

A module
on
**ROLE OF SCHOOL LEADER IN MAINSTREAMING DROP-OUTS
AND OUT OF SCHOOL CHILDREN IN SCHOOL EDUCATION IN
HARYANA**



National Centre for School Leadership



विद्यालय नेतृत्व अकादमी

राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा

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ROLE OF SCHOOL LEADER IN MAINSTREAMING DROP-OUTS AND OUT OF SCHOOL CHILDREN IN SCHOOL EDUCATION IN HARYANA

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INTRODUCTION

Scene-I

School Head: Why didn't you come to school so long

Toshiya: I was Taking Care of my younger siblings

School Head: Then, What's Next?

Toshiya: (with a sad voice) I am dropping-out school. But (with Enthusiasm), I like school mam and I want to be a teacher like you.

School Head: (after a prolonged Silence) hmmmm! (Deep Breath). Ok Dear send your parents to meet me. Wish you luck!

Scene-II

School Head: Why Toshiya is dropping out the school

Toshiya's Mother: She is 12 now, no need to study more.

School Head: Means?

Toshiya's Mother: Means, she needs to learn house hold tasks and other life skills, in school she is just wasting time, she can't even cook. At her age I was able to independently manage the kitchen. I have four other kids, I also need help and in coming years she will be married and will have kids too. She needs to learn all this.

School Head: But education is also important and child marriage is an offence

Toshiya's Mother: Madam! All these are for rich people. We are poor people. Education does not help poor. We need money

School Head: but education is free mam.

Toshiya's Mother: It is not free madam. It is taking much of the time of a child when they can earn and contribute to their family. You tell me! What will she do after completing school?

School Head: She will have a job. She is a bright student.

Toshiya's Mother: Is job guaranteed?

School Head: No! But there are possibilities.

Toshiya's Mother: Madam! We know, after 12 years of school she will ask us to go to some others institutions which are not free. And we can't afford it. And in future her marriage will be a difficulty for us. Please let me go.

School Head: Mam, Please Listen (feeling Helpless)

Toshiya's Mother: left the room (silence is around)

Hoping that above mentioned scenes have dismayed you and gave a reminder of the reality that everyday hundreds of students are dropping out in Haryana due to various reasons such as child labour, migration, employability of school education, illiteracy of parents, poverty, more number of children and many more. We as educationist are just aware with the reasons of dropping out of students so far. Whereas, how to answer Toshiya's mother's questions is still unknown? In above mentioned situation we could find the reason but in so many cases we are just end with the name of students with limited details as a drop-out. Family of students change their addresses and stop using the number provided to school or do not receive the calls coming from schools. Whereas, higher authority continuously instructs school leaders and staff to work in the area, motivating drop outs not to discontinue the school and so on. School leader is the accountable to higher authority as well as a listener for teachers, parents and drop-outs where at many places they are unanswerable and without any clue. One such group of children are those without guardians. For example, children in need of care and protection, including homeless children, runaways, those residing in shelters or orphanages, etc. should be captured.

Drop Out

- If a child is absent from school for 45 consecutive working days after enrolment in elementary school
- Age of drop-out is between 6-14 years
- A child never enrolled into formal system of education
- A child does not complete 8 years of free & compulsory elementary education.

TITLE OF THE MODULE

ROLE OF SCHOOL LEADER IN MAINSTREAMING DROP-OUTS AND OUT OF SCHOOL CHILDREN IN SCHOOL EDUCATION IN HARYANA

OBJECTIVES

This module will enable school leaders to

- know the status of drop-outs in Haryana
- enlist the initiatives done by government with regards to drop-outs in Haryana

- identify the causes of drop-outs and out of school children in Haryana
- enlist Do's and Don'ts regarding drop-outs and out of school students in Haryana
- inculcate the remedies and steps to be taken in the light of mainstreaming drop-outs and out of school students in Haryana
- know about the role and responsibility of a school leader in mainstreaming drop-outs and out of school students in Haryana

STATUS OF OUT OF SCHOOL CHILDREN (OoSC)

As a result of 86th constitutional amendment, Article 21A was embedded in 2002 and education became a fundamental right of every child who is above six years of age. After this historic amendment, it was realised that a big number of children is out of school. Some of them were never admitted in the schools and some could not complete their education due to many reasons. In April 2010, Right to Free and Compulsory Education Act came into effect with the provision of special training of out of school children. Two types of training i.e. Residential Special Training and Non-Residential Special Training; were suggested to accomplished the goal “reaching to the unreached and unaddressed groups with providing specific provision for compulsory education for every child who is above six years of age and has not yet been admitted to any school or though admitted but could not complete his or her education, then he or she shall be admitted in a class appropriate to his / her age”.

