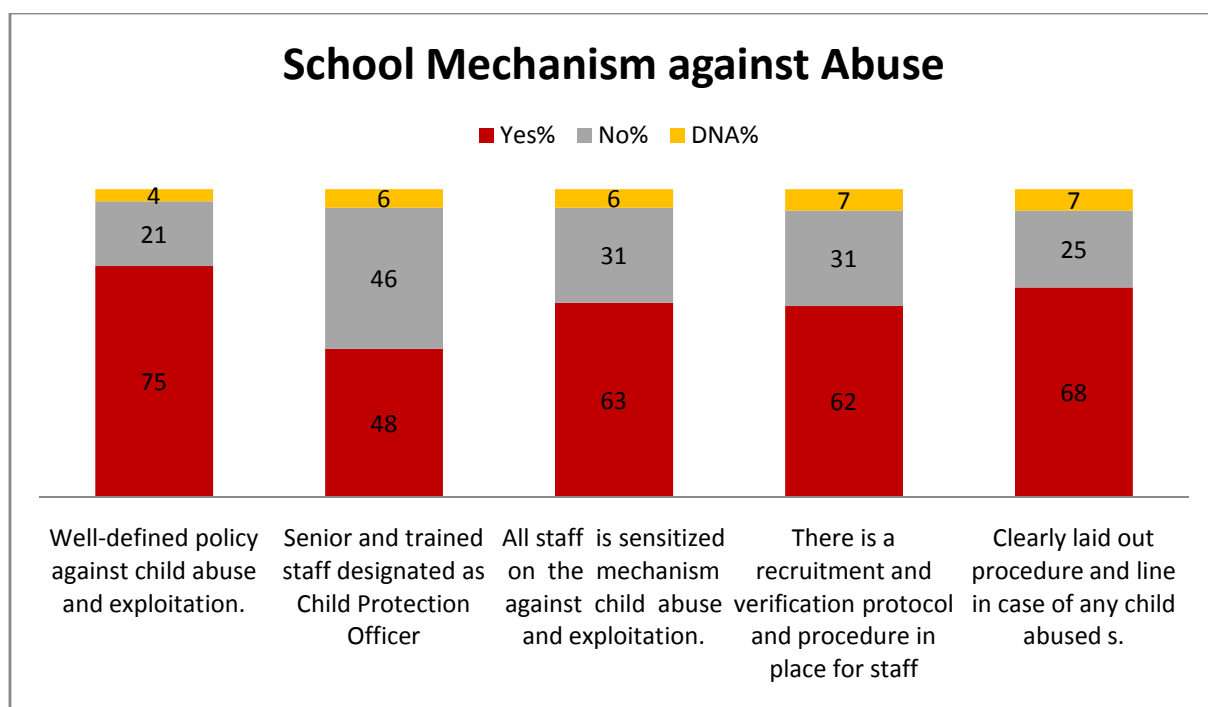
School is an institution designed to provide learning spaces, learning environments and the platform for a Childs' holistic development. Children, in their formative years, spend more time at school for formal learning than anywhere else. Therefore, school as an institution, need to develop a robust mechanism on child protection to prevent children from any harm. Schools are to instil a sense of safety and wellbeing in students when action is taken against misconduct or abuse, and other forms of verbal, emotional or sexual abuse, by teachers, other personnel or other students. Accordingly, attempt was made to capture



