प्रारम्भिक शिक्षा निदेशालय (हि.प्र.)
05 FEB 2025
शिमला-1

Directorate of Elementary Education
Himachal Pradesh, Shimla-171001.

Subject:- **Regarding Circulation of Guidelines on School Safety and Security by NCPCR.**

Endst. No.EDN-H(Ele)(4)-2024 Shimla-171001 Feb., 2025

Copy for information and further necessary action to:-

1. All the Dy. Directors of Elementary Education , Himachal Pradesh.
2. The Branch Officer of IT Cell, Directorate of Elementary Education, HP with the request to upload the Guidelines on School Safety and Security prepared by NCPCR received from Ravi Kant, Convenor, Just Rights for Children Alliance on the official website for circulation of the above information.
3. Guard File.

Assistant Director
Directorate of Ele. Education
H.P. Shimla-171001

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No. EDUC-A01/2/2023-EDU-C-143380
Government of Himachal Pradesh
Elementary Education Department

From

Secretary (Education) to the
Government of Himachal Pradesh

To

The Director Elementary Education
Himachal Pradesh, Shimla-171001

Dated: Shimla-171002, the 16th October, 2024

Subject:- Regarding Circulation of Guidelines on School Safety and Security Prepared by NCPCR.

Sir,

I am directed to enclose herewith a photocopy of letter No. nil, dated, 16th September 2024, received from Convenor, Just Right for Children Alliance on the subject cited above and request you to examine the matter and take necessary action accordingly. The enclosures received along with this are also returned herewith in original.

Yours faithfully,

(Toolika Sharma)
Deputy Secretary (Ele. Edu.) to the
Government of Himachal Pradesh

SE-G&B

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JUST
RIGHTS
FOR CHILDREN

Date: 16 September 2024

To,

Shri Prabodh Saxena, IAS
Chief Secretary, Govt. of Himachal Pradesh
Shimla, Himachal Pradesh

23/9/24
Secy (Edu)

Subject: **Circulation of Guidelines on School Safety and Security Prepared by NCPCR**

Respected Sir

"Just Rights for Children" is a national alliance comprising of representatives from 175 leading NGOs and civil society organizations working towards strengthening child protection mechanisms and promoting children's rights in India. The alliance works at grassroots level to strengthen communities and their collaboration with child protection functionaries and other stakeholders in the implementation of children related policies, laws and programmes for children with the objective to promote rights of children across the country.

27/9/24
DS(Edu)

We are writing this mail in reference to our alliance intervention in Writ Petition (Civil) No 888/2019, Bachpan Bachao Andolan vs Union of India" in Hon'ble Supreme Court of India. This petition seeks the implementation of the "Fixing the Accountability of School Management towards the Safety and Security of Children in School – Guidelines" issued on 20.08.2018 by the Human Resource Department in consultation with NCPCR.

27/9
SO (Edu)

During the pendency of this case, the Ministry of Education issued notification D.O No. 17-1/2020-IS-17 dated 01.10.2021, which introduced the "Guidelines on School Safety and Security 2021" in compliance with the Supreme Court's directions and the National Education Policy, 2020. These guidelines hold school management accountable for the safety of children in all schools and require State and UT governments to notify them.

28/9
Smt D.K.

Subsequently, Bachpan Bachao Andolan filed an application for amendment of writ petition on 20.12.2022, seeking directions for all States and UTs to notify these guidelines issued in 2021.

Additionally, these guidelines should be read alongside the following:

- Manual on Safety and Security of Children in School
- NCPCR's Guidelines for Hostels of Educational Institutions
- NDMA Guidelines on School Safety Policy, 2016

The National Commission for Protection of Child Rights (NCPCR) has recently developed comprehensive guidelines on the safety and security of children in schools. These guidelines are crucial for ensuring a safe and secure environment for our children, who are the future of our nation. The guidelines cover various aspects of school safety, including physical infrastructure, emergency preparedness, child protection policies, and the roles and responsibilities of school staff. They are designed to help schools create a safe learning environment and to prevent any form of abuse or harm to children.

In light of the importance of these guidelines, we kindly request you to circulate them to all schools within your state. Ensuring that these guidelines are implemented effectively will require the cooperation and commitment of all educational institutions.

The guidelines can be accessed on the NCPCR website :

https://ncpcr.gov.in/uploads/165650391762bc3e6d27f93_manual-on-safety-and-security-of-children-in-schools-sep-2021.pdf

A copy of the same is also attached along with this letter.

We urge you to take immediate action to disseminate this information and to monitor the implementation of these guidelines in all schools. We thank you for your attention to this important matter. Together, we can ensure that our schools are safe havens for our children.

Yours sincerely.

Ravi Kant
Convenor, Just Rights for Children Alliance
ravikant@accesstojustice.world

Department of School Education & Literacy
Ministry of Education
Government of India

Guidelines on School Safety and Security

2021

Department of School Education

State ________

Notification

In pursuance of the order of Hon'ble Supreme Court in the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017 and decision taken by Ministry of Education (MoE) to frame guidelines for fixing the accountability of the School Management in the matter of safety of the children; MoE has recommended the Guidelines on School Safety and Security (2021) for fixing the accountability of the School Management in the matter of Safety of the Children studying in all Schools including Private Schools.

Exercising its power u/s 35(2) of the RTE Act, 2009 and as per its mandate under Rule 93 of the Juvenile Justice Model Rules, 2016; the State Government notifies the Guidelines on School Safety and Security for fixing the accountability of the School Management in the matter of Safety of the Children studying in all Schools including Private Schools with effect from ________________________

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CBSE	Central Board of Secondary Education
COTPA	Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
COVID-19	Corona Virus Disease 2019
CPCR	Commission for Protection of Child Rights Act, 2005
CPO	Child Protection Officer
CPR	Cardio Pulmonary Resuscitation
CPTD	Child Parent Teacher Dialogue
CrPC	The Code of Criminal Procedure Act
CSA	Child Sexual Abuse
CTE	College of Teacher Education
CWSN	Children with Special Needs
DC	District Collector
DEO	District Education Officer
DIET	District Institute for Education and Training
DM	District Magistrate
DRISHTI	Disseminate, Roll-out, Intervene, Support, Hand-hold, Track and Incentivize
IASE	Institute of Advanced Studies in Education
ICPS	The Integrated Child Protection Scheme
ICSE	Indian School Certificate Examination
ICT	Information and Communication Technology
IPC	Indian Penal Code
IT	Information Technology
KVS	Kendriya Vidyalaya Sangathan
MDM	Midday Meal
MoE	Ministry of Education
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority
NEP	National Education Policy
NPC	National Policy for Children
NVS	Navodaya Vidyalaya Samiti
POCSO	The Protection of Children from Sexual Offences Act and Rules
POSH	Prevention, Prohibition and Redressal Act
PTA	Parent Teachers Association
PTM	Parent Teachers Meeting
PSC	Pre-School Centres
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SDG	Sustainable Development Goal
SJPU	Special Juvenile Police Unit

SM	School Management
SMC	School Management Committee
SOP	Standard Operating Procedure
SSC	School Safety Committee
SSSA	State School Standards Authority
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
UT	Union Territory
VAC	Violence against Children
WHO	World Health Organization
WSA	Whole School Approach

Executive Summary

Aim/Purpose of this guideline:

The purpose of this guideline is:

- Firstly, to create an understanding among all stakeholders, including students and parents, on the need for co-creating a safe and secure school environment for the holistic development of children.
- Secondly, it is to make different stakeholders aware about the acts, policies, procedures and guidelines already available on different aspects of safety and security i.e., physical, socio-emotional, cognitive and specific to natural disasters as well.
- Thirdly, it is to empower different stakeholders and enable clarity on their role in the implementation of this guideline.
- Fourthly, it is to fix accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) on School Management and Principals and Teachers in Private/Unaided Schools, and Head/in-charge Head of School, Teachers and education administration in case of government/government-aided schools.
- A key purpose is to emphasize the 'Zero Tolerance Policy' against any negligence on the part of any individual or management when it comes to the safety and security of children in schools.

An integrated approach to the guidelines:

This Guideline has been developed following an '**accountability framework**' with the help of existing legal provisions; '**whole school approach**' by integrating safety and security aspects in education itself, by including deliberations upon the health, physical, socio-emotional, psycho-social and cognitive aspects of school safety and security; and at the same time '**addressing multi-sectoral concerns**' to further create a safe society, giving recommendations for the other Ministries and Departments in addition to Education Department. Some areas that have been integrated are as follows:

a. This guideline includes Laws and Acts applicable in the context of school safety and security at the state and national levels for creating awareness among various stakeholders to further strengthen the implementation of legal provisions in this area. With the first quarter of 21st Century witnessing a pandemic, COVID-19, that is giving a new challenge of social distancing and maintenance of health and hygiene protocols at schools, this guideline takes into cognizance the precautions to be followed for making schools safe and secure from the health point of view as well. Therefore, this guideline recommends all schools to follow Standard Operating Procedures/guidelines issued by this Department, the Ministry of Home Affairs, Health Ministry and also state-level administration from time -to- time on COVID-19 issue.

b. In view of urgency for sensitization, orientation and capacity building of teachers, school heads, teacher educators, this guideline recommends state-level educational institutions to come forward to not only conduct special awareness and capacity building programmes for school heads, teachers, parents, students and teacher educators but also to integrate pandemic challenges, concerns and actions into the other regular capacity building programmes. The national level capacity building programme for elementary school teachers, i.e., NISHTHA has already integrated a special module on education response to COVID-19.

c. Further, as this pandemic has forced school education to reflect upon its mode of transaction/delivery of education, and a gradual shift of a percentage of teaching-learning towards on-line blended mode appears to be imminent, this guideline also emphasizes cybersecurity and safety for children and teachers.
d. The guideline is also adequately linked to the guidelines provided by NDMA for compliance in physical infrastructure and disaster-related issues, and guidelines given by NCPCR for the compliance of safety issues related to residential schools and CBSE and other school boards for the accountability framework.
e. The guidelines also include a comprehensive checklist of the essentialities of school safety and security and actions to be taken by the school in this regard.
f. Finally, in the context of school safety and security, the guideline recognizes that Accountability is an obligation of the School Management, Principal, and Teacher to adhere to the Laws/norms/guidelines; accept responsibility towards providing safety conditions for children in school; account for their activities; to disclose the actions and impacts in a transparent manner; and most importantly to be held legally responsible in case of any negligence.

THESE GUIDELINES MUST BE READ ALONG WITH THE FOLLOWING:

- National Commission for Protection of Child Rights (NCPCR) has developed a Comprehensive Manual on Safety and Security of Children in School. The Manual available at www.ncpcr.gov.in is a compilation of various existing guidelines, circulars, notifications, Government Orders on safety and security related issues in schools issued from time to time.
- NCPCR's Guidelines for Hostels of Educational Institutions
- The National Disaster Management Authority (NDMA) has also formulated and issued the National Disaster Management Guidelines on School Safety Policy, 2016.

Chapter 1

Background

1.1 Order of the Apex Court:

In the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017 before the Hon'ble Supreme Court, Petitioners sought guidance to frame guidelines for fixing accountability of the school managements in the matter of safety of children studying in schools. The order of Hon'ble Supreme Court in the said petitions, states that being a matter of policy and governance, call ought to be taken thereon by the Secretary, Department of School Education, Ministry of Human Resource Development (now Ministry of Education), Government of India, and may obtain and consider inputs from all relevant sources and take such decision as may be considered appropriate.

Realizing the criticality of safety and security of every child, a meeting was organized by MoE under the leadership of Secretary (School Education & Literacy) to discuss the problem; its magnitude, the roles and responsibilities of different stakeholders and different departments that are linked with the issue; and the modalities for preparation of guidelines for "fixing the accountability in the matter of Safety of the Children studying in all Schools including Private Schools". It was decided in the meeting that draft model guidelines will be prepared by a committee constituted by MoE through consultations with different stakeholders, across managements, departments and sectors.

In the meeting, it was also noted that various organizations have already issued guidelines on various aspects of school safety and security. These include a Comprehensive Manual on Safety and Security of Children in all schools including private schools, issued by National Commission for Protection of Child Rights (NCPCR) in 2017. The Manual is a compilation of various existing guidelines, issued from time to time. The National Disaster Management Authority (NDMA) has also formulated the National Disaster Management Guidelines on School Safety Policy, 2016 with a vision to ensure the creation of safe learning environment for stakeholders for preparing plans, developing capacity, incorporating risk reduction in the guidelines. It was issued on 9th January 2017 to State and UT Governments for further dissemination and implementation at appropriate levels in the State.

It was also decided in the meeting that MoE will take cognizance of each of the existing guidelines developed by different agencies at the national level and also the measures taken up by different States like Delhi, Tamil Nadu, Sikkim and others on child safety and security in a broader perspective and adding teeth to the existing framework by fixing accountability and defining roles and responsibilities of different stakeholders as the key purpose of redrafting the existing guidelines.

Further, the draft model guidelines prepared by NCPCR earlier in consultation with MoE were circulated to all States and UTs, Ministry of Women and Child Development, Ministry of Home Affairs, CBSE, ICSE, NDMA, KVS, NVS, NCPCR & Independent School Federation of India for comments. The guidelines were also uploaded on the website of MoE for comments/suggestions. As per the suggestions from states/UTs and other stakeholders, it was felt that there is a need to prepare a single guideline/document in a simple implementable format which also incorporates accountability at various levels.

1.2 Fixing accountability:

When children attend school, where they spend about half a day on every school working day, the responsibility to ensure their safety and security lies with the school authorities. When a child is in school, the school has the actual charge or control over a child, and if the school willfully neglects the child, in a manner likely to cause the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015. Hence, it is the school i.e., School Management/Principal/Head of school that has the responsibility of ensuring safety of children in schools and parents play an important role in monitoring whether the school is fulfilling its responsibility.

1.3 Three-pronged approach to safety and security of children in schools:

These guidelines are based on a three-pronged approach to the safety and security concerns in schools as follows:

a. **Accountability framework and legal provisions:** The legal framework has been discussed first of all along with an accountability framework for safety and security of children in schools.
b. **Whole School Safety Approach:** This approach entails the participation of all stakeholders, including among others, school management, Principals, teachers, students, parents, non-teaching staff, etc. with clear roles and responsibility towards school safety and security.
c. **Multi-sectoral approach:** It is not only schools, but also homes and society; not only Ministry of Education, but also other ministries and departments that need to share the responsibility of developing safe and secure society in which the school functions.

1.4 Operational Definitions:

Some terms that have been used in these guidelines require a clear understanding; therefore, a set of operational definitions is given below.

1.4 Operational Definitions

1. **School Safety:** Creating safe environment for children, starting from the transportation from their homes to their schools and back.
2. **Safety:** A state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals and the community.
3. **Security:** A condition that is created taking measures in coordination with concerned people to make the environment free of crime, violence and injury.
4. **School Management Committee:** To be constituted as per Section 21 (1) of the RTE Act 2009.
5. **School Management:** In case of Private Schools, School Management refers to an administrative set up of school system, to which a group of persons like owner/Trustee, Principal, Vice-Principal, Senior Teacher, Superintendent of Hostel (in case of residential school), Student leader and any other such person, who is entrusted with the duty to supervise, plan, organize, review and evaluate various aspects of an educational institution in formal way i.e., school order, notice, duty chart, etc. School Management is also responsible for monitoring and managing the overall strategic directions, finances, performance and policies of a school and provides advice and guidance to the principal of the school.
6. **Parent Teacher Association:** A school-based association of parents and teachers for promoting closer relations, providing continuous support to the child at home and in school, and providing feedback to the school for improving the child's learning environment at school.
7. **Parent Teachers' Meeting (PTM):** PTM refers to class/grade wise meetings called by schools between parents and teachers to reflect upon and take and give feedback regarding the progress of the child.
8. **Competent Authority:** Means an officer who is head of district education department as applicable in respective States and UTs.
9. **Schools:** (defined under section 2 (n) of RTE Act, 2009)
   "School" means any recognised School imparting elementary education and includes—
   i. a school established, owned or controlled by the appropriate Government or a local authority;
   ii. an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
   iii. a school belonging to specified category; and
   iv. an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority
10. **School Safety Plan:** A comprehensive all-hazards plan that takes into account all threats and hazards for a particular school.
11. **Corporal Punishment:** means the subjecting of a child by any person to physical punishment that involves the deliberate infliction of pain as retribution. Right of Children to Free and Compulsory Education (RTE) Act, 2009, prohibits 'physical punishment' and 'mental harassment' under Section 17(1) and makes it a punishable offence under Section 17(2).

Chapter 2

National and International context

2.1 National Education Policy, 2020:

The NEP, 2020 lays down the goal of every educational institution – from pre-school to University– "A good educational institution is one in which each student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution."

Para 5.9 of the policy lays down the need for adequate and safe infrastructure, adopting systems to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment, and ensuring that in-service training has inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. Safety of all inmates of residential hostels, particularly of girl children is laid down in **para 6.9 of the policy.**

Para 8.5 (c) gives a framework for ensuring safety in schools. It states as follows: "To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools."

The policy is very categorical on the multiplicity of safety issues and their provisioning; it requires careful attention to be paid to the safety and rights of children and adolescents enrolled in schools, particularly girl children and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and due process on any infractions against children's/adolescents' rights or safety. It further emphasizes according high priority to the development of such mechanisms that are effective, timely, and well-known to all students.

2.2 Rights of Children, SDGs, International conventions

Rights of Children are an integral part of the Constitution, reflected in PART I, Fundamental Rights as well as PART IV, Directive Principles of State Policy. Specifically, Article 39 (f & e) mentions promoting good health (more details in chapter 3).

A discussion on international context is limited here to the Sustainable Development Goals. The Sustainable Goals also include those related to Child Rights, and India also commits to the achievement of these especially the following:

- **SDG 3:** 'Ensure healthy lives and promote well-being for all at all ages.'

- SDG 4: 'Ensure inclusive and quality education for all and promote lifelong learning, highlighting the importance of knowledge and skills on human rights and the promotion of a culture of peace and non-violence' (Target 4.7) as well as 'the provision of child, gender and disability sensitive facilities and safe, non-violent, inclusive and effective learning environments for all' (Target 4.8).
- SDG 5: 'Promote gender equality and empower all women and girls' (Target 5.2), 'eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation' and
- SDG 16: 'Addressing violence against children and promotion of peaceful and inclusive societies', under this goal (Target 16.1), states 'significantly reduce all forms of violence and related death rates everywhere' and Target 16.2 states 'end abuse, exploitation, trafficking and all forms of violence against and torture of children'.

Action to address school violence and bullying is an essential component of other international conventions and commitments, including the Convention on Rights of the Child, which obliges states to ensure that children are protected from violence. Thus, providing safe and secure learning environment for children at home, in school, in the community and society, becomes a collective responsibility of all the stakeholders.

The COVID-19 pandemic in the first quarter of the 21st Century across the globe has further posed a challenge of maintaining health of the entire school fraternity. This has added a new dimension for social distancing in school, which relates not only to infrastructure and other physical aspects but also to health, hygiene and mental well-being.

Chapter 3

Constitutional Provisions and legal framework

3.1 Constitutional provisions:

Provisions of the Constitution of India for the protection and safety of children are as given below:

Constitutional Provision	Rights
Article 14	Fundamental right to equality and equal protection of the law
Article 15 (3)	Fundamental right to special provisions
Article 21	Fundamental right to life and personal liberty
Article 21 A	Right to free and compulsory elementary education for all children in the 6-14-yearage
Articles 23 and 24	Fundamental right against exploitation
Article 39 (e)	Right to health and freedom from abuse due to economic necessity
Article 39 (f)	Right to development with dignity and guaranteed protection of childhood and youth against exploitation and against moral and material-abandonment
Article 46	Right of weaker sections to special educational care and protection from social injustice and all forms of exploitation
Article 47	Right to nutrition and standard of living and improved public health
Article 51A (k)	Duty of parents or guardians to provide opportunities for education

3.2 Central Legislations & Policies

- Further, states under Article 15(3) of the Constitution of India can make any special provision for women and children.
- Included in these constitutional protections, also is the mandate of the State under Article 21A to ensure fundamental right to education. In other words, the Constitutional mandate on the State requires the State to ensure the right to education and the right of every child to a safe and protected educational environment.[1]
- As a result, a number of central and state legislations, policies and guidelines are framed from time to time.
- A few key central legislations are highlighted below:

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[1] For a more detailed list: please see "Chapter III: Instruments and Standards for Protection of Child Rights" in the Study on Child Abuse India 2007, produced by the Ministry of Women and Child Development, Government of India

Central Legislation/Policy/Guidelines	Overview
Right to Education: Consolidated guidelines on safety and security of children dated 11th September, 2017	In the wake of school safety incidents in 2017, the Department of School Education & Literacy, MoE, reissued the guidelines on safety and security of children (earlier sent vide letter dated 9th October, 2014), which has suggested preventive institutional mechanisms and procedures that should be put in place in the schooling system along with the relief and redressal strategies in case of any such incidents.
RTE Act 2009: Section 31	The NCPCR constituted under section 3, or, as the case may be, the SCPCR constituted under section 17, of the CPCR Act, 2005 (4 of 2006) shall, in addition to the functions assigned to the Act, also performs the following functions, namely: (a) Examine and review the safeguards for the rights provided by or under any Law related to children and recommend measures for their effective implementation; (b) Inquire into complaints relating to child's right to free and compulsory education; and (c) Take necessary steps as provided under section 15 and 24 of the said CPCR Act, 2005. (2) The said Commissions shall, while inquiring into any matters relating to child's right under clause (1)(c), have the same powers as assigned to them under sections 14 and 24 of the said CPCR Act, 2005. (3) Where the SCPCR has not been constituted the appropriate Government may, for the purpose of performing the functions specified in clause (1)(a) to (1)(c), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.
RTE Act 2009: Section 32	1] Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to a local authority having jurisdiction. 2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned. 3] Any person aggrieved by the decision of the local authority may prefer an appeal to the SCPCR or the authority prescribed under sub-section 3 of section 31, as the case may be. 4) The appeal preferred under sub-section 3 shall be decided by SCPCR or the authority prescribed under sub-section 3 of section 31, as case may be, as provided under clause (c) of sub-section (1) of section 31.

Central Legislation/Policy/ Guidelines	Overview
The Juvenile Justice (Care & Protection of Children) Act 2015 (JJ Act) and Juvenile Justice Rules 2016	Founded on the principles of the UNCRC, the JJ Act provides a framework for the care, protection, treatment and rehabilitation of children in the purview of the juvenile justice system.
The Juvenile Justice Act, 2015: Section 75	The Juvenile Justice Act, 2015 under section 75, clearly states that "Whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or willfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both". If in case of an accident in the School/ school transport during or after, or before school hours it is found that the school, which has actual charge of or control over the child when the child is in school, has willfully neglected the child that has caused the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015 and should be referred to the Police by the School Management/Authority.
Juvenile Justice Model Rules, 2016	Rule 93 of the Juvenile Justice Model Rules, 2016 "empowers the State Government to take action against such officer/ institution, statutory body etc. after due inquiry who fails to comply with the provisions of the Act and the Rules framed thereunder, and simultaneously make alternative arrangements for discharge of functions for effective implementation of the Act."
Juvenile Justice Act, 2015: Section 109	Section 109 of the Juvenile Justice Act, 2015 also entrusts NCPCR and SCPCRs with the responsibility of monitoring the Act, in addition to the functions assigned to them under the CPCR Act, 2005.
Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH)	An Act to provide protection against sexual harassment of women at work place and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.

Central Legislation/Policy/ Guidelines	Overview
The National Policy for Children, 2013 (NPC 2013):	The NPC 2013 drew extensively from and reiterated the commitments for upholding rights of children already enshrined in the Children's Charter and the NPA 2005. Guiding Principle X of the NPC 2013 states that "safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities."
The Protection of Children from Sexual Offences Act and Rules, 2012 (POCSO):	Places an obligation on the state to prevent sexual violence against children, identify and respond to such violence and notify guidelines that must be adhered to by various stakeholders including the educational institutions.It seeks to protect all children from sexual assault, sexual harassment and pornography and provides for stringent penal action against offenders, including presumption of guilt.
POCSO Rule, 2020	Rule-3 (Awareness generation and capacity building) of POCSO Rule, 2020 provides that Central Government, or as the case may be, the State Government shall prepare age-appropriate educational material and curriculum for children, informing them about various aspects of personal safety. It also provides that any institution housing children or coming in regular contact with children including schools, creches, sports academies or any other facility for children must ensure a police verification and background check on periodic basis, of every staff, teaching or non-teaching, regular or contractual, or any other person being an employee of such Institution coming in contact with the child. Such Institution shall also ensure that periodic training is organized for sensitizing them on child safety and protection.
The IT (Reasonable Security Practices and Procedures and Sensitive Personal Data or Information) Rules 2011	Prescribes security standards for personal information stored electronically.
Right of Children to Free and Compulsory Education Act 2009 (RTE):	Section 17 prohibits physical punishment and mental harassment of children. Section 29(2)(g) while laying the procedure for curriculum transactions emphasizes making the child free from fear, trauma and anxiety and helping the child to express views freely. Section 19 (1) states that 'No school shall be established, or recognized, under Section 18, unless it fulfills the norms and standards

Current Legislation/Policy/ Guidelines	Overview
	specified in the Schedule.'
The Integrated Child Protection Scheme 2009 (ICPS):	Launched by the Ministry of Women and Child Development, Government of India, to bring elements of all child protection programs under one umbrella, it set in place child protection mechanisms with trained personnel, from national to local level and for the first time provided budgetary allocations as per the 12th Five Year Plan.
National Plan of Action for Children, 2005 (NPAC 2005):	The NPAC 2005 was formulated and adopted as India's response to the UN General Assembly Session on Children, set out in the "World Fit for Children" outcome document. India became a signatory to this UN session in May 2002 decisions and the NPAC 2005 re-enforces the State's commitment on protection issues highlighted in the outcome document.
The Commission for Protection of Child Rights Act 2005:	This provides for the constitution of a National Commission and State Commissions for protection of child rights and children's courts for providing speedy trial of offences against children or of violation of child rights and for matters connected therewith or incidental thereto. It also ensures the monitoring of implementation of legislation and policies at all levels of governance for upholding child rights and action for non-compliance.
Section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005	This section empowers NCPCR to: (a) Examine and review the safeguards provided by or under any law for the time being in force for the protection of child rights and recommend measures for their effective implementation; (b) Present to the Central Government, annually and at such other intervals, as the Commission may deem fit, reports upon the working of those safeguards; (c) Inquire into violation of child rights and recommend initiation of proceedings in such cases; (d) Examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures; (e) Look into the matters relating to children in need of special care and protection including children in distress, marginalized and disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners and recommend appropriate remedial measures; (f) Study treaties and other international instruments and undertake periodical review of existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in the best interest of children;

Central Legislation/Policy/ Guidelines	Overview
	(g) Undertake and promote research in the field of child rights; (h) Spread child rights literacy among various sections of the society and promote awareness of the safeguards available for protection of these rights through publications, the media, seminars and other available means; (i) Inspect or cause to be inspected any juvenile custodial home, or any other place of residence or institution meant for children, under the control of the Central Government or any State Government or any other authority, including any institution run by a social organization; where children are detained or lodged for the purpose of treatment, reformation or protection and take up with these authorities for remedial action, if found necessary; (j) Inquire into complaints and take *suo motu* notice of matters relating to- (i) deprivation and violation of child rights; (ii) Non-implementation of laws providing for protection and development of children; (iii) non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships to and ensuring welfare of the children and to provide relief to such children, or take up the issues arising out of such matters with appropriate authorities; and (k) Such other functions as it may consider necessary for the promotion of child rights and any other matter incidental to the above functions.
Section 13(2) of the Commissions for Protection of Child Rights (CPCR) Act, 2005	As provided in Section 13 (2) of the Commission for Protection of Child Rights (CPCR) Act, 2005, the Commission shall not inquire into any matter which is pending before a State commission or any other commission duly constituted under any law for the time being in force.
The National Charter for Children in 2003 (Children's Charter):	This Charter emphasizes protection from economic exploitation and all forms of abuse; protection of the girl child; care, protection, welfare of children of marginalized and disadvantaged communities; and ensuring child-friendly procedures.
The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce,	Section 6 of the COTPA Act: *"Prohibition on sale of cigarettes or other tobacco products to a person below the age of 18 years and in particular area".* Section 24 of the COTPA Act *"Punishment for sale of cigarettes or any other tobacco products in certain places or to persons below the age of 18 years."*

Central Legislation/Advisory/Guidelines	Overview
Production, Supply and Distribution) Act, 2003	
The Information Technology Act, 2000	**Section 67 B of the IT Act, 2000:** *"Punishment for publishing or transmitting material depicting children in sexually explicit acts, etc., in electronic form."*
Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	Though the Act is not specific to children or does not have specific provisions for crimes against children, it does apply to all crimes committed against SC or ST children.

3.3 State Specific Provisions:

Majority of the States and UTs have made provisions relating to management and safety measures in the State/UT Education Act. The detailed State and UT wise provisions are at *Annexure- I*.

3.4 Categories of negligence:

It shall be the responsibility of the School Management and Principal in private schools and Principal/Head of school along with local school administration, be accountable to take preventive measures against all forms of negligence towards the safety and security aspects of children in schools. The negligence committed by the School Management/Authorities/Principal/Head of school/teaching and non-teaching staff may be broadly categorized as follows:

a. Negligence in establishing a secured infrastructure for the students and children with special needs.

b. Negligence to the quality, standard of the food served and portability of water provided to students in school for consumption.

c. Negligence related to security measures adopted by the School Authorities for the safety of students.

d. Negligence in providing timely medical aid to the students.

e. Negligence in taking action against a complaint reported by a student.

f. Negligence on corporal punishment including mental, emotional harassment.

g. Negligence in preventing bullying, discriminatory actions, substance abuse in the school premises.

h. **No regular monitoring** and reporting to appropriate authority as mentioned

i. **Delaying actions** in case of crime or disaster.

j. **Suppression of facts and not reporting** to the appropriate authority.

k. **Negligence in strict implementation of COVID guidelines** resulting in threat or vulnerability for safety and security of students.

3.5 Legal Provisions in case the offence has been established:

Accountability of School Management	Legal Provisions and Rules attracted
[illegible]	[illegible]
b. **Medical Aid Negligence**	**Section 77 of the Juvenile Justice Act, 2015**
[illegible]	[illegible]
d. **Conspiracy**	Section 16 of the POCSO Act, 2012, Section 34 and 120B etc. of the Indian Penal Code, 1860 and Section 87 of the Juvenile Justice Act, 2015
[illegible]	[illegible]
f. **Tampering Evidence**	**Section 201, 203 etc. of the Indian Penal Code, 1860**
[illegible]	[illegible]
h. **Cyber Safety and Security**	**Section 67 B of IT Act, 2000 and Sections 13 and 15 of the POCSO Act, 2012**
[illegible]	[illegible]
j. **Food Safety**	**Sections 272, 273 of the Indian Penal Code, 1860**
[illegible]	[illegible]
l. **Sexual harassment and Sexual Assault**	**Section- 4, 6, 8, 10, 12, 14 and 15 of the POCSO Act, 2012**
[illegible]	[illegible]
i. Legal Rights of CWSN	Section 16, 17, 31 & 32 of the Rights of Persons with Disabilities Act, 2016 Section 31 of The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
[illegible]	[illegible]
iii. Punishment for offences against CWSN	Section 5 and 9 of the POCSO Act, 2012 and Section 85 of the Juvenile Justice Act, 2015
[illegible]	[illegible]

3.6 Interpretation of Legal Provisions:

(a) Negligence with regard to the Medical-Aid: If the School Authorities/Management/Teaching and non-teaching staff gives intoxicating liquor or narcotic drug or psychotropic substance to a child without the advice of the Medical Practitioner, they shall be liable to be tried under Section 77 of the Juvenile Justice Act, 2015.

(b) Corporal Punishment to a child: If the School Authorities/Management/Teaching and non-teaching staff are found imposing corporal punishment to a child, they are liable to be prosecuted under Section 75 of the Juvenile Justice Act, 2015.

(c) Conspiracy: Conspiracy is said to have committed when two or more persons jointly commit an act which is against the law. If the School Authorities/ Management/ Teaching and non-teaching staff are found liable for hatching a criminal conspiracy against a student or on the commission of a crime they are found suppressing it for any reason, they may be prosecuted under Sections 34, 120B etc., of the Indian Penal Code, 1980.

(d) Concealment or non-reporting of an offence: Intentional omission to give information of offence by the school management or any other concerned person-Whoever, knowing or having reason to believe that an offence has been committed against the child, intentionally omits to give any information respecting that offence which he/she is legally bound to give, shall be punished as per Sections 202 etc. of the Indian Penal Code, 1860.

(e) Tampering/eradicating the evidence: If the school authorities/ Management/ teaching and non-teaching staff, to attain any purpose, try to cause disappearance of vital evidence of offence or produce any false information during investigation or before court, in order to rescue the offender, they shall be liable to be prosecuted under sections 201, 203

(f) Mandatory reporting of sexual abuse against a child: Section 21(1) of the POCSO Act, 2012 requires mandatory reporting of cases of child sexual abuse to the law enforcement authorities, and the same applies to everyone including parents, doctors and school personnel. Failure to report a suspicion of child abuse is an offence under the Act and the offender may be prosecuted for the same as per the provisions of POCSO Act, 2012. Any private person who fails to report suspected child abuse, having acquired the information in the discharge of his or her professional responsibilities, commits a summary conviction offence.

Chapter 4

Accountability Framework: Responsibilities of School[2]/School Management/Head of school for ensuring safety and security of children in school

4.1 Accountability:

- Accountability is an obligation of the School Management, Principal, and teachers to adhere to the Laws/norms/guidelines and accept responsibility towards providing safe conditions for children in school, account for their activities, disclose the actions and impacts in a transparent manner and most importantly be aware of their legal responsibility in case of any negligence.
- There are different Laws and Acts (already discussed in Chapter 3) in India, which accord appropriate punishments to the criminals responsible for crimes against children, including in schools. Where the offence is established, appropriate action under relevant law shall be taken; it is also important to focus on measures to prevent any crime against children to occur in school or while commuting to the school.
- **In the school education system – School Management, Principal, Head of School, teacher (in case of any incident during class or under her watch), local administration supervising the government/government-aided school (particularly w.r.t to safe infrastructure, mock drills, training, etc.) are accountable for ensuring the safety and security of the children in school, and responsible for preventing neglect of any aspect of safety and security of children, or any non-adherence to the safety Guidelines (such as, the NCPCR's Manual for Safety and Security of Children in Schools, NCPCR's Guidelines for Hostels of Educational Institutions) or any other safety norms prescribed by the Appropriate Government, recommendations of SMC/PTA, etc.**

4.2 Legal Provisions for government and government-aided schools:

a. For the purposes of these guidelines, "School Management Committee or SMC"[3] will hereon refer to the SMC formed/to be formed under section 21 of the RTE Act for all schools covered by sections 2(n)(i), 2(n) (ii) and 2(n) (iii) of the RTE Act, 2009.
b. Section 21 of the RTE Act 2009 provides for "School Management Committee" and it states that - a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers. Therefore, schools that are mandated to have School Management Committee include:

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[2] The word "School" here implies that the Principal/Head of School, even if in-charge, will take responsibility of all matters related to safety and security of the school

[3] For Kendriya Vidyalayas and Navodaya Vidyalayas, this would mean the Vidyalaya Management Committee

    i. a school established, owned or controlled by the appropriate Government or a local authority;
    ii. an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
    iii. a school belonging to specified category

c. It requires that at least three-fourth of members of such Committee shall be parents or guardians, proportionate representation is to be given to the parents or guardians of children belonging to disadvantaged group and weaker section, and that fifty per cent of Members of such Committee should be women.

d. The said provision lays down the functions of School Management Committee as follows:
    - ✓ monitor the working of the school;
    - ✓ prepare and recommend school development plan
    - ✓ monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
    - ✓ perform such other functions as may be prescribed.

e. The responsibility for monitoring the actions taken for the safety of child while on school premises is inherent in the provision, however, states/UTs must undertake its specific incorporation in their RTE Rules.

f. Every government/government-aided school must call parents to regular Parent Teacher Meetings (PTM).

4.3 Legal provisions w.r.t private schools:

a. As per section 21 of RTE Act, 2009, private schools covered under section 2(n)(iv) of the Act are exempted from formulating SMCs in the format laid down by the Act.

b. However, every private school has its own School Management Board/Group/Committee/Trust/etc. which shall herein be referred as "School Management or SM" for the purpose of these guidelines.

c. Further, under section 18 (1) of RTE Act it is mandatory for all private schools functioning within the geographical limits/jurisdiction of the state, to obtain recognition by the state in the manner prescribed.

d. Section 18 (2) of the RTE Act also empowers states to lay down conditions for recognition.

e. Recognition Certificate under section 18 of the RTE Act from the Competent Authority is an essential requirement to establish a private school. Further, without the Recognition Certificate, a school cannot apply for affiliation to the Examination Boards.

f. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA) as per the composition given in *Annexure-II*.

4.4 Ensuring compliance by private/unaided elementary schools:

a. **Every private elementary school must mandatorily apply under the provisions of RTE Act for recognition:** Section 2(n)(iv) of RTE Act defines a private unaided school as - "school" means any recognised school imparting elementary education and includes an

- unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority.

b. **States/UTs are empowered to recognize the school with conditions:** Recognition is given to schools by the state/UT government under section 18(1) of the RTE Act and conditions for recognition can be laid down by the state/UT government under section 18(2) of the Act for recognition of the school. No elementary school can function in the country without obtaining such recognition. Under these powers of the RTE Act, all states should ensure that constitution of PTA is made a mandatory condition for recognition of the school, as PTAs are an important link in monitoring the safety and security measures in private unaided schools. The other conditions for recognition may include preparation and implementation of a school specific accountability framework for every stakeholder in school like, principal, teachers, non-teaching staffs and members of the school management on all the components given above. The conditions may also include directions on the constitution of committees that will be responsible for observing the above components in the schools at different levels. The Safety Guidelines and Accountability Framework, and compliance with all related laws, rules, norms, guidelines, etc. should be made an essential condition under section 16(2) of the RTE Act, 2009 for giving recognition certificate to schools by the state governments.

c. **The conditions for recognition of school u/s 18 can include conditions for fixing responsibility of safety and security on School Management/Principal/Head of School:** All State/UT governments may also lay down specific conditions fixing responsibility of safety and security of the children in schools on the School Management/Principal/Head of School, and also fixing responsibility of the School Management/Principal/Head of School to be responsive to the suggestions of the PTA, and students, while giving recognition to the school. States/UTs may review recognitions already given to include such conditions.

d. **Incorporating conditions in laws/rules/bye-laws of Affiliating Boards:** In case of private schools the Affiliating Boards need to ensure that compliance with all conditions laid down by appropriate government becomes a mandatory condition for affiliation. The Laws/Rules/Bye-laws of affiliating bodies may be revised accordingly to incorporate the conditions of the Safety Guidelines as well as the Accountability Framework as laid down by appropriate government.

e. **Action in case of a criminal offence:** If there is commission of a criminal act/offence, it will be the duty of the Head of School/in-charge Head of School and the School Management to take necessary action as per provisions of law. In case of negligence in taking appropriate action, they shall be held responsible. The Block Education Officer should also be informed simultaneously.

f. **Action in case of non-compliance:** If there is non-compliance of Safety and Security requirements or neglect or abetment by the school, which led to such an offence, the PTA should approach the Block Education Officer (BEO).

g. **Action in case issue is not addressed at Block level:** In case of non-redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, the PTA/complainant may take-up the matter with the District Collector (DC)/District Magistrate (DM). The DC/DM may arrange to hold an enquiry and based on findings, give directions to the schools as may be deemed fit. After enquiry by DC/DM, if it is found that the school has not adhered to the safety guidelines, and/or has neglected the safety and security of children and thus risked the lives of the children, following steps may be taken by the DC/DM according to the nature of negligence by the School:

i. A fine on school equivalent to 1% of the total revenue generated in the preceding year for the first time of non-compliance and/or debarring the school for taking admission in the subsequent academic year;
ii. 3% for second time of non-compliance and/or debarring the school for taking admission in the subsequent academic year;
iii. 5% for third time of non-compliance and/or debarring the school for taking admission in the subsequent academic year.

h. **Action in case of continued non-compliance:** In case of complaint of continued non-compliance of the private elementary schools even after the above directions of the DC/DM, the DC/DM may escalate the issue to the state/UT School Education Department. The Department can arrange to conduct an enquiry and if found true, actions ranging from directing school to fulfill compliance within certain number of days, to penalising the school to temporary/permanent withdrawal of recognition of the school, as may be deemed fit. can be undertaken by the state/UT government. (Since there are different categories of private schools ranging from budget or low-fee schools to high-fee private schools; the fine imposed should be in proportion to the total revenue generated by the school in the preceding year). It may be noted that this part of the guidelines is to ensure Safety and security of children in schools and are meant to be followed as a preventive measure by fixing the accountability of school management. Further, no student is supposed to suffer due to the action against the school.

i. Permanent withdrawal of recognition must not be resorted to unless in case of an exception of extreme cases of repeated non-compliance. However, in case required, it should be resorted to only after taking care of the interests of all children enrolled and studying in the school.

j. In case of temporary withdrawal of recognition of the school, the appropriate Government to take over the Management of the school until school complies with the safety measures specified in NCPCR's Manual on Safety and Security of Children in Schools and any other guidelines. Provided that the appropriate Government after taking over the school, shall appoint administrator not below the rank of Sub-Divisional Magistrate as administrative head of the school to ensure its smooth functioning. During this period, no further development shall be taken up in the school except activities related to education and safety of children.

4.5 Ensuring compliance by government/government aided elementary schools:

a. **Action in case of a criminal offence:** If there is commission of a criminal act/offence, it will be the duty of the Head of School/In-charge Head of School and the School Management, if any, to take necessary action as per provisions of law. On complaint from any parent/student, the Head of the school and School Management are expected to act quickly and take necessary actions under various provisions of law.

b. **Action in case of complaint:** On non-compliance of safety and security requirements in the school, the parent/guardian should approach the Block Education Officer (BEO). In case of non-redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, the parent/guardian may take-up the matter with the District Collector (DC)/District Magistrate (DM). The DC/DM may arrange to hold an enquiry and based on findings, give directions to the schools as may be deemed fit.

c. **Action in case of complaint of continued non-compliance:** In case of complaint of continued non-compliance by the school even after the above directions of the DC/DM, the DC/DM may escalate the issue to the state/UT School Education Department. The Department can arrange to conduct an enquiry and if found true, may take appropriate disciplinary and other administrative action against the erring members, including against the School Management, if required.

d. **Non-compliance of the recommendations of SMC:** For Government Schools, in case of non-compliance of the recommendations of SMC by the school; the SMC should bring it to the notice of appropriate authority as defined under the respective State RTE Rules. The Appropriate Authority shall take/recommend action against the responsible officials for non-compliance as per the service rules.

4.6 Ensuring compliance by government/ government aided/private schools of secondary/senior secondary level:

a. All secondary/senior secondary level schools are affiliated to a secondary school examination board. The affiliation laws/rules/bye-laws of such boards must include conditions for the purpose of initial affiliation and continued affiliation relating to compliance of all safety and security provisions of Appropriate Authority for school children.

b. The state/UT government may also like to frame their own conditions for continuance of recognition under their own laws/guidelines/etc.

c. If there is commission of a criminal act/offence, it will be the duty of the Head of School/in-charge Head of School/PSM to take necessary action as per provisions of law.

d. Violation of conditions of affiliation by private schools should be viewed seriously by the state/UT government in which the school is located. State/UT government will be expected to take necessary action under extant laws.

e. Provisions must be made in affiliation laws/rules/bye-laws for strict action in such cases by affiliating board in consultation with Appropriate Authority.

f. In case of complaint by PTA/parent of non-compliance, actions in accordance with paras 4.4 (d) to 4.5 (i) above may be followed in the case of secondary/senior secondary/composite schools too.

4.7 Rationale for para 4.4, 4.5 and 4.6 regarding fixing accountability

4.7.1 Rationale based on Juvenile Justice Act, 2015 and Juvenile Justice Model Rules, 2016

- **The Juvenile Justice Act, 2015 under section 75, clearly states that "*Whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or wilfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both*"**
- Rule 93 of the Juvenile Justice Model Rules, 2016 "***empowers the State Government to take action against such officer/ institution, statutory body etc. after due inquiry who fails to comply with the provisions of the Act and the Rules framed thereunder, and simultaneously make alternative arrangements for discharge of functions for effective implementation of the Act.***"

4.7.2 Rationale based on Code of Criminal Procedure, 1973

- Section 32 and 33 of the CrPC, 1973 provides that the High Court or the State Government, as the case may be, confer powers to a person holding an office in the service of the Government.
- Section 32 of the CrPC, 1973, states that, *in conferring powers under the CrPC, the High Court or the State Government, as the case may be, may, by order, empower persons specially by name or in virtue of their offices or classes of officials generally by their official titles.*
- Further, section 33 defines the powers of officers appointed and as per this, whenever any person holding an office in the service of Government who has been invested by the High Court or the State Government with any powers under this Code throughout any local area is appointed to an equal or higher office of the same nature, within a like local area under the same State Government, he shall, unless the High Court or the State Government, as the case may be, otherwise directs, or has otherwise directed, exercise the same powers in the local area in which he is so appointed.
- Also, Section 144 (1) of the CrPC, 1973 states that the Power to issue an order in urgent cases of a nuisance of apprehended danger if such direction is likely to prevent, or tends to prevent, obstruction, annoyance or injury to any person lawfully employed, or danger to human life, health or safety, or a disturbance of the public tranquillity, or a riot, of an affray. As per 144 (1), *In cases where, in the opinion of a District Magistrate, a Sub- divisional Magistrate or any other Executive Magistrate specially empowered by the State Government in this behalf, there is sufficient ground for proceeding under this section and immediate prevention or speedy remedy is desirable, such Magistrate may, by a written order stating the material facts of the case and served in the manner provided by section 134, direct any person to abstain from a certain act or to take certain order with respect to certain property in his possession or under his management...*

4.7.3 Rationale based on RTE Act, 2009

- The RTE Act, 2009 u/s 35(1) empowers the Central Government to issue guidelines to the appropriate government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the provisions of the Act.

- Section 35(2) empowers the appropriate Government to issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

4.8 Role of NCPCR and SCPCR:

NCPCR and SCPCRs, as the case may be, shall be responsible for monitoring the implementation of the legal aspects of these guidelines.

4.9 Legal provisions w.r.t role of NCPCR and SCPCR:

The provisions with regard to Monitoring a child's right to education, including the role as mentioned above in para 3.1 for NCPCR/SCPCR are given in Section 31 and 32 of the RTE Act, 2009 and also in the Section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005. Section 109 of the Juvenile Justice Act, 2015 also entrusts NCPCR and SCPCRs with the responsibility of monitoring the Act. In addition to the functions assigned to them under the CPCR Act, 2005. **Please see these provisions in chapter 3.**

4.10 Responsibilities of School/School Management in the accountability framework:

To ensure the effective implementation of safety and security measures in school and to ensure safety and security of each child in the school, the School/School Management shall have certain specific roles and responsibilities other than those mentioned in the aforementioned paragraphs, for which they shall be held accountable, which are as follows:

a. **Compliance with NCPCR manual for schools:** The School/School Management/Principal/Head of School should ensure compliance with the roles and responsibilities assigned to it under NCPCR's Manual on Safety and Security of Children in Schools and any other guidelines, as applicable. It shall also ensure analysis of the current safety and security measures within the schooling system and identify the gaps therein to undertake remediation. Periodic review of the compliance of this Manual shall be discussed in the PTA/PTM meetings.

b. **Compliance with NCPCR Guidelines for residential schools:** The School Management/Principal/Head of School of the schools with residential facility should ensure the implementation of NCPCR's Regulatory Guidelines for Hostels of Educational Institutions for Children. It shall also ensure analysis of the current safety and security measures within the schooling system and the residential system and identify the gaps therein to undertake remediation. In residential schools which do not have a PTA, the House Master/Warden/In-charge teacher for the hostel must be taken into confidence for any decision related to safety and security of students.

c. **Including safety components in SDP:** School Management/Principal/Head of School should conduct planning meeting at the beginning of every academic year to develop the School Safety and Security Plan. The 'School Safety and Security Plan' of Children should be included as one of the major components while preparing School Development Plan. The

Safety and Security components of School Development Plan (SDP) may be shared with SMC members, PTA/PTM/student representatives for their feedback/suggestions.

d. **Meetings with SMC/PTA/PTM on school safety and security by School/School Management:** School/School Management/Principal/Head of School shall also conduct meetings with the SMC, teachers, PTA representatives and student representatives at least once in a quarter, for reviewing the implementation of the School Safety and Security Plan in the school. The minutes/decisions of the meeting shall be properly recorded and made available to the School Principal to be put on school's website and notice board so that it is available to every parent. The School/School Management/Principal/Head of School should also receive suggestions from parents on safety issues during these meetings and record the same in minutes for taking appropriate action.

e. **Periodic Safety Inspection of school:** The School/School Management shall arrange to carry out thorough inspection of the school at least once in a quarter, during school hours. The School Inspection Report prepared by this inspection team and duly signed by the team should be uploaded on the school website for transparency. This quarterly inspection of schools will look at the compliance of the School Safety and Security Plan, using the checklist provided in NCPCR's Manual or comprehensive checklist given at *Annexure-III* of this guidelines; NCPCR's Regulatory Guidelines for Hostels of Educational Institutions for Children in case of residential educational institutions; and other guidelines issued from time to time, and suggest appropriate measures. Appropriate actions to be taken by schools/school management regarding any gaps pointed out during this exercise.

f. **Safety Walk:** The School Management/SMC should designate members including Principal, teachers and parents, along with student representatives chosen randomly, as the School Safety Committee, to conduct 'Safety Walk' of the entire school premises, in order to ensure compliance of standard safety measures. 'Safety Walk' may be conducted once every quarter. The composition suggested for the School Safety Committee may be seen at *Annexure-IV*.

g. **Integrate learning about Safety as an activity for students:** Learning about safety of schools may be integrated as an annual learning and awareness exercise for students. The format suggested at *Annexure-V* may be considered in this regard.

h. **In-service training of teachers on their roles and responsibilities:** The School/School Management/Authorities should organise periodic in-service training/orientation/sensitisation of the teachers on the roles and responsibilities defined in NCPCR's Manual on Safety and Security of Children in Schools. (Here Authorities refers to the District Education Officers (DEO), respective State/UT Education Department/respective SCERT/DIET). The school should use proper training modules and certification systems. In this regard, the states may consider issuing guidelines based on guidelines/modules/directions and prescribed mechanism issued by NCPCR/Authorities from time to time.

i. **Periodicity of In-service training:** The In-service training/orientation/sensitization of the teachers should be conducted at least once every three-years. In case of introduction of any new guidelines/laws/policies the orientation should be conducted immediately. All new staff should also be trained immediately on joining.

j. **Method of in-service training:** For training/orientation/sensitization of the teaching as well as non-teaching staff the schools may follow either/both of the following options:
   - ✓ Through collaboration with DIETs for preparation of modules and/or conducting such training. (If required, DIETs may also take services of the NCPCR's empaneled agencies/organisations).
   - ✓ Through the NCPCR's empaneled agencies/organisations.

k. **Display of School Safety and Security Plan:** Every school should prepare and display School Safety and Security Plan. The School Safety and Security Plan should be prepared by involving not only SMC/PTA, but also children of all grades, by making it an age-appropriate exercise in developing the competency of understanding the idea of personal safety, school community safety and security, and the roles and responsibilities of teachers, school management, peer groups and their own roles and responsibilities in ensuring the same. The display of the overall plan should be done creatively in a common area of the school, along with infographics and photo-graphics, etc. so that children of all grades understand it and management, teaching and non-teaching staff and parents also do. The school Plan can also have a sub-component of a Classroom Safety and Security Plan. Students can be involved in displaying the Classroom Safety and Security Plan in a creative manner.

l. **Role of individuals/school/school management under section 19 of POCSO Act:** All schools must constitute a Grievance Committee on Child Sexual Abuse (CSA) within a month of beginning of every academic year. The Committee and school staff should be oriented about their role under section 19 of POCSO Act, 2012. Section 19 of the Act states that any person, who has apprehension that an offence under this Act is likely to be committed or has knowledge that such an offence has been committed, shall provide such information to: a) the Special Juvenile Police Unit; or b) the local police.

m. **Punishment of individual/institution/school management for non-compliance of section 19 of POCSO Act:** There is individual as well as institutional (management) liability to report commission of an offence under Section 21 of POCSO Act, 2012 as may be seen below:
   - ✓ Section 21 (a) states that - If any person, who fails to report the commission of an offence under sub-section (1) of section 19 or section 20 or who fails to record such offences under sub-section (2) of section 19 shall be punished with imprisonment of either description which may extend to six months or with fine or with both.
   - ✓ Section 21 (b) states that - Any person, being in-charge of any company or an institution (by whatever name called) who fails to report the commission of an offence under sub-section (1) of section 19 in respect of a subordinate under his control, shall be punished with imprisonment for a term which may extend to one year and with fine.

   Therefore, in case of sexual offence against children in the school premises/school transport during school hours OR after OR before it, and the school management/individual fails to report the commission of an offence under sub-section (1) of section 19, action may be taken under POCSO Act, 2012 against school management/individual.

n. **Anti- Bullying Committee:** An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor/Nurse/Health worker, Counsellor, SMC/PTA representative, School Management representative, senior students etc. The decisions taken in Anti-Bullying Committee and Grievance Committee on Child Sexual Abuse (CSA) meetings should be discussed in the meeting of SMC/PTA. The school should, jointly with SMC/SM/PTM/PTA and student representatives develop bullying prevention programme and create awareness.

o. **Follow all directions from Appropriate Authorities:** The School/SMC/SM shall carry out any other functions as notified/prescribed by appropriate Government, Central Government, affiliating body, competent authority from time to time in relation to the safety and security of children in schools.

p. **School Safety Pledge:** Department of School Education and Literacy has circulated the School Safety Pledge to all States, Union Territories and Autonomous Bodies for being displayed on a board or painted on the wall in English/ Hindi or any other regional language approved by the State/ UT, at a prominent place in every school. The School Safety Pledge seeks to address the expectations of all stakeholders in the School for providing a safe and secure learning environment for children. It also has the contact numbers of some of the important stakeholders like Childline, State Counselling Helpline etc. The Sample of School Safety Pledge is at ***Annexure-VI***.

q. **School Safety Week:** School Safety Week can be celebrated in the beginning of the session to take stock of all the arrangements related to safety and security of children in schools.