Out of School Children as per RTI, 2009

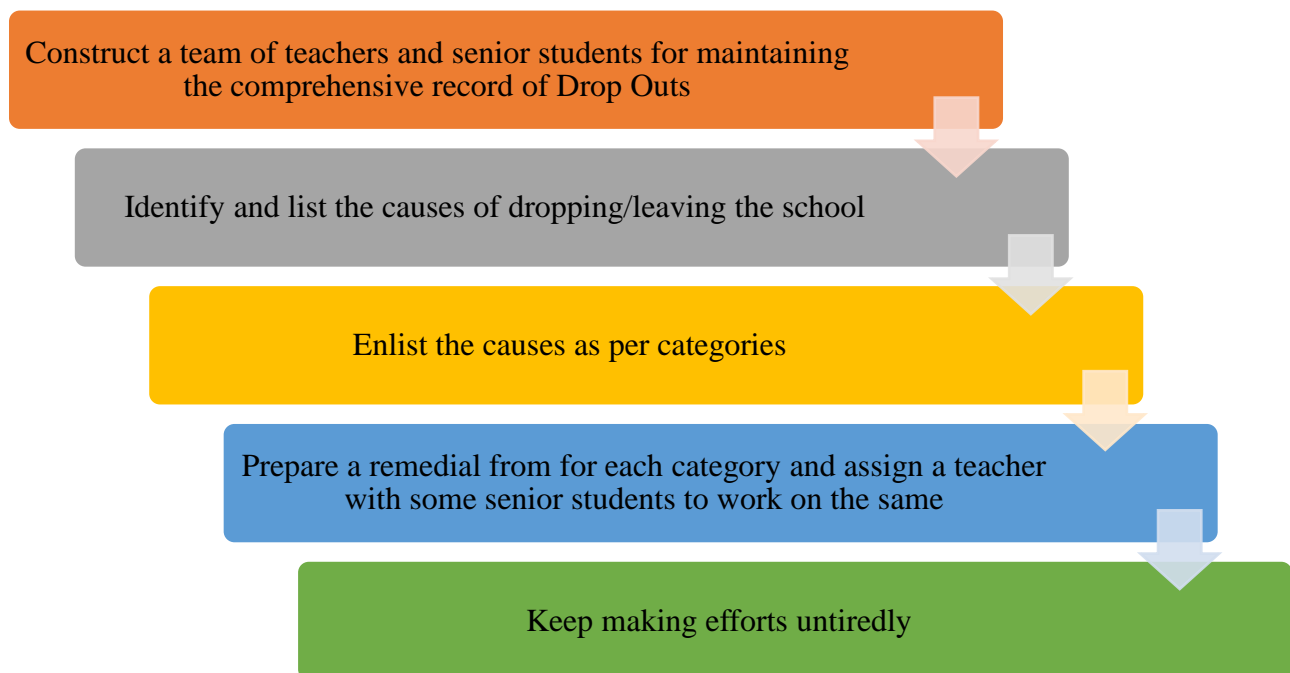
A child 6-14 years of age will be considered out of school if he/she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days. Generally speaking, OoSC is Never Enrolled + Dropouts.

As per the 75th round of household survey by the National Sample Survey Office (NSSO) (2017-18), the number of estimated Out of School Children (OoSC) in the country in the age group of 6 to 14 years is 96.93 lakhs which might have increased considering the inequity in access to remote learning. To address this, the Department of School Education and Literacy under the Ministry of Education has released [comprehensive guidelines](#) directing states to devise a fitting strategy to prevent increasing drop-outs, lower enrolments, and loss of learning.

