

परमाणु ऊर्जा शिक्षण संस्था
(परमाणु ऊर्जा विभाग, भारत सरकार के अंतर्गत एक सहायता प्राप्त संस्थान)
ATOMIC ENERGY EDUCATION SOCIETY
(An Aided Institution under Department of Atomic Energy, Govt. of India)

Guidelines on Appointment of Shadow Teachers, Child Care Assistants, and Scribes in AEC Schools

CBSE's inclusive education framework emphasizes individualised support, availability of trained personnel, and necessary accommodations (including scribes and assistive support) to ensure equitable learning opportunities for children with special needs.

Hence, after analysing the existing guidelines and assessing the practical requirements of AEC Schools for engaging Shadow Teachers (to support children with special needs), Child Care Assistants (to assist young or dependent students), and Scribes (to facilitate examination support), including aspects such as eligibility criteria, appointment procedures, training, funding, supervision, and safety measures, and in alignment with CBSE guidelines on inclusive education, the guidelines for the appointment of Shadow Teachers, Child Care Assistants, and Scribes in AEC Schools will be implemented across all AEC Schools from the academic year 2026-27 onwards.

Terms of Reference:

1. Analysis of Existing Guidelines

The Committee studied guidelines from relevant bodies:

CBSE: Allows Special Educators for CWSN (Children with Special Needs) under RPWD Act 2016 (57 Circular 2025); Scribes are permitted for exams as per SOP (No. CBSE/COORD/112233/2019 dated 12th April, 2019). CBSE Circular No 65 dated Dec 24, 2009 mentions that a special child can be given the aid of an adult sitting along with the child encouraging and motivating the child. Schools are advised to allow parents when they make a request the same aligns with inclusion as per NEP 2020.

KVS: Permits special educators in their inclusive setups. KVS has appointed special educators in primary and secondary separately to cater to the needs of the CWSN. There is no specific mention about provision or recruitment of shadow teachers/CCAs

NVS: The inclusive policy ensures 3% of seats are reserved for children with disabilities, including orthopedically handicapped, hearing impaired, and visually impaired. (NVS Inclusive Education Policy 2021)

Others: State models (e.g., Assam, Bihar, Chhattisgarh, Himachal Pradesh, Nagaland, etc.,) require qualifications like D.Ed/B Ed in Spl.Ed for Special Educators.

While the aforementioned organizations and states promote inclusion, they lack detailed information on recruiting Shadow Teachers/Child Care Assistants, as well as on funding and monitoring mechanisms. This gap creates opportunities for AEC-specific adaptations.

2. Assessment of Need and Scope for appointment of Shadow Teachers, Child Care Assistants and Scribes in AEC Schools

Non-Feasibility Appointment by School: Appointing Shadow Teachers directly in AEES schools is not feasible due to the following reasons:

Lack of regulatory sanction: There is no formal provision or sanctioned post for Shadow Teachers/CCA under existing norms.

Resource constraints: Given the potential number of students requiring individual support, it is neither operationally nor financially viable for AEES schools to provide a Shadow Teacher/CCA for each case.

Parent-driven requirement: The role of a Shadow Teacher/CCA is highly individualized, and such arrangements are typically to be initiated and managed by parents.

Recommended Alternative: Parent-Nominated Shadow Teacher/CCA/Scribe

AEES schools shall implement the following mechanism for children requiring individualized support:

A. Shadow Teacher: Parents may arrange for a Shadow Teacher at their own initiative and cost if the primary need is academic support.

B. Child Care Assistant (CCA): Parents may arrange for a CCA at their own initiative and cost if the primary need is behavioural management and personal care.

C. Scribe: Parents may arrange for a Scribe if the primary need is that of an amanuensis during examinations (half yearly and annual exam). In case the parent is not able to arrange for a scribe, the school should be informed well in advance (at least 30 days before the exam)

The scribe can be a student from the local area, enrolled under any recognized board, and one class junior to the candidate. Where the scribe is an AECS student from a lower class, the student must first complete his/her own examination and then assist the candidate with special needs. In such instances, the subject teacher is required to prepare an additional set of question papers exclusively for the CWSN student.

	Role	Need Level	Scope
AEC	Shadow Teachers	High (early years, preferably till class V)	Classroom support for learning & behavior management.
	Child Care Assistants	High (early years, preferably till class V)	Hygiene, behavior, mobility aid.
	Scribes	Medium (exam-only)	Writing assistance for visually/motor impaired/as recommended by medical authority.

Schools serve diverse students, including those with disabilities (e.g., autism, ADHD, various Learning Disabilities etc.). In cases where the students are certified CWSN, the assistance mentioned above is proposed to promote inclusive education as per NEP 2020. Engagement of Shadow Teacher/CCA/Scribe is essential for equity but limited to verified cases to avoid dependency.