4.11 Responsibility of the State/UT government: State School Standards Authority (SSSA)

a. Para 8.5(c) of NEP provides for all schools – public or private – to follow certain minimal standards, including those on safety and security of children, by setting up a SSSA as follows:

   i. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA).

   ii. The SSSA will establish a minimal set of standards based on basic parameters - namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance, which shall be followed by all schools. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools.

   iii. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

   iv. Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability.

   v. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites.

   vi. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA.

   vii. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency

- and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

b. The states/UTs are therefore expected to detail out the parameters for self-disclosure (including on safety and security of children), establish an IT based mechanism for online public self-disclosure, set up the SSSA, and empower it to adjudicate complaints and grievance arising out of the self-disclosure.

c. The SSSA may be undertaken by states/UTs on priority.

Chapter 5

Whole School Safety Approach

5.1 Whole School Safety: Concept

- Schools are generally seen as spaces where communities of learners are expected to develop in a safe and secure environment. School management, principal, teachers, other staff and students, all spend around 1/3 part of a day and around 220 days in a year in schools across the states/UTs in India.
- Therefore, if classes are held for six hours a day, 220 days a year, and a child is awake on an average for 16 hours a day, a child spends 22% of her waking time in a year in a day school. In a residential school on the other hand, a child spends 60% of their life during schooling years in the school.
- Schools are thus accountable for a substantial chunk of the child's life, and thus have a huge responsibility to make the stay in schools of all children comfortable, joyful, secure and safe.
- Therefore, it is important for the school that everyone concerned with school education should understand his/her clear roles and responsibility towards school safety and security. This will lead them to take appropriate action, not only preventive but also developmental, so that risk of any kind of incident which harms students or staff will be eliminated. The Whole School Approach (WSA) is based on a humanitarian and developmental approach integrating a collective sense of responsibility and accountability towards children in particular and society in general. Thus, involvement and participation of all stakeholders is the key to WSA.

5.2 Why the Whole School Safety Approach?

- Research shows that multi-component whole-school initiatives involving all the school community are more likely to reduce crimes, violence and bullying behaviours, than single-component programs, such as those involving only classroom curriculum or appointing counselors.
- A whole-school approach recognizes that all aspects of the school community can impact students' holistic development including health and wellbeing and that learning and wellbeing are inextricably linked.
- Given that children spend much of their first 15 years in a school environment, school is not only the focal point of children's academic development but also their social and emotional development, since it is where they make friends and develops healthy relationships.

5.3 Whole School Safety: Scope

- Safety and security are terms often used together to convey the same meaning; however, these need to be understood separately to further understand the essential steps to ensure school safety and security as a holistic process.

- 'Safety' is understood as a protection against undesirable unintentional threats or dangers, while 'Security' is understood as protection from undesirable intentional human behaviours or actions. A safe school environment is, therefore, one that protects against all dangers and creates an environment of harmony promoting the physical, socio-emotional and psychological well-being of all.
- The school environment can be understood as the total of all features of school that create the learning environment or effective learning spaces.
- School environment comprises the physical spaces, the norms, practices and culture and relationships that create the psychosocial environment and links the school activities in such a way that not only ensures safety and security but also effective and productive education and achievement of school goals.
- School's physical environment encompasses school buildings, school grounds and surroundings as well as service systems; the social environment includes the norms of behavior, the culture, the discipline, the relationships and the interactions; while the psychological environment encompasses the attitudes, feelings, values and behaviours manifested and encouraged.
- All this put together forms the school climate and is reflected in the perceptions and the demonstrations of its members, positive interpersonal relationships, recognition of individuals' needs, success and even failures, support for and building of self-esteem in students and staff and health and well-being of entire school community.
- It needs the collaborative working of School Management (owners in case of private schools), PTA, SMC/SMDC (in case of government schools), principals, teachers and all school staff as well as parents, students and the wider community.

[illegible]

[illegible]

[illegible]

5.4 Implementation of Whole School Approach:

- Schools and educational authorities are expected to manage school safety appropriately not only to prevent physical accidents and incidents but also to create an environment that promotes whole school safety - consisting of physical, emotional and social well-being, both individually and collectively.

- The other important requirement is to develop a sense of ownership among students and staff that the place (school) they belong to is under their ownership, so they have to look after it. This sense is termed as territoriality. Carter and Carter (2001)[4] point out that the objectives of territoriality are mainly to increase a sense of pride and ownership felt by learners, educators and other school personnel and put others on alert that they are coming into a territory that is owned and cared for. It is about capitalizing on the specific strengths of the schools while working on the needs.

5.5 How will the Whole School Approach be implemented?

- Para 5.9 of the National Education Policy, 2020 also states that - Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.
- For implementing the whole school safety approach, following aspects of the school system need to be addressed with a mind-set of: (i.) understanding children' interest and (ii.) making their stay comfortable and safe in school including outdoor camps, sports activities, educational fairs and festivals etc.
- A whole-school approach is about developing positive ethos and culture of school safety and security– where everyone feels safe.
- It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful.
- It means maximizing children's learning, providing them with a fear-free environment and conditions, including infrastructure, which promote mental and physical health and wellbeing across the school – through the curriculum, counseling support to students, teacher-student relationship, leadership and a commitment from everybody.
- Following paragraphs discuss various aspects of whole school safety approach more in detail. These are not exhaustive in nature; however, they may be considered as the minimum requirements.

5.6 Infrastructure safety and signage:

a. Under the whole school approach, availability and maintenance of essential physical resources, is very crucial for making the physical environment of the school safe; mainly to prevent injuries and securing equipment aimed at securing the school.
b. While this is the responsibility of School Management/Principal to provide safe and comfortable infrastructure in school as per the norms already in place, however, school heads, teachers, other staff, students and even parents need to be oriented for critical observation of infrastructure facilities (entry, classrooms, laboratories, libraries, sports

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[4] Carter, S.P. & Carter S.L. (2001). Planning safe schools. *American School & University*.

grounds, toilets, dispensary, (first aid arrangements), other secluded places and transport in schools, etc. and reporting if there is a need of additional facility or maintenance of the existing facility.

c. Further continuous supervision of every nook and corner in the school as well as access control, signage, etc. also come under the whole school safety. There should be child safety posters, POSCO E-Box details and Child helpline number on display in prominent locations of the school.

d. Section 19 of the RTE Act, 2009 lays down norms for school buildings in the schedule of the Act: (a) Schools should have at least one classroom for every teacher and one office cum store room cum Head's room (b) Barrier-free access (c) Separate toilet for boys and girls (d) Safe and adequate drinking water facility for all children (d) Kitchen where Mid-Day Meal is cooked (f) Playground (g) Arrangement for secure building with a boundary wall or fencing. These need to be complied by all schools.

e. Schools should conduct mock drills on emergency preparedness and disaster management for students and staff at least once a year.

f. Every school should prepare and display the School Safety Plan including a School Disaster Management Plan containing classroom wise disaster sub-plans as per the template provided by NDMA. The school and each classroom/room in the school must display the related disaster management plan, clearly showing exits, etc.

g. Every school/school management/state/UT should also undertake/ensure the following:
    i. Display the School Safety Pledge at a prominent place in the school. *Sample of School Safety Pledge is at Annexure-VI.*
    ii. Provide barrier-free infrastructural facilities and necessary equipment to differently-abled children as per state/UT policy.
    iii. Provide sufficient and safe drinking water.
    iv. Provide sufficient number of well-lit, airy toilets with proper fittings, with safe and secure access for boys and girls.
    v. Ensure compliance with Building Codes.
    vi. Make efforts to design more and more buildings with the provisions for efficient/renewable energy, such as, solar power, use of solar cookers and biogas.
    vii. Provide boundary wall or a fence to mark the safe area.
    viii. Ensure that the secluded/isolated areas are well lit and there is frequent invigilation of such areas.
    ix. Regularly monitor communication systems in the school such as landline phones, safety alarms, etc. for their functionality.
    x. To the extent and only if and wherever possible, CCTV cameras may be installed at the entry points, exit points and vulnerable locations in the School. Proper monitoring and storage of recordings in such cases must be ensured.

5.7 Residential Schools:

a. Schools should ensure minimum living space for each inmate to be approximately 40 sq. feet excluding kitchen, toilet and other common space.

b. Sufficient number of well-lit and airy bathrooms with proper fittings and safe and secure access;
c. Provision of functional sanitary napkin vending machines and incinerator in girl's hostels;
d. Wherever hostels have internet facility, internet security provisions for cyber-safe usage may be provided for.
e. There should be child safety posters, POSCO E-Box details and Child helpline number on display in prominent locations of the hostel.
f. Every hostel should have a warden/in-charge teacher who can devote time for interacting with students on a day-to-day basis concerning adolescence problems and other conflicting situations if any.
g. Warden/in-charge teacher/resident teacher and all other staff/workers working in or looking after a girls' hostel should all be females only.
h. Sensitization of other hostel staff- guards, caretaker, staff in the mess, etc. to be done regularly by the principal and concerned teacher on child and substance abuse.

5.8 Pre-School Centres (PSC):

a. PSC may be located on the ground floor, ensuring a child-friendly access.
b. Provision for a variety of activities like running, jumping, climbing, cycling, sand and water play, gardening etc. may be made by ensuring the safety of children.

5.9 Psycho-social safety:

a. Psychosocial safety would entail providing a stress-free environment for conducive teaching learning in the classrooms, which promotes positive student-teacher relationships, violence prevention in schools and ensures socio-emotional development in students.
b. Unusual behaviors, continuous absence from classes or any other signs of stress or depression, if observed, may be brought to the notice of parents for follow up with the counselor at nearest Adolescent Friendly Health Clinics (AFHCs) / Health & Wellness Centers (HWCs).
c. Schools should make provision for strong action against teaching and non-teaching staff in case of any involvement in or negligence of physical or sexual violence, bullying and/or corporal punishment, subjecting the child to physical or psychological harassment (*Ref. Section 17 of the RTE Act 2009 &Protection of Children from Sexual Offences Act, 2012*).
d. Schools should ensure inclusive practices and under no circumstances subject any child to discriminatory practices on the grounds of caste, creed, religion, disability and gender. (*Ref. Section 8 and 9 (c) of the RTE Act, 2009*).
e. Schools should be sensitive towards the confidentiality of all personal issues shared by students.
f. All the efforts, the humane qualities and other talents of the child should be appreciated rather than just emphasizing on scores to reduce exam-related stress and suicidal tendencies.
g. As recommended in NEP 2020, group counselling and guidance can be provided through an online, offline or blended mechanism. Students can also avail counselling through Manodarpan (https://mhrd.gov.in/covid-19/index.html) an initiative of MoE, which mobilizes psychosocial support for Mental Health and Well Being of Students during and post COVID

outbreak. A National Toll-free Tele-counselling helpline- 8448440632 has also been developed under Manodarpan, which should be widely disseminated.

5.10 Health and Physical Safety:

a. Sports, Yoga and physical activities/exercises must be encouraged for each child in an age-appropriate manner. The importance of physical fitness in productivity of an individual must be explained grade appropriately to the child and the parents.

b. Every school should have a basic medicine/first aid kit and emergency medical care numbers including ambulance services on display.

c. Schools should conduct health check-ups at least once in a year and maintain health cards. The school health cards must be comprehensive covering both physical and psycho-social aspects of child development and also include child's medical history, any serious ailment/allergy that child has, or other disability issues.

d. Schools should follow Central/State Govt. notifications/circulars/SOPs on Health and Physical Safety issued from time to time.

e. Mid-day meal served should be as per the guidelines[5] on calorific value, Food Safety and Hygiene.

f. Schools should sensitize students and parents on important health issues such as role of nutrition in physical and mental growth, nutritious alternatives to junk food, the importance of a balanced diet, etc., and its impact on child behavior and learning.

5.11 Cyber Safety:

a. Computer Education is an integral part of the modern-day education. The COVID-19 pandemic has given further impetus to leveraging technology for education through online platforms, TV, radio, podcasts, etc. This entails internet access to students at a very young age, which further warrants ensuring that the children are made aware about safe use of internet and other aspects of cyber safety, including cyber bullying. Further schools should also ensure the following as given at serial numbers 5.5.1(a) to 5.5.1(p).

b. Every school should have a clear mandate on access to, usage of Internet and its security checks, while the child is within the school premises. (http://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf)

c. Schools should follow the advisories issued by Ministry of Electronics & IT (MeitY) from time to time e.g. National Cyber Security Policy (2013) of MeitY (https://www.meity.gov.in/writereaddata/files/gazette_NCSP_2013.pdf)

d. Awareness of mental health and behavioral aspects of cyber safety along with cautious use of internet by students should be encouraged.

e. NCERT and UNESCO have jointly developed guidelines on cyberbullying and internet safety, "Safe Online Learning in Times of COVID-19", which may be used for such orientation of students on Do's and Don'ts and the consequences of engaging in cyber bullying and violence. (available at https://ncert.nic.in/pdf/announcement/Safetolearn_English.pdf).

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[5] http://mdm.nic.in/mdm_website/Files/Guidelines/2015/Guidelines%20_Food%20Safety%20and%20Hygiene.pdf

f. Awareness may be generated about POCSO e-box and Childline for reporting concerns relating to physical and cyber safety of students. These may be placed on the school website and home page of the devices being used in schools as well.

5.12 Curriculum:

Curriculum encompasses pedagogy, syllabi, textbooks, all educational activities, assessment and many other activities in which children participate for their holistic development.

a. It is the responsibility of Principals/School Heads and teachers to carefully analyze syllabi and textbooks selected by the school (in case school is not following textbooks prescribed by NCERT/SCERTs) on the following parameters:
   i. It should not promote any kind of discrimination based on caste, class, religion, gender, ethnicity, language, etc.
   ii. It should promote sensitivity towards environmental protection, gender parity, inclusion, ethical behaviour, etc.
   iii. It should promote healthy habits of eating, cleanliness and sanitation, reading, working together, helping each other, collaboration in place of competition, etc.

b. In case school selects books not prescribed by NCERT/SCERT or those not prescribed by concerned Secondary School Examination Board, the School shall put up a list of books prescribed/selected by it on its website and notice board. It will also put up a written declaration on its website, jointly signed by the Manager and the Principal in private schools, and by the Principal or Head of school in government schools, to the effect that the school owns the responsibility of having thoroughly checked and having gone through the contents of the books prescribed by the school with respect to ensuring the parameters mentioned at para 5.12 (a) above.

c. Further, the routine of the school must include enough space for dialogue, reflection and discussion on school safety, on-road safety, healthy and nutritious food, adolescence issues, i.e., in the morning assembly, mid-day mealtime, sports ground, during the classes, etc. Space should also be created in the school schedule for the training and drills to address disaster management.

5.13 Teaching-learning Processes:

a. Classroom teaching-learning needs to be done in a learner-friendly environment, where no student should feel that he or she is not respected by the teacher or peer on the grounds of language, socio-economic background, caste, creed, gender, abilities, etc.

b. Group work, collaborative learning, project work, etc. need to be made regular features of the classroom to move away from rote methods and bringing in learners' experiences.

c. Teachers also need to have discussions (formal and informal) with students about school safety, any emotional disturbance they are going through, any problem of peer, they have come across, etc.

5.14 Assessment and Examination:

a. Assessment and examination in schools must be non-threatening.

	conferencing equipment, mobile phones etc. by the staff or children to ensure safety of children.		

The above questionnaire needs to be answered by each and every school. The Heads of institutions would discuss the issues in the school management and take appropriate steps in this regard. They should also discuss these issues in their staff meetings to bring greater awareness among the staff and to increase their sensitivity to these issues.

The School Management Committee and Parent Teacher Association shall strictly monitor the compliance to this checklist through periodic Safety and Security Audits of the schools as mentioned in the section of School Level Monitoring of the Manual.

	Crime Department in the Police?		
164.	Are cyber-crimes handled with sensitivity and confidentiality?		
165.	Whether the school have a document that defines procedures and policies that the school implements to safeguard against any online safety incident?		
166.	Whether the school have a special committee that implements the provisions under the guidelines regarding cyber safety?		
167.	Whether the school have any draft policy regarding actions to be taken against an accused (Students, teachers or other staff members) of cyber- crime?		
168.	Whether or not the school have any monitoring committee to track any kind of cyber- attack on children when at school?		
169.	Whether or not the school provides education regarding cyber-crimes through various mediums to educate the child about what cyber-crimes are and what are the do's and don'ts that a child must keep in mind to ensure his/her safety and further are children educated to keep their personal data and information secure to minimize the risks of cyber-crime?		
170.	Whether or not the school have a special redressal cell for a child victim of any kind of cyber- crime / Whether or not the school have proper information as to which authorities cybercrime can be reported? Are School Authority and children oriented on procedures to be followed and steps prescribed within the legal framework in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police?		
171.	Whether or not the school ensures supervision on children when they attend computer labs classes or any other classroom where they can become a victim of cyber-crime?		
172.	Whether or not the staff of the school are well informed/educated on e-safety/cyber-safety of children?		
173.	Does the school have any drafted policy on misuse of technology/equipment's by pupils and staff?		
174.	Does the school have any policy on monitoring the usage of camera's including webcams, the use of video		

	those in authority on safety, protection and other relevant issues?		
Social and Emotional Safety			
154.	Are children given guidance and trained on adequate age appropriate social skills in managing emotions and building healthy peer relationships?		
155.	Is there a Anti Bullying Committee in School?		
156.	Are children aware of anti-bullying committee (ABC)		
157.	Through conducting sessions on life skills, are students taught coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence among students?		
158.	Are all types of bullying is discouraged and prohibited in the school premises students are asked to refrain from bullying, ragging, criticism, rude language, and malicious gossiping?		
Cyber Safety			
159.	Is access to computer rooms and use of electronic and technological devices by. students supervised by teachers?		
160.	Are Social Networking sites blocked in the school computers?		
161.	Are students regularly educated on safe usage of technology and how to be responsible digital citizen – sensible use of mobiles, sms, mms, internet, mail or net chats, effect of plagiarism and how to avoid risky behaviour?		
162.	Are students educated to understand their responsibilities, the consequences under the laws on cyber misuse, bullying, harassment etc,?		
163.	Are School Authority and children oriented on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber		

	reporting Mechanisms?		
144.	Is there a recruitment and verification protocol and procedure in place for teaching, non-teaching, contractual, voluntary and other staff, before they are allowed to work with the children?		
145.	Is there a clearly laid out procedure and line of reporting for teachers and other members of the staff to be followed, in the event of a child abused by teaching or non-teaching staff or anyone else connected with the school?		
146.	Does the school undertake on-going training for teaching and key non-teaching personnel on protection of child rights, child safety and child development, child abuse and related issues?		
147.	Is the Child Safety Poster on display in prominent locations of the school?		
148.	Are there books/reading materials on child safety and protection available in the school library and accessed by students and Teachers?		
149.	Does school have a qualified Child Counsellor/Psychologist – part time or full time or on call consultant one can access when there is a requirement related to mental health related emergency?		
150.	Are children regularly oriented towards good touch and bad touch?		
151.	Are children made aware regarding preventive steps to be taken w.r.t Child Sexual Abuse?		
152.	Does the school conduct awareness programs to sensitise students on harms of substance abuse, mutual and peer respect, gender sensitivity, social responsibility; and consequences of behaviour or action, including penalisation under law such as JJ Act, 2015 and POCSO Act, 2012?		
153.	Does the school has Children's Forums or Clubs that promote children's participation and provides platform for them to discuss and share with the teachers and		

127.	Is there a dietician/meal planner for mid-day meals?		
128.	Is there a separate kitchen with store facility for the mid-day meal program.		
129.	Whether kitchen is kept clean, hygienic, rodent and pest free?		
130.	Whether all food products are kept covered and stored hygienically?		
131.	Gas stoves with ISI mark, is kept in a safe place, maintained and checked regularly?		
132.	Children are not allowed to use the gas stove.		
133.	Are teachers present when students have their meals and will observe their eating habits?		
Sanitation and Hygiene			
134.	Are there separate toilets for boys and girls?		
135.	Are there toilets for children with special needs?		
136.	Whether toilets doors have child friendly latch?		
137.	Does school regularly conduct hand washing sessions for children?		
138.	Regular inspections of water and sanitation facilities are being conducted?		
139.	Hygiene messages have been integrated into the text book curriculum or through supplementary reading material?		
Safety of Children against Sexual Abuse			
140.	Does the school have a grievance committee on Child Sexual Abuse (CSA)?		
141.	All teaching, non-teaching, contractual and other staff is sensitized on the CSA committee and child laws.		
142.	All teaching and non-teaching staff is specifically trained to be alert to signs and indicators of child abuse		
143.	Are parents and students sensitized from time to time on the Child Protection Policy/Guidelines/child laws and		

113.	Whether students who are differently abled are accompanied by a Teacher or attendant when using toilets?		
114.	Teachers and Students are educated and sensitive to fellow students who are differently abled?		
Health			
115.	Does the school keep the medical records of students with special health problems?		
116.	Is there is a doctor-on-call for emergency, in school?		
117.	Does school hold regular health check-ups as prescribed by the Department of Education (DoE)?		
118.	Individual Child Health Card/File is maintained and updated periodically?		
119.	Parents communicate their child's health issues to the school authority?		
120.	Does the school have tie up with a nearest hospital of the school?		
121.	Whether the medical room is equipped to handle medical emergencies?		
122.	Whether basic medicine kit/first- aid box is available in the school.		
123.	The First -Aid protocols for common injuries is displayed at prominent places in school?		
124.	Contact numbers of Doctor, Hospital, Ambulance, Including private service, for emergency medical care are displayed in a prominent location.		
125.	Teachers and key staff are trained in first aid and CPR. Whether they have basic training in counselling, identification of disabilities, learning difficulties etc.		
126.	Whether Health Education to students on health issues including balanced diet, nutritious alternatives to junk food, regular eating habits, personal hygiene etc are provided.		

	POCSO Act, 2012 and JJ Act, 2015?		
100.	Does the school ensure whether the students are cautioned to keep a safe distance before starting the bus?		
101.	Are the students trained by the school in maintaining orderliness in buses?		
102.	Have the children been exposed to traffic rules?		
103.	Fire extinguishers are there in the school bus? Details please.		
104.	Whether seats for children with locomotors disability are reserved in the bus?		
105.	Is there a first aid box in the school bus?		
106.	Is there a student feedback system with regard to transport facility, driver/conductor etc.?		
107.	Dos a teacher or attendant escort the children till their stop after de-boarding the bus?		
[illegible] Trauma Management			
108.	Does the school have a trauma management team to meet any accident or disaster?		
109.	Does the school have the contacts available for trauma management?		
110.	Are the senior persons in the school aware of the telephone number of the hospitals, ambulance and the fire stations near the school?		
Safety of the children with disabilities			
111.	Are the school and premises disabled friendly?		
112.	Are there any designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency?		

86.	Does the school have a water management system in the event of a fire? Is there access to such sources?		
Laboratory Safety			
87.	Are the laboratories in the school positioned as per rules?		
88.	Is there space for free mobility for students in case of an emergency?		
89.	Are the chemicals and instruments kept safely beyond the access of others?		
90.	Is there a first aid box available in the laboratory?		
91.	Is there proper ventilation and exhaust facility in the laboratory?		
92.	Has the school displayed the first aid procedures for the students in the laboratory?		
93.	Is the school team trained to meet any emergency in the laboratory?		
Transport Management and Safety			
94.	Is the school owning/ running buses on lease for students?		
95.	Has the school complied with the rules and regulations stipulated by the local transport authorities and guidelines by Ministry of Road Transport and Highways.		
96.	Are the teachers' delegated responsibilities for transport management?		
97.	Are the school bus drivers trained and have a regular license?		
98.	Police verification of bus staff, mainly drivers have been done before appointing them.		
99.	Has the school obtained a signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly		

72.	Warning signs are displayed near electric poles?		
Safety from Constructional Hazards			
73.	Does the school have any ongoing construction? Permission from local authorities for construction/repair has been taken?		
74.	Has the school put barricades and signboards in the construction area prohibiting the movement of students?		
75.	Water storage sources for any construction are covered to prevent small children from any possible mishap.		
Safety in the Playground and Sports Activities			
76.	Is the school following guidelines and norms and standards laid down by Sports Authority of India (SAI)?		
77.	Has the school obtained NOC from the competent authority before starting sports facilities?		
78.	Has the school conducted police verification of the staff employed for sports activities in the school?		
79.	Coaches employed in the school are qualified or trained?		
80.	Sports specific standard safety equipment like helmet, lifeguard jackets, safety guards etc are made available for the players?		
81.	Is the school playground safe for the students to play games?		
Water Safety			
82.	Is the safety certificate for drinking water has been obtained or not?		
83.	Is the water source well protected?		
84.	Is the water provided to the students tested by the local authorities periodically?		
85.	Does the school ensure safe potable water always?		

	the guidelines of NDMA?		
59.	Have necessary steps been taken during construction of the building for earthquake safety for the building?		
60.	Are the staff of the school trained/ oriented for initial response w.r.to disaster management?		
61.	Is the school in touch with the local disaster management authorities for training and retraining them?		
[illegible]			
62.	Is the school situated near seashore or a river? If so, are adequate measures taken to avoid easy access by children?		
63.	Are there any contingency plan prepared by school in dealing with natural disasters such as floods/flash floods, cyclones, cloud bursts and heavy rains?		
64.	Is there a transport mechanism in place for emergency transport of students?		
65.	Is the school situated on hilltops or where there is a possibility of landslide?		
66.	If so, adequate measures are in place to evacuate children, if required?		
67.	Is the school located near an industry or a chemical factory producing fatal chemical products?		
68.	If so, adequate measures are in place to evacuate children or carry out first aid, if required?		
Electrical Safety			
69.	How safe are the electrical systems in the school? Are they being checked periodically?		
70.	Has the school ensured limited access to the area of electrical installation only to those who are required?		
71.	Are there any uncovered live wires?		

43.	Is the school in touch with local fire fighting agencies for mock drill training to a crisis management group?		
44.	Are emergency steps in place in the school for fire safety management?		
45.	Is there a trained management team available in the school for initial fire hazard management?		
46.	Is the school in touch with the local fire safety authorities for training and retraining the people?		
47.	Has the school obtained NOC from Fire and Rescue Services Department?		
48.	Are there any cracks in the school structures and are steps being taken to repair them?		
49.	Is the school situated in old or dilapidated buildings?		
50.	If so, has it been brought to the notice of the local authorities or management so that adequate steps are taken for relocating the school?		
51.	Is there a trained disaster management group available in school for initial response?		
52.	Is the school in touch with the local disaster management authorities for training and retraining them?		
53.	Is the school located near any railway track?		
54.	If yes, is the impact of such locations being examined by the local authorities for the safety of the students?		
Earthquake Management			
55.	Is the school situated in the earthquake risk zone?		
56.	How safe is the school building to face a natural disaster of this kind?		
57.	Are there any emergency steps in place for disaster preparedness at schools?		
58.	Are periodic earthquake drills being conducted as per		

26.	Whether ceiling tiles or plaster hanging from the wall/roof?		
27.	Is there any dampness in wall?		
28.	Cross ventilation in classrooms and library maintained or not?		
29.	Are rooms properly illuminated with lighting?		
30.	Any Problem in chemical labs? Whether chemicals placed properly, ventilated and exhaust working?		
31.	Is lightening conductor in place and working properly? (Specially prior to and during Rainy Season)		
32.	Is First Aid kit in place?		
33.	Any suggestions from students/staff for upgrading floor safety?		
34.	Is the school premises disabled friendly?		
35.	Is lift in the school is capable of serving the needs of children with disabilities.		
36.	Open wells/ponds (if exists) in the school campus have protective walls and iron grills covering the wells/ponds?		
37.	Whether movement of students towards wells/ponds/river/canals/tanks (if exists) is restricted?		
38.	Does the School have a swimming pool?		
39.	Are the (Sports Authority of India) SAI guidelines for swimming pool being followed?		
Fire Safety Management			
40.	Does the school have a fire safety certificate?		
41.	Is the fire safety certificate of school updated and renewed periodically?		
42.	Does the school have adequate fire fighting systems in place to meet any emergency?		

8.	Are the electrical fittings in the classrooms and corridor working properly and are secured properly?		
9.	Switch Board/main switches working properly, are the switch board covered and cautioned?		
10.	Whether checked if water coolers and other electrical gadgets are transferring shock? If yes than remedial measures taken or not?		
11.	Has there been any case of electric shock or problem of any type reported by the staff/student?		
12.	Any Sparks or Short circuit occurred in past one week?		
13.	Are the corridors and staircases clear of obstruction?		
14.	Classroom door and emergency doors clear of obstruction?		
15.	Floor evacuation plan displayed properly.		
16.	Fire extinguishers are in place.		
17.	Any high voltage wires / cables/towers in the school premises? If yes, access is restricted properly?		
18.	Water filter/ purifier/ RO system functional?		
19.	School has separate toilets as per prescribed, for girls and boys?		
20.	Are there separate toilets for children with disabilities?		
21.	Are there separate toilet blocks for children for 3 to 6 years of age?		
22.	Are there attendants for children in age group for 3-6 years to assist children?		
23.	Is there running water facility in all the toilets?		
24.	If toilets are cleaned and maintained regularly?		
25.	If toilets are having arrangements for disposing waste material, especially for girls? Are these functional?		

CHILD SAFETY CHECKLIST FOR SCHOOLS

This safety checklist takes into consideration different dimensions of child safety and provides indicators under five important sections. Section-I deals with Physical Safety, Section-II - Emotional and Personal Safety, Section III - Social Safety, Section-IV - Emergency Preparedness, and Section-V deals with Cyber Safety.

This checklist may be adhered to by all schools while conducting inspections and audits.

Indicative Checklist for Safety Inspections in School

Section-I:Physical Safety

S. No	Statements	Yes/No	Remarks
School Building			
1.	Is the School building as per the norms under National Building Code of India 2005?		
2.	Does the school maintain the standards and norms of the school as specified in section 19 of the RTE Act?		
3.	Has the building been certified as per the norms as safe for housing the students by the local authorities?		
4.	Is the school building and premises free from inflammable and toxic materials?		
5.	Are there ramps at the entry to the school, classrooms, toilets, playground, library, canteen and auditorium for children with disabilities?		
6.	Whether Alarm system/Centralized Public Announcement system are installed in the school?		
7.	Is the CCTV monitoring system monitored regularly?		

REFERENCES

1. INDIAN PENAL CODE, 1860
2. POCSO ACT, 2012; Rules and subsequent Amendments
3. IT ACT, 2000
4. CBSE- Guidelines on Cyber Safety
5. CERT- Guidelines on Cyber Safety
6. CBSE and Cyber Peace Foundation - Cyber Safety for Secondary and Senior
Secondary Schools
7. Juvenile Justice (Care and Protection of Children) Act, 2015 and Rules, 2016
8. MHA Cyber Safety Handbook Guidelines
9. NCERT- Cyber Safety and Security Guidelines for Schools
10. NCERT- Pragyata Guidelines for Digital Education

online. Experienced password hackers or phishing sites can piece together the information to gain access to your account or use your identity to create a new one. One must make sure passwords are strong, change them regularly and always keep them private.

e) Let your friends and family know about your online choices: Children must be educated that children should let their family elders and friends know what they do online. Make sure your friends and family know your preferences about uploading pictures, tagging location or sharing information that is expected to be confidential.

5. Plagiarism and Copy Rights

Plagiarism can be defined as:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft;
- to present as new and original an idea or product derived from an existing source.

One of the most serious issues regarding plagiarism is a violation of copyright as Intellectual property laws. It is very important for parents and teachers to educate students about piracy, & plagiarism and how its violation has legal implications. Children these days have access to many websites and data which they may access at home and which may be blocked from the school system. Elders must speak to the children about the harms of plagiarism, piracy etc and the many ways in which punishment can be implemented. Students must make sure that they are educated on such topics and further, how to cite their sources in case they are using data from any source. Children can take the help of accredited sites to cite sources.

- Use two-factor authentication on accounts containing personal information.

Don'ts:

- Use pet names, birthdates, family or friends' names, favourite foods, colours or singers in your new passwords.
- Use a predictable combination of words e.g. 'ilovehiking', a context specific word e.g. 'google' or repeated sequential characters e.g. 'aaaaaa' or '123456'.
- Avoid using famous quotations that might be easy to guess.
- Do not share passwords with others, even with friends.

4. Safety on Social Media:

Most people use social media to stay connected with friends and have fun. However, there are some people who use it as a platform to offend people or cause them harm. It is especially important to educate a child about how to be safe from such elements. Teachers/schools/Educational Institutions can educate the children about the following:

Schools shall [illegible]
[illegible] use of social media [illegible]
[illegible] platform/media publicly by
[illegible] students/teachers/or
[illegible] anyone engaged [illegible]
[illegible] school

a) **Setting Profile to Private:** One must think carefully about what one posts online and who should be its audience. Children should be educated to consider setting their profile settings to 'friends/followers' only.

b) **Remember anything you post can be shared:** Children must be educated that even with strong privacy settings in place, it is important to know that whatever one posts online is never private and can be shared. It is therefore important that one must always think before posting

c) **Recognize the fakes:** Children must be educated that not everyone on social media will be who they say they are. There can be young people and adults who pretend to be someone else and could cause harm. **For example:** They may want to trick you into sharing private or personal information that they could use against you. It's important that one should never meet up with someone you don't know, and that you always let an adult know where you are going and who you are meeting. There have been occasions where children are tricked into meeting adults who then cause them harm.

d) **Protect your identity:** Children must be educated that their phone number, address, bank details and any information that may hint at their passwords should never be shared

6. FREQUENTLY ASKED INFORMATION

1. **What is personal information:**

Personal information is the information/details that can potentially be used to identify a particular person. Such information can sometimes be collected by:

a) an institution for maintaining records of a child admitted in school or

b) Can be uploaded/filled by oneself to access a site/social media etc knowingly or unknowingly.

Personal Information may include full name, address, phone numbers, school, date of birth, email address, usernames and passwords, bank details.

2. **Why one should not give personal information?**

One needs careful with how much personal information one shares/reveals online. Sharing of one's address, phone number, birthday and other personal information can mean that one can be at a greater risk of identity theft, stalking and harassment. This also includes information that one posts on social media. It is of utmost importance to keep in mind that such information may sometimes if leaked through any unauthorized source/ cyber- attack can be misused by criminals to indulge in any harmful activity like scams, spams, identity theft, phishing, frauds etc.

3. **How can one make safe online accounts?**

To operate in a safe cyber-space, children may be educated to create safe online accounts that are protected by strong passwords, by sharing limited personal information etc and explained do and don'ts of using cyber platforms. Few suggestions are listed below for lowering chances of being a cyber victim:

a) **By setting Strong passwords:** To set a strong password, one must select carefully. As recommended by experts one must now use a 'pass phrase' rather than simply a password. The phrase should be relatively long, perhaps 20 characters or so and consist of seemingly random words strung together along with numbers, symbols and upper and lower-case letters.

Do's and don'ts for creating passwords that can be taught to children are :

Do's:

- Use between 12 and 20 characters — longer passwords are stronger.
- Use a combination of words that aren't predictable but that you can remember.

2. Orient school administrators with the latest tools that can be used to monitor the sites visited by the students/ teachers.
3. Orient the stakeholders on cyber laws (http://cyberlawsindia.net/)
4. Consult cyber security professionals to raise awareness levels about the risks in cyber space and their preventive measures
5. Introduce courses/ lessons/ activities for students and teachers on major components of cyber security and safety.
6. Advocate, model and teach safe, legal, and ethical use of digital information and technology.
7. Promote and model responsible social interactions related to the use of technology and information
8. Celebrate Safer Internet Day (February 5th) and conduct activities to create awareness through cyber clubs
9. Establish a relationship with a reputable cybersecurity firm/ organisation.
10. Follow guidelines, policies and procedures to keep the school safe and secure in cyberspace.

systems, and any concerns can be detected quickly.

5.3 Protect Sensitive Data

1. Design and implement information security and access control programmes and policies by evaluating the storage (used/ unused), access, security and safety of sensitive information.
2. Never store critical information in the system's C drive.
3. Backup critical data (contact numbers, email IDs, Aadhaar number etc.) in an off-site location.
4. Establish safe reporting guidelines and escalation methods to protect the identity of the person who reports the breach of security.

5.4 Respond to and Recover from Cyber Security Incidents

1. Initial assessment: To ensure an appropriate response, it is essential that the response team find out:
    1.1. How the incident occurred?
    1.2. Which IT and/or OT systems were affected and how?
    1.3. The extent to which the commercial and/or operational data was affected? To what extent any threat to IT and OT remains?
2. Recover systems and data: Following the initial assessment of the cyber incident, IT and OT systems and data should be cleaned, recovered and restored, as much as possible, to an operational condition by removing threats from the system and restoring the software.
3. Investigate the incident: To understand the causes and consequences of a cyber incident, an investigation should be undertaken by the company, with support from an external expert, if appropriate. The information from an investigation will play a significant role in preventing a potential recurrence.
4. Prevent re-occurrence: Complying with the outcome of the investigation mentioned above, any inadequacies in technical and/or procedural protection measures should be addressed, in accordance with the company procedures for implementation of corrective action.

School should immediately report any incident of violation of cybersecurity for children such as online child sexual abuse material to the appropriate authorities and register on National Cyber Crime Reporting Portal.

5.5 Educate Your Stakeholders

1. Frame cyber safety rules as Do's and Don'ts for the Schools.

4. Crashing of programs/ system. Inability to download updates.
5. Navigation to new browser homepage, new toolbars and/or unwanted websites without any input.
6. Circulation of strange messages from your email-id to friends.
7. Appearance of new, unfamiliar icons on Desktop.
8. Appearance of unusual message or programs which start automatically.
9. Unfamiliar programs running in Task Manager.

5.2 Develop Protection and Detection Measures

1. Invest in a robust firewall.
2. Have students and teachers create strong passwords.
3. Have a password protocol that specifies strong password guidelines, frequent change of passwords, avoid reuse of old passwords.
4. Use only verified open source or licensed software and operating systems.
5. Ensure that computer systems and labs are accessed only by authorized personnel
6. Discourage use of personal devices on the network, such as personal USBs or hard drives.
7. Set up computers for automatic software and operating system updates. Check that antivirus software in each system is regularly updated.
8. Consider blocking of file extensions such as .bat, .cmd, .exe, .pif by using content filtering software.
9. Read the freeware and shareware license agreement to check if adware and spyware are mentioned, before installing them on systems.
10. Use encryption such as SSL or VPN for remote access to office or school lab, through internet.
11. Ensure that third-party vendors (who have contact with the school) have strong security measures in place.
12. Consider contracting with a trusted / verified third-party vendor to monitor the security of your school's network.
13. Institute two or multi factor authentication for students, teachers and administrators when they log on.
14. Protect your Wi-Fi Connection with secure password, WEP encryption, etc. Encrypt the network traffic.
15. Change the administrator's password from the default password. If the wireless network does not have a default password, create one and use it to protect the network.
16. Disable file sharing on computers.
17. Turn off the network during extended periods of non-use etc.
18. Use "restricted mode", "safesearch", "supervised users" and other similar filters and monitoring systems, so that no child can access harmful content via the school's IT

5. GUIDELINES FOR SCHOOLS

Under all circumstances, the safety of children is of utmost importance and every action taken with regard to children should be carefully undertaken so as to prevent any kind of violation, abuse, harassment and should ensure that there is no threat to the well-being of the children. For this, NCPCR had recommended (17.04.2020), the following points that needs to be taken into consideration by the schools/institutions-

a. In case the school/institution is conducting online classes using any software application/social media platform, the responsibility to ensure safety of children in the digital space shall that be of the school/institution.
b. The schools/institutions should follow all the necessary safety measures given by the authorities from time to time. Also, the criteria for using a particular app for children should also be adhered to.
c. The participation of children in virtual classrooms should be under parental supervision. For this, the schools/institutions should provide proper orientation to parents.
d. The login ids should not be made in name of the students and the students should only be attending the online classes/interaction as a guest.
e. The entire control of the virtual classroom should be with the teacher only so that to prevent them falling into prey of cyber bullying/abuse.

As the safety and security of children in school's physical infrastructure is the responsibility of the schools/institutions, similarly safety and security of children in the digital infrastructure (online education) is also the responsibility of the school. Neglecting the safety and security of children in any manner shall attract strict action against the school/institution under section 75 of the Juvenile Justice Act, 2015 and other relevant sections of the existing laws.

In addition, NCERT has laid down the following specific 'Guidelines for Schools' that all schools shall adhere to-

5.1 Identify Threat Vulnerability and Assess Risk Exposure

1. Slow and sluggish behavior of the system.
2. Inexplicable disappearance of system screen while working. Unexpected pop ups or unusual error messages.
3. Drainage of system battery life before expected period. Appearance of the infamous BSOD (Blue Screen of Death).

- Mode of communication (Email, WhatsApp, Website, etc.)
- Date & time of the incident
- Platform where the incident occurred (Twitter, Tik Tok, Website URL, etc.)
- Upload evidence (if any)
- Other additional information related to the incident.

Suspect details

- Suspect name
- Suspect's identity (Email, Driving License, Mobile Number, PAN Card, etc.)
- Suspect's address

Complainant's details

- Father/mother/spouse name
- Relationship of the complainant with the victim
- Email ID (for further communication during the investigation)
- Victim's National ID (Driving License/PAN Card/Voter ID)
- Complainant's address.

After filling the above-mentioned details, the complainant will have to submit the complaint by acknowledging the information provided by him/her.

Once the complaint is successfully registered, the complainant will be provided with the PDF of his/her complaint which he can download from the portal and will also receive an email and a message on his/her registered email address and mobile number respectively.

USEFUL CONTACTS AND HELPLINE NUMBERS FOR REPORTING CYBER CRIME

- National Police Helpline Number 100
- National Cyber Crime Reporting Portal- https://cybercrime.gov.in/Default.aspx
- MHA Helpline 155260 For Delhi, Rajasthan (24x7) & For Chhattisgarh, Uttarakhand, Uttar Pradesh & Madhya Pradesh (10:00 am to 6:00 pm)

- Suspect's Identity (Email, Driving License, Mobile Number, PAN Card, etc.)
- Suspect's Address

Complainant's details

- Gender and Date of Birth
- Father/Mother/Spouse Name
- Relationship of the Complainant with the victim
- Email ID (for further communication during the investigation)
- Victim's National ID (Driving License/PAN Card/Voter ID)
- Complainant's address.

The complainant can also add other necessary details related to the complaint or which he/she might think would be helpful in the investigation of the crime in the description column. There are certain other documents and information which shall be uploaded as evidence. Other documents which are required to be attached with the complaint depends upon the type of cybercrime committed against the victim.

Once the complaint is successfully registered, the complainant will be provided with a Complaint ID through which he/she can track the status of the complaint. The same will be sent to the complainant's registered mobile number and email address. Also, a PDF of the complaint will be generated on the portal.

4.8.4 Procedure for reporting other cybercrimes

In order to register an online complaint of a cybercrime on National Cyber Crime Reporting Portal, the victim/complainant shall follow the following steps:

- Visit the website of National Cyber Crime Reporting Portal at https://cybercrime.gov.in/
- The complainant shall initiate the filing of the cybercrime on the portal by registering himself/herself with the use of his/her name and valid Indian mobile number. An OTP (One Time Password) will be sent to the mobile number provided by the complainant which will be valid for 30 mins. After entering the OTP, the complainant will be successfully registered and can proceed with the complaint.
- Once the complainant is successfully registered, he/she will have to choose the category and sub-category of complaint and provide the following information with regard to the alleged cybercrime:

Incidental details

cybercrime committed against the victim. Once the complaint is successfully registered, the complainant will be provided with the PDF of his/her complaint which he can download from the portal.

4.8.3.2 Report and track

The victim/complainant of a cybercrime related woman or children can also report the crime by providing their legit information and can track the status of the complaint by logging in through his/her complaint ID. The complainant will get a timely update of all the investigation and actions taken by the police officers on his/her registered mobile number and email ID. It is recommended that the complainant should report the crime through the "Report and Track" option because it would be helpful for the law enforcement agencies to contact him/her for further details or during the process of investigation. In order to report a cybercrime under "Report & Track" option, the complainant/victim shall follow the following steps:

STEP I- Visit the website of National Cyber Crime Reporting Portal at https://cybercrime.gov.in/

STEP II-The complainant shall choose the option of "Report and Track" while initiating the registration of complaint on the portal and register himself/herself with the use of his/her name and valid Indian mobile number. An OTP (One Time Password) will be sent to the mobile number provided by the complainant which will be valid for 30 mins. After entering the OTP, the complainant will be successfully registered and can proceed with the complaint.

STEP III- Once the complainant is successfully registered, he/she will have to choose the category and sub-category of complaint (CP/RGR/Sexuality Explicit Content) and will have to provide the following details :-

Incident details

- Date and Time of the incident (e.g., when the sexually abusive video was uploaded on social media)
- Platform where the incident occurred (WhatsApp, Facebook, Instagram, etc.)
- Upload Evidence: images, videos, documents or link to CP/RGR content.
  Suspect's details
- Suspect Name

A. Report Crime related to Women or Children

- Child Pornography (CP)
- Child Sexual Abuse Material (CSAM)- Material containing sexually explicit images (in any form) of a child who is abused or exploited
- Sexually explicit content (such as Rape/Gangrape)

B. Report Other Cybercrimes

- Mobile crimes
- Social Media crimes
- Online financial frauds
- Cyber trafficking
- Ransomware
- Hacking

4.8.3 Procedure for reporting the cybercrime related to women or children

If the victim/complainant reports the crime related to women or children, he/she will have two ways to register the complaint-

4.8.3.1 Report Anonymously

In order to register a cybercrime complaint anonymously, the victim/complainant shall follow the following steps:

- Visit the website of National Cyber Crime Reporting Portal at **https://cybercrime.gov.in/**
- The complainant will not have to provide any personal information and the complaint will be registered anonymously.
- The cybercrime related to Child Pornography (CP), Child Sexual Abuse Material (CSAM), Sexually explicit content such as Rape/Gang Rape (RGR) can only be reported anonymously.

While reporting the cybercrime (relating to women or children) on the portal, the complainant will have to provide the following information only-

Incidental details

- Category of the cybercrime
- Date and time of the incident (e.g., when the sexually abusive video was uploaded on social media)
- State and district: where the victim is residing or where the crime was committed
- Platform where the incident occurred (WhatsApp, Facebook, Instagram, etc.)
- Upload evidence: images, videos, documents or link to CP/RGR content.

Suspect's details

- Suspect name
- Suspect's identity (Email, driving license, mobile number, PAN Card, etc.)

The complainant can also add other necessary details related to the complaint or which he/she might think would be helpful in the investigation of the crime in the description column. There are certain other documents and information which shall be uploaded as evidence. Other documents which are required to be attached with the complaint depends upon the type of

The cybercrime complaints can be registered with the cybercrime cells. The process of filing the complaint is both online and offline, and the victim can choose the procedure according to his/her convenience. It is not necessary for the victim to register the complaint in the cybercrime cell of the city in which he or she is residing or where the crime was committed because the cybercrime comes under the purview of global jurisdiction i.e., the cybercrime complaint can be registered with any of the cybercrime cells established in India. Cybercrime cells have been established in various cities of India to make it convenient for people to get proper assistance in case of any injury or damage arising due to any cybercrime committed against them. These cells have also been generating awareness about the cybercrimes and measures to avoid being a victim of such crimes. Cybercrime cells maintain reports of cybercrimes and also take care of investigations.

4.8.1 Procedure for filing cybercrime complaint: offline cyber-crime cell

Making a written complaint to the cybercrime cell has been proved to be the most acceptable way of registering the crime as there are people who still cannot afford the charges of the internet or who do not have required knowledge. The victim of a cybercrime can file a written complaint in the nearest cybercrime cell or any cybercrime cell established in India. The written complaint shall be addressed to the Head of the Cybercrime Cell and shall be accompanied with the following information of the victim or person registering the complaint:

- Name,
- Contact details, and
- Mailing address.

Other documents which are required to be attached with the complaint depends upon the type of cybercrime committed against the victim.

4.8.2 Procedure for filing cybercrime complaint: National Cyber Crime Reporting Portal[11]

The cybercrime complaints can be registered on National Cyber Crime Reporting Portal which is the initiative of the Government of India to facilitate the nation-wide cybercrime complaints and to make it feasible for the victims/complainants to have access to the cybercrime cells and all the information related to cybercrimes at their fingertips. National Cyber Crime Reporting Portal is one of the components of Indian Cyber Crime Coordination Centre established by the Ministry of Home Affairs, Government of India and deals with all types of cybercrimes. There are two types of complaint that can be registered on the portal:

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[11] n.d. [online] Available at: <https://www.cybercrime.gov.in/> [Accessed 14 May 2021].

b) induces a person to go from any place, with the intent that he may for the purpose of prostitution become the inmate of, or frequent, a brothel; or

c) takes or attempts to take a person, or causes a person to be taken, from one place to another with a view to his carrying on, or being brought up to carry on prostitution; or

d) causes or induces a person to carry on prostitution;

shall be punishable on conviction with rigorous imprisonment for a term of not less than three years and not more than seven years and also with fine which may extend to two thousand rupees and if any offence under this sub-section is committed against the will of any person, the punishment of imprisonment for a term of seven years shall extend to imprisonment for a term of fourteen years:

Provided that if the person in respect of whom an offence committed under this sub-section,

i) is a child, the punishment provided under this sub-section shall extend to rigorous imprisonment for a term of not less than seven years but may extend to life; and

ii) is a minor, the punishment provided under this sub-section shall extend to rigorous imprisonment for a term of not less than seven years and not more than fourteen years; * * *

(3) An offence under this section shall be triable-

a) in the place from which a person is procured, induced to go, taken or caused to be taken or from which an attempt to procure or take such person is made; or

b) in the place to which he may have gone as a result of the inducement or to which he is taken or caused to be taken or an attempt to take him is made.

R. Section 366(A) IPC,1860

Procuration of Minor Girl- Whoever, by any means whatsoever, induces any minor girl under the age of eighteen years to go from any place or to do any act with intent that such girl may be, or knowing that it is likely that she will be, forced or seduced to illicit intercourse with another person shall be punishable with imprisonment which may extend to ten years, and shall also be liable to fine[40].

4.8 How to file a cybercrime complaint

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[40] IPC 1860, S366A

Computer related offences - According to Section 66 of IT. Act, if any person dishonestly or fraudulently does any act mentioned in section 43, such person is punishable with imprisonment for a term which may extend upto three years or with fine which may extend upto rupees five lakhs or both.[38]

4.6 Identity Theft

Identity theft can be defined as when someone wrongfully obtains and or uses another person deceptively of fraudulently for an illegal purpose such as an economic gain or sexual abuse.

4.6.1 Applicable Legal Provision

A. Section 66C IT Act, 2000

Punishment for Identity theft - Section 66C deals with punishment for identity theft. Any person who fraudulently or dishonestly makes use of electronic signature, password or other unique identification feature of any person is punishable with imprisonment for a term which may extend upto three years and fine which may extend upto rupees one lakh.[39]

4.7 Online Child Trafficking

Child trafficking is defined as the "recruitment, transportation, transfer, harbouring or receipt" of a child for the purpose of exploitation. This definition comes from the United Nations Palermo Protocol, which has been adopted by Sweden and the majority of countries around the world, making it the internationally accepted definition of human trafficking. A child is defined by the Palermo Protocol and the United Nations Convention on the Rights of the Child (CRC) as any person under the age of 18.

4.7.1 Applicable Legal Provisions

A. Section 5 Immoral Traffic Prevention Act (ITPA),1956

Procuring, Inducing or taking person for the sake of prostitution-

(1) any person who

a) procures or attempts to procure a person, whether with or without his consent, for the purpose of prostitution; or

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[38] IT ACT 2000, S 66

[39] IT ACT 2000,S 66C

h) charges the services availed of by a person to the account of another person by tampering with or manipulating any computer, computer system, or computer network;

[(i) destroys, deletes or alters any information residing in a computer resource or diminishes its value or utility or affects it injuriously by any means;

(j) steal, conceal, destroys or alters or causes any person to steal, conceal, destroy or alter any computer source code used for a computer resource with an intention to cause damage;]

[he shall be liable to pay damages by way of compensation to the person so affected.][37]

Explanation.–For the purposes of this section,–

(i) —computer contaminantl means any set of computer instructions that are designed–

(a) to modify, destroy, record, transmit data or programme residing within a computer, computer system or computer network; or

(b) by any means to usurp the normal operation of the computer, computer system, or computer network;

(ii) —computer data-basel means a representation of information, knowledge, facts, concepts or instructions in text, image, audio, video that are being prepared or have been prepared in a formalised manner or have been produced by a computer, computer system or computer network and are intended for use in a computer, computer system or computer network;

(iii) —computer virusl means any computer instruction, information, data or programme that destroys, damages, degrades or adversely affects the performance of a computer resource or attaches itself to another computer resource and operates when a programme, data or instruction is executed or some other event takes place in that computer resource; (iv) —damagel means to destroy, alter, delete, add, modify or rearrange any computer resource by any means. I

[(v) —computer source code means the listing of programme, computer commands, design and layout and programme analysis of computer resource in any form.]

B. Section 66 IT Act, 2000

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[37] IT ACT 2000, S 43

Explanation–For the purposes of this section, —children means a person who has not completed the age of 18 years.

4.5 Hacking

While 'hacking' is not legally defined, the components of this cybercrime are covered under the IT Act. Hacking means dishonestly or fraudulently accessing a computer system/ device without the permission of the owner with the intention to steal, copy, alter, destroy any data therein or cause destruction to such system.

4.5.1 Applicable Legal Provisions

A. Section 43 IT Act,2000

[Penalty and compensation] for damage to computer, computer system, etc.–If any person without permission of the owner or any other person who is in charge of a computer, computer system or computer network,–

a) accesses or secures access to such computer, computer system or computer network [or computer resource];
b) downloads, copies or extracts any data, computer data base or information from such computer, computer system or computer network including information or data held or stored in any removable storage medium;
c) introduces or causes to be introduced any computer contaminant or computer virus into any computer, computer system or computer network;
d) damages or causes to be damaged any computer, computer system or computer network, data, computer data base or any other programmes residing in such computer, computer system or computer network;
e) disrupts or causes disruption of any computer, computer system or computer network;
f) denies or causes the denial of access to any person authorised to access any computer, computer system or computer network by any means;
g) provides any assistance to any person to facilitate access to a computer, computer system or computer network in contravention of the provisions of this Act, rules or regulations made there-under;

B. Section 67B(c) IT Act

Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc., in electronic form. –Whoever,–

a. publishes or transmits or causes to be published or transmitted material in any electronic form which depicts children engaged in sexually explicit act or conduct; or
b. creates text or digital images, collects, seeks, browses, downloads, advertises, promotes, exchanges or distributes material in any electronic form depicting children in obscene or indecent or sexually explicit manner; or
c. cultivates, entices or induces children to online relationship with one or more children for and on sexually explicit act or in a manner that may offend a reasonable adult on the computer resource; or
d. facilitates abusing children online, or
e. records in any electronic form own abuse or that of others pertaining to sexually explicit act with children,

shall be punished on first conviction with imprisonment of either description for a term which may extend to five years and with fine which may extend to ten lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also with fine which may extend to ten lakh rupees:

Provided that provisions of section 67, section 67A and this section does not extend to any book, pamphlet, paper, writing, drawing, painting representation or figure in electronic form—

i. the publication of which is proved to be justified as being for the public good on the ground that such book, pamphlet, paper, writing, drawing, painting representation or figure is the interest of science, literature, art or learning or other objects of general concern; or
ii. which is kept or used for bona fide heritage or religious purposes. Explanation–For the purposes of this section, "children" means a person who has not completed the age of 18 years[36].