A survey is conducted in month of January to identify Out of School Children (between the age of 6-14 years) in the State. A proposal is prepared according to this no. of OoSC for its submission before PAB. PAB grants proportionate funds usually in August/September and after receiving the funds process to hire the services of Educational Volunteer is started in September. As 95% of OoSC belong to families of beggars, nomads, rag-pickers, and migrant Labour, hence most of the children identified in January move to other places usually out

of the State and some new such families come at these sites/locations. Therefore, to register present OoSC at the specific location, a fresh survey is conducted by the EVs (in month of September /October) and these identified children are enrolled in STCs. Induction Training is imparted to the EVs before the start of STCs, regarding the bridge course and documentation of OoSC. After preparing required documents of OoSC, they are admitted in the schools to which the STCs are attached. A bridge course and study material of 6 months ST has been designed for these children before their mainstreaming in their age-appropriate class. 3 month follow up has also been designed to ensure their retention in the school where EVs support them for their better academic understanding and adjustment with new environment and peer groups of their classes.

Talking about data of out of school students and drop-outs in India, nearly 15 crore children are out of school where government needs to work. In regards to Haryana a survey was conducted by Haryana School Shiksha Priyojna Parishad (HSSPP) in Aug, 2021 and identified 29097 school children from the age group of 7 to 14 years across the state who have quit schools due



to various reasons. Statistics from the report of the survey District Nuh was identified with maximum dropouts or out of school children and district Mahendergarh was having no drop-outs. The second survey was conducted in jan, 2022 and identified 17500 out of school children aged from 7 to 14 years.

1.1 Residential Special Training

For the FY 2021-22, 173 Out of school Children, who are in conflict with law and residing in observation homes at 2 districts namely Hisar and Faridabad are being covered. In October 2021 juveniles of Hisar were shifted to Faridabad because observation home of Hisar district was

dismantled as its area was acquired by the Airport Authority. Curricular and co-curricular activities are being conducted side by side for overall development of these children. Although the number of such children changes throughout the year because the children getting bail/completing sentence leave the observation homes whereas other juveniles enter as per the decision of Courts.

2.1.1 Special Endeavour of FY 2021-22

Although Funds provided by GoI were same like the previous year's i.e. Rs 500/- per month per child for the 12 months' training but special efforts were started during FY 2020-21 and continued during 2021-22, to make provision of material/equipment for co-curricular activities for the inmate children residing in observation homes. For curricular activities **stationary, TLM, books** were provided along with the honorarium of Educational volunteers, whereas **equipment for skill development** of students to sharp the skills of students for their better livelihood and **sports articles** were provided for their better physical as well as mental health.

1.3 Non-Residential Training

For the FY 2021-22, Non-Residential Training of identified 29097 Out of school Children (7-14 years) was approved by MoE. Minutes of PAB approval were received in month of August 2021. To collect the actual data and considering the labor migration (it is a common feature in Haryana where Labour families come from UP, Bihar, MP and other States in search of work) a fresh survey was carried out by the EVs again to register present OoSC and 27012 children were identified. 26687 children were enrolled in the STCs and currently 25443 are being trained in 984 Special Training Centers. The programme has been expanded to 21 districts during the current year as it was being run only in 10 districts of the State during yester years.

Identifying and mainstreaming out-of-school children by:

- Undertaking micro planning exercises (viz., household survey in the catchment area of a given school) and child tracking;
- Providing special training (residential and non-residential);
- Redeploying unutilized government buildings and infrastructure, establishing new residential schools for reaching out to urban deprived, including street children;
- Strengthening open schooling system;
- Further, the Village population and magnitude of out of School Children (OoSC) is also having a direct impact on the feasibility of the schools to be proposed for opening or up gradation

The children who have attained the learning competencies are being mainstreamed in the schools and mainstreaming will be completed by March 2022 (by the end of the Academic Session) .