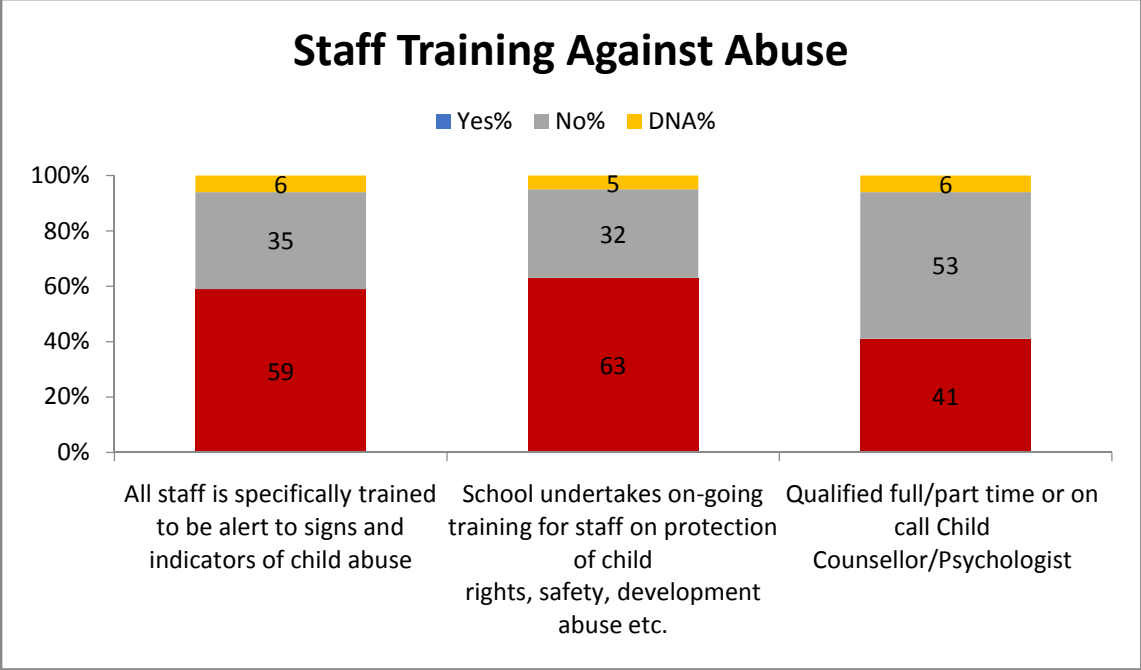
the child protection mechanism in the school. For this, similar questions were asked to check the consistency of the responses given by the schools. The results here are again contradictory.

In Figure 2.18, 75 percent schools responded positively when asked if they have a well-defined policy against child abuse and exploitation, but only 68 percent agreed to have laid down procedure in case of any child abuse and only 48 percent have a senior and trained staff designated a child protection officer. Similarly, while 63 percent schools agreed that their staff is sensitized on the mechanisms against child abuse and exploitation, only 59 percent (Figure 2.19) stated that their staff were specifically trained to be alert to signs and indicators of child abuse whereas 63 percent schools organize training for staff on child rights and their safety.

**Figure 2.18: School Mechanisms against Abuse**



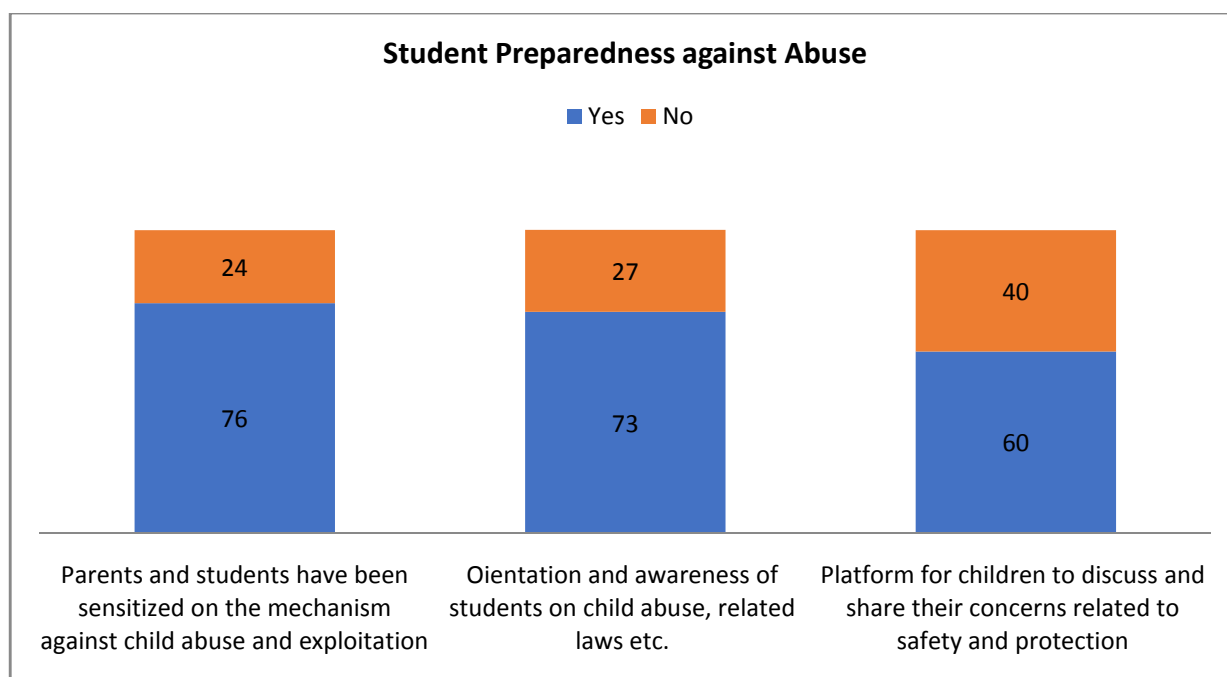
**Figure 2.19: Staff Training Against Abuse**