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[36] IT Act 2000, s 67B (C)

extend to seven years, or to impute unchastity to a woman, shall be punished with imprisonment of either description for a term which may extend to seven years, or with fine, or with both[35].

Sec. 507 - Criminal Intimidation by an Anonymous Communication

Whoever commits the offence of criminal intimidation by an anonymous communication, or having taken precaution to conceal the name or abode of the person from whom the threat comes, shall be punished with imprisonment of either description for a term which may extend to two years, in addition to the punishment provided for the offence by the last preceding section.

4.4 Grooming

Grooming refers to the process of establishing an emotional connection with a child by gaining his/her trust, with the intention of exploiting the child at later stage. In grooming, the resulting exploitation is usually sexual in nature such as creating child pornographic content or sexual abuse.

4.4.1 Applicable Legal Provisions

A. Section 11 (vi) POCSO Act, 2012

Sec. 11 - Sexual harassment- A person is said to commit sexual harassment upon a child when such person with sexual intent,—

i. utters any word or makes any sound, or makes any gesture or exhibits any object or part of body with the intention that such word or sound shall be heard, or such gesture or object or part of body shall be seen by the child; or
ii. makes a child exhibit his body or any part of his body so as it is seen by such person or any other person; or
iii. shows any object to a child in any form or media for pornographic purposes; or
iv. repeatedly or constantly follows or watches or contacts a child either directly or through electronic, digital or any other means; or
v. threatens to use, in any form of media, a real or fabricated depiction through electronic, film or digital or any other mode, of any part of the body of the child or the involvement of the child in a sexual act; or
vi. entices a child for pornographic purposes or gives gratification therefor.

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[35] IPC 1860, s 506

C. Section 509 IPC,1860

Word, gesture or act intended to insult the modesty of a woman- Whoever, intending to insult the modesty of any woman, utters any word, makes any sound or gesture, or exhibits any object, intending that such word or sound shall be heard, or that such gesture or object shall be seen, by such woman, or intrudes upon the privacy of such woman, shall be punished with simple imprisonment for a term which may extend to three years, and also with fine[33].

4.3 Cyber Bullying

"Bullying" is defined as harassing someone with unwanted and repeated written, verbal or physical behaviour. It also involves the use of intimidate, threat or insult to another person. Cyberbullying is a form of criminal intimidation as the intention is to put another person under threat.

4.3.1 Applicable Legal Provisions

D. Section 503,506,507 IPC,1860

Sec. 503 - Criminal Intimidation- Whoever threatens another with any injury to his person, reputation or property, or to the person or reputation of any one in whom that person is interested, with intent to cause alarm to that person, or to cause that person to do any act which he is not legally bound to do, or to omit to do any act which that person is legally entitled to do, as the means of avoiding the execution of such threat, commits criminal intimidation[34].

Explanation. —A threat to injure the reputation of any deceased person in whom the person threatened is interested, is within this section.

Sec. 506 - Punishment for Criminal Intimidation

Whoever commits the offence of criminal intimidation shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both;

If threat be to cause death or grievous hurt, etc and if the threat be to cause death or grievous hurt, or to cause the destruction of any property by fire, or to cause an offence punishable with death or imprisonment for life, of with imprisonment for a term which may

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[33] IPC 1860, S 509

[34] IPC 1860, S 503

i) utters any word or makes any sound, or makes any gesture or exhibits any object or part of body with the intention that such word or sound shall be heard, or such gesture or object or part of body shall be seen by the child; or

ii) makes a child exhibit his body or any part of his body so as it is seen by such person or any other person; or

iii) shows any object to a child in any form or media for pornographic purposes; or

iv) repeatedly or constantly follows or watches or contacts a child either directly or through electronic, digital or any other means; or

v) threatens to use, in any form of media, a real or fabricated depiction through electronic, film or digital or any other mode, of any part of the body of the child or the involvement of the child in a sexual act; or

vi) entices a child for pornographic purposes or gives gratification therefor.

B. Section 354D of the IPC,1860

(1) Any man who—

1. follows a woman and contacts, or attempts to contact such woman to foster personal interaction repeatedly despite a clear indication of disinterest by such woman; or
2. monitors the use by a woman of the internet, email or any other form of electronic communication, commits the offence of stalking;

Provided that such conduct shall not amount to stalking if the man who pursued it proves that—

1. it was pursued for the purpose of preventing or detecting crime and the man accused of stalking had been entrusted with the responsibility of prevention and detection of crime by the State; or
2. it was pursued under any law or to comply with any condition or requirement imposed by any person under any law; or
3. in the particular circumstances such conduct was reasonable and justified.

(2) Whoever commits the offence of stalking shall be punished on first conviction with imprisonment of either description for a term which may extend to three years and shall also be liable to fine; and be punished on a second or subsequent conviction, with imprisonment of either description for a term which may extend to five years, and shall also be liable to fine.

I. Section 354C- Voyeurism

Any man who watches, or captures the image of a woman engaging in a private act in circumstances where she would usually have the expectation of not being observed either by the perpetrator or by any other person at the behest of the perpetrator or disseminates such image I shall be punished on first conviction with imprisonment of either description for a term which shall not be less than one year, but which may extend to three years, and shall also be liable to fine, and be punished on a second or subsequent conviction, with imprisonment of either description for a term which shall not be less than three years, but which may extend to seven years, and shall also be liable to fine[12].

Explanation 1--For the purpose of this section, "private act" includes an act of watching carried out in a place which, in the circumstances, would reasonably be expected to provide privacy and where the victim's genitals, posterior or breasts are exposed or covered only in underwear; or the victim is using a lavatory; or the victim is doing a sexual act that is not of a kind ordinarily done in public.

Explanation 2."Where the victim consents to the capture of the images or any act, but not to their dissemination to third persons and where such image or act is disseminated, such dissemination shall be considered an offence under this section.

4.2 Cyber stalking

Cyberstalking is generally defined as the use of internet or any other electronic means to stalk and harass an individual, group or organization. A child is said to be cyberstalked when he/she is repeatedly or constantly followed, watched or contacted through any electronic means. The movement of the child is tracked and privacy is invaded.

4.2.1 Applicable Legal Provisions

A. Section 11(iv) of the POCSO Act, 2012

Sec. 11 - Sexual harassment- A person is said to commit sexual harassment upon a child when such person with sexual intent, —

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[12] IPC 1860, s 354C

a second or subsequent conviction, with imprisonment of either description for a term which may extend to five years, and also with fine which may extend to five thousand rupees].

2*[Exception-This section does not extend to-

a) any book, pamphlet, paper, writing, drawing, painting, representation or figure- (i) the publication of which is proved to be justified as being for the public good on the ground that such book, pamphlet, paper, writing, drawing, painting, representation or figure is in the interest of science, literature, art or learning or other objects of general concern, or (ii) which is kept or used bona fide for religious purposes;

b) any representation sculptured, engraved, painted or otherwise represented on or in-

c) any ancient monument within the meaning of the Ancient Monuments and Archaeological Sites and Remains Act, 1958 (24 of 1958), or

d) any temple, or on any car used for the conveyance of idols, or kept or used for any religious purpose.][30]

H. Section 354A(I) (iii) and 354C IPC, 1860

Sexual harassment and punishment for sexual harassment-

(1) A man committing any of the following acts—

i. physical contact and advances involving unwelcome and explicit sexual overtures; or

ii. a demand or request for sexual favours; or

iii. showing pornography against the will of a woman; or

iv. making sexually coloured remarks, shall be guilty of the offence of sexual harassment.

(2) Any man who commits the offence specified in clause (i) or clause (ii) or clause (iii) of sub-section (1) shall be punished with rigorous imprisonment for a term which may extend to three years, or with fine, or with both.

(3) Any man who commits the offence specified in clause (iv) of sub-section (1) shall be punished with imprisonment of either description for a term which may extend to one year, or with fine, or with both[31].

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[30] IPC 1860, s 292

[31] IPC 1860, s 354A

ii. which is kept or used for bona fide heritage or religious purposes. Explanation–For the purposes of this section, "children" means a person who has not completed the age of 18 years[19].

G. Section 292 of the Indian Penal Code, (IPC), 1860

1*[292. Sale, etc., of obscene books, etc.

2*[(1) For the purposes of sub-section (2), a book, pamphlet, paper, writing, drawing, painting representation, figure or any other object, shall be deemed to be obscene if it is lascivious or appeals to the prurient interest or if its effect, or (where it comprises two or more distinct items) the effect of any one of its items, is, if taken as a whole, such as to tend to deprave and corrupt persons who are likely, having regard to all relevant circumstances, to read, see or hear the matter contained or embodied in it.]

3*[(2)] Whoever-

a) sells, lets to hire, distributes, publicly exhibits or in any manner puts into circulation, or for purposes of sale, hire, distribution, public exhibition or circulation, makes, reduces or has in his possession any obscene book, pamphlet, paper, drawing, painting, representation or figure or any other obscene object whatsoever, or

b) imports, exports or conveys any obscene object for any of the purposes aforesaid, or knowing or having reason to believe that such object will be sold, let to hire, distributed or- publicly exhibited or in any manner put into circulation, or

c) takes part in or receives profits from any business in the course of which he knows or has reason to believe that any such obscene objects are, for any of the purposes aforesaid, made, produced, purchased, kept, imported, exported, conveyed, publicly exhibited or in any manner put into circulation, or

d) advertises or makes known by any means whatsoever that any person is engaged or is ready to engage in any act which is an offence under this section, or that any such obscene object can be procured from or through any person, or

e) offers or attempts to do any act which is an offence under this section, shall be punished 1 [on first conviction with imprisonment of either description for a term which may extend to two years, and with fine which may extend to two thousand rupees, and, in the event of punished on first conviction with imprisonment of either description for a term which may extend to five years and with fine which may extend to ten lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also with fine which may extend to ten lakh rupees.[29]

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[19] IT Act 2000, s 67B

F. 67B of the Information Technology (IT) Act, 2000

Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc., in electronic form–Whoever,–

a) publishes or transmits or causes to be published or transmitted material in any electronic form which depicts children engaged in sexually explicit act or conduct; or
b) creates text or digital images, collects, seeks, browses, downloads, advertises, promotes, exchanges or distributes material in any electronic form depicting children in obscene or indecent or sexually explicit manner; or
c) cultivates, entices, or induces children to online relationship with one or more children for and on sexually explicit act or in a manner that may offend a reasonable adult on the computer resource; or
d) facilitates abusing children online, or
e) records in any electronic form own abuse or that of others pertaining to sexually explicit act with children, shall be punished on first conviction with imprisonment of either description for a term which may extend to five years and with fine which may extend to ten lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also with fine which may extend to ten lakh rupees:

Provided that provisions of section 67, section 67A and this section does not extend to any book, pamphlet, paper, writing, drawing, painting representation or figure in electronic form–

i. the publication of which is proved to be justified as being for the public good on the ground that such book, pamphlet, paper, writing, drawing, painting representation or figure is the interest of science, literature, art or learning or other objects of general concern; or

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[29] IT Act 2000, s 67 A

(b) ―captured‖ with respect to an image, means to videotape, photograph, film or record by any means;

(c) ―private area‖ means the naked or undergarment clad genitals, public area, buttocks or female breast:

(d) ―publishes‖ means reproduction in the printed or electronic form and making it available for public;

(e) ―under circumstances violating privacy‖ means circumstances in which a person can have a reasonable expectation that–

(i) he or she could disrobe in privacy, without being concerned that an image of his private area was being captured; or

(ii) any part of his or her private area would not be visible to the public, regardless of whether that person is in a public or private place.

D. Section 67 of the Information Technology (IT) Act, 2000

Punishment for publishing or transmitting obscene material in electronic form-Whoever publishes or transmits or causes to be published or transmitted in the electronic form, any material which is lascivious or appeals to the prurient interest or if its effect is such as to tend to deprave and corrupt persons who are likely, having regard to all relevant circumstances, to read, see or hear the matter contained or embodied in it, shall be punished on first conviction with imprisonment of either description for a term which may extend to three years and with fine which may extend to five lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to five years and also with fine which may extend to ten lakh rupees.[27]

E. 67A of the Information Technology (IT) Act, 2000

Punishment for publishing or transmitting of material containing sexually explicit act, etc., in electronic form - Whoever publishes or transmits or causes to be published or transmitted in the electronic form any material which contains sexually explicit act or conduct shall be

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[27] IT Act,2000 s67

Sec.15 - Punishment for storage of pornographic material involving child - (1) Any person, who stores or possesses pornographic material in any form involving a child, but fails to delete or destroy or report the same to the designated authority, as may be prescribed, with an intention to share or transmit child pornography, shall be liable to fine not less than five thousand rupees and in the event of second or subsequent offence, with fine which shall not be less than ten thousand rupees.

(2) Any person, who stores or possesses pornographic material in any form involving a child for transmitting or propagating or displaying or distributing in any manner at any time except for the purpose of reporting, as may be prescribed, or for use as evidence in court, shall be punished with imprisonment of either description which may extend to three years, or with fine, or with both.

(3) Any person, who stores or possesses pornographic material in any form involving a child for commercial purpose shall be punished on the first conviction with imprisonment of either description which shall not be less than three years which may extend to five years, or with fine, or with both and in the event of second or subsequent conviction, with imprisonment of either description which shall not be less than five years which may extend to seven years and shall also be liable to fine.

C. Section 66E of the Information Technology (IT) Act, 2000

Violation of privacy- Section 66E of I.T. Act provides punishment for violation of privacy. Whoever intentionally or knowingly captures or publishes or transmits the images of a private area of any person without his or her consent in which violates the privacy of that person is punishable with imprisonment which may extend upto three years with fine not exceeding rupees two lakh or with both.[26]

Explanation.–For the purposes of this section–

(a) —transmit means to electronically send a visual image with the intent that it be viewed by a person or persons;

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[26] IT Act,2000 s 66E

(iii) shows any object to a child in any form or media for pornographic purposes; or

(iv) repeatedly or constantly follows or watches or contacts a child either directly or through electronic, digital or any other means; or

(v) threatens to use, in any form of media, a real or fabricated depiction through electronic, film or digital or any other mode, of any part of the body of the child or the involvement of the child in a sexual act; or

(vi) entices a child for pornographic purposes or gives gratification therefor.

B. Section 13, 14, 15 of the Protection of Children from Sexual Offences (POCSO) Act, 2012

Sec. 13 - Use of Child for pornographic purposes - Whoever, uses a child in any form of media (including programme or advertisement telecast by television channels or internet or any other electronic form or printed form, whether or not such programme or advertisement is intended for personal use or for distribution), for the purposes of sexual gratification, which includes -

a) representation of the sexual organs of a child;
b) usage of a child engaged in real or simulated sexual acts (with or without penetration);
c) the indecent or obscene representation of a child, shall be guilty of the offence of using a child for pornographic purposes.

Sec. 14 - Punishment for using child for pornographic purposes - (1) Whoever uses a child or children for pornographic purposes shall be punished with imprisonment for a term which shall not be less than five years and shall also be liable to fine and in the event of second or subsequent conviction with imprisonment for a term which shall not be less than seven years and also be liable to fine.

(2) Whoever using a child or children for pornographic purposes under sub-section (1), commits an offence referred to in section 3 or section 5 or section 7 or section 9 by directly participating in such pornographic acts, shall be punished for the said offences also under section 4, section 6, section 8 and section 10, respectively, in addition to the punishment provided in sub-section (1).

4. LAWS RELATED TO CYBER SAFETY

"Police" and "Public Order" are State subjects as per the Constitution of India. States/UTs are primarily responsible for the prevention, detection, investigation and prosecution of crimes including crimes related to the exploitation of children, through their law enforcement machinery. The law enforcement agencies take legal action as per provisions of law against persons involved in digital sexual exploitation/ abuse of children. The Information Technology (IT) Act, 2000 has adequate provisions to deal with prevailing cybercrimes. Section 67B of the Act specifically provides stringent punishment for publishing, browsing or transmitting child pornography in electronic form. Further, sections 354A and 354D of Indian Penal Code provide punishment for cyber bullying and cyber stalking against women[25]. Some of the Laws related to cyber-crime are stated below

4.1 Child Pornography

As defined under Section 2 (da) of the Protection of Children from Sexual Offences Act, 2012 (inserted by Protection of Children from Sexual Offences (Amendment) Act, 2019 *child pornography means any visual depiction of sexually explicit conduct involving a child which include photograph, video, digital or computer-generated image indistinguishable from an actual child, and image created, adapted, or modified, but appear to depict a child.*

4.1.1 Applicable Legal Provisions

A. Section 11(v) and (vi) of the Protection of Children from Sexual Offences (POCSO) Act, 2012

Sec. 11 - Sexual harassment- A person is said to commit sexual harassment upon a child when such person with sexual intent,-

(i) utters any word or makes any sound, or makes any gesture or exhibits any object or part of body with the intention that such word or sound shall be heard, or such gesture or object or part of body shall be seen by the child; or

(ii) makes a child exhibit his body or any part of his body so as it is seen by such person or any other person; or

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[25] PIB (18 JUL 2019), Digital Exploitation of Children. Retrieved from https://pib.gov.in/PressReleseDetailm.aspx?PRID=1579351

3.4.2 How Can One Protect themselves?

1. Educate children as to not share their personal information like name, D.O.B, address and phone number with players while playing online games. One doesn't know or is aware as to who the players are and what are their intention? One may end up sharing their information with scammers or cyber bullies.
2. Educate children to never share their or their parents credit card/debit card details with anyone when they are playing online games. Some cyber criminals befriend children by helping them winning games or sharing points.
3. Educate to never install games downloaded from free online gaming websites that are not reputed. Never download games by clicking on links received on mail or text message or through a pop-up. One may end up downloading viruses and malware which can compromise the security of their computer's or smart phone.
4. Always install a good anti-virus software on one's computer, smartphone, or handheld devices. Regularly update the anti-virus and other applications.
5. Never share passwords with anyone. One should use a complex password for their online gaming account and other online accounts. It is a good practice to change passwords at regular interval.
6. Never use voice chat or webcam while playing online games. This may share one's identity with other players and attract cyber bullies and other cyber criminals.
7. Educate children to never meet in person with someone from one's online gaming world.
8. If anyone faces any challenge in online gaming world, one must immediately inform their parents or elders so that they can gain immediate support and guidance.

other gamers through a microphone or a webcam. Cybercriminals can find a way to victimize children through befriending them online, cyberbullying or sharing inappropriate content. Children should be made aware of the risks and how to handle certain situations[24].

3.4.1. Potential Risks Associated With Online Gaming

a) Some games let children play and chat with anyone in the world. There are many aggressive players online who may bully you.

b) Some players play simply to bully or harass others. They may use inappropriate language or cheat others. It is important for you to be careful.

c) Some young people through online games are abusing the fear around the challenge to encourage others to self-harm and carry out various dares and post the results online under the guise of some game challenge. Do not give in to such provocation and/or challenge. Stop playing such games and inform your parents/ elders.

d) Many adults and cyber criminals pretend to be children while playing online games. They may try to befriend you by giving tips about the games, sharing points with you and trying to win your trust. They may use this opportunity to get your personal information or influence you for a one-to-one meeting.

e) Some games may have content which might upset you. This could include violence, horror, or sex or induce you to self-harm. Do not play these games and talk to an adult if you are upset.

f) Online games are sedentary in nature and children can be involved for long periods without moving around. It is good advice to take breaks every hour or alternate online games with outdoor activities.

g) Be aware of when you feel like you might be getting addicted to online gaming. Check if your online games, stop you from seeing your friends or family.

- Take the place of doing homework
- Make it hard to stop thinking about playing
- Make you unable to stop playing, even when you need to sleep.

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[24] CBSE and Cyber Peace Foundation (2020). Handbook for Students Of Secondary & Senior Secondary Schools.

3. One must always be cautious when the person one is chatting to give too many compliments regarding their appearance in just a short span of your acquaintance.

4. One must avoid talking to people who ask questions related to one's physical or sexual experiences. One can either ask the person to stop asking such questions when it makes one feel uncomfortable. If they continue to do the same, one must immediately inform parents/elders/teachers etc.

5. One must educate people to not talk to people who ask to share their sexually explicit photographs or videos.

6. Educate children to never turn on webcam for any unknown person.

7. Educate a child to talk to their elders or parents, if their chat partner suggests keeping their conversation with them secret.

8. Educate a child as to not go and meet any person whom they met online alone. One must always take a friend or any elder person while going to meet someone whom one met online.

9. One must be educated/made aware to never install unwanted software and apps like dating app, online games etc. from unknown sources. One should be careful while chatting in chat rooms. One should never share personal details in the chat room and limit their identity.

3.3.3. What can one do if they are a victim of cyber grooming?

1. Inform parents/elders immediately. Inform Teacher/Head of the institution if an incident occurs in school.
2. Block the groomer/attacker if the groomer is using a social media platform.
3. One must collect and save messages, pictures or videos sent by the groomer and can be used as evidence to take legal action against the groomer.
4. Elders/parents must be made aware so they can contact the local police station to lodge a complaint against the groomer.

3.4 GAMING

Games can offer children a way to escape from the real world and immerse themselves in a virtual world. Increasingly, children play games on mobile phones, consoles, laptops, computers, portable gaming devices and social media. While playing you could interact with

3.3. CYBER GROOMING

Sometimes strangers, or even people who are known, build an emotional connection with children and young people online or face-to-face to gain their trust for the purposes of sexual abuse or exploitation. Many children and young people begin to feel that a special friendship or relationship is developing and do not understand that they are being groomed. "Grooming" is subtle but has serious consequences[21].

3.1.1. Ways in which people online may seek to persuade children-

a) Bribing: This can range from offering money and gifts. The gifts may even be in the form of points or lives and in-game rewards in an online game.

b) Flattery: Constant attention and praise can be a way of winning the affection of the targeted child.

c) Sexualized games and intimacy building: Gradual introduction of subtly sexual allusions in conversation or during play are used to test the child's vulnerability. If the child positively responds to his overtures, he will attempt to build further intimacy with the child.

d) Desensitization: They try to desensitize the child to sexual acts by showing the child, pornography and child sexual abuse imagery. Constant exposure to explicit content may 'normalize' sexual behavior for the child and 'desensitize' her/him.

e) Threats and blackmail: They employ forceful coercion to gain access to the child.

f) Scattergun approach: When they do not know what the child will respond to, they may try all of the above in an effort to win the child's attention and interest.

g) Inform and discuss with friends, family members, teachers or anyone you trust any annoying or uncomfortable occurrence or activity such as extra friendly behaviour, cyber stalking, bullying and strange behavior online.

3.3.2 Protecting Oneself/Child from becoming a victim of cyber grooming:

1. One must be educated as to not accept a friend request from unknown people on social media platforms. Cyber groomer can even create a fake account to befriend victims.

2. One must be educated as to not share their personal information like date of birth, address, phone number and school name on social media or other online platforms. One can go to the privacy settings on their social media platforms as to select who can access their posts online. One must try to restrict access of their profile to their friends only.

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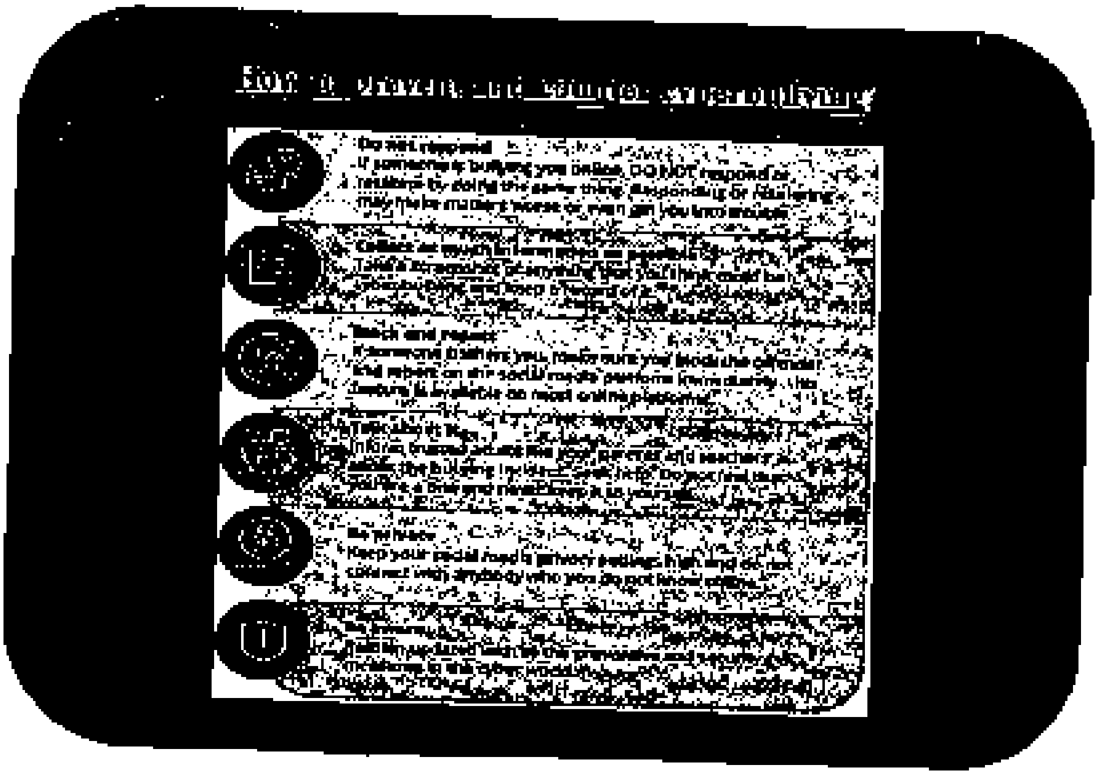
[21] CBSE and Cyber Peace Foundation (2020). Handbook for Students of Secondary & Senior Secondary Schools. Retrieved from http://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf

- Don't use personal devices such as personal USBs or hard drives on public networks or computers.
- Don't open links and attachment on social networking sites and block file extensions such as .bat, .cmd, .exe, .pif by filtering software.



How to prevent and counter cyberbullying

3.2.2 What can one do if they are a victim of cyber bullying?

1. One must inform parents/elders/guardians immediately. If cyberbullying happens in school, students must inform the Teacher immediately.
2. Identify the bully.
3. Block the bully.
4. Collect and save posts/messages.
5. Never respond to a bully aggressively.
6. There should be a provision in schools to offer support from a counsellor or psychologist to the victims of cyber bullying.

repeatedly getting such messages/post, one must immediately inform parents or elders or guardians or teachers immediately so that one can get immediate support.

vi. Also, it is important to understand that one person can sometimes also become cyberbully unintentionally, hence it is very important to remember that as a good netizen one should never share mean comments or hurtful messages pictures/videos online publicly or privately.

The following set of 'Do's and Don'ts'[22] shall be useful for students as well as School Authorities in ensuring bullying-free cyber space-

Do's

- Create a strong password according to password guidelines, and frequently change passwords to prevent misuse.
- Read the privacy settings very carefully on social networking sites.
- Communicate only with known people.
- Be careful while posting photographs, videos and any sensitive information on websites as they leave digital footprints which stay online forever.
- Ensure that only authorized personnel access computer systems and labs.
- Report immediately to the support team of the networking site if you suspect that your account has been hacked or stolen.
- Invest in a strong network security system.
- Use only verified open-source or licensed software and operating systems.
- Set up your computer for automatic antivirus software and operating system updates.

Don'ts

- Don't reveal your password to anyone other than your parent or guardian.
- Don't reveal personal information like age, address, phone number, school name etc. as this can lead to identity theft.
- Don't post anything which hurts others feelings.
- Don't post your friends' information on networking sites, which can put them at risk.
- Don't forward anything that you read on social media without verifying it from a trusted source.
- Don't leave your account unattended after login, log out when you are not using it.
- Don't create fake profiles for yourself on any social networking site.

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[22] NCERT (2020). Safe Online Learning in Times of Covid-19.

often prevents teachers from imparting quality education through digital platforms and acts against the provision of safe, non-violent and inclusive learning environments for all.[20]

Cyberbullying includes-

i. Posting hurtful, nasty rumours or comments on updates, pictures and videos shared by an individual on websites.
ii. Uploading embarrassing photographs online without the person's permission.
iii. Excluding individuals of different cultural, socio-economic backgrounds from online groups and forums.
iv. Stealing someone's account password and sending unwanted/inappropriate messages from that account to harass other individuals.

3.2.1 Protecting Oneself from Becoming A Victim of Cyber Bullying[21]

Schools should create awareness among students on the following measures of protecting themselves against cyber bullying-

i. Don't accept a friend request from unknown people on social media platforms. Cyber bully/attacker can even create a fake account to befriend victims. As a thumb rule, add only those people online whom you know offline.

ii. Educate as to not share personal information like D.O.B, Address and phone number on social media or other platforms. One should be informed and educated as to one should always change the privacy setting on social media platforms as to select who can access your posts online.

iii. One must be made aware of the importance of being careful and of not sharing phone number or any personal details in comments or posts on social media platforms.

iv. One must be made aware as to Never install unwanted software or apps like dating app, online games etc from unknown sources.

v. Educate that, if one feels hurt after reading a post from a friend or a stranger, one must not react aggressively. It may encourage the bully to keep posting such messages. If a hurtful post/message is from a friend one should always request him or her to not to do it again. If one is

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Retrieved from https://ciet.nic.in/upload/Safeolearn_English.pdf
[20] NCERT (2020). Safe Online Learning in Times of Covid-19. Retrieved from https://ciet.nic.in/upload/Safeolearn_English.pdf
[21] Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety.
[22] Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety. Retrieved
[22] Government of India, Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety. Retrieved
2020, From https://www.Mha.Gov.In/Sites/Default/Files/Cybersafety_English_Web_03122018.Pdf
[21] NCERT (2020). Safe Online Learning in Times of Covid-19. Retrieved from https://ciet.nic.in/upload/Safeolearn_English.pdf
[21] Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety.

Example, if a person wants to check for their financial account, then they must only use authorized source like typing in the web address from your billing statement or check one's banking details.

b) One **must not give any personal information** on the phone in response to a text message. Some scammers send text messages that appear to be from a legitimate business and ask you to call a phone number to update your account or access a "refund." If you give them your information, they use it to run up charges in your name.

c) A person must **Be cautious** about opening any attachment or downloading any files from emails that one receives, regardless of who sent them. Unexpected files may contain viruses or spyware that the sender doesn't even know are there.

d) **Use security software** and update it regularly.

e) **Read your mail**; review credit card and bank account statements as soon as you get them to check for unauthorized charges.

f) Parents and Teachers must also **engage children** in activities creating awareness regarding phishing, so they can develop good Internet security habits at an early stage. Parents & Teachers must lookout for "teachable moments". For example children must be shown a various example of phishing messages, to help them understand that messages on the Internet are not always what they seem.

The school Authorities shall [illegible]

3.2 CYBER BULLYING

Cyberbullying is bullying with the use of digital technologies. It is a form of harassment or bullying inflicted through the use of electronic or communication devices such as computer, mobile phone, laptop, etc[19]. It is a punishable offence under the Information Technology Act, 2000 and the Indian Penal Code. It also involves posting pictures or videos aimed at harassing another person. A whole gamut of social platforms, including chat rooms, blogs and instant messaging are used in cyberbullying. There are considerable negative effects of cyberbullying, including academic achievement, mental health, and quality of life in general. Online bullying

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[19] Government of India, Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety. Retrieved 2020, From https://www.Mha.Gov.In/Sites/Default/Files/Cybersafety_English_Web_03122018.PdF

6. Another reason that college and school IT security is comparatively weaker than the corporate sector is its relatively unattractive wage structure as compared to the corporate sector. Because of this reason, educational institutions are unable to hire and retain superior and first-rate security professionals. These given factors may make educational institutions vulnerable to security breaches, data disclosures and ransomware attacks.

Cyber criminals may target educational institutions to gather personal information of students: their names, ages, address, and so on. They may use such information for ransom or to sell illegally on the dark web. Dangers for an educational institution from an internal threat can be as simple as a laptop left logged in or passwords written somewhere for an outsider to easily unlock it and extract important data. This may enable anyone – a teacher, a student or a staff – to access confidential information on that system or compromise someone's social media account, or even worse. Notorious external elements can also make phishing attempts or bribe students, teachers and staff to divulge important information of the institution. Moreover, hackers can hack into the institute's website and gather information that often appears on the institution's website.

3. COMMON THREATS IN CYBER SAFETY

3.1 PHISHING

Phishing is a type of social engineering attack often used to steal data, including login credentials and credit card numbers. Phishing occurs when attackers/scam artists masquerading as a trusted entity send text, email, or pop-up messages to get people to share their personal and financial information. The recipient is then tricked into clicking a malicious link which can lead to the installation of malware, the freezing of the system as part of a ransomware attack or revealing of sensitive information. The attackers often use such sensitive information to commit identity theft.

3.1.1 How One Can Avoid Phishing

a) One must **not reply** to any text, email, or pop-up messages that ask for personal or financial information, and further one must not click any links in the message. A person should resist the urge to cut and paste a link from the message into their web browser. For denial of a computer network and network-accessible resources. Network security involves the authorization of access to data in a network, which is controlled by the network administrator. Users choose or are assigned an ID and password or any other authenticating information that allows them to access information and programs within their authority. Network security covers a variety of computer networks, both public and private, that are used in everyday jobs conducting transactions and communications among businesses, government agencies and individuals.

4. End-user education involves educating end-users with various information attacks and how to avoid them. For example, while registering a password, tell end-user what the length and characteristics of a complex password should be. Provide suitable education about what are the precautions they have to take to avoid cybercrimes. Also, sometimes actions to be taken in case if they are victim.

2.2.2. Challenges in Cyber Security

Cyber security has been considered as one of the most urgent security problems. Usually, the networks and systems of an educational institution are not as strong and secure as that of commercial organizations. It might be because of many reasons like:

1. The networks at school campuses are open and free-for-all. Students can access the network anytime without any restrictions.
2. There might be a lack of IT security policy monitoring and implementation in such institutions.
3. Users might carry and use their own device within the campus and the institution's network.
4. Many institutions have their own open Wi-Fi hotspots and network access, which may be used by hackers and cyber criminals as a tool to breach security and access valuable information.
5. There is a huge amount of user data which can be hacked or compromised by cyber criminals. This may include a wide range of information like the students' personal information, credit card data or financial information. Moreover, cyber criminals may also target the huge amount of intellectual property generated through research.

Schools play a key role in promoting internet safety. Schools are primarily responsible for keeping systems, computers, network devices secure and functional. It is important to keep the information as secure as we keep the systems and network devices in the institution. Since Information infrastructure and the Internet became bigger and more complex, it is now even more critical to maintain systems functional and alert to security issues. Though system administration tasks have become easier in recent years, school administrators need to be more updated on the systems and network security in recent years, all systems are exposed to the Internet; hence there is increased challenge in maintaining and protecting them from attackers.

1.2 CYBER SECURITY

The dictionary meaning says that Cyber Security is a state of being protected against the criminal or unauthorized use of electronic data, or the measures taken to achieve this. It is the collection of tools, policies, security concepts, security safeguards, guidelines, risk management approaches, actions, training, best practices, assurance and technologies that can be used to protect the cyber environment and organization and user's assets. Organization and user's assets include connected computing devices, personnel, infrastructure, applications, services, telecommunications systems, and the totality of transmitted and/or stored information in the cyber environment.

Cyber security ensures the maintenance of the security properties of the organization and user's assets against security risks in networked environments. It is the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage, or unauthorized access[13].

1.2.1 Elements of Cyber Security

1. Application security comprises of software, hardware, and procedural methods to protect applications from external threats.
2. Information security is the practice of avoiding information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. IT Security and Information assurance are two major aspects of information security.
3. Network security consists of the provisions and policies adopted by a network administrator. They prevent and monitor unauthorized access, misuse, modification, or

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[13] T.P, D., Assistant Prof. (2018). *Survey on need for Cyber Security in India* (pp. 2-3). Bangalore, Karnataka: Acharya Institute of Technology.

school managements, teachers and students to understand the safety parameters in place by the school/educational institution.

2. CYBER SAFETY & SECURITY

2.1. Cyber Safety

Cybercrimes can be defined as offences that may be committed against individuals or companies or institutions by use of computers, internet or mobile technology. These offences can be committed by cybercriminals by using platforms like social networking sites, emails, chatrooms, websites etc. to attack its victims and are not just limited to adults, but also children can be prey to the offence.

Cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure, but also about being responsible with that information, being respectful to other people online, and using good Internet etiquette2. It includes the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access. Cyber safety addresses the ability to act in a safe and responsible manner on the Internet and other connected environments. These behaviours protect personal information and reputation and include safe practices to minimize danger online.

Cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure, but also about being responsible with that information, being respectful to other people online, and using good Internet etiquette[17]. It includes the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access. Cyber safety addresses the ability to act in a safe and responsible manner on the Internet and other connected environments. These behaviours protect personal information and reputation and include safe practices to minimize danger online.

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[1] Government of India, Ministry of Home Affairs. (2020). A Handbook for Adolescents/Students on Cyber Safety. Retrieved 2020, from https://www.Mha.Gov.In/Sites/Default/Files/Cybersafety_English_Web_03122018.Pdf

[2] Be safe in Cyber World. (n.d.). Retrieved 2020 from https://ncert.nic.in/pdf/notice/cyber_safety_security.pdf

CYBER SAFETY AND SECURITY

1. INTRODUCTION

Creating a safe environment for children is an integral aspect of providing an opportunity for quality education and any threat to children may reflect on their ability to learn and hamper their overall well-being. Though the use of technology in teaching-learning is not new, the need of taking the classroom to the children during the pandemic since last year has increased the exposure of children to the online/digital world. Not just for attending school online classes, children also invest more time online for recreation. Unlike the physical environment, children come in direct/indirect contact with a large number of people who are at the same time online for various reasons. These also include those who come with purpose of targeting children as they are one of the most vulnerable sections among the online user population. Therefore, it is important that the commitment to provide a safe learning environment to children extends to the digital space as well.

To ensure that the digital environment is safe for all children, different Departments/institutions have developed guidelines and other informative literature for various aspects of cyber safety, what are different forms of cyber threats, their identifications, measures to mitigate those threats etc. In 2017, the National Commission for Protection of Child Rights (NCPCR) had developed a Manual on Safety and Security of Children in Schools. It was brought out as a compilation of 20-plus existing and approved manuals/guidelines developed by various authorities/agencies, pertaining to the safety and security of children in schools and on school premises. These guidelines are a part of the comprehensive manual on the safety and security of children developed earlier.

The present document has been developed by reviewing and compiling the existing literature (guidelines/handbooks) on cyber safety brought out by different agencies and has been put together with the objective of providing a comprehensive overview of different aspects of cyber safety. These guidelines include the meaning of cyber safety and cyber security; common threats in cyber safety; Laws relating to cyber safety. These also include some important frequently asked questions and a checklist for different stakeholders such as State/District authorities,

SECTION VI

CYBER SAFETY AND SECURITY

II. Any School may be inspected or caused to be inspected by the competent authority/official authorised by competent authority/ National or State Commission for Protection of Child Rights, whenever it considers necessary and may communicate the observations to the appropriate Government or competent authority (DEO/DM)

III. The competent authority should direct the management to rectify the defects, if any, found during the course of the inspection, within a stipulated time.

IV. The district magistrate/ district collector shall constitute a monitoring committee for periodic and regular inspections of the schools. The district magistrate/district collector shall review the inspection reports with the monitoring committee and competent authority on quarterly basis. The gaps and deficiencies observed through the inspection reports maybe taken up appropriately by the District Magistrate and resolve any/all such gaps emanating through such reports.

The District Education Officer shall be responsible for ensuring the effective implementation of this manual in all the schools.

4. State Level Monitoring

State Commission for Protection of Child Rights shall monitor implementation of various aspects under this Manual at State Level from time to time.

5. National Level Monitoring

National Commission for Protection of Child Rights shall monitor implementation of various aspects under this Manual from time to time.

viii. The PTA to carry out inspection of the school using the checklist provided in the guidelines and suggest appropriate measures. In case non-compliance of the recommendations; PTA should approach the Block Education Officer (BEO). In case of non redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, appeal can be made to the District Magistrate (DM) and further to State Commission for Protection of Child Rights (SCPCR) and National Commission for Protection of Child Rights (NCPCR).

C. Children

A group of Children should inspect the facilities for safety and security using the checklist provided in the guidelines every quarter. They shall have the right to flag the key issues pertaining to the violations and deprivations pertaining to various safety norms laid down in the checklist with the management of school and/or directly to the Principal/SMC/PTA.

D. School Management

I. School management should do periodic planning meeting with Principal, teachers and students representatives on School Safety.

II. In case school are found negligent in the prescribed safety norms; disciplinary action is to be initiated by the competent authority as per RTE Act, 2009 and relevant State Education Act of the respective State.

2. Block Level Monitoring

The Block Level monitoring of effective implementation of this manual shall be the responsibility of the Block Education Officer (BEO).

3. District Level Monitoring

I. The various Ministries/Departments of the Government (Union/State/UT) providing schools under their schemes shall prescribe proper monitoring systems as integral part of their schemes.

x. The SMC to carry out inspection of the school using the checklist provided in the guidelines and suggest appropriate measures. In case non-compliance of the recommendations ; SMC should approach the Block Education Officer (BEO). In case of non redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, appeal can be made to the District Magistrate (DM) and further to State Commission for Protection of Child Rights (SCPCR) and National Commission for Protection of Child Rights (NCPCR).

B. Parent Teacher Association (PTA)

1) A school, specified in sub-clause (iv) of clause (n) of section 2 of the RTE Act, 2009, shall constitute a Parent Teachers Association (PTA) consisting of the representatives from the parents or guardians of children admitted in such school, teachers parents and the local authority,.

At least three-fourth of members of such Committee shall be parents or guardians;

Proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Fifty per cent of members of such Committee shall be women.

(2) The Parent Teachers Association (PTA) shall perform the following functions, namely:

i. Monitor the working of the school;

ii. The decisions taken in anti-bullying Committee and Grievance Committee for Child Sexual Abuse (CSA) meeting should be discussed in the meeting of PTA.

iii. PTA should be made responsible for compliance of the Manual. Periodic review of the compliance of this manual shall be discussed in PTA review meetings.

iv. PTA should ensure implementation of such guidelines related to safety and security of children based on which this manual has been prepared.

v. Every school should prepare and display school safety plan that may be prepared involving children and school management committee/s (PTA)

vi. The member of PTA who is part of Anti Bullying Committee to develop bullying prevention programme and creating awareness.

vii. To analyze the current safety and security measures within the schooling system and identify the gaps therein.

Monitoring

To ensure effective implementation of the manual for safety and security of children in schools, there should be regular monitoring of the schools.

1. School Level Monitoring

School level monitoring of the manual shall be as follows;

A. School Management Committee (SMC)

As per RTE Act, 2009 section 21 **School Management Committee** consists of the elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers. The committee will look into the following;

i. Components of Safety and Security of children in schools to be recommended as one of the major themes while preparing School Development Plan by SMC members.

ii. The components of School Development Plan(SDP) comprising of elements Safety and Security of Children in Schools may be shared with PTA members for their feedback/suggestions.

iii. The decisions taken in anti-bullying Committee and Committee for prevention of Child Sexual Abuse meeting should be discussed in the meeting of SMC.

iv. SMC should be made responsible for compliance of the Manual. Periodic review of the compliance of this manual shall be discussed in SMC review meetings.

v. SMC should ensure implementation of such guidelines related to safety and security of children based on which this manual has been prepared.

vi. Every school should prepare and display school safety plan that may be prepared involving children and school management committee/s (SMCs)

vii. The member of SMC who is part of Anti Bullying Committee to develop bullying prevention programme and creating awareness.

viii. To analyze the current safety and security measures within the schooling system and identify the gaps therein.

ix. SMC shall exercise powers to take disciplinary action against staff, if found negligent.

SECTION V

MONITORING

III. Social curriculum to teach social and emotional skills, including healthy relationships, conflict resolution, and bullying prevention, as well as self-management and responsible decision making

IV. Counselling intervention whenever required.

V. Establish a positive connection with students, staff, or parents in crisis in a non-intrusive, caring manner.

VI. School Counselor/Staff may refer those students in need of further assistance to a professional counsellor wherever required.

II. The Committee shall act as the core committee and would be headed by the Principal of the school with Senior Teachers, In-charge of primary and nursery sections, school captains/monitors, members of Parent Teacher Association, representatives from Fire Safety Department, etc as the members.

III. To Orient the children about various issues of the safety and security through this Manual.

IV. Guide teachers how to address/respond towards the specific issues of safety and security of children in schools with the help of this Manual.

V. Allocate specific roles to different personnel and teachers as per the manual to ensure safety and security of children in schools.

VI. Establish a Medical Emergency Response plans for schools.

VII. Ensure Schools are free from ragging and Bullying Develop an Action Plan on Anti **Bullying Policy** and effective strategies for prevention and intervention.

VIII. Set up Monitoring mechanism at school level to ensure each case of reported bullying in school is brought to logical conclusion.

IX. **Safety Audits**/Assessments to assess safety measures in schools.

X. Brief the staff about action to be taken by them in any exigency.

XI. Organize Awareness and Training of all students about –a. Disasters; b. Fire Safety, and First Aid Training etc.

XII. To organise Mock Earthquake and Fire Safety drills train for all the teachers and staff members over a period of time on First Aid.

XIII. To ensure first aid kit at several important locations in the school building and to keep the First Aid Kit in workable condition.

XIV. The team would ensure safe boarding of all the students on the school bus and would take feedback from the boarders and about violation of rules,if any, by the bus driver and the conductor.

School Staff

I. Promotion of Culture of Safety in Schools.

II. Initiate safety practices through school newsletter, debates, quizzes, etc.

d. School authorities may conduct the briefing of the teachers/ students/ staff as well as the drill as per this SOP to ensure that everybody knows his/ her role in such an eventuality. They can also include local Police in their Mock Drill.

X. The Juvenile Justice (Care and Protection of Children) Act, 2015[15] is an important Statute that criminalizes acts that may cause a child mental or physical suffering. As per section 75 of the Act, whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or willfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both. In the classrooms the teachers have the actual charge of children.

XI. Further, section 82 (1) states that 'any person in-charge of or employed in a child care institution, who subjects a child to corporal punishment with the aim of disciplining the child, shall be liable, on the first conviction, to a fine of ten thousand rupees and for every subsequent offence, shall be liable for imprisonment which may extend to three months or fine or with both.'

XII. Teacher should sensitize children for Good Touch and Bad Touch.

XIII. Guidelines On Food Safety and hygiene For School Level Kitchens under Mid-Day Meal (MDM) Scheme[16] have been formulated specifically with an aim to help States/UTs to focus on safety aspects of procurement, storage, preparing, serving, waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food. The responsibility of tasting of the mid-day meals is with the teacher. The tasting of the food by a teacher just before serving is mandatory. The teacher is to maintain a record of tasting in a register.

Monitoring Role of School Principal

I. Develop a *comprehensive school safety policy* in every school. A committee headed by the school principal having, faculty, students, parents and school counselor as its members should be mandatory for every school to look into all aspects of safety and security.

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[15] http://ncpcr.gov.in/showfile.php?lang=1andlevel=1andandsublinkid=715andlid=1065

[16] http://mdm.nic.in/Files/Guidelines/2015/Guidelines%20_Food%20Safety%20and%20Hygiene.pdf

b. The role of parents must be reinforced in Parent Teacher Meetings and representation in various other school Committees. Parents must be motivated to support the school in bullying-prevention efforts. They must be sensitized to report in confidence about any act of bullying which is brought to their notice by their child. Orientation programmes may be conducted for the school staff and teachers on regular basis.

c. Periodic training for Teachers to mandatorily include topics on sensitization and prevention of bullying in schools.

d. For younger children, age appropriate communication strategies should be developed and teachers should engage in dialogue with them to identify any problem. The role of class teacher, counselor, school nurse/doctor may be enriched and children should be motivated and made aware with whom they can discuss such matters with confidentiality.

VII. In case of a sexual abuse against a child POCSO Act, 2012 u/s 19(1) and 21(2) of the Act cast a duty on the teachers and management of the educational system to report instances of child sexual abuse along with the penalties for failure in reporting such offences[13].

VIII. Teachers should sensitize children on good touch-bad touch and POCSO e-Box.

IX. Ministry of Home Affairs has given a Standard Operating Procedure (SOP) for preventing and dealing with any terrorist attack on schools[14]. The SoP defines the role of officials of the concerned agencies as participant to counter such attack in schools.

a. In case armed terrorists manage to enter the school and hold up teachers/ students/ others as hostages, the following action should be taken by the school authorities, besides the quick reaction team engaging the terrorists:

i. Inform the Police

ii. Initially all the children and teachers should stay back in their respective rooms and those in veranda etc. rush into the nearest room, and not to indulge into any rash act in panic like running out towards door to escape etc. They should close the doors from inside and lie low in the classroom to escape random firing.

b. If the location of the terrorists is known and there is safe passage available from the other classrooms to any of the gates, the children under the leadership of the respective teachers in a single file without making any noise should be taken out.

c. All teachers/ staff should be briefed properly and apprised of any possible threats.

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[13] http://ncpcr.gov.in/showfile.php?lang=1andlevel=1andandsublinkid=425andlid=663

[14] http://cbse.nic.in/circulars/cir15-2010.pdf

c. All teachers and other employees shall maintain a vigilant outlook and convey their apprehension or knowledge of sexual abuse of any student to the appropriate authority in the NVS at the earliest.

d. All children must be escorted during travel for school outings. Where any girl student is present in such group of students, a female teacher must also accompany the group. The escorting employee must travel along with the students in the same coach/ compartment / vehicle.

e. In a number of cases children reveal their experience of abuse after a long time has passed. In some cases they reveal it accidentally. Sexually abused children are vulnerable. They may show certain behavior, which, may not be normal and will reveal themselves only over a period of time. As custodian of children, the teachers must be aware of the signs of sexual abuse.

VI. As per the Guidelines for prevention of Bullying and Ragging in Schools MHRD[12]the responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the head of the institution teacher, non-teaching staff, students, parents and local community. A systematic response to the bullying problem is needed within the schools.

a. An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor, Counselor, PTA representative, School Management representative, Legal representative, Peer Educators etc. whose roles and responsibilities would include:

i. development and review of School Bullying Prevention Plan,
ii. development and implementing bullying prevention programmes,
iii. developing training programmes for staff, students, and parents,
iv. creating awareness through various programmes
v. being vigilant and observing signs of bullying and responding quickly and sensitively
vi. names and contact numbers of members of the committee should be clearly displayed everywhere in the school premises, etc.

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[12] http://educationhp.org/Files/bullying-pdf15_58_2015_09_03_41.pdf

presence of teacher and staff. Besides having in-house counselors, the students and their parents should have the liberty to approach reputed counselors/mental health professionals to be empanelled by school. The school should also invite reputed mental health professionals to hold workshops for its students and teachers.

II. MHRD's guidelines on Safety and Security of children in schools suggest supervision of other teachers by Head Teacher/Principal to ensure that no child is abused by teachers or older children. Also, the Head Teachers must have zero tolerance for incidents relating to teachers coming to school in drunken/intoxicated condition.

III. As per section 17A of Child Labour (Prohibition and Regulation) Rules, 2017, any person who may file a complaint under the Act for commission of any offence include school teachers and representatives from school management committee, child protection committee, Panchayat or Municipality, who shall be sensitised to file complaint, in the event that any of students in their respective schools is employed in contravention to the provisions of the Act

IV. The Central Board of Secondary Education has issued detailed instructions[10] to the Principals of all the Schools to ensure that no child is subjected to any form of corporal punishment at any point of time in the schooling process as there is no scope for such punishment in the learning environment and teachers should adopt strategies by which a learner realizes one's mistake, if any, rather than face a corporal punishment. Schools, with the help of teachers, need to adopt such methods by which the learner develops a sense of confidence and self-dependence.

V. The Navodaya Vidyalaya Samiti (NVS)[11] have underlined the specific roles of teachers in its various guidelines to the Vidyalayas from time to time to skillfully manage various areas which can adversely influence the physical and psychological well being of the children and staff. Some of the important roles of teachers as per different notifications/circulars and guidelines by NVS are as under:

   a. The women teachers should interact with the girl students frequently and in case of any problem/misconduct happens with them must be immediately reported.
   b. All teachers must encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken to address these.

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[10] http://cbse.nic.in/circulars/2002/corporal.htm

[11] https://nvshq.org/uploads/1notice/safety_security_students.pdf

I. to ensure that no child with special needs is denied admission to mainstream education.

II. to monitor the enrolment of disabled children in schools.

III. to provide support through assistive devices and availability of trained teachers,

IV. to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs.

V. to ensure that 3% reservation of persons with disabilities is done in all institutions receiving funds from Government (Under The Persons with Disabilities Act, 1995)

VI. to ensure that all schools are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled

VII. to ensure availability of study material for the disabled and Talking Text Books, Reading Machines and computers with speech Software

VIII. to ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students

IX. to revisit classroom organization required for the education of Children with Special Needs

X. to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

5. Health and Hygiene

As per guidelines for Swachh Bharat Mission (Urban) every school in a ward should provide self-declaration that all students enrolled in it have access to, and are routinely using toilets at home and at school.

6. Psycho-Social Well-being

Teachers play important role, both preventive and curative, in case of child abuse. Child abuse includes physical, mental, emotional, sexual abuse, discrimination or any kind of violence against children.

I. As per Guidelines on Eliminating Corporal Punishment in Schools by NCPCR, the school should have a clear protocol to guide teachers about which situation needs assessment and intervention by a school counselor and which one needs immediate intimation to higher authorities at school and the parents. Also, the school counselor should be allowed to hold workshops with the students in different classes from time to time without the

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff is particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools, their staff form part of the wider safe guarding system for children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

1. The role of school teachers

The teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The school teachers also have a responsibility to provide a safe learning environment for children, where they could identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. They also hold a responsibility to take appropriate action, working with other services as needed. In addition to working with the designated safeguarding, lead staff members should be aware that they might be asked to support social workers to take decisions about individual children.