MAINSTREAMING OF OUT OF SCHOOL CHILDREN (OOSC)

One of the key strategies to provide access to school education is to undertake targeted interventions to mainstream the out-of-school children. Accordingly, special training, providing residential facilities and other incentives are supported under Samagra Shiksha.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) mandates universal enrolment and retention of children in school till completion of their elementary education. The RTE Act 2009 also stipulates age-appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children. Section-4 of the RTE Act stipulates “ Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed; Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.”

National Education Policy 2020 also brought into focus the out of school children in the age group of 3 to 18 years and provides for ensuring inclusive and equitable quality education for all. As per Para 1 of Chapter 3 of NEP 2020, one of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. It will be a top priority to bring all Drop out children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in ECCE to secondary level by 2030 (Para 3). Alternative and innovative education centers will be put in place in cooperation with civil society to ensure that children of migrant labourers and other children who are dropping out of school due to various circumstances are brought back into mainstream education (Para 3.2). Universal participation in schools shall be achieved by carefully tracking students, as well as their learning levels, in order to ensure that they:

- (a) are enrolled in and attending school, and
- (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. (Para 3.3)

To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open

Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. (Para 3.5)

Accordingly, Samagra Shiksha Scheme aims at achieving universal enrolment and retention in the entire education cycle upto senior secondary level by providing a second chance to all out of school children including never enrolled and Drop outs with focus on Socially and Economically Disadvantaged Groups (SEDG).

As suggested in the NEP 2020, Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

The States/ UTs are, therefore, suggested to define Socio-Economically Disadvantaged

- (i) Identification of children who never enrolled children or those who dropped out before completing elementary education. The various categories of ‘out-of-school’ children may include child labours, children living at constructions sites as they belong to construction worker’s families, children living or working in streets, on railway platforms or construction sites and Children without adult protection etc. They may be found engaged as domestic workers, engaged in cattle grazing, working for wages in *dhabas*, mechanic shops, rag pickers and as shoe shine boys. Other categories may involve children of sex workers, children affected with migration, children affected with HIV, or those who have a “disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors.” A large number of out of school children are Children with Special Needs. For this the State Government, Local Authority and School Management Committee need to undertake a community level exercise for identification of out of school children.
- (ii) Enrolment Drive/ Motivational Measures may be undertaken to bring Out of School Children to Schools.
- (iii) Further, Scheme for Adolescent Girls (SAG) was being implemented by Ministry of Women and Child Development, for out of school girls in the age group of 11-14 years. One of the aims of the scheme was to provide Support to out of school AGs to successfully transition back to formal schooling or bridge learning / skill training. The scheme has now been modified and

subsumed under Saksham Anganwadi and Poshan 2.0 to cover adolescent girls in the age group of 14-18 years in aspirational districts and north eastern states. As such, the erstwhile beneficiaries of the SAG are being mapped into the Prabandh Portal of Samagra Shiksha so as to enrol them in schools. All such identified girls will be assessed by Block Resource Centre (BRC) for their learning levels and requirement of special training to be able to participate effectively in their age appropriate classes. Through Special Training, girls would be provided bridge course transaction so as to develop appropriate academic competencies so that children are mainstreamed in regular formal schools in classes appropriate to their age. In addition, Child Development Project Officer (CDPO), in-charge of the implementation of SAG and responsible for maintaining program related data, codes would be mapped against the details of SAG beneficiaries available on Prabandh Portal of Samagra Shiksha and the same may be accessed by the Ministry of Women and Child Development also.

Groups (SEDGs) taking into account disparities and historical under representation of groups in education especially at the secondary level. The criterion for defining SEDGs should aim at bridging gender and social category gaps in all levels of school education.

IDENTIFICATION OF OOSC

States/UTs to undertake a table-top exercise at school level, aggregated to block/district/state level to identify specific drop outs from each grade each year. Each of these children, including CWSN, are to be pursued for retention.

COVERING OUT-OF-SCHOOL CHILDREN AT ELEMENTARY LEVEL THROUGH SPECIAL TRAINING

The Samagra Shiksha scheme provides support for Special Training as envisaged under the RTE Act for out-of-school children who have been admitted to regular schools to ensure that they are integrated into the school system. Such support is given in the form of residential or non-residential courses, as needed and such children may continue even beyond 14 years of age to complete elementary education. This Special Training is based on especially designed, age-appropriate learning material, approved by the academic authority as per the RTE Act, 2009. This training shall be provided by a teacher working in the school, or a specially engaged teacher. These teachers will be provided additional training in order to conduct Special Training for out-of-school children.

