

IMPACT OF PREVENTIVE INTERVENTIONS ON INCIDENCES OF SEXUAL ABUSE IN RESIDENTIAL SCHOOLS OF ODISHA



Scheduled Caste and Schedule Tribes
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Foreword

Gender based violence against girls and women are fundamentally grounded in the discriminatory and prejudicial norms, attitudes and practices that exist in our society. It is a disturbing fact that a significant proportion of incidences of sexual abuses are being reported from within households, educational institutions, shelter homes and such other places which were perceived to be safe for the fair sex.

The State accords high priority in addressing the issue of violence against girls and women through interventions at various levels. Mahila and Shishu Desks, a convergent action between Women & Child Development and Home Department, a mechanism that has the potential of maximising the protection of women and girls, have been set up in all police Stations. Integrated Anti-Human Trafficking Units have been established at the level of police ranges are being scaled up. The Integrated Child Protection Scheme has also been operationalized. Further, the Odisha Victim Compensation Scheme notified in 2012, includes provisions for victims/survivors of assault, rape and acid attacks. Besides, different redressal mechanisms under the statutory Acts and Laws have been established and gender sensitization trainings are being conducted.

Steps have been taken to address the abuse and harassment of girls students in SC/ST Residential Schools for supervisory officials, Hostel Superintendents, Wardens/Matrons, etc by conducting different Life Skill training and orientation programmes by the collaborative efforts of SCSTRTI and United Nations Family Planning Association (UNFPA).

Keeping the concern in view, the study made an attempt to review legislations made to prevent sexual abuse of girl children, to assess and examine situations of residential schools, socio-economic conditions of girl students, awareness at different levels about preventive interventions to protect girls from sexual abuse, factors responsible for occurrences of incidences in residential schools and emerging loopholes at policy and school levels and suggestions. The study has also reviewed cases of incidences occurred in selected districts and recorded 07 case studies. The study covered 05 districts comprising (3 Full TSP, one partial TSP and one non-TSP districts) 20 schools in 17 blocks.

The study results will help for further improvement in (i) safety and security of girl inmates in hostels (ii) awareness level among supervisory officials and school authorities about preventive legislations (iii) awareness level about Life Skill Education among girl students in SSD hostels and (iv) preventive legislations for sexual abuse of girl children in residential schools.

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Contents

Executive Summary	vii
1. Introduction	1
1.1. Background	1
1.2. Odisha Scenario	1
1.3. Problems / issues in General	1
1.4. Sexual Abuses in Educational Institutions	2
1.5. Review of literature	3
1.6. Rationale of the study	5
1.7. Research Questions	6
1.8. Objectives of the study	6
1.9. Sample Design	6
1.10. Study Approach	8
1.11. Methodology	8
1.12. Research Tools	9
1.13. Hypotheses	10
1.14. Statistical Tools	10
1.15. Outcome of the study	10
1.16. Limitations	11
1.17. Organization of Report	11
2. Protective Legislations and Government Interventions to Prevent Sexual Abuse of Children	12
2.1. Protective Legislations and Government Interventions to Prevent Sexual Abuse of Children	12
2.2. Protective Legislations	14
2.3. Role of Specialized Juvenile Police Unit (SJPU) under JJ and POCSO Acts	16
2.4. The Juvenile Justice Act, 2015	18
2.5. Child Welfare Committees	19
2.6. District Child Protection Unit (DCPU) under JJ Act, 2015	21
2.7. District Legal Services Authority	21
3. Profile of the Study Area	23
3.1. Odisha Profile	23
3.2. Profile of select Districts	24
3.3. Education for Tribals	25
3.4. Literacy Rate among STs and Total Population of India	26
3.5. Residential Schools for Education of Tribal Girls	26
3.6. Information about the schools visited	28
3.7. Gender Segregation of staff and inmates	30
4. Socio-Economic Background of Girl Inmates	32
4.1. Sample	32
4.2. Social Category	33
4.3. Size and Type of Family	34
4.4. Education level of parents	34
4.5. Occupation of parents	35

4.6.	Household Income	36
4.7.	Perception of Inmates	37
5.	Safety and Security of Girl Children in Residential Schools - A Situational Analysis	41
5.1.	Safety and Security parameters in schools	41
5.2.	Safety and Security Parameters in Hostels	44
5.3.	Ranking and scoring of safety and security in schools and hostels	49
5.4.	Gender ratio among teaching and non-teaching staff	50
6.	Awareness at Different Level and Factors Responsible for Occurrences of Sexual Abuses in Residential Schools	56
6.1.	Students / Inmates	56
6.2.	Teaching Staff	59
6.3.	Non-Teaching Staff	59
6.4.	Supervisory Officials	60
6.5.	Factors responsible for the incidences	61
7.	Review of Reported Cases of Sexual Abuse in Study Area and Case studies	
7.1.	Review of cases	64
7.2.	Support service extended to the victims:	71
7.3.	Present status of the cases	71
7.4.	Impact of Guidelines / POCSO	72
7.5.	Selected Case Studies during Pre and Post Government interventions	73
8.	Conclusion and Suggestive recommendations	79
	Photo Gallery	
	References	
	Annexures	

List of Tables

Table 1.1:	Schools visited in Koraput district	7
Table 1.2:	Schools visited in Mayurbhanj District	7
Table 1.3:	Schools visited in Sundargarh District	7
Table 1.4:	Schools visited in Balasore District	8
Table 1.5:	Schools visited in Nayagarh district	8
Table 1.6:	No. of FGDs and KIs conducted	9
Table 2.1:	Provisions to prevent child abuse.	12
Table 2.2:	Major National Policies for Children	13
Table 2.3:	Initiatives Taken by the State Government	13
Table 3.1:	Demographic Profile of Odisha	23
Table 3.2:	Demographic Profile of select districts	24
Table 3.3:	Ethnic distribution of population of selected districts	24
Table 3.4:	Literacy rate among STs and all Social groups	26
Table 3.5:	Category of schools meant for SC/STs	27
Table 3.6:	Number of residential schools and ST girls' hostels in select blocks of the district	27
Table 3.7:	Information about schools visited in Koraput district	28
Table 3.8:	Information about schools visited in Mayurbhanj District	28
Table 3.9:	Information about schools visited in Sundargarh District	28
Table 3.10:	Information about schools visited in Balasore District	29
Table 3.11:	Information about schools visited in Nayagarh district	29
Table 3.12:	Average distance of Schools	29
Table 3.13:	Enrolment of students in select districts	30
Table 3.14:	Gender Segregation of staff and inmates	31
Table 4.1:	Class wise Sample Girls Students in select residential schools	32
Table 4.2:	Ethnic distribution of sample girl children	33
Table 4.3:	Size of family and Type of family among the girl children	34
Table 4.4:	Education level of mothers of girl inmates	34
Table 4.5:	Education level of fathers of girl inmates	35
Table 4.6:	Occupation of mothers of girl inmates	35
Table 4.7:	Occupation of fathers of girl inmates	36
Table 4.8:	Household income	36
Table 4.9:	Self assessment of Inmates	37
Table 4.10:	Perception of inmates about future studies	38
Table 4.11:	Decision maker of inmates for future studies	38
Table 4.12:	Sharing about physical changes	39
Table 4.13:	Sharing about menstruation cycle	39
Table 4.14:	Sharing about your aim of life	39
Table 5.1:	Availability of Physical Infrastructure Facilities in Schools	41
Table 5.2:	Availability of Basic Services Facilities in Schools	42
Table 5.3:	Presence of safety & security mechanism in Schools	43
Table 5.4:	Availability of Physical Infrastructure Facilities in Hostels	44
Table 5.5:	Availability of Basic Services Facilities in Hostels	45
Table 5.6:	Human Resource support	46
Table 5.7:	Presence of safety & security monitoring mechanism of Hostels	47
Table 5.8:	Existence of safety & security mechanism of Hostels	48

Table 5.9:	Ranking and scoring scale of safety and security	49
Table 5.10:	District wise ranking of safety and security of Schools	49
Table 5.11:	District wise ranking of safety and security of Hostels	50
Table 5.12:	Gender segregation among Teaching staff	51
Table 5.13:	Gender ratio of female teacher and female non-teaching staff to girl inmates	51
Table 5.14:	Scoring of Existence of safety and security parameters in residential schools	52
Table 5.15:	Classification of School Hostels according to the degree of compliance of safety and security parameters.	53
Table 6.1:	School wise Scoring in Life Skill Education (LSE) of Girl Inmates	57
Table 6.2:	Classification of Schools according to the understanding/awareness level about LSE	58
Table 6.3:	Awareness Level of Students/Inmates	58
Table 6.4:	Awareness Level of Teaching, Non-Teaching staff and stakeholders	59
Table 7.1:	Details of the Reported Cases:	65
Table 7.2:	Support service extended to the victims in each case	71
Table 7.3:	Present status of the cases	72
Table 7.4:	Impact of Guidelines/POCSO on the cases	72

List of Figures

Figure 3.1:	Enrolment of Students	30
Figure 3.2 :	Segregation of Staff	31
Figure 4.1:	Class wise sample girl children	33
Figure 4.2:	Ethnic Distribution of Sample Girl children	33
Figure 4.3:	Type of Family	33
Figure 4.4:	Education level of mothers of girl inmates	35
Figure 4.5:	Education level of fathers of girl inmates	35
Figure 4.6:	Occupational Pattern of mothers	36
Figure 4.7:	Occupational Pattern of fathers	36
Figure 4.8:	District wise BPL and APL category of Parents of Girl Children	37
Figure 4.9:	Self assessment of inmates on health conditions	37
Figure 4.10	Perception of Inmates about Future Studies	38
Figure 5.1:	Availability of Physical Infrastructure Facilities in Schools	42
Figure 5.2:	Availability of Basic Service Facilities in Schools	42
Figure 5.3:	Presence of safety & security mechanism	44
Figure 5.4:	Availability of Physical Infrastructure Facilities in Hostels	45
Figure 5.5:	Availability of Basic Services Facilities in Hostels	46
Figure 5.6:	Human Resource support	47
Figure 5.7:	Presence of safety & security indicators	48
Figure 5.8:	Existence of safety & security mechanism	49
Figure 5.9:	District wise ranking of safety and security of Schools	50
Figure 5.10:	District wise ranking of safety and security of Hostels	50
Figure 5.11:	Gender segregation among Teaching staff	51
Figure 5.12:	Ratio of teaching and non-teaching staff to girl inmates	52

Acronyms & Abbreviations

ADSWOs	Additional District Social Welfare Officers
ANM	Auxiliary Nurse Mid-wife
APL	Above Poverty Line
CCA	Cook cum Attendant
CCI	Child Care Institute
CNCP	Children in Need for Care and Protection
CPWO	Child Welfare Police Officer
CWC	Child Welfare Committee
DCPO	District Child Protection Officer
DCPU	District Child Protection Unit
DLSA	District Legal Services Agency
DoL	Department of Labour
DoP	Department of Police
DSWOs	District Social Welfare Officers
DWOs	District Welfare Officers
EMRS	Ekalavya Model Residential School
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
GoI	Government of India
GRP	Government Railway Police
HM	Head Master
KII	Key Informant Interview
LSE	Life Skill Education
LWW	Lady Watch and Ward
MoHRD	Ministry of Human Resources Development, Govt. of India
MoTA	Ministry of Tribal Affairs, Govt. of India
NPE	National Policy on Education
PA, ITDA	Project Administrator, Integrated Tribal Development Agency
POA	Programme of Action
POCSO	Protection of Children against Sexual Offences
RPF	Railway Protection Force
RTE	Right to Education
SC	Scheduled Caste
SCPCR	State Commission for Protection of Child Rights
SCSTRTI	Scheduled Castes and Scheduled Tribes Training and Research Institute
SJPU	Special Juvenile Police Unit
SMC	School Management Committee
SMDC	School Management and Development Committee
SSA	Sarva Sikshya Abhiyan
SSD	Scheduled Castes Scheduled Tribes Development Department
ST	Scheduled Tribe
TSP	Tribal Sub Plan
UNFPA	United Nations Family Planning Association
WCD	Women and Children Development Department

Executive Summary

A residential school is an educational institution where the students learn the art of living together along with pursuing academic excellence. The act of living together beyond classroom hours has significant implications for management, relationships and learning. A number of countries have used the system of residential schooling as a strategy to enhance enrolment of tribal girl children. This is true for India as well. The rationale came not only from the need for covering the living costs and making it possible to have access to physical, residential space and food in order to be able to access the schooling facilities but also from the need for providing a conducive environment for education where these children are not expected to participate in work and other chores. Hence, Residential Schools are considered as a stepping stone to enhance the enrolment of students particularly among tribal girls, improve their educational attainment and check the dropout rate. Many ST/SC parents prefer residential schools as they provide food, clothing and boarding facility to students apart from free education to avoid significant financial burden. In many ways, tribal residential schools have proved to be effective in addressing the access related issues faced by tribal students from remote pockets, difficult hilly terrains and left-wing-extremism affected areas. Residential schooling also ensures un-disrupted education while poor parents migrate for work. These schools have also provided an impetus to the education of ST girls in a very significant way by making them free from various household responsibilities, addressing concerns of travelling long distances to access schools, addressing parent's concerns of meeting the education costs of their daughters, and by providing a proper teaching-learning experience coupled with tutorial support, vocational education, life skill education etc.