2. Aim of this section

Aim of this section is to;

I. highlight roles and responsibilities of teachers in ensuring safety of children in school as per various guideline

II. to underline school's role in developing competencies of the teachers/ head teachers to undertake suitable measures in schools in order to ensure safety and security of children

3. Safety issues w.r.t. school infrastructure

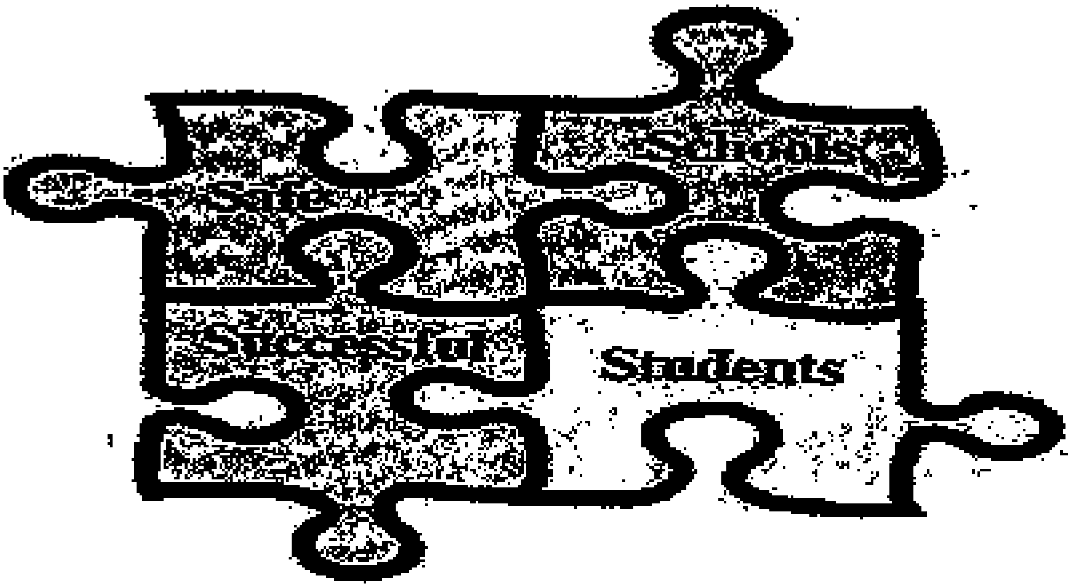
Teachers are integral in ensuring safety of children in schools as per the guidelines on Safety and Security of children in schools by MHRD. The guidelines suggest that teachers need to be trained to negotiate the specific hazards enrooted to the school. Also, it is a vital to conduct a sensitization programme for the students, teachers and surrounding community people on the importance of structural and non-structural retrofitting. The Head Teacher and teachers must take up review of the safety within the campus, regularly.

4. Minimum Standards for Inclusive Education of Children with Disabilities (IECD)

The CBSE Guidelines on Children with Special Needs (CWSN) advises the following.

Section IV

ROLES & RESPONSIBILITIES OF TEACHERS


Safe
Schools
Successful
Students

find it easier to report incidents at the initial stage itself if the school environment is conducive. Other methodologies, like help desk in schools supported by Mahila Samakhya in Kerala, toll free numbers of Odisha, formation of child cabinets/kishorimanch/balsabha, open house with parents etc may also be adopted depending on the local circumstances.

II. Training of teachers to ensure safety and security of children itself will cover a wide spectrum from drills for safety, first aid, gender sensitization, principles of no corporal punishment. While training on physical aspects of safety may be staggered to cover a specified number of teachers every year, till coverage is complete, however training on gender and other mindset issues will have to cover all teachers every year.

III. As far as possible, every school must have at least one female teacher.

IV. The norms for teacher deployment and hours of access to staff/others must be laid down clearly and carefully in the case of residential school and hostels.

e. Setting limits and developing clarity on boundaries;
f. Providing children an opportunity to explain before any other response;
g. Giving a warning or chance before any response;
h. Actively listening, remaining calm and ensuring the safety of other children while handling troublesome or offensive behaviour;
i. Addressing perceived 'severe or problematic behaviour' through consultation with parents, child and counsellor/psychiatrist;
j. Discussing (with children) and adopting time-out strategy as the last resort with children.

5. Counselling in Schools[8]

Schools were advised by CBSE to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously. The following points were reiterated in this regard with an instruction to schools to implement an effective programme of counselling for students:

I. At secondary and senior secondary stages, at least twenty sessions of psychological counselling must be provided to every student in an academic session. Parents and teachers may also be involved in such sessions.
II. Awareness about human rights, respect for diversity and equality may be discreetly grafted into the lessons and exercises right from the primary classes. Education in Life Skills can be given greater thrust in classes VI-VIII to inculcate the desirable value system.
III. Mentioning the status of the student in terms of his/her behaviour pattern in the school leaving and character certificates is mandatory.

6. School environment[9]

I. The School environment should be such each child should be feeling that help would be available to her if she approached them. The SMC members may facilitate this process by regularly visiting the schools and interacting with students. Children may

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[8] CBSE vide circular No. HOD (EDUSAT)/08 dated 10th March, 2008.
[9] MHRD guideline for safety and security of children in Schools vide D.O No-10-11/2014-EE-4 dated 9th October, 2014

4. Guidelines for positive engagement with children[7]

In addition to the major legislations and regulations, schools can adopt methods to inculcate positive attitude and behavior in children. Punishment is often justified as a 'last' resort in extreme situations for instance – bullying, causing physical harm, destruction of property, vandalism, sexual harassment, infringement of rules such as playing truant, carrying objects which are against school rules into the classroom, provocative/ challenging behaviours etc. However, two children with the same problems may come from different backgrounds – one an indulgent family, which believes that a little exuberance is all right, and another where the family is also at its wits' end. The contexts in which a child's behaviour takes place and how it comes to notice, lend themselves to child/classroom/school management.

NCPCR's guidelines for eliminating Corporal Punishments suggests some important steps, as following.,

I. A protocol of response based on first versus repeated problems founded on a set of rules the school develops with children's inputs would go a long way to democratize response dispositions. To this, an added component of preventive interventions, such as life-skills programme, increases overall effectiveness.

II. A difficult situation can also be resolved by a process of triangulation between the student/family, the teacher/school administration and a student council. A more difficult situation then may not be so much a discipline issue but a psychological one that needs professional attention and care.

III. The following guidelines are based on therapeutic strategies based in turn on the principles discussed above that are commonly employed by mental health professionals in clinical settings for families with children with behaviour disorders. Though simple, these are effective strategies when implemented consistently:

a. Arriving at a consensus with children about expected behaviour and consequences;
b. Framing rules and guidelines in consensus with children;
c. Focusing on every child's positives and appreciating good behaviour;
d. Using different strategies to encourage and promote positive behaviours;
    a. Never comparing one child's performance with another;

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[7] Guidelines for Eliminating Corporal Punishment in Schools- NCPCR

C. Additional Safeguards

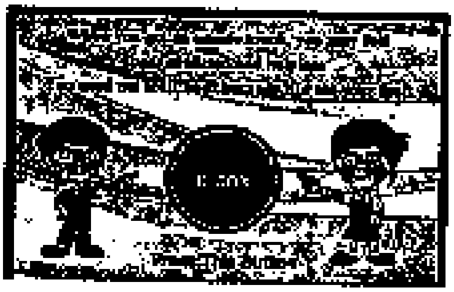
I. Complaints/Grievance redressal system
II. Presence of CCTV cameras
III. Well lit and accessible bathrooms/toilets
IV. Monitoring of student behavior and performance

Grievance redressal System with regard to matters of Sexual Offences against Children at NCPCR- POCSO-E-BOX

POCSO e-box is a major initiative by NCPCR to help children seek help and report such crimes directly to the Commission.

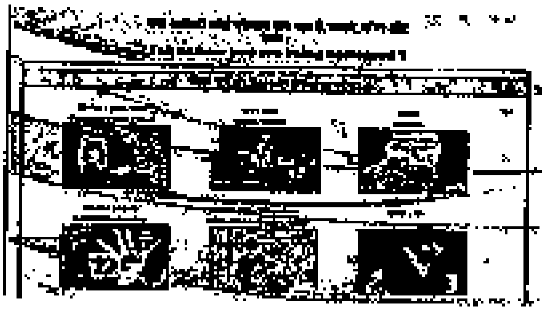
FILING COMPLAINT THROUGH POCSO E-BOX

It is incorporated prominently in the home page of NCPCR website where the user has to simply press a button named, POCSO e-box which will navigate to a page with the window having a short animation movie telling children/complainant that it's not their fault and they need not have to feel bad.



User has to simply select at least one complaint category, fill this form and click on submit button to register the complaint.

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



VIII. Permission must be obtained from each child's parent / family member for the child to participate in certain activities, such as field trips, late-night activities, and overnight trips.

IX. Parents must be provided a platform to raise any concerns relating to their children.

3. Conduct

I. Prevent contact between the child and the offender until an investigation has taken place. Explain to the child that he / she should tell them immediately if the offender attempts to touch or bother them again in any way.

II. Do not talk to the offender in front of the child.

III. Continue to believe the child and do not blame him / her for what happened. Give the child support and reassurance that he / she is okay and safe.

IV. Respond to concerns or feelings the child expresses about sexual abuse calmly. Listen to the child but do not ask a lot of questions.

V. Respect the child's privacy by not telling a lot of people, and make sure that other people who know, don't bring the subject up to the child.

VI. Make sure that all children are given enough information on personal safety so as to be able to protect themselves from the offender without discussing the details of the incident.

VII. As per the provision of the POCSO Act, 2012 the identity of any child who has been victim of sexual abuse shall be strictly maintain with confidentiality and the same should not be made public.

B. Sensitization and awareness of staff towards prevention, identification, and reporting of child sexual abuse and sexual violence:

Staff members should be taught to understand the basic characteristics of a sexual abuse, the process used by an abuser to choose and prepare a child for abuse (grooming), and key indicators of sexual abuse, and be prepared to respond immediately to inappropriate or harmful behavior, potential risk situations, and potential boundary violations. These are to include:

I. Gender sensitive learning material

II. In-house induction sessions for all teachers and staff

III. Provision for guidance and counseling

I. Employees should respect the dignity and privacy of the child, and not commit any act that may be construed as one amounting to sexual abuse of the child.

II. A grievance committee for child sexual abuse (CSA) to address cases of child sexual abuse should be formed by the school. The constitution, roles and responsibilities of the committee should be as follows;

   (a) Schools must constitute a CSA committee within one month of academic year every year.

   (b) The CSA committee should constitute of 25% students and 50% representatives of management and teachers and 25% SMC Members/PTA. The representatives of the committee should be 50% females.

   (c) The term of CSA committee will be one year. Every year new committee will be constituted by giving representation to students in rotation. Every year at-least 2/3rd of the representatives of children should be replaced with new members.

   (d) Meeting of CSA committee should be conducted every month and proceedings of meetings be recorded.

   (e) The main functions of the committee shall be responsible for creation of awareness regarding CSA in schools, good touch vs bad touch, complaint box, report any all instances of CSA to the authorities.

   (f) To encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken.

III. Courteous and polite behaviour to students so as to assure a safe environment.

IV. Zero Tolerance Policy towards sexual abuse of students by employees

V. Vigilant outlook by teachers and other employees' w.r.t. CSA and reporting of the same either to the authorities or Police.

VI. To provide adequate support and guidance to all students and provide a forum to present their concerns.

VII. All children must be escorted during travel for school outings. Where any girl student is present in such group of students, a female teacher must also accompany the group. The escorting employee must travel along with the students in the same coach/ compartment / vehicle.

o. showing pictures of a sexual nature to the child that he or she does not want to see;

p. letting the child watch or hear an act of sexual intercourse;

q. forcing a child into marriage; and Unwelcome sexually determined behavior in the form of verbal- non-verbal and physical

r. Eve-teasing

s. Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or saying.

t. Any other act which violates or is likely to violate the child's privacy or cause mental or physical disturbance to the child due to its sexual nature or content.

u. anyone who administers or help getting child administers any drug or hormone or any chemical substance, with the intent that such child attains early sexual maturity

A. Measures for Protection from Child Sexual Abuse (CSA)

1. Selection of employees

I. School should ensure Police verification of the school employees and connected staff in schools to prevent any kind of abuse against the school children.

II. No candidate with a criminal record of sexual and or physical violence against children should be recruited for any position within an educational institution.

III. All newly selected candidates must also provide a signed affidavit to the educational institution that they have not been accused of offence under the POCSO Act, 2012 and JJ Act, 2015.

IV. Persons employed on an ad-hoc or contractual basis to teaching as well as nonteaching positions must be made to adhere to the aforementioned.

V. It must be ensured that at least half of the total number of teaching staff is female (as mentioned under SSA) , in order to ensure that girl students are provided adequate care and protection.

2. Policy regarding employees in respect of Child Sexual Abuse (CSA)

I. Sections 5, 6, 9 and 10 of the POCSO Act, 2012 including the provisions of the POCSO (Amendment) Act, 2019 define various sexual offences against children and the penalties prescribed for such offences.

II. Sexual offences committed by persons who are in the management or staff of educational institutions and persons in position of trust and authority over children are liable for higher penalties as per provisions of this Act. Further Sections 19(1) and 21(2) of the Act cast a duty on the teachers and management of the educational system to report instances of child sexual abuse along with the penalties for failure in reporting such offences.

III. The Protection of Children from Sexual Offences Act, 2012 has defined sexual offences against children.

IV. These offences include penetrative sexual assault and sexual assault (Section 7 of the POCSO Act, 2012 and Section 3 as per the Amendment Act, 2019), aggravated penetrative sexual assault and aggravated sexual assault (Section 5 as per the Amendment Act, 2019 and 9 of the POCSO Act, 2012), sexual harassment (Section 11 of the POCSO Act, 2012) and pornography (defined in Section 2 (1) (da) of the POCSO Amendment Act, 2019 and Section 13 of the POCSO Act, 2012).

V. The aforesaid may include:

  a. making sexual comments about the child's appearance;
  b. forcible physical touch, looking or staring at body;
  c. objectionable letters, telephone calls, SMS, MMSS, e-mails, etc;
  d. sexual jokes or innuendo or taunts causing or likely to cause embarrassment to the child;
  e. gender-based insults or sexist remarks;
  f. actual or attempted penetrative sexual intercourse with a child;
  g. non-penetrative sexual activity, e.g. rubbing the penis between the child's thighs or genitals;
  h. touching, pinching, or fondling a child's sexual parts, i.e. genitals breasts or buttocks;
  i. brushing against any part of the body;
  j. oral sex with a child, i.e. mouth or sexual parts;
  k. masturbation between adult and child;
  l. the abuser showing his or her private parts to the child;
  m. the exploitative use of a child in prostitution or any other unlawful sexual practice;
  n. the exploitative use of a child in pornography;

Neglect often leaves no visible scars; it is more likely to go undetected. Neglect is the most common type of maltreatment that children experience and has consequences that are just as serious as physical abuse.

The school should ensure that no instance of neglect or mal-treatment of children happen in the school.

3. **Sexual Abuse**

Sexual abuse is defined as ***inappropriate sexual behavior with a child.***

In some cases, there will be clear physical contact between the offender and the child such as fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism, sexual exploitation, or exposure to pornography. Sexual abuse also may be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over the child.

Child Sexual Abuse can also occur without any contact between the offender and the child such as showing pornographic videos or pictures to the child, using the child in pornographic material, verbal abuse, making lewd gestures to the child, playing sexualized games, following the child or chatting with sexual intent with the child over the Internet etc.

It should be ensured by the school that there is zero tolerance observed on any matter related to sexual abuse of a child. Stringent action shall be taken against the perpetrator as per the law.

4. Salient features of POCSO Act, 2012[6]

With a view to ensure the healthy physical, emotional and social development of the child and to protect children from offences of sexual assaults and sexual harassment and for matters connected therewith, Government of India has notified the Protection of Children from Sexual Offences Act, 2012 (32 of 2012) along with Rules framed there under which have come into force w.e.f. 14th November, 2012.

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[6] Guidelines- Safety and Security of Students- Navodaya Vidyalaya Samiti

growth and development. Further, the school environment is associated with overall growth and development, cognitive behavior as well as safety and security of a child. Therefore, while efforts are being made towards the enrollment of children in schools; the same needs to be supported by interventions tackling the concerns of abuse/maltreatment/neglect of children in schools

B. Recognizing child abuse

Every form of maltreatment (e.g., physical abuse, neglect, sexual abuse, and emotional maltreatment) may be inflicted on school-age children.

Indicators of possible maltreatment can be picked up by observing children's behavior at school, recognizing physical signs and noticing family dynamics during routine interactions with parents.

Physical signs of maltreatment are those that are readily observable. They may be mild or severe, such as numerous, deep bruises or broken bones, or more subtle, such as malnutrition or the wearing of inappropriate clothing (e.g., a lack of warm clothing in winter).Behavioral indicators may exist independently or may accompany physical indicators.

There might be sexual behaviors in young children indicating sexual knowledge not ordinarily possessed by young children. Being victimized by abuse also may result in inappropriate behavior, such as sexual or physical aggression toward younger children.

Teachers are in an excellent position to notice behavioral indicators.

1. Physical Abuse/Violence

Physical abuse of children includes any non accidental physical injury caused by the child's caretaker. It may include injuries sustained from burning, beating, kicking, punching, and so on. Physical abuse may result from extreme disciplinary actions or from punishment that is inappropriate to the child's age or condition or from peer violence or bullying.

Some children are more susceptible to being maltreated than others and require a great deal of care (e.g., disabled or developmentally delayed children), and others may be difficult to raise (e.g., hyperactive children, children with behavioral problems).

2. Neglect

IX. It is the responsibility of the school that the post-bullying atmosphere is calmed down. The school must be cautious that the victim/bully is not branded and he/she might be given opportunities for change.

X. It is very critical to promote an atmosphere of confidence and trust among every student and to provide a platform to students where they can raise their concerns. A confident reporting system may be established that allows students to report victimization. Schools should keep a complaint /suggestion box and regularly monitor the feedback received. The necessary issues may be discussed and appropriately addressed. If there are any good suggestions received from the students, these should be announced in assemblies and be articulated in school functions. Strategies may be developed to reward students for positive behaviour. For younger children, age appropriate communication strategies should be developed and teachers should engage in dialogue with them to identify any problem. The role of class teacher, counsellor, school nurse/doctor may be enriched and children should be motivated and made aware with whom they can discuss such matters with confidentiality.

XI. Engage all students, teaching and non-teaching staff and parents in the effort against bullying on a continual basis, as part of the moral and administrative fabric of the school.

3. Abuse

The World Health Organization(WHO) defines child abuse and child maltreatment as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power

Child abuse includes among other things:

I. Physical abuse/ Violence
II. Emotional abuse
III. Neglect/ Ill-treatment,
IV. Sexual abuse

A. Abuse in the context of schools

Children need a healthy and supportive environment to grow and develop. All children have a right to live in dignity and have access to education that is safe, protective and conducive to keen observers and thoroughly trained for 'risky situations'. They must report cases of bullying in a non-threatening/polite manner.

V. The right attitude is formed only during the formative period of schooling. Thus it is [5]necessary that students are sensitized about human rights, democratic values, respect for diversity and equality, and respect for privacy and dignity of others. Schools must take initiative to conduct activities to educate and develop the understanding of students, staff and parents about the problem and effects of bullying. It is essential that schools take initiatives to provide Adolescence Education, Values Education, Human Rights, Gender Sensitivity and Awareness, Life Skills education including- building of positive Self-Esteem, Empathy, Interpersonal Communication skills, coping with stress and emotions, dealing with anger, and resisting peer pressure need to be conscientiously taken up in the activity periods. These can take the form of role-plays, street- theatre (nukkad-natak), group-discussions, debates, special assemblies in schools, poster competitions, etc. Anti-bullying campaigns and training programmes may also be organized.

VI. The family background and values play a very crucial role in emotional and psychological well being of a child. The role of parents must be reinforced in Parent Teacher Meetings and representation in various other school Committees. There is a need for orientation and sensitization of the community and thus parents should also be oriented. Parents must be motivated to support the school in bullying-prevention efforts. They must be sensitized to report in confidence about any act of bullying which is brought to their notice by their child. Orientation programmes may be conducted for the school staff and teachers on regular basis.

VII. The methods of intervention are as important as methods of prevention. It is recommended that there be a graded response system to address the cases of bullying and a clearcut process needs to be followed by schools as there might be cases which deserve utmost attention and stringent action. The responsibility and authority of school administration must be defined. The implications of neglect must also be clearly defined. School's decision, taken after following process of fair investigation, should not be ordinarily challengeable.

VIII. Comprehensive guidelines may be developed for School Management which may includes the various mechanisms for the positive engagement of children.

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[5] Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

II. Schools must create an amiable environment and positive school climate where learning can take place peacefully. They must build a trusting, respectful relationship among students, school administration and families. They should provide a confidential way for students to report about any incident which is of concern to them. Structures and procedures must be established to provide accessible, confidential, secure and effective means of reporting incidents of bullying, for victims and for bystanders who are aware of it taking place and to identify and manage incidents of bullying, including appropriate counselling and sanctions/ punishments on those engaged in bullying.

III. An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor, Counsellor, PTA representative, School Management representative, Legal representative, Peer Educators etc whose roles and responsibilities would include:

a. development and review of School Bullying Prevention Plan,

b. development and implementing bullying prevention programmes,

c. developing training programmes for staff, students, and parents,

d. creating awareness through various programmes

e. being vigilant and observing signs of bullying and responding quickly and sensitively
f. names and contact numbers of members of the committee should be clearly displayed everywhere in the school premises, etc.

IV. Arrangements for a Counsellor for Primary, and Middle, and for Secondary and Senior Secondary school may be made where possible, occurrence of acts of bullying and ragging has more probability in case of residential schools due to the amount of time spent together by students, making it essential that Counsellors and Wardens in boarding and residential schools need to be sensitized to the changing dynamics of student interaction. They should be empathetic and approachable so that students can confide in them. The school management may appoint "Sentinels/ Monitors/Peer Educators". These sentinels may be from the prefectorial/ school council board of the schools, Life Skills trained Peer Educators or those who had been victims of bullying. Sentinels should be

VI. The school shall prohibit all persons and authorities of the school from harassing or victimizing any child belong to weaker section and disadvantaged group

a) By announcing, verbally or otherwise in the class, the names of the community or castes or tribes of the students.

b) By labeling such students as reserved category in the class.

c) By passing derogatory remarks indicating social, economic or other background as reason of under performance in the class;

d) By allotting differential time to such students to meet teacher as compared to other students;

e) By allotting differential time to such students to meet teacher as compared to other students.

f) By treating them separately in utilizing the sports and other facilities.

2. Bullying, Intimidation and Isolation[3]

Bullying can be directly from the bully to the victim (e.g., through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property), or it can be indirect (e.g., through spreading malicious rumours). It can also include cyber-bullying (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others). Bullying has severe detrimental effects on those who are bullied. The effects can be immediate. They can also be long-term and can cause lifelong damage. In every bullying situation, there are typically three key parties: the victim, the bully or bullies, and those who stand by (by-standers), who are aware of the bullying. Each of these three parties is affected negatively by bullying. The responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the head of the institution teacher, non-teaching staff, students, parents and local community. A systematic response to the bullying problem is needed within the schools.

Some indicative interventions which schools might consider are outlined below: [4]

I. The message that "Bullying is strictly prohibited inside the school premises and no such act will go unnoticed or unpunished" may be clearly stated in the school prospectus and other guidelines circulated by the school.

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[3] Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

[4] Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

uncomfortable position e.g. standing on bench or holding ears through legs, detention in the classroom, library or any closed space in the school etc.[1]

"**Mental harassment**" is any **non-physical treatment** that is detrimental to the psychological wellbeing of a child e.g. sarcasm that hurts or lower the child's dignity, calling names and scolding using humiliating adjectives, intimidation, using derogatory remarks on the child, ridiculing the child on background or status or parental occupation, belittling a child in classroom due to his/her inability to meet the teacher's expectations of academic achievement etc. [2]

"**Discrimination**" is understood as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation or region and non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

I. Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability;
II. Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non-payment of any prescribed fees;
III. Commenting on academic ability based on caste or community prejudices;
IV. Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender;
V. Deliberate/wanton neglect.

Further section 8 and 9 of the RTE Act casts a duty on all concerned to ensure that any child belonging to weaker section or to disadvantaged group is not discriminated. Against and prevented from pursuing and completing elementary education on any ground. **Ministry of HRD, Department of School Education and Literacy have issued detailed guidelines for implementation of section 8 and 9 of the RTE Act which inter alia provide that-**

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[1] Guidelines for Eliminating Corporal Punishment in Schools- NCPCR

[2] http://www.ncpcr.gov.in/view_file.php?fid=108

In order to ensure physical safety of children in schools, settings must be *free from violence* and unsafe health conditions that directly impact children's' physical health and survival. Safety issues include freedom from exposure to environmental hazards, infectious agents, and both unintentional and intentional injuries. Just as physical safety of children in schools is important, so is psychological safety. Children that are victims of violence, as well as those who witness violence, show continuing symptoms of Posttraumatic Stress Disorder (PTSD). These symptoms include depression, dissociative reactions, and feelings of helplessness, emotional deregulation, aggression, intrusive thoughts, and flashbacks.

A chronic pattern of psycho-social maltreatment destroys a child's sense of self and personal safety. Corporal punishment amounts to abuse and militates against the freedom and dignity of a child. It also interferes with a child's right to education because fear of corporal punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.[1]Same is the case of violence among peers and groups of children that inflict physical as well as psychological fears and scars in children.

The School shall provide the right ambience and climate to the students to develop and enrich talents to facilitate total development of personality. To develop a creative human being in a fearless environment schools should encourage teachers to adopt alternative strategies to corporal punishment.[2]

1. Corporal Punishment

As per the provisions of RTE Act 2009, the **corporal punishment** may be identified as physical punishment, mental harassment or discrimination. ***Corporal punishment will also include all forms of sexual offences as per the Protection of Children from Sexual Offences Act.*** That means if an act of sexual abuse as defined in POCSO Act, 2012 and POCSO (Amendment) Act, 2019 is inflicted on a child as a means of corporal punishment, the provisions of violation of POCSO Act, 2012 and POCSO (Amendment) Act, 2019 shall also be applicable against the offender.

"**Physical punishment**" is any action that may causes pain, injury and discomfort to a child including causing physical harm to a child with hand or cane/ stick, making children assume an

Section III

PSYCHO SOCIAL ASPECTS

vi. Confectionery items

II. Steps should be initiated to develop a nationwide programme for identification of further foods based on the above criterion and inform schools accordingly.

III. Besides the listed foods, another food category of concern is the non-standardized deep fried foods such as samosa, chana bhatura, etc. that are available in the school canteens and nearby areas.

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

V. Schools that have canteen facility, need to develop a Canteen Policy to provide nutritious, wholesome and healthy food in canteens and should not treat them as commercial outlets.

VI. A suitable canteen policy that enables nutritious, wholesome and healthy foods to children should be developed in consultation with health ministry and education ministry.

VII. The school canteen policy should consider, for the sake of easy understanding, introducing

8. Substance Abuse Prevention Programme suggests

I. School based activities to prevent the use of harmful substances such as tobacco, alcohol, and drugs

II. Schools need to provide information material, organise staff/student workshop, in class lessons, student and family consultations and may suggest referral for therapeutic counselling

III. Awareness and orientation of parents, sensitization of staff members and workshops for students also can be arranged

VII. The school maintenance grant made available under the Sarva Shiksha Abhiyan may be used for this purpose.

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

I. Testing of drinking water

I. Bore water/tap water/hand-pump water is being used (in general) for cooking, drinking and washing.

II. Water needs to be tested for chemical as well as microbiological contamination. The testing of water can be done in convergence with the concerned water supply/Public Health Engineering departments of the States/UTs.

7. Promoting Wholesome and Nutritious Food and Restricting/ Limiting the Availability of Foods High in Fat, Sugar and Salt (HFSS Foods/Junk Food) among School Children

Guidelines issued by FSSAI on HFSS need to be strictly followed by all the schools to restrict ban '**Junk Food** 'within School and close proximity of the school as per the guidelines.

I. Restrict / Limit the Availability of most common HFSS Foods in Schools and area within 50 meters The objective is to restrict/limit the consumption/availability of most common HFSS food as per indicative list in the school premises, where the child is without parental supervision. In schools and nearby areas of 50 meters, restrict/limit the availability/consumption of most common HFSS foods (Items as below) that are widely promoted and advertised, easily accessible to children, and are standardized processed foods. The identified foods are based on an evaluation done out of available similar foods in India. They are considered unhealthy due to imbalance in nutrients, i.e., high in fat, sugar, salt and/or low in proteins, fibers and nuts.

   i. Chips, fried foods
   ii. Sugar sweetened carbonated beverages
   iii. Sugar sweetened non-carbonated beverages
   iv. Ready-to-eat noodles, pizzas, burgers
   v. Potato fries

VIII. Chewing, smoking, spitting and nose blowing should be prohibited within the premises especially while handling food.

IX. The Kitchen staff should have adequate and suitable clean protective clothing, head covering hair should be tied up neatly and ensured that at work they wear only clean protective clothes and head covering essentially during MDM operation.

X. The kitchen staff should wash their hands at least each time work is resumed and whenever contamination of their hands has occurred; e.g. after coughing / sneezing, visiting toilet, using telephone, smoking etc; avoid certain hand habits - e.g. scratching nose, running finger through hair, rubbing eyes, ears and mouth, scratching beard, scratching parts of bodies etc.- that are potentially hazardous when associated with handling food products, and might lead to food contamination through the transfer of bacteria from the employee to product during its preparation. When unavoidable, hands should be effectively washed before resuming work after such actions.

H. Pest Control

I. Cleanliness is essential for effective control of all pests (mainly rodents, birds, and insects).

II. Wire mesh screens, for example on open windows, doors and ventilators, will reduce the problem of pest entry.

III. Generally no pesticides/insecticides should be encouraged or used in cooking area. However if unavoidable, care must be taken to protect people, food, equipment and utensils from contamination before these are applied.

IV. Pesticides should always be kept in its original containers, clearly marked and be stored in a locked storage separate from cooking ingredients storage areas. Records of pesticides/ insecticides used along with dates and frequency should be maintained.

V. Kitchen and the store area should be kept clean and tidy to prevent pest access and to eliminate potential breeding sites.

VI. Holes, drain covers and other places where pests are likely to gain access should be kept in sealed condition or fitted with mesh / grills / claddings or any other suitable means as required and animals, birds and pets should not be allowed to enter into the food storage and cooking area.

VIII. Cloth used for floor cleaning should not be used for cleaning surfaces of tables and working areas and for wiping utensils.

IX. Dust or crumb from plates or utensils should be removed into dustbin by using cloth or wiper.

X. Accessories and containers that come in contact with food and used for food handling, storage, preparation and serving should be made of corrosion free materials which do not impart any toxicity to the food material and should be easy to clean and /or disinfect.

XI. Equipment and utensils used in the preparation of food should be kept at all times in good order and repair and in a clean and sanitary condition. Such utensil or container should not be used for any other purpose.

XII. Every utensil or container containing any food or ingredient of food should at all times be either provided with a properly fitted cover/lid or with a clean gauze net or other material of texture sufficiently fine to protect the food completely from dust, dirt and flies and other insects.

G. Personal hygiene, cleanliness and health checkups of Cook cum Helpers

I. Cooks and helpers should maintain a high degree of personal hygiene and cleanliness.

II. The person suffering from infectious disease should not be permitted to work.

III. Biannual health checks up should be undertaken to ensure fitness for the job of Kitchen Staff. Cooks/helpers should report immediately to their supervisors, if they are suffering from any disease likely to be transmitted via food, e.g. diarrhea or vomiting, infected wounds like, skin infections, jaundice or sores.

IV. All food handlers should remain clean, wear washed clothes and keep their finger nails trimmed, clean and wash their hands with soap/ detergent and water before commencing work and every time after touching, raw or contaminated food or using toilet.

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

VI. It should be ensured that all Kitchen Staff are instructed and trained in food hygiene and food safety aspects along with personal hygiene requirements commensurate with their work activities, the nature of food, its handling, preparation, service and distribution.

VII. Training programmes should be regularly reviewed and updated wherever necessary.

III. SMC member should also taste the food on a rotation basis along with the teachers before it is distributed to the children.

D. Testing of mid-day meal

The States/UTs must consider engaging CSIR Institutes / NABL accredited laboratories and FSSAI accredited laboratories for undertaking testing of samples of MDM for food safety and contamination (microbial and chemical).

The school should keep the sample of the mid-day meal served to the children for next 24 hours for the monitoring of the food safety measures.

E. Cleaning of cooking areas

I. The floors of kitchen and the slabs should be cleaned every day before and after the food is cooked. Special attention should be paid to the cleaning of obstructed sites including cooking areas and at the junction of floors and walls.

II. The cooking areas must be kept cleaned at all times. It is important that surfaces in direct contact with food must be both clean and dry before use. Cracks, rough surfaces, open joints etc. must be repaired as soon as possible.

F. Cleaning of utensils, equipment and other materials

I. Cleaning accessories such as cloths, mops and brushes carry a very high risk of cross contamination. They must therefore be thoroughly washed, cleaned and dried after use.

II. Cleaning accessories used in the cooking area/packing area should not be used in other parts of the kitchen.

III. Sun drying of the cleaning accessories in a clean and tidy place should be done.

IV. Tables, benches and boxes, cupboards, glass cases, etc. shall be clean and tidy. Cooking utensils and crockery should be clean and in good condition. These should not be broken/ chipped.

V. Utensils should be cleaned of debris, rinsed, scrubbed with detergent and washed under running tap water after every operation.

VI. Wiping of utensils should be done with clean cloth.

VII. Clean cloths should be used for wiping hands and for clearing surfaces.

6. Mid-Day Meal: Safety and Hygiene in Preparation and Cooking

Maintaining hygiene and safety standards while preparation and cooking of meals are equally important as ensuring the quality of food materials.

A. Food Safety measures during preparation

I. The cereals and pulses should be manually cleaned before cooking to remove any extraneous matter.

II. 'Single Dish Meals' using broken wheat or rice and incorporating some amount of a pulse or soya beans, a seasonal vegetable/green leafy vegetable, and some amount of edible oil will save both time and fuel besides being nutritious.

III. Leafy vegetables when added to any preparation should be thoroughly washed before cutting and should not be subjected to washing after cutting.

B. Food Safety Measures during Cooking

I. Cooking must be done with the lid on to avoid loss of nutrients and contamination.

II. The containers should be checked for its cleanliness.

III. Food should be served hot to children immediately after being cooked.

IV. Vegetarian and non-vegetarian items should be segregated.

V. Kitchen staff should be deputed at school level for the distribution of food from centralized kitchen with proper hygienic measures. .

VI. The school management should be encouraged to draw on the support of the community. Gram Panchayats and School Management Committees/Village Education Committees may be approached for involving community members in regular inspections, on a rotation basis, to help the school management in ensuring efficient quality cooking, serving and cleaning operations.

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

C. Tasting of the mid-day meals by teacher

I. The tasting of the food by a teacher just before serving is mandatory.

II. The teacher is to maintain a record of tasting in a register.

V. No raw material or ingredient should be accepted if it is known to contain parasites, undesirable micro-organisms, pesticides, veterinary drugs or toxic items, decomposed or extraneous substances, which would not be reduced to an acceptable level by normal sorting and/or processing.

VI. All raw materials, food additives and ingredients, wherever applicable, should conform to all the regulations and standards laid down under the relevant laws.

VII. All raw materials should be physically checked and thoroughly cleaned. Raw materials should be purchased in quantities that correspond to storage/ preservation capacity. Packaged raw material must be checked for 'expiry date'/ 'best before'/ 'use by' date, packaging integrity and storage condition.

VIII. The supply of food grains like wheat and rice should not be stored for more than a quarter; they may be stored in airtight bins or stacked neatly in gunny bags or bins Page 8 of 15 and stored in area free of rodents and insects.

IX. Food grain should not be stored directly on the ground; a wooden plank should be used for stacking of food grains.

X. In respect of storage of other raw materials, it should be stored in bags, should be away from the walls (about one feet) to avoid absorption of moisture; the height of the wooden plank may be at least 8 to 12 cms above the floor.

XI. Ingredients like double fortified salt, condiments, oils soya bean, pulses etc. should be stored in airtight containers.

XII. All containers should be of materials that do not impart toxicity to food. These containers should be cleaned at regular intervals and thoroughly dried before use.

XIII. It should be ensured that ingredients used for cooking such as food grains, pulses, vegetables, cooking oil and condiments, are free from adulteration, contaminants, pest and infestation.

XIV. All stored raw materials and ingredients must be kept under dry and cool and ventilated conditions that will prevent spoilage, protect against contamination by pathogenic microorganisms, insects, rodents, foreign bodies, chemicals and damage. This implies that food and non-food materials should not be stored in the same area and not all food materials can be stored together because of risk of contamination.

XV. Storage of fuels, disinfectants, detergents, cleaning agents should be strictly away from the stored raw materials and under lock and key.

IV. Samples of lifted food grains shall be retained for 3 months in token of quality of grains received from FCI. In case any complaint of low quality of food grains is received within this period, these samples can be used to ascertain the veracity of the complaint

V. The guidelines relating to lifting and transportation of food grains are based on the guidelines issued by MHRD vide letter no F.1-15/2009 – Desk (MDM) dated 10th February, 2010.

B. Procurement of oil, pulses and condiments

I. Only packed dals, salt, spices, condiments and oil with AGMARK quality symbol should be purchased.

II. Any ingredient being sold loose should never be bought.

III. The packaging and expiry date of the ingredients should be checked.

IV. Only "double fortified salt" should be used for cooking mid day meals.

V. Food grains should be stored in standard bins while, plastic food grade containers are ideal for storage of daals, spices, condiments and other ingredients.

C. Procurement of perishable raw material

I. Vegetable, fruits and perishable food commodities should be procured fresh and storing for longer time/duration should be avoided.

II. Perishable items should not be stored in plastic bags as these get spoilt quickly due to lack of transpiration. Such items have to be stored away from sunlight, in a cool place.

III. Zero energy cool chambers are a low cost alternative to store horticulture produce. This is an on-farm storage chamber, for fresh fruits, vegetables to extend their marketability. Due to their high moisture content fruits and vegetables have very short life and are liable to spoil. The zero energy cool chambers can be constructed easily with materials like brick, sand, bamboo, khaskhas/straw, gunny bag etc. The chamber can keep the temperature 10-15 0 C cooler than the outside temperature and maintain about 90% relative humidity. It is most effective during the summer.

IV. Storage of raw materials, ingredients should be subject to FEFO (First Expire First Out) or FIFO (First In, First Out) stock rotation system as applicable. Containers made of non-toxic materials should be provided for storage of raw materials. The food materials shall be stored on racks / pallets such that they are reasonably well above the floor level and away from the wall so as to facilitate effective cleaning and prevent harbouring of any pests, insects or rodents.

The MDM guideline envisages providing cooked mid-day meal with 450 calories and 12 g of protein to every child at primary level and 700 calories and 20 g of protein at upper primary level. This energy and protein requirement for a primary child comes from cooking 100 g of rice/flour, 20 g pulses and 50 g vegetables and 5 g oil, and for an upper primary child it comes from 150 g of rice/flour, 30 g of pulses and 75 g of vegetables and 7.5 g of oil.

I. The mid-day meal should contain adequate nutrients and should be, palatable, hygienic, and operationally feasible. These food safety guidelines are for school level kitchens only, where the mid-day meal is cooked for children.

II. Quality assurance of mid -day meal and food safety should be an integral part of food handling procedures at the school kitchen.

III. The food provided through these kitchens should be nutritious, free from food adulterants, contamination pathogens, artificial non food grade colours, and additives and adhere to food safety and quality norms.

IV. Food safety encompasses selection, handling, preparation, and storage of food in ways that prevent food borne illness and contamination. This includes proper routines that should be followed to avoid potentially severe health hazards.

V. It should be ensured by schools that MDMs are free from any kind of contamination viz; biological, physical and chemical contamination.

A. Lifting and transportation of food grains (MDM)

I. As mandated under MDM scheme, food grains are provided by Food Corporation of India. Food grains are to be allocated bi-annually by the Department of School Education and Literacy with the concurrence of Department of Food and Public Distribution for primary and upper primary school level separately.

II. FCI is to ensure continuous availability of adequate quantity of food grains, which will be in any case not less than of Fair Average Quality (FAQ) in its Depots. FCI will appoint a Nodal Officer for each State to take care of various problems in supply of food grains under the scheme.

III. The sample (in triplicate) of stocks proposed to be lifted will be drawn jointly in the presence of the representatives of the Collector and/or Chief Executive Officer, District Panchayat and the FCI and the sample slips will be jointly signed and sealed. One such sealed sample will be given to State Government representative, one will be sent to FCI District Office and one will be retained at the depot.

II. Annual Maintenance Contracts(AMC) may be issued, which will include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc.

III. The AMC may include identification of repair tasks and arrangement for repair facilities. Alternatively, some local arrangements can be made, which can include appointment of local sweepers/cleaners, appointed by the school/district, which are provided with a regular supply of consumables.

IV. Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the SMC.

f. Behavior Change Activities

It is important to bring about the desired change in children as well as other people in school, for the optimum and right utilization of these facilities. Few suggestions are given below as per the Swachh Bharat and Swachh School Guideline.

I. Water, sanitation and hygiene behaviour change communication activites should be part of the daily routine of all children.

II. Hygiene messages may be integrated into the text book curriculum or may be imparted through supplementary reading materials, activity based learning methodologies or even during the morning assembly sessions.

III. Girls must be taught menstrual hygiene management by female teachers in a sensitive and supportive manner and also take steps to encourage and support girls during menstruation so they do not miss school.

IV. Other steps that can be taken to support girls include stock piling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers.

5. Mid-Day-Meal: Food Safety and Hygiene

Mid-Day-Meal (MDM) scheme is a Centrally Sponsored Scheme that prescribes to serve hot cooked mid-day meal to school children studying in Classes I-VIII of Government, Government aided schools, Special Training Centres (STC), Madarasas and Maktabs supported under the Sarva Shiksha Abhiyan. This is one area where schools need to adhere to health, hygiene and safety standards, as it directly impacts health of the children.

Hand washing stations for midday meal/kitchen area with the following;

- I. An additional facility to wash hands before and after the Mid-Day-Meal should be ensured.
- II. Outside or away from toilet blocks (depending on space) because it is unlikely that children would go inside the toilets to wash hands before eating.
- III. Simple, scalable, multiple points at child-accessible height(s) for washing hands should be ensured.
- IV. Place to keep multiple soaps at child accessible height.
- V. Connection of waste water kitchen garden/herbal garden.

d. Drinking Water

The MDM guideline also highlights the importance of provision of safe drinking water to children in schools.

- I. Daily provision of sustainable safe drinking water and adequate water for hand-washing, in a child-friendly way. In addition, water for school cleaning and also food preparation and cooking. Safe handling and storage and maintenance of drinking water should be practiced throughout the school.
- II. The school authorities should ensure that drinking water is potable and if the water is being drawn from an underground source, necessary filtration/purification to be organized with support from district level for portability of water.
- III. Drinking water should be at a safe distance of at least 10 meters from the bleach/soak pits attached to school toilets or nearby toilets or from the community sewage water drain.

e. Operation and Maintenance (O & M)

Operation and Maintenance of all the above-mentioned facilities are equally important, for desired behavior changes and subsequent results. Many steps are suggested in the Swachh Bharat Swachh Vidyalaya guideline., regarding this.

- I. All water, sanitation and hand washing facilities need to be clean, functional and well maintained to ensure that the intended results are achieved and capital investments made in installing these systems are not lost.

VI. Use of water conserving techniques.

b. Menstrual Hygiene Management

Similarly, Menstrual hygiene management facilities including soap, adequate and private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste, including an incinerator or dustbins should be ensured by every school.

c. Hand Washing

MDM guidelines of MHRD highlights importance of hand washing among children in schools and suggest the following points to ensure that.

I. Daily hand washing with soap before Mid-Day-Meal (MDM) should be done by children and MDM staff.

II. Sufficient group hand washing facilities allowing groups of 10-12 students to wash hands at the same time should be available in school.

III. The hand washing station should be simple, scalable and sustainable, relying on usage of minimum water. These hand washing facilities can be developed using local materials.

IV. Group hand washing with soap sessions should be conducted before the Mid-Day-Meals are served, and should be supervised by teachers, who emphasize good hand washing techniques.

V. The hand washing sessions should be used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking-water safety.

VI. Adequate time allocation (preferably10-12mins) before the Mid-Day-Mealtime, to ensure that every child and teacher can wash hands with soap, conveniently.

Hand wash facility for toilets and urinals;

I. Separate Hand wash facilities for boys and girls within respective toilet blocks should available in schools.

II. Water points should be provisioned at child-accessible height.

III. Place to keep soap should be provisioned at child-accessible height.

IV. Use of water conserving techniques should be ensured.

I. De-worming process in schools should be done as per the national guidelines
II. There should be a biannually supervised schedule for de-worming of children in schools.
III. Prior IEC materials should be distributed amongst students and parents of the school.
IV. Siblings of students should also be covered for de-worming process, especially children in rural settings and urban slums.

4. Hygiene and Sanitation

Swachh Bharat and Swachh Vidyalaya guideline recommends the following steps for ensuring hygiene and sanitation for children in schools

a. Toilets

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

Essential components for girls and boys (separate) toilets

I. Squatting area, with adequate availability of water for washing within toilet block.
II. Orientation and opening for natural light and ventilation.
III. Door with child-friendly latch.
IV. Floor with adequate slope and maintainable durable finish.
V. Light weight roof cover.
VI. At least one toilet for Children with Special Needs (CWSN) with necessary provisions.
VII. At least one incinerator in girl's toilet block and niche to keep sanitary napkins.
VIII. Hooks for hanging clothes.
IX. Graphics and visuals depicting key hygiene messages.
X. Use of water conserving techniques.

Essential components for girl's and boy's urinals

I. Partition between urinals.
II. Opening for natural light and ventilation.
III. Screen door in at least one urinal upto1500mm height.
IV. Floor made of ceramic tiles for easy maintenance with adequate slope and easy to maintain durable finish.
V. Light weight roof cover.

V. The sick child has to be attended to by a certified medical doctor. In case the doctor feels that admission at the district hospital is necessary, this should be ensured. Parents of the child must be intimated about the sickness of their child.

2. Immunization

As per the 'Indian Public Health Standards (IPHS) Guidelines,

I. The Schools should have Immunization Programme to protect children from infectious diseases through vaccination to protect children against diseases with the named vaccines viz.: Measles, mumps, rubella with MMR vaccine.

   a. Tetanus, diphtheria, pertussis, polio with TDaP/IPV 4 in 1 vaccine.
   b. Tetanus, diphtheria, pertussis with Tdap vaccine.
   c. Human papilloma virus (HPV) with HPV vaccine.
   d. Meningococcal C infection with MenC vaccine etc.

II. Schools should ensure immunization as per national schedule.

III. Fixed day activities coupled with education about the issue should be conducted in school.

3. Micronutrient (Vitamin A and IFA) Management:

National Programme of Nutritional Support to Primary Education, 2006 [Mid-Day Meal Scheme] talks about Vitamin A and IFA supplements to school children. It also says it should also be complemented with appropriate interventions relating to micronutrient supplementation and de-worming through administration of

I. Six monthly dose for de-worming and Vitamin –A supplementation,

II. Weekly Iron and Folic Acid supplement Zinc and other appropriate supplementation depending on common deficiencies found in the local area: it may be noted that only iodized/ double fortified (iron and iodine) salt should be used for cooking. State Governments are expected to issue detailed guidelines in this regard.

It also suggests

VIII. The school authority must provide one set of mobile phone in each school bus so that in case of emergency the bus can be contacted or the driver/conductor can contact the police or State authority as well as the school authority.

IX. The authority shall ensure that the school buses are not permitted to over take any other four wheelers while carrying the school children in the bus.

X. The School authority shall ensure that the students maintain discipline when boarding and disembarking the bus so that no children get hurt.

XI. Effort shall be made by the school to make necessary arrangement for parking the school bus inside the school campus at least at the time of boarding and disembarking. In case it is not possible to park such vehicle inside the school campus, the buses must be parked in such a way so that it does not create any traffic problem for other vehicles.

XII. The school should encourage its children to conduct programmes through play, exhibition etc. during Road Safety Week to create an awareness in public.

XIII. Periodic feed-back from students using school Transport facility with regards to driver/conductor be taken and records are to be maintained.

16. Clearances and Certificates

Affiliation by-laws brought out by CBSE and ICSE lists some of the certificates and clearance documents for schools, with respect to infrastructure.

I. Every School shall have a mandatory fire safety inspection by the Fire and Rescue Services Department followed by issuance of a '**no objection certificate**' to the School as a mandatory requirement for granting permission for establishing or continuation of a School.

II. Periodical inspection must be carried on quarterly basis (especially during raining seasons) to check cracks in the school structures and immediate action should be taken to repair them.

II. A driver who has been challaned more than twice in a year for offences • like red light jumping, violation of lane discipline or allowing unauthorized person to drive cannot be employed.

III. A driver who has been challaned even once for the offence of over speeding, driving dangerously or for the offences under Section 279,337,338 and 304A of the Indian Penal Code cannot be employed. Every vehicle shall carry a suitable photograph of the authorized driver duly certified by the RTA.

IV. Periodical fitness certificate regarding roadworthiness of the vehicle shall have to be obtained.

V. Any school authority and/or driver found to have violated the provision of the Motor Vehicles Act, 1988 and the rules framed there under as well as of the directions must be penalized.

F. Arrangements in the Schools

I. All the affiliated schools will make safe arrangement for boarding and de- boarding of school children from the school bus.

II. The school authority shall ensure that the doors of the buses remain shut while in running condition.

III. They will ensure that buses halt only at bus stops designated for the purpose and within the marked area.

IV. Refresher course for driver training so as to fine tune and increase the proficiency of the driver shall be given to the drivers of the school buses periodically, i.e. least twice in a year.

V. No person shall be allowed to drive the school bus in drunken condition. Regular check in the respect shall be undertaken by the school authorities and in case of any doubt in that regard such drivers must be subjected to medical test immediately and proper action including the action for cancellation of the license have to be taken.

VI. All drivers of the school buses have to be dressed in a distinctive uniform with their names inscribed in it.

VII. In every school bus there shall be another qualified person to keep attending children travelling in such buses, as conductor, who have to be , dressed in distinctive uniform with their names inscribed in it.

III. Telephone numbers of the school and/or telephone numbers of any contact person shall also be written prominently in a prominent place in each school bus so that in case of necessity the public can inform the school authority/police or other authorities

B. Fixture and furniture of the Bus

I. The windows of Bus should be fitted with horizontal grills and with mesh wire.

II. The doors of the Bus should be fitted with reliable locks that can be locked.

III. All school buses must be fitted with speed control devices so that they do not exceed the speed limit of 40 Kmph.

IV. There should be a fire extinguisher in the Bus.

C. Manpower in the Bus

I. Police verification of the staff of the bus should be done before appointing them.

II. There must be a qualified attendant, preferably female in the Bus to attend to Children.

III. Each school should designate one Transport Manager/ Coordinator who will ensure the safety of the school children.

IV. The provision shall also to be made by the school authorities for travelling of at least one teacher in each school bus, keeping in view the safety of the school students all throughout the journey and no outsider except the conductor or the said authorized teacher or one person authorized by the guardians shall be allowed to board school bus.

V. Medical checkup regarding the physical fitness of the driver including the eye testing shall be made every year.

D. Facilities in the Bus

I. Bus should have a First Aid Box.

II. To keep the school bags safely, there should be a space fitted under the seats or as convenient.

III. The buses should be fitted with alarm bell/siren so that in case of emergency everyone can be alerted.

E. Permits

I. The driver should have valid license and at least 5 years of experience of driving heavy vehicles.

14. Safety during Celebration of Festivals

I. Adequate precautions should be taken with regard to the movement of children inside the campus during celebration of festival days in schools.

II. Teachers should be put on duty to organize the activities as per scheduled plan.

III. Special care should be taken to see that children do not move, around the hazardous and dangerous points.

IV. No procession should be allowed to move from out of the school campus on the eve of such celebrations.

V. Wherever the immersion of idol etc. is involved during festival, the Principal should ensure that the image/idols are handed over by the students in the Campus itself and the Principal shall arrange for immersion through outsider/security personnel.

VI. All staff members are required to be properly briefed before commencement of any programme regarding safety of children.

15. Safety in School Transports

Another important area that needs supervision and specific measures is the transport facility (school as well as own transport) that children use to commute to school. CBSE has specifically issued a circular towards ensuring children's safety in school transport, based on the Supreme Court Guidelines on this.

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

A. Exterior of the Bus

1. All the school buses must be painted with uniform colour preferably Yellow with the name of the school written prominently on both sides of the bus so that these can be identified easily.

II. The word **"School Bus"** must be written on the back and front of the bus if it is hired bus, **"On School Duty"** should be clearly indicated.

II. Children should not be allowed to go towards the nearby river, canals, ponds and railway tracks and to take bath using water from the overhead tanks by climbing on the terrace. Fencing should be provided to the steps of overhead tank to avoid children climbing over head tank.

III. Movements of children are to be strictly watched through formation of groups by school authorities.

IV. Children should not be permitted to go outside the School premises during the school hours.

V. The presence of the students in the School campus at all times should be strictly enforced. Strict discipline and to check the unauthorized absence of the students from the School is to be given paramount importance.

VI. The root cause for such behaviour of the child must be ascertained, parents should be informed accordingly and corrective steps should be taken.

VII. For certain ritual and functions which are observed in the school, necessary precautions and arrangements to be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds and wells etc.

VIII. No procession should be allowed to move from school out of the campus in the eve of any religious celebrations.

IX. No swimming pool will be constructed without prior permission of competent authority.

X. If swimming pool is constructed in school premises, it must be constructed as per the prescribed norms of competent authority and should also be maintained as prescribed.

13. Safety from Constructional Hazards

NVS, KVS and CBSE guidelines are highlighting the precautions to be taken when any construction work is taking place in school premises.

I. School must obtain necessary permission from the local authorities for the constructional and repair work.

II. The constructions must be planned during the lean time of students' presence in the school.

III. Barricades and signboards must be installed in the construction area prohibiting the movement of students.

IV. Water storage sources for such constructions must be covered to prevent small children from any possible mishap.

- Entry to the school
- Classrooms
- Toilets
- Playground
- Library
- Canteen
- Auditorium/hall
- Floor to floor

2. Railings need to be provided on the both sides of ramp.
3. The school needs to make provision for children (children with visual impairment and low vision) to move around in the school safely and independently.
4. The school should make provision to provide a school map in Braille indicating all the facilities including classrooms, common rooms, library , toilets etc that may be suitably placed at the main gate of the school or at any other suitable place. In addition, all the classrooms should have the signage in Braille for children with visual impairment.
5. An emergency and evacuation plan of the school should also be in Braille.
6. Also it is important to;
   I. List of all children with disabilities in school must be prepared
   II. Training must be provided to teachers and other staffs to understand their limitations and procedures to help them in the event of any emergency.
   III. There should be a designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency.

12. Measures to Prevent Children from Dangers of Water and Drowning

Navodaya Vidyalaya Samiti (NVS) and Kendriya Vidyalay Sanghatan (KVS) in their guidelines have explained steps to be taken to avoid danger of children from drowning.

I. The wells and ponds if exist in the campus are to be provided with protective wall and iron grills covering the well and the movements of the students should be restricted towards it.

IV. Special surveillance and safety measures should be taken before actual entry and exit time of the school.

V. At exit time of staff and students as many as gates available be used for dispersal.

VI. The main gate should remain locked after entry of students and staff. Entry of the parents and visitors should be permitted only through small doors after verifying their identity through window during well notified schedule intervals, as such vehicles of visitors should not be allowed inside the campus.

10. School Premises and Surroundings

KVS and NVS guidelines talk extensively about ensuring safety of the children in school surroundings and while a festival or celebration is being carried out in schools,

I. The School should maintain a distance from railway tracks to provide a safe environment. If school is located near any rail track, impact of such locations on the school structure should be examined by the local authorities for the safety of the students before issuance of structural safety certificate.

II. The School should maintain a distance from industry or chemical factory to provide a safe environment.

III. If school located near an industry or a chemical factory producing fatal chemical products, each member including teacher, student and other staff must be made aware about different chemical product and precaution to be taken in case eventualities from the leakage of chemicals in this area.

IV. First aid and other medical systems in place to safeguard school students

V. Each member of school including students must be made aware on periodical basis about the procedures to be adopted in case of any emergency.

VI. No liquor/opium/bhang shop should be allowed to operate in proximity of school.

11. Barrier Free Access for Children with Disabilities

MHRD circular to the states / SSA framework for implementation of RTE Act specifically highlights the importance of making the school environment safe for children with disabilities and special needs.

1. Ramps must be constructed to provide access to the following places.

XI. The school needs to have clean and working method of disposing waste materials, especially for girls.

XII. Toilets must be cleaned on daily basis.

6. Drinking Water

Guidelines by CBSE, MHRD circulars and Navodaya School highlight the importance of provision of clean drinking water in schools.

I. Safe and adequate drinking water should be made available to the children within the school premises.

II. Safety/quality of water must be checked on regular basis by the concerned authority.

7. Electrical System and Safety

Several guidelines point out the importance of electric safety measures that need to be ensured in schools.

I. All the electrical systems in school must be checked periodically.

II. Ensured limited access to the area of electrical installation only to those who are required.

III. The electric wiring and points are to be kept in order. In case of any uncovered live wires find, the wiring must be changed and electricity disconnected till such defects are set right.

IV. The electrical distribution boxes should be locked and the keys should be kept only under the custody of electrician or the person in charge.

V. Immediate necessary measures should be taken to repair the loose wiring/connections.

VI. In case of any such need electric gadgets should be handled by responsible employee of the School.

VII. In few cases trees are placed just below the electric line whenever the branches grow it touches to the LT line and sparks dangerously. It should be checked regularly and branches should be dressed off in such a way that it will not touch to the electric wire any time.

VIII. Students should be warned not to touch electric poles.

XIII. A display board mentioning do's & don'ts for the CCHs should be put up inside at a prominent place in the premise in local language for everyone's understanding.

XIV. Properly constructed chimneys are required in the kitchens. Chimneys should not be the entry point of insects; reptile's etc. Fuel (kerosene/fuel wood/ charcoal/LPG) should be stored/installed safely, so that there is no fire hazard. Smokeless chulhas should be used to the extent possible. The Kitchen should have full visibility with sunlight or artificial light.

XV. If kerosene/gas is used for cooking, the CCHs should be specifically trained in safe handling of stoves, gas cylinders, etc. Raised platform for cooking, adequate light, proper ventilation and arrangement for drainage and waste disposal. The dustbin should have a lid and should be always covered.

XVI. The Right to Free and Compulsory Education (RTE) Act 2009 provide the legal framework for the quality education in India and mandates minimum norms and standards for infrastructure in schools including kitchen cum store.

5. Toilets

Many documents including RTE Act, 2009 and MHRD circular to the States talk specifically about toilet standards to be maintained in schools.

I. Toilets must be located within the school premises
II. There must be separate toilets for girls and boys
III. Separate toilets for children, staff, support staff
IV. There must be separate toilets for visitors
V. Every school needs to maintain number of toilets as per prescribed norms(according to affiliation by laws of respective board)
VI. Toilets must be kept open for the use by children
VII. Separate toilets, as per the norms, must be available/ accessible for children with disabilities.
VIII. All the toilets preferably need to have running water facility.
IX. Availability of soaps etc. for washing hands should be ensured by the school.
X. All the toilets must have doors for ensuring safety and privacy of children

VI. Arrangements for cleaning of containers, tables, working parts of machinery, etc. should be provided. vii. All utensils should be kept clean, washed, dried and stored at the Kitchen cum store to ensure freedom from growth of mold/ fungi and infestation.

VII. All utensils should be placed well away from the walls to allow proper inspection.

VIII. There should be efficient drainage system and there should be adequate provisions for disposal of refuse.

IX. Potential sources of contamination like rubbish, waste water, toilet facilities, open drains and stray animals should be kept away from kitchen.

X. Kitchen should be separate from classrooms, preferably located at a safe, but accessible distance. The current norm for a kitchen shed is 20 sq.m of floor space for every 100 children enrolled and thereafter 4 sq. m for every additional 100 children.

XI. As far as possible, the layout of the Mid day Meal kitchen should be such that food preparation/processes are not amenable to cross-contamination from washing vegetables/cereals/Pulses/ etc). Floors, ceilings and walls must be maintained in a sound condition to minimize the accumulation of dirt, condensation and growth of undesirable molds.

XII. Floors should be sloped appropriately to facilitate drainage and the drainage should flow in a direction opposite to the direction of food preparation. Adequate control measures should be in place to prevent insects and rodents from entering the processing area from drains. Windows, doors & all other openings to outside environment should preferably be covered with wire-mesh or insect proof screen as applicable to protect the premise from flies and other insects / pests / animals. xiv. Ventilation systems natural and /or mechanical including air filters, exhaust fans, wherever required, should be designed and constructed so that air does not flow from contaminated areas to clean areas.

3. Laboratory

Laboratories in school must be positioned as per the rules, as mentioned below.

I. The space for free mobility for students in case of an emergency must be maintained.

II. The chemicals and instruments must be kept safely beyond the easy access of children and should be used only under supervision.

III. A first aid box must be made available in the lab.

IV. There should be an exhaust facility for the gases.

V. The school team must be trained to meet any emergency in the laboratory.

4. Kitchen

I. The Kitchen cum Store should be located in a clean and open place and free from filthy surroundings and should maintain overall hygienic environment.

II. The premises should be clean, adequately lighted and ventilated and have sufficient free space for movement.

III. Floors, ceilings and walls must be maintained in a sound condition. They should be smooth and easy to clean with no flaking paint or plaster.

IV. The floor and skirted walls should be washed as per requirement with an effective disinfectant. The premises should be kept free from all insects. No spraying should be done during the cooking of Mid Day Meal, but instead fly swats/ flaps should be used to kill flies getting into the premises. Windows, doors and other openings should be fitted with net or screen, as appropriate to make the premise insect free. The water used in the cooking shall be potable.

V. Continuous supply of potable water should be ensured in the premises. In case of intermittent water supply, adequate storage arrangement for water used in food or washing should be made.

V. The orientation of the buildings shall be in such a way that proper air circulation and lighting is available with open space all round the building as far as possible.

VI. Existing school buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.

VII. School buildings have to be insured against fire and natural calamities with Group Insurance of school pupils.

VIII. Kitchen and other activities involving use of fire shall be carried out in a secure and safe location away from the main school building.

IX. All schools shall have water storage tanks, duly covered and protected.

X. CCTV in schools needs to be monitored and maintained regularly.

2. Classroom

The guideline issued by the Ministry of HRD, talks about class room safety.

The Class rooms should be white washed at periodic intervals and dusted regularly to maintain the class room hygiene. The windows should be secure and there should be no broken glass or fittings hanging loose. Black board in the class room may be hung, placed in a three legged stand to keep on a chair. Black boards are also attached to the wall of the classroom. In case of loosely placed black board in the classroom, there is a possibility of accidents, both minor and major, to the children while moving around in the class room.

While constructing school building, provision of adequate ventilators and windows in the class should be considered. Air flowing through the ventilators keeps the class room airy and fresh and the children also feel fresh and energetic to get involved in the teaching learning process. Class room floor should not be broken or uneven and may need to be repaired/ maintained from time to time.

As teachers and children spend a substantial part of their day in school, it is essential to keep the school environment including building, premises, entrance and surroundings that comprise broader term 'Infrastructure' safe and secure. It is important to see that school buildings are built to be more resilient to hazards and ensure "life safety". In similar way, school administration, staff, teachers as well as students need to be better aware and prepared to respond to any catastrophe, natural or man-made, so that any damage - injury or loss of life and property - can be reduced, if not completely avoided.

School infrastructure includes many components viz., physical structures such as school building, playground, water bodies (if any), electrical and fire safety mechanisms, school transport etc. This section examines some of the existing guidelines to see what are the specifications mentioned in them in order to ensure and maintain a safe school infrastructure, where children will be safe and secure.

1. School building

Many guidelines suggest steps to keep school building safe for children.

I. Building needs to be certified as safe for housing the students by the local authorities. The school buildings shall preferably be a 'A' Class construction with brick/stone masonry walls with RCC roofing. Where it is not possible to provide RCC roofing only non-combustible fireproof heat resistance materials should be used.

II. The nursery and elementary schools should be housed on the ground floor and the maximum number of floors in school buildings shall be restricted to three including the ground floor.

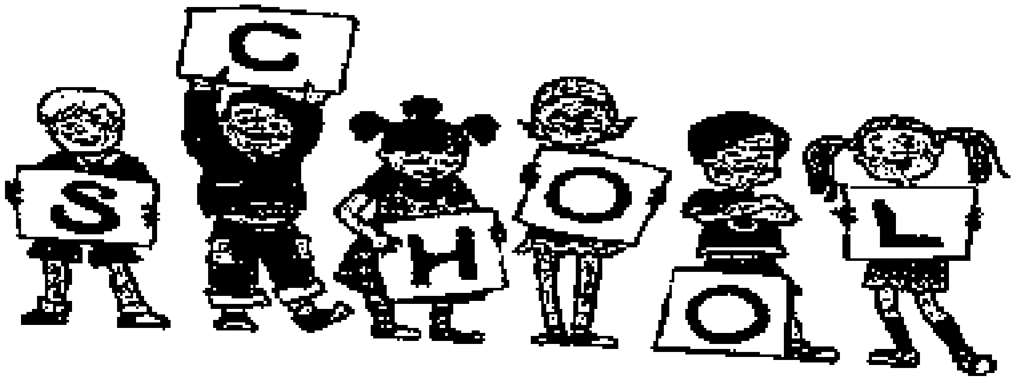
III. The School building shall be free from inflammable and toxic materials, which if necessary, should be stored away from the school building.

IV. The staircases, which act as exits or escape routes, shall adhere to provisions specified in the National Building Code of India 2005 to ensure quick evacuation of children.

Section 1

INFRASTRUCTURE

Child Safety Checklist given at the end of this Manual need to be customized by the school authorities in consultation with SMC members, school staff, parents and students. This shall be used for the purpose of safety audits in the schools by the Education Departments and Boards.



SCOPE / APPLICABILITY

This Manual is meant for all the stakeholders including the relevant ministries, departments, educational boards/ institutions, schools (heads/employees) and students.

LIMITATION OF THE MANUAL

While every effort was made to cover all the aspects of safety and security of children in schools and to provide recommendations to the schools, it is important to mention that some circumstances might require additional strategies beyond those illustrated in this document. This Manuel requires periodical updation, in order to make it relevant. The manual has also made an effort to highlight the basic essential standards required to be put in place by relevant authorities, in order to ensure the safety and security of children while in school/ in school premises/school transports.

HOW TO USE THE MANUAL

To ensure safety and security of children in schools, various circulars, guidelines, notifications, government orders, manuals etc have been issued from time to time by various ministries/departments/organizations/institutions/education bodies/boards. NCPCR has made an effort to collate relevant aspects from these guidelines to come out with comprehensive and standardized guidelines for better compliance.

This Manual is divided into five main sections vis-à-vis various aspects related to the safety and security of children in school; (1) Infrastructure (2) Health and Hygiene (3) Psycho-Social Aspects (4) Roles and Responsibilities of Teachers and (5) Monitoring. It also provides monitoring and implementation mechanism. A Child Safety Checklist is also included in the Annexure of the Manual to undertake periodic safety audits of schools by various stakeholders.

OBJECTIVE OF THE MANUAL

In recent past several accidents have occurred from time to time involving children while at the school premises. Stakeholder Ministries/Departments/Education Boards have issued circulars/instructions to the Schools on Safety and Security of Children in Schools. To make a set of comprehensive guidelines on Safety and Security of children in schools a manual has been developed by NCPCR for students, teachers and staff to introduce them to the themes of safety and prevention.

Objective of this manual is

- To provide relevant information collated from various existing guidelines on the Safety and Security of Children in Schools.
- To inform and equip relevant stakeholders in monitoring the measures of school safety and security, so as to ensure the Safe and Secure environment for the children in schools.
- To facilitate awareness generation and building capacities of relevant stakeholders i.e. school management, teachers, staff and other personnel, SMC/PTA and students on safety and security of children in school.
- To highlight the roles and responsibilities of teachers and other school staff of the school ensuring safety .

in schools is positive and nurturing, where they feel safe and secure on the premises and with the care providers. Sense of safety and well being is also instilled in students when action is taken against misconduct or abuse, such as corporal punishment, discriminatory practices, bullying and other forms of verbal, emotional or sexual abuse, by teachers, other personnelor other students

Reportedly mostly physical harm in schools occur due to accidents such as slips, trips and falls, manual handling and contact with equipment. While the level of reported injury is low, it is worth noting the effect of such accidents, as in terms of time that the person being absent from work. It is significantly higher in education sector than in any other.

In a developing country like India, several schools are located remotely and in vulnerable areas. Many of them also fall short of responding adequately to emergency situations. There have been inclining trends reported regarding physical or psychological harm/ mental harassment/ discrimination caused to school students as a result of accidents, bullying, corporal punishments, harassment, stress and assault. Keeping in view of such incidents, it is important that the existing guidelines on safety and security of children in schools include a Safety and Security Checklist, as a ready reckoner.

This Manual on Safety and Security of children in Schools will act as comprehensive guidelines for the Education Departments, Educational Boards, school staff, students etc. This will also empower students to learn about safety measures.

INTRODUCTION

In their formative years, children spend more time at school than anywhere else other than their own home. At school, children need a secure, positive, and comfortable environment to help them learn and grow. A safe learning environment is essential for students of all ages. Without that they are unable to focus on learning the skills needed for a successful education and future. The issue of school safety is a major concern at all levels of government from local to federal.

"School Safety" has been defined as creating safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation.Emotional safety is especially important because it is often difficult for teachers and parents to detectemotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being.

Children require a healthy and supportive environment to grow and develop. Children of our country have constitutionally guaranteed fundamental rights to live with dignity and to have access to education in an environment that is safe, protective and conducive to growth and development. Everyone in school has a role to play in ensuring good safety, healthy and secure environment within the school; be it teachers, special needs assistants, visitors and contractors and students themselves.

As children spend a significant part of their childhood and formative years in schools, it is imperative that the ambiance

[illegible]

LIST OF ABBREVIATION

NCPCR........................National Commission for Protection of Child Rights

RTE...........................Right to Education

MHRD........................Ministry of Human Resource and Development

UNCRC......................United Nations Convention on the Rights of the Child

IPC............................Indian Penal Code

PTA...........................Parents Teachers Association

SMC.......................... School Management Committee

CBSE.........................Central Board of School Education

CISCE........................Council for the Indian School Certificate Examinations

SDMP........................School Disaster Management Plan

CWSN.......................Children with Special needs

KVS...........................Kendriya Vidyalaya Sangathan

NVS...........................Navodya Vidyalaya Sangathan

NIDM........................National Institute of Disaster Management

NDMA.......................National Disaster Management Authority

NCERT......................National Council of Educational Research and Training

NCTE.........................National Council for Teacher Education

SAI............................Sports Authority of India

SSA...........................Sarva Siksha Abhiyan

MDM.........................Mid Day Meal

FSSAI........................Food Safety and Standards Authority of India

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REFERENCES

This Manual has been prepared on the basis of following Acts/ guidelines/circulars etc:

1. Commission for Protection of Child Rights (CPCR) Act, 2005;Right of Children To Free and Compulsory Education (RTE) Act, 2009; Protection of Children Against Sexual Offences (POCSO) Act 2012; Juvenile Justice (Care and Protection of Children) (JJ) Act, 2015
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7. Instruction on Bullying Prevention and ragging in schools- MHRD
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10. Operational guidelines, Child Health Screening and Early Intervention Services under NRHM-Ministry of Health and Family Welfare
11. CBSE circular on modification of its affiliation By-Laws to include Transport precautions
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16. Guidelines for Swachh Bharat Mission-Ministry of Drinking Water and Sanitation, Govt. of India
17. Guidelines for Menstrual hygiene of girls – Ministry of Drinking Water and Sanitation, Govt. of India
18. What is RTE, A Handbook for teachers- Dept of Elementary Education, NCERT
19. CBSE- School Quality Assessment and Accreditation (SQAA)
20. FSSAI Guidelines
21. NCPCR guidelinesfor protection of children in sports, developed with SAI and NIMHANS
22. Guidelines for Eliminating Corporal Punishments in Schools by NCPCR

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This manual is a compilation of various existing guidelines, circulars, notifications, government orders on Safety and Security related issues in schools issued from time to time. National Commission for Protection of Child Rights (NCPCR) has prepared this manual with guidance from an Expert Group constituted by the Commission.

The Commission acknowledges the valuable inputs received from each member of the Expert Group viz. representatives from Ministry of Human Resource Development (MHRD), Ministry of Drinking Water and Sanitation (MoDW&S), Ministry of Health and Family Welfare (MoH&FW), National Institute of Disaster Management Authority (NIDM), National University of Education Planning and Administration (NUEPA), National Council of Education Research and Training (NCERT), National Council for Teacher Education (NCTE), Sports Authority of India (SAI), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Council for the Indian School Certificate (CISCE), All India Institute of Medical Sciences (AIIMS), Central Institute of Psychiatry (CIP) Ranchi and Individual Experts Dr. Jitendra Nagpal from the field of Psychiatry and Psychology.

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Sd/-
(Priyank Kanoongo)
Member-Education
NCPCR

FOREWORD

Commission is pleased to present this manual on ***Safety and Security of Children in Schools***. We hope that it will enable us to work together to make schools a safe place where children can learn and grow and become responsible citizens of tomorrow.

Children are our most important resource and ensuring that they are safe and secure in schools across our country is most important. A safe school builds a culture of safety with awareness and vigilance along with sensitivity of issues involved.

It is very saddening when there are media reports about child sexual abuse by a teacher or an associated staff. A teacher occupies a position of trust and plays a very important role in moulding a child's development. Hence, when child sexual abuse (CSA) is committed by a teacher it completely shatters the child, both emotionally and physically. So, while physical scars heal over a period of time, the emotional scars are carried for life, as it is a complete betrayal of trust reposed by an innocent trusting child. Schools need to be vigilant and adopt a zero tolerance policy towards CSA.

I am extremely happy to acknowledge the strenuous work done by the Commission and all the stakeholders and the immense personal contribution made by Shri Priyank Kanoongo, Member, Education, NCPCR. I congratulate the members of the Expert group, for assisting the Commission and consultants of NCPCR for completing this Manual.

Sd/-
(Stuti Kacker)
Chairperson, NCPCR

DISCLAIMER

This manual is being brought out as a compilation of twenty two existing and approved manuals/guidelines developed by various agencies, pertaining to the safety and security of children in schools and in school premises. This has been done with a view to assist various Education Boards in India and the Schools under them to have a common understanding regarding the basic safety and security measures/requirements need to be ensured for children. A number of measures and steps have been recommended, initiated and put into practice through these guidelines, in order to ensure safety and security of children within schools and in school premises. These are provided for ready reference and as potential tools and strategies for use. They may be utilized by themselves or with other strategies as deem prudent. It should be understood that circumstances might require customization or improvisation of these strategies, illustrated in this document.

In view of new circumstances and incidents, institutionsneed to assess their respective safety and security requirements and deal with them effectively.Therefore, the manual may be relevant with respect to the present-day scenario, however, **all the institutions have to develop their capacities and preparedness to handle unforeseen situations and circumstances.**

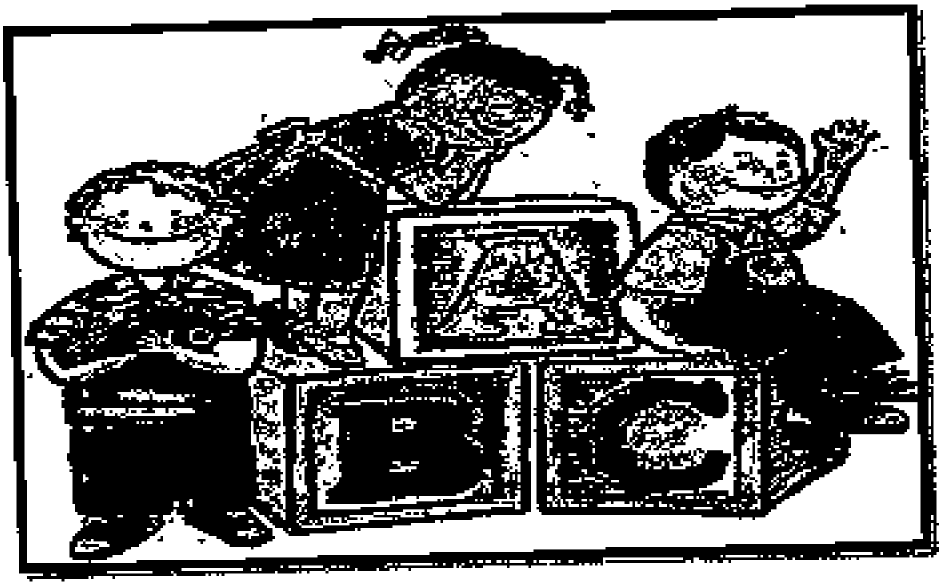
MANUAL

ON

SAFETY AND SECURITY OF CHILDREN IN SCHOOLS

Developed by

NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS



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New Delhi 110001
2021

Annexure-VI

SCHOOL SAFETY

We, the teachers, parents and students of [**Name of School**] pledge to ensure that our School is a **SAFE, SECURE** and **HAPPY** place for all.

We pledge to support the Head of the School who shall-

1) Leave the school building at the end of the school day only after ensuring that no child is left behind inside or outside the school premises.
2) Ensure that students, teachers and staff stay back in school for various activities only with his/her permission.
3) Meet and interact with all students and teachers regularly and at least once a week.
4) Ensure that teachers are sensitive to the needs and concerns of students, especially those in the primary classes.
5) Create a healthy, clean and non-threatening environment and curb bullying.
6) Carry out evacuation drills regularly.
7) Maintain a Suggestion/POCSO Box and check the comments shared by students regularly.

Important telephone numbers: -

National Emergency Response: - 112

State/UT Disaster Helpline Number:

CHILDLINE: - 1098

State Counselling Helpline: -

Hospital: -

Fire: -

Block Education Officer: -

District Collector: -

Name of Head of School: -

Level I- For a given activity or outcome(s) child needs a lot of support from teacher/adult.

Level II- For a given activity or outcome(s) child is able to perform with proper feedback and support.

Level III- For a given activity or outcome(s) child works independently with occasional support

b. Consider ways to redirect negative behaviors toward positive leadership opportunities; respect diversity; developing anger management skills; Peer support groups, etc.

c. Explore ways to help the grievances/conflicts reach the authorities for timely and appropriate action.

Assessment

The teacher may help children in the above. Each group presented the report before whole class, which followed discussions with other groups. Such activities can be assessed on three-point scale using rubrics that a teacher may design herself or involve children in doing so.

[illegible]	[illegible]	[illegible]	[illegible]
Framing Questions	[illegible]	Frames new questions on her/his own and finalizes with the help of teacher and peers	Frames questions independently [illegible]
Data Collection	[illegible]	Ask questions with many probes	[illegible]
Data Recording	[illegible]	Systematically records the collected information	[illegible]
Drawing conclusion	[illegible]	Draws appropriate meaning	[illegible]
Reporting	[illegible]	Prepares report and presents with confidence	[illegible]
Working Together	[illegible]	Works patiently in groups	[illegible]

c. Does your teacher encourage students to talk about their feelings?
d. Does your school provide access to a counsellor?
e. Are students oriented on importance of personal safety, e.g., difference between 'good touch' and 'bad touch'?
f. Does your school have a student council/Bal Sansad that deals with students' issues and concerns?

Health and Physical Safety

a. Do you have access to a basic medicine box/first aid kit in the school?
b. Are regular health check-ups conducted in the school?
c. Do you have access to a nurse/doctor in times of medical crisis?
d. Does your school maintain comprehensive health cards for every student?
e. Does your School have a Suggestion/ Complaint Box in place?
f. Do you have a School Safety Pledge in the school?

Cyber Security

a. Do you have Internet facility in the School?
b. Are mobile phones allowed in the Classroom?
c. Is the access to computer rooms and use of electronic and technological devices in the school supervised by teachers?

Disaster response

a. Does your school have a disaster management plan?
b. Have you seen and understood the disaster management plan for your classroom and school?
c. Does your school have mock drills for disaster response?
d. Have you participated in the drills and understood your responsibilities?

Think, Reflect and Act

Teachers may also provide opportunities to think and reflect. Create opportunities for cross-age mentoring: Younger students are receptive to both the attention and leadership of older students, and likewise, the older students benefit from the added responsibility of modeling appropriate behaviors. Some questions in this regard are:

a. How to make the school more safe and secure.

Children at all the stages need to be motivated to develop their own questions regarding the inspection. This may be conducted as a group activity in a classroom. Details of conducting this activity are given below:

Group Work: In order to do this activity with children of specific class, the teacher may divide them into groups with equal/proportionate number of children and assign the following task:

Group I. To find out about safety of school infrastructure

Group II. To explore points related to safe interpersonal interactions in and outside the school.

Group III. To find out points related to emotional safety and security

Group IV. To find out points related to cyber safety

Likewise, if more groups are there, tasks may be repeated or teachers may assign smaller tasks to each of the groups

Observe and record: The teacher may ask each group to divide the task amongst the group members for framing questions, take observations and record them. She may help children in the process. Some of the examplar questions developed areas under:

Infrastructure related Safety

a. Does your School building have a boundary wall or fence?
b. Does your school provide sufficient and safe drinking water available for the students?
c. Are ceiling fans fixed properly and in working condition?
d. Number of doors/ windows/ventilators in the classroom
e. Are the school's entrances, exits and doorways clearly marked (Signage)?
f. Does your school have an Emergency Evacuation Plan on display and are regular drills conducted on this for staff and students?
g. Does your school have a viable communication system in place in the school, e.g., landline phone, safety and fire alarm, etc.?
h. Does your school have suitably placed fire extinguishers in the school?

Socio-emotional Safety

a. Have you noticed any child in your class who often gets angry?
b. When you are feeling down, do you share our feelings with others?

Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they know whom to approach				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

Filled up Inspection Forms may be collected by the School Team and they can analyse the data and make a report to be submitted to school authorities for taking necessary steps.

C. Safety as Teaching-learning Activity in Foundational Years

Learning about School Safety needs to be conducted for all the students at the four school stages, i.e. Foundational, Preparatory, Middle and Secondary. The levels may be decided accordingly, e.g. for **Foundational Stage Children**, it may be in the form of answering following questions: -

a. When and why the child or his/her friends feel angry?
b. When and why the child or his/her friends feel sad?
c. Does the child feel happy and relaxed in the school?
d. What thing does the child not like about the school?

D. Safety Inspection as Teaching-learning Activity/ Group Activity in a Classroom for older children

b. This school year, have you or your fellow students physically harmed, threatened or bullied at school? If so, what was the extent of injuries? What was the school's response to the situation?

c. If you knew that there was the potential for danger or harm being done to yourself or others at this school would you tell some adult about this? If so, to whom would you go? If not, why not?

d. Do the teachers and principals in this school encourage students to report incidents of harassment, bullying, threats, etc.? Is there a process in place for doing so?

e. Are you aware of any gang activity at this school? If so, do you believe this presents any danger to yourself or to others at this school? Why or why not?

f. Do students who get into fights get help in learning how to resolve conflicts without fighting?

g. Are there programs in this school to help students whose grades are failing?

h. Have students been encouraged to establish clubs and activities with a safety focus?

i. Have students had any training in personal safety and how to avoid becoming victims of violence?

j. Is there a safety or security issue that, in your opinion, is not being adequately addressed to eliminate the problem? What would you suggest to address the issue?

B. Rating Scale for Preparatory and Middle Stage Students

This may be a group/class survey activity. Children may be asked to give their views on the Rating Scale. These Rating Scales need to be developed involving students as per the context and location of the school. An exemplar rating scale is given below:

At this School [illegible]	Always	Sometimes	[illegible]	Don't Know
We take good care of the play grounds.				
We keep the building and toilets clean.				
My classroom looks nice.				
Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
66.	Has the School conducted any orientation on ways to integrate safety, security and well-being in the classroom pedagogy					

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
58.	Does the School have CWSN friendly toilets e.g. grab bars, outward or two way opening door, manoeuvring space for the wheel chair, etc.?					
59.	Does the school have a sensitization program for students and teachers so as to accommodate and harmonize with CWSN?					
[illegible]						
60.	Are the School authorities aware that Schools can now report incidents of cyber bullying and abuse through POCSO e-box or email or telephone? *(For Adolescent)*					
61.	Are students and parents oriented on reporting to the cyber-crime department of the concerned state in case of any incident of cyber bullying and abuse?					
62.	Is access to computer rooms and use of electronic and technological devices in the school supervised by teachers? *(For Adolescent)*					
[illegible]						
63.	Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such as POCSO, IT Act, Cyber safety Act, Anti-Narcotics Act etc?					
64.	Has any teacher in the School undertaken any professional course on skills in guidance and counselling?					
65.	Have the School Staff been oriented to be watchful towards irregularities in the surroundings (e.g. suspicious vehicles, containers, broken air vents, etc), etc.					

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]					
30.	Does the School have access to qualified Counsellor on call, as per requirement? [*For Adolescent*]					
31.	Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Unsafe touch' [*For Children*]					
32.	Does the school have a Students Council/ *Bal Sansad* that deals with students' issues and concerns?					
33.	Are students oriented on life skills, exam preparedness and coping skills to manage fear, anger, peer-pressure, bullying, etc.? (*For Adolescent*]					
34.	Does the school have regular orientation sessions with parents on common behavioural issues of children and adolescents?					
35.	Are there opportunities for parents apart from PTMs to interact with teachers and other appropriate authorities and inform about any safety concern?					
36.	The school addresses and does not tolerate issues of bullying, harassment and discrimination/prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor?					
37.	Misconduct and inappropriate social behavior is strictly monitored and addressed like stealing /needless writing on the walls/ harming					

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17.	Does the school have a designated parking area?					
18.	Is the School building surrounded by a boundary wall or fence?					
19.	Are hazardous goods and substances appropriately labeled, stored and kept away from students' access?					
20.	Are all lighting fixtures securely mounted, and in working condition?					
21.	Are the isolated areas of the School well-lit and under frequent invigilation?					
22.	Is sufficient and safe drinking water available for the students?					
23.	Is regular cleaning and fogging of water tanks and storage facilities being done?					
24.	Are the water tanks and septic tanks well covered and access blocked for children?					
25.	Are separate and functional toilets available for boys and girls *(For Adolescent)*					
26.	Are separate and functional toilets available for other staff members?					
27.	Does the school have a pre-primary class? If so, is it located on the ground floor?					
28.	Has the school implemented the NCPCR guidelines for physical and infrastructural safety for residential schools?					
29.	Is there any stagnant water anywhere on the premises?					

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5.	Are Students / Teachers /Non-Teaching Staff oriented to deal with common medical emergencies?					
6.	Do you have the 'School Safety Pledge' prominently displayed in your school campus?					
[illegible]	[illegible]					
7.	Are the school's entrances, exits and doorways clearly marked (Signage)?					
8.	Are the school's entrances, exits and doorways free of obstruction?					
9.	Is there regular maintenance of the Entry-Exit log for parents/visitors at the main gate?					
10.	Is there a Security guard/CCTV/any other mechanism of surveillance in school?					
11.	Are the electric wires and cables insulated with proper earthing and beyond the reach of children?					
12.	Are exit signs marked on each floor (e.g. auditorium, laboratories, big classrooms, libraries, etc.) to show pathways during emergency?					
13.	Are the fire extinguishers suitably placed in the school?					
14.	Are these fire extinguishers regularly checked for expiry and functioning?					
15.	Are staff and students trained in the use of fire extinguishers?					
16.	Does the school have a Medical/Sick Room with essential medicines and first aid equipment?					

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
i)	Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident					
j)	Clear norms on Acceptable and Unacceptable use of the Internet in school premises					
k)	Norms on use of cell phones during school hours					
l)	Monitoring of building entrances, hallways and classrooms before, during and after school hours					
m)	Emergency Evacuation Plan, its display and regular drills on this					
n)	Police verification for hiring of teaching, non-teaching, contractual, voluntary and other staffs?					
o)	Performance reviews of employees in compliance with safety policies and preventive actions					
p)	Are the School Principals/HM, Teachers and Staff aware of standard Child Protection Mechanisms					
2.	Has the School implemented the Guidelines by National Disaster Management (NDMA) on School Safety and emergency preparedness?					
3.	Does the school have a viable communication system in place, e.g., landline phone, safety and fire alarm, etc?					
4.	Does your school have suggestion boxes/question boxes/grievance boxes or any other mechanism for students/parents to inform or communicate about any safety concerns of their children?					

Annexure-III

MAKING SCHOOLS SAFE AND SECURE: COMPREHENSIVE CHECKLIST

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1.	Does your School Safety and Security Program include:					
a)	Monitoring of certificates for safety and fitness of school building					
b)	Natural or Man-made Disaster management and Safety Drills					
c)	Zero Tolerance about weapons and illegal drugs in and around school premises *(For Adolescent)*					
d)	Measures for Student Conduct – including Attendance, Regularity, Punctuality, Respect, Tolerance, Helping Attitude and also other disruptive behaviors such as Bullying, Fighting, Violence, etc.					
e)	Measures for Teacher Conduct – Attendance, Regularity, Punctuality, Respectful and dignified behaviour to all					
f)	Mechanism against harassment, sexual or verbal abuse, or discrimination of any sort.					
g)	Reporting mechanisms in case of any instance of harassment, abuse or discrimination. (Are parents and students aware of these policies?)					
h)	Issuing notification to authorities, parents, students and staff about security related events					

Terms of Reference:

a. The term of the PTA should be one academic year.

b. The School Management should display/upload the names of PTA Members on their website and on the notice board.

c. As per section 21 of RTE Act, 2009 a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teacher.

Annexure-II

CONSTITUTION OF PARENT TEACHER ASSOCIATION

As per section 21 of RTE Act, 2009, private schools are exempted from formulating SMCs. In such schools, PTA should be made mandatory as SMCs and PTAs are an important link in monitoring the safety and security measures in schools. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA).

The following is only a suggestive model for the same.

Composition of Parents-Teachers Association (PTA)

a. There may be only one PTA in every school.
b. The PTA may be formed within one month of the beginning of the academic session and may be sensitized/ oriented on NCPCR's Manual on Safety and Security of Children in Schools.
c. Fifty per cent of members of such Committee can be women
d. PTA may consist of two parent representatives from each stage (pre-primary, elementary, secondary and senior secondary including parents of children with disability) such that three-fourth of members of such Committee may be parents or guardians.
e. Out of the 3/4th member parents, 25 percent of the total strength of parent members could be reserved for parents or guardians of children admitted under section 12 (1) (c) of the RTE Act, 2009
f. One teacher from each level of schooling i.e. pre-primary, elementary, secondary and senior secondary may be nominated by the principal
g. One special invitee member with expertise in any school related fields that would impact the overall school development;
h. One representative member of the School Management;
i. Adequate representation of parents from disadvantaged categories may be ensured.
j. In case, the ward of parent member leaves the school in between the academic session, another parent/guardian member from that class may be inducted into the PTA within one-month;
k. The School Management may display/upload the names of PTA Member on their website and on the notice board.

[illegible]	[illegible]
	Section-5 Managing Committee or Governing Body of Educational Institutions. Provided that in the case of a recognized private educational institution which does not receive any aid from the Government the scheme of management shall apply with variation and modification as may be prescribed. Section-9 Terms and conditions of Service of Employees of Recognised Educational Institutions. Section-10 Employees to be governed by a Code of Conduct Section-24 Taking over by the Government of the management of educational institutions. Section-26 State Advisory Board of Education
The Nagaland Board of School Education Act (1973)	'No Provision' for Management Committee & *Safety* Measures
The Orissa Education Act (1969)	Managing Committee or Governing Body of educational institution. Section-7A Supersession and reconstitution of managing committee or Government body. (1) Whenever the prescribed authority is satisfied that the Managing Committee or, as the case may be, the governing body of any private educational institution has neglected or failed to perform any of the duties imposed by or under this Act or the rules or to give effect to the order or direction issued by the Tribunal under Section 24-A or has acted in excess of the authority vested in it or in any manner which is prejudicial to the interest of the educational institution, he may, after giving the Managing Committee or the Governing Body, as the case may be, a reasonable opportunity of showing cause, supersede the Managing Committee or the Governing Body, as the case may be. **Chapter – III-Advisory Council and District School Board** Section-15 State Advisory Council of Education
The Punjab Primary Education Act (1960)	Section-10 No person shall employ a child in a manner which shall prevent the child from attending an approved School.

[illegible]	Provisions
The Kerala Education Act (1958)	**Section-5A***Management of Government schools and Aided Schools taken over or acquired by Government:* - 'The Management of every Government school and that of aided school taken over or acquired by the Government under section 14 or section 15 as the case may be shall vest as specified below in the local authority noted against each namely. **Section-12A** Disciplinary powers of Government over teachers of aided schools **Section-14**Taking over management of schools
The Madhya Pradesh Jan Shiksha Adhiniyam (2002)	**Chapter III-Responsibilities of Institutions and Parent or Guardian** **Section-2(j)** "Parent Teacher Association" means association of the parents of the students enrolled in a school and teachers of that school. **Section-12 Parent Teacher Association** **Section-13 Education Committee**—The Education Committee shall monitor the regular attendance of teachers in schools. The committee may direct the authority concerned to take action, including withholding of the disbursement of salary/ honorarium, against the teacher for his wilful absence or negligence for such period as it may deem fit and refer the case to the disciplinary authority concerned for further action. The committee shall also perform such other functions as may be prescribed.
The Maharashtra Primary Education Act (1947)	This act speaks about the constitution of Board etc. no provision found regarding Management for Private School and the safety measures.
The Manipur Elementary and Secondary Education Act (1972)	Section-3(f) "Managing Committee" means a Managing Committee of a High School or a higher Secondary School;
The Meghalaya School Education Act, 1981	Section-6 Scheme of management Section-9 Terms and conditions of service of employees of recognised private schools Section-20 Taking over the management of schools Section-22 Meghalaya School Education Advisory Board
The Mizoram Education Act (2003)	Section-2(18) "Managing Committee" means anybody of individuals, by whatever name called, in which the management of a school vests;

[illegible]	[illegible]
Jammu and Kashmir School Education Act (2002)	**Section-11 No private school to be established or run without permission** — (1) No private school shall be established, run or maintained without permission, in writing, of the Government or the Competent Authority. (2) The Government shall prescribe the procedure to be followed for the grant of permission to establish, run or maintain private schools. **Section-13 Management of private schools** — (1) No private school shall be managed and run by any person other than an educational agency. The Government shall prescribe the procedure for registration of educational agencies. (2) Every educational agency shall appoint a Manager to look after day-to-day running an administration of the school managed and run by such educational agency. **Section-20 Conditions of service of staff in private schools** **Section-22 State Education Advisory Board**
The Karnataka Education Act (1983)	**Section-5A Safety and security of students-** Every educational institution and an employee of such educational institutions shall take such measures to ensure safety and security of students including protection from sexual offences, in the manner as may be prescribed. **Chapter VII - management of recognised private educational institutions and local authority institutions, etc.** **Section-42 Managing Committee** **Section-46 Powers and functions of the Managing Committee** **Chapter XVII Penalties** **Section-112A Penalty for contravention of section 5A-** (1) Any employee or member of the management of an educational institution who contravenes section 5A shall on conviction, be punished with imprisonment for a minimum term of six months and with a fine which may extend to one lakh rupees.(2) Whenever any educational institution is found to be in contravention of section 5A in an enquiry conducted, after giving an opportunity of being heard, by the District Education Regulatory Authority, it shall impose a penalty which may extend to ten lakh rupees. (3) The District Education Regulatory Authority after such enquiry has found that any educational institution has contravened the provisions of section 5A shall also recommend to the competent authority or concerned authority for withdrawal of recognition or affiliation to such institution.

[illegible]	[illegible]
	[the Director, who shall be the Secretary to the Advisory Board; (f) the Principal of one of the colleges in the Union territory; (g) two members of the Legislative Assembly of the Union territory to be nominated by the Speaker; (h) two eminent educationists; (i) two representatives of the parents and guardians of the students of recognized private schools; and (j) two representatives of the students of recognized private schools.
The Gujarat Compulsory Primary Education Act (1961)	**Section-14 Penalty for employing a child to whom the scheme applies.** Whenever knowingly takes into his employment, either on his own behalf or on behalf of any person, any child in respect of whom the provisions of Section 9 apply, so as to interfere with the education or instruction of such child shall, subject to the provisions of section 20, on conviction, be punished with a fine not exceeding twenty-five rupees and in case of continuing contravention with an additional fine not exceeding rupee one for every day during such contravention continues after conviction for the first of such contravention.
Haryana School Education Act (1995)	**Section-2(l)** "managing committee" means the body of individuals entrusted with the management of any recognized private school or schools; Section-2(o) "private school" means a school which is not run or sponsored by the Government, Director, a local authority or other authority designated or sponsored by the Government; **Section-5** Scheme of management **Section-8** Terms and conditions of service of employee of aided schools **Section-9** Employees to be governed by a Code of Conduct.
The Himachal Pradesh Board Of School Education Act (1968)	**Section-2 (g)"Inspecting Officer"** means the District Education Officer, Deputy District Education Officer, Block Education officer or any other officer appointed for the inspection of schools by the Education Department of the Himachal Pradesh Government;
The Jharkhand Education Tribunal Act (2005)	'No Provision' for Management Committee & Safety Measures

[illegible]	[illegible]
	(5) The terms of office of every member of the Board and travelling and other allowances payable to a member of the Board shall be such as may be prescribed.
The Goa School Education Act (1984)	Section-2(n) "managing committee" means the body of individuals which is entrusted with the management of any recognized private school; **Section-6 Scheme of Management-** Notwithstanding anything contained in any other law for the time being in force or in any instrument having effect by virtue of any such law, the managing committee of every recognized school shall make, in accordance with the rules made under this Act a scheme of management for such school: Provided that in the case of a recognized school which does not receive any aid, the scheme of management shall apply with such variations and modifications as may be prescribed. **Chapter IV- Terms and conditions of service of employees of recognized private schools** **Section-11 Terms and conditions of service of employees of 65recognized private schools** **Section-12 Employees to be governed by a Code of Conduct** **Chapter VII-Taking over management of school** **Section-20 Taking over management of school** **Chapter IX-School Education Advisory Board** **Section-24Advisory Board-** (1) There shall be constituted an advisory board to be called the Goa, Daman and Diu School Education Board (hereinafter referred to as the Advisory Board) for the purpose of advising the Government on matters of policy relating to education An, the Union territory. (2) The composition of the Advisory Board shall be as follows, namely: - (a) the Chairman of the Goa, Daman and Diu Board of Secondary and Higher Secondary Education, ex-officio; (b) three persons, who are the heads of 65 recognized private schools; (c) three representatives of organisations of teachers of recognized private schools; (d) three representatives of the managements of recognized private schools;

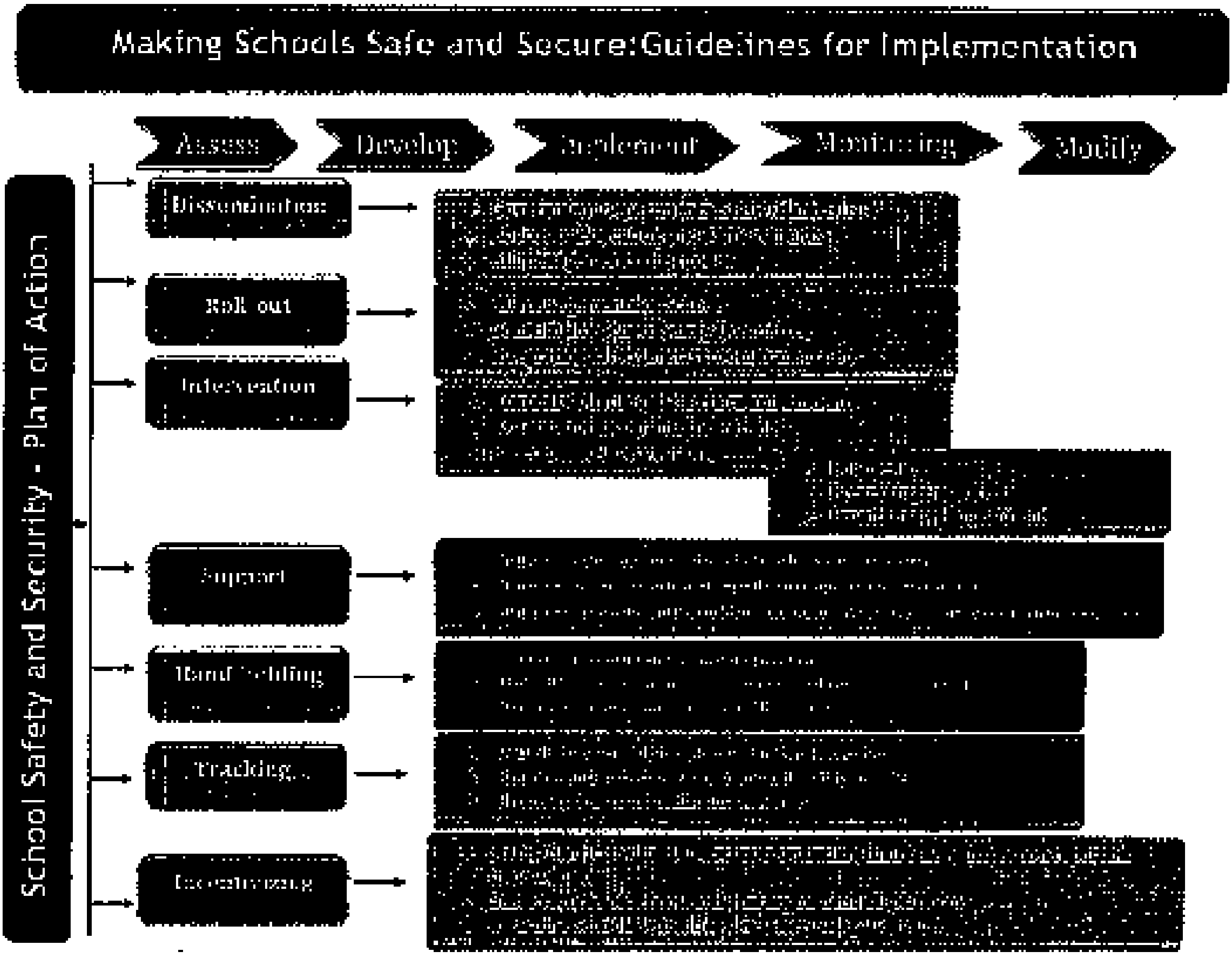
[illegible]	[illegible]
	Section-8 Terms and conditions of service of employees of recognized private schools **Section-9 Employees to be governed by a Code of Conduct-** Every employee of a recognized school shall be governed by such Code of Conduct as may be prescribed and on the violation of any provision of such Code of Conduct, the employee shall be liable to such disciplinary action as may be prescribed. **Chapter VII- Taking Over the Management of School** **Section-20 Taking over the management of schools-** (1) Whenever the Administrator is satisfied that the managing committee or manager of any school, whether recognized or not, has neglected to perform any of the duties imposed on it by or under this Act or any rule made there under and that it is expedient in the interests of school education to take over the management of such school, he may, after giving the managing committee or the manager of such school, a reasonable opportunity of showing cause against the proposed action, take over the management of such school for a limited period not exceeding three years : **Chapter VIII-Miscellaneous** **Section-22 Delhi Schools Education Advisory Board-** (1) There shall be an Advisory Board for school education, to be called the "Delhi School Education Advisory Board" for the purpose of advising the Administrator on matters of policy relating to the education in Delhi. (2) The Advisory Board shall be constituted by the Administrator and shall consist of a Chairman and fourteen other members, to be nominated by the Administrator. (3) The Advisory Board constituted under sub-section (2) shall include a) Heads of recognized private schools; b) representatives of the organizations of teachers of the recognized private schools; c) managers of the recognized private schools; d) representatives of parents or guardians of students of recognized private schools; and e) Eminent educationists. (4) The Advisory Board shall regulate its own procedure.

[illegible]	[illegible]
	2) On and from the commencement of this Act, the establishment of non-government educational institutions or the opening of a higher class or the closing down of an existing class in any existing non-government educational institution in the State, shall be subject to the provisions of this Act and the rules made thereunder and any non-government educational institution or any higher class established or opened otherwise than in accordance with the provisions of this Act shall not be recognized under section 5 by the Director and shall be closed down under Section 24. **Section-12 Constitution of Managing Committee** Every non-government educational institution shall constitute a Managing Committee consisting of Chairman & Members. **Section-13 Power and functions of Managing Committee** **Section-14 Scheme of Management** **Section- 15 Appointment and disciplinary matters** **Section- 16 Code of Conduct for the Employee**
Bihar Education Code (1961)	'No Provision' for Management Committee & Safety Measures
The Chhattisgarh Primary Education Act (1961)	'No Provision' for Management Committee & Safety Measures
The Delhi School Education Act (1973)	**Section-5 Scheme of management-** (1) Notwithstanding anything contained in any other law for the time being in force or in any instrument having effect by virtue of any such law, the managing committee of every recognized school shall make, in accordance with the rules made under this Act and with the previous approval of the appropriate authority, a scheme of management for such school: Provided that in the case of a 63recognized private school which does not " receive any aid, the scheme of management shall apply with such variations and modifications as may be prescribed: Provided further that so much of this sub-section as relates to the previous approval of the appropriate authority, shall not apply to a scheme of management for an unaided minority school. (2) a scheme may be made, in like manner, to add, to vary or modify any scheme made under sub-section (1).

[illegible]	[illegible]
	year] or with both and with a fine of [rupees one hundred] for every day of further default. **Section-30 Parent-teacher association: -** (1) There shall be parent-teacher association for every educational institution other than an adult educational centre. (2) The composition and functions of the parent-teacher association shall be in accordance with such rules as may be prescribed. **Section-31 Inspection of educational institutions: -** (1) The Government or the competent authority may authorize any officer not below such rank as may be prescribed to inspect any educational institution in the State. (2) The officer authorised under sub-section (1) shall exercise general powers of inspection over the working of the educational institution. (3) The manager and the employees of the educational institution shall at all reasonable times be bound to afford to the aforesaid officer all such assistance and facilities as may be required for the purpose of such inspection. (4) The manager shall comply with such directions or suggestions as may be given by the competent authority on the report of the aforesaid officer: Provided that the manager aggrieved by any such direction or suggestion may appeal, within thirty days from the date of receipt of such direction or suggestion to the prescribed authority whose decision on such appeal shall be final.
The Assam Primary Education Act (1926)	**Section-19 Penalty for employment of children or interference with their attendance at school-** shall be prosecuted by the education committee, and shall on conviction before a magistrate be liable to a fine not exceeding rupees ten for a first offence and not exceeding rupees twenty-five for each subsequent offence. **A. The Assam Non-Government Educational Institutions (Regulation and Management) Act, 2006.** **Section-3 Power of the State Government to regulate non-government educational institutions** 1) The State Government may regulate all the non-government educational institutions in the State of Assam in accordance with the provisions of this Act and the rules made there under.

STATE SPECIFIC PROVISIONS

[illegible]	[illegible] Provision
Andhra Pradesh Education Act (1982)	**Chapter IV - Primary Education and its Implementation** **Section-14 Children not to be employed so as to prevent them from attending school:** - No person shall employ a child in a manner which shall prevent the child from attending an approved school. **Section-24 Appointment and removal of manager of private institution:** - (1) The management of every private institution shall be constituted in such manner and shall consist of such number of members as may be prescribed; (2) …………. (3)(a) ……….. (b) Where the competent authority is satisfied that the manager alone is responsible for the lapses or irregularities of the institution, action shall be taken against him by the management, as recommended by the competent authority. (4) …………. (5) …………. (6) For the removal of doubts it is hereby declared that any failure or negligence on the part of a management to take action against the manager as required under Clause (b) of sub-section (3) or to nominate another person as manager under sub-section (4) shall constitute an act of mismanagement and action shall be taken against the private institution under this Act accordingly. **Section- 25 Duties of manager of private institution** **Section-26 Private institution not to be closed down, etc., without sufficient notice:** - (1) Save as otherwise provided in this Act, no private institution shall be closed down or discontinued, unless a notice of not less than one academic year expiring with the end of any academic year and indicating the intention to do so, has been given by the manager to the officer authorized by the competent authority in this behalf. (2) If any manager fails to give notice as required under sub-section (1), he shall, on conviction, be punished with fine which may extend to [five] thousand rupees or with simple imprisonment which may extend to [one

Making Schools Safe and Secure:Guidelines for Implementation
Assess
Develop
Implement
Monitoring
Modify
School Safety and Security - Plan of Action
Dissemination
Roll out
Intervention
Support
Hand holding
Tracking
Incentivizing

but also for sharing of training resources, guiding awareness programmes and safety drills, walks and external monitoring of safety norms.

vi. ***Tracking***

- The UDISE+ includes components on School Safety and Security; with few additional items, it would be ready for online tracking of the status of school safety and security across the country with annual Safety Inspection Reports being uploaded by every school.
- DEOs and BEOs may track safety and security measures in schools during their routine or surprise visits.
- In case of gaps in school security and safety at the school level, Principal of the School may be informed immediately for taking necessary action. If the gap is due to funding or state initiative, the state authorities may accordingly be informed by the respective DEOs/BEOs concerned.

vii. ***Incentivizing***

- Schools which have gone beyond the prescribed norms in conducting regular Safety Inspection at their level and during visits are found to have harmonious school climate could be appreciated through a letter from the DEO/ Collector/ Secretary, School Education and schools may be given positive titles like SAJAG (Alert) Schools, SAMVEDANSHEEL (sensitive) schools and/or AATMIYA (Harmonious) schools (suggestive only). They may be issued a certificate for the same under Samagra Shiksha by the state authorities or by concerned school boards to which the schools are affiliated.

Chapter 8

Implementation Plan

8.1 DRISHTI:

a. An overall implementation plan for making schools safe and secure 'DRISHTI' (acronym stands for Dissemination, Roll-out, Interventions, Support, Handholding, Tracking, Incentivizing) has been worked out with seven basic steps as follows:

i. *Dissemination*

- These guidelines need to be disseminated to all the concerned officials in mentioned sectors including Education Secretaries in all the states/UTs by the MoE, relevant boards of education, the state training agencies like SCERTs and DIETs with a request to guide officials and institutions including schools, to take actions in the line of suggestions given in the guidelines.

ii. *Roll Out*

- These guidelines need to be made available to every government and government-aided school by the SCERT/Department of Education.
- These guidelines need to be made available to schools under all managements including government, aided, private, schools under KVS and NVS as also other residential schools like Ashram schools, Eklavya Model schools and Sainik Schools respectively.
- Along with it, schools should draw flexibility in using contextual approaches in the implementation and roll-out of the guidelines to ensure need-based interventions.

iii. *Interventions*

- Capacity Building of Resource Group members, teachers under all kinds of schools, school leaders and faculty from SCERTs/ DIETs on school safety and security norms, guidelines and provisions.
- Designing and developing need-based interventions through a multi-tier system for prevention, promotion of wellness, professional treatment etc.

iv. *Support*

- Support through the development of material and modules, online training material for building competencies in basic counseling skills as also in enhancing life skills and ensuring a healthy school climate.

v. *Handholding*

- Hand holding of each of the schools, whether affiliated to CBSE or state boards, to be done by state/UT governments through SCERTs and DIETs in collaboration with DEOs, BEOs, and through a network of school clusters not only for the implementation of guidelines

7.11 Labour and Employment

a. Conduct awareness programmes for parents and teachers to protect small children from child labour.
b. In case there are school going children above the age of 16 years supporting their parents by working at different places, then such students and their parents must be aware of the provisions related to their safety and security.

7.12 Sports, Youth and Cultural Affairs

a. Create awareness in schools about safety provisions for children participating in state, national and international level events.
b. Ensure medical facilities to deal with sports injuries are available nearby the schools.

7.13 Skill Development and Entrepreneurship

a. Creating awareness in schools about the safety concerns while dealing with various vocational courses- job roles-in which field visit, experience in industry, etc. are required.
b. Ensure that job roles approved for schools must not have the use of heavy machines or dangerous chemicals.

7.14 Drinking Water and Sanitation

a. Ensure supply of Safe piped drinking water to schools.
b. Create awareness among adolescent girls in schools about Menstrual Hygiene and Safe disposal of Menstrual Waste.
c. Undertake Swachchata drives and related competitions.
d. Develop and provide engaging educational material to create awareness amongst students.

7.7 Panchayati Raj:

a. Local governance in rural areas can play an important role in linking parents and communities with ICDS, health, education and child protection services.
b. Dissemination of all children related services with high levels of coverage.
c. Play the role of a nodal agency in rural areas in ensuring universal access to child-related services; strengthen linkages between them to ensure children's and women's safety; work on campaigns to change social norms around the use of violence, and strengthen institutions of care and justice.
d. Critically look at the possibility of convergence of schemes and allocation of funds to schools for improvement of infrastructure, providing barrier free access and ensuring safety and security of children.

7.8 Urban Development:

a. Local governance in urban centers can play an important role in linking parents and communities with ICDS, health, education and child protection services.
b. Dissemination of all children related services with high levels of coverage.
c. Play the role of a nodal agency in urban areas in ensuring universal access to child-related services; strengthen linkages between them to ensure children's and women's safety; work on campaigns to change social norms around the use of violence, and strengthen institutions of care and justice.
d. Critically look at the possibility of convergence of schemes and allocation of funds to schools for ensuring safety and security of children.

7.9 Higher Education

a. Even though majority of the students in Higher Education institutions are adults, it is the duty of the Institution to have a Campus Safety and Security Plan in place that is available on the public domain.
b. The Plan must include safety assessment by students.
c. Departments of Higher Education to ensure that such Plans are made and implemented by all Higher Education Institutions (HEI) in accordance with prevailing laws.
d. All HEIs to undertake short (2-3 hours) modules on personal and campus safety for all its students.

7.10 Social Justice and Empowerment

a. Making schools aware of the special safety concerns of children with disabilities.
b. Making schools aware about any special provisions for the protection and safety of these children.
c. Conduct awareness programmes for teachers, parents and students on the harmful effects of drugs, impact of doping on budding athletes and also about counseling and rehabilitation of drug addicts.
d. Provide safe transportation facilities to schools for children belonging to tribal belt and rural remote areas with adequate monitoring.

[illegible]

7.5 **Home Affairs:**

a. Implementation and enforcement of Laws that prohibits all forms of violence against children including corporal punishment, sexual abuse, exploitation of children, physical violence and bullying, etc.

b. Implementation and enforcement of laws that limit access of students to harmful products, such as cigarettes, e-cigarettes, alcohol, firearms, narcotics, substance abuse, etc.

c. Sensitization and orientation programmes for police personnel on approaches to deal with cases of abuse against women and children.

d. Administrators, teachers and students must be trained on self-defence practices as a part of community policing.

e. Developing an easy and child sensitive approach of enquiry in case of occurrence of child abuse to encourage children and youths to report crime.

f. Developing collaborative training programs with schools within local jurisdiction about legal provisions and support against any kind of abuse and about the process of reporting. This can also be taken up as a part of community policing.

7.6 **Information and Broadcasting:**

a. Censoring of advertisements, tele-serials and cinema content promoting any kind of discriminatory practices and provoking physical and sexual violence and/or abuse.

b. Running active media campaigns for generating momentum in the country/society around Safety and Security of children.

c. Creating special social media/media campaigns through its Media Units about acts related to child's safety and security strictly, not only in schools but also in the entire society.

The Ministry of WCD is implementing a [illegible] Scheme [illegible] 'Child Protection Services' under the umbrella [illegible] and Child Development [illegible] to [illegible] institutional and Non-institutional care [illegible] children [illegible] [illegible] CHILDLINE [illegible] 1098 [illegible] can be accessed by a [illegible] child or adult on behalf of a child in any place [illegible] CHILDLINE [illegible] 24x7 [illegible] [illegible].

7.3 Electronics and Information Technology:

a. Surveillance and censoring of different Apps, Gaming Sites and Digital Serials and Movies for monitoring offensive and vulgar content encouraging physical or sexual violence and abuse.
b. Formulating cyber security policies appropriate for school and college going children.
c. Organize awareness programmes with Experts/Law Enforcement Officers to explain the dangers and implications of flouting the Law.

7.4 Health and Family Welfare:

a. Conduct health safety, fitness and nutrition awareness camps in schools and towns at least once in a year.
b. Integrate prevention of violence against young children in routine health delivery; engage with adolescent girls and boys; strengthen referral services.
c. Plan T3 (Test. Treat. Talk) camps on Anemia Mukt Bharat (AMB) campaign.
d. Conduct training programmes for school staff in general first aid and CPR.
e. Ensuring free medicines, supplements and regular health check-up in schools through RBSKs (Rashtriya Bal Swasthya Karyakram initiated by the Ministry).
f. Visits of ASHA and counsellors from AFHCs/HWCs to local schools for awareness generation and general interaction with parents.

Chapter 7

Developing a Safe and Secure Society: Multi-sectoral Approach

It is not only schools, but also homes and society; not only Ministry of Education, but also other ministries and departments that need to share the responsibility of developing safe and secure society in which the school functions. This chapter presents recommendations for the departments and ministries other than School Education.

Developing Safe and Secure Society (Inter - Department Recommendations):

In January 2019, [illegible] video game [illegible] PUBG [illegible] primary schools in Gujarat [illegible] and to [illegible] arrested [illegible] Surat for using [illegible] have been [illegible] from [illegible] PUBG game. The National Commission for Protection of Child Rights (NCPCR) [illegible] the game [illegible] PUBG has now been banned in India.

7.1 Law and Justice:

a. Speedy adjudication and enforcement of Laws that prohibits all forms of violence against children including corporal punishment, sexual abuse, exploitation of children, physical violence and bullying, etc.

b. Speedy adjudication and enforcement of laws relating to harmful substances/products, such as cigarettes, e-cigarettes, alcohol, firearms, narcotics, etc.

c. Incorporate changes in existing laws to include bullying and cyber bullying, sexting, addictive and violent internet video games and exposure to inappropriate content on internet as legal offence.

d. Spread awareness about the laws/acts, provisions for support and consequences for contributing to school-based violence amongst teachers, students and parents/families in collaboration with other related ministries.

7.2 Women and Child Development:

a. Providing specialized help and support for families at risk of violence.
b. Proactively providing support to victims of sexual abuse or violence cases in schools.
c. Conduct of awareness and sensitization programme, preparing e-modules and disseminating on sexual abuse and violence, parenting, nutrition, safety of girl child, etc.

6.9 Roles and Responsibility of School Nurses/Health Workers/Visiting medical personnel:

a. Monitoring and Supervision through regular visits in the school.

b. Nurses/Visiting Doctors/Health workers associated with the school can provide education on important health issues such as sanitation, hygiene including menstrual hygiene, substance misuse, mental health and healthy nutrition (alternatives to junk food, importance of a balanced diet etc.) to the canteen supervisors, students and stakeholders.

c. Nurses/Visiting Doctors/Health Workers associated with the school along with Physical Education Teachers may promote Yoga and practice of Meditation.

d. Nurses/ Visiting Doctors/Health Workers associated with the school along with Physical Education Teacher to promote FIT India Campaign by organizing intra class activities.

e. Nurses/Visiting Doctors/Health Workers associated with the school to participate in annual health check-up of 100% students and maintaining the records of past medical history for all students and staff.

REGULATORY GUIDELINES FOR HOSTELS OF EDUCATIONAL INSTITUTIONS FOR CHILDREN

Education Division

National Commission for Protection of Child Rights

2018

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Preface

The Constitution of India guarantees equal rights to all its citizens including children irrespective of gender, age, physical and mental status. But considering the vulnerability of children, the constitution has specific Articles for them. Some of them concerning the right to Development of children are as follows;

Article 39 (f) of the Constitution of India states that children are to be given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are to be protected against exploitation and against moral and material abandonment.

Article 46 of the Constitution of India provides," The State shall promote with special care the educational and economic interest of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine.

To give effect to these Articles several legislations have been enacted. The RTE Act, 2009, The Juvenile Justice (Care and Protection of Children) Act, 2015, Protection of Children Against Sexual Offences, 2012 etc are prominent. These Acts guarantee the rights of children in the form of benefits and entitlements which are applicable for all the children across the country in a uniform manner without any discrimination.

In this regard, to ensure quality education of children, the Government (Centre and State) have initiated various schemes for establishment of hostels for promoting education in all areas and habitations of the country. In addition, there are private initiatives in providing residential educational facilities for children. There is a need to obtain uniformity in norms and standards of facilities within such institutions which are managed by different departments/schemes/programmes and projects of government sector and institutions of private sector.

These Hostels are currently part of certain government systems/schemes and maybe following norms and standards laid down by their respective schemes or private owned. Different Rules and regulations result in lack of uniformity.

Juvenile Justice (Care and Protection of Children) Act, 2015 and its Rules, 2016 has documented the norms and standards of facilities for well-being of children in case of children residing in child care institutions in need of Care and Protection. These Rules have been framed and notified after in-depth research and analysis and wide consultations. However, management of hostels does not fall under purview of Juvenile Justice (Care and Protection of Children) Act, 2015. But, the facilities for ideal living conditions in hostel, individual entitlements for ideal living conditions in hostel for children need to be elucidated in a very clear manner to ensure a safe and secure childhood especially even when the children are not residing with their parents.

Under Section 13 (1) (a) of CPCR Act, 2005, the NCPCR has been mandated to (a) examine and review the safeguards provided by or under any law for the time being in force for the protection of child rights and recommend measures for their effective implementation; and U/s 13 (1) (k) the Commission is mandated to such other functions as it may consider necessary for the promotion of child rights and any other matter incidental to the above functions.

Keeping above in view, the Commission has developed the 'Regulatory Guidelines for Hostels of Educational Institutions for Children' with the objective to ensure safety and security of children and their rights in hostel premises. The guidelines cover all aspects of a child's need especially when he/she is alone and far from parental care.

I hope these guidelines will prove a useful tool for concerned departments and stakeholders to understand and play their role effectively for better care and protection of children.

(Stuti Kacker)
Chairperson-NCPCR
24-1-2018

Acknowledgements

Hostels of Educational Institutions for Children remained an unregulated space uptill today. Several instances have been reported to the Commission regarding violation of the rights of children with regards to their entitlements due to them in hostels for the purpose of education. There are various hostels running under various schemes of the Government and privately run educational institutions. Fees are either being charged by the stakeholders in some hostels or services are offered on charity basis in some. There has been lack of uniform regulation in functioning of hostels for the purpose of Education across the country.

National Commission for Protection of Child Rights had entrusted the responsibility on me as Member to realize this vision. I am satisfied that inputs have been provided by various concerned government and non government bodies on the draft guidelines before finalizing it. I am hopeful that these regulatory guidelines shall be of much help and use to bring uniformity in regulating hostels of educational institutions; both in government as well as private institutions from elementary education to higher levels.

I am also hopeful that these guidelines shall bring uniformity in hostels under various schemes and programs of State Governments as well. The said guidelines shall be of use while formulation of any new schemes for provisioning hostels for children upto 18 years of age by the Government (both Centre and State) and while amending any existing schemes, program, guidelines w.r.t hostels of children for educational institutions.

In formalizing the vision of the Commission for formulating these guidelines, I extend my gratitude to Smt. Stuti Kacker, Chairperson of the Commission for guiding and supporting me. I also wish to extend my sincere thanks to the Members of this Commission Shri Yashwant Jain and Smt. Rupa Kapoor for giving their valuable inputs.

I extend my thanks to all the stakeholders who made their contribution by providing their suggestions and comments to make these guidelines robust and comprehensive.

I extend my special thanks to Shri Paresh Shah, Technical Expert (Education), NCPCR for his painstaking efforts in organizing content with me and giving the guidelines a final shape. I also acknowledge contribution of Dr. Madhulika Sharma, Shri Rajnikant and Shri Dushyant Meher- Technical Experts of NCPCR Education Division for their inputs. Thanks to Shri Nikhil Thakur, DEO, NCPCR for assisting during the process of drafting this document.

(Priyank Kanoongo)
Member-Education, NCPCR

REGULATORY GUIDELINES FOR
HOSTEL OF EDUCATIONAL INSTITUTIONS FOR CHILDREN

The guidelines for regulating hostels of educational institutions.

CHAPTER I
INTRODUCTION

(1) **Title and Scope of the Guidelines**

a) These guidelines may be called "Regulatory Guidelines for hostel of educational institutions for children".

b) These guidelines shall apply to all institutions wherever children in the age group of 6-18 years are in accommodation for the purpose of imparting education.

c) These guidelines shall be applicable to any/all such institutions functioning under various nomenclature viz: College, hostel, coaching centres, remedial centres and any other institution wherever children in the age group of below 18 years are in accommodation for the purpose of imparting education.

d) Nothing contained in these guidelines shall apply to any institution that falls under the purview of Juvenile Justice (Care and Protection of Children) Act, 2015.

e) The State may notify these guidelines as legislation in their respective States to regulate hostels of educational institutions.

f) The Schemes/Regulatory bodies under various Ministries of Union/State Government responsible for regulating institutions imparting education to the children below the age of below 18 years shall notify these guidelines to bring uniformity in norms and standards, wherever children in the age below 18 years are in accommodation for the purpose of imparting education.

(2) **Definitions**

a) "Appropriate Government" in relation to a hostel of educational institutions for children established within territory of a State, the State Government, and Union Territory having legislature, the Government of that Union Territory.

b) "Competent authority" means an officer who is head of district education department as applicable in respective States/UTs.

c) "Child" means a student below the age of eighteen years.

d) "District" means jurisdiction of District of the competent authority in respective states/UT.

e) "Hostel of Educational Institutions for children" means wherever children in the age of

e) "Hostel of Educational Institutions for children" means wherever children in the age of below 18 years are in accommodation for the purpose of imparting education.

f) "Employee" means any person appointed/engaged by the management of the Hostel of Educational Institutions who is involved in any activity of the said institution.

g) "Fee" means expenditure of any kind incurred by the parents/guardian of child for the purpose of accommodation in such residential facility.

h) "Guardian" in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute.

i) NCPCR means the "National Commission for Protection of Child Rights (NCPCR)" constituted under Section 3 of the Commissions for Protection of Child Rights Act, 2005 (4 of 2006)

j) "Norms and Standards" means minimum mandatory requirements to establish and run a "hostel of educational institutions for children" as in point 4 (b) of these guidelines

k) "Parent" means either the biological or step or adoptive father or mother of a child.

l) "Educational Institution" means any aided/unaided institution, private aided and unaided Minority institutions imparting education to the children in the age group of 6-18 year.

m) SCPCR means "State Commission for Protection of Child Rights" constituted under Section 17 of the Commissions for Protection of Child Rights Act, 2005 (4 of 2006).

n) "Screening Procedure" means method other than that of random selection for admission of a child.

o) RTE Act, 2009- The Right of Children to Free and Compulsory Education Act, 2009

CHAPTER II

REGISTRATION FOR ESTABLISHING OR REGULATING HOSTEL OF EDUCATIONAL INSTITUTIONS FOR CHILDREN

(3) **Establishment of hostel**

a) After the enforcement of the guidelines by notification, no hostel of educational institution shall run without registration within the time period of six months (or as stated in notification) from the date of notification of the said guidelines.

b) Registration under these guidelines shall be deemed mandatory for any/all educational institutions having hostels/residential facilities for children below 18 years either regulated or affiliated or recognized by any other council/statutory body/department/board or not.

(4) Procedure of Registration -

a) The management of every hostel in existence on the date of the enforcement of these guidelines as per point 3 and of every hostel proposed to be established on or after that date shall make an application, in prescribed format, to the competent authority for registration to run such hostels or to establish such institution, as the case may be;

b) Every such application shall-

i. be in the prescribed form as annexed;

ii. be accompanied by such processing fee as prescribed by respective appropriate Government; and

iii. contain the particulars as per the annexed norms and standards,

iv. If, the hostel is run, managed or established by the Government (Centre or State), and the competent authority is involved in establishing/managing/running such hostel, there is no need to apply for registration but it is mandatory for the competent authority to ensure proper implementation and fulfillment of norms and standards laid down in these guidelines. The Ministries and departments shall involve the competent authorities in the schemes/projects/programmes for establishing hostels.

(5) Grant of Certificate of Registration:

On receipt of an application under point 4 (b) the competent authority may consider to grant the registration after taking into consideration the particulars contained in such application, provided that the registration shall not be refused unless the applicant has been given an opportunity of making his/her representations.

(6) Procedure of Granting Registration Certificate:

i. After receiving the application, the competent authority will scrutinize the applications.

ii. After short listing the proposals, a minimum two-member visit team comprising officials not below block-level (inclusion of one member from district child protection unit is desirable) will be formed by the competent authority to visit the site of proposed hostel/already established hostel.

iii. During the time of visit, the two member visit team shall inspect the facility w.r.t. number of seats for which the registration of the hostel is sought.

iv. The visit team will then submit its report in the prescribed format as annexed with these guidelines, to the competent authority. After the receipt of report, the competent authority, if satisfied that the proposal for registration fulfils the objects laid down under point 4; may issue a Registration Certificate indicating the number of seats allotted, within a period of one month of receiving the proposal, to establish a hostel in accordance to the provisions prescribed by the competent authority for a period of one year.

v. The institution has to apply for renewal of the registration certificate to the competent authority every year.

vi. The competent authority after due diligence will renew the registration only if the institution fulfills all the basic requirements for hostel.

b). The hostel shall fulfill criterion for safe and secure environment for children as per the guideline/manual of concerned department/ministry/statutory body and annexed checklist; and the visiting team constituted by the competent authority shall ensure that all points in the checklist are fulfilled by the hostel and the hostel also fulfills the requisite norms and standards as per number of seats before recommending registration.

(7) Procedure for Closure

a) No hostel shall be closed without due approval from the competent authority. The approval should be sought by the management through a formal application to the competent authority.

b) The competent authority before granting approval for closure has to ensure that the children are transferred to any other such accommodation thereby ensuring the continuity of the session.

(8) Power to Withdraw Registration

The competent authority may, at any time, withdraw the registration granted under point 5,

a) If such registration has been obtained by fraud, misrepresentation or suppression of material particulars or where after obtaining the registration there is violation of any of the provisions of the guidelines or of any of terms or conditions or findings of inspection under point 17, or of the registration or of any direction issued by the competent authority under these guidelines at any stage.

b) If the competent authority, after inquiry, finds any violation of POCSO Act, 2012 or JJ Act, 2015 or any other child related law or violation of measures for safety and security of children in hostels.

c) In case of any serious violation or threat to life of children in a hostel, the district magistrate/district collector shall have the power to issue order for closure of such an hostel and shifting of children to another safe and secure environment, with immediate effect.

(9) **Procedure to Withdraw Registration:**

a) Before withdrawing registration under points 7(a) and/or 7(b) the competent authority have to give the management of the hostels an opportunity for making its representation.

b) The competent authority before granting approval for closure has to ensure that the children are transferred to any other such accommodation thereby ensuring the continuity of the session.

d) If in any case NCPCR/SCPCR does not find a hostel fit in their observation for the interest of child, the Commission may recommend to the competent authority or appropriate Government to withdraw registration after consideration of competent authority through proper procedure.

(10) **List of Hostels**

The appropriate Government should prepare and publish each year in the Gazette, a list containing the names of all hostels with number of seats allotted which have been granted registration under point 5, from time to time and a list of hostels in relation to which such registration has been cancelled during the same period.

(11) **Admission in Hostels**

a) The educational institution u/s 2 (n) of the RTE Act, 2009 and not notified under specified category hostels shall not subject the students to any screening procedure. For any other hostel, the priority for allocation of seats in hostels should be in accordance to the norms specified by the appropriate government.

b) The priority for allocation of seats in the hostel should be in accordance to the norms specified by the appropriate government for procedure of admission in such educational institution.

c) The admission in the hostel should be done by parents of the child and/or guardian through written consent letter at the time of admission in the educational institution or throughout the year as per the desire/requirement of the child/parents/guardians subject to availability of seats.

d) The norms for admission prescribed by State government in educational institutions may be followed during the time of the admission.

e) If in case of Hostel managed/run/established under any scheme of Central/State Government, the procedure of admission shall be as prescribed in scheme as per laws.

(12) Fees:

a) The fees charged, if any, by the hostel must be regulated by the appropriate Government and only be collected on monthly or quarterly basis.

b) The hostel while admitting a child should not collect any capitation fee.

c) If in case of Hostel managed/run/established under any scheme of Central/State Government, the fees shall be as prescribed in scheme as per laws.

CHAPTER III

MANAGEMENT OF HOSTEL

(13) **Hostel Staff**

(1) A hostel shall maintain an adequate number of staff to manage the hostel. The strength of hostel personnel shall be directly related to the number of students residing in the hostel to effectively manage the day to day running of the hostel complex.

(2) A hostel shall engage a Superintendent or Superintendents to supervise the activities of the hostellers. The number of Superintendents engaged shall be on a ratio of one (1) Superintendent for a unit of not more than 200. Additional Superintendent or Superintendents shall be provisioned by the educational institution running hostel, in case of a unit more than 200 hostellers.

(3) The recruitment or engagement of superintendents shall be executed by the management of the hostel, and –

(i) The superintendent(s) must be competent to exercise overall control in respect of the execution & maintenance of general discipline and spirit in the hostel, including the welfare, study and recreation activities of hostel students.

(ii) The post of superintendent shall be full time in nature.

(4) It shall be required for management of hostels to provide superintendents to care for the girl and boy hostellers separately, who shall be engaged full time.

(5) The hostel shall engage the following staff in adequate number as prescribed by the competent authority viz,

a) Warden b) Counselor, c) Security Guard, d) Nurse, e) Sweeper, f) Cleaner, g) Helper, h) Cook, i) Kitchen Staff, j) Clerk, k) office assistants

(6) Superintendent and Warden shall be any person possessing such minimum qualifications/skills/ training /certification by any Institution of the Central Government/appropriate Government or Recognized University/Board. As prescribed by the appropriate government.

(7) The management of the hostel should ensure that at the time of joining the employee as defined in point 2 (f) has to furnish an affidavit that they have never been convicted

under Juvenile Justice Act, 2015, and Child Labour (Prohibition and Regulation) Act, 1986, Child Labour (Prohibition and Regulation) Amendment Act, 2016, and Protection of Children against Sexual Offences (POCSO) Act, 2012.

(8) The salary/wages and allowances payable to, and the terms and conditions of service of, the staff will be such as prescribed by the appropriate Government.

(14) Children-Warden Ratio

The hostel must ensure 1:50 Children- Warden ratio i.e. there should be one house-in-charge for 50 children.

(15) Duties and Responsibilities:

1) Hostel Superintendent:

- i. Superintendent shall be the overall in-charge of the hostel.
- ii. Superintendent of the hostel shall maintain regularity and punctuality in attending the residential educational institutions;
- iii. Check and keep updated records of all children at all times.
- iv. Ensure the safety, security and psychological well-being of children residing in hostel.
- v. Immediately report the matter to concerned officials of district administration, in connection to any violations of rights of children, especially serious offences pertaining to child abuse and child sexual abuse as per Section 21 of the POCSO Act 2012. It shall be the duty and responsibility of the Superintendent to spread awareness regarding POCSO E-Box of NCPCR amongst all the children residing in the hostel.
- vi. Superintendent should ensure regular health check-up of children at least once per quarter by a registered medical practitioner.
- vii. Superintendent shall ensure overall improvement of the condition of the institution from time to time;
- viii. Superintendent shall ensure reviewing the standards of care are being followed;
- ix. Superintendent shall facilitate the setting up of children's committees for different age groups of children, that is in the age group of 6 to 10 years, 11 to 13 years and 16 to 18 years and these children's committees shall be constituted solely by children.
- x. The Superintendent shall ensure that the children's committees meet every month and maintain a register for recording their activities and proceedings, and place it before the Management Committee in their monthly meetings.
- xi. The superintendent shall ensure that the children's committees are provided with essential support and materials including stationery, space and guidance for effective functioning.

xii. The Superintendent of hostel shall support child participation of the children's committees in the following:

a) electing their leaders and in devising the procedure to be followed for conducting the elections;

b) conducting the elections and monthly meetings;

c) framing rules for the functioning of children's committees and following it;

d) maintaining records and Children's suggestion book and other relevant documents;

e) Any other innovative activity.

xiii. The Superintendent shall ensure that the residential educational institution must at all times be equipped with basic First Aid & Medicine Kit containing band-aids/ bandages, cotton wool and disinfectants for minor injuries. ORS packets, scissors, thermometer and antiseptic ointment should also be part of the medicine kit.

xiv. And such other activities defined in guidelines or as deemed fit.

2) **Hostel Warden:**

i. Warden shall take regular attendance of children twice a day.
ii. Inspect the dormitories and other premises of hostel on daily basis.
iii. Take necessary action deemed fit and report any matter pertaining to sickness, injury, abuse of children in hostel to the Superintendent.
iv. Ensure safety and security of children at all times.
v. Warden may also check the quality of food on day to day basis.
vi. Maintain and update asset and stock register of dormitories and other rooms designated to the warden.
vii. Preparing daily routine and diet scale of children.

(16) **Management Committee of Hostel**

(a) Each residential educational institution must constitute a management committee within one month of admission every year.

(b) The management committee should constitute of 50% students and 25% representatives of management and 25% representatives of teachers. In case of girls hostel the representatives of management and teachers should be 50% females.

(c) The educational institutions where Parent Teacher Association (PTA) is not constituted a committee comprising of parents should be constituted.

(d) The term of management committee will be one year. Every year new management committee will be constituted by giving representation to students in rotation. Every year at-least 2/3rd of the representatives of children should be replaced with new members.

(e) Meeting of management committee should be conducted every month and proceedings of meetings be recorded.

(f) The main functions of management committee should be to ensure safe, secure and developmentally appropriate environment for children in the hostel with respect to their right of participation.

(g) It should be monitored by the management of the hostel that the respective faiths of children are preserved and no student is forced to practice or follow any faith beyond his/her will or consent in writing made by parents, as per article 28(3) of Constitution of India.

(h) The management committee shall conduct safety audit on quarterly basis. The management of the institution shall ensure that the gaps observed by the management committee during the audit shall be attended to.

CHAPTER IV

NORMS AND STANDARDS

(17) Norms and standards governing hostels and residential educational institutions for children below 18 years

1. ***Physical Infrastructure.***- (1) The accommodation in each institution shall be as per the following criteria, namely:-

A. Hostels:

(a) Separate residential facilities and toilets for boys and girls below the age of 10 years.

(b) Seperate hostels for boys and girls above the age of 10 years.

(c) Separate infrastructure for boys and girls in the age group of 11 to 15 years and 16 to 18 years;

(d) Any educational institution having students above 18 years should have separate residential facilities for children below 18 years as per the said guidelines.

(e) The warden and superintendent shall stay within the institution provided with quarters and in case of leave of absence any other senior staff member of the institution shall stay in the institution and be in a position to supervise the overall care of the children and take decisions in the case of any crisis or emergency.

(f) There shall be proper and non-slippery flooring for preventing accidents.

(g) There shall be adequate lighting, heating and cooling arrangements, ventilation, safe drinking water, clean and accessible gender and age appropriate and disabled friendly infrastructure including toilets and boundary wall ensuring safety and security of resident students.

(h) All hostels covered under the guidelines shall:

i. make provision of first-aid kit, fire extinguishers, recreation room, dormitories, store rooms and counseling/sick room;

ii. conduct periodic inspection of electrical installations;

iii. ensure proper storage and inspection of articles of food;

iv. ensure stand-by arrangements for emergency lighting for water storage and;

v. Ensure that water storage facility is safe thereby securing children from any mis-happenings.

(i) Barrier free infrastructural facilities and necessary equipment shall be provided to differently-abled children. Such facilities and equipment shall be designed under the guidance of specialists or experts.

(j) The suggested norms for building or accommodation in each institution with 50 children may be as under:

Sl. No.	Item Description	Dimension
(i)	*2 Dormitories	Each 1000 Sq.ft. for 25 children i.e. 2000 Sq. ft.
(ii)	2 Study Rooms	300Sq.ft. for 25 children i.e. 600 Sq. ft.
(iii)	Sickroom/First aid room	75 Sq.ft. per children for 10 i.e. 750 Sq. ft.
(iv)	Kitchen	250 Sq. ft.
(v)	Dining hall	Minimum 500 Sq. ft.
(vi)	Store	250 Sq.ft.
(vii)	Recreation room	300 Sq.ft.
(viii)	Library	500 Sq.ft.
(ix)	5 Bathroom	25 Sq.ft. each i.e. 125 Sq. ft.
(x)	8 Toilets	25 Sq. ft. i.e. 200 Sq.ft.
(xi)	Office area	300 sq ft
(xii)	Counseling and Guidance room	120 Sq.ft.

(xiii)	Residence for Person-in-charge	(a) 2 rooms of 250 Sq.ft. each (b) Kitchen 75 Sq.ft. (b) bathroom cum toilet 50 Sq
(xvi)	Playground	Sufficient area according to total number of children

* Note: In case of room 30 sq. ft. area for each child shall be provisioned

2. Minimum Standards for Clothing, Bedding, Toiletries and other Articles.-

For Hostels of Educational Institutions for Children below 18 years:

(a) It should be ensured by the Superintendent of the hostel that the clothing and bedding of children during their stay in hostel shall be as per the scale and climatic conditions. The requirements of each child and the minimum standards for clothing and bedding are to be provided which shall be as under:

A. BEDDING:		
SL	Article	Quantity to be provided per child
1	Mattress	1 at the time of admission and subsequently 1 after every 1 year.
2	Cotton Durry	2 at the time of admission and subsequently 2 after every 2 years.
3	Cotton bed sheets	2 at the time of admission and subsequently 1 after every 6 months.
4	Pillow (Cotton stuffed)	1 at the time of admission and subsequently 1 after every 1 year.
5	Pillow covers	1 at the time of admission and subsequently 1 after every 1 year.
6	Cotton blankets/ Khes	2 at the time of admission and subsequently 1 after every 2 years.
7.	Cotton filled quilt	1 at the time of admission and subsequently 1 after every 2 years (in cold region in addition to the blankets).
8.	Mosquito net	1 at the time of admission and subsequently 1 after every 6 months.
9.	Cotton towels	2 at the time of admission and subsequently 1 after every 3 months.

(b) In addition to the clothing specified above, each child shall be provided adequate number of uniform as per the schemes of the government applicable on the hostels for (boys and girls). However, shoes should be treated as integral part of the uniform for children.

(c) Toiletry: Every resident of the hostel shall be issued oil, soap and other materials as per the following scale:

Sl.No.	List of Items	Quantity to be issued per child
1	Hair Oil for grooming the hair	100 ml per month.
2	Toilet soap/hand-wash	2 bars of 100gm per month.
3	Tooth brush	1 in every 3 months.
4	Toothpaste	100gm (a tube) per month.
5	Comb	1 in every 3 month.
6	Shampoo sachets	8 in a month (10ml/ per sachet).
7	Bathing soap	2 bars of 125gm per month.
8	Hair clip/band	2 bands in 3 month.
9	Moisturiser or cold cream (during winter)	250 ml in a month.

(d) For washing of clothes and towels, bed-sheet, etc., the following scale may be followed:

(i) washing soap: 3 soaps for one month (125 gms) or equivalent washing powder;

(ii) whitening or bleaching agent to the extent required only for white clothing.

The sick room clothing shall not be mixed with other clothing at the time of washing and if necessary, the Superintendent can issue the above items separately for washing of hospital clothing. The superintendent may get installed washing machines, as required.

(e) The following items shall be provided for maintaining the Hostel in a healthy and sanitary condition:

S. No.	Items	Scale of Supply
1.	Broom stick	25 to 40 per month depending on the area of the institution.
2.	Pesticide spray	As per the institution doctor's advice.
3.	Effective bugs killing agent	As required.
4.	Phenyl and cleaning acid.	Depending on the area of lavatories to be (daily) cleaned as per institution doctor's advice.
5.	Mosquito repellent machines	2 per room per month with adequate fillets.

3. Sanitation and Hygiene.-

Every hostel shall have the following facilities, namely:

(i) sufficient safe drinking water; water filters or RO should be installed at multiple locations in the premises for easy access such as kitchen, dormitory, recreational rooms etc.;

(ii) sufficient water including hot water for bathing and washing clothes, maintenance and cleanliness of the premises;

(iii) proper drainage system with regular maintenance;

(iv) arrangements for disposal of garbage;

(v) protection from mosquitoes by providing mosquito nets or repellants;

(vi) annual pest control;

(vii) sufficient number of well-lit and airy toilets with proper fittings in the proportion of at least one toilet for seven children;

(viii) sufficient number of well-lit and airy bathrooms with proper fittings in the proportion of at least one bath room for ten children;

(ix) sufficient space for washing and drying of clothes;

(x) sanitary napkin vending machines and incinerators in girls hostels with a well defined policy filling of fresh napkins;

(xi) washing machine wherever possible;

(xii) clean and fly-proof kitchen and separate area for washing utensils;

(xiii) sunning of bedding twice every month and clothing on regular basis;

(xiv) maintenance of cleanliness in the sick room;

(xv) daily sweeping and wiping of all floors in the home;

(xvi) cleaning or washing of the toilets and bathrooms twice everyday;

(xvii) proper washing of vegetables and fruits and hygienic manner of preparing food;

(xviii) cleaning of the kitchen slabs, floor and gas after every meal;

(xix) clean and pest proof store for maintaining food articles and other supplies;

(xx) disinfection of the beddings at least once a year;

(xxi) fumigation of a sick room or isolation room after every discharge in case of contagious or infectious disease; and

(xxii) Cleanliness in sick room.

(xxiii) Appropriate dinning etiquette to be followed such as proper sitting and serving of food arrangement at the time of the meals.

9. **Daily Routine.**- (1) Every Hostel for Children below 18 years shall have a daily routine for children developed in consultation with the management committee and children's committee, which shall be prominently displayed at various places within the hostel premises.

(2) The daily routine may provide, *inter alia*, for a regulated and disciplined life, personal hygiene and cleanliness, physical exercise, yoga, educational classes, vocational training, organised recreation and games, moral education, group activities, prayer and community singing and special programmes for Sundays and holidays and national holidays, festive days, birthdays.

10. **Nutrition and Diet Scale.**-

(1) The following nutrition and diet scale shall be followed by the hostels, namely:

(i) the children shall be provided four meals in a day including breakfast;

(ii) the menu shall be prepared with the help of a nutritional expert. During monthly medical check-ups by the visiting doctor, If any deficiencies are observed in children, the menu should be prepared in accordance to meet with the nutritional deficiency,

(iii) every hostel shall strictly adhere to the minimum nutritional standard and diet scale suggested as specified below:

S.No.	Name of	Scale per head per day
1.	Rice/Wheat/Ragi/ Jowar or Rice	600. gms, (700 gms for16-18 yrs age) of which at least 100 gms to be either Wheat
2.	Dal/ Rajma/ Chana	120 gms.
3.	Edible Oil	25 gms.
4.	Onion	25 gms.
5.	Salt	25 gms.
6.	Turmeric	05 gms.
7.	Coriander Seed Powder	06 gms.
8.	Ginger	05 gms.
9.	Garlic	05 gms.
10.	Tamarind/ Mango powder	05 gms.
11.	Milk (at breakfast).	150 ml.
12.	Dry Chillies	05 gms.
13.	Vegetables Leafy Non—	100 gms. 130gms.
14.	Curd or Butter Milk	100 gms/ml.
15.	Chicken once a week or	115 gms.

S.No.	Name of	Scale per head per day
16.	Jaggery & Ground Nut Seeds or Paneer	60 gms each (100 gms for paneer) Once in a week.
17.	Sugar	40 gms.
18.	Tea/Coffee	5gm.
19.	Sooji/Poha	150 gms.
20.	Ragi	150 gms.
Following items for 50 Children per day		
21.	Pepper	25 gms.
22.	Jeera	25 gms.
23.	Black	50 gms.
24.	Mustard	50 gms.
25.	Ajwain	50 gms.
On Chicken Day for 10 Kg of Chicken.		
26.	Garam Masala	10 gms.
27.	Kopra	150 gms.
28.	KhasKhas	150 gms.
29.	Groundnut Oil	500 gms.
	For Sick Children	
30.	Bread	500 gms.
31.	Milk	500 ml.
32.	Khichadi	300 gms.
Other Items		
33.	LP Gas for Cooking only	

(2) Children may be provided special meals on holidays, festivals, sports and cultural day and celebration of national festival.

(3) Sick children shall be provided special diet according to the advice of the doctor on their dietary requirement.

(4) The requirement of each child shall also be taken into account including need for iron, folic acid, calcium and zinc supplements.

(5) Variation in diet may be as per seasonal and regional variations, a suggested diet variation is given below:-

i. varieties of dal e.g. Toor (Arhar), Moong (Green Gram) and Chana (Bengal Gram) may be given alternatively;

ii. on non-vegetarian days, vegetarian children shall be issued with either 60 gms of jaggery and 60 gms of groundnut seeds per head in the shape of laddus or any other sweet dish or 100 gms paneer;

iii. leafy vegetables such as Fenugreek (Methi), Spinach (Palak), Sarson (Mustard leaves) Gongura Thotakura or any other saag etc., may also be issued once in a week. If a kitchen garden is attached to any institution, leafy vegetables, should be grown and issued and the Superintendent should try to issue variety of vegetables and see that the same vegetable is not repeated for at least a period of one week;

iv. seasonal fruits shall be provided in a non-repetitive manner in sufficient quantities;

v. the superintendent may make temporary alterations in the scale of diet in individual cases when considered necessary by him, or on the advice of the doctor of the institution subject to the condition that the scale laid down is not exceeded.

(6) **Meal Timing and Menu:**

(i) Breakfast – 7.30 a.m. to 8.30 a.m.

(a) upma or chapattis made of wheat or ragi or any other dish;

(b) chutneys from Gongura or fresh curry leave or fresh coriander or Coconut and Putnadal etc., dal or vegetable may be issued as a dish;

(c) milk;

(d) any seasonal fruit in sufficient quantity.

(ii) Lunch at 12.30 to 1.30 P.M and Dinner – 7.00 P.M – 8.00 P.M

(a) rice or chapattis or combination of both;

(b) vegetable curry;

(c) sambar or dal;

(d) butter milk or curd.

(7) **Others:**

i. depending on the season, the superintendent shall have the discretion to alter the time for distribution of food;

ii. on the advice of the institution's doctor or at the discretion of the superintendent, every sick child who is prevented from taking regular food, on account of his ill-health, may be issued with medical diet as per the scale for sick children;

iii. extra diet for nourishment like milk, eggs, sugar and fruits shall be issued to the children on the advice of the institution doctor in addition to the regular diet, to gain weight or for other health reasons and for the purpose of calculation of the daily ration; the sick children shall be excluded from the day's strength;

iv. every institution to have first aid kit and all staff be trained in handling first aid;

v. maintain a medical record of each child on the basis of monthly medical check-up and provide necessary medical facilities;

vi. ensure that the medical record includes weight and height record, any sickness and treatment, and other physical or mental problems;

vii. have facilities for monthly medical check-ups including dental check-up, eye testing and screening for skin problems and for treatment of children;

viii. take preventive measures in the event of out-break of contagious or infectious diseases;

ix. keep sick children under constant medical supervision;

x. not carry out any surgical intervention in a hospital on any child without the previous consent of his/her parent or guardian, unless the parent or guardian cannot be contacted and the condition of the child is such that any delay would, in the opinion of the medical officer, involve unnecessary suffering or injury to the health of the child or danger to life, or without obtaining a written consent to this effect from the superintendent of the hostel;

xi. Baseline investigation of Complete Blood Count (CBC), Urine Routine, HIV, VDRL, Hepatitis B and Hepatitis C tests and allergy or addiction to drugs shall be conducted for all children at the time of entry into the institution as suggested by the doctor after examining the child.

xii. All girls who have attained age of puberty shall undergo health assessment to detect Iron deficiency. Necessary dietary plan and medicines shall be prescribed by the nutritionist and appointed doctor, if need be.

11. Mental Health.-

(1) The environment in a hostel shall be free from abuse, allowing children to cope with their situation and build confidence;

(2) All persons involved in taking care of the children in a hostel shall participate in facilitating an enabling environment and work in collaboration with the counselors as needed.

(3) Individual therapy is a specialized process and each institution shall make provisions for it as a critical mental health intervention, wherever required.

(4) It is desirable every institution shall have the services of trained counselors or collaboration with external agencies such as child guidance centres, psychology and psychiatric departments or similar Government and non-Governmental

agencies, for specialised and regular individual therapy for the child.

(5) No child shall be administered medication for mental health problems without a psychological evaluation and diagnosis by trained mental health professionals.

(6) Medicines should be administered to the children only by trained medical staff and not by any other staff of the Hostel.

(7) provide or arrange for counseling of every child and ensure specific mental health interventions for those in need of such services, including separate rooms for counseling sessions within the premises of the institution and referral to specialised mental health centres, where necessary; and

12. Recreational Facilities.-

(1) Recreational facilities may include indoor and outdoor games, yoga and meditation, music, television, picnic and outings, cultural programmes, gardening and library etc.

(2) Sufficient space shall be made available for outdoor sports and games.

(3) Picnic and outings may include education fair or science fair, museum, planetarium, botanical garden, zoological garden, etc.

(4) Management should provide in regional language, newspapers, children's magazines, books in braille (as applicable), audio and video devices etc.

CHAPTER V

MONITORING & REDRESSAL OF GRIEVANCES

(15) Monitoring and Redressal of Grievances

(a) The various Ministries/Departments of the Government (Union/State/UT) providing hostels under their schemes shall prescribe proper monitoring systems as integral part of their schemes.

(b) Any Hostel may be inspected or caused to be inspected by the competent authority/official authorised by competent authority/ National or State Commission for Protection of Child Rights, whenever it considers necessary and may communicate the observations to the appropriate Government or competent authority

(c) The competent authority should direct the management to rectify the defects, if any, found during the course of the inspection, within a stipulated time.

(d) The district magistrate/ district collector shall constitute a monitoring committee for periodic and regular inspections of the hostels. The district magistrate/district collector shall review the inspection reports with the monitoring committee and competent authority on quarterly basis. The gaps and deficiencies observed through the inspection reports maybe taken up appropriately by the District Magistrate and resolve any/all such gaps emanating through such reports.

CHAPTER VI

ACCOUNTS, AND AUDIT

(18) Accounts and Audit

(1) (a) Separate annual accounts of Hostels be maintained by the organization/institution/Head of Institution running the Hostel.

(b) The annual accounts should be audited at least once in every year by the auditors appointed by the management for this purpose.

(c) The management has to furnish the audit report at the time of application for renewal of recognition to the competent authority.

(2) The salaries to all staff be credited directly into their respective bank accounts.

CHAPTER VII

MISCELLANEOUS

(19) Directions of the Appropriate Government:

(a) Without prejudice to the provisions, the appropriate government may, from time to time, issue such directions regarding the management of a hostel as it may think fit and it would be the duty of the competent authority to implement out such directions within such time as may be prescribed by the competent authority in this behalf.

(b) Any work/duty discharged by any official duly authorised under the provisions contained in these guidelines must be treated as "administrative work" of the appropriate Government.

(20) Appeal

(a) Any management aggrieved by any decision of the competent authority under any of the provisions of these guidelines may, within two months from the date of the receipt of the decision by them, prefer an appeal against such decision to appellate authority, as authorised by appropriate Government.

(b) Provided that the appellate authority may, in its discretion, allow further time as per section 5 of Limitation Act for preferring any such appeal, if it is satisfied that the appellant had sufficient cause for not preferring the appeal in time.

(c) On receipt of an appeal under point (a) the appellate authority, after giving the appellant an opportunity of making his representations, redress and close the appeal as expeditiously as possible.

APENDIX-1

FORM I

SELF-DECLARATION-CUM-APPLICATION FOR GRANT OF REGISTRATION OF HOSTEL

[See point 4 (b) (i)]

To

The District ____________
(District Education Officer)
____

(Name of District and Union territory)

Sir,

I forward herewith with a self-declaration regarding compliance with the norms and standards specified in the ____________________ and an application in the prescribed performa for the grant of registration to ....(Name of the Educational Institution)...........................and (Name of Hostel)...

With effect from the commencement of the hostel (year).....dd/mm/yy..........

Yours faithfully,

(Chairman/Director of
Trust/Society/Organisation/Institution)

Enclosure
Place.................
Date:.................

A. Details of Organization/Trust/Society	
	Name of Organization/Trust/Society
	Date of Foundation
	Registration Number
	List of office bearers
	Name official address of the Chairman and Secretary of the Hostel

Name
Designation
Address
Phone (O)………………… (R)…………………

Total Income and Expenditure during last 3 Years surplus/ deficit

Year	Income	Expenditure	Surplus/deficit

B. Details of Educational Institution	
1.	Name of the Institution
2.	Name and Address of Institutes Doctor
3.	Date of First Opening of Hostel (Boys/Girls)
4.	Session
5.	District
6.	Distance of Hostel from the Educational Institution
7.	Distance of Doctor's Clinic
8.	Postal Address
9.	Tehsil
10.	Pin Code
11.	Phone No. with STD Code
12.	Fax No.
13.	E-mail address (mandatory)
14.	Does the institution has its own building or is it running in a rented building?
15.	Nearest Police Station
16.	Whether the Hostel buildings or other structure or the grounds are used for any other purpose?
17.	Total area of the Hostel
18.	Built up area of the Hostel

C. Enrolment Status (If already running)

	Age of child	Group	No. of Section	No. of Students (Boys/Girls)
1.	Below 18 years			
2.	Above 18 years			

D. Certified that the Educational Institution undertakes to furnish such reports and information as may be required by the competent authority from time-to-time and complies with such instructions of the appropriate Government or competent authority as may be issued to secure the continued fulfilment of the condition of registration or the removal of deficiencies in working of the Hostel).

E. Certified that records of the Educational Institution shall be open to inspection, by any officer authorized by competent authority or appropriate Government at any time, and the Hostel shall furnish all such information as may be necessary to enable the Government of India or the Local Body or the Administration to discharge of his obligations to Parliament/Panchayat/Municipal Corporation, as the case may be.

F. Details of Permission Granted by the Competent Authority for Opening of Hostel with distance of the Hostel from the Educational Institution with approved Map

G. Minimum Standards of Safety.		**Yes/No**	**Details**
1.	Potable, safe and adequate drinking water		
2.	Fire safety measures.		
3.	Periodic pest control.		
4.	CCTV surveillance (if any)		
5.	First Aid kit.		
6.	Medicine Kit (attach list)		
7.	Quarterly Health Check-up of children by a registered medical practitioner (attach consent of		

H. Other Facilities (Attach purchase receipt or bills)	
1.	Play material, games and Sports equipments (attach list)
2.	Disaster preparedness measures.

I. Particulars of Administrative and Non Administrative Staff (detail for each to be mentioned separately with a one-page bio-data)		
(Name) (1)	Father/Spouse Name (2)	Date of Birth (3)
Academic Qualification (4)	Professional Qualifications (5)	Experience (6)
Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)
Date of Joining (10)	Date of Superannuation (11)	

J. Particulars of Non-Administrative Staff (detail for each employee separately)		
(Name) (1)	Designation (2)	Father/Spouse Name (3)
Date of Birth (4)	Academic Qualification (5)	Professional Qualification (6)

Experience (7)	Work Assigned (8)	Appointment Date (9)
Trained or Untrained (10)		

....

Chairman/Manager,

Managing Committee

.........................Hostel

Place.....................

Date:.....................

APPENDIX-II

FORM II

VISIT FORMAT FOR GRANT OF REGISTRATION OF HOSTEL

[See point 6 (5) (iii)]

Visit Format

1. Date of Visit: ____________________

2. Place of Visit: ____________________

3. Name of Hostel: ____________________

4. Name of Organisation running Hostel: ____________________

5. Address (With Contact Details):

(A) Address of Educational Institution ____________________ ____________________

(B) Address of Hostel ____________________ ____________________

6. Name and designation of officials conducting visit (attach list).
7. Details of the person from organization present during the visit (attach list)
8. Observations on the check-list on safety & security against Physical, Emotional & sexual Abuse (Attached).
9. Records:

Records	
1.	Enrolment forms of children
2.	Admission/ enrolment register for recording profile of children and their parents including detail of both parents
3.	Attendance register of children

4.	Attendance registers of all employees
5.	Maintenance of quarterly health check-up records of children
6.	Stock register
7.	Fee record of all children

i. Certified that the Educational Institution undertakes to furnish such reports and information as may be required by the competent authority from time-to-time and complies with such instructions of the appropriate Government or competent authority as may be issued to secure the continued fulfillment of the condition of registration or the removal of deficiencies in working of the Hostel.

ii. Certified that records of the Educational Institution shall be open to inspection, by any officer authorized by competent authority or appropriate Government at any time, and the Hostel shall furnish all such information as may be necessary to enable the Government of India or the Local Body or the Administration to discharge or his obligations to Parliament/Panchayat/Municipal Corporation, as the case may be.

A. Particulars of Administrative and Non Administrative Staff (detail for each to be mentioned separately with a one-page bio-data)		
(Name) (1)	Father/Spouse Name (2)	Date of Birth (3)
Academic Qualification (4)	Professional Qualifications (5)	Experience (6)
Class Assigned > (7)	Appointment Date (8)	Trained or Untrained (9)
Date of Joining (10)	Date of Superannuation (11)	
B. Particulars of Non-Administrative Staff (detail for each employee separately)		
(Name) (1)	Designation (2)	Father/Spouse Name (3)
Date of Birth (4)	Academic Qualification (5)	Professional Qualifications (6)
Experience (7)	Work Assigned (8)	Appointment Date (9)
Trained or Untrained (10)		

10. Any other observation by the visit team

11. Recommendation

Recommended	Not Recommended
(Signature and seal of visiting Official)	(Signature and seal of visiting Official)

Appendix-II

CHECK-LIST ON SAFETY & SECURITY OF CHILDREN IN HOSTEL

S. No	Statements	Yes/No	Remarks
[illegible]			
1.	Are the corridors and staircases clear of obstruction?		
2.	Are doors and emergency doors clear of obstruction?		
3.	Is the floor evacuation plan displayed properly and accessible readily for students in hostel premises?		
4.	Is the water quality from the filters in the hostel clean and potable?		
5.	Has toilet cleanliness been maintained?		
6.	Are there any ceiling tiles or plaster hanging from the wall/roof of rooms /corridors /kitchen		
7.	Is there any dampness in walls of various building areas of the hostel?		
8.	Cross ventilation in kitchen and toilets maintained or not?		
9.	Are rooms properly illuminated with lighting?		
10.	Is lightening conductor properly? (Specially prio Season)		
11.	Is First Aid kit in place and accessible to students in the hostel?		
12.	Any suggestions from students/staff for upgrading floor safety		
[illegible]			
13.	Are the electrical fitments in the classrooms and corridor working properly?		
14.	Are Switch Board/main switches working properly, are the switch board covered and cautioned?		
15.	Whether checked Water Coolers and other electrical gadgets transferring shock? If yes than remedial measures taken or not?		