(i) The identification exercise should be followed by immediate enrolment in school with all entitlements enabling free education and updation of the details of the child on the PRABANDH portal module.

(ii) Assessment of the need of Special Training. The duration of Special Training is flexible, depending on the child's needs, varying for a minimum period of 3 months which may be extended, based on a periodical evaluation of learning progress, for a maximum period of upto 2 years.

(iii) Organisation of Special Training to enable the child to be at par with other children. Special Training may be organised in residential or non-residential mode, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used.

(iv) Actual admission of the child in the age-appropriate class on completion of Special Training, and his/her participation in all class activities. At the end of the Special Training, the suitability of placing the child in a class may be assessed. For example, if a 10-year old child was admitted to Class IV and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in Class V or VI in the formal school and the child should be appropriately placed.

(v) Continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. Even after a child is appropriately placed in the formal school she may be given special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally.

The steps involved for Special Training and mainstreaming are:

Children who have enrolled in age-appropriate class after Special Training are entitled to free and compulsory elementary education even after completion of 14 years of age. Considering the enormity and complexities of the work involved in Special Training, all agencies which have the willingness and the ability to undertake this work must be encouraged to do so.

For Special Training to never enrolled children or those who dropped out before completing elementary education assistance for Recurring Expenditure has been provisioned under the Samagra Shiksha. The recurring grant would be provided Upto Rs. 6000/- per child per annum for non-Residential mode and Upto Rs. 20,000/- per child per annum for residential mode. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling.

It is also pertinent to mentioned that the 70% grant for conducting special training will be given to the State/UT in the first Instalment. The remaining 30% grant will be released once the children are mainstreamed. In case the children are mainstreamed in the same year, the state may certify the number of mainstreamed children and send supplementary proposal for remaining 30% of the grant. In case, the duration of special training is more than one year or children are mainstreamed in next financial year, 30% grant will be reimbursed based on the certification and necessary document provided by the State/UT.

STRATEGY TO COVER OUT OF SCHOOL CHILDREN AT SECONDARY LEVEL

At Secondary level, for out of school children in 16-19 years age group and belonging to Socially & Economically Disadvantaged Groups (SEDG), financial assistance is available to continue education through Open/Distance Learning mode under the Scheme, if it is not possible to mainstream them into formal school.

Following steps are suggested to facilitate completion of education for Drop Outs at Secondary/ Senior Secondary level:

- Identification of Out of School Children every year by undertaking school wise and grade wise table top exercise and listing individual students who are to be brought back.
- Identifying other drop outs with the help of school peer groups, local community, local self-governments, etc.
- Identifying OoS girls with the help of AW workers
- Identifying OoSC from Kaushal Panji maintained by MoRD for all states/UTs
- Maintenance of Record of Identified Out of School Children and updation on PRABANDH portal module.
- Categorization of Students as belonging to Socially and Economically Disadvantaged Groups. (SEDGs)
- Motivational Measures to complete school education or to join Open Schooling Facilitating Admission in Open School either State Open School or National Institute of Open Schooling.
- Provision of necessary academic support to students to cope with the requirement of learning.
- Monitoring of Progress and Continuation.

The recurring grant would be provided Upto Rs. 2000/- per child per grade per annum for completing education through the Open School System (NIOS/SIOS) at Secondary/ Senior

Secondary stage for registration, accessing course material and certification. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling. For SEDG Children of age group of 16-19 enrolled at NIOS/SIOS, financial support will be provided to the State/UTs for transferring it to the NIOS/ SIOS as per the norms of the scheme, so that the enrolled children do not have to bear the cost of undertaking the course/certification etc.

Samagra Shiksha aims at 100% retention from pre-school to senior secondary level. Considering the mandate of the scheme, it will be required that all the relevant information of the identified out of school children is maintained systematically so that tracking and monitoring of all out of school children is possible. The State/UTs are suggested to use

Information Technology (IT) for maintaining these records of children. Several States have already developed Web enabled Apps, Online Portals and other systems for maintaining a robust database of all out of school children.

The Department of School Education, Ministry of Education, has developed an online module for compiling the data of out of school children identified by each State or Union Territory on Prabandh Portal. (<http://samagrashiksha.in/>). All Special Training Centres (STC) shall be mapped and assign a Unique ID to help the States/UTs identify the capacity and trends of the OoSC coverage by a particular STC. In addition, Mapping of OoSC with Special Training Center on the basis of duration and type of the training etc, shall be also be updated on the Portal.

The child wise information of the identified out of school children and other details such information on Special Training Centres, Attendance of Children, Status of Mainstreaming, Registration of Children in NIOS/SIOS etc, shall be uploaded at block level by the Block Resource Coordinator of the concerned Block Resource Centre (BRC). The uploaded data would be validated by the District Magistrate or an appropriate officer as authorized by the DM/DC at the district level. This validated data would be viewed and locked at State level. A password protected provision is already created on the Portal for the District Magistrates/ his signatories for every district and for all States/ UTs at State Project Office (SPO) level to view validate and monitor the information about out of school children. All States/ UTs are also required to mandatorily update all the required information pertaining to out of school children on PRABANDH Portal on quarterly basis which should be duly validated at district level and viewed at State level. Samagra Shiksha aims at 100% retention from pre-school to senior secondary level. Considering the mandate of the scheme, it will be required that all the relevant information of the identified out of school children is maintained systematically so that

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REASONS OF DROP-OUTS IN HARYANA

CAUSES OF DROP OUTS

1. Socio Economic and Demographic Factors

- Participating in economic activities for supporting the family
- To look after young siblings
- To join domestic chores
- Marriage
- Persistent illness
- Low Economic Status
- Private School Culture

- Uneducated Parents
- Seasonal Employment

2. School Level factors

- Absence of Teachers
- Irregular Classes
- Academic Failure
- Attitude of Staff towards students
- Expulsion from school

3. Psychological Factors

- Friends dropped out
- Education is not considered necessary
- Parents not interested in studies
- Completed desired level class
- No linkage of School Education with Employment

4. Community Level

- Distance from Home to School
- Unsuitable weather
- Separation between parents
- Migration of Families
- Parents Addiction to bad habits
- Child's addiction to bad habit
- Promoting child Labour
- Attitude towards education of girl child-social, religious and gender sensitivity

INITIATIVES TAKEN BY GOVERNMENT REGARDING DROP-OUTS AND OUT OF SCHOOL STUDENTS IN HARYANA

- Mid-Day Meal
- Special Training Centres
- Material development
- Village education Register
- Bal Mitra and Shikshak Mitra

- Mobile Schools
- Experiment of Asmi, Manesar, Gurugram
- Evening Schools
- Science Mobile Vans
- Collaboration with NGOs
- Residential Training
- Non-residential training

ROLE OF SCHOOL LEADER IN MAINSTREAMING DROP-OUTS AND OUT OF SCHOOL CHILDREN IN SCHOOL EDUCATION

- Maintain comprehensive record of drop outs
- Time to time share the information with higher authority
- Organise campaign against child labour
- Counselling of parents
- Counselling of students
- Bridge courses
- Awareness about the government initiatives regarding drop-outs and out of school students in Haryana
- Collaborating with the NGOs working in the field
- Regular monitoring frequently absents students
- Mid-Day Meal
- Organises Educational Visits
- Organise motivational sessions
- Creating healthy school environment
- Remedial Coaching
- List drop-outs and out of school students (Provide it to higher authority whether they ask or not)
- Categorise the students on the basis of their reason of dropping out
- Focus on education for life skills
- Collaborate with learning centres
- Motivate community participation in mainstreaming drop-outs
- Motivate community not to promote child labour

CONCLUSION

REFERENCES AND SUGGESTIVE READINGS

- [NPC Report.pdf - Ministry of Minority Affairs](#)
- <http://www.minorityaffairs.gov.in › default › files>
- <http://www.minorityaffairs.gov.in/sites/default/files/NPC%20Report.pdf>
- [Drop-outs Early Warning System](#)
- https://samagra.education.gov.in/docs/ss_implementation.pdf
- https://samagra.education.gov.in/docs/Framework_IISE%20_F.pdf
- <https://www.samagrashikshajk.nic.in/OutOfSchool.aspx>

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&



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Highlights of the Guideline

Creating Evidence

States/UTs are directed to conduct a comprehensive door-to-door survey on enrolment status for children in the age group of 6-18 years, with the help of teachers, Block Resource Coordinators (BRCs)/Cluster Resource Coordinators (CRCs), etc. This is to feed into generation of a database of all children within school-going age, and a clear identification of OOSCs.

Continuing Learning During School Closures

The guideline has suggested a range of measures to ensure uninterrupted learning for children:

In order to support home-based education and to ensure the continuity in learning for children, educational materials and resources, supplementary graded material, workbooks, worksheets etc. are to be distributed in addition to textbooks, with the help of teachers and BRCs/CRCs. Initiatives like ‘classrooms on wheels’ and ‘mohalla schools’ (small groups at the village-level led by volunteer teachers) may also be explored. Some examples of this approach are [Padhai Tuhar Dwar \(Education at your doorstep\)](#) in Chhattisgarh, [Hamara ghar hamara vidyalaya](#) in Madhya Pradesh and [Vidyagama](#) in Karnataka.

A further focus is placed on capacity-building of teachers, through training modules developed in collaboration with UNICEF, which are to be launched on the Centre’s DIKSHA portal. States/UTs are directed to ensure that teachers take part in these online training programs.

For students to get access to counselling services and to get psycho-social support, adequate publicity has to be given to the [Manodarpan](#) web portal and to the tele counselling number (8448440532) by communicating necessary information through SMS and WhatsApp and the users should also be guided on how to use the portal/services.

Earlier, under *Samagra Shiksha*, [residential and non-residential special training](#) were approved for 8 lakh OOSC with an objective of enabling a child to be admitted to an age appropriate class, keeping in mind their overall academic and emotional needs. The guidelines mentioned that the non-residential mode of training may be continued through volunteers, local teachers, or other modes adopted by the states/UTs wherein they can also visit the village/households of the identified children with adequate safety precautions and consent of the parents.

Home-based education for children with special needs is to be continued through volunteers and/ or special educators visiting homes of identified children, with adequate safety precautions and express consent of parents.

Re-enrolments, Retention and Re-opening Schools

States/UTs are to devise strategies to conduct effective enrolment drives such as Praveshotsav, Vidya Chalo Abhiyan, School Chalo Abhiyan, Back to School *Campaign*, etc. to encourage new admissions, welcome back enrolled students, and to target the identified OOSC population. Media and Community Mobilization funds under *Samagra Shiksha* are to be utilized for this purpose.

For the safe reopening of schools, practicing COVID-19 appropriate behaviour including frequency hand washing, clean drinking water and safe sanitation are key prerequisites. States/UTs are directed to use budgetary provisions under *Samagra Shiksha*’s composite school grants for safety and security in schools and for teachers.

School readiness modules/ bridge courses are to be prepared and implemented in classrooms for the first one or two months for each grade. Identification of students across different grades based on their learning levels must be carried out by teachers, especially for smaller classes, so that the teachers can focus on children who need additional interventions.

Discussions

While the guidelines are welcome, and bring a much needed focus on the OOSC population that has likely widened due to the pandemic, some categories of children continue to be missed out. Secondly, with no clear definition in place, capturing data on OOSC, at the local levels is bound to become a daunting task. Many gram panchayats [do not maintain records](#) of children who leave school and join the workforce. Similarly, different household surveys rely on different methods of estimation resulting in vastly [different numbers](#) of OOSC. This brings us back to the need of developing a clearer understanding and definitions of OOSC in India. Finally, the guidelines categorically eliminate students who would or should be enrolled in pre-primary education programs – in the age group of 3-6 years. Given the changing curricular structure to incorporate Early Childhood Education(ECE) in the National Education Policy 2020, this is a good opportunity to capture enrolments in ECE and the impact of COVID-19 on the same. Further, the goal of attaining foundational literacy and numeracy, as under the NIPUN Bharat program launched in July 2021, can only be achieved if we focus on universal