Recent news regarding exploitation and abuse of boarders, especially girls, in the residential schools is increasingly becoming a major concern for the policy makers, administrators, parents and other stakeholders alike. In the recent past, there have been growing reports of sexual exploitation of the girl children within hostels and ST girls becoming unsafe and insecure in the government run residential schools. Evaluation reports and review committee reports on functioning of residential schools have also pointed towards safety and security in the residential schools being a neglected area and a serious issue of concern.

Central and State Government Interventions

Increasing instances of sexual abuse and harassment in the residential schools leads to distress among students, their parents and functionaries. Sexual abuses in schools may be one of the reasons for drop out of girl children in the schools. Safety of students in schools and hostels is now a matter of concern for everybody. There would be a threat for decrease in enrolment of girl children in schools. The very purpose of residential schools is to increase enrolment of girl children, but sexual harassment/exploitation may have adverse effect on the very purpose of establishing residential schools. In order to prevent the abuses and harassments in schools, the department has issued Guideline to ensure Safety and Security of the students in 2014. The department has also come out with a School and Hostel Management Guideline in 2013, established School and Hostel Monitoring Cell at Bhubaneswar in 2015, initiated Life Skill training and orientation programmes in collaboration with UNFPA in 2015. Moreover, important legislations like, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Right of Children to Free and Compulsory Education Act 2009, Protection of Children from Sexual Offences (POCSO) Act, 2012, and Odisha Victim Compensation Scheme (notified in 2012) strengthens the initiatives taken by the state government.

Rationale of the study

Number of studies relating to gender violence, domestic violence, sexual harassment at work place and availability of physical infrastructure for safety and security of girl children in residential schools were carried out by different researchers and research institutions. Recently, two studies relating to safety and security of girl children in residential schools were undertaken in the state. One was undertaken by the SCSTRTI (SSD Department) and the other one by the Odisha State Women's Commission. Both the studies covered exclusive situational analysis of physical safety and security of adolescent tribal girls. To curb incidences of sexual abuses among girl children, number of preventive interventions including legislations has been enacted. Now, it is high time to take up a study on impact assessment of those government interventions on incidences of sexual abuses.

Keeping the concern in view, the study has made an attempt to review legislations and departmental guideline protecting sexual abuse of girl children, to assess and examine situations of residential schools, socio-economic conditions of girl children, awareness at different level about preventive interventions to protect sexual abuse, factors responsible for occurrences of incidences in residential schools and emerging loopholes and suggestions at policy and school level. The study has also reviewed cases of incidences occurred in select districts and documented 7 case studies (pre- intervention and post- intervention).

Study Approach

The present study was conducted by SCSTRTI, Government of Odisha for a period of 6 months. It started in the month of October 2018. To start with, research design of the present study was prepared and presented before the Research Experts of SCSTRTI. Sample districts were finalised on the basis of high incidences of sexual abuses in residential schools from among Full TSP, Partially TSP and Non-TSP districts. Incidences were collected from District Welfare Offices and media sources. Based on the information, districts were selected. Prior to administration of schedules (quantitative and qualitative), tools were shared among all the research personnel of SCSTRTI for comments.

Research Assistants of the project were provided orientation training on Protective legislations and government guideline for protecting girl students from sexual abuse in residential schools. For pre-testing of schedules, a pilot survey was undertaken in Koraput District. The design and structure of research tools was finalized after locating field gaps followed by getting the approval of concerned key research personnel of SCSTRTI. Field study was undertaken by all the members of the research team. After collection and cleaning of data, preliminary processing of data was done by the Research Assistants. A data base was prepared, compiled and analysed by Data Analyst under the guidance of the Research Associate and the Consultant. Study Findings were shared among research personnel and concerned DWOs of select districts prior to finalization of report.

Sample Design

The study is based on multi-stage sampling. Since the study is focused on tribal girl children of residential schools under ST and SC Development (SSD) department, select Residential Schools of Tribal Sub Plan (TSP) districts of Odisha were covered purposively. Out of total 13 TSP districts, 1/3rd districts i.e. 04 districts have been taken up for the purpose. Again among the 04 selected districts, 03 were full TSP districts and one was Partially TSP district. It has been done keeping in view the occurrences of high incidences of sexual abuse cases in residential

schools of the district. In order to assess the trend in non-TSP area, one non-TSP district (control group), was also taken for the purpose.

From each selected district, 2-5 residential schools have been identified keeping in view, the occurrences of high incidences and 1 or 2 schools irrespective of incidences and preferably remote area were covered for the purpose. The basic criteria of selection of school were on incidences of sexual abuse. Besides, some schools under School & Mass Education (S& ME) department where hostels of SSD department are attached and some Ekalavya Model Residential Schools (EMRS) were also covered under the study.

For the purpose, 5 districts comprising (3 Full TSP, one partial TSP and one non-TSP districts) 20 schools in 17 blocks were covered.

Methodology

The study is based on both primary and secondary data. Primary data included (i) personal interview, Focused Group Discussion (FGD) and Key Informant Interview (KII) with stakeholders. Besides, School and Hostel schedules containing questions relating to physical infrastructure, staff composition and other details were prepared and administered with school and hostel authorities. A total of 26 FGDs and 57 KIIs were conducted administering semi-structured schedules. The research tools mainly desk review, personal interview with KIIs, schedule for assessment of knowledge and awareness, FGDs, Field Observation/Field Notes and Case Studies were adopted for preparing the study report. Out of total incidences reported, 7 case studies (pre- intervention and post- intervention) were documented. This would help in assessing impact of the legislations in all respects. Three hypotheses such as (i) safety and security of hostels, (ii) awareness about LSE and (iii) low income level of parents of girl inmates were taken as factors responsible for occurrences of incidences of sexual abuse. These were verified by testing hypotheses (Regression model and T test).

Limitations

The study has following limitations:

- The research team could not get scope to interact with victims of sexual abuse and the accused persons.
- Even it was difficult to meet parents of victims.
- The study team could not get information on total number of incidences of sexual abuse cases in the state.

Organisation of Report

The study report is divided into eight chapters.

The study report is divided into eight chapters. The **First Chapter** is the Introduction covering background, objectives, rationale, sample design and methodology, hypothesis, limitations and chapterisation. The **Second Chapter** deals with provisions and protective legislations for sexual abuse of girl children. The **Third Chapter** describes Profile of study area including study districts, blocks and residential schools. The **Fourth Chapter** examines the socio-economic background of girl inmates. The **Fifth Chapter** is the situational analysis of safety and security of girl children in residential schools. Awareness about government interventions at different levels and factors responsible for occurrence of sexual abuse incidences is verified in the **Sixth Chapter**. The **Seventh Chapter** gives a picture on review of sexual abuse incidences and case studies. Conclusion and recommendations are given in the **Eighth Chapter**.

The following **key findings** have emerged from the study.

Key Findings

Location, staff composition and Enrolment Trend

- Distance of schools from district headquarters is from minimum 7 kms to maximum 82kms and from block headquarters, it is from 1km to 32kms. Average distance of schools from district headquarters is 41kms and from block headquarters it is 11kms.
- In the 2011-13 to 2013-15 timeline, out of 5 districts, 3 districts show negative trend in enrolment of students whereas in the 2013-15 to 2015-17 timeline, all the five study districts show positive trend in enrolment of students.
- The study result shows that out of total staff, 52.4% are females. The department guidelines has positive impact on the gender ratio of staff in residential schools.

Socio-Economic Conditions of Girl Children

During field study, each 10 girl children representing all classes (VI onwards) from surveyed residential schools were drawn. They were supplied with a schedule containing the queries relating to type of family, family size, literacy level of parents, occupation of parents and household income etc. A total of 170 girl children from sample schools were drawn. Among them, 143 (84%) children belong to ST category and average size of family is found to be 6.4. Ninety Seven (57%) mothers and 129 (76%) fathers of girl inmates are found to be literate. The highest number of parents of girl children studied maximum upto 10th class. Majority of mothers of girl inmates are engaged in household activities and fathers as daily wage labourers. The present study shows that 73 (43%) parents of girl inmates come under BPL category and 97 (57%) just Above Poverty Line category.

Based on the recommendation of Rangarajan Committee; the present study shows that the majority of parents of girl inmates come under just Above Poverty Line (APL) category. This indicates that real income of the family has been increased due to support of residential schools by providing food, clothing, education and health facilities to their children. This has very good impact on poverty line of tribal families.

Safety and Security Situations

In the present study, safety and security indicators of school hostels has been categorized into 3 broad heads based on certain parameters. These are availability of (i) Physical Infrastructure Facilities (ii) Basic Services Facilities (iii) Human Resource Support Services. Presence of safety and security mechanism (monitoring and supervision) is one of the contributing factors for assessing safety and security of hostels.

The study verified availability of safety and security indicators in each select school and hostel and accordingly, district wise percentage of availability was calculated. The following study results will give direction for further improvement in the particular district/s:

- **Physical proximity** of residential schools to human habitations is a major concern in the context of the studied schools. All the 20 surveyed schools (100%) have physical proximity i.e 0-2 kms to human habitation, boundary wall fully securing the school building from all sides and a gate exists at the entry point. As regards hostels, 17 (85%) hostels have **boundary walls**. But in some cases, walls are of low height.
- As regards **locking facilities for doors and windows**, 1(5%) school do not have this facility. Three (15%) schools hostels have door and window locking problems. Only 8

(40%) hostels have **sick room facility**. The rest hostels accommodate their sick children in the same room separately.

- All the schools have **drinking water and electrification facilities** and 18 (90%) schools have **separate toilets for girls**. About hostels, out of 20 hostels, all have facilities of safe drinking water, separate toilet for girls' hostel and electricity connection. 16 (80%) hostels have **alternative source of lighting** like solar light, emergency battery light etc. The rest 4 (20%) schools depend only on candle.
- Ten (50%) schools have the **telephone facility**. Fourteen (70%) school hostels have hotline telephone facility. In 14 (70%) hostels, telephones have been installed in proper place.
- Only 9 (45%) schools have **Security Guards**. Exclusive provision of security guard is found only in one school (EMRS of Khunta). In other cases, non-teaching staff like CCA, LWW or Matron takes this additional part time responsibility.
- Thirteen (65%) schools follow the **standard practice of reporting**. There is availability of the documents of government policy and guidelines in 17 (85%) school hostels. Standard practice is followed on report of sexual abuse in 16 (80%) school hostels. **The Supervisory Officials visit** all (100%) the sample schools. Regarding display of **safety and security guidelines**, only 10 (50%) schools have complied.
- Seventeen (85%) of the schools have **complaint boxes**. All the schools have **displayed Helpline number** in different places of the school premises. Regarding hostels, in 19 (95%) of the school hostels, there is availability of complaint box and display of helpline numbers.
- In all the school hostels, the **hostel-in-charge is found to be a lady** and 17 (85%) **staff members stay in hostel premises**. In 18 (90%) school hostels, **female staff is staying with the inmates**. In 14 (70%) schools, school authorities assign the responsibility to a specific person and the rest of the schools do it on rotation basis.
- Regarding **Life Skill Education** to students and hostel-in-charge personnel, 12 (60%) schools have done the programme as per the guidelines. Except 2 (10%) schools, no other schools have constituted **Peer Leader Group**.
- In all the schools, **regular health check-up is being done mostly by Mobile Health Units**. In most of the schools, **dedicated ANMs have not been posted**, and wherever posted they cover limited number of schools due to conveyance constraints.
- In 13 (65%) schools, **regular SMC meetings are being held** and 10 (50%) SMC members visit school hostels to attend SMC meetings. As regards parents' visit, they are not much concerned about the school affairs.
- **'In and out' register is maintained** in all the schools. In 17 (85%) of the schools, a time is fixed for entry of the visitors. A strict policy for escorting girl students for outdoor activities by lady personnel has been made in all the schools.

Considering the above safety and security parameters, the study has prepared a ranking scale based on the availability of safety and security parameters. As per the ranking scale, 14 (70%) schools come under moderate safety and security with 61 – 80 percent availability of parameters. All the three Full-TSP districts have better situations than the other two districts. Similarly, among hostels, 11 (55%) hostels seem to be 'moderate', 7 (35%) under 'satisfactory to some extent' (81-99% availability) category and the rest 2 (10%) of the schools are found

to be in bad conditions. Among the districts, the situation in Sundargarh district is better than the other select districts.