S. No	Statements	Yes/No	Remarks
16.	Any case of electric shock or problem of any type encountered by the staff/student?		
17.	Has any Sparks or Short circuit occurred in past one week?		
18.	Has the hostel ensured limited access to the area of electrical installation only to those who are required?		
19.	Any high voltage wire there around?		
20.	Fire extinguishers are in place or not?		
[illegible]			
21.	Are the hostel staffs sensitized on trauma management to meet any accident or disaster?		
22.	Are the required details of contacts available and displayed on boards within the hostel for trauma management?		
23.	Are warden in the hostel aware of the telephone number of the hospitals, ambulance and the fire stations near to the hostel?		
24.	Are there sufficient rest rooms for children as per their age criteria?		
[illegible]			
25.	Are hostel facilities like living rooms, dining rooms, play areas, toilets, accessible by wheelchair? Are There are ramps and wheel-chairs for differently-abled students/staff? Is the hostel environment disabled friendly?		
26.	Are the wardens and other hostel staff trained for handling responsibilities of the needs of differently abled children during emergency situations?		
27.	For safety reasons students who are differently abled are accompanied only by a warden or designated attendant when using toilets?		

S. No	Statements	Yes/No	Remarks
28.	Are all the staffs and students of hostel educated to be sensitive to fellow students who are differently abled?		
Protection against Sexual Abuse			
29.	Does the hostel have a defined mechanism against child abuse and exploitation		
30.	Are all administrative and non-administrative, contractual and other staff sensitized on the mechanism against child abuse and exploitation		
31.	Are the staff and students sensitized regarding POCSO E-Box?		
32	Is there a designated space accessible for students to operate NCPCRs POCSO E-box?		
33.	Are all administrative and non-administrative staff specifically trained to be alert to signs and indicators of child abuse?		
34.	Are all parents and students sensitized on the mechanism against child abuse and exploitation		
35.	Is there a recruitment and police verification protocol and procedure in place for all staff before they are allowed to work with the children.		
36.	Are Child Safety Posters, POCSO e-Box details and Child line helpline number (1098) on display in prominent locations of the hostel?		
37.	Does the hostel has a visiting qualified Child Counselor/Psychologist- part time or full time or on call consultant one can access when there is a requirement or an emergency.		

S. No	Statements	Yes/No	Remarks
38.	Are all children regularly oriented on safe and unsafe touch and behavior? Have they been helped to understand her/his right over her/his body, and right to say No? Are students orientated/trained regarding how to protect themselves from abuse and undertake other safety measures? Is the Parent training or awareness on the same conducted by the hostel from time to time?		
39.	Hostel administration conducts awareness programs to sensitize students on harms of substance abuse, mutual and peer respect, gender sensitivity, social responsibility, and consequences of behavior or action.		
40.	Does the Hostel Warden hold regular discussions to promote child participation and provides platform for students to discuss and share with those in authority on safety, protection and other relevant issues.		
41.	In the event of serious sexual offences incidences, has the hostel administration taken immediate steps to restrict the access of the alleged offender to the children?		
[illegible]			
42.	Are the children in hostel provided guidance and training on adequate age appropriate social skills in managing emotions and building healthy peer relationships		
43.	Are the students sensitized to recognize and deal with negative peer pressure within hostels?		
S. No	Statements	Yes/No	Remarks
44.	Are sessions on life skills for students conducted in the hostel for teaching coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence among students?		

S. No.	Statements	Yes/No.	Remarks
45.	Are all types of bullying discouraged and prohibited in the hostel premises and students are asked to refrain from bullying, ragging, criticism, rude language, and malicious gossiping.		
46.	Does the hostel administration adopt a zero tolerance regarding issues of bullying, harassment and discrimination/prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor?		
47.	Does the hostel warden effectively monitor and address issues of misconduct and inappropriate social behavior? For example, stealing /needless writing on the walls/ harming another student physically or emotionally and displaying any antisocial behaviour		
48.	Are there any Behavioral Management and modification programs available in hostel and are the students aware of it?		
49.	Mechanisms in place for the students to feel safe reporting abuse of self or others, and the disciplinary		
50.	Is there a ban on corporal punishment and emotional harassment of students in the hostel?		
51.	Are Positive disciplinary modes and measures adopted and followed by the hostel administration?		
[illegible]			
52.	Is the Access to computer rooms and use of electronic and technological devices supervised by trained and qualified staff in the hostel?		
53.	Is there in Internet Security that restricts use by children?		

S. No	Statements	Yes/No	Remarks
54.	Are Students regularly educated on safe usage of technology and how to be responsible digital citizen viz. sensible use of mobiles, mobile games, sms, mms, internet, mail or net chats, effect of plagiarism and how to avoid risky behavior?		
55.	Are the Students educated to understand their responsibilities, the consequences under the laws on cyber misuse, bullying, harassment etc		
56.	Are the Cyber-bullying or harassment issues handled with utmost care by hostel authorities?		
[illegible]			
57.	Does the hostel have adequate fire fighting systems in place to meet any emergency?		
60.	Is the hostel administration in touch with local fire fighting agencies for mock drill training to a crisis management group?		
61.	Are the emergency steps in place in the hostel for fire safety management? (Please specify the measure)		
62.	Is there a staff team of hostel trained for initial fire hazard management?		
63.	Is the hostel in touch with the local fire safety authorities for training and retraining the people?		
64.	Has the hostel building safe including for fire-safety for housing the students by the inspecting team?		
65.	Are there any cracks in the hostel building and other physical infrastructure and are steps being taken to repair them?		
66.	Is hostel located near any railway track? Has the impact of such locations being examined by the competent authority for the safety of the students?		

S. No	Statements	Yes/No	Remarks
[illegible]			
67.	Is hostel situated in the earthquake risk zone?		
68.	Is hostel construction safe to face a natural disaster? Are modifications required if any Attach a separate sheet		
69.	What emergency steps are in place in the hostel for disaster preparedness?		
70.	Have necessary steps been taken during construction of the building for earthquake safety for the building?		
71.	Is there a trained disaster management group available in hostel for initial response?		
[illegible]			
72.	Is hostel situated near seashore or a river?		
73.	Does the hostel have any contingency plans to meet floods, cyclones, cloud bursts and heavy rains?		
74.	Is the hostel situated on hilltops or where there is a possibility of landslide?		
75.	Is the hostel located near an industry or a chemical factory producing fatal chemical products?		
[illegible]			
76.	Does the hostel have any ongoing construction?		
77.	Are barricades and signboards being put in the construction area prohibiting the movement of students?		
[illegible]			
78.	Is the playground safe for the students to play games? Are they being maintained well?		
79.	What are the different sports facilities available in the hostel?		
80.	Are the SAI guidelines followed in providing these facilities? (give details)		

S. No	Statements	Yes/No	Remarks
81.	Have adequate precautions for the safety of the students being taken by the hostel?		
	[illegible]		
82.	Is the drinking water safe in the hostel plant? Is the water source well protected?		
83.	Is the water provided to the students tested by the Inspection teams periodically?		
84.	Does the hostel ensure safe and potable water?		
85.	Does the hostel have water management system in the event of a fire? Is there easy access to such sources?		
	Transport Management and Safety		
86.	Is the hostel owning/ running buses on lease for students?		
87.	In case children are using other means of transport, how is hostel monitoring such arrangement?		
88.	Is there a first-box in the hostel vehicle?		
89.	Has the hostel complied with the rules and regulations stipulated by the local transport authorities?		
90.	Are staff members delegated responsibilities for transport management?		
91.	Are the drivers of transportation provided by hostel trained and have a regular license?		
92.	Is it ensured whether the students are cautioned to keep a safe distance before starting the bus?		
93.	Are there speed governors in hostel buses?		
94.	Are students been trained in orderliness in buses? Have they been exposed to traffic rules?		

APPENDIX-IV

Registration Certificate of the Hostel

OFFICE OF ____

(District Education Officer)

No.

The__________

Dated:

____

____

Subject: Registration Certificate for the Hostel

Sir/Madam,

With reference to application dated______________and subsequent correspondents with visit team on ------------(date of visit by team) in this regard, the hostel__________, ______________(name and address of hostel) is registered for a period of one year under point 4 of the guidelines w.e.f.______to__________

The above registration is subject to fulfilling of following conditions:-

1. The Hostel shall be run strictly in accordance of the provisions contained in the guidelines.
2. The Hostel shall fulfill the Norms and Standards as given under point 4(b) (iv) of the guidelines.
3. The Hostel shall fulfill all the parameters for Safety and Security of Children as per the checklist annexed.
4. The organization/Institution/Individual running the Hostel shall charge fee from the children as regulated by the appropriate Government from time to time.
5. The organization/Institution/Individual running the Hostel shall not charge any capitation fee from the parents/children and shall not subject the child or his/her parents or guardians to any screening procedure.

6. Admission shall not be denied to children on the grounds of religion, caste, race, region, sex, disability and socio-economic status of family of child.

7. No child shall be subjected to physical punishment or mental harassment.

8. The organization/Institution/Head of Hostel running the Hostel shall abide by the suggestions/advice given by inspecting committee and appropriate Government officers during their visit/inspection.

9. The organization/Institution/Head of Hostel shall maintain separate annual accounts of Hostel.

10. The annual accounts shall be audited at least once in every year by the auditors appointed by the management for this purpose.

11. The Hostel shall abide by the instructions/directions issued by the appropriate Government from time to time.

12. The Registration Number of your Hostel is which may please be noted and quoted for further correspondence.

13. The renewal of registration of the organization be ensured.

14. The organization would apply with requisite fee for renewal of registration every year.

Yours faithfully,

(District Education Officer)

NATIONAL DISASTER MANAGEMENT GUIDELINES

SCHOOL SAFETY POLICY

February 2016

NATIONAL DISASTER MANAGEMENT AUTHORITY
GOVERNMENT OF INDIA

National Disaster Management Guidelines

School Safety Policy

National Disaster Management Guidelines- School Safety Policy

A publication of:

National Disaster Management Authority
Government of India
NDMA Bhawan
A-1, Safdarjung Enclave
New Delhi – 110 029

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February 2016, New Delhi

National Disaster Management Guidelines

School Safety Policy

National Disaster Management Authority
Government of India

प्रधान मंत्री
Prime Minister

MESSAGE

I am happy to learn that the National Disaster Management Authority (NDMA) has prepared a comprehensive school safety policy with a vision of safety of school children and influencing the society at large for disaster risk reduction.

I am sure, this document will go a long way in establishing new benchmarks for the safety of school children.

On this occasion, I extend my best wishes to NDMA.

(Narendra Modi)

New Delhi
22 January, 2016

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Executive Summary

The National School Safety Policy Guidelines stand for a vision of India where all children and their teachers, and other stakeholders in the school community are safe from any kind of risks due to natural hazards. The Guidelines focus upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the country. It is hoped that this document will be useful to ensure that all school children across the country remain safe from any kind of disaster risk as they access their right to education.

The Guidelines highlight upon the following key elements:

- Addresses the vertical of school safety in a more inclusive and holistic manner in the national policy sphere
- Capacity building of children, teachers, school personnel, state and district education machinery on school safety and disaster preparedness
- Anchoring /implementing child centered community based disaster risk reduction in the local context
- Mainstreaming risk and safety education in the school curriculum.
- Linking school safety in the existing government schemes and policies.
- Strengthening coordination amongst institutional structures at the district, state, and national levels to promote effective child rights governance in disaster situations

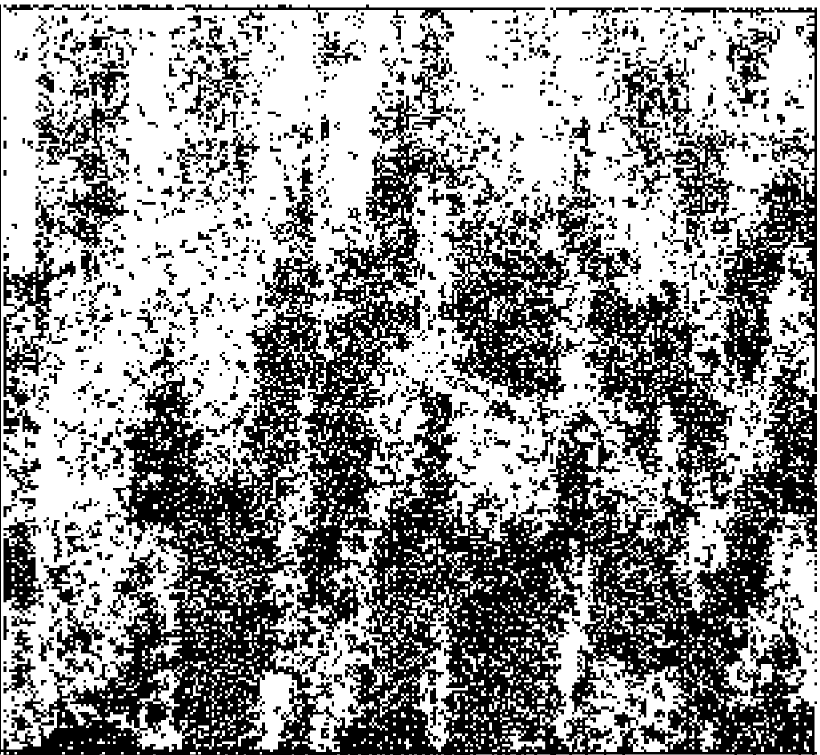
Chapter 1 introduces the concept and examines the importance on school safety as placed in the various national policies and guidelines.

Chapter 2 details the key challenges faced while addressing safety issues in schools, the core principles of school safety which have been kept in mind while formulating the said guidelines and the vision and objectives of the guidelines.

Chapter 3 details the various activities that need to be undertaken at the state, district and local levels to be able to address school safety in a holistic manner. This includes, school safety planning at designated levels, preparation of school disaster management plans, implementation of safety actions (structural and non -structural measures, capacity building of stakeholders, incorporation of school safety and disaster preparedness in core curriculum, monitoring of risk and mainstreaming of disaster risk reduction in all the school education initiatives.

Chapter 4 details the roles and responsibilities of the various stakeholders to ensure school safety at national, state and local levels.

Chapter 5 highlights specific actions towards school safety that can be undertaken by different stakeholders within the existing framework for delivery of education.



Section 1

Introduction

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Introduction

1.1 Disasters as a critical threat to the well-being of children

'Disasters', are defined as "a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources"[1]. Due to a range of factors, including age, physical ability, gender, health conditions and, dependency on care givers, many children are extremely vulnerable in the event of a disaster. Such events cause a serious disruption in their healthy growth and development as well as overall well-being. Experiences of fear, violence, separation from parents and caregivers, exploitation and abuse, are some of the key risks that children face. Moreover, the loss of livelihood of their families can lead to homelessness and extreme poverty. As with other infrastructure, schools are also exposed to disaster risk. Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education.

There is enough evidence to reflect that the quality of school premises and existing capacities of the stakeholders have a bearing on a child's vulnerability to disaster risks. *Annexure 1 provides details on the number of lives lost and the extent of damage to school premises in some of the major disasters globally and nationally.*

Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well being. Schools can be a safe haven for children that help them slowly move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster

1.2 Understanding School Safety

'School Safety' has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children.[2] The concept has evolved over the last couple of decades as the threat to the physical well being of children has become more visible both globally and in the country.

The Hyogo Framework for Action (HFA) 2005-2015: building the Resilience of Nations and Communities to Disasters, adopted at the World Conference on Disaster Reduction underlines the importance of knowledge and education as one of its five main priorities. It draws attention to school children and youth with the aim of making the community at large more aware of the threat of hazards and become better prepared.

The concept of school safety in its current form includes safety issues both inside and outside the schools. It includes issues of child protection and safety that look at all forms of violence and deprivation that affect the physical and mental well being of children. As it stands today, therefore, School Safety is a concept

Section 1

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[1] http://www.unisdr.org/eng/library/lib-terminology-eng%20home.htm on 13 October 2013.

[2] Ahmedabad Action Agenda for School Safety, Outcome document of the International Conference on School Safety, 18th - 20th January, 2007, Ahmedabad, India

that encompasses "the creation of safe environments for children, starting from their homes to their schools and back"[3].

1.3 National Policy Instruments

Constitution of India: As per the Indian Constitution, access to education is a fundamental right of each child in the country

National Policy on Children (2013): The National Policy for Children reaffirms the Government's commitment to the realization of rights of all children in the country. It recognizes that "every person below the age of eighteen years as a child and that childhood is an integral part of life with a value of own, and long term, sustainable, multi-sectoral, integrated, and inclusive approach is necessary for the harmonious development and protection of our children". The Policy has identified survival, health, nutrition, education, development, protection (including from emergencies/disasters) and participation as the undeniable rights of every child, and has also declared these as key priority areas.

National Disaster Management Act (2005): The National Disaster Management Act 2005 lays down the institutional, legal, financial and coordination mechanisms for Disaster Management (DM) at the national, state, district and local levels. Through the National Institute of Disaster Management, the Act envisages promotion of safety awareness among stakeholders including teachers and students.

National Policy on Disaster Management (NPDM), 2009: The National Policy on Disaster Management 2009 highlights the need for structural as well as non- structural safety in schools and educational institutions. In the chapter on Techno-legal Regime, in section 6.4.1, the Policy identifies school buildings as a national priority and enables provision for designing the school buildings/hostels with earthquake resilient features and equip them with appropriate fire safety measures. In the chapter on capacity development under section 10.2.2, the policy also emphasizes upon disaster management training in all educational institutions including schools. Section 10.5.1 makes a reference to the role of National Cadet Corps (NCC) and scouts and guides in schools and colleges for disaster management related work. Section 10.6.1 of NPDM discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education.

National Policy on Education (NPE) 1968, Revised in 1992, the National Policy on Education calls for a "child-centred approach" in primary education, but does not contain a specific reference to school safety or disaster risk issues of children.

Right to Education Act 2009: Right to Education (RTE) Act 2009 guarantees free and compulsory education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause 19, lays down that no school shall be established, or recognized unless it fulfils the norms and standards specified in the schedule. One of the key standards is in relation to access to "all weather buildings"; in "areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach...the State Government / Local Authority shall locate the school in such a manner as to avoid such dangers". The Act lays down the formation of the School Management Committee for planning of infrastructure and other requirements with respect to operational functioning of schools. The School Development Plan, as laid out by the Act, spells out the physical requirements of additional infrastructure and equipments to meet the norms spelt out in the schedule (in relation to all weather buildings). The RTE Rules provide detailed guidance on implementation of the Act on the ground.

1.4 Scope of the Guidelines:

The National School Safety Policy Guidelines draw the attention of the decision makers on school education in India (both government and private) upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the country. It is hoped that this document will be useful for these institutions to ensure that all school children across the country remain safe from any kind of disaster risk as they access their right to education.

---

3. Ahmedabad Action Agenda for School Safety, Outcome document of the International Conference on School Safety, 18th - 20th January, 2007, Ahmedabad, India

Section 2

Vision, Approach and Objectives of the Guidelines

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Vision, Approach and Objectives of the Guidelines

2.1 Vision

The National School Safety Policy Guidelines apply to all schools in the country – whether government, aided or private, irrespective of their location in rural or urban areas. They apply to all stakeholders involved in delivery of education to children in India. The Guidelines stand for a vision of India where all children and their teachers, and other stakeholders in the school community are safe from any kind of preventable risks due to natural hazards that may threaten their well-being during the pursuit of education. The guidelines also actively promote that educational continuity is maintained / resumed even in the immediate aftermath of a disaster so that children are physically, mentally and emotionally secure within their schools. **Right to Education is a fundamental right enshrined in the Constitution of India.** In order to facilitate access of all children in the country with respect to the Right to Education, it is important to ensure that children remain safe as they access and enjoy their Right to Education.

2.2 Key Challenges for Safe Schools

Efforts on school safety at the National and State levels are at an evolving stage. Key challenges in implementation of school safety measures include:

- **Disconnect between Institutions:** There is a visible disconnect between the 'non-emergency' schemes (Pertaining to Education) such as Sarva Shiksha Abhiyan and Disaster response / preparedness. Education programmes are executed in most states with little synergy or policy linkages with the SDMA / DDMA.
- **Limited convergence between schemes:** Resources required for effective implementation of a govt. scheme cannot be leveraged in the absence of a mechanism for collaborative working with other budget holders. For instance, land development within the school campus may be funded through Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). However, close coordination between micro planning activity for MGNREGA and School Development Plan preparation would be necessary for convergence.
- **Limited understanding of school safety concepts:** It is evident that the existing education machinery in the country is keen to promote safe learning environment for children and teachers but actual implementation of programmes on ground points to limited understanding of the concept of safety. At best, new school designs incorporate earthquake safety features in many areas; however floods, cyclones, landslides have been given little attention in design and costing of schools. In addition non-structural elements are often not understood as threats to safety. At the level of teachers and students, safety issues are discussed and pursued as one off activities. School timetable and curriculum need suitable modifications to make safety understanding a routine activity.

The National School Safety Policy Guidelines emphasize on the need for active mainstreaming of disaster risk reduction in all the school education initiatives in the country. This would require a collaborative approach between the state education departments and the state disaster management machinery. Collaboration would be necessary especially for capacity development activities such as sensitization of officials, public awareness on disasters, training of students and teachers, pre-positioning equipments for emergency response, creation of educational material on disasters and monitoring of risks

2.3 Approach to Implementation

Fundamental principles that form the core approach of these guidelines are given below:

2.3.1 All hazard approach

School Safety efforts need to take cognizance of all kinds of hazards that may affect the well-being of children. These may include natural hazards such as floods and earthquakes as well as manmade hazards. Hazards include structural and non- structural factors. Structural factors include dilapidated buildings, poorly designed structures, faulty construction, poorly maintained infrastructure, loose building elements, etc. while non structural factors include loosely placed heavy objects such as almirahs, infestation of the campus by snakes and any other pests, broken or no boundary walls, uneven flooring, blocked evacuation routes, poorly designed and placed furniture that may cause accidents and injury, inadequate sanitation facilities etc. Safety of children, their teachers and parents needs to be approached holistically to include visible as well as invisible risks that may be sudden on-set or have built-up slowly over a period of time.

2.3.2 Strengthening existing policy provisions to make schools safer

There has been substantial investment by the Government in creating infrastructure for the education sector. There is need to ensure that all the existing and new infrastructure is resilient to locally relevant hazards through the design and construction processes. Unsafe structures can increase the vulnerability of children who are the primary target group of such efforts. Thus it is important to ensure that all development actions taken even in non-emergency times are designed with a view to ensuring their performance during emergencies.

It is imperative that the existing institutions at the national and state level are strengthened and capacitated to take responsibility of school safety planning and action. Such a step will not only ensure that development policies and programmes are strengthened but also provide the necessary succor to safety actions.

2.3.3 School Safety as an indicator of quality for planning, execution and monitoring

School Safety is not a onetime effort but a continuous process. Safety principles need to be incorporated in the day to day functioning of the educational institutions in the country, cutting across the traditional stages of the disaster cycle: preparedness, response and recovery. Thus institutions involved in providing education in the country need to evolve a methodology and an approach of their own that looks at safety as a continuously monitored indicator of quality.

2.4 Objectives of the Policy Guidelines

The primary objective of the National School Safety Policy Guidelines is to ensure the creation of safe learning environment for children. The Policy Guidelines also seek to highlight specific actions towards school safety that can be undertaken by different stakeholders within the existing framework for delivery of education.

Section 3

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3

Action Areas

3.1 Strengthening Institutional Commitment to Safe Learning Environment for Children

The first and foremost step in promoting safety of learning spaces is to sensitize and strengthen official structures and mechanisms responsible for safety at the State, District and Local levels.

3.1.1 Institutional Strengthening at the State and District Level

The institutional and regulatory framework as laid down in the various National Acts provides for realizing the Right to Education as well as Disaster Management in the country. For ensuring that students and their teachers remain safe in pursuit of education, it is necessary that the two institutional frameworks act in convergence with each other, through the phases of preparedness, response and recovery.

The Right to Education Act (RTE) guarantees free and compulsory education to all the children in the country till the age of 14 based on minimum norms and standards that are mandatory for any school in the country to be "established, or recognized". It recognizes the need for **"all weather buildings"** and limitations posed by difficulty of terrain, risk of landslides, floods, lack of roads and in general, danger for young children in approach etc.

The RTE Act thus serves as a strong base for promoting school safety. The framework for implementation of RTE-SSA has a strong focus on Disaster Management.

The National Disaster Management Act, 2005 mandates the State Disaster Management Authorities (SDMA) to provide guidelines for different departments to integrate disaster prevention and mitigation measures in their development plans and provide necessary technical assistance thereof. The SDMA needs to work closely with the State Education Department to support the school safety efforts at the state level.

There is a need to co-opt senior officials of the Department of Education at the State and the District level as part of the State and District Disaster Management Authorities for promotion of safe schools. In addition, a **School Safety Advisory Committee** may be formed to advise the education department on the subject.

This will ensure that school safety can be practically promoted through convergent action by the SDMA / DDMA and the education machinery at the state and district level.

As a direct consequence of this institutional dovetailing / convergence, the state and district disaster management plans will include a focus on educational infrastructure and supportive action thereof, such as status of education infrastructure from a risk resilience perspective, capacity building of different stakeholders on safety aspects, and large scale awareness on disasters among students and the community at large. In parallel, the education machinery also needs to strengthen their efforts with respect to promoting school safety for government, aided as well as private schools.

The District Education Officer must ensure that Recognition Certificate under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis.

In addition, a mechanism needs to be evolved by the District Education Officer and designated Regulatory Authorities for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the Authorities shall essentially include parameters on school safety as well.

In addition, each district should designate the Block Education Officer or any other official as appropriate, for over-seeing and facilitating school safety at the block level.

3.1.2 Institutional Strengthening at the Local Level for Preparedness and Response

At the local level, both in rural as well as urban areas, the school community broadly includes children, school teachers, the Principal / Headmaster and parents. These are the primary stakeholders of the school affairs and may be represented formally or informally in decision making bodies for the school. It is imperative that these existing institutions at the school level are strengthened, and their potential adequately tapped for ensuring wellbeing of children and teachers from a disaster safety perspective.

Under the SSA, **the School Management Committee** has been designated as the body responsible for managing the affairs of the school in a transparent and "bottom – up" participatory manner.

The School Management Committee needs to be made responsible for taking on the safety agenda at the community and school level. The School Management Committee needs to be sensitized and oriented on their expected role.

At the school level, a School Safety Focal Point Teacher (FPT) needs to be nominated to operationally anchor safety related actions at the school level as part of his / her routine commitments in the School. The School Safety Focal Point Teachers also need to be provided the necessary training to anchor the process and foster action by different stakeholders responsible for various activities.

The School Management Committee in each school should be adequately trained for different aspects of school safety in case of an imminent disaster/emergency, e.g. sanitation and hygiene needs of boys, girls and teachers; first aid; stampede management; fire management and control, handling of chemicals /hazardous materials in labs etc.

Each school should also identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols reach each and every student in the school. These peer educators can be trained through National Cadet Corps, National scouts and guides camps, by the Red Cross or any other agency as deemed fit by the district.

Many private schools have in place mechanisms to address everyday issues in relation to school expansion and development, fire drills, power outage procedures, early dismissals on account of unexpected weather events, health and safety concerns, trespassers or road/bus accidents. However the nature and effectiveness of these mechanisms varies. These mechanisms need to be made more inclusive as far as children are concerned as well as be more pro-active with regard to issues on safety.

3.2 Planning for Safety

School safety planning needs to be undertaken at the district level as well as at the local /school level.

3.2.1 Planning at the district level – links with district level DM efforts

The District Disaster Management Plans (DDMPs) need to incorporate concerns and solutions for addressing safety related gaps in all the schools in the district and their surrounding environs. Moreover schools often serve as emergency shelter locations in the immediate aftermath of a disaster. Hence the DDMAs need to make sure that school safety is given due attention in the DDMPs.

DDMP should, at the minimum include:

- District level baseline of schools to be made safer. These can be assessed through 'Rapid Visual Screening' or any other tool to cover all hazards relevant to the area.
- Proximity of emergency and crisis service agencies , their capabilities and consequently their expected response time;
- Physical capacity of school infrastructure and facilities to resist known hazards that are relevant to the local context;
- Information related to existing resources and capacities within the school and the community with regard to disaster management;

- Information related to hazards and risks posed by other facilities in the vicinity of the school e.g. any industrial establishments producing hazardous materials.

3.2.2 Planning at the school level - inclusive and ongoing action

Planning for emergencies at the school level cannot be done in isolation from the school community and the official structures responsible for schools. Therefore the planning exercise must be inclusive – involving wide range of representatives from the school and its neighbouring communities, including school administrators, school principals, school staff, students and key representatives from the community.

It is equally important to recognize that planning for safety at the school level is not a one time or static process; it is an 'on-going' dynamic process involving identification of safety needs, developing prevention, response and preparedness protocols, evaluating physical facilities, and providing communication and training for staff members and students.

The existing planning processes and protocols at the school level need to be adapted to adequately include safety concerns. For private and unaided schools, the National Accreditation Board for Education and Training needs to monitor safety aspects. In addition, as per the DM Act, DDMA needs to monitor all school buildings for their compliance with building codes.

For schools under SSA, the current process of preparation of annual School Development Plans needs to reinforce focus on safety aspects. A comprehensive assessment of needs, conducted prior to the development of the School Development Plan (SDP) is essential for identifying the possible risks for children as well as their capabilities to respond and recover from critical incidents. The assessment should consider the history of natural disaster risk in the area and natural vulnerabilities, physical factors, such as the location of the school with regard to existing / emerging hazards, for example flooding due to proximity of a water body, building code requirements in relation to school structures as well as non-structural components that may threaten the well-being of children. It should also consider emergency uses of the school facility such as, school being designated as a relief shelter in the District Disaster Management Plans.

The School Management Committee members; children and teachers being the primary users of the school are in the best position to identify and plan for addressing hazards and risks that may threaten their safety. Once the School Management Committee has been formed and oriented to school safety issues, a dedicated group of individuals is available to lead the process of identifying risks and vulnerabilities.

Any appropriate tool may be used to conduct the process of identifying needs in a participatory manner. For instance, 'Hazard hunt' exercise is a tested method to identify risks, both inside and outside the school precincts that may threaten the safety of the school community. It involves identifying all kinds of hazards including those that can cause physical harm such as deep potholes, lack of boundary walls; those that affect the health of children such as contaminated water sources, absence of toilets and hand washing facilities; as well those factors that are outside the school per se such as fast moving traffic on the road outside, ponds etc. (Refer Annexure 7)

Based on the assessment of needs, the School Development Plan needs to be prepared by the School Management Committee. NDMA through SDMA and DDMA will provide standard tool kits and render other inputs to facilitate the process. **(Format of School DM Plan is available as Annexure 8)**

The plan would comprise measures to be taken both within school premises and in the immediate neighborhood including:

1. Short term interventions : both non-structural and structural activities
2. Long- term interventions : both non-structural and structural activities
3. Training plan: For students and teachers
4. Knowledge building plan including awareness creation, mass sensitization, mock-drills including follow up through regular school timetable. This would also include the use and regular maintenance of emergency equipments such as fire extinguishers.
5. Review and Monitoring plan including safety audit, availability of emergency equipment and materials

SSA also mentions, "..*School Development Plan should emerge from a process of micro planning undertaken in a participatory manner..The preparation of the School Development Plan may be undertaken by a core team, led by a School Management Committee member from the village/ habitation, and comprising selected community leaders, NGO representatives, Head Teacher, selected teachers and parents, especially parents of children from disadvantaged groups and weaker sections, and children with special needs... and would include, inter alia.. preparation of a proposal for improved education facilities.." **(SSA Framework for Implementation, 2008, pp 137)***

In parallel, the plan also needs to be consulted/ brought in picture with the village Panchayat for exploring opportunities for leveraging other schemes.

3.2.3 School Disaster Management Plan

Schools should also develop a Disaster Management Plan defining procedures to confine, contain, consolidate and control the emergency and crisis, with inputs from DDMA.

This plan should include among other aspects, system of warnings, communication protocols within and outside the school (including usage of public addressal system), identification of evacuation routes, access by emergency vehicles and care of children with special needs. The Disaster Management Plan should also include stock piling of emergency equipment and materials, regular maintenance of emergency equipment, arrangements for orderly release of students to guardians and temporary shelter, in case required. A site map should be included in the plan, designating planned evacuation routes and assembly areas. The same should be displayed on each floor of the school. A copy of the plot map and floor plan for each school with these details should be submitted to the DDMA for inclusion in the DDMP.

3.3 Implementation of safety actions

3.3.1 Appropriate Siting, Design and detailing for structural safety in new schools and repairing of existing schools

All existing, as well as new schools need to conform to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to. (Refer Annexure 6)

Some of these actions are given below:

- New schools should be located, on a site that has adequate mitigation measures already in place against any imminent natural hazards. Existing schools located in a vulnerable location should either be relocated at a safer site or they should be provided adequate support to mitigate the effect of any natural hazards that may affect the area.
- All new school constructions should include disaster resilient features. Existing vulnerable schools need to be repaired to the desired level of resilience with regard to local disaster risks.
- Prescribed designs may be adapted to accommodate safety and child friendly features.
- For design of structural standards of school building and its components such as corridors, staircases, side areas, quality of construction should be as per the National Building Code 2005. Only non-combustible, fire-proof, heat resistant materials shall be used in school construction.
- Vertical expansion of existing schools shall not be carried out without a fitness certificate for the building from a certified civil / structural engineer.
- Additional classrooms or any other structures requiring horizontal expansion shall be designed taking into account the space availability and while constructing as a continuous unit to the existing structures, these should be designed to have less impact of seismic forces.
- Each class room should have two doors for easy evacuation; adequate openings for ventilation and lighting are some of the essential elements that need to be accommodated in the design.
- Doors opening outside, into open areas or corridors of adequate width are key details that need to be incorporated to make schools safer.

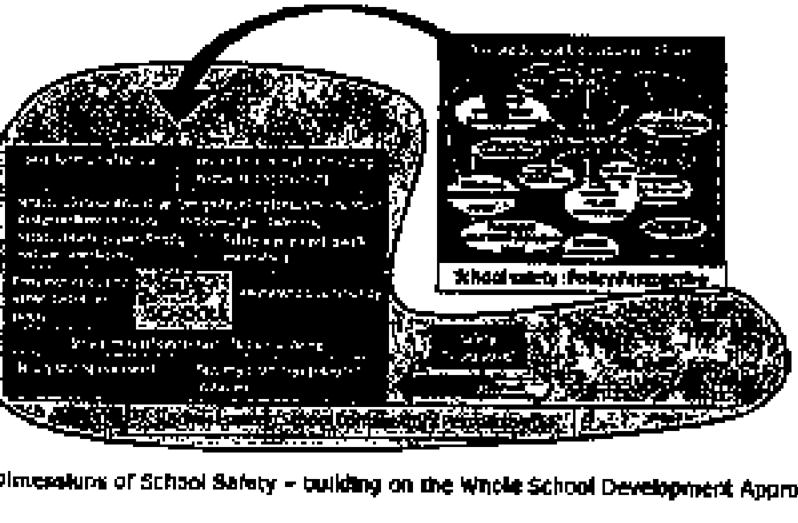
All of these, and any other additional ones, require the guidance and support of a panel of technical agencies to be identified at the state level and designated to work in specific districts. In this manner location-specific designs can be worked out with adequate attention to safety features as well as child friendly elements.

Besides these details, other design solutions in line with the Whole School Development Concept need to be incorporated to promote safety and child friendly features. Elements pertaining to school safety should be included in the whole school development approach.

3.3.2 Nonstructural safety measures in schools

Besides structural safety measures, non structural elements within the school campus need to be addressed to ensure safety. These are mostly low cost, regular maintenance items that the school should address on a regular basis from their own funds. Some of these items have been listed below:

- All items of furniture such as almirahs, shelves, black boards etc., as well as any other items that may fall and cause injury to students and teachers such as ceiling fans, coolers, water tanks etc. need to be secured to the walls or floor.
- Any electrical items such as loose wires that may cause an exigency should be addressed promptly by the school.
- Chemical and any hazardous materials in the school laboratory should be handled and stored as per instructions to prevent any harm to students and school staff.
- Open areas including corridors and evacuation routes including staircases and ramps should be kept free from any hurdles and barriers so that evacuation is smooth and swift.
- Pots / planters in the play ground or corridors should be kept in a manner that does not affect smooth evacuation
- Any derelict or unused building, rubble, etc. should be removed to prevent any harmful animals or pests from accessing children.
- Traffic movement outside the school should be managed to minimize risk to students at the time of assembling and dispersal of school.
- During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to hazard is minimized. Extra precautions should be taken when students are being taken close to water bodies, narrow mountainous tracks etc.
- Buses or any other vehicles owned / hired by the school need to be maintained properly so that students are not at risk of accidents. Drivers need to be appropriately trained on speed limits, stoppage of vehicles as well as crisis management so that children remain safe during their travel to and from schools.
- Emergency equipment such as fire extinguishers, first aid kits, ropes etc. need to be procured and maintained regularly by the School Authorities.



Various Dimensions of School Safety – building on the Whole School Development Approach

- The figure on page 15 articulates various dimensions of school safety as part of the Whole School Development Plan(WSDP) from the perspective of the School Community:

Fire Prevention and Fire Safety

Fire Prevention and Fire Safety measures should be part of initial school design, and also require regular maintenance and testing. The following must be ensured:

- Flammable and hazardous materials sources are limited / isolated / eliminated or secured. This includes electrical lines and appliances, heaters, and stoves, natural gas pipelines and LPG canisters, flammable or combustible liquids.
- Exit routes are clear to facilitate safe evacuation in case of fire or other emergency.
- Detection and alarm systems (especially urban set ups) are working.
- Fire extinguishers are regularly refilled.
- Other fire materials and equipment are regularly maintained.
- Electrical systems are maintained and operable, in compliance with fire safety design criteria (Source: Adapted from IFC EHS Guidelines)

3.3.3 Leveraging existing flagship programmes to make school campus safer

Areas that have a history of disaster risk recognize the value of schools both during an emergency as well as for helping children achieve a sense of normalcy in the aftermath of a disaster. Therefore schools are a valuable asset for any community for the various purposes they serve not only for children but for their families and communities. Therefore, local authorities need to have a strong sense of urgency for ensuring school safety.

In addition, schools can be instrumental in creating an overall 'culture of safety' within the neighboring community through children and teachers. Hence, the relevance of school safety efforts goes much beyond the school itself.

School safety cannot be ensured by the efforts of the school authorities alone. The broader context of the school has a vital role to play in ensuring safety since school precincts and the facilities therein are provided through different schemes and programmes. Often these schemes and programmes are rather disconnected with the school affairs and special needs of children.

*SSA also recognizes, "..following the micro-planning exercise, the blocks and districts should undertake an exercise to see which requirements can be fulfilled either by redeployment / rationalisation of existing resources or through other schemes of the Central/State Governments. The SDP may be appraised by the Cluster level units, in consultation with the Block teams. The District unit will appraise the Block level plans which will form the basis of the district plan.." **(SSA Framework for Implementation, 2009, pp 136)***

The School Development Plan detailing possible sources of funding for different components of school safety including SSA, Backward Areas Grant Fund, National Rural Employment Guarantee Scheme, Nirmal Bharat Abhiyan, Tribal Areas Sub-Plan, MPLAD etc. needs to be shared with Panchayati Raj Institutions / Urban Local bodies and other local level institutions for their participation and support. Components of the School Development Plan that can be included in the Panchayat Plans for Backward Areas Grant Fund, National Rural Employment Guarantee Scheme, etc. need to be subsequently followed up with the relevant departments along with the PRIs/ Urban Local Bodies so that they are executed in a timely fashion with the desired quality– with a focus on children and a focus on safety.

Those activities that the school can undertake on its own such as non-structural mitigation measures for instance, clearing evacuation routes and addressing loose hanging objects needs to be taken up by the Department of School Education.

3.4 Capacity Building for Safe Schools

A critical enabler for promotion of safety at the school level is deeper understanding, sensitivity and overall capacity of the concerned stakeholders in relation to the issue of school safety.

Capacity building for school safety covers a range of actions spanning from awareness generation and sensitization to training on direct actions required by different stakeholders. Additionally, capacity building is not a one-time activity; it requires follow up of knowledge and skills imparted and regular value additions in the day to day working of teachers, students and school staff.

Capacity building actions for safe schools fall broadly in two categories:

3.4.1 General training for students and school staff:

Delineating their expected roles, procedures and responsibilities in relation to any emergency, this training would include strengthening understanding of:

a. Potential disasters that may affect the school community;

b. Warning signals, emergency and crisis instructions and mitigation actions for different levels of response.

c. Evacuation routes, and knowledge of safe spaces and shelter locations;

d. First-aid and basic life support

e. Availability of personal and group counseling and support following a disaster; and

f. Updates in the disaster management plan that affect the total population of the school.

These trainings are necessary for preparation and regular up-dation of school level disaster management plans as well as for effective execution in case the need arises. Therefore regular practice through mock-drill exercises involving teachers together with children is critical for sustaining the impact of safety initiatives.

Awareness programmes for children on local hazards and risk reduction with relevant knowledge and life skills through discussions, street plays, drawing competitions, quiz competitions, essay/slogan writing and demonstration are proven ways of involving children in a meaningful manner. In addition, rallies, games/matches and other community level activities may be organised with inputs from DDMA/SDMA to make children as well as the larger community aware.

3.4.2 Specialized training and skill building:

Training would be imparted for performing specialized roles as part of the School Disaster Management Plan, for instance:

a. Specific duties and procedures assigned to students, faculty and staff as part of the School Disaster Management Plan e.g. first aid training, search and rescue etc.

b. Coordination of the school safety needs assessment and integration of these needs with the School Development Plan by School Safety Focal Point Teacher and Principals.

c. Psycho-social support for students who can benefit from counseling, undertaking activities on trauma management, through writing or art projects as well as making appropriate changes in the curriculum, for healing and learning coping skills.

Such specialized skills can best be imparted by specialized institutions. State Governments need to establish a formal mechanism such as a Joint Plan of Action with specialized agencies such as SDRF and the Red Cross. SDMA needs to involve SDRF in training of Education Officer, SMC, Focal Point Teachers and student peer educators on practical skills such as search and rescue, first aid, basic - life support etc.

Besides the School Safety Focal Point Teachers, all other teachers should be sensitized through the SDMA/DDMA .In addition, District Institutes of Education and Training(DIETs) should also include school safety as part of their pre-service and in-service training programmes.

School Safety Focal point teachers need to be provided training on school safety concept and various activities related to execution of their responsibilities as the School Safety Focal point teachers. State Council for Education and Training (SCERT) should train Master Trainers from each District Institute of Education and Training (DIET) and Master Trainers of each DIET should in turn impart training to school level stakeholders.

The content for training on school safety at all levels should be generated by SCERT, in consultation with SDMA/DDMA. In addition, SCERT needs to develop child friendly teaching material for teachers and students to engage them on school safety issues.

The School Management Committee needs to be trained on assessment of safety needs, developing plans as well as safety audit which needs to be conducted quarterly. This includes checks to ensure that facilities and resources within the school are maintained viz. safe water and sanitation, first aid kits, fire extinguishers etc.

Disaster Management in Core Curriculum

Dedicated actions for building the capacity of students and staff in schools are needed to create a "culture of safety" within the larger community to which the students and teachers belong. This "culture of safety" would be an outcome of the collective efforts of the educational institutional machinery with other institutions concerned with disaster risk such as the State and District Disaster Management Authorities.

On their part, Central Board of Secondary Education, State Boards of Secondary Education (SCERT), and other institutions involved in curriculum development need to include age appropriate theoretical as well as practical knowledge on risk of disasters, nationally and specifically about their own state.

Practical training on health promotion and disease prevention concepts and health-enhancing behaviors and life skills is important.

List of Trainings required for promotion of school safety is available in Annexure 3

Peer Education and Use of Child Friendly Methods

The strategy of peer-to-peer education is a tested strategy for imparting specific knowledge on disasters such that it reaches each and every student within the school.

This strategy not only promises extended outreach, it also facilitates the development of leadership skills in the students at school and within their community. Peer education for disaster management may be extended to peer mediation in cases of bullying or any other incidences of violence that can be resolved by students themselves.

It is also important to ensure that appropriate child friendly techniques are used in the process of skill building. Use of songs, skits, puppet shows, drawing competitions, quiz competitions, essay/slogan writing and demonstration are proven ways of transferring knowledge and skills to children.

3.5 Regular monitoring of risk and revision of plan

Implementation of National School Safety Policy Guidelines needs to be monitored at the national level jointly by MHRD and NDMA. At the state level, implementation of the Guidelines needs to be monitored by State Education Department and SDMA.

SSA Framework offers broad guidelines on provisioning of School Infrastructure facilities. Therefore, suitable indicators to monitor disaster risk to children may be developed/monitored by the State Governments based on their specific conditions in assistance with SDMAs.

The education machinery at State/district level needs to strengthen their efforts at promoting school safety for aided as well as private schools. The District Education Officer must ensure that 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis. In addition, a mechanism needs to be evolved by the District Education Officer and any other Regulatory Authorities for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the Authorities shall essentially include parameters on school safety.

In addition, each district should designate the Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level.

To ensure that schools remain 'safe' for the students and the teachers, it is important that the School Development Plans are reviewed and updated regularly by School Management Committee on a quarterly basis. There could be cases of unaddressed hazards and additional new hazards that emerge in the course of the implementation of the School Development Plan. These will be integrated into the School Development Plan through the process of review and up-dation. In addition, there may be risks that have to be monitored periodically to safeguard the health and well-being of children, such as cleanliness of toilets and quality of drinking water.

Section 4

Roles and Responsibilities of Different Stakeholders

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Roles and Responsibilities of Stakeholders

Right of school children to a safe learning environment cannot be upheld by only one institution. The National Policy on Disaster Management reinforces that disaster management is everyone's business; a single individual or agency cannot, on their own be responsible for safeguarding the interest of the future generation. There is a need for a more practical linkage between the national, state and local governance structures so that the overall well- being of children and teachers as well as their families can be promoted. Moreover, these structures need to work together along with the school community to not only address primary risks (floods, earthquake, etc.) but also underlying risks and vulnerabilities to singularly define 'safety' as a quality issue in education facilities whether government, aided or privately owned.

The roles and responsibilities of different stakeholders are given below:

4.1 State Disaster Management Authorities (SDMAs):

- Collaborate with and involve education authorities in DM planning, policies, processes and in developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the State Project Director of SSA and / any other officials / NGOs / Private agencies as part of the SEC of the SDMA.
- Ensure that school safety is given due attention in the SDMPs.
- Collaborate with and provide training inputs to Department of Education for integration of DRR education in formal curriculum of schools.
- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Management Committee members to lead school safety efforts in their respective schools.

4.2 District Disaster Management Authorities (DDMAs):

- Collaborate with and involve education authorities in DM planning, policies, processes and developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the District Education Officer and / any other officials / NGOs / Private agencies as part of the DDMA.
- DDMAs need to make sure that school safety is given due attention in the DDMPs.
- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Management Committee members to lead school safety efforts in their respective schools.
- Ensure that all school buildings whether government or private, comply with the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- Facilitate specialised training in schools for teachers and peer educators.
- Include issues of school safety in the District Disaster Management Plans.
- Conduct periodic mock drills at the district level actively involving schools.

4.3 National level Education Authorities:

- Provide necessary guidance and resources for infrastructure that is disaster resistant and encourage states to ensure school safety.

- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.
- Incorporate disaster risk reduction in teacher training programme across institutes and universities.
- Instruct NCERT to meaningfully educate children not only on issues of disaster but on overall 'safety'.

4.4 State level Education Authorities:

- Ensuring the safety of school children and therefore actively engage with SDMAs in seeking collaboration and technical solutions for promoting safety.
- Develop strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- Allocate resources, periodic repair of schools to make them disaster risk resilient and child friendly.
- Incorporate disaster risk reduction in teacher training programme across institutes and universities.
- Instruct SCERT to meaningfully educate children not only on issues of disaster but on overall 'safety' as well.
- Include indicators related to 'school safety' in the monitoring formats of all schemes and programmes like Learning Enhancement programme
- Work with other departments to ensure that their resources when applied in and around educational institutions are designed with a 'safety' lens.
- Instruct SCERT to train Master Trainers from each District Institute of Education and Training (DIETs) for training of teachers and students to engage them on school safety issues; Master Trainers of each DIET would in turn impart training to resource persons/ teachers of their respective districts.

4.5 District and Block level Education Authorities:

- Accept responsibility for ensuring the safety of school children and therefore actively engage with DDMAs in seeking collaboration and technical solutions for promoting safety.
- Engage with DDMAs in preparation of DDMPs to provide inputs on school safety issues. Also ensure in the DDMP that schools are free for continuing educational activities as soon as possible in the immediate aftermath of a disaster.
- Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.
- Implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.
- Instruct DIET to include school safety training in the curriculum for training of teachers. Work with other line departments to ensure that their resources when applied in and around educational institutions, are designed with a 'safety' lens.
- Grant authorisation to only those schools that comply and continue compliance with safety norms laid out in the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- Facilitate training of Master Trainers from each District Institute of Education and Training for training of teachers and students to engage them on school safety issues

4.6 SCERT and DIETs:

- School safety agenda at the school : Acknowledge that safety is an important issue that requires sensitization and training of teachers

- Develop interesting modules for training of teachers on issues of disaster risk and how it can be mitigated. These need to be integrated in the ongoing programmes pertaining to training of trainers and teachers.
- Develop child friendly and intellectually stimulating content on the issue of disaster risk for inclusion in the curriculum.
- Train school safety focal point teachers
- Develop modules for training of peer trainers at the school level
- Block Education Officer to orient teachers and Principals on issues of school safety
- Ensure that the school authorities create space in the school curriculum and timetable for disaster risk reduction training and education in all the classes.
- Ensure that schools allocate time for follow up actions on school safety at least once a week.
- Include indicators on safety as part of routine monitoring
- Support schools to include safety issues in the School Development Plans.
- Promote cross-learning between schools with regard to their initiatives for promoting safety.

4.7 School administration:

- Allocate time for weekly knowledge and life-skill building activities.
- Incorporate school safety issues in the school development plan
- Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction.
- Involve PRIs/ Urban Local Bodies and line departments in safety planning exercises.
- Ensure that relevant norms and standards for school safety are applied in their own school building and functions.
- Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing SDPs.
- Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.

4.8 Accreditation and Registration Authorities for schools:

- Lay down safe learning environment as a necessary precondition for recognition of schools.
- Insist on the designation of a school safety focal point teacher in new schools applying for recognition/ accreditation.
- Include safety as one of the monitor-able indicators for continued recognition of private schools.

4.9 PRIs / Urban Local Bodies and Line departments:

- Effectively participate in the school safety planning exercises
- Ensure that all infrastructure and installations routed through them for schools and even outside are resilient to local disasters.

4.10 School Children:

- Enthusiastically participate in and learn DRR (Disaster Risk Reduction) principles and practices being taught in school and outside.
- Take cognizance of disaster risks in their own community and actively seek solutions to reduce them
- Participate in preparing and implementing SDPs.
- Participate in mock-drills and appropriate response strategies available in school or community
- Actively spread the knowledge on DRR acquired in school to your families and communities

4.11 Non - Governmental Organizations (local, regional and international):

- Sensitize policy makers on the need for school safety and advocate for a systemic commitment to safety.
- Facilitate and provide training to School Safety Focal point teachers and SDMC members on School Safety Intervention so that they can effectively participate in the school safety efforts.
- Collaborate with academic/scientific/ research institutions and experts for development and delivery of training programs and research on new and innovative approaches.
- Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and bring the acquired knowledge and understanding in the geographical areas they are present.
- Advocate the integration of disaster risk reduction into mainstream development activities particularly school education.
- Coordinate knowledge consolidation and dissemination of DRR educational materials and tools.
- Undertake responsibility of orienting and educating the larger donor community and policy-makers on issues of school safety and disaster risk reduction.
- Facilitate the development of monitoring tools to assess the effectiveness of education sector projects from a disaster risk reduction perspective.

4.12 Corporate bodies

- Support for promoting school safety through various activities such as construction of safe schools, repairing of existing schools, awareness creation on safety, capacity building of students and teachers etc.
- Ensure that all schools owned or supported by any corporate bodies comply with safety norms.

4.13 International Funding Agencies and United Nations

- Support to develop and share knowledge on strategic approaches to school safety
- Collaborate to develop and promote good practices in school safety and disaster risk reduction education in all forms.

4.14 Media

- Participate in training on DRR issues and approaches
- Take a lead in building the necessary momentum on school safety through adequate coverage of issues and solutions.
- Participate in the development, refinement and implementation of code of conduct for disaster reporting, especially with respect to children and schools.

