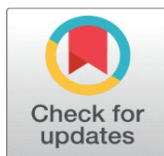
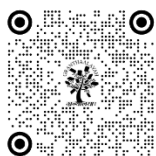


BENEFITS OF PLACING REGULAR CLUSTER MEDICAL OFFICER IN THE GOVERNMENT-AIDED BOYS AND GIRLS SCHOOL

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ABSTRACT

Education empowers individuals and societies to reach a desirable level of all round development. Education systems are also facing challenges in terms of philosophy, infrastructure and practices. So far, education system is based on the paradigm of homogeneity. It practices exclusion if not found confirming to the norm. Be it age, capability, gender or any other norm. This approach of conforming to existing norms is seen as barrier to form inclusive society. A school is only a smaller unit of the same large society where it is located. If it practices exclusion, society practices exclusion. In an inclusive school all children are able to take part in the educational activities and develop a sense of belongingness and become better prepared for life in the community as children and adults. It provides better opportunities for learning. Children with varying backgrounds and abilities are often better motivated when they learn in classes surrounded by heterogeneous children rather than homogeneous. The expectations of all the children are higher for themselves. Successful inclusion attempts to develop an individual's strengths leading to development. It allows children to work on individual goals while being with other students. It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences. It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

Keywords: Marginalized, Inclusive, Digitalized, Deficiencies



1. INTRODUCTION

Therefore, as a value, inclusive education reflects the expectation that all children are to be included, appreciated and accepted in the school as well as throughout their life. The education system of any society is expected to unfailingly meet the demands of changing societies as well as to be a harbinger of change.

The hurtling pace of technological advancements, an increasingly digitalized global society and numerous communication modes have opened up trade markets resulting in proliferation and interchange of goods and services from around the world leading to a more globalized society. A volatile global economy, changing political and social systems and policies impact education systems deeply. Increasing multiculturalism in classrooms demands increased democratic practices in schools and escalating fiscal crises of states imply that schools grapple with diminishing funding and rising education costs.

The Report titled "Learning: To Realize Education's Promise" presents a dismal picture of learning outcomes in low and middle income countries. India, which makes pride in being the fastest developing country and aspires to be world leader, is found to be depressingly low in learning outcomes. Children do not arrive ready to learn: Poor children have the highest learning deficits which hurts them the most. In nearly all countries, students' family backgrounds-including parental education, socioeconomic status and conditions at home-remain the largest predictors of learning outcomes. Malnutrition, illness, low parental investments and the harsh environments associated with poverty undermine early

childhood learning. Wellness is an active process of becoming aware of; and making choices towards a healthy and fulfilling life; more than being free from illness not merely absence of disease or infirmity. Since childhood females of India particularly in urban poor areas due to lack of awareness are Anemic conditions in which there is deficiency of RBCs or Hb in the blood. Iron is an important component of blood. Dietary Iron and Iron supplements are best absorbed on empty stomach. Milk, Calcium and antacids should not be taken at the same times as Iron supplements. Heme Iron is most efficiently absorbed and has 35% rate. For adult male and women over 50 need 8mg/day (it higher to compensate for menstrual losses). Median dietary iron intake in pregnant women is 14.7mg/day. Toddlers (1-3yrs) require 7mg/day, kids (4-8yrs)-10mg/day and adolescent boys and girls as 11 and 15mg/day respectively. Vitamin C helps our body to absorb more of iron. Govt's run weekly Iron and Folic Acid tablets for anemic children in Govt and aided schools. In an attempt to combat Anemia among children, all children studying in schools between age of 10 to 18 yrs are covered. Iron deficiency among children affects attentiveness, memory, physical growth and capacity, immune status and illness from infection. According to NHFS-3 report, 56% girls and 30% boys in the age group of 15-19 yrs in India suffers from Anemia. Total number of students administered with IFA tablets under WIFA programme only 0.5% had been affected by side effects. Likewise one more programme called Mass Deworming exercise had done in the month of August 2017 where on single day all covered private schools were also covered. There are necessity of deworming programme in India as according to WHO, India has highest burden of Soil Transmitted Helminths (STH). Its infection is of most common type worldwide. According to WHO STHs or parasitic worms are among the most common infection worldwide. It lives in human intestines and consumes nutrients meant for the human body. They produce thousands of eggs each day which are passed in faeces and spread to other in areas used for public toilets. With the 25% of the seats reserved for EWS (Economically Weaker Section) in the private schools under the provision of the RTE Act, therefore these 25% students must be at least included within the ambit of National Wellness Programme for the schools like WIFS, Deworming and any other programme in the future.

There is encouraging data on enrolment. For age groups 6-14 it is above 96% for elementary school, while it is 78.5% for secondary and 54.2% for higher secondary. What is worrying, however, is a growing mismatch between rising enrolment and declining outcomes. Credible action programmes to improve teacher training both quantitatively and qualitatively remain elusive. It is sad that this challenging obligation had no place in the RTE Act. Besides, total teacher vacancies are 9 lakh at the elementary level and exceed 1 lakh at secondary level. This is a huge backlog and will keep rising every year. The 11th Annual Status of Education Report (ASER) released by Pratham this year suggests that "today about one in four children in standard 3 in an average rural school is at Grade 1 in reading and mathematics." Further, nationally, this picture does not seem to have changed very much over the last decade. There has however been a slight increase in these attainments between 2014 and 2016. These challenges must be government's priority rather than discouraging entrepreneurs to set up private schools. One is reminded of the famous saying of Chamfort, "Education is constructed on two prongs, the prong of morality and the prong of prudence." Improving quality of public schools and also encouraging private initiatives can conserve and promote both morality and prudence. Just as schooling and learning are not coterminous, education is not a matter or rights alone.

The twelfth Annual Status of Education Report (ASER 2017: Beyond Basics) focuses on 14-18 years old across rural India, and finds disturbing shortfalls in their ability to do even simply tasks like counting money and telling time. There are more girls in school today. They are studying more years. You can see it when you travel to rural India. Young women are just more visible, out and about, and clearly that is a good thing. But also clearly that is not enough. Because it seems to be only a very superficial level of change. Skill levels and real confidence in their own abilities remain low. Unfortunately teachers' attitude especially in government schools is that it's the dregs who remain in their classrooms because everyone who can afford it has abandoned government schools. Law is not going to change these attitudes but the right kind of training can. It's not just rural India our schools everywhere seem to have abandoned the idea that they should do teaching beyond rote memorization. You ask a middle class parent in a metro. Homework tuition, parents are supposed to provide the learning. Part of it is the law that says that the teacher's job is to complete the curriculum. It is in the RTE Act. Your job is to finish the textbook, it is not to make sure that every child in your classroom understands what the textbook says. So at the beginning of the year teachers will divide the number of weeks by the number of chapters in the textbook. On top of this in every classroom there are many classrooms, especially in rural India. Some children cannot read at all and some are at grade level and some abilities. But we don't expect our teachers to adapt their teaching to this situation. We don't give them the tools to do that. If you look at the teacher training curriculum they learn to teach in an ideal classroom, with all children being at grade level, and in that situation of course you can teach the textbook.

Indian children given adequate nutrition in the womb or during the first three years of their life grow up to be successful in education and employments as adults and they are less likely to get married early a study spread over 23 years showed. The study, to be published in *The Journal of Nutrition* next week, was aimed at estimating long-term association between childhood nutrition under the Integrated Child Development Services (ICDS) and adult outcomes. Also, they were 6% less likely to be ever married between 20 and 25 years, and were 5% more likely to be employed or enrolled in higher education. "We have compelling evidence to show there's need to improve the quality of early nutrition. There is enough long-term data available for policymakers to make an informed choice," said Ramanan Laxminarayan, an author of the study. The rate of graduating and taking up jobs was higher among boys who got extra childhood supplements. Girls with a similar diet did their secondary education and recorded a greater ever-married rate, according to the study. The ICDS is among the world's largest public nutritional programmes, providing daily supplements and public health and educational services to pregnant and nursing women, children below six years, and adolescent girls. These data are important because India has the world's highest number of children stunted and wasted-low height for age and low weight for height, respectively-because of inadequate nutrition. The 40 million stunted and 17 million wasted children under five years constitute 26% and 34% of global totals, respectively.

CONFLICT OF INTERESTS

None.

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