

## Out of School Children

Out of school children (OoSC) may be those who are non-enrolled in any school or dropped out at any stage before completing elementary education. There is a great heterogeneity among children who are out of school.

Various categories of OoSC may include children living or working in urban slums, in streets, on railway platforms or construction sites. They may be found engaged as domestic workers, child labourers, tending cattle, working for wages in dhabas, mechanic shops, rag pickers and shoe-shine boys. Other categories may include those children who are involved in sex trade and also migratory children whose parents migrate from one area to another in search of seasonal employment and also those who belong to scheduled castes (SC) and scheduled Tribes (ST), children with special needs who may belong to any of these categories. Those children who have a disadvantage owing to socio-cultural, economic, geographical and linguistic or such other factors needs to be identified.

Besides these, there are also children who get their education in maktabas and madaras run by minority communities, learn religious texts and get little or no input on mainstream curriculum. Similarly, there may be adolescent girls who have never attended school or may have dropped out of school during early years. Children living in disturbed areas or in difficult circumstances also need to be identified and admitted in neighbourhood schools. Such diverse categories of children need special training to bridge their learning gaps and to join mainstream of education in the age appropriate classes.

## SPECIAL TRAINING FOR OUT OF SCHOOL CHILDREN

### **Provisions in RTE Act 2009**

#### **Chapter -II Section-IV of RTE Act states.**

Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age.

Provided that where a child is directly admitted in a class appropriate to his or her age, then he or she shall, in order to be at par with others, have a right to receive special training, in such manner and within such time limits as may be prescribed.

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

Ministry of Human Resource Development has developed model rules for implementation of RTE Act 2009. The model rules regarding special training are as follows:

- (1) The School Management Committee of a school owned and managed by the appropriate Government or local authority shall identify children requiring special training and organize such training in the following manner namely:
  - (a) The special training shall be based on specially designed, age-appropriate learning material, approved by the academic authority specified in sub-section (1) of section 29;
  - (b) The said training shall be provided in classes held on the premises of the school, or in classes organized in safe residential facilities.
  - (c) The said training shall be provided by teachers working in the school, or by teachers specially appointed for the purpose;

(d) The duration of the said training shall be for a minimum period of three months which may be extended, based on the periodical assessment of learning progress, for a maximum period not exceeding two years.

(2) The child shall, upon induction into the age-appropriate class, after special training, continue to receive special attention by the teacher to enable him to successfully integrate with the rest of the class, academically and emotionally.

### **Special Training**

The objective of special training for children admitted to age appropriate classes is to enhance the learning levels of these children so that they can be at par with other children of their age. With this training they will be able to learn and progress with other children of their age in the regular schools. The content, teaching learning strategies and duration of training should be decided on the basis of learner's prior learning experiences and age.

### **Duration of training**

As stated in the model rules, the duration of special training shall be for a minimum period of three months. The periodic assessment will be conducted to assess the learning progress of the learner. The duration of the special training may be extended if the learner has not achieved the expected levels of learning. The duration of special training will be decided on the basis of the needs of each individual child. The quality of training is an important factor in determining the duration of training. For example, if a child aged seven is admitted to Class II, the special training for that child may be of three months. However, if the quality of training is not good, the child may require more time to be at par with others of his/her age.