In severe cases of CWSN, if the parent so desires, Home Based Education (HBE) can be extended as per Samagra Shiksha Framework.

3. Recommended Eligibility, Qualifications, Experience, Roles, and Responsibilities

Position	Qualifications/Experience	Roles & Responsibilities
Shadow Teacher (Female, sitting along with the child)	B. Ed/D.Ed Special Ed (RCI-approved); 2+ yrs exp (optional). OR Shadow Teacher Training Certificate from a recognized institute. 2+ yrs exp (optional).	Academic/behavioral support; Individual Education Plan (IEP) collaboration; no teaching core curriculum.
Child Care Assistant (Female, sitting along with the child)	Grandparents or relatives of the CWSN OR 10+2; diploma in childcare/early childhood care; (optional) 1+ yr exp. (optional)	Personal care, supervision during breaks; hygiene/mobility aid.
Scribe	One class lower to the student. Proficiency in subject/language; no relation to student.	Exam transcription only; neutral, preferably certified by Special Educator.

The roles & responsibilities of scribes and compensatory time for CWSN will be as per CBSE guidelines for all classes.

4a. Transparent fair and accountable process for Appointment/Permission Process

Appointment of the Shadow Teacher/CCA/Scribe should be undertaken by the parent with the permission of the Head of the school. Before the Shadow Teacher/CCA may enter AEES school premises or classrooms, the following steps and clearances are mandatory:

i. Application by Parent: Parent submits a written request to the Principal, with the child's medical reports, Individual Education Plan (IEP) if any and details of the proposed Shadow Teacher/Child Care Assistant/scribe with photograph.

If Disability Certificate is not issued to the child, diagnosis report from a registered medical professional should be produced.

- For DAE students: Recommendation from a Pediatrician or Psychiatric Department of DAE Hospital or certificate from an authorized rehabilitation professional from a government-recognized institute.
- For Non-DAE / RTE students: Diagnosis or recommendation from a registered medical professional or certificate from an authorized rehabilitation professional from a government-recognized institute.

ii. Verification by School: School committee (Principal, VP/HM, Special Educator, parent representative) verifies the proposed person's documents: ID, qualifications, police verification, and references.

- iii. Approval and Documentation: Upon committee recommendation, the competent authority (Chairman LMC) grants permission (normally for 1 year, renewable).
- iv. Parent signs required documents with the school: role description, code of conduct, Non-Disclosure Agreement/confidentiality; records are maintained for transparency.
- v. Training, Induction, and Ongoing Support: School arranges a brief induction on school rules, child protection, and basic child psychology (led by Special Educator/Principal).
- vi. Parent ensures the Shadow Teacher attends periodic orientation/workshops as scheduled by the school, and remains in touch with the assigned school mentor for guidance.
- vii. Undertaking by the parent accepting full responsibility for the conduct and performance of the Shadow Teacher/CCA.
- viii. Undertaking from the Shadow Teacher/CCA.(Copy Enclosed)
- ix. Police verification certificate of the Shadow Teacher/CCA to be submitted by the parent.
- x. Clearance from the Chief Security Officer/Enforcement Section of the respective Unit where the school is situated.

4b. Code of Conduct: Professional Responsibilities: Strictly support the assigned child's learning as per their IEP/medical needs without disrupting class, other students, or school routines.

Compliance and Safeguarding: Follow all school policies, child protection rules, and disciplinary procedures; provide police verification and maintain child safety at all times.

Confidentiality: Uphold strict confidentiality of student, family, teacher, and school information (e.g., IEPs, lesson plans, classroom matters).

Use of Mobile Phones: Strictly prohibited inside classroom; no information, pictures, recordings, or events from school should be shared—violation of the same will lead to immediate removal.

Communication Protocol: Liaise daily with class teacher, special educator, and school mentor; report progress/issues promptly without overstepping into teaching duties.

5. Training and Accountability: Attend mandatory school induction/ workshops, and annual certification; accept parent-funded role with no school liability for risks.

Mandatory Protocol : Introductory meeting should involve:-

- i. Parent and nominated Shadow teacher/CCA
- ii. Parents of other students in the same class
- iii. Class Teacher and one School Advisory Committee member
- iv. Head of School, Vice Principal/Headmaster/Headmistress

Final application to be submitted for LMC Chairman's approval, routed through the Principal and Coordinating Principal. After approval of Chairman LMC, intimation should be sent to HAU, AEES.

6. Financial Expenditure Authority

Parents shall bear full responsibility for funding all fees and expenses related to the Shadow Teacher, Child Care Assistant (CCA), or Scribe (if applicable). However, the school reserves the authority to discontinue these services if school norms, rules, and regulations are violated.