Access to ECE

Highlights of the Special Training Programme for Out of School Children in Haryana

Head	2019-20	2020-21	2021-22
District covered	10	16	21
Operationalized STCs		628	984
Coverage % (Enrolment of OoSC in Special training Centres)	66%	86.79%	92.83%
Mainstreaming %	74%	86.54%	87.44% (upto 31.03.22)
Funds utilization (Provision for children @Rs 500/- per child per month for months)	<ol style="list-style-type: none"> 1. Kadam tool kits 2. TLM Stationary 	<ol style="list-style-type: none"> 1. Masks 2. Sanitizer 3. Health Kit (with basic medicine) 4. Bag 5. Mat 6. Kadam tool Kit 7. Stationary 8. Excursion tour 9. EV trainings 	<ol style="list-style-type: none"> 1. Masks 2. thermal scanner 3. Sanitizer 4. Health Kit (with basic medicine) 5. Bag 6. Mat 7. Kadam tool Kit 8. Stationary 9. Excursion tour 10. EV trainings 11. Transportation fund 12. Internet Facility EVs
Special Efforts		<ol style="list-style-type: none"> 1. Special Guidelines were formulated to continue the centers while the schools were closed due to Covid-19. 2. Thermal scanners, gloves, sanitizers, masks were provided after the start of second wave of each STCs. 3. As the centers were started late due to closed schools hence time period was extended upto June 21 to complete 6 months training. 	<ol style="list-style-type: none"> 1. Special Guidelines were formulated to continue the centers while the schools were closed due to Covid-19. 2. Thermal scanners, gloves, sanitizers, masks were provided at all STCs. 3. A bridge course and study material of 6 months ST has been designed for these children before their mainstreaming in their age-appropriate class. 4. 3 month follow up has also been designed to ensure their retention in the school where EVs support them for their better academic understanding and adjustment with new environment and peer groups of their classes.

5.

Haryana during Covid 19

Haryana is amongst the few States where the special training centers for the out of school children were functional throughout the time despite the Govt. Schools closed due to Covid-19 pandemic. Special guidelines were formulated during Covid 19 regarding size of group, venue, timing, etc. keeping in view all the SoPs to start and continue the special training centers. Small groups were prepared to maintain distance to check the spread of virus at new established venues in/outside the schools. During the strong second wave the centers were continued by converting these small groups into micro groups at venues near/among the residential areas of these children outside the schools. The districts were directed to take decisions wrt size, venue and timing of ST at STCs of a specific area, considering the severity of COVID-19 spread in that area. Home based teaching method was also adopted by the EVs during the closure of schools and STCs. Particular Guidelines were framed during FY 2021-22, to start the centres for OoSC keeping in view critical circumstances during COVID – 19 pandemic to mitigate the negative impact of COVID -19 on such children and to make education accessible for them because all Out of School Children belong to families with high concentrations of poverty. A fresh survey was done in the State to identify the actual number of Out of School Children present in August 21 onwards. Many families of migratory labour come after the festival of 'Chat Puja' in October/November, therefore some STCs were started late. Considering the severity of covid spread size of group was been limited upto maximum 5 to 6 children to maintain distance norm as mentioned in SOPs and maximum four groups were formed out of one batch of Special Training Centre. Campus of nearby schools had been mostly preferred as venue of Special Training Centres (STCs) but in case it was not convenient then other safe & secure places near or amidst the residential area of children have been selected as venues. Health kits containing washable masks, sanitizers, soaps etc. have been provided at each Centres and Mid-Day Meal, uniforms, mats, stationery, specially designed books, bags, thermal scanners, gloves, are provided for these children. Education volunteers were taking two to four groups in a day at the door step of these children ensuring minimum 2.5 hours per class of each group. This strategy helped to cater the problems of children who are either never enrolled in the schools or dropout their studies at elementary level.