- The study has also tried to find out the situations of schools through point scale method using Likert Scaling Technique. It is divided into 4 point scales such as worse, good, satisfactory and excellent. The study reveals that among the three Full TSP districts, conditions in Mayurbhanj district are worse than the other districts (SSD hostels attached to S&ME schools are included). The condition of hostels attached to S& ME schools is found worse in terms of safety and security aspects than SSD schools. From among sample school hostels, no school hostels in Koraput and Sundargarh are found to be worse. In other schools 02 schools of Mayurbhanj district, 01 school of Balasore district and 01 school of Nayagarh district, the situation is worse. All these schools come under S&ME deptt and Govindpur Girls High School is a block grant private school. The situations of school hostels of Government Girls High School, Kotpad of Koraput district and EMRS, Dhanghera of Khunta block of Mayurbhanj district are considered as Excellent schools in terms of safety and security.

Awareness at different levels

In order to prevent the abuses and harassments in schools, all concerned stakeholders need to understand the basic characteristics of abuse and harassment and be aware of their roles and responsibilities for prevention and management in case of any eventuality. To address this concern, the ST and SC Development Department has issued a stringent guideline for overcoming all reported and unreported cases of abuses and harassments in its residential schools. Under the guidance of Director, SCSTRTI, the UNFPA supported Life Skills Education programme team in collaboration with District Welfare Officers organise District Level Workshops with active cooperation of District Administration. The present study made an attempt to categorize the schools on the basis of awareness level of girl inmates through point scale using Likert Scaling Technique. It is divided into 4 point scales such as not aware, aware, aware and partially positive and aware and fully positive. The study result shows that

- Regarding awareness about LSE among girl children, 03 schools come under “Not Aware” category. 05 schools come under “Aware” category. Special attention for generating awareness about LSE is needed for the said schools. Government Girls High School, Tenda and Government High School, Bedibahal are found to be the best schools in terms of awareness level about LSE.
- Regarding awareness about safety and security among girl children, average score of girl children is found to be 76%. It is a positive indication. Among all Nayagarh district scored the highest (80%) followed by Sundargarh (75%) and Mayurbhanj districts (70%).
- Similarly, regarding awareness level of supervisory officials about safety security guideline and other legislations for prevention of sexual abuse in residential schools, the rating is average and good except one DWO found to be excellent.
- The awareness level of the Matrons (4 out of 7) and ANMs (3 out of 4) is found to be good in the selected schools. The ANMs are aware of their duties and responsibilities, but find time constraint to cover all the schools they are assigned with.

Factors responsible for occurrences of sexual abuse in schools

Factors associated with incidences of sexual abuses may be (i) poverty / income of the family of girl children (ii) absence of safety and security parameters in the hostels of residential schools (iii) lack of awareness/knowledge among girl children about Life Skill Education

including safety and security guideline. The present study tried to find out factors responsible for occurrences of incidences of sexual abuse with girl children in residential schools.

As per **hypothesis (H1)**, there is relationship between existence of safety and security in residential schools and occurrences of sexual abuses. As per hypothesis (H2), there is relationship between financial standing (poverty) of parents of students and occurrences of sexual abuses. As per hypothesis (H3), there is relationship between awareness level of students in residential schools about life skill knowledge and occurrences of sexual abuses. To test the hypotheses, following regression model and T test was adopted:

$$Y = a + bX + C$$

All the hypotheses are proved to be wrong. **The following factors emerged during discussion and observation as responsible for occurrence of incidences:**

Field observation/Perception of Research Team

- The parents of the victim girls are well in touch with the accused person (if he is a school staff), which reflects that there is no taboo relating to sexual relationship in the community.
- The victim girls often get lured by the gifts presented to them by the accused persons.
- The physical condition or locality of the schools in some places is such that the activities of the staffs of the school are hardly noticed by others. Schools in hilly terrain and trees all around helps the culprits get away with the crime.
- In case of consent, the cases are weak as the girl's culture often allows her to have sexual partner at an early age.
- Matron appointment through political connection is a matter of concern. Such influential matrons do not abide by the rules which make school authorities helpless.
- Sexual abuse cases remain hidden as students are scared of the school authorities (if a staff is involved in the case).
- Regarding sexual abuse cases, stringent action is being taken against the culprits by the SSD Department, but during the process of trial, the accused persons manage to escape. As the decision of the judiciary is purely based on evidences some of the accused are getting acquitted in the absence of evidence.
- DCPU does not have any special programme for residential schools. Even it is not involved in cases relating to sexual abuse in schools unless it is referred by the administration. It is beyond their jurisdiction.
- DCPU always tries to facilitate in providing highest amount of compensation either through DWO or Victim Compensation Scheme.
- DCPU creates awareness at three different levels (Panchayat, Block, District), but no such programme is conducted in schools.
- Appointment of DCPU staffs is made on contractual basis by State Government. Sometimes, it is difficult on their part to take decision independently.
- There is less coordination between DCPU and SSD hostel.
- There is less coordination between WCD and SSD department.
- CWC members work under several compulsions. Working independently without any influence of the district administration is not always possible. Being a statutory body it has the obligation to work with the district administration.
- Compensation amount is very low and it involves a very long process as DLSA has resource crunch issue.

- Under Victim Compensation Scheme, importance is not given to mainstreaming and skill development of the victims.

Factors drawn from the cases occurred as responsible for incidences.

1. Reinstating tainted persons in Girls' High Schools

It is noticed that accused teaching staffs have been reinstated in schools after a gap of 2/3 years. As mentioned in case study -2 (Kundar Sevashram, Koraput), the accused was suspended in 2014 and reinstated in 2016 in the same district after he won the case. This type of incidence creates bad precedence and encourages culprits to repeat the mistakes.

2. Less or no punishment to such teachers /staff who ignore sexual abuse cases

The teaching/ non-teaching staffs who intentionally ignore the abuse cases are hardly punished. In most of the cases either their increments are stopped or they are given 'show cause notice'. In case study -1 (Balda Girls High School, Koraput) it was found that many staff members knew about the abuse case but were ignoring it as the HM of the school was involved. These staff members resume their routine work once the enquiry process is over.

3. Medical check-up of the inmates after vacation

While reviewing the cases, it is found that sexual abuse incidences also occur during vacation when the girls stay at home. Relatives, cousins, village friends are mostly involved in such cases. As mentioned in case study-1 and -4 (Kopaput and Sundargarh), the pregnancy of the girl boarders were noticed by the school authorities but by the time it was too late. No health check-up is being done when the girls return from their village after vacation. Therefore, regular health check-up along with pregnancy test needs to be done immediately after they return to school after vacation.

4. No social taboos relating to sexual relationship

The parents of the girls (case study -1 and 3) are well in touch with the accused (when the accused is a teaching or non-teaching staff of the school), and were aware of the relationship. This reflects that sexual relationship is not a taboo until it takes an ugly turn.

5. The victim girls get lured by the gifts presented to them.

Socio-economic conditions of the girls may be one of the factors that force them to get lured by the gifts and valuables at the cost of sexual exploitation. These girls try to defend the accused as they get economic and moral support from the accused. Three similar instances are found in sample schools i.e in Koraput, Balasore and Mayurbhanj districts where the girls used to receive gifts regularly from the accused.

6. No punishment in case of witness turning hostile

There is no punishment for the witness turning hostile during the process of trial. Cases reviewed during study reflect that witnesses turn hostile (case-3 and case-5) making the trial process futile.

The study has also tried to identify some gaps through perception/ opinions of the different stakeholders like teachers, hostel wardens/ superintendents, community members and most importantly the girl boarders.

Impact of Preventive interventions on incidences of sexual abuse in residential schools of Odisha.

(1) Department guidelines for safety and security of girl children has very good impact on the following aspects:

- Having boundary wall fully securing the school building from all sides and having existence of gate at entry point.
- Maintaining Gender Ratio of staff and appointment of lady CCAs in girls schools
- Appointment of Matrons in all schools
- All schools are following standard practice of reporting of sexual abuse cases.
- Regular visit of supervisory officials to their respective assigned schools.
- Availability of complaint box in all schools.
- Display of Helpline number in different places of the school and hostel premises.
- Hotline telephone facilities
- Hostel-in-charge is a lady
- Staffs staying in hostel premises.
- Female staff staying with the inmates
- School authorities to assign the responsibility of safety and security to a specific person on rotation basis.
- All schools maintaining of 'In and Out' register
- Escorting girl student for outdoor activities by lady personnel in all the schools.
- Health personnel visiting regularly to conduct health check of the students.

(2). Impact on awareness level of students on department guidelines and LSE

- Students' awareness about department guidelines is good.
- Training on LSE has very good impact on girl children. It enables them to identify sexual abuse cases. As a result of this, number of reporting of incidences has increased which were under reported earlier.

(3). Impact on awareness level of supervisory officials on department guidelines and LSE

Awareness level of WEOs is found to be very well. They follow department guidelines very seriously, frequently visit their schools, interact with girl students and verify about their safety and security. During interaction, they cross examine about occurrence of any sexual abuse cases. In the process, they try to make the girl students aware about reporting of cases to the appropriate authority in case of any eventuality. Review of cases show that in majority of cases, WEOs/DWOs lodged FIRs. Due to increase in awareness level, reported cases have increased which were ignored earlier.

(4). Impact of POCSO Act

Prior to enforcement of POCSO Act, there was no stringent Act for preventing sexual offences against girl children below 18 years. Punishments were given under IPC for limited types of abuses like rape and molestation. Case studies prior to government interventions show that FIRs were lodged only for rape cases. It means that other cases were ignored or overlooked. But case studies after government interventions in 2012 reveal that FIRs have been lodged for different types of sexual abuse cases like sexual assault, attempt to rape, inappropriate touching, immoral activities on girl boarders, homo sexual relationship with the boarders,

sexual harassment and pornography etc. For this reason, the reported cases have increased after government interventions which were not done earlier.

(5). Overall Impact of Government interventions

From the timeline of 2011-13 to 2013-15, out of 5 districts, 3 districts show decreasing trend in enrolment of students whereas from 2013-15 to 2015-17 timeline, all the five study districts show increasing trend in enrolment of students. It implies that department initiatives to curb incidences of sexual abuses has made greater impact on schools' study environment. Hence, enrolment of students has increased.

It implies that prior to government interventions, enrolment of students had been decreasing might be due to more number of incidences (hidden and under reported) but after interventions and enforcement of legislations, enrolment of students has been increasing might be due to decrease in incidences of sexual abuses in schools (reported more). It indicates that department guidelines and promulgations of POCSO Act and other related legislations have positive impact on incidences of sexual abuses.

Based on the recommendation of Rangarajan Committee; the present study shows that the parents of girl inmates come under just Above Poverty Line (APL) category. This indicates that real income of the family has increased due to support of Residential Schools by providing food, clothing, education and health facilities to their children. This has very good impact on economic standard of tribal families.

Need for further initiatives

The following initiatives should be taken by the department for ensuring safety and security of girl students in residential schools.

- Barbed wire fencing on the top of boundary wall and heightening the wall of school boundary is badly needed for safety of the girl children.
- Separate hostel boundary (heightened) for all the girls' hostels is highly required.
- Security Guards for each school should be appointed for watch and ward
- HMs of Girls' High Schools should be a lady.
- No male staff members without family should occupy staff quarters inside the Girls' school boundary.
- No boy day scholar (beyond 5th class) should be allowed to enroll in coeducation schools.
- Regular health check-up along with pregnancy test needs to be done immediately after the vacation.
- Where SSD hostels are attached to S&ME schools, exclusive personnel should be recruited/ deputed for SSD hostels to work as Superintendents.
- Safety and security of SSD hostels attached to S&ME schools particularly Block Grant Schools need special attention with respect to health, hygiene, provision of food and other needs of girl children, their living conditions, provision of lady personnel to ensure safety and security of girl children etc.
- Alternate source of lighting preferably solar light should be provided to hostels.

During interaction with stakeholders including key actors of POCSO Act, the following suggestions have emerged for **policy level changes/reforms**

- Reinstating tainted personnel in Girls' High Schools should be stopped.
- Appointment of Matrons in residential Sevashrams is needed to prevent sexual abuse cases.
- Female proportion of staff should be more than the male proportion in Girls' Schools.
- Male Teachers along with their families to stay inside the school premises.
- All the staff (teaching and non-teaching) should be oriented on preventive legislations.
- LSE training should be provided in all schools including S&ME department schools.
- The staff like ANM and Matron etc are to be oriented and empowered so as to guide the inmates in a proper way.
- Police officials should also be provided training to make them aware of legislations.
- Past service records of male teachers to be checked before posting them in Girls' High Schools.
- Accused personnel having repeated crime record should seriously be punished.
- Eligibility criteria for Matron appointment should be relaxed so as to appoint more number of Matrons at a time.
- DLSA should be active and effective. Compensation should be given immediately (within 15 days)
- DLSA should hold regular meetings at least once in a month to update disposal the cases.
- Follow up of the cases is necessary in order to avoid diverting grant of compensation. Besides paying cash compensation, it is necessary to develop the skill of the victim in order to get her back into mainstream.
- CCTV cameras should be installed in strategic spots of the school premises in order to act as deterrents against occurrence of sexual abuse incidences. The school authorities should ensure that the cameras installed are working and are being monitored regularly.
- A documentary film should be produced featuring bad repercussions of such immoral relationship which would have impact on the girl inmates in curbing the incidences.
- There is need for better convergence of SSD and WCD so that they can act together.

