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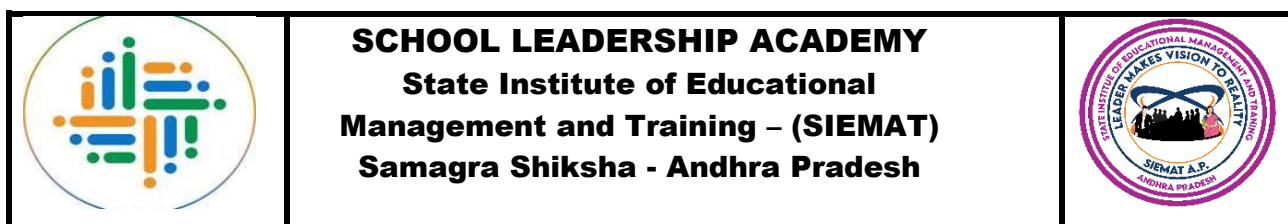
**“ROLE OF THE LEADER IN GENDER SENSITIZATION, INCLUSION,
MENTAL HEALTH AND PSYCHO-SOCIAL SUPPORT IN SCHOOLS”**

Module submitted

by

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MODULE TITLE

Role of the Leader in:

- **Gender Sensitization,**
- **Inclusion,**
- **Mental Health, and**
- **Psycho-Social Support in Schools**

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INTRODUCTION TO THE MODULE

Now a days the school leader is not just a manager of physical infrastructure but a guardian of emotional and social ecosystems. Education systems across the world are undergoing a transformation. The focus is no longer limited to academic achievement alone, but extends to the holistic development of students. Schools are recognized as critical spaces where children not only acquire knowledge but also develop values, attitudes, emotional intelligence, and social skills.

In this context, the role of school leaders i.e. principals, and headmasters, have expanded significantly. Leaders in schools are no

longer just managers of academic processes; they are facilitators of inclusive, equitable, and emotionally safe environments. In the context of **Samagra Shiksha, Andhra Pradesh**, leadership involves creating a space where "Every Child Learns, Every School Excels". This module addresses the four pillars of a healthy school environment:

This module explores the multifaceted role of school leaders in promoting **gender sensitization, inclusion, mental health, and psycho-social support** within educational institutions. These areas are interconnected and contribute to the creation of a supportive learning environment.

Gender sensitization is a crucial component in modern education. Despite progress, many schools continue to reflect societal biases related to gender and the roles. These biases often manifest in classroom participation, subject choices, and behavioral expectations. School leaders play a key role in challenging these stereotypes by promoting awareness, implementing gender-sensitive policies, and encouraging equal participation.

Inclusion in education ensures that all students, regardless of their socio-economic background, gender, disability, language, or cultural identity, have equal access to learning opportunities. Inclusive schools celebrate diversity and work to remove barriers of participation. Leaders

must ensure that policies, infrastructure, and teaching practices support inclusivity.

Mental health has emerged as a significant concern among school-going children. Academic pressure, peer relationships, family expectations, and social media influence can lead to stress, anxiety, and other psychological challenges. School leaders must prioritize mental well-being by establishing counseling systems, training teachers to recognize early signs of distress, and fostering a supportive environment.

Psycho-social support complements mental health initiatives by addressing the emotional and social needs of students. It includes providing support during crises, building resilience, and ensuring that students feel safe and valued. Leaders must provide continuous emotional support and help students cope with challenges.

This module is designed to equip school leaders with the knowledge, skills, and strategies required to address these critical areas effectively. It includes practical exercises, case studies, and reflective questions to encourage application in real-world school settings. By the end of this module, leaders will be able to create a school culture that promotes equality, inclusivity, and well-being, thereby contributing to the overall development of students.

Leadership in the following areas requires a shift from policy compliance to empathetic action.

SECTION 1: GENDER SENSITIZATION IN SCHOOLS

Gender Sensitization involves more than just ensuring equal enrollment; it requires the leader to dismantle hidden biases in curriculum and teacher interactions. Gender sensitization in schools is the process of raising awareness, fostering empathy, and changing behaviors to promote gender equality from a young age. It aims to dismantle harmful stereotypes, ensuring equal opportunities for boys, girls, and all genders to reach their potential. By creating a gender-neutral curriculum and encouraging inclusive teaching methods, schools act as key agents in transforming societal attitudes.

Learning Objectives

By the end of this section, leaders will be able:

- **To Understand Gender Concepts:** Distinguish between biological sex (anatomy) and socially constructed gender roles.
- **To Identify Stereotypes:** Recognize and challenge rigid gender stereotypes (e.g., "boys don't cry," "girls are weak") in media, textbooks, and daily life.
- **To Develop Empathy and Respect:** Cultivate attitudes that respect all individuals regardless of gender, fostering a safe and inclusive environment.

- **To Recognize Discrimination:** Identify subtle and overt forms of gender-based inequality, bias, and violence.
- **To Understand Rights:** Familiarize students with gender-related constitutional rights and equality laws.
- **To Encourage Critical Thinking:** Enable students to question traditional gender norms and advocate for equality.
- **To audit:** The school environments for gender bias and implement gender-neutral pedagogical practices.
- **To understand the concept:** To understand the concept and importance of gender sensitization
- **To identify:** Gender biases and stereotypes in school environments.
- **To develop:** Leadership strategies to promote gender equality.

Keywords

- Gender equality,
- Discrimination,
- Patriarchy,
- Inclusivity
- Implicit Bias,
- Empowerment,
- Stereotyping.

Introduction

Gender sensitization is an essential component of creating an equitable and respectful school environment. It involves developing awareness about gender equality and challenging deeply rooted stereotypes, biases, and discriminatory practices that exist in society and often reflect within educational institutions. Schools play a significant role in shaping students' perceptions, attitudes, and behaviors toward gender roles. However, these spaces can sometimes unintentionally reinforce inequality through classroom interactions, subject preferences, and institutional norms.

School leaders have a critical responsibility in addressing these issues by fostering a culture of equality and respect. They must ensure that policies, teaching practices, and school activities promote equal participation and opportunities for all genders. By encouraging open dialogue, promoting gender-sensitive practices, and empowering both students and teachers, leaders can help build a more inclusive and

progressive school environment that supports the holistic development of every learner.

Core Content

- **Audit of School Space:** Examining if seating arrangements, sports activities, and leadership roles are distributed equitably across genders.
- **Pedagogical Review:** Encouraging teachers to use gender-neutral language and inclusive examples in textbooks.
- **Case Study:** *The Classroom Shift*. At a rural school in Sri Satya Sai district, a leader noticed girls were only assigned "cleaning" tasks while boys moved furniture. The leader implemented a "Rotation of Responsibility" chart, where every student performed every task. Within months, students' perceptions of "gendered work" shifted significantly.
- **Reflective Question:** Think of your morning assembly. Are the roles assigned based on tradition or on student capability?

Understanding Gender Bias in Schools

Gender bias can appear in subtle and overt forms. Teachers may unknowingly give more attention to boys in science and mathematics, while expecting girls to perform better in language-based subjects. Leadership must recognize these patterns and intervene.

Breaking Stereotypes

- Encourage girls in STEM and leadership roles
- Promote boys' participation in arts and caregiving roles
- Organize gender-awareness workshops

Policy and Curriculum Interventions

- Gender-neutral language in school communication
- Review textbooks for bias
- Celebrate days like International Women's Day

Role of Teachers

Teachers must:

- Ensure equal participation
- Avoid biased remarks
- Act as role models

Creating Safe Spaces

- Complaint mechanisms
- Anti-harassment policies
- Awareness sessions

Practical Exercise

Observe classroom interaction and identify gender-based participation differences.

Case Study

A school observed low participation of girls in sports. After introducing female coaches and dedicated sessions, participation increased significantly.

Reflective Questions

- What gender biases exist in your school?
- How can leadership reduce them?

Discussion Question

Should gender-neutral policies be mandatory?

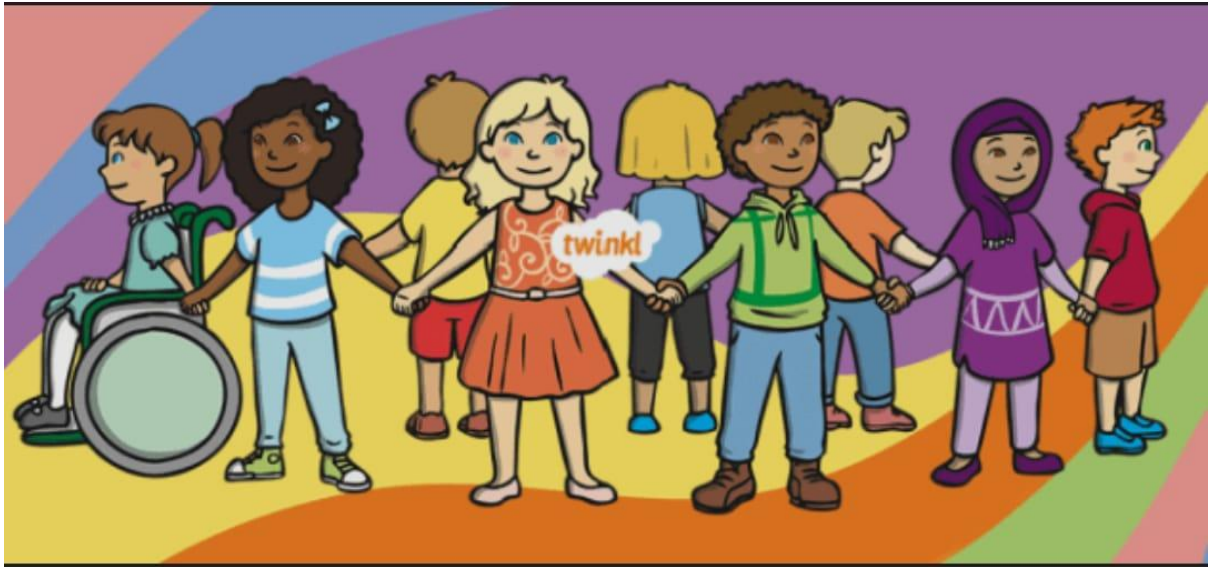
Let's Sum Up

Gender sensitization promotes fairness and equality. Leaders must actively challenge stereotypes and create inclusive school environments. Gender sensitization starts with the leader's own awareness. When a leader models equity, it trickles down to teachers and students.

References

- NCERT Gender Education Material
- UNESCO Gender Equality Reports
- National Center for School Leadership (NCSL) Guidelines.
- Samagra Shiksha Gender Equity Manuals.

Photographs





Video Clipping Links

<https://youtu.be/dlXw1PbnWKM?si=ZUYanZodlAW4DcFO>

SECTION 2: INCLUSION IN EDUCATION

Inclusion means Building a School for All. It demands that children with diverse needs—whether physical, cognitive, or socio-economic—are not just "enrolled" but are actively participating in school life. Inclusive education in schools aims to provide equal, high-quality learning

opportunities for all students, including those with disabilities or special needs, in the same regular classroom. It seeks to remove, according to UNICEF, barriers to participation, foster a culture of respect, and empower diverse learners. Key goals focus on personalized education for all, social integration, and removing educational inequality.

Learning Objectives

- **Equal Access to Quality Education:** Ensure all students, regardless of physical, intellectual, social, or linguistic abilities, are educated in regular school environments.
- **Individualized Learning Development:** Provide tailored support, such as differentiated instruction and specialized services, to maximize each student's potential.
- **Promotion of Social Skills and Empathy:** Encourage interaction and collaboration among diverse students to build friendships, understanding, and mutual respect.
- **Removal of Barriers:** Eliminate physical, social, and attitudinal obstacles that prevent full participation.

- Fostering a Culture of Inclusion: Create a safe, welcoming, and accepting classroom environment that celebrates diversity rather than treating it as a challenge.
- Preparation for a Diverse Society: Prepare all students to live and work in a diverse world by embracing varied perspectives and abilities.

Leaders:

- To understand inclusive education
- To identify barriers to inclusion
- To implement inclusive practices
- To develop a "Whole-School Approach"
- To support Children with Special Needs (CWSN)

Keywords

- Inclusion,
- Equity,
- Marginalization,
- Universal Design for Learning (UDL),
- CWSN,
- Accessibility,
- Diversity,
- Social Integration.

Introduction

Inclusion is not a favor; it is a right. Under the **Samagra Shiksha** framework, every school must be equipped to handle diverse learners. A leader's role is to ensure that "inclusion" goes beyond physical ramps to include social acceptance. Inclusion in education is based on the principle that every child has the right to access quality education in a supportive and equitable environment, regardless of their background, abilities, or differences. It emphasizes the importance of recognizing diversity in classrooms and ensuring that all students feel valued, respected, and included in the learning process. Inclusive education goes beyond physical access to schools; it involves adapting teaching methods, curriculum, and infrastructure to meet the varied needs of learners.

In many schools, barriers such as social prejudice, lack of resources, and rigid teaching practices can limit the participation of certain groups of students. School leaders play a vital role in identifying and addressing these challenges by promoting inclusive policies, supporting teachers, and ensuring equal opportunities for all learners. By fostering an inclusive

culture, leaders can create an environment where diversity is celebrated and every student is empowered to reach their full potential.

Core Content

- **The Barrier-Free Environment:** Moving beyond physical infrastructure to "attitudinal infrastructure"—changing the mindset of peers and parents toward CWSN.

Barriers to Inclusion

- **Physical** : Lack of ramps
- **Social** : Discrimination
- **Academic** : Rigid curriculum

Collaboration with Parents:

Setting up "Inclusion Circles" where parents of CWSN can meet with the school leader to discuss progress.

Inclusive Practices:

- **Teacher Training:** Providing educators with specialized skills and knowledge to manage diverse classrooms.
- **Curriculum Adaptation:** Modifying teaching materials and methods to suit different learning styles.

- **Effective Resource Allocation:** Using assistive technology and providing supportive services to ensure every student is supported, as explained by Drexel University.
- **Positive Classroom Culture:** Encouraging collaborative learning and open communication, as shown on CRY India and discussed in this study.

Key Principles of Inclusive Education

- **Togetherness:** Emphasizing collaboration over segregation.
- **Equality:** Treating every child as worthy and capable of learning.
- **Participation:** Ensuring active engagement of all students in learning activities.
- **Acceptance:** Welcoming and valuing all learners.
- Differentiated teaching
- Assistive technologies
- Flexible assessments

Simulation Exercise: "One-Hand Task." Ask teachers to complete a daily task (like writing or opening a bottle) using only their non-dominant hand. Discuss the frustration and the need for adaptive tools in the classroom.

Leadership Role

- Ensure infrastructure
- Train teachers

- Promote policy changes
- **Discussion Question:** How can we make our annual school day functions inclusive for students with speech impairments?

Understanding Diversity

Students differ in ability, language, culture, and socio-economic background.

Practical Exercise

Conduct a school accessibility audit.

Case Study

A school introduced assistive learning tools, improving participation of differently-abled students.

Reflective Questions

- Are all students included equally?

Discussion Question

- What are the biggest barriers to inclusion?

Let's Sum Up

Inclusive education means all children, regardless of ability, background, or identity, learn together in the same age-appropriate classrooms. It requires system-wide changes—trained teachers, accessible materials, and tailored support—to shift from segregation to a shared, welcoming environment. This approach improves social skills and academic outcomes for all students. Inclusion ensures equal participation

and respect for diversity. An inclusive school benefits all students by teaching them empathy, patience, and the value of diversity.

References

- RTE Act
- UNESCO Inclusive Education
- Rights of Persons with Disabilities (RPwD) Act, 2016.
- NIEPA (National Institute of Educational Planning and Administration) Inclusion Guidelines.

Photographs





Video Clipping Links

<https://youtu.be/kEyjlqixq9c?si=G5qzcavtqsCvv9Ym>

SECTION 3: MENTAL HEALTH IN SCHOOLS - THE LEADER AS A FIRST RESPONDER

Mental Health and **Psycho-Social Support** are non-negotiable.

A leader must be able to recognize signs of distress in both students and staff. He must foster a culture where seeking help is a sign of strength, not weakness.

This module provides the framework for leaders to integrate these themes into daily school management.

Learning Objectives

Learning objectives for mental health in schools focus on fostering emotional literacy, building resilience, promoting positive coping strategies, and creating a supportive environment to reduce stigma. Key goals include educating students on identifying and managing emotions, fostering positive relationships, and providing tools for academic and personal stress management.

- To Identify signs of psychological distress in students and teachers
- To establish a safe "listening" culture.

- To understand student mental health
- To identify warning signs
- To promote well-being

Keywords

- Stress,
- Anxiety,
- Depression,
- Emotional Intelligence,
- Resilience,
- Stigma,
- Well-being,
- Counseling.

Introduction

Mental health is often the "silent" aspect of school leadership. Academic pressure, family issues, and social media can weigh heavily on students. A leader must ensure the school is a safe place. It is crucial for student well-being, directly affecting their ability to learn, behave, and succeed. It involves fostering emotional, social, and psychological wellness, not just the absence of illness. Effective school mental health programs promote resilience, reduce stigma, and provide early support through trained staff.

Mental health is a fundamental aspect of a student's overall well-being and plays a crucial role in their academic success and personal development. In today's fast-paced and competitive environment, students are increasingly exposed to various stressors such as academic pressure, social expectations, peer relationships, and family responsibilities. These factors can significantly impact their emotional and psychological health if not addressed properly.

Schools should serve as important spaces where early signs of mental health issues can be identified and addressed. School leaders, have a key responsibility in promoting awareness, reducing stigma, and creating systems that support student well-being. By encouraging open communication, training teachers to recognize warning signs, and establishing counseling support, leaders can foster a safe and supportive environment. Prioritizing mental health in schools not only enhances learning outcomes but also helps in building resilient and emotionally balanced individuals.

Core Content

Key aspects of school mental health include:

- **Preventive Focus:** Schools should focus on promoting positive mental health through classroom routines and building supportive relationships.

- **The Role of Educators:** Teachers and staff need training to recognize symptoms of stress, emotional difficulties, and behavioural issues, such as those detailed in the Mano Darpan mental health manual.
- **Supportive Services:** Access to professional counselling and counselling services is necessary for students managing anxiety, pressure, and academic distress.
- **The NCERT survey:** The NCERT survey on mental health found that student well-being is interlinked with physical and social aspects.
- **Impact of School Culture:** A non-supportive or high-stress school environment can negatively impact student well-being.
- **Identifying Red Flags:** Training teachers to notice changes in behavior, such as withdrawal, sudden aggression, or a drop in grades.
- **Teacher Well-being:** A leader cannot support students if the teachers are exhausted mentally. Implementing "Wellness days" for staff to discuss non-academic challenges.
- **Hypothetical Exercise:** A high-performing student suddenly stops attending class. The leader finds out the family is facing financial crisis. What is the immediate psycho-social steps the school can take?
- **Video Clipping Suggestion:** Watch a short clip on "Active Listening Skills" for educators to improve communication with distressed students.

Common Issues

- Stress
- Anxiety
- Depression

Warning Signs

- Behavioral changes
- Withdrawal
- Poor academic performance

Leadership Role

- Counseling systems
- Awareness programs
- Teacher training

Practical Exercise

Create a weekly student well-being plan.

Case Study

A school introduced mindfulness sessions, reducing stress levels.

Reflective Questions

- How does your school support mental health?

Discussion Question

Should mental health be part of curriculum?

Let's Sum Up

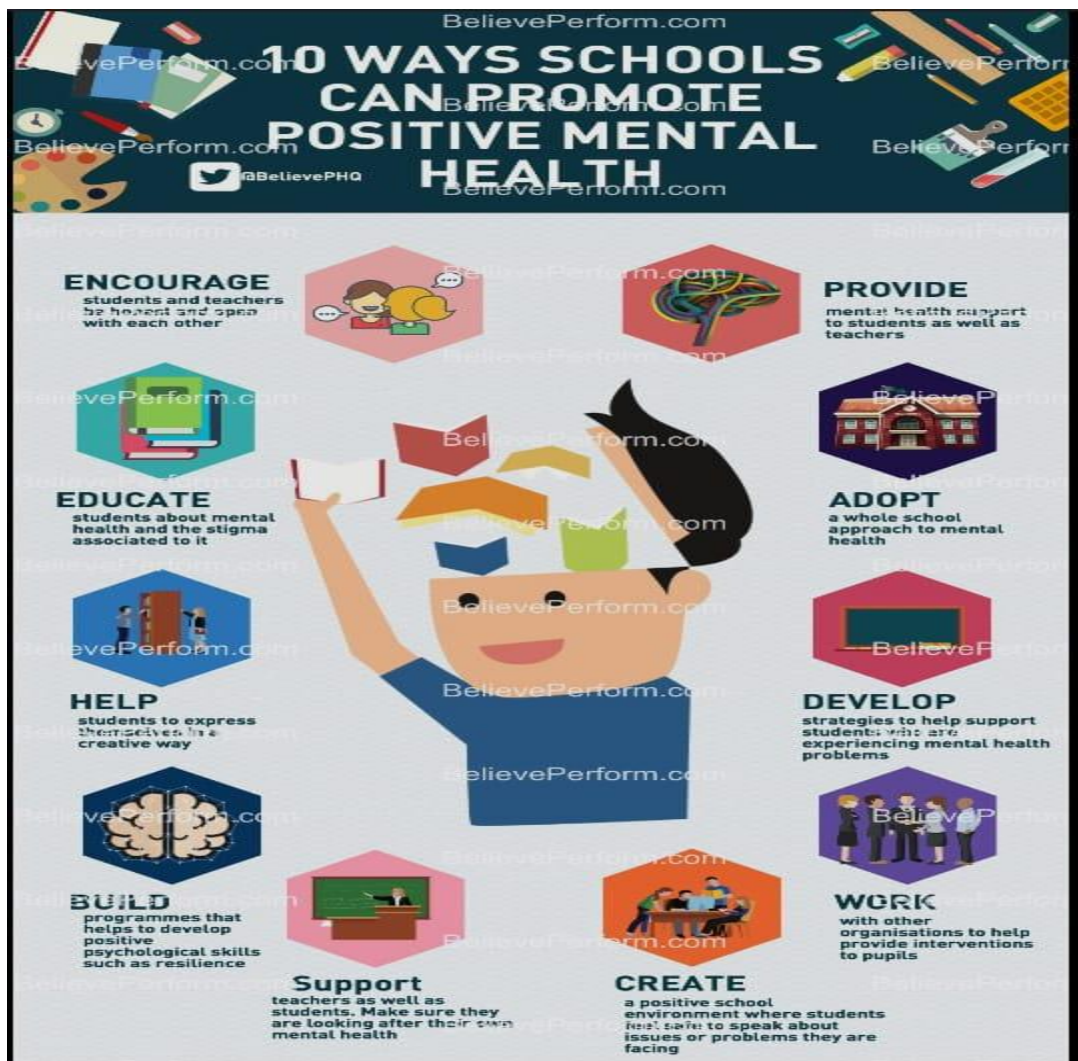
Prioritizing mental health reduces absenteeism and improves long-term academic outcomes. Mental health is essential for student success and must be prioritized.

References

- UNESCO Mental Health in Schools Manual.
- NCSL Leadership Framework.
- WHO Guidelines
- CBSE Manuals

Photographs





Video Clipping links

https://youtu.be/6d2___WYApw?si=NKItaau-lqcw92C9

SECTION 4: PSYCHO-SOCIAL SUPPORT IN SCHOOLS

Learning Objectives

- To design and implement a structured PSS plan for the school.
- To understand psycho-social support
- To build support systems
- To manage crises

Keywords

- Trauma,
- Resilience,
- Emotional support,
- Counseling
- Coping Mechanisms,
- Peer Support,
- Crisis Management,
- Trauma-Informed Care.

Introduction

Psycho-social support in schools integrates mental health and social well-being into the educational environment to enhance student learning, behavior, and emotional development. It involves creating safe, nurturing spaces that address student needs, reduce bullying, and provide coping

mechanisms through teacher training and proactive mental health strategies.

Psycho-social support is the intersection of psychological and social influences on well-being. Leaders must build systems that provide continuous support, not just one-off counseling sessions.

Psycho-social support in schools focuses on addressing the emotional and social needs of students to help them cope effectively with challenges and build resilience. Students often encounter various difficulties such as family problems, peer pressure, trauma, or sudden crises that can affect their behavior, learning, and overall well-being. Providing structured psycho-social support helps students navigate these challenges and maintain a sense of stability and confidence.

School leaders play a crucial role in establishing systems that provide continuous emotional and social support. This includes developing counseling services, promoting peer support mechanisms, and preparing the school to respond effectively during emergencies or crises. By integrating psycho-social support into everyday school practices, leaders can create a nurturing environment where students feel safe, understood, and supported. Such an environment not only enhances emotional well-being but also contributes to better academic engagement and personal growth.

Core Content:

Core Components and Objectives

- **Definition:** Psychosocial refers to the interaction between a child's psychological state (thoughts, emotions, behaviours) and their social environment (relationships, family, community).
- **Mental Health Spectrum:** Support ranges from promoting positive well-being to preventing or addressing mental health issues like depression, anxiety, or trauma.
- **Key Factors:** Positive school climates focus on reducing schoolwork pressure, strengthening relationships with teachers, and addressing bullying.
- **Support Mechanisms:** This includes life skills education, training for teachers and staff, and providing structured mental health and psychosocial support (MHPSS) programs.
- **Peer Support Groups:** Training older students to be "Buddies" for younger students who may be struggling socially.
- **Community Engagement:** Linking the school with local health centers and NGOs for expert support when needed.
- **Action Plan:** Create a "Safe Space" room in the school where students can go to decompress without judgment.

- **Reflective Question:** If a disaster (like a flood or local crisis) hits your community, what is your school's "emotional recovery" plan?

Psycho-Social Needs:

Psychosocial needs of children in schools include a safe, nurturing environment, supportive relationships with peers and teachers, emotional regulation training, and protection against bullying. Addressing these through mental health education, counseling, and social-emotional learning (SEL) promotes academic success and positive mental health.

Key psychosocial needs identified in school settings include:

- **Emotional Well-being and Safety:** Children require a learning environment free from discrimination, bullying, and abuse, ensuring they feel emotionally safe to express feelings and learn.
- **Social Relationships:** Opportunities for positive peer interaction, peer support groups, and strong, positive relationships with teachers and staff.
- **Mental Health Support:** Access to school counselors, psychologists, or social workers for identifying and addressing issues like anxiety, depression, and stress.
- **Development of Life Skills:** Training in SEL, such as self-awareness, emotional regulation, and conflict resolution.

- **Inclusive Environment:** Schools must accommodate diverse needs, including those of children in difficult circumstances, by providing a caring and inclusive atmosphere.

Support Systems

- Counseling
- Peer groups
- Teacher mentorship

Crisis Management

- Emergency plans
- Immediate support

Practical Exercise

Design a school crisis response plan.

Case Study

Post-disaster counseling helped students regain emotional stability.

Reflective Questions

- Is your school prepared for crises?

Discussion Question

Can peer support replace professional counseling?

Let's Sum Up

Psychosocial support (PSS) in schools promotes mental health and well-being, creating a safe, inclusive environment that helps students manage emotions, build resilience, and improve academic performance. It includes teacher training for spotting distress, social-emotional learning, peer support, and, as highlighted by [UNESCO's guide](#), proactive prevention and referral services, which are critical for addressing behavioral issues and fostering a positive school climate.

Psychosocial support (PSS) in schools ensures that the social fabric of the school remains strong, allowing learning to happen even in difficult times. Psycho-social support builds resilience and emotional strength.

References

- UNICEF Guidelines
- School Safety Framework
- National Institute of Educational Planning and Administration (NIEPA) Resources.

Photographs





Video Clipping links

https://youtu.be/h8PHvxVmC0I?si=lth7lx5q_xGATvE4

ASSESSMENT

Multiple Choice Questions (MCQs)

1. **What is the primary goal of Inclusion?**

- A. Separating children with disabilities.
- B. Ensuring equal access and social integration for all.
- C. Reducing the curriculum load.

2. A school leader's first step in supporting mental health is:

- A. Hiring a professional psychiatrist immediately.
- B. Creating a culture of empathy and reducing stigma.
- C. Punishing students for being emotional.
- D. Answer: B

Inclusive Education focuses on:

- A. Only infrastructure like ramps.
- B. Pedagogy, mindset, and physical access.
- C. Excluding students who cannot keep up.

Answer: C

In the context of school psychosocial support, which of the following is crucial for assisting a child struggling with sensory-related behaviors?

- A. Punishing the behavior
- B. Avoiding social interaction
- C. Providing predictable routines
- D. Increasing unmonitored free time

Answer: C

What is a key purpose of creating a safe and protective space in school?

- A. To limit children's movement
- B. To identify children with specific mental health or emotional needs
- C. To replace academic curriculum

D. To punish disobedient students

Answer: B

When a toddler (ages 1-3) is encouraged to explore their environment and try new tasks independently, they are navigating which of Erikson's stages?

A. Trust vs. Mistrust

B. Autonomy vs. Shame and Doubt

C. Initiative vs. Guilt

D. Industry vs. Inferiority

Answer: B

Which of the following is considered a positive influence of peer relations in school, according to child psychology?

A. Perpetuating racial stereotypes

B. Encouraging social exclusion

C. Developing empathy and collaboration skills

D. Increasing reliance on teachers

Answer: C

What are the common behavioral manifestations of depression in early childhood within a school setting?

A. High academic achievement

B. Increased socializing

- C. Clingy behavior and school refusal
- D. Excessive independence

Answer: C

Psychosocial barriers in schools, such as stigma or internalized beliefs, often lead to:

- A. Increased self-confidence
- B. Better academic performance
- C. Avoidance behaviors and limited utilization of resources
- D. Active participation in extracurricular activities

Answer: C

Which of the following is a primary goal of providing psychosocial support in schools?

- A. To provide specialized medical treatments for chronic illnesses
- B. To strengthen social networks and self-confidence
- C. To replace familial responsibilities
- D. To eliminate all academic challenges

Answer: B

Choose the correct answer (MCQ) or mark as True/False:

1. What is the primary aim of a "whole-school approach" to mental health?

- A. To provide clinical therapy to every student.

- B. To create a safe, inclusive environment that embeds mental health into the culture and curriculum.
- C. To identify and discipline students with behavioural issues.
- D. To focus exclusively on students with diagnosed mental illnesses.

Answer: B

2. Which of the following is NOT typically a component of an effective school mental health program?

- A. Building staff capacity to identify early signs of stress.
- B. Engaging parents and families.
- C. Punishing students for emotional outbursts.
- D. Promoting resilience.

Answer: C

3. When a teacher suspects a student is struggling with their mental health, what is the best first step?

- A. Ignore it, hoping they grow out of it.
- B. Tell the student to "snap out of it" in front of their peers.
- C. Approach the student privately, listen without judgment, and express concern.
- D. Immediately call the police.

Answer: C

4. What is a major challenge for many schools in addressing mental health?

- A. Excessive funding for mental health programs.
- B. A surplus of trained counsellors.
- C. Insufficient trained mental health professionals, leading to heavy burdens on teachers.
- D. Lack of interest from parents.

Answer: C

2. In the context of school psychosocial support, which of the following is crucial for assisting a child struggling with sensory-related behaviours

- A. Punishing the behaviour
- B. Avoiding social interaction
- C. Providing predictable routines
- D. Increasing unmonitored free time

Answer: C

3. What is a key purpose of creating a safe and protective space in school?

- A. To limit children's movement
- B. To identify children with specific mental health or emotional needs
- C. To replace academic curriculum
- D. To punish disobedient students

Answer: B

4. When a toddler (ages 1-3) is encouraged to explore their environment and try new tasks independently, they are navigating which of Erikson's stages?

- A. Trust vs. Mistrust
- B. Autonomy vs. Shame and Doubt
- C. Initiative vs. Guilt
- D. Industry vs. Inferiority

Answer: B

5. Which of the following is considered a positive influence of peer relations in school, according to child psychology?

- A. Perpetuating racial stereotypes
- B. Encouraging social exclusion
- C. Developing empathy and collaboration skills
- D. Increasing reliance on teachers

Answer: C

6. What are the common behavioural manifestations of depression in early childhood within a school setting?

- A. High academic achievement
- B. Increased socializing
- C. Clingy behaviour and school refusal
- D. Excessive independence

Answer: C

7. Psychosocial barriers in schools, such as stigma or internalized beliefs, often lead to:

- A. Increased self-confidence
- B. Better academic performance
- C. Avoidance behaviours and limited utilization of resources
- D. Active participation in extracurricular activities

Answer: C

8. Which of the following is a primary goal of providing psychosocial support in schools?

- A. To provide specialized medical treatments for chronic illnesses
- B. To strengthen social networks and self-confidence
- C. To replace familial responsibilities
- D. To eliminate all academic challenges

Answer: B

9. In a school setting, the "industry vs. inferiority" stage (roughly 6-12 years old) primarily focuses on:

- A. Learning to trust parents
- B. Gaining a sense of personal control and competence
- C. Achieving physical maturity
- D. Developing social skills for dating

Answer: B

10. What is a key component of a teacher's role in offering psycho-social support?

- A. Diagnosing complex psychiatric disorders
- B. Being sensitive to student needs and building relationships
- C. Managing medical interventions
- D. Enforcing strict, unyielding discipline

Answer: B

True or False Questions

- 1) Gender sensitization promotes equality – (True/False)
- 2) Inclusion ensures equal participation – (True/False)
- 3) Mental health affects only adults – (True/False)
- 4) Psycho-social support helps manage stress – (True/False)
- 5) Leaders influence student well-being – (True/False)
- 6) Inclusion applies only to disabled students – (True/False)
- 7) Gender sensitization is only relevant for female students. (True/False)
- 8) Psycho-social support (PSS) is only needed after a major physical disaster. (True/False)

ADDITIONAL READING

- NCERT – Gender and Education
- UNESCO – Inclusive Education

- WHO – School Mental Health
- Leadership for Inclusive Schools – A guide by NIEPA.
- The Empathetic Leader: Mental Health in Modern Education.
- Gender Equity in Classrooms – Andhra Pradesh State Policy Guidelines
- UNICEF -- Learning Brief on MHPSS in Education
- UNICEF -- Integrating MHPSS into Education
- Teacher's Guide to Psychosocial Support Activities