As shown in Figure 2.20, only 60 percent schools said that they have platform for children to discuss and share their concerns related to safety and protection as against 75 percent schools that said to have a policy against child abuse and 68 percent schools that said to have a clearly laid out procedure in case of child abuse.

These conflicting responses points to the possibility that the awareness, sensitization and information of schools is limited. Either they are not aware of the procedures that actually need to be in place or they do not have defined policy against matters of child abuse despite it being an integral part of child protection initiatives taken by the authorities.

**Figure 2.20: Students preparedness against Abuse**

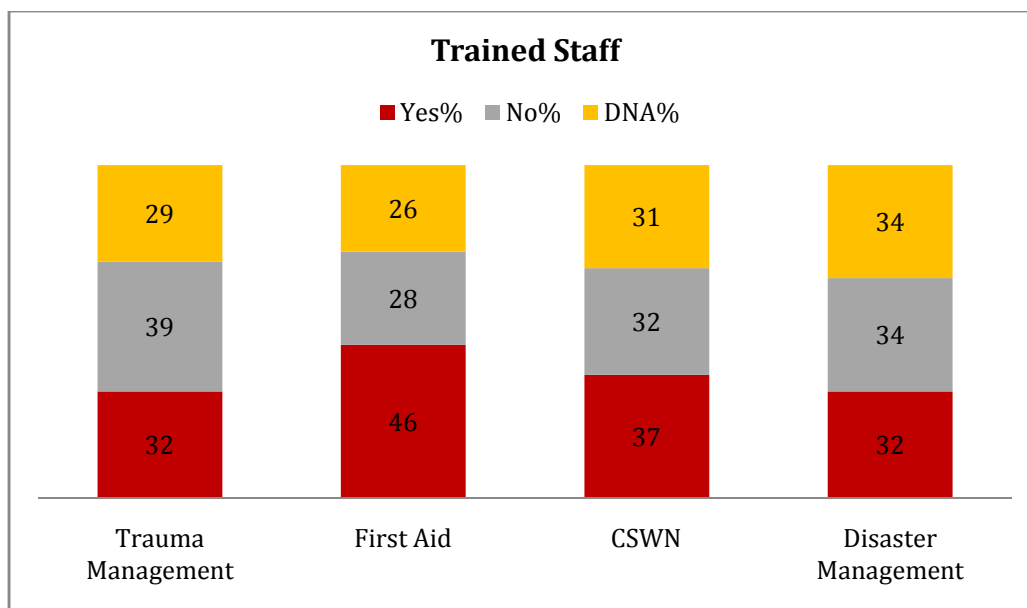


## 2.4 Roles and responsibilities of teachers

### 2.4.1 School Teacher

As discussed above the school and school students are exposed to several risks. There are measures that can reduce likelihood of miss-happenings but to reduce impact of any type of accident is preparedness for the same. If school staff is trained to handle any type of emergency, it can reduce impact of the incident. Graph below shows number of schools having trained staff for various handling emergencies.