Conclusion

Despite the best interventions and progressive legislations, instances of child abuse have been occurring in educational institutions, child care institutions and also in child's own residence. Analyses of district level reports reflect that registration of cases has been on the rise since 2013-14. It implies that supervisory officials at district and block levels are very much vigilant and facilitating in reporting and follow-up actions. It is also a fact that awareness about POCSO has resulted increase in number of cases reported. However, stakeholders are of the opinion that factors like increased awareness level, promulgation of POCSO and intervention of child rights institutions, media highlights have contributed to the increasing rate of registration of cases. Sexual abuse cases are rare in residential schools, but getting highlighted more due to media coverage. Prior to the interventions, incidences were more but cases remained underreported due to less scope under IPC. But after POCSO Act and state government initiatives for generating awareness, hardly any case is left hidden and underreported. This implies a positive indication towards preventing sexual abuse cases in residential schools of Odisha.

Introduction

1.1. Background

Gender disparity has been a major issue in education sector in India. This is more so evident in case of tribal girls/ women where the whole of the tribal community have been historically deprived of the educational opportunities for a very long time. There has been some positive development in the context of Tribal Girls' Education in the past few decades for the special focus put on it ever since 5th Five Year Plan. In this regard, tribal residential schools have proved to be effective in addressing various issues relating to tribal girls 'education. The ST parents too prefer residential schools as these provide food, clothing and boarding facility to students apart from free education, thus relieving them from significant financial burden. These schools have also provided an impetus to the education of ST girls in various significant ways by offering them an environment free from gender bias, addressing concerns of travelling long distances to reach schools, addressing parent's concerns of meeting the education costs, and by providing a proper teaching-learning experience coupled with tutorial support, vocational education, life skill education etc.

1.2. Odisha Scenario

In the post-independence period, as revealed from the perusal of the first four Five-Year Plans, the establishment of hostels emerged as a strategy to improve the educational status of the Scheduled Castes (SCs) and Scheduled Tribes (STs) largely through schemes under the Departments of Education, Social Welfare, Tribal Welfare and Women and Child Development. Over the years, the ST & SC Development (SSD) Department the nodal department of the state government for the welfare of the SC and ST communities have established 164 Boys High Schools, 173 Girls High Schools, 61 Higher Secondary Schools, 766 Ashram Schools (Middle level), 505 Sevashrams (Primary Schools) for ST and SC students and 19 Educational Complexes for imparting education to students belonging to the Particularly Vulnerable Tribal Groups (PVTGs), 02 Secondary Training Schools, 01 B.Ed. College and 13 Ekalavya Model Residential Schools (EMRS) managed by the Odisha Model Tribal Education Society (OMTES). During the year 2016-17, 21 High Schools have been upgraded to Higher Secondary Schools and 65 Ashram Schools to High Schools. Construction of Hostels for ST & SC students has been one of the flagship scheme of the Department. Over the years, the Department has constructed 6375 hostels in its educational institutions as also in the institutions of other Department like School & Mass Education, Higher Education etc. At present, there are 1670 residential schools with over 4700 hostels functioning under the department. There are about 4 50 000 students studying in these schools of which about 60% are girls. All educational amenities like school uniforms, reading & writing materials, payment of HSC Exam fees are provided to the students free of cost besides providing incidental facilities in the hostels such as Cots, Blankets, Utensils, Mosquito Nets etc.

1.3. Problems/Issues in General

Child sexual abuse is the biggest kept secret in India due to societal denial, ignorance and silence owing to the discomfort generated for acknowledgement. It is a universal problem that occurs across gender, caste, religious, ethnic, occupational and socio-economic groups threatening a child's right to protection as defined under different sections of the United Nations Convention on the Rights of the Child. Child sexual abuse directly threatens Article 19

(which describes the child's right to protection from abuse) and Article 34 (which discusses the child's right to protection from sexual abuse specifically) of the Convention.

With fear, shame, guilt and the ensuing stigma unfortunately being characteristic features of sexual abuse for boys and girls, the issues of gender stereotypes however cause various differences in the way abuse is perceived by community and the abused children themselves, and the subsequent availability and efficacy of support networks. Abuse of girls is usually kept hidden under the guise of family honour and issues of "purity", while abuse of boys is often ignored to the extent that sometimes it is even considered impossible. Also, because of the widespread ignorance and silence on the issue, a number of myths have taken root and grown in our society and culture. For example "boys do not get abused", "child sexual abuse happens only to children from lower socio- economic status". To debunk such myths the respondents of this study, both boys and girls, were selected from different types of schools, representing the larger socio-economic spectrum. Neglect of child sexual abuse has happened not only in the sphere of society and community, but in the professional arena as well. Therefore, there is a dearth of empirical information on child sexual abuse within the Indian context, and consequently the indigenous body of knowledge on the subject is very limited. Sexual abuse of children is disturbing, abhorrent and very often an unimaginable crime but the unfortunate reality is that it exists. When children do not feel safe, their other rights are endangered. While it is the responsibility of adults to be the primary safeguards to care for and protect the interests of children, with the continually increasing incidences of abuse of children being reported, there seems to be a failure in this most basic of obligations.

1.4. Sexual Abuses in Educational Institutions

Recent news reveals different cases of sexual harassment/ rape and physical abuse targeting students studying in schools and colleges of the different states in general and Odisha in particular. Various instances of students in Government and Private Institutions subjected to sexual abuse have come to the notice of the State Government. Also sexual harassment, atrocities and rape cases against children and girl students in ST and SC Development Department schools are frequently being reported in the media. Incidences of premarital sex, pregnancy and child birth by students in general and ST girls' students of residential schools in particular are being reported. It is a cause for great concern for the society as it is instilling a sense of fear among the fairer sex. Such mishaps have been very seriously viewed and the Government has decided to take stern measures to prevent and suppress sexual harassment of girl students by issuing a circular to all Educational institutions. The child sexual abuse is an under-reported offence in India, which has reached epidemic proportion. A recent study on prevalence of sexual abuse among adolescents in Kerala, reported that 36 per cent of boys and 35 per cent of girls had experienced sexual abuse at some point of time. A similar study conducted by the Government of India in 17,220 children and adolescents to estimate the burden of sexual abuse revealed shocking results and showed that every second child in the country was sexually abused; among them, 52.94 per cent were boys and 47.06 per cent were girls. Highest sexual abuse was reported in Assam (57.27%) followed by Delhi (41%), Andhra Pradesh (33.87%) and Bihar (33.27%).

However, exploitation and abuse of boarders, especially girls, in the residential schools is increasingly becoming a major concern for the policy makers, administrators, parents and other stakeholders alike. In recent past, there have been growing reports of sexual exploitation of the girl children within hostels and ST girls becoming unsafe and insecure in the government run residential schools. Evaluation reports and review committee reports on

functioning of Residential Schools have also pointed out towards safety and security in the residential schools being a neglected area and a serious issue of concern.

As per media source,(March-2015), in Odisha, five girls in the age group of 12 to 16, who were put up in tribal residential schools, became pregnant. 12 other girls in residential schools were raped or faced sexual advances. As many as 98 allegations of sexual harassment were received by the department which found truth in 59 cases. Teachers and non-teaching staff had been put under suspension.

The parents are hesitant to send their girl children to residential school. In some cases, incidences of sexual harassment in residential schools have had its impact on parents belonging to tribal communities, who after much persuasion made up their mind and started sending their kids to schools.

Sexual harassment is not confined to tribal residential schools only. General schools coming under School and Mass Education department too have a number of sexual harassment cases in the past five years. In many cases, victim girls and their parents come under tremendous pressure from culprits, who are usually teachers or non-teaching staff of school. Neither community nor any government agency provides sustained support to families of victims to fight their cases. By the time, it reaches trial stage, victims' families succumb to pressure.

Increasing instances of sexual abuse and harassment in the residential schools leads to distress among students, their parents and functionaries. Sexual abuses in schools may be one of the reasons for drop out of girl children in the schools. Safety of students in schools and hostels particularly sexual exploitation is now a matter of concern for everybody. There would be a threat for decrease in enrolment of girl children in schools. The very purpose of residential schools is to increase enrolment of girl children, but sexual harassment/exploitation may have adverse effect on the very purpose of establishing residential schools. In order to prevent the abuses and harassments in schools the department has issued **Guidelines to Ensure Safety and Security of the students in 2014**. The department has also come out with a **School and Hostel Management Guideline in 2013**, established **School & Hostel Monitoring Cell** at Bhubaneswar in 2015, initiated **Life Skill training** and orientation programmes in collaboration with UNFPA in 2015. Moreover, important legislations like, **Juvenile Justice (Care and Protection of Children) Act, 2000, The Right of Children to Free and Compulsory Education Act 2009, Protection of Children from Sexual Offences (POCSO) Act, 2012, and Odisha Victim Compensation Scheme (notified in 2012)** strengthens the initiatives taken by the state Govt.

1.5. Review of literature

Study relating to safety and security of girl children in ST residential schools is scanty. A brief review is worthwhile in order to highlight what has already been done in the field.

International Context

A study on “**Indigenous People and Boarding Schools: A Comparative Study**” prepared by Andrea Smith for the **Secretariat of the United Nations published in Permanent Forum on Indigenous Issues in Permanent Forum on Indigenous Issues, Eighth session, New York, 18 - 29 May 2009**¹. This report provides a preliminary analysis of boarding school policies

¹ *Indigenous Peoples and Boarding Schools: A Comparative Study prepared by Andrea Smith for the Secretariat of the United Nations published in Permanent Forum on Indigenous Issues in Permanent Forum on Indigenous Issues, Eighth session, New York, 18 - 29 May 2009*E/C.19/2009/CRP.1 26 January 2009,English

directed at indigenous peoples globally. Because of the diversity of indigenous peoples and the nation-states in which they are situated, it is impossible to address all the myriad boarding school policies both historically and contemporary. Boarding schools have had varying impacts for indigenous peoples. Children are also physically and sexually abused. However, there are variations of assimilation policies. The study covered different states namely United States, Canada, Central and South America and Caribbean, Australia, New Zealand, Scandinavia, Russian Federation, Asia, Middle East, Africa. As tools of cultural assimilation, boarding schools for the most part have infringed upon indigenous peoples right to self-determination. These schools have resulted in cultural alienation, loss of language, disruptions in family and social structures, and increased community dysfunction. Many schools were exceedingly brutal places where children were physically, sexually and emotionally abused.

National Context

K. Sujatha (2002)² in her study on *Education among scheduled tribes* contends that the perspective adopted for educational development of tribal communities fails to adequately address the specific disadvantages characterizing the tribal population. She found that one of the major constraints of tribal education at the planning level is the adoption of a dual system of administration.

A study on *Prevalence & Dynamics of Child Sexual Abuse among School Going Children in Chennai undertaken by Tulir* - Centre for the Prevention and Healing of Child Sexual Abuse based in Chennai (2006)³, aimed (i) to determine the prevalence of child sexual abuse among school going girls and boys in Chennai (ii) to understand the nature of child sexual abuse with relation to the type of abuse, frequency of abuse, age of onset of abuse, relational proximity of the abuser, process of abuse, to understand the disclosure pattern of children and accessibility to support systems, to contribute to the existing information and knowledge base on child sexual abuse in India, to contribute towards improving child protection policies and practice, to strengthen the initiative to have a comprehensive law on child sexual abuse in the country, to contribute towards spreading awareness and information about child sexual abuse among children, families and the stakeholders in the larger community. The study covered 426 schools having Standard 11, within the Chennai Corporation Zone limits.

A study on *Residential Schooling Strategies: Impact on Girls Education and Empowerment* undertaken by Centre for budget and policy studies (CBPS), Bangalore (2015)⁴ was primarily a review-based analysis of existing residential schooling schemes and strategies for girls in India. It also includes a preliminary review of some examples from other countries, particularly in other Asian and East African countries, for drawing parallels and to gain some insights. The key objective of the study was (i) to review the existing information and knowledge pertaining to residential schooling for girls and understand its impact on girls schooling and empowerment in India; identify the gaps and review/rank the need for research (ii) to have a comparative understanding of different schemes and programmes in terms of their costs, scale, curricular & evaluation approaches and their impact using the existing information and knowledge base; and (iii) To trace and analyse the national policy towards residential school

² *Education among scheduled tribes* by **K. Sujatha**

³ *Prevalence & Dynamics of Child Sexual Abuse Among School Going Children in Chennai undertaken by Tulir - Centre for the Prevention and Healing of Child Sexual Abuse based in Chennai (2006)*

⁴ *Residential Schooling Strategies: Impact on Girls Education and Empowerment undertaken by Centre for budget and policy studies (CBPS), Bangalore (2015)*

as a strategy for girls' schooling and empowerment, specifically for girls from disadvantaged and marginalised communities; see to what extent the schemes and programmes have contributed to that; and to place this as against policies and practices internationally.

Odisha Context

Saraswati Hansdah (2016)⁵ in her research paper analysed the status of tribal education with literacy rate, comparison of literacy rate among STs and all social groups during the period from 1961 to 2011 and the existing gap. Also at the same time the paper tried to highlight the current challenges of most disadvantaged groups in the most rural and tribal pocket of Odisha with particular reference to the education sector. Here, the researcher also tried to highlight some influential steps taken by state and central government of India to minimise the gap and tried to solve the ongoing problems, the step like residential schools are taken in to consideration in this paper amongst many steps implemented by government.

The study undertaken by Odisha State Commission for Women (OSCW) on ***“Situational Analysis of physical safety and security of Adolescent tribal girls in residential schools of Odisha”*** (2015)⁶ attempted to cover ten districts, namely Gajapati, Koraput, Kalahandi, Kandhamal, Mayurbhanj, Balasore, Khurda, Dhenkanal, Sambalpur and Sundargarh. The study tried to attempt to understand sexual and gender based violence against girls in Residential Schools of Odisha. It intended to capture the contemporaneous environment vis-a vis safety and security concerns for girl student in the tribal residential schools of Odisha. The far reaching objective of this exercise was to contribute towards more equitable, harmonious and sustainable policies related to the safety and security of girl child in the state. From the findings it was understood that the adolescent girls were often subject to physical violations outside and within the campus, sometimes leading to the vicious cycle of early marriages and that of pregnancies.

Another related study on ***“Safety and Security of tribal girl children in SC/ST residential school”*** A diagnostic study in Odisha, Jharkhand and Madhya Pradesh undertaken by SCSTRTI, Bhubaneswar (2015)⁷. The study intended to focus on understanding the policy guidelines of the state and or central government towards ensuring and safety and security of the girl inmates, actual provision and facilities available at the school level and also to understand the perception/ opinions of the different stake holders like teacher, hostel warden/ superintendents, community members and most importantly the girls borders on the security threats and suggestions for improving the situations. The study covered three states namely Odisha, Madhya Pradesh and Jharkhand.

1.6. Rationale of the study

Residential schools have been established to enhance literacy rate and enrolment of tribal girl children. At the same time, exploitation and abuse of boarders, especially girls, in the residential schools is increasingly becoming a major concern for the policy makers, administrators, parents and other stakeholders alike. In recent past, there have been growing

⁵ *Impact of residential schools and current challenging issues of tribal education in Odisha by Saraswati Hansdah, Research scholar, Department of Education KIIT School of Social Sciences KIIT University, Bhubaneswar published in Scholarly Research Journal for Humanity Science and English Language*

⁶ *Situational Analysis of physical safety and security of Adolescent tribal girls in residential schools of Odisha prepared by Odisha state commission for women (OSCW)*

⁷ *Safety and Security of tribal girl children in SC/ST residential school” A diagnostic study in Odisha, Jharkhand and Madhya Pradesh SCSTRTI (2015) prepared by SCSTRTI, Government of Odisha*

reports of sexual exploitation of the girl children within hostels and ST girls becoming unsafe and insecure in the government run residential schools. Evaluation reports and review committee reports on functioning of Residential Schools have also pointed out towards safety and security being a neglected area and a serious issue of concern. Keeping all the issues in view and to curb incidences of sexual abuses among girl children different legislations have been enacted by both central and state government to address the most concerning issue.

Now, it is high time to take up a study on impact assessment of those government interventions on incidences of sexual abuses. Hence, there is the need for a study on the above aspects.

1.7. Research Questions

- Questions relating to safety and security parameters existing in Residential Schools.
- Questions assessing knowledge/awareness among the target group and stakeholders about laws/acts to prevent sexual abuse, compensation to the victim and punishment to the accused.
- Causes (poverty, lack of awareness, absence of safety and security measures) and types of incidences.
- Questions assessing impact of government interventions on occurrences of incidences.
- Examine actions taken against the accused and the present status of the victims and action taken by government.
- Review of some case studies during pre and post interventions.

1.8. Objectives of the Study

The objectives of the study are as follows:

- To review existing laws/acts (both central and state) including government interventions relating to protection of girl children from sexual offences and action taken thereof.
- To examine the existing safety and security measures adopted for girl children in residential schools.
- To assess socio-economic conditions of girl inmates of residential schools of Odisha.
- To identify the causes and types of incidences of sexual abuse occurred and actions taken thereof.
- To assess awareness level of students/inmates on life skill education and safety and security guideline circulated by SCST department.
- To assess impact of Laws/Acts/Schemes/ Trainings to protect girl children from sexual abuse and assess awareness level of supervisory officials about the legislations.
- To examine changing trend of incidences of sexual abuses due to impact of legislations.
- To collect case studies of sexual abuse cases reported or registered under provisions of IPC and POCSO.
- To suggest ways and means to ensure safety and security of the Girl children in hostels and schools and principles/guidelines for policy formulation for ensuring non-occurrence of sexual abuses.

1.9. Sample Design

The study is based on multi-stage sampling. Since the study is focused on tribal girl children of residential schools under SC and ST department, select Residential schools of TSP districts of Odisha were covered purposively. Out of total 13 TSP districts, 1/3rd i.e 4 districts have been taken up for the purpose. Again out of 4 districts, 3 Full TSP districts and one Partially TSP district were selected keeping in view of occurrences of high incidences of sexual abuse

cases in residential schools of the districts. In order to assess the trend in non-TSP area, one non-TSP district (control group), was taken for the purpose.

From each selected district, 2-5 residential schools have been identified keeping in view high occurrences of incidences and 1 or 2 schools irrespective of incidences and preferably remote area were covered for the purpose. The basic criteria of selection of school were on incidences of sexual abuse. Besides, some schools under S& ME department where hostels of SSD department attached and EMRS were also covered under the study. Details about the schools covered under the study are mentioned below:

Table- 1.1 Schools visited in Koraput district

Name of the Block	Name of the residential school	Distance from District HQs	Occurrence of Incidences
Nandapur	Government Girls High School, Balda	65km	Incident occurred
Kotpad	Government Girls High School, Kotpad	70km	Incident not occurred
Kotpad	Government High School, SB, Nuagaon	82km	Incident not occurred
Baipariguda	Kolar Sevashram	51km	Incident occurred
Laxmipur	Kundar UG Ashram School	27km	Incident occurred

In Koraput district (Full TSP), out of 5 schools visited, 3 schools (Government Girls High School, Balda, Kolar SevAshram and Kundar UG Ashram school) were selected purposefully where incidences occurred and 2 other schools (Government Girls High school and S.B. Nuagaon of Kotpad) keeping in view of distance were covered (**Table.1.1**).

Table- 1.2 Schools visited in Mayurbhanj District

Name of the Block	Name of the residential school	Distance from District HQs	Occurrence of Incidences
Bijaytala	Munda Thakura Ashram School,	65km	Incident occurred
Baripada	G.P High School, Chandanpur	16km	Incident occurred
Khunta	EMRS, Dhanghera	40km	Incident not occurred
G.B Nagar	Khunta Girls high School	27km	Incident occurred
Udala	Nuagaon Ashram School	52km	Incident occurred
Kaptipada	Badasimulia Girls High School	65km	Incident occurred

Similarly, in Mayurbhanj district (Full TSP), out of 6 schools visited, 3 schools (G.P High School, Chandanpur, Khunta Girls High school, Nuagaon Ashram School and Badasimulia Girls High School) were selected purposefully where incidences occurred and 2 other schools (one Munda Thakra Ashram school keeping in view of distance and one EMRS at Dhanghera purposefully) were covered (**Table.1.2**).

Table- 1.3 Schools visited in Sundargarh District

Name of the Block	Name of the residential school	Distance from District HQs	Occurrence of Incidences
Kutra	Bhogra SevAshram	40km	Incident occurred
Lephrpada	Government Girls High School, Chhotenpali	18km	Incident not occurred
Lephrpada	Government High School, Bhedibahal	45km	Incident occurred
Sadar	EMRS, Bhawanipur	7km	Incident not occurred

In Sundargarh District (Full TSP), out of 4 schools visited, 1 school (Government High School, Bhedibahal) was selected purposefully where incidence had occurred and 2 other schools (one Bhogra SevAshram, and Government Girls High school, Chhotenpali keeping in view of distance and one EMRS of Bhawanipur) were covered (**Table.1.3**).

Table- 1.4 Schools visited in Balasore District

Name of the Block	Name of the residential school	Distance from District HQs	Occurrence of Incidences
Nilagiri	Government Girls High School, Tenda	30km	Incident occurred
Nilagiri	Telipala Ashram School	35km	Incident occurred
Remuna	Gobindpur Girls High School	15km	Incident not occurred

In Balasore District (Partially TSP), out of total 3 schools visited, 1 school (Government Girls High School, Tenda) was selected purposefully where incidences occurred and 2 other schools i.e one Telipala Ashram School keeping in view of distance and the other Govindpur Girls High School under S& ME deptt were covered. (Table.1.4)

Table- 1.5 Schools visited in Nayagarh district

Name of the Block	Name of the residential school	Distance from District HQs	Occurrence of Incidences
Ranpur	B.C High School,Ranpur	32km	Incident not occurred
Nuagaon	Dimiripali High School	40km	Incident occurred
Nuagaon	Dimiripali Ashram School	10km	Incident not occurred

Similarly, in Nayagarh District (Non-TSP), out of total 3 schools visited, 1 school (Dimiripalli High School, Nuagaon) was selected purposefully where incidences occurred and 2 other schools i.e one Dimiripalli Ashram School keeping in view of distance and the other B.C. High School under S& ME deptt were covered. (**Table.1.5**)

1.10. Study Approach

To start with, research design of the study was prepared and presented before the Research Experts of SCSTRTI. Sample districts were finalised on the basis of high incidences of sexual abuses in residential schools from among the selected districts. Incidences were collected from District Welfare Offices and media sources. Prior to administration of schedules (quantitative and qualitative), tools were shared among all the research personnel of SCSTRTI.

Research Assistants of the project were provided orientation training on Protective legislations and government guidelines for protection of girl students from sexual abuse in residential schools. For pre-testing of the research tools, a pilot survey was undertaken in Koraput District. The design, structure of the research tools was finalized after locating field gaps followed by approval of all the key research personnel of SCSTRTI. Field study was undertaken by all the members of the research team. After collection and cleaning of data, preliminary processing of data was done by the Research Assistants. A data base was prepared, compiled and analysed by Data Analyst under the guidance of the Research Associate and the Consultant. Study Findings were shared among research personnel and concerned DWOs of select districts prior to finalization of report.

1.11. Methodology

The study is based on both primary and secondary data. Primary data included personal interview, FGD and KII with the following target groups and stakeholders as mentioned in **Table.1.6**. Besides, School and Hostel schedules containing questions relating to physical

infrastructure, staff composition and other details were prepared and administered with school and hostel authorities.

Table.1.6.No. of FGDs and Klls conducted

Sl.No	Name of the district	No. of FGDs conducted (NAME OF THE GROUP)	No. of Klls/Personal Interview conducted (NAME OF THE STAKEHOLDERS)
1	Koraput	No of FGDs-5 Name of the Groups- Inmates, CCAs, Parents	No of Klls-16 Name of the Klls- DWO, HM, Nodal teacher, ANM, Matron, AHS
2	Mayurbhanj	No of FGDs-8 Name of the Groups- Inmates, CCAs, Parents	No of Klls-16 Name of the Klls-DWO, ADWO, HM, Nodal teacher, WEO,AHS,ANM
3	Sundargarh	No of FGDs-6 Name of the Groups- Inmates, CCAs, Parents	No Of Klls-11 Name of the Klls-,DWO, ADWO, HM, Nodal teacher, WEO,AHS
4	Balasore	No of FGDs-5 Name of the Groups- Inmates, CCAs, Parents	No Of Klls-6 Name of the Klls-ADWO, HM, Nodal teacher, WEO,AHS
5	Nayagarh	No of FGDs-2 Name of the Groups- Inmates, CCAs, parents	No Of Klls-8 Name of the Klls-DWO, HM, Nodal teacher, WEO, HS, Matron
Total		Total FGDs-26	57

1.12. Research Tools

Primary Source

Desk review

Related literature including study reports and Acts/ Laws including government interventions for protecting girl children was reviewed prior to prepare study tools. Basic information from concerned department was collected and reviewed. Study tools are mentioned in **Annexure-1**.

Personal interview with Key Informants

Personal interviews were made with key stake holders (Ref: Table-1.6) using a structured schedule containing questions like causes, awareness about safety and security measures including protective legislations, incidences in detail including action taken and suggestions for policy level reforms and to stop occurrences of sexual abuses of girls in school etc.

Schedule for assessment of knowledge and awareness

In order to assess knowledge and awareness of supervisory officials on protective legislations for sexual abuse, a questionnaire containing provisions and actions taken for the accused was prepared. Similarly, questionnaire was also prepared to assess knowledge and awareness of students/inmates on lifeskill education and safety & security guideline. For students/inmates, questionnaire was prepared in Odia language.

Focus Group Discussions (FGDs)

Focus Group Discussions (FGDs) were organized for the inmates and also for stakeholders like SMC and parents. A semi-structured frame work was prepared containing the questions like safety and security indicators, number of times SMC meetings conducted, meeting agenda, number of times parents visit to the hostel, perception of parents about safety and security of their children in schools etc.

Field Observation/Field Notes

The Research team recorded field notes covering behaviour, attitude, and body language of the teaching, non-teaching staff, inmates/staff of residential schools. Observation on safety and security related infrastructure and guideline was also recorded during field study.

Case Studies

Case studies were recorded based on discussions made with the school authorities including both teaching and non-teaching staff and other stakeholders like WEO and DWO. The incidences were identified and reviewed at concerned District Welfare Offices. Photographs and evidence based documents were also documented for case studies.

Of the schools having incidences reported, 7 case studies (pre-intervention and post-intervention) were recorded. This helped in assessing impact of the legislations in all respects

1.13. Hypotheses

- H1: There is relationship between existence of safety and security in residential schools and occurrences of sexual abuses.
- H0: There is no relationship between existence of safety and security in residential schools and occurrences of sexual abuses.
- H2: There is relationship between financial standing (poverty) of parents of students in residential schools and occurrences of sexual abuses.
- H0: There is no relationship between financial standing (poverty) of parents of students and occurrences of sexual abuses.
- H3: There is relationship between awareness level of students in residential schools about life skill knowledge and occurrences of sexual abuses.
- H0: There is no relationship between awareness level of students in residential schools about life skill knowledge and occurrences of sexual abuses.
- H4: Incidences of sexual abuses have been reduced after preventive interventions made by government.
- H0: There is no change in number of incidences after preventive interventions by Government

1.14. Statistical Tools

- The qualitative aspect of the study i.e., level of awareness on Life skill Education was assessed with the help of statistical tools like (i) Likert Scaling Technique(LST) with slight modification (for the purpose of the present study) adopted by putting score value for the qualitative variables.
- Regression models are used to establish relation between the variables (significant/insignificant).
- To test authenticity of reasons for occurrences of incidences, regression model was adopted. ($Y = a + b_1X_1 + c$)
- 'T' test was applied to test hypothesis and significance of the results.

1.15. Outcome of the study

- The study findings would help government to assess effectiveness of interventions.
- Gaps at policy level identified in the study would help government to find the ways and means to ensure safety and security of the Girl children in hostels and schools and devise/modify principles/guidelines for policy formulation for checking/ending of occurrences of sexual abuses.

1.16. Limitations

The study has following limitations:

- The research team could not get scope to interact with victims of sexual abuse and the accused persons.

- Even parents of victims could also not be interacted.
- The study team could not get information on total number of cases in the state.

1.17. Organisation of Report

First Chapter is the Introduction covering background, objective, rationale, sample design and methodology, hypothesis, limitations and organisation of report.

Second chapter deals with provisions and protective legislations for sexual abuse of girl children. The initiatives taken by state government to prevent sexual abuse in residential schools are explained clearly in the chapter.

Third chapter focuses on profile of study area covering study districts, blocks and residential schools. It includes demographic profile of select districts and blocks, need for residential schools for tribal girl education, information about sample schools including class range, type and department of school, average distance coverage of schools, enrolment trend and gender segregation of staff and inmates.

Fourth chapter examined socio-economic background of girl inmates. This included social category, literacy level, occupational pattern and income of parents. Besides, the study made an assessment of perception of girl children about their future studies, decision maker of their future studies and sharing of personal life.

Fifth chapter is the situational analysis of safety and security of girl children in residential schools. The chapter has sought to examine the provisions and facilities available at the school and hostel level concerning safety and security of the girl boarders.

Awareness about government interventions at different level and factors responsible for occurrence of sexual abuse incidences in residential schools was verified in the **Sixth chapter**. Awareness about LSE and safety and security guidelines among girl inmates was assessed by administering schedules with multiple choice answers for each question. Accordingly, score was given. Again based on scores, ranking of schools have been made using point scale method.

Seventh chapter gives a picture on review of sexual abuse incidences and few select case studies. A total of 29 available case records were verified. The main aspects of cases like date of incidences, type of abuse, accused person, impact of Act/guidelines, compensation amount, action taken against accused and present status of the cases were presented in a tabular form. District wise support services including total number of cases, number of cases booked under PoA, total number of compensations received, total number of cases applied for compensation and other support services were also drawn from the case records. Above all, the chapter identified some gaps in POCSO Act which needs to be changed at policy level. Out of 29 cases identified, the study recorded in detail about 7 cases including pre-intervention cases.

Conclusion and suggestive recommendations are presented in the **Eighth Chapter**.

Protective Legislations and Government Interventions to Prevent Sexual Abuse of Children

2.1 Protective Legislations and Provisions available to Prevent Sexual Abuse of Children

Children constitute 39% of India's population and are the most valuable asset of our nation. Our Constitution guarantees Fundamental Rights to all children, covering their Rights to Survival, Protection, Development and Participation. Juvenile Justice Act, 2002, Child Marriage Act, 2006, Right to Children to Free and Compulsory Education Act, 2009, Child Labour (Prohibition and Regulation) Amendment Act, 2016, Protection of Children from Sexual Offences Act, 2012, etc. are some of the important legislations that protect the children from exploitation and help them to live in a dignified life. Besides these legislations, in Odisha, the State Commission for Protection of child Rights, Odisha Human Rights Commission, are the organizations take far reaching steps to prevent exploitation of children, immoral traffic in children, human sacrifice, cruelty to children and neglect of children.

The table below indicates the list of important provisions with its features

Table 2.1: Provisions to prevent child abuse.

SI	Name of the Act	Objectives
1	Constitutional Provisions	Article 21(Right to Life—a fundamental Right) 21 A (Fundamental Right to Education) Article 23 (Prohibition of Human Trafficking and forced Labour) Article 45 (Free and Compulsory Primary Education for children between the age group of 6-14 years) Article 47 (Raise the Standard of Living by improvement of Public health and the level of Nutrition and by Prohibiting intoxicating drugs and drinks) Article 39(f) (Children be given Opportunities to develop in a healthy manner and in conditions of freedom and dignity that children and youth are protected against exploitation and against moral and material abandonment) Article 39(A) (Equal justice and free legal aid)
2	Indian Penal Code (IPC,1860)	Section 376(Rape including that of a minor girl) Section 377(Sexual abuse of a boy) Section 312 to 318 (punish the person who commits the offence of foeticide and infanticide)
3	Child Marriage Restraint Act,1929, amended in 1979)	To lay down minimum age of marriage for both the sexes. It prohibits child marriage but does not invalidate once marriage is solemnized.
4	Immoral Traffic (prevention) Act,1956 (amended in 1986)	This Act prohibits trafficking in human beings and prescribes stringent action against those inducing children (below 16 years) and minor (16-18 years) in the offences of procuring, inducing or taking a person for the sake of prostitution.
5	Child Labour (Prohibition and Regulation) Act 1986	This prohibits the engagement of children in certain employment (e.g hazardous type) and regulates the conditions of work of children in certain other employment.
6	Juvenile Justice (care and protection of children) (JJ) Act, 2002, amended in 2006.	Considers all persons under the age of 18 years as children It deals with the laws relating to juvenile in conflict with law and children in need of care and protection

SI	Name of the Act	Objectives
	Juvenile Justice (JJ) Act-2015	JJ Act-2015 prescribes Juvenile in conflict with law in the age group of 16-18 involved in heinous offences to be treated as adults
7	Right of Children to Free and Compulsory Education(RTE) Act2009	To provide free and compulsory Education to all children of the age group of 6-14 years Reservation of 25% of seats in private schools for children from the weaker sections and same shall be subsidised by the state as the rate of average per learner costs in the government schools.

Table 2.2: Major National Policies for Children

Year	National Policies for Children	Objectives
1974	National Policy for Children	To declare and establish the fact that children are the “supremely important assets” of the nation and states that children’s programme should find a prominent place in the national plans for the development of human resources.
1986	National Education Policy (NPE) (modified in 1992:includes SSA)	<ul style="list-style-type: none"> • All children having attained 11 years of age by 1990 will complete 5 years of schooling. • By 1995 all children up to 14 years will be provided free and compulsory education. • Universal Primary Education by 1995 • All children in school or education guarantee Central/Alternative school by 2003 • 5 Years primary schooling for all children by 2007 • 8 Years schooling for all children by 2010 • Bridging all gender & social category gaps at primary level by 2007 and upper primary level by 2010. • Focus on quality education • Emphasis on infrastructure improvement in schools
1986	National Policy on Child Labour	Setting up of National Child Labour Project(NCPL) for the identification, withdrawal and rehabilitation of child labour(18no, of child labour projects with 653 special schools are in operation in 18 districts of Odisha)
2005	National Commission for protection of Child Rights Bill	Intend to uphold the child rights and to take suo motto cognizance of child rights violation
2010	Odisha State Commission for Protection of Child Rights	Core Responsibilities: <ul style="list-style-type: none"> • Public Awareness • Addressing Complaint- Investigation and Interventions • Research and Data • Programme, Policy and Legal Framework

Table 2.3: Initiatives Taken by the State Government

SI	Name of the Intuition/ Programme	Broad Outline of the Scheme/Programme
1	Scheme for Welfare of Orphan and Destitute Children: Odisha Women and Child Development Department	It is functioned by the state government. The sole of the programme is to prevent destitution of children. In order to provide good health atmosphere the orphan are also given good nutrition and are provided vocational guidance through which they can get better social identity.
2	Odisha Human Rights Commission	It was constituted on 27 th January (as provided by the protection of Human Rights Act, 1993), 2000 and started functioning from 11.07.2003. In case of children it deals with child labour, child marriage, child prostitution, exploitation of

		children, immoral traffic in children, human sacrifice, cruelty to children and neglect of children
3	Odisha Commission for protection of Children	Emphasises the principle of Universality and inviolability of child rights and recognises the tone of urgency in all the child-related policies of the country. For the Committee, protection of children in the age group of 0-18 years is of equal importance.
4	Safety Security Guideline-2014, Government of Odisha	<p>The guideline to ensure safety and security of students in schools and hostels under ST&SC Development. Department, Government of Odisha-2014.</p> <p>It prescribes code of conduct and outlines duties and responsibilities of the staffs of the schools and hostels operationalised by the SSD Department.</p> <p>It emphasises on zero tolerance policy for any sexual offences against students by teaching and non-teaching staff.</p> <p>Any such offence against any student is liable for dismissal from service under Odisha OCS (CC&A) Rules 1962.</p> <p>The guidelines prohibit male staff from entering the girls' hostel unless accompanied by females, prevents girl students from entering staff quarters, restricts the girl students to move out alone and makes provision of Matron, ANM for their health care.</p> <p>It has all the details about environmental safeguard measures, recording of the movement of the boarders/visitors.</p> <p>Mandatory reporting, response, district level departmental enquiry committee, supervision, monitoring, orientation and awareness programme so as to carry out the rules stringently.</p>
5	Life Skill Education	<p>The Life Skills Programme by the SSD Department, Government of Odisha, in partnership with UNFPA focuses on knowledge sharing, shaping attitude and developing inter personal skills based on Sexual Reproductive Health education for adolescents.</p> <p>The programme was initiated in 2012 in 5 districts and scaled up to cover 30 districts of the state in 2015.</p>
6	Odisha Victim Compensation Scheme-2012 and 2017	<p><u>The objective of the scheme is to provide:</u></p> <p>Financial assistance to the victim</p> <p>Support services such as shelter, counselling, medical aid, legal assistance, education and vocational training depending upon the need of the victim.</p> <p>The District Legal Services Authority in every district will have the exclusive authority to deal with applications for assistance received under the scheme in the district.</p> <p>The amount of compensation has been revised in the new scheme came in to force in 2017.</p> <p><u>Limitations</u></p> <p>The claim made by the victim or his dependents under subsection 4 of section 357-A of the code shall be entertained after period of 12 months from the date of crime</p>

2.2. Protective Legislations:

Protection of Children from Sexual Offences Act-2012

The Protection of Children from Sexual Offences Act, 2012 came into force on 14th November 2012. The Act was passed in the Indian Parliament in May 2012. The Act under its ambit

defines child as a person below the age-group of 18 and is gender neutral and have a clear definition for all types of sexual abuses like sexual harassment, penetrative or non-penetrative sexual abuse, and pornography. Sexual offences are currently covered under different sections of IPC. **The IPC does not provide for all types of sexual offences against children and, more importantly, does not distinguish between adult and child victims.** The Protection of Children from Sexual Offences Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. The Act provides for stringent punishments, which have been graded as per the gravity of the offence. The punishments range from simple to rigorous imprisonment of varying periods. There is also provision for fine, which is to be decided by the Court. The Act recognizes that the intent to commit an offence, even when unsuccessful for whatever reason, needs to be penalized. The attempt to commit an offence under the Act has been made liable for punishment for up to half the punishment prescribed for the commission of the offence. An important step forward is also the recognition of the intent of committing an offence, which has also been provided for with the possibility of punishment of up to half the punishment that has been provided for the actual committing of the crime.

The POCSO Act further makes provisions for avoiding re-victimization, child friendly atmosphere through all stages of the judicial process and gives paramount importance to the principle of “**best interest of the child**”. It incorporates child friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences, trial in-camera and without revealing the identity of the child through designated Special Courts. It also provides for the Special Court to determine the amount of compensation to be paid to a child who has been sexually abused, so that this money can then be used for the child's medical treatment and rehabilitation.

Before this act came into force, the police used provisions like IPC Section 354(assault or criminal force, to women with intent to outrage her modesty), a bailable offence, in cases girls complained of being indecently touched. However, the corresponding offence under POCSO is gender neutral. Besides several child friendly procedures that police men and judges are to follow with child victims, the POCSO classifies offences into penetrative sexual assault (seven years to life imprisonment), aggravated penetrative sexual assault (ten years to life imprisonment), sexual assault (three to five years), aggravated sexual assault (five to seven years), sexual harassment (three years and fine) and lastly, use of children for pornographic purposes (first conviction—five years; second conviction-seven years).

Special Features of the POCSO Act-2012

Section 19 of POCSO Act provides that when SJPU/local police is satisfied that the child victim is in need of care and protection, it shall: (i) After recording the reasons in writing, make immediate arrangements to provide him care and protection (including admitting the child into Shelter Home or to the nearest hospital) within 24 hours of the report. (ii) U/s 19 (6) of POCSO Act, the local police or the SJPU should report to the CWC within 24 hours of receiving information and should also indicate if the child is in need of care and protection; and steps taken by them in this regard. (iii) Rule 4 (3) of POCSO Rules, 2012 specifies 3 situations in which a child must be produced before a CWC – (1) there is a reasonable apprehension that the offence has been committed or attempted is likely to be committed by a person living in the same or shared household; (2) is without parental support; (3) the child is found to be without any home and parental support. (c) SJPU or local police, under POCSO Act, on receiving information relating to an offence that has been or likely to be committed,

should take following steps: (i) Record the complaint; {Section 19 (2) (a)} (ii) Assess whether the child is in need of care and protection; {Section 19 (5)} (iii) Facilitate Emergency Medical Care; {Rule 5 & Section 19 (5)} (iv) Facilitate Medical Examination; {Rule 4 (2) (c) & Section 19 (5)} (v) Facilitate Recording of Statement by Magistrate (Section 25) (vi) Report to the Special Court and Child Welfare Committee; {Section 19 (6)}- (vii) Provide information to the informant and victim.

5.0. Role of the Child Welfare Committee (CWC) under JJ Act, 2015 & POCSO Act, 2012 (a) Constitution of CWC – U/s 27 CWC shall be constituted for every district for exercising its powers in relation to CNCP by State Government. It consists of a Chairperson, and 4 other Members of whom at least one shall be a woman and another, an expert on the matters concerning children. No person shall be appointed for a period of more than 3 years. The appointment of Member of CWC shall be terminated by the State Government after making an inquiry on any ground mentioned in the Act. (b) Section 27 provides that D.M. shall quarterly review functioning of the Committee including by Inspection. The D.M. is the grievances redressal authority for CWC and anyone connected with the child, may file a petition before the D.M., who shall consider and pass appropriate orders. (c) Rule 20 of JJ Model Rules, 2016 provides that D.M. shall review the functioning of the CWC including by inspection once in every 3 months and also appraise the performance of the Chairperson and the Members of the Committee and submit a report to the Selection Committee constituted under Rule 87 (Retired Judge of High Court as Chairperson, to be appointed in consultation with Chief Justice of High Court, one representative from Department not below the rank of Director, as ex-officio Member Secretary, 2 representatives from NGOs who has worked for 7 years in area of child development or child protection, 2 representatives from academic bodies or Universities, and a representative of SCPCR). (d) Support Person to Child Victims under the POCSO Act to be provided by the CWC: (i) Based on the report of local police/SJPU or on its assessment, u/Rule 4 (7), POCSO Rule, CWC can provide a Support Person to assist the child and family during investigation and trial. (ii) The SJPU or local police should inform the Special Court (in writing) within 24 hours of the assignment of Support Person, provided by the CWC. {Section 19 (6)} (iii) Under Rule 4 (8), the Support Person is required to maintain confidentiality and keep the child and the parent/guardian or other person whom the child trusts informed about the proceedings of the case, including available assistance, judicial procedures and potential outcomes and such other support necessary for the child. (iv) The CWC can terminate the services of Support Person based on request of child/his parent/guardian etc and no reasons need to be assigned. {Rule 4 (10)} (v) Child victims under the POCSO Act can also be CNCP: Section 30 (xiii) of JJ Act requires CWCs to take action for rehabilitation of sexually abused children who are reported as CNCP to it by SJPU or local police. (e) Upon production, under Rule 4 (4), POCSO Rules, CWC should determine within 3 days whether the child needs to be taken out of the custody of the family or shared household and placed in a Children's Home or Shelter Home. CWC can take the assistance of a social worker to make this determination. Further, Rule 4 (5) of POCSO Act specifies 7 factors that should be considered by the CWC whether or not the child should be removed from the custody of its family or shared household. CWC should ensure that the child is not inconvenienced or exposed to injury during this inquiry.

2.3. Role of Specialized Juvenile Police Unit (SJPU) under JJ and POCSO Acts

(a) Under Section 107 and Rule 86: State Government shall constitute SJPUs in each district and city, headed by a police officer not below the rank of a Deputy Superintendent of Police or above, consisting of all police officers and 2 social workers of whom one shall be a woman. Central Government shall constitute a SJPU for the RPF or GRP or a CPWO. SJPU also includes Railway police for dealing with children. (i) Each police station to have one officer, not

below the rank of assistant sub-inspector, designated as child welfare police officer (CWPO) exclusively for children. (ii) Police officer interacting with children shall be in plain clothes and not in uniform and for dealing with girl child, women police personnel shall be engaged. (iii) Copy of FIR, copy of investigation report and other relevant documents shall be handed over to the complainant or any person authorized on child's behalf. (iv) No accused or suspected accused shall be brought in contact with the child. (v) Where victim and person in conflict with law are both children, they shall not be brought in contact with each other. (vi) The names and contact details of the Principal Magistrates, SJPU and CWPO, CCIs, CWCs, JJBs and the Children's Courts shall be available and displayed at police stations. Flow chart is shown in **Annexure-2**

Challenges and Controversies

Child sexual abuse is a multidimensional problem having legal, social, medical and psychological implications. There are certain drawbacks in the law on the following issues:

(a) Consent: If the child/adolescent refuses to undergo medical examination but the family member or investigating officer is insisting for the medical examination, the POCSO Act is silent and does not give clear direction.

(b) Medical examination: The POCSO Act, Section 27(2) mandates that in case of a female child/adolescent victim, the medical examination should be done by a female doctor. However, the law mandates the available medical officer to provide emergency medical care. On the other hand, the Criminal Law amendment Act, Section 166A of Indian Penal Code mandates the Government medical officer on duty to examine the rape victim without fail. This conflicting legal position arises when female doctor is not available.

The medical examination is an important tool in evaluating sexual abuse. The physical examination can identify both-new and old injuries and detect sexually transmitted diseases and provide evidence of sexual contact. If done in proper manner, the examination can answer any questions or concerns the child may have reassure the child about their well-being and that their body is private. The examination also has evidentiary value in a court of law.

(c) Treatment cost: The law has casted legal obligation on the medical fraternity and establishment to provide free medical care to the survivors. If there are no proper facilities or costly procedure is required, the State should take responsibility of reimbursing the cost, otherwise hospital may provide substandard medical treatment procedure or may deprive the survivor from comprehensive treatment.

(d) Consented sexual intimacy: Sexual contact between two adolescents or between an adolescent and an adult are considered illegal under the POCSO Act 2012, because no exception has been granted in the Act under which an act of sexual encounter with a person under 18 is an offence irrespective of consent or the gender or marriage or age of the victim/the accused. However, it is proposed that any consensual sexual act that may constitute penetrative sexual assault should not be an offence when it is between two consenting adolescents, otherwise both the adolescents will be charged under the POCSO Act, 2012. On the other hand, the latest amendment of the Indian Penal Code concerning rape laws in 2013, clearly reports that the age of consent for sex has been fixed to 18 yr, hence, anyone who has consensual sex with a child below 18 yr can be charged with rape, otherwise may increase the number of rape cases.

(e) Child marriage: Child marriage and consummation of child marriage are considered illegal under the POCSO Act, 2012. In India even though child marriage is prohibited under secular

law, it enjoys sanction under certain Personal Law thus complicating matters. These issues need to be addressed when the law is open for amendment.

(f) Training: There is an urgent need to train the medical, teachers, judicial, advocates and law enforcing agencies in the POCSO Act, 2012. Research, information, monitoring and sensitizing the public are the biggest challenges. Training all the stakeholders is one of the important variables in providing comprehensive care and justice. There is also an urgent need to train all the medical undergraduates and primary health care doctors in providing child friendly interview, structured assessment, collecting evidence, prophylaxis for sexually transmitted diseases and HIV, family counseling and regular follow up.

(g) Role of mental health professional: The definitive signs of genital trauma are seldom seen in cases of child sexual abuse. Hence, the evaluation of child sexual abuse victim requires special skills and techniques in history taking, forensic interviewing and medical examination. The role of mental health professional is crucial in interviewing the child in the court of law. Child sexual abuse can result in both short-term and long-term harmful mental health impact. Mental health professionals need to be involved in follow up care of the victim with regard to emergence of psychiatric disorders, by providing individual counseling, family therapy and rehabilitation.

(h) Reporting: It is well known that the cases of child sexual abuse are usually not reported. Further, knowing and reporting child sexual offence is highly difficult and highly personal decision for many family members and also for survivors. Both survivors and family members feel embarrassed and ashamed bearing the guilt, anger, frustration and emotional turmoil of the act. The fear of re-victimization because of medical examination, criminal justice system and poorly informed society members keeps them silent and undergo torture for long duration. A large number of children who fall in the category of CNCP are not brought before the CWC but are instead directly dealt with by other Government departments or NGOs. Where CWCs cover large geographical areas or multiple districts, rarely do cases from far-away areas or the neighboring (but same jurisdictional) districts get produced before CWCs, except when cases are of such serious nature that they draw the attention of the media, district administration or police. Networking with core child protection stakeholders: Overall, active or mutual cooperation of CWCs with stakeholders is noted to be minimal with some rare exceptions. Formal meetings are rarely, if ever, conducted by CWCs with the different stakeholders, including JJBs. CWCs are often noted to focus more on networking with the local police and NGOs, possibly due to easier access. Government stakeholders such as DoL, DoP, and Government Shelter Homes sometimes do not cooperate or comply with the orders of CWCs, often a direct result of poor networking efforts. CWCs feel helpless and de-motivated because no legal action is taken when their orders are ignored or overruled.

2.4. The Juvenile Justice Act, 2015:

The Juvenile Justice Act, 2015 (JJ Act) provides a comprehensive legal framework for protection of children whether in need of care and protection (CNCP) or in conflict with law (CCL). The following are offences against children which are punishable with imprisonment and/or fine under JJ Act, 2015:

- (i) Disclosure of identity of children – imprisonment up to 6 months or fine up to Rs 2.00 lakh or both (Section 74).
- (ii) Cruelty – imprisonment up to 3 years or with fine of Rs 1.00 lakh or with both. Greater punishment with rigorous imprisonment up to 10 years and fine of Rs 5.00 lakh if cruelty is done to child who is physically incapacitated or develops a mental illness or is rendered mentally unfit to perform regular tasks or has risk to life or limb (Section 75 read with Rule 55).

- (iii) Employment for begging – imprisonment up to 5 years and fine of Rs 1.00 lakh. In certain circumstances, it is punishable with rigorous imprisonment up to 10 years and fine of Rs 5.00 lakh (Section 76).
- (iv) Giving intoxicating liquor or narcotics drugs or psychotropic substance- imprisonment up to 7 years and fine up to Rs 1.00 lakh (Section 77 read with Rule 56).
- (v) Using for vending, peddling, carrying, supplying or smuggling any intoxicating liquor, narcotic drug or psychotropic substance - rigorous imprisonment up to 7 years and fine up to Rs 1.00 lakh (Section 78 read with Rule 57).
- (vi) Exploitation of child employee - rigorous imprisonment up to 5 years and fine of Rs 1.00 lakh (Section 79).
- (vii) Adoption without following prescribed procedure - imprisonment up to 3 years or with fine of Rs 1.00 lakh or with both (Section 80)
- (viii) Sale and procurement of children for any purpose - Rigorous imprisonment up to 5 years and fine of Rs 1.00 lakh. In certain circumstances, the punishment is imprisonment up to 7 years (Section 81 read with Rule 59).
- (ix) Corporal punishment in CCLs–first conviction with a fine of Rs 10,000/- and for every subsequent offence with imprisonment up to 3 months or fine or with both. In certain circumstances, it is punishable with imprisonment up to 3 years and fine of Rs 1.00 lakh (Section 82 read with Rule 60).
- (x) Use by militant groups or other adults - Rigorous imprisonment up to 7 years and fine Rs 5.00 lakh. (Section 83).
- (xi) Kidnapping and abduction – Sections 359 to 369 of the Indian Penal Code shall *mutatis mutandis* apply (Section 84).
- (xii) Offences committed on disabled children – are punishable with twice the penalty provided for such offence (Section 85).
- (xiii) Abetment – Whoever abets any offence and if the act abetted is committed in consequence of the abetment, shall be punished with punishment provided for that offence (section 87).

2.5. Child Welfare Committees

The CWC is a statutory authority with its members being executive appointees. As one of its most progressive features, the Act mandates the participation of civil society in CWC membership. Section 31 (1) of the JJ act empowers the CWC to be the final authority in disposing cases for the care, protection, treatment, development and rehabilitation of the children as well as to provide for their basic needs and protection of human rights. CWCs therefore have the sole authority to deal with matters concerning CNCP. Further, as per Section 29 (5) of the JJ Act, the CWCs are to function as a Bench of Magistrates. The powers of the CWC are equivalent to the powers held by a Metropolitan Magistrate or, as the case may be, a Judicial Magistrate of the first class as conferred by the Code of Criminal Procedure (CrPC) 1973 (2 of 1974). It is important to point out here that CWC members hold this power only as a bench and not on an individual basis. CWCs are to use their discretion when addressing the unique circumstances of each child brought before them, so as to ensure that the concerned child receives adequate care, protection and/ or rehabilitation. The various functions and powers of the CWC are presented in Section 25 of the Model Rules. These are as follows

- Take cognizance of and receive children produced before the Committee
- Decide on the matters brought before the Committee

- Reach out to such children in need of care and protection (cncp) who are not in a position to be produced before the Committee, being in difficult circumstances, with support from the District Child Protection Unit or State Child Protection Unit or the State Government;
- Conduct necessary inquiry on all issues relating to and affecting the safety and well being of the child
- Direct the Child Welfare Officers (CWOs) or Probation Officers (POs) or NGOs to conduct social inquiry and submit a report to the Committee
- Ensure necessary care and protection, including immediate shelter
- Ensure appropriate rehabilitation and restoration, including passing necessary directions to parents or guardians or fit persons or fit institutions in this regard, in addition to follow-up and coordination with District Child Protection Unit or State
- Adoption Resource Agency and other agencies
- Direct the Officer-in-Charge of children's homes to receive children requiring shelter and care document and maintain detailed case record along with a case summary of every case dealt by the Committee
- Provide a child-friendly environment for children
- Recommend 'fit institutions' to the State Government for the care and protection of children
- Declare 'fit persons'
- Declare a child legally free for adoption
- Keep information about and take necessary follow-up action in respect of missing children in their jurisdiction
- Maintain liaison with the Board in respect of cases needing care and protection
- Visit each institution where children are sent for care and protection or adoption at least once in three months to review the condition of children in institutions, with support of the State Government and suggest necessary action
- Monitor associations and agencies within their jurisdiction that deal with children in order to check on the exploitation and abuse of children
- Co-ordinate with the Police, Labour Department and other agencies involved in the care and protection of children with the support of District Child Protection Unit or State Child Protection Unit or State Government
- Liaison and network with the corporate sector and NGOs for any of the above, including for social inquiry, restoration and rehabilitation, as and when required
- Maintain a suggestion box to encourage inputs from children and adults alike and take necessary action.

Some limitations to the powers of the CWC include:

- CWC cannot issue orders without a quorum of at least three members including Chairperson
- CWC does not have the jurisdiction to deal with children in conflict with law
- CWC does not have the authority to declare 'fit institutions'. It can only recommend 'fit institutions' to the State Government.
- CWCs can only declare a child legally free for adoption. The subsequent legal process of adoption is the purview of the judiciary. The CWC does not have the power to directly place children in adoption.

- In custodial conflict cases, CWCs cannot pass orders for the child's custody, the powers of which are vested with the judiciary. CWCs can only provide for the care and protection of the child in such matters.

Converging and networking with other stakeholders

Working in the area of child rights and child protection demands that CWCs should coordinate with various other stakeholders and government departments that also function within this area such as Department of Labour (DoL), Department of Social Welfare (DSW), Department of Police, (DoP), Department of Education (DoE), Department of Health (DoH), State/ District Legal Services Authority (S/ DLSA), JJB, juvenile institutions, NGOs etc. Appropriate linkages and coordination amongst stakeholders can greatly enhance the benefits and options available to children during rehabilitation and restoration processes.

2.6. District Child Protection Unit (DCPU) under Juvenile Justice (JJ) Act, 2015

(a) **Under Section 106** State Government shall constitute a Child Protection Society for the State and Child Protection Unit for every district, to ensure the implementation of this Act, including the establishment and maintenance of institutions under this Act.

(b) **Functions of DCPU** (Rule 85) include-

- 1) Maintain quarterly information sent by the JJB and CWC;
- 2) Arrange for individual or group counselling and community service for children;
- 3) conduct follow up of the individual care plan as per direction of the Children's Court for CCL in the age group of 16 to 18;
- 4) Maintain record of run- away children from CCLs;
- 5) Identify families at risk and children in need of care and protection;
- 6) Assess the number of children in difficult circumstances and create district-specific databases to monitor trends and patterns of children in difficult circumstances;
- 7) Facilitate implementation of non-institutional programmes including sponsorship, foster care and after care as per the orders of the Board or the Committee or the Children's Court; (viii) notify the State Government about vacancy in the Board/Committee 6 months before such vacancy arises;
- 8) Provide secretarial staff to the Committees/Boards; and
- 9) Maintain register containing contact details of interpreters, translators and special educators in their district under Rule 3 (1), POCSO Rules and should share the same with SJPU, local police, magistrate and Special Court to enable them to make available such services as and when required.

2.7. District Legal Services Authority

District Legal Services Authority is constituted under the Legal Services Authorities Act 1987(as amended by Amendment Act 1994 (No. 59/1994) to provide free and competent legal aid to the weaker section of society to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities and to organise Lok Adalats to secure that the operation of the legal system promotes justice on the basis of equality.

DLSA in every district has the exclusive authority to deal with applications for assistance received under Victim Compensation scheme in the district.

The District Legal Services Authority shall perform the following functions:

- To consider the claims and provide financial assistance and support services, as the case may be, in accordance with the procedure prescribed under the scheme.

- To arrange for psychological, medical and legal assistance to the affected persons.
- To arrange counselling support to the affected woman including counselling of the spouse in case the affected woman is married.
- To arrange shelter for the affected woman for such period as may be required.
- To arrange education or vocational/professional training as the case may be, for the affected woman under ongoing schemes/programmes should she require such a support for rehabilitation.
- Issue directions to the appropriate authorities to provide protection to the affected persons whenever deemed necessary.
- Whenever recommendation is made by the court or an application is made by any victim under sub-section-4 of section 357A of the code of district legal services authority, the DLSA shall examine the case and shall verify the contents of the claim with regard to the loss or injury caused to the claimant
- And also may call for any other relevant information necessary for consideration of the claim from the concerned.
- The DLSA shall decide the quantum of compensation to be awarded to the victim on the basis of loss caused to the victim, medical expenses to be incurred on treatment, minimum sustenance amount required for rehabilitation including such incidental charges, as funeral expenses etc. The compensation may vary from case to case depending on the fact.
- The quantum of compensation to be rewarded to a victim under this scheme shall not exceed limit as per the schedule.
- The amount of compensation as decided by the DLSA in accordance with the schedule shall be distributed to the victim from the fund.

Profile of the Study Area

The present study covered five districts of Odisha comprising 3 Full TSP districts (namely Koraput, Mayurbhanj and Sundargarh), one partially TSP i.e Balasore district and one non-TSP i.e Nayagarh district. This chapter presents profile of the study area with specific focus on girls' education. The profile of the study area covers the location of the state and districts, their administrative set up, their demographic features and status of their girls' education.

3.1. Odisha Profile

Odisha is located between 17 N and 22.3 latitudes and between 81.3 to 87.5 E longitudes and represents a State situated on the coast of Bay of Bengal, which is surrounded by Andhra Pradesh in the south, Bay of Bengal in the east, Chhatisgarh State in the west, West Bengal and Bihar States in the north. Odisha has a landmass of 1, 55,707 sq. km. with 3.68 crore population as per 2001 census and risen to 4.19 crore as per 2011 census. The density of population is 270 per sq. km. In Odisha, literacy rate shows 72.87 per cent of which male literacy is 81.59 percent and female literacy is 64.01 percent. Sex ratio in Odisha is better as compared to other States of India.

Table-3.1. Demographic Profile of Odisha

	India	Odisha
Population	1,21,08,54,977	4,19,74,218
Decadal population growth rate (2001-2011)	17.70%	14.05%
Population density (persons per sq. km.)	382	270
Sex-Ratio – All Population	940	979
Sex-Ratio- ST population	990	1029
Sex-Ratio- SC population	945	987
Urbanization level (ratio of urban to total population)	31.20%	16.70%
Literacy rate- Total population	74.04	72.87
Literacy rate of Male Persons	82.14	81.59
Literacy rate of Female Persons	65.46	64.01
ST Population	10,45,45,716	95,90,756
Percentage ST population	8.6%	22.8%
ST Male Population	5,25,47,215	47,27,732
ST Female Population	5,19,98,501	48,63,024
ST Child (0-6) Population	16.01%	15.86%
Literacy rate- ST population	58.95%	52.24%
SC Population	20,13,78,372	71,88,463
Percentage of SC population	16.6%	17.1%
SC Male Population	10,35,35,314	36,17,808
SC Female Population	9,78,43,058	35,70,655
SC Child (0-6) Population	14.50%	13.26%
Literacy rate- SC population	66.07%	69.02%

Source: Census of India 2011 Data (<http://www.census2011.co.in/>)

As regards tribal population, the proportion in Odisha is 22.8% which is much higher as compared to national figure. ST literacy rate is lower in Odisha(52.24%) as compared to India (58.95%).But SC literacy rate in Odisha (69.02%) is higher as compared to India (66.07%). **(Table.3.1)**

3.2. Profile of Select Districts

Table.3.2. Demographic profile of select districts

Dist	Area (Sq. Km)	No. of Villages	Total Population	Density	Sex-Ratio	Literacy		
						Male	Female	Total
Koraput	8807	1997	1379647	157	1032	60.3	38.6	49.2
Mayurbhanj	10418	3945	2519738	242	1006	73.8	52.7	63.2
Sundargarh	9712	1744	2093437	216	973	81.0	65.5	73.3
Balasore	3806	2971	2320529	610	957	87.0	72.3	79.8
Nayagarh	3890	1694	962789	248	915	88.2	72.0	80.4

Source: District Statistical Handbook, Census 2011

Table.3.3. Ethnic distribution of population of selected districts

Dist	Total Population	SC Population				ST Population			
		Male	Female	Total	(%)	Male	Female	Total	(%)
Koraput	1379647	96789	99751	196540	14.24	337373	360210	697583	50.56
Mayurbhanj	2519738	92127	92555	184682	7.32	730487	749089	1479576	58.71
Sundargarh	2093437	96465	95195	191660	9.15	526856	535493	1062349	50.74
Balasore	2320529	243597	234989	478586	20.62	137748	137930	275678	11.87
Nayagarh	962789	69813	66586	136399	14.16	29173	29518	58691	6.09

Source: District Statistical Handbook, Census 2011

Koraput district profile

Koraput district lies in the southern part of Odisha and is located at 17.4 degree to 20.