Section 5

Action Points for Stakeholders

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Action Points for Stakeholders

Concerted actions at National, State, District and School levels are to be taken to strengthen school safety measures. A Summary of these 'Action Points' for various stakeholders is furnished below:

5.1 National Level:

	Action	By Whom	When / frequency
1.	**Strengthening Institutional Commitment to Safe Learning Environment for Children**		
i.	Issue of guidelines and instructions relating to School Safety and monitor compliance by the State	Ministry of Human Resource Development (MHRD)	As and when required
2.	**Monitoring School Safety**		
i.	Monitor implementation of National School Safety Policy Guidelines	MHRD & NDMA;	Yearly

5.2 State Level:

	Action	By Whom	When / frequency
1.	**Strengthening Institutional Commitment to Safe Learning Environment for Children**		
i.	Co-opt senior officials of the Department of Education at the state level as part of SDMA	SDMA	Immediate, one time
ii.	Review and work closely with the Education Department at the state level to support the school safety efforts of the department.	SDMA / Department of Education	Half -Yearly
iii.	Form a School Safety Advisory Committee at the state level to advise the Education Department on the subject.	SDMA / Department of Education	Immediate, one time
iv.	Focus on educational infrastructure and supportive action thereof, within State Disaster Management Plans	SDMA	Yearly
v.	Advise DDMAs to constitute Advisory Committee on School Safety at the district level	SDMA	Immediate, one time

	Action	By Whom	When / frequency
2.	**Planning For Safety**		
i.	Prepare district-wise inventory of schools to be made safer	SDMA / Department of Education	Immediate, one time
ii.	Mainstream Disaster Risk Reduction related works under SSA / RMSA	State Project Director (SPD) - SSA/ RMSA	Yearly
iii.	Ensure school safety concerns are included in the State Disaster Management Plans	SDMA / Department of Education	Yearly
iv.	Review District Disaster Management Plans to make sure school safety is given due attention	SDMA	Yearly
3.	**Implementation Of Safety Actions**		
i.	Appoint a panel of technical agencies to advise schools on local adaptations in school design and national and state norms on school safety	Department of Education / SPD -SSA	Immediate, one time
4.	**Capacity Building For School Safety**		
i.	Develop Action plan with Health Department, SDRF / Red Cross for training for students and school staff, on different natural hazards relevant to the state / district, dos and don'ts of different disasters, first aid etc.	SDMA / State Education Officer (SEO) / SPD-SSA	Immediate, one time
ii.	Develop child friendly IEC material in the vernacular medium for developing the understanding of children on various hazards and dos and don'ts of response	SDMA / Department of Education	Yearly
iii.	Develop child friendly teaching material for teachers and students to engage them on school safety issues.	SCERT/ State Boards of Education	Yearly
iv.	Conduct Training of Resource persons/ Teachers at the school level on school safety concepts and processes	SCERT / SDMA	Yearly
v.	Conduct Training of Resource persons/ Teachers on psycho-social support for children affected by disasters	SCERT/ SDMA	Yearly
5.	**Monitoring School Safety**		
i.	Monitor Implementation of National School Safety Policy Guidelines at the state level	SDMA & Department of Education	Yearly

5.3 District Level:

	Action	By Whom	When / frequency
1.	**Strengthening institutional commitment to safe learning environment for children**		
i.	Co-opt senior officials of the Department of Education at the district level as part of DDMA	District Collector / DDMA	Immediate, one time

Action	By Whom	When / frequency
ii. Ensure District Disaster Management Plans include a focus on educational infrastructure and supportive action thereof, within the district	District Collector / DDMA	Yearly
iii. Constitute a school safety advisory committee at the district level	District Collector / DDMA	Immediate, one time
iv. Establish a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	District Education Officer (DEO)	Immediate, one time
2. Planning for safety		
i. Ensure school safety concerns are included in the DDMP	DDMA	Yearly
ii. Prepare design of child friendly spaces for emergencies in advance	DDMA	Yearly
iii. Ensure all new schools include safety features	DEO	Immediate, one time
iv. Prepare block-wise inventory of schools to be made safer (including physical condition of schools assessed through rapid visual screening or any other methodology for all hazards relevant to the area, hazardous industries in the vicinity etc)	DDMA	Immediate, one time
3. Implementation of safety actions		
i. Appoint technical agencies to advise schools on local adaptations in school design based on local conditions, in line with national and state norms on school safety	DEO	Immediate, one time
ii. Ensure that all existing as well as new schools conform to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to.	DDMA	Immediate, on-going
iii. Issue 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 to only those schools that comply with safety norms prescribed by the state.	DEO	Immediate, on-going
iv. Review progress on non-structural safety measures in schools	DEO	Immediate, on-going
4. Capacity building for school safety		
i. Training of all teachers / designates of the school	DDMA/DIET	Quarterly
ii. DIETs should also directly train teachers on safety aspects as part of their pre-service and in-service training programmes.	DEO / DIET	Quarterly

	Action	By Whom	When / frequency
iii.	Train school safety focal point teachers on school safety concept and various activities related to execution of their responsibilities as the school safety focal point teachers.	DDMA/DIET	Quarterly
iv.	Training of teachers on psycho-social support for children affected by disasters	DDMA/DIET	Half yearly
v.	Capacity building of SMC on different aspects of school safety in case of an imminent disaster, e.g. Sanitation and hygiene needs of boys, girls and teachers; first aid; handling fires, handling chemicals/hazardous materials in Labs etc.	DDMA/DIET	Quarterly
5.	**Monitoring school safety**		
i.	Evolve a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	DEO	Quarterly
ii.	Issue instructions to Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level.	DEO / Department of Education	Immediate, one time

5.4 School Level:

	Action	By Whom	When / frequency
1.	**Strengthening institutional commitment to safe learning environment for children**		
i.	Mobilize local community and the school to effectively participate in school safety actions through meetings, rallies etc. and to ensure dedicated planning and action.	SMC	Ongoing/ as and when required
ii.	Designate a school safety focal point teacher (FPT) to operationally anchor safety related actions at the school level as part of his / her routine commitments in the school.	Principal / Headmaster	Immediate, one time
iii.	Identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols reach each and every student in the school.	School safety Focal Point Teachers	Yearly
iv.	Establish inclusive mechanisms to address issues in relation to school expansion and development, fire drills, power outage, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents.	SMC/PRI	Immediate, one time

	Action	By Whom	When / Frequency
2.	**Planning for safety**		
i.	Conduct a detailed assessment of needs from a safety perspective for inclusion in the School Development Plan.	Focal Point Teachers / SMC	Yearly
ii.	Ensure participation of children, SMC, PRIs / ULBs and any other relevant stakeholders in the assessment of needs exercise	Principal /Focal Point Teachers / SMC	Yearly
iii.	Ensure inclusion of School safety aspects (structural and non-structural) in the School Development Plan	Principal /Focal Point Teachers / SMC	Yearly
iv.	Regularly monitor risk and update plan	Principal /focal point teachers / SMC	Yearly
v.	Develop an Emergency Response Plan for the school (including evacuation procedures, handling of chemicals in the laboratory, stock-piling of emergency equipment and materials etc.)	Principal /focal point teachers / SMC	Yearly
3.	**Implementation of safety actions**		
i.	Review and immediately take up activities that the school can undertake on its own viz. non-structural mitigation e.g. Clearing evacuation routes, addressing loose objects etc.	Principal /focal point teachers / SMC	Quarterly
ii.	Share components of the school development plan that can be included in the panchayat plans and follow up with the relevant departments along with the PRIS / ULBs	Principal /focal point teachers / SMC	Yearly
iii.	Amend the time table and school calendar to build in opportunities for reinforcing safety awareness among children, mock drills etc.	Principal /focal point teachers / SMC	Quarterly
4.	**Capacity building for school safety**		
i.	Identify training needs of students and teachers with regard to school safety	Principal /focal point teachers	Yearly
ii.	Awareness programmes for children on local hazards and risk reduction for example through street plays, rallies, drawing competition, quiz competitions, slogan writing	Principal /focal point teachers	Weekly
iii.	Regular mock drills and follow up of lessons on school safety; practical demonstration on the use of safety equipment, etc. including designation of School Safety Day /DRR Day annually	Principal /focal point teachers	Monthly
iv.	Training of SMC on assessment of safety needs, developing plans as well as safety audit	Focal point teachers	Quarterly

	Action	By Whom	When / frequency
v.	Training of peer educators on dos and don'ts of disasters, mock drills etc	Focal point teachers	
4.	**Monitoring school safety**		
i.	Conduct Safety Audits in school including fire safety and food safety (mid day meals in rural schools and clearance by fire authorities)	SMC	Quarterly
ii.	Review School Development Plans to identify unaddressed hazards and additional new hazards that emerge	SMC	Quarterly

Section 6

Annexures

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Annexures

Annexure – 1

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

There have been several instances of children losing their lives or suffering serious injuries due to various natural disasters. In 2008 Haiti earthquake, half of the schools in the country was destroyed (Reliefweb, 2009). The Sichuan Earthquake in 2008 caused collapse of over 7,000 school buildings (Reliefweb, 2008). The 2005 Kashmir earthquake resulted in collapse of over 8,000 schools on both sides of the border, altogether over 18000 children lost their lives while at school (BBC 2005). A fire led to the death of about 400 children at the prize giving ceremony at a school in Dabwali, Haryana in 1995. A total of 13 teachers died and 95 were injured. During the 2001 Gujarat Earthquake over 14,600 schools were destroyed / damaged, 971 students perished and 1051 were injured (World Bank 2001). Similarly the fire at Lord Krishna School in Kumbakonam in Tamilnadu caused death of 94 children and thousands of students and teachers were impacted in South India in the aftermath of the 2004 Tsunami.

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

Annexure – 2

Efforts on School Safety in India

The agenda of School Safety, as is visible in India today is preceded by the efforts of different governments in the country to promote the constitutional mandate of providing access to free and compulsory education for all children up to the age of 14 years. This was followed up in the National Policy of Education (NPE) and the Programme of Action (POA) 1992 that led to a number of schemes and programmes including Operation Blackboard (OB), Non Formal Education (NFE), Teacher Education (TE), Mahila Samakhya (MS), State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), District Primary Education Programme (DPEP) and currently the Sarva Shiksha Abhiyan (SSA). The mandate of SSA goes beyond provision of education alone per se, rather it aims to provide useful and quality elementary education to all children in the 6 - 14 age group. About 33% funds of SSA are spent on civil works including construction of schools, additional classrooms, and Block Resource Centres / Urban Resource Centres / Cluster Resource Centres. These are designed in line with the Whole School Development Plan that includes a focus on safety. For children over the age of 14, the Rashtriya Madhyamik Shiksha Abhiyan has been launched.

Disaster Management was introduced as a subject in the Central Board school curriculum, as well as several State Education Boards. A Handbook on School Safety was developed by the Ministry of Home Affairs in 2004.

The GoI-UNDP Disaster Risk Management Programme (DRM) launched in 2002 was one of the largest community based disaster risk management programmes in Asia. In order to generate awareness among students and teachers on how to respond to disasters, a component on School Safety was developed under the DRM Programme. The prime objective of this initiative was 'school safety through education and building safer schools'. It brought together children, teachers and school managers through participatory activities that concern children's safety during disasters. Under this component, School level disaster management plans were developed and capacity enhancement programmes including mock-drills were conducted for School Community. Extensive disaster management trainings were conducted for teachers, school managers and education department officials from Central and State Boards of Secondary Education. In total, 125,817 teachers were trained on Disaster Management at the district level. The Programme reached out to 4105 schools with 130,000 enrolled children. (Source: UNDP 2007)

In parallel, the work of the UN bodies, several NGOs and INGOs have provided many useful lessons in developing the substantive aspects of the agenda.

The school safety agenda has thus evolved over the years. What initially was seen as a simple provision of (child friendly) classrooms to protect children from the elements so that their education processes uninterrupted, expanded to look at structural safety, non-structural mitigation as well as capacity building of the larger school community for promoting safety.

Extracts from a communication from Ministry of Finance regarding Revision of EFC Format to address disaster management concerns in all the programmes and schemes of the government

As per a communication from Ministry of Finance to all Ministries and Departments (ref. no. 37(4)/PFII/2003) of 19th June 2009, the Expenditure and Finance Committee (EFC) Note for approval of all ongoing and new programmes and schemes need to answer the following questions:

3f) Does the project involve any creation/modification of structural/engineering assets including land reclamation or changes to existing land use plans? If yes, then the costs involved in prevention and mitigation of disaster(s) (natural and man-made) would need to be included fully in the project cost.

b) Identify the possible risks and analyze the likelihood and impact from earthquakes, floods, cyclones and landslides due to the location of the project sites as well as through secondary evidence.

c) What are the land-use directives/regulations applicable? List preventive measures enshrined in regulations which are to be complied with and confirm compliance.

d) Based on the prioritization of risks, the mitigation measures being contemplated, both structural and non-structural. Confirmation that the implementation of the selected mitigation measures will not create new risks.

e) Confirmation that the design and engineering of the structure has taken into consideration the National Building Code 2005, the appropriate BIS Codes and the NDMA guidelines. Other sources such as Indian Road Congress Manual, Ministry of Road Transport, Highways and Shipping manual, Railway Board manual, Central Public Health Engineering Organisation (Min. of Urban Development) manual, Central Electricity Authority manual and Central Water Commission manual etc. may also be consulted where applicable.

f) **Has the cost of disaster treatment/mitigation measures been included in the overall project cost?**

g) Also indicate that the whole process of risk assessment has been done based on available information and secondary evidence and the mitigation measure(s) are in conformity with the statutory and other regulatory requirements and are the most viable ones in the present circumstances.

There has been a major revision in the requirements of the **Expenditure and Finance Committee (EFC)** of Ministry of Finance, Government of India for approval of ongoing and new programmes and schemes of all the Ministries. Since 2009, the EFC note to be submitted by all ministries includes a well-defined set of questions with regard to disaster management.

The **SSA Framework for Implementation** has been revised in light of the RTE Act and a dedicated chapter on School Infrastructure has been provided. The chapter clearly brings out the need and importance of Disaster Resistance in Schools and also gives norms and codes to be referred.

Further, Kendriya Vidyalaya Sangathan instructions have specified the space norms and appropriate sizes for school classrooms etc. in Kendriya Vidyalaya schools that are administered by the Sangathan.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) guides the expansion strategy for Secondary Schools & Higher Secondary Schools. To provide access to secondary school for students, RMSA proposes up-gradation of upper primary schools through construction of classrooms, laboratories, computer rooms, headmaster room, library rooms, separate toilets for girls and boys, appointment of additional teachers and strengthening of existing secondary schools. This scheme identifies Environment Management as an important aspect for improving quality and improving access of secondary education. It makes a reference to location/site selection related issues, and issues related to design pertaining to the difficult sites. RMSA also makes a reference to special purpose designs, construction related impacts and issues related to provision and maintenance of facilities.

Kasturba Gandhi Balika Vidyalayas (KGBV) scheme was launched by the Government of India in August 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA with effect from 1st April 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010 and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA is being implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

National Building Code of India (NBC), published by Bureau of Indian Standards in 2005 serves as a Model Code for adoption by all agencies involved in school construction works. The Code attributes an importance factor to ascertain the structural design of different types of buildings depending on the functional use of the structure, characterised by hazardous consequences of its failure, its post-earthquake functional need, historic value, or economic importance. In section 5.3.4, the Code attributes **Importance Factor of 1.5** to Schools, higher than all other buildings indicating the importance of schools.

Hon'ble Supreme Court of India has also come out with its judgment in support of school safety and insisted on adherence to NBC standards in school building specifications and construction. In its judgment of April 13, 2009 on Writ Petition (Civil) no. 483 of 2004, the court has recognized that "Right to education incorporates the provision of safer schools" and given direction on several aspects of school safety including:

a) Fire Safety Measures in Schools (Point 3.1 page 23)
b) Training of School Teachers and other Staff (Point 3.2 page 25)
c) School Building Specifications (Point 3.3 page 27)
d) Clearances & Certificates (Point 3.4 page 29)

In response to Writ Petition (Civil) no. 483 of 2004, the court held that *"Evaluation of structural aspect of the school may be carried out periodically. The concerned engineers and officials must strictly follow the National Building Code. The safety certificate be issued only after proper inspection. Dereliction in duty must attract immediate disciplinary action against the concerned officials."*

In addition to policy interest in addressing structural aspects of safety, there have been changes in the school curriculum as well. The SSA, Central Board of Secondary Education (CBSE) and state boards have introduced disaster education in curriculum for school education.

The most recent initiative by the government was the **National School Safety Project** implemented by NDMA in 43 districts of 22 states of the country. The Programme, essentially pilot in nature, had the following components:

i. Formulation of National School Safety Policy
ii. Capacity building (Development of model school DM plan, including format for Mock drill; Review and approval of School DM Plans in selected schools; development of training modules for training of state level master trainers, training of teachers and students)
iii. Information Education and Communication (Development of model templates for IEC material as well as Translation and printing of IEC material in local language and dissemination of IEC material in all the schools)
iv. Non-Structural Mitigation Measures (Development of non-structural mitigation guidelines, checklist for Rapid Visual Survey and Implementation of such measures in project schools)
v. Demonstrative Retrofitting

State Government Initiatives

Government of Assam has made it compulsory for all schools to have a Disaster Management Plan on the lines of a Model Disaster Management Plan uploaded on the official website of the Secondary Education Department. Amendments are also being made in the Assam Non-Government Educational Institutions (Management & Control) Act, 2006 to make it compulsory for all Non-Government Educational Institutions to adopt construction approved by GMC/GMDA with appropriate design. There is also an amendment to make it compulsory to hold mock drills at regular intervals. Fire extinguishers are also being provided to every school in the state.

Government of Gujarat, initiated two programs namely Gujarat School Safety Initiative - I & II, for promoting a culture of disaster safety in schools and reduce risk through structural and non-structural measures in the schools. The programme focused on 152 schools in Phase I covering 100,000 students (primary and secondary standards) and 1,500 teachers on the basics of disaster management. As part of the long-term sustainability of the program, an assessment of non-structural mitigation measures was completed and school safety clubs have been opened in all the project schools. In Phase II, Gujarat State Disaster Management Authority is working towards creation of cadre of master trainers and a pool of trained teachers at district level in disaster risk reduction across all the 25 districts of the State.

Government of Himachal Pradesh, as part of the State Education Code 2013 has issued instructions to all schools in the state for preparation of their own disaster management plan which captures school specific hazards, vulnerabilities, resources and plan for mitigation. Detailed guidelines have also been issued for conducting mock drills, development of School Safety Plans and School Fire Safety DM Plan. The state has also developed a range of audio visual materials for raising awareness on safety issues among children. All of these activities have been carried out as part of the GoI - UNDP DRR programme 2009 - 2012. As part of another initiative retrofitting of few schools has also been carried out in the state.

Government of NCT of Delhi, in its circular No. F16/State/GC/Fire Safety/2011/3298 to 3398 passed on 01/03/2011 issued directions to schools specifically with regard to fire safety. These include detailed directions for different types of buildings for access, number of doors in a class room, staircases, fire extinguishers, use of basement and captive water storage for Fire Fighting and pumping arrangements. In the General measures, directive is laid out on the use of non-combustible material for construction of the school building, maintenance of escape routes, storage of LPG cylinders in the laboratories and electrical circuits.

Government of Tamil Nadu, has issued G.O. Ms. No. 131, Department of School Education, in continuance to G.O. Ms. No. 1-79, Public (law and orders) Department dated 20.7.2004. The order follows from the commission of enquiry for the incident of death due to fire accident at Sri Krishna Aided Primary School at Kumbakonam, Thanjavur District on 16-07-2004. With regard to school safety, the Commission made specific recommendations: A thorough review of the recognition / approval granted to the existing schools has to be undertaken. With reference to those schools who have not obtained permission / approval / recognition, strict compliance with the micro level fulfillment of norms, should be ensured, by the Inspecting Officer concerned, through physical verification before recommending for permission / approval / recognition.

Periodical monitoring through spot inspection towards upkeep of the infrastructure has to be ensured. Crash Training course for the teacher on crisis management and first aid is recommended. The state has issued additional orders in 2012 suggesting measures to be followed for the safety of children studying in schools in all government, government aided and private schools in Tamil Nadu. These include structural safety measures, safety precautions with regard to open wells, water tanks, septic tanks and staircases etc. The order also talks of safe drinking water provision as well as safe sanitation facilities. In addition, safe electrical connections, seating arrangements, assembly, class room environment and infrastructure, school vehicles and first aid, have been covered.

Govt. of Haryana: State Policy on Safety Measures in Schools: The state has come out with a specific policy concerning safety measures in schools. Broadly the document very appropriately throws light on the various elements pertaining to school safety including constitution of respective committees, modus operandi for fund allocation, broad areas for education and training and implications of non-compliance.

Annexure - 3 : Trainings

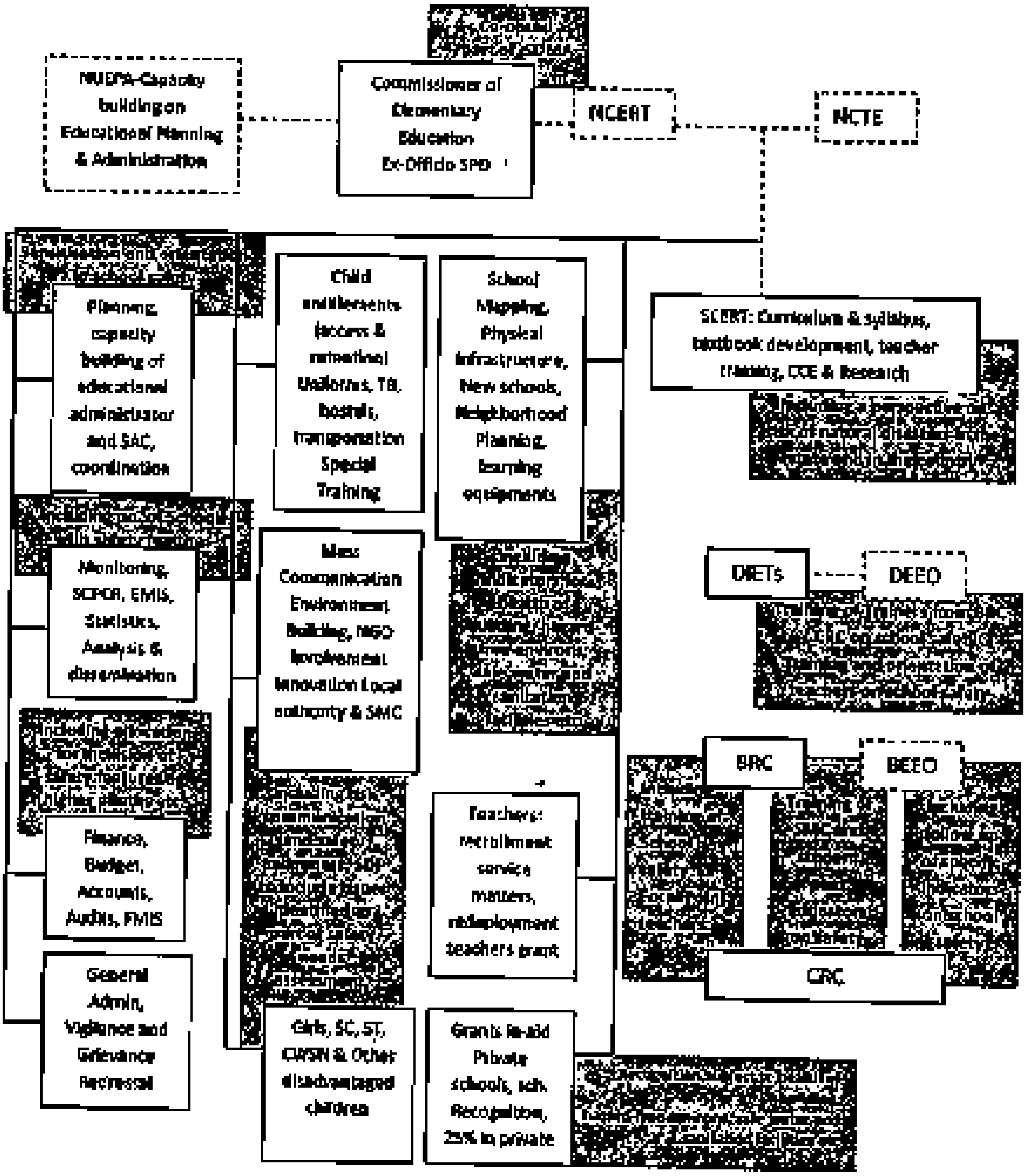
A broad list of trainings required for promotion of school safety is as under:

S. No.	Training	Indicative Contents	Participants	Responsibility
1.	ToT of School Safety Focal Point Teacher (SFPT)	◆ Hazards, risks (with focus on children of various age groups) & Vulnerability ◆ Safe learning environment and quality education under RTE ◆ Structural & non structural safety in schools ◆ Safety Needs Assessment ◆ Integration of disaster preparedness measures in curriculars and co-curricular activities ◆ Mock Drills for various hazards ◆ Psycho Social Support and counseling	School Safety Focal Point Teachers (SFPT)	DDMA/ Block Education Officer
2.	Training of Principals and Headmasters	◆ National DM Act and Policy, institutional framework ◆ Safe learning environment and quality education under RTE ◆ Planning and implementing school safety within your school ◆ Integration of disaster preparedness measures in curricular and co-curricular activities	Principals and Headmasters	DDMA/ Block Education Officer
3.	Training of School Management Committee	◆ School safety concept ◆ Safety Needs Assessment ◆ Functioning of a School Management Committee, and roles/ responsibilities ◆ Orientation on school safety planning ◆ Safety audit at the school level	SMC members	DDMA/ Block Education Officer
4.	Training of Peer Educators	◆ Facilitating lifesaving skills in the class ◆ Dos & Don'ts of hazards relevant to their context, eg. earthquake (Duck Cover & Hold), fire (Stop Drop & Roll), floods, cyclone, road safety etc. ◆ First Aid skills ◆ Water Quality Monitoring and disinfection	Selected 1-2 students from each class	SFPT with external Resource Persons if required
5.	Training on First Aid and life saving skills in School	◆ First Aid for common injuries, snake bite etc., CPR [illegible] ◆ Carrying wounded persons ◆ Diarrhea management ◆ Making rope ladders	SMC, SFTP, peer educators	SDMA/ NDRF, Red Cross, any other external Resource Persons, if required

Annexure – 4

State Level Integrated Structures for SSA and RTE through a Safety Lens

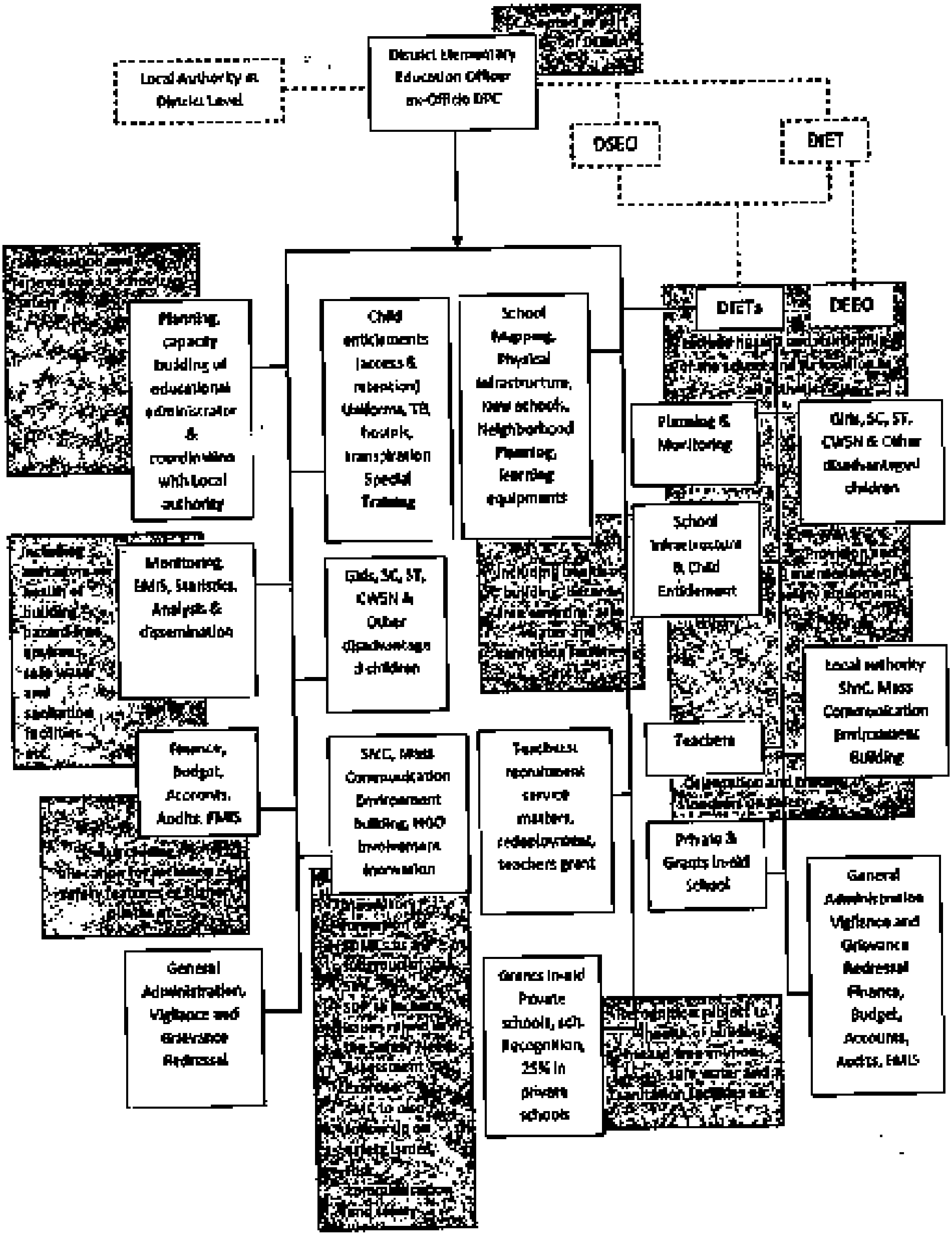
(Recommended suggestions for incorporating School Safety Concerns indicated in red)


NUEPA-Capacity building on Educational Planning & Administration
Commissioner of Elementary Education Ex-Officio SPD
NCERT
NCTE
Planning, capacity building of educational administrator and SAC, coordination
Child entitlements (access & retention) Uniforms, TB, hostels, transportation Special Training
School Mapping, Physical Infrastructure, New schools, Neighborhood Planning, learning equipments
SCERT: Curriculum & syllabus, textbook development, teacher training, CCE & Research
Monitoring, SCPCR, EMIS, Statistics, Analysis & dissemination
Mass Communication Environment Building, NGO Involvement Innovation Local authority & SMC
DIETs
DEEO
BRC
BEEO
Finance, Budget, Accounts, Audits, FMIS
Teachers: recruitment service matters, redeployment teachers grant
CRC
General Admin, Vigilance and Grievance Redressal
Girls, SC, ST, CWSN & Other disadvantaged children
Grants in-aid Private schools, sch. Recognition, 25% in private

Annexure – 5

District Level Integrated Structures for SSA and RTE through a Safety Lens

(Recommended suggestions for incorporating School Safety Concerns indicated in red)


Local Authority at District Level
District Elementary Education Officer ex-Officio DPC
DSEO
DIET
DIETs
DEEO
Planning, capacity building of educational administrator & coordination with Local authority
Child entitlements (access & retention) Uniforms, TB, hostels, transportation Special Training
School Mapping, Physical infrastructure, New schools, Neighborhood Planning, learning equipments
Planning & Monitoring
Girls, SC, ST, CWSN & Other disadvantaged children
Monitoring, EMIS, Statistics, Analysis & dissemination
Girls, SC, ST, CWSN & Other disadvantaged children
School Infrastructure & Child Entitlement
Local authority SMC, Mass Communication Environment Building
Teachers
Finance, Budget, Accounts, Audits, FMIS
SMC, Mass Communication Environment building, NGO involvement, innovation
Teachers recruitment service matters, redeployment, teachers grant
Private & Grants in-aid School
General Administration, Vigilance and Grievance Redressal
Grants in-aid Private schools, sch. Recognition, 25% in private schools
General Administration Vigilance and Grievance Redressal Finance, Budget, Accounts, Audits, EMIS

Annexure – 6

The Hon'ble Supreme Court of India, Justice Dalveer Singh in response in response to Writ Petition (Civil) No. 483 of 2004, Avinash Mehrotra v/s Union of India has laid down the following minimum specifications for school buildings:

3.3. *SCHOOL BUILDING SPECIFICATIONS:*

i. The school buildings shall preferably be a 'A' Class construction with brick / stone masonry walls with RCC roofing. Where it is not possible to provide RCC roofing only non-combustible fireproof heat resistance materials should be used.

ii. The nursery and elementary schools should be housed in single storied buildings and the maximum number of floors in school buildings shall be restricted to three including the ground floor.

iii. The School building shall be free from inflammable and toxic materials, which if necessary, should be stored away from the school building.

iv. The staircases, which act as exits or escape routes, shall adhere to provisions specified in the National Building Code of India 2005 to ensure quick evacuation of children.

v. The orientation of the buildings shall be in such a way that proper air circulation and lighting is available with open space all round the building as far as possible.

vi. Existing school buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.

vii. School buildings have to be insured against fire and natural calamities with Group Insurance of school pupils.

viii. Kitchen and other activities involving use of fire shall be carried out in a secure and safe location away from the main school building.

ix. All schools shall have water storage tanks.

Annexure – 7

Process of Safety Needs Assessment through Hazard Hunt Exercise: Experience from Bihar

In collaboration with Government of Bihar, UNICEF and its partners NGOs have implemented a School safety initiative in eight districts of the state. Their experience has highlighted the potential of Hazard hunt as a tool for identifying safety needs of the school though a participatory methodology involving students, teachers, and SMC members. The exercise culminates with the articulation of a well-defined micro-plan that is then pursued with the PRIs for leveraging resources from various schemes besides SSA. The process followed for Hazard Hunt is given below:

i. Orientation of School Disaster Management Committee members and Focal Point Teacher on definition of risk and vulnerabilities;

ii. Discussion on the nature of risks that affect the physical wellbeing of children, and of the school community;

iii. Discussion on the nature of risks that affect access to education by children;

iv. Organization of the group into smaller groups for Hazard Hunt.

v. Identification of risks and vulnerabilities inside and outside the school by separate groups;

vi. Documentation of risks identified by smaller groups and presentation to the larger group including Focal point teacher;

vii. Suggested format for documentation of Hazard Hunt exercise :

S. No.	List of Vulnerabilities that exist inside and outside the school	Risks involved	Probable Extent of Severity	Any past incident(s) relating to this risk, vulnerability

viii. Prioritization of risks for action in the short and long term;

ix. Development of Micro-plan to enlist solutions, sources of funding, responsiblities and timeline.

Annexure – 8

School DM Plan Model Template-National School Safety Programme (NSSP)

Section 1 : Introduction:

a. School profile *(attached format in Annexure 8 (i)*

b. Aim and Objective of the plan

c. Geographical location of the school.

Guidance Note:

- This section of the plan will provide information relating to the school as per details given in Annexure-I. It should also mention the objective of the plan, the stakeholders who will be using the plan and members who would be responsible for implementing, reviewing and updating the plan.
- This section can also include a map of the school.

Section 2 : Hazard Risk and Vulnerability Assessment

a. Non-structural assessment *(can be done practically by all teachers and select students in a group exercise)*

b. Structural assessment (to be done by a Civil Engineer, Licensed Building Surveyor)

c. Identification of hazards outside the school campus (Road Safety, Industrial Hazard, Chemical hazard, open drain flooding etc.)

d. Database of past disasters/accidents which have affected the schools.

e. Identification of vulnerable locations within the school campus

f. Summary of the key findings and identifications of action for mitigation.

Guidance Note:

This section of the plan will focus on identifying the various vulnerable areas within the school building as well as the probable risks arising out of structural and non structural elements.

For identifying non-structural and structural weakness in the school building a committee may be constituted comprising members of School Administration (Including Physical Education Teacher), officer from nearest fire station/Civil defence post warden, Health Service Provider (doctor/nurse/health worker) from nearest health centre/hospital/nursing home, officer from the nearest police station, engineers from PWD, SSA, Municipal Corporation, Zilla Parishad who may help in identifying the structural and non-structural weaknesses in the building. Likewise this committee can also identify hazard outside the school campus particularly the hazard related to road/traffic outside the school building, industrial (Chemical Hazard) which may be due to location of such an industry in vicinity of the school.

This *Hazard hunt* activity will help in identifying some of the obvious risks like improper location of electricity panel in the school, open electricity panels, live wire if any, improper placing of cupboards and furniture, obstruction in the escape route or object that can fall during the Earthquake such as glass panel, flowerpot etc.

This section of the plan can also document or provide details of any past disaster that had affected the school or in the vicinity of the school.

Section 3 : Preparedness

This section of the plan should include the following:

a. **Constitution of school DM Committee Composition of the Core Team and its roles and responsibilities during different phases.**

b. **Constitution of sub team and** identification of roles and responsibilities of each of the sub teams/task force, before, during and after disaster. The school may comprise of the following teams/task forces.

   i. *Awareness Generation, Warning and Information dissemination team.*
   ii. *Evacuation team.*
   iii. *Search and rescue team (only teachers to be member of this team)*
   iv. *Fire safety team*
   v. *First aid team.*
   vi. *Bus safety team (for each bus) - wherever applicable.*
   vii. *Site security team.*

Guidance Note:

This section of the plan will focus on Preparedness. Higher Level of preparedness for disaster helps to minimise the loss of life and prevention of injures caused particularly during earthquakes for which there is no warning. However certain other hazards like flood, cyclone etc. do have early warning system thereby giving some time for taking response. Children being the future of tomorrow should be ensured a safe learning environment and prepared well to respond effectively during disasters. To put this into practice it is recommended that every school constitutes a School Level Disaster Management Committee along with sub committees to ensure better preparedness and response in disasters. The various committees constituted in a school will comprise of members from among teachers, non teaching staff as well students. However for certain committee like search and rescue students are not recommended. The recommended structure for a School Disaster Management Committee is as follows:

1. Chairperson: Principal
2. Vice Principal, Heads of primary and middle sections
3. Education Officer/Deputy Education Officer for the zone
4. Parent Teacher Association President
5. 4 Students (NCC, NSS, Scouts and Guides, Head Boy and Head Girl)
6. Representative of Relief/ Revenue/ Disaster Management Department/ District Administration/ Municipal Corporation
7. Representative of the Fire Services (from Closest Fire Station) or Civil defence personnel.
8. Representative of Police (from Closest Police Station)
9. Representative of Health Department (Local Doctor)
10. A Warden from Civil Defence

The sub committees mentioned below will work under overall supervision of school DM Committee (SDMC). Following sub committees can be constituted

- Awareness generation and warning and information dissemination team.
- Evacuation team.
- Search and rescue team (only teachers to be member of this team)
- Fire safety team
- First aid team
- Bus safety team (for each bus)
- Site security team

For First Aid and Site Security team the representative of nearest Police Station, Hospital/ health services and fire station may be identified. The roles and responsibilities of these committees during disaster as well as peace time need to be defined clearly.

c. **Resouce inventory**

   i. Listing of resources available inside the school campus; which could be used during any disaster situation for effective response.

   ii. Identification and listing of resources outside the school within vicinity of one-five kilometres

      a Nearest hospitals Health Centre for emergency treatment.

      b. Police Station

      c. Fire Station

   iii. **Updation of important telephone numbers in Principal's room**

   iv **Critical health problem** record of each child to be maintained by school and also displayed on his I-Card with blood group along with **Updated contact details** of parents/ Guardian and alternate contact persons.

   v. **Disaster preparedness check-list.** (Attached in Annexure 8 (ii))

d. **Mechanism for alerting students and teachers during school time including installation of alarm.**

e. **School Map with evacuation plan in place (Attached in Annexure 8 (iii).**

f. **Annual calendar for conducting various preparedness activities** along with plan to implement it. This will include the list of various awareness generation programmes to be conducted by the school annually.

g. **Action plan for conducting Mock drills** and development of a checklist to identify the gaps

h. **Steps for Updation of DM plan -** indicating the time line and the process of doing it along with the roles of teachers and other non teaching staff.

Guiding notes for Resources inventory:

As part of preparedness exercise, each school must develop a School DM kit. It is suggested that a network is established by the school management with the nearest hospital/ health centre/ health worker for help in case of emergency. The suggestive list of items which could be procured for school DM kit have been listed below. However, it is suggested that each school must have provision for other external resources (grants given by the State Government like MPLADs/ MLALADs etc.) to strengthen this resource list further.

i. Stretcher
ii. Ladders
iii. Thick rope
iv. Torch
v. First-aid box
vi. Temporary shelter (tents and tarpaulins)
vii. Sand buckets
viii. Fire Extinguishers

} Provision of School DM kit.

School map with evacuation plan:

It is recommended to prepare a floor wise evacuation plan and display it prominently at the notice board on each of the floors. The evacuation plan may be discussed by the evacuation team with the teachers and students to generate awareness to help conduct mock drill. (**A sample Evacuation Map is** attached for reference as Annexure 8 (iii))

Guiding note for Mock drill

Mock drills are the ways of rehearsing the preparedness plan. It is one of the last steps in preparedness. The mock drill on earthquake, fire etc. may conducted at periodic interval preferably once in every six months and the deficiencies may be assessed *for* updation of the plan. This section of the plan should clearly indicate the steps to be followed to conduct the mockdrills and the responsibilities of the teachers, non teaching staff and students. If required school should invite the Fire Service Officers and trained Civil Defence volunteers for support. The steps to be followed for earthquake drill are mentioned below.

Earthquake drill:

i. Practice drop, cover and hold.

ii. Evacuate classroom in less than 1 minute without pushing and falling.

iii. Evacuate school in less than 4 minutes.

iv. Lookout for friends.

v. Stay away from weak areas/ structures.

vi. Help those who need assistance *(identification of task force in advance for rescue of special children).*

Fire/ Chemical Accident/ Drill:

i. Evacuation from classroom

ii. Ensure safe storage of inflammable liquids/ chemicals

iii. Put off electricity and remove or close down gas connections.

i. **Capacity building and training:**

Capacity Building and training of students and teachers is an important step to ensure safety of school going community in a disaster situation. Every year appropriate number of teachers and students may be trained in various skills of disaster management.

Action plan for training of teachers, non teaching staff and students on DM including all the task forces constituted and also organising refresher courses. This can also include documentation of details of trained teachers and students.

j. **Awareness generation and sensitization:**

Awareness generation/ sensitization is a part of preparedness measures aiming at sensitising and educating all the stakeholders including students, teachers and officials/ parents on issues relating to school safety. It is suggested that an annual calendar of events may be prepared including various activities involving students/ teachers, etc. where experts from outside may also be invited for giving their opinion on school safety issues.

Some of the measures which could be undertaken by the school management for creating awareness are as follows:

a. Through poster, audio-visual clips, organizing debate, quiz, sports activities, drawing competition, rally in schools.

b. Display of important information on school notice board including school evacuation plan and weather news information.

c. Conducting seminars and lectures on making the learning environment safer and involvement of Parents in such seminars.

d. Observing a month of safety in the year calendar of school as *Preparedness month.*

Section 4 : Response:

a. Hazards specific response plan including Crowd Management to avoid stampede on special days like annual functions, sports day etc.

b. **Alternate arrangement for continuation of school education. (Delivery of education during and post disaster situation particularly in cases where the school will be used as relief shelters).**

c. Reporting of Emergencies/ Disasters to the Government

d. Special provision for specially abled children.

Guidance Note:

This section of the plan should be very precise, crisp indicating the various roles and responsibilities of teachers, non teaching staff and students during disaster situation. The plan should clearly mention the steps to be followed in case of an earthquake, fire, flooding, cyclone or such emergent situation like stampede or health problems faced by any student. The plan should include all the steps to be taken up by the school management to ensure safety of the child including their safe evacuation from the affected site till the child is handed over to the parents. It will also include all other steps to be taken up by the management to ensure supply of essential services in the school like power, water and food and basic first aid during a disaster and immediately after it.

Section 5 : Mitigation measures

a. **Listing of various Non-structural measures to be undertaken in the school along with timeline.**

   i. Ensuring clear passages, stairways which are to be used as evacuation routes.

   ii. Chemistry labs-the bottles used for storing the chemicals are secured and protected against shattering.

   iii. Fixating of *Almirahs* to the walls of staff rooms.

   iv. Securing fans and light from ceiling.

   v. Fire safety measures

b. **Safety audit**

   i. Electric safety audit-checking of the electrical system by an electrician.

   ii. Fire safety audit-checking for possible sources of fire and identifying inflammable items within the school

   iii. Inspection of quality of food getting served during mid-day meal.

   iv. Audit of purity of water supply in school.

   v. Inspection of the hygienic conditions in kitchen and washrooms.

Guidance Note:

This section of the plan will focus on various mitigation measures to be undertaken by the school. Mitigation Planning is a long term exercise and hence it is essential to divide the strategy prioritizing the actions along with definite timeline. It is also necessary to prioritise the actions based on the nature of the threat and its potential to cause injuries and loss of life. Some of the non structural mitigation measure like anchorage of almirahs, clearance of the exit routes, relocation of the storage of laboratory items, installation of warning alarms could be done immediately by incurring minimal costs, some other mitigation measures like major structural repair work will require more time and fund commitments.

As a part of mitigation action, school should also undertake periodic fire and electrical safety checks by involving officials from Electricity Department/ board, Fire Services, PWD etc. Other measures like testing of purity of drinking water and hygienic conditions in the school should also be undertaken.

(Annexure – 8 i)

Details of School Profile

1. Name of School and code number provided by Department of Education :
2. Postal address with pin code :
3. Contact number :
4. Number of teachers : Male __________ Female __________
5. Number of Students : Male __________ Female __________
6. Number of differently-abled students : Male __________ Female __________
7. Specify the type of disability :
8. Date of Construction of School building :
9. Number of Buildings in the school compound :
10. Number of classrooms :
    - Number of Chemistry laboratories
    - Number of Physics laboratories
    - Number of Biology laboratories
11. Number of floors :
12. Number of staircases :
13. Do you have a kitchen ? Yes/No -----------
    - If yes do you have Gas stove or open fire kitchen or use cooking gas connection!
14. Do you have toilets separate for : Boys- Yes/No Girls- Yes/No
15. Number of drinking water points :
16. Playground size and open area :
17. Fire extinguisher Installed :
    - If yes number of fire extinguishers :
    - Date when last checked :
18. Number of Sand Buckets Installed :
19. Evacuation drill organized - Yes/No :
    If yes last date when drill was conducted and number of students who participated :

(Signature of Principal)

(Annexure - 8 II)

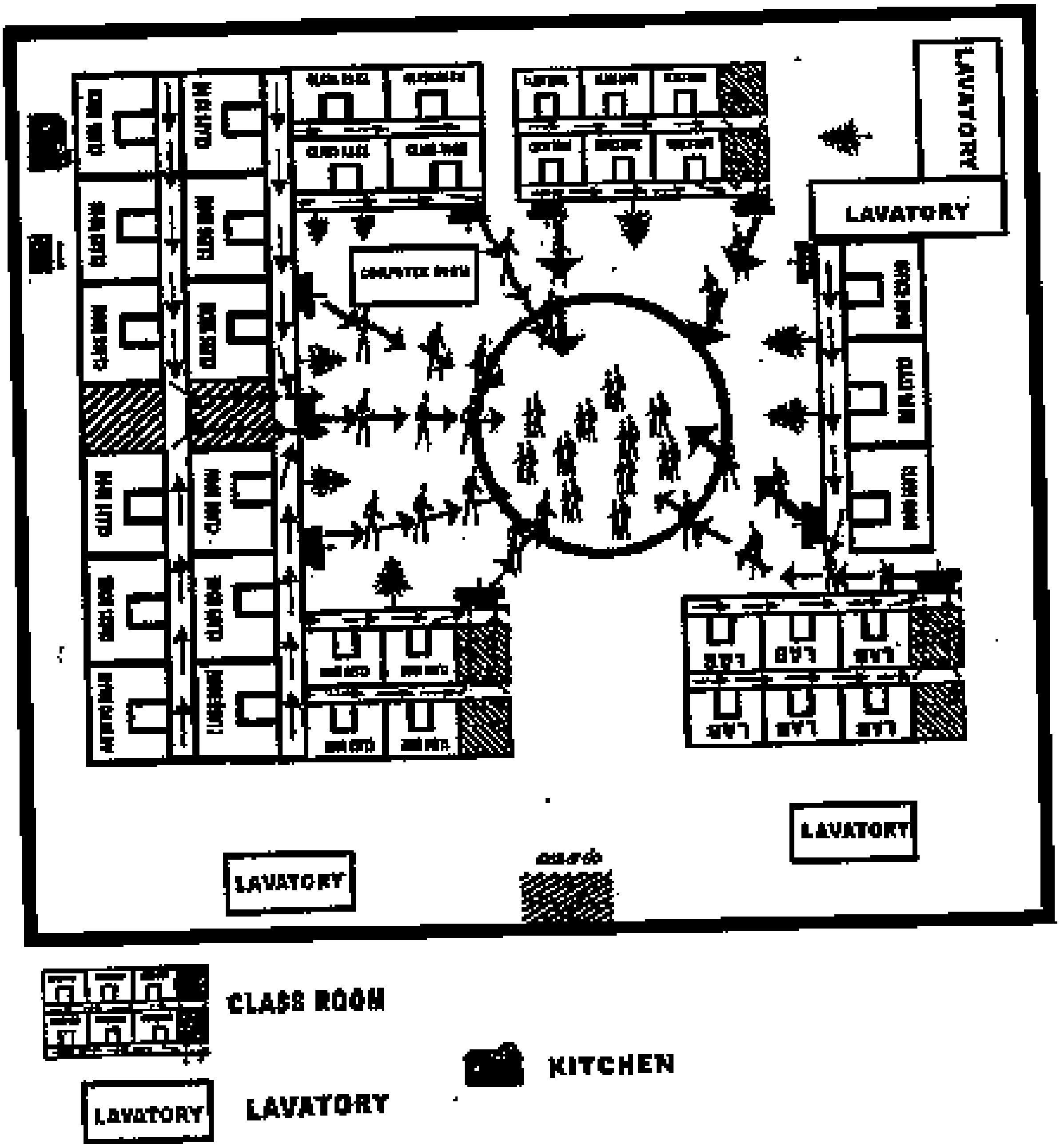
Emergency Management Plan Checklist

Name of School & Location .... **Date ....**

		YES
1.	Have the emergency numbers been confirmed with the concerned departments ?	☐
2.	Are the emergency contact numbers prominently displayed in the principal room ?	☐
3.	Does the plan clearly specify procedures for reporting emergencies to the government services and the relevant education authority ?	☐
4.	Are the potential risks within and up to a kilometre from the workplace identified ?	☐
5.	Does the plan clearly mention about the evacuation plan ?	☐
6.	Are the roles and responsibilities of key personnel's clearly defined - task force team leaders, class teachers, office staff and students ?	☐
7.	Are the staff responsibilities to account for and supervise students during and following the emergency clearly described ?	☐
8.	Does the plan give emphasis on the more vulnerable children below class v ?	☐
9.	Does the plan address the students with special physical, mental and medical needs ?	☐
10.	Does the plan describe about how the DM team will be trained ?	☐
11.	Does plan provide the calendar for mock drill to be conducted ?	☐
12.	Has the plan been endorsed by local police and fire brigade ?	☐

(Annexure – 8 iii)

Sample School Evacuation Plan


LAVATORY
LAVATORY
COMPUTER ROOM
LAB
LAB
LAB
LAB
LAB
LAB
LAVATORY
LAVATORY
CLASS ROOM
LAVATORY
LAVATORY
KITCHEN

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Core Group
(July 2012 - March 2013)

1.	Dr. Muzaffar Ahmad, Member, NDMA	Chairman
2.	Secretary, Ministry of Human Resource Development or her representative	Member
3.	Joint Secretary (Disaster Management), Ministry of Home Affairs	Member
4.	Shri V.K. Pipersenia, Principal Secretary, Revenue and DM Department, Government of Assam	Member
5.	Shri V. Thiruppugazh, Addl Chief Executive Officer, Gujarat State Disaster Management Authority	Member
6.	Ms Sujata Saunik, Joint Secretary (Policy & Plan), NDMA	Member
7.	Shri K.S. Ganger, Addl Secretary, Delhi Disaster Management Authority, Delhi	Member
8.	Dr. Satendra, Executive Director, National Institute of Disaster Management	Member
9.	Ms Margrita Tileva, Chief Emergency, Unicef India	Member
10.	Shri G. Padmanabhan, Emergency Specialist, UNDP India	Member
11.	Dr. Mohan Sajnani, Director (Retired), Government of India	Member
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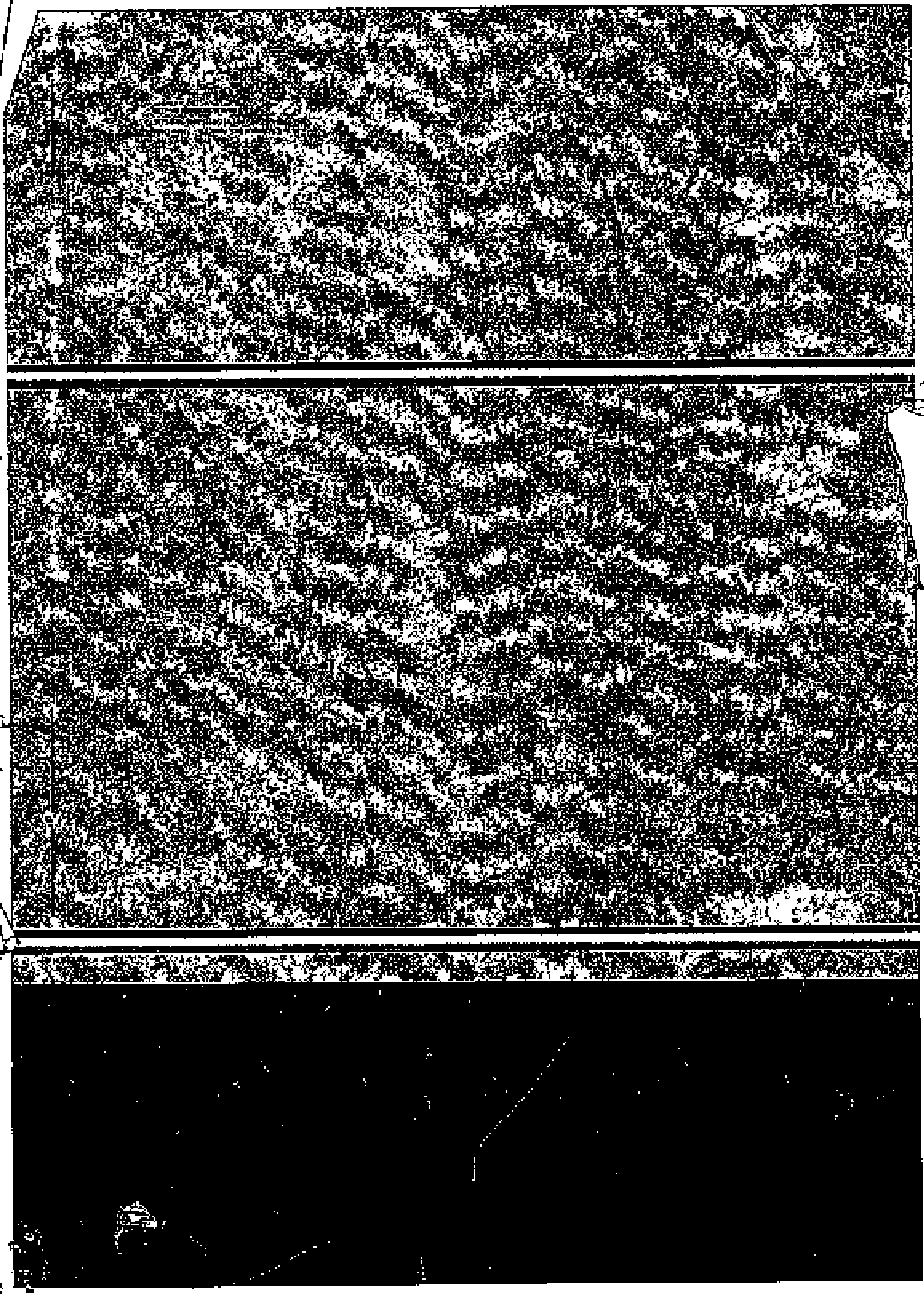Email:
Web: www.ndma.gov.in