**Figure 2.21: Trained Staff**



Interestingly, if we compare the data provided by schools regarding policy against child abuse and awareness of staff on matters of child rights with the above data, there is stark difference in the reported facts. However, since teacher training is an activity that usually involves some kind of certification, the data shown in Figure 2.21 may be considered to be more reliable than that reflected in previous graphs. The graph above shows areas in which school staff has given training by local authorities to handle difficult situations. Data shows that 32 percent schools have trained their staff in trauma management. Trauma can be of any type. Any tragedy, accident or abuse faced by student can result in trauma. It is important that staff is sensitive about the mental condition of the child and provide positive environment that make them comfortable and help them come out of the trauma. Another training area is first aid. 46 percent of schools have trained staff in the area. It is very common to have small injuries while playing or working in labs. Every school must have trained staff for first aid to address injuries at initial stage and avoid infections in future.

## 2.5 Monitoring

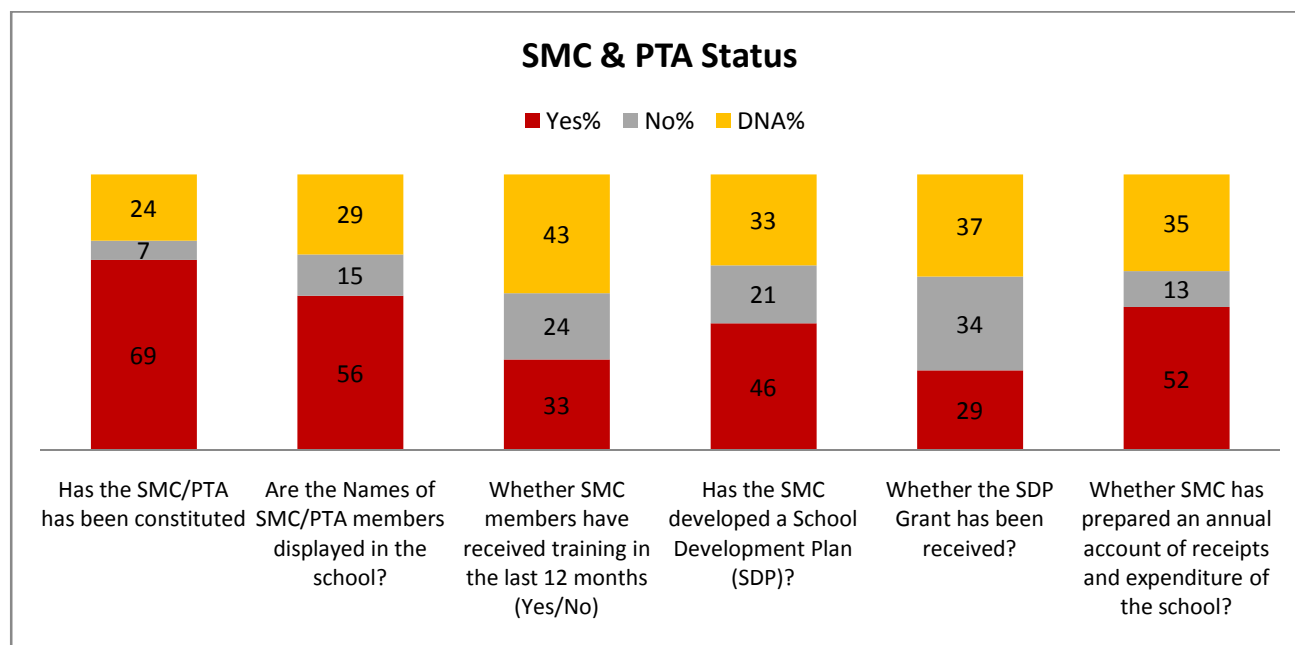
### 2.5.1 School level Monitoring

#### A. School Management Committee (SMC) /Parent-Teacher Association (PTA)

Formation of School Management Committee (SMC) in a Government run or aided school is a mandatory requirement under section 21 of the Right to Education Act, 2009. The provision has been made to bring accountability by bringing in mechanisms for effectiveness and efficiency in the management by

monitoring the working of the school, prepare and recommend school development plan and to perform other such functions. The SMC is to be constituted consisting of the elected representatives of the local authority, parents or guardians of children admitted in school and teachers. The provision for the private schools is quite similar and they are to form Parent –Teacher Association (PTA).

**Figure 2.22: Status of SMCs& PTAs**



It was quite interesting to have observed that even though the SMC and PTA are mandatory to exist in schools, despite that only 69 percent reported having constituted them. Out of this, only 56 percent schools had the names of their respective SMC/PTA members displayed in the school. An even lesser number i.e. 33 percent schools had gotten their members trained in last 12 months. For collection of this data, the children were required to speak to their parents and teachers and enquire about the functioning of SMC/PTA that would have showed them the administrative side of the school functioning.

Looking at functions performed by the SMCs and the PTAs, it was observed that in 52 percent of schools respective committee and association had prepared an annual account of receipts and expenditure of the school. Correspondingly, 46 percent schools SMC or PTA had developed a comprehensive School Development plan. However, only 29 percent of schools have received the SDP grant.

**Protection of Child Rights (CPCR) Act, 2005**

The commission works under Ministry of Women and Child development, Gol and considers that its mandate "to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as per Constitution of India and the UN Convention on the Rights of the Child". For more information click here: <https://wcd.nic.in/sites/default/files/TheGazetteofIndia.pdf>

**Right to Education Act, 2009**

National Commission for Protection of Child Rights has been mandated under Section 31 of the Right of Children to Free and Compulsory Education Act, 2009 to examine and review the safeguards of the rights provided under the act and to recommend measures for its effective implementation. For more information click here: [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/RTE\\_Section\\_wise\\_rationale\\_rev\\_0.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf)

**Protection of Children from Sexual Offences (POCSO) Act, 2012**

In order to effectively address the heinous crimes of sexual abuse and sexual exploitation of children through less ambiguous and more stringent legal provisions, the Ministry of Women and Child Development championed the introduction of the Protection of Children from Sexual Offences (POCSO) Act, 2012. For more information click here: [https://wcd.nic.in/sites/default/files/POCSO\\_percent20Act\\_percent2C\\_percent202012.pdf](https://wcd.nic.in/sites/default/files/POCSO_percent20Act_percent2C_percent202012.pdf)

**Mid-Day Meal Scheme**

Mid-day meal (MDM) is a wholesome freshly-cooked lunch served to children in Government and Government-aided schools in India with an aim to avoid classroom hunger, increase school enrolment, increase school attendance, improve socialization among castes, address mal-nutrition and power women through employment. For more information click here: [http://mdm.nic.in/mdm\\_website/](http://mdm.nic.in/mdm_website/)

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# First National Annual Report on Safe and Secure School Environment in India

National Commission for Protection of Child Rights (NCPCR),  
New Delhi

## Role of NCPCR

- NCPCR has been set-up under the **CPCR Act, 2005** to ensure that children enjoy their rights and develop in a free and fair environment.
- To realise this aim, section 13 of the CPCR Act, 2005 assigned certain functions to the Commission that intend to ensure that the legal and constitutional rights of children are protected.

## Role of N/SCPCR under RTE Act, 2009

- RTE Act, 2009, under section 31 has mandated NCPCR to monitor the implementation of the provisions of the Act.
- Right to Education Act, 2009 u/s 8 mandated appropriate government to ensure suitable environment and quality education for completion of free and compulsory education for every child in the age 6-14 years
- Sec. 32 Redressal of Grievances
  - SCPCR is an appellate authority
  - U/s 13(2) a Commission shall not inquire into any matter pending before any other Commission
  - When a grievance is transferred from NCPCR to SCPCR, it would be treated as closed in NCPCR
  - Grievance Redressal as per section 14 & 15 of CPCR Act, 2005

## Objectives of the Report

- To assess the magnitude of the problem & identify the underlying responsible factors. This will be useful for monitoring progress, will provide assessment and analysis to facilitate policymaking.
- To highlight the variations in the input indicators such as availability of schools, infrastructural facilities, etc.
- To identify barriers that children and those at risk of dropping-out face in attending schools and to recommend more targeted measures
- To identify factors responsible for disparity between government and private schools

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## Indicators & Tool

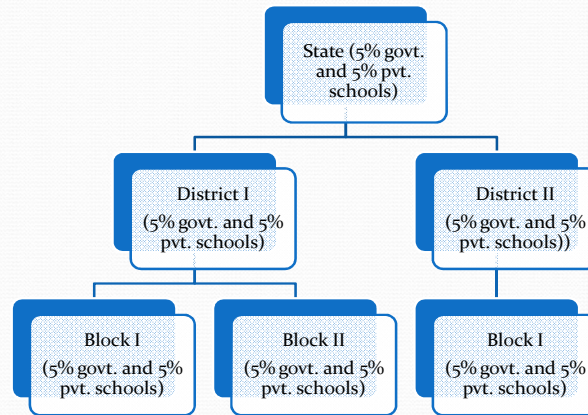
- Infrastructure: Basic Facilities
- Emergency and Disaster Conditions
- Physical, Emotional and Sexual Abuse
- Health & Hygiene: MidDay Meal & Other health facilities
- Social Discrimination: Admission of children belonging to EWS categories u/s 12 (1) (c) and entitlements received
- vi) Responsibilities of SMCs

**The tool contains questions on 16 themes on given indicators**



## Sample

### 5 percent of total schools from each State, each district and each block



## Methodology

- State Education Department will identify schools from each district (5% of total Schools in the district both govt. & pvt.) and further from each block of the district (5% of total schools in the block both govt. & pvt.)
- This information will be shared by the State Education Dept. With concerned Universities, SCPCR, SCERT, DIET, DEO & DPO (SSA) of the respective district.
- The district level officials will share the list of schools block-wise, with the Block level officials and orient them

## Methodology

- The Block-level officials (BRC & BEO) will conduct meeting with Heads of selected schools and a representative from DIET with information to the DEO/DPC
- Simultaneously, DIET will distribute the schools among TEIs from the same list of schools. The TEIs will submit school-wise name of the students conducting survey. The survey should be conducted within 7 days.
- The Principals will then conduct the survey in their schools within 7 days.
- **The activity should be accorded TOP PRIORITY by all the departments and officials**
- Forms will be translated in the regional language (if required) by SCPCR and copies will be provided to State Education Depts. and DIETs. SCPCRs may utilise the funding received for monitoring of RTE Act, 2009 from SSA

## Submission of Collected Data

- After data collection, the Principal of the Schools will submit the forms to the concerned BEO who will further submit all the forms from the block to the respective DEOs within 7 days of data collection, and DEOs will submit the forms to the State Education Dept. Within 2 days. The State Education Dept. will submit all the forms to respective SCPCR within 2 days of receiving forms from the DEOs.
- Similarly, the TEIs will submit the forms to DIETs within 7 days of data collection. The DIETs will then submit the forms to SCPCRs within 2 days.

## Sample

- Total Schools from 675 districts- 70, 479
- No. of Govt. Schools- 54037
- No. of Pvt. Schools- 16442
- The schools will be selected proportionately from each block of each district focusing on all rural/urban/tribal areas
  
- (Sample is 5% of total schools)

## Stakeholders

- **SCPCRs**- Overall Co-ordination in the State & submission of data to NCPCR
- **State Education Department**- To help in coordinating with DEOs & DPO (SSA) ; help identify child inspectorates; consolidating data; submission of data to SCPCR
- **DIETs & SCERT** -To help in coordinating with TEIs; help identify student-teachers; consolidating data; submission of data to SCPCR
- **Universities**- To help in coordinating with DIETs & SCERT; motivate the TEIs to include this study as a volunteer project in their activities and help in data collection especially the quality aspects



## Methodology of Data Collection

- **Two set of tools will be collected from each school:**
  1. One set of tools will be filled by Child Inspectorates
  2. Second set of tools will be filled by students from TEIs

## Methodology of Data Collection

- **Concept of Child Inspectorates**
  - From each school a group of minimum 10 students will be selected by the Head of the School/Principal to conduct the survey in their school. The group will be called child inspectorates. Equal representation for both boys/girls; all classes should be given.
  - Before Selection of students, Principal will seek representation of interested students for the activity.
  - The group will provide information on the tool by observation, their own experience in the school and by collecting information from the concerned officials of the school.
  - The group will be given 7 days to fill the given tool.
  - SCPCR will issue appreciation certificate to the Child Inspectorates through DEO.

## Methodology of Data Collection

- The second copy of the same tool will be filled by Students-teachers from teacher training institutions
- For this DIETs will coordinate with TEIs in their respective districts



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