7. Deployment, Supervision, and Monitoring Guidelines

Deployment: To be assigned 1:1; full day in the regular class with all other students; no solo classroom time.

Supervision: Daily logs by class teacher; weekly review by Special Educator. In case there is no Sp Edu in the school, weekly review by HM or VP.

Monitoring: Monthly reports by Principal.

Review and Withdrawal: The engagement of a Shadow Teacher/CCA shall be subject to periodic review by the school. The school reserves the right to discontinue such support once the student demonstrates sustained improvement.

8. Safety and Safeguarding Measures

Prioritizing child safety:

Background Verification: A Police Verification Certificate issued within the last six months is mandatory. Additionally, two references must be provided.

Signed confidentiality undertakings and child protection policy adherence.

Reporting: Zero-tolerance. The School reserves all rights to terminate the services in case of violation of rules.

9. Inputs from Special Educators

Special Educators opine that Shadow Teachers/Child Care Assistants (CCA)/Scribes are essential for certified CWSN cases, provided they do not interfere with the school's regular functioning.

They endorse Shadow Teachers/CCA for individualized support and recommend collaboration to avoid role overlap, positioning them as extensions (not replacements) of regular teachers with clearly defined boundaries. (Copies enclosed)

10. Alignment with Core Principles-Implementation Directives

All recommendations ensure child safety, inclusion, equity, and accountability.

AEES schools will continue to support inclusive education through their sanctioned Special Educator. While the value of individualized support through Shadow teacher/ CCA is acknowledged, all such arrangements must be parent-initiated.

Any formal engagement by AEES schools requires prior approval from Chairman LMC, clearly specifying the qualifications and role of the individual. Intimation of the engagement of Shadow Tr & CCA should be sent to HAU, AEES

Schools will collaborate with parents to facilitate additional support where genuinely required, subject to the above processes.

These guidelines shall be documented for implementation and future reference across AEES, and reviewed periodically based on evolving educational guidelines and parental feedback.

References and Supporting Documents:

1. CBSE: Circular 36/2020; 53/2023; 65/2009, BSE/COORD/112233/2019.
2. KVS: 57/2025 - Inclusive Policy.
3. NVS: Jawahar Navodaya Vidyalaya Inclusive Education Guidelines 2021.
4. DoSE&L, MoE, Govt of India: National Guidelines of Implementing of Equitable and Inclusive Education (Pg 24-34)
5. Samagra Shiksha Framework - Chapter 4 (Pages 60 & 61)
6. Others: RPwD Act 2016; NEP 2020 (Para 4.22).

Based on established guidelines from CBSE, KVS, NVS, DoSE&L and similar institutions (drawing from publicly available policies as of early 2026), while assessing needs for AEC Schools the above guidelines have been framed.

Almond
05/3/2026

CONFIDENTIALITY UNDERTAKING AND CHILD PROTECTION POLICY ADHERENCE

**Atomic Energy Central School _____
Undertaking by Shadow Teacher/CCA for CWSN Student**

I, _____, son/daughter of _____, appointed as Shadow Teacher /CCA for Master/Miss _____, Class/Section _____, do hereby solemnly affirm and undertake the following:

1. Confidentiality Obligation

I shall maintain strict confidentiality regarding all information pertaining to the CWSN student, his/her family, academic performance, medical/psychological reports, behavioral observations, and any other personal details shared by the school, parents, or staff.

I shall not disclose, discuss, or share such information with any third party, including but not limited to social media, personal contacts, or other students/parents, without prior written approval from the school Principal.

This obligation extends beyond the tenure of my appointment and shall remain binding in perpetuity.

2. Child Protection Policy Adherence

I confirm my commitment to abide by the CBSE Guidelines on Student Safety, and POCSO Act 2012, ensuring the safety, dignity, and well-being of the CWSN student at all times.

I shall report any observed or suspected instances of child abuse, neglect, or violation of child rights to the school Principal or Internal Complaints Committee without delay.

I undertake not to engage in any form of physical, emotional, or verbal abuse, discrimination, or exploitation of the student.

3. Professional Conduct

I shall perform my duties solely within the school premises during designated hours, focusing exclusively on supporting the student's inclusion without interfering with regular classroom instructions.

I shall maintain professional boundaries and shall refrain from sharing information/pictures/recordings of the classroom/school activities.

4. Consequences of Breach

I understand that violation of this undertaking shall result in immediate termination of services and potential legal proceedings as per applicable laws.

I have read, understood, and agree to comply with the above terms fully.

Signature : _____

Full Name: _____

Date: _____ Contact Number: _____

Signed in the presence of :

Parent _____ Class Teacher: _____ Special Educator: _____

Principal: _____

Date: _____

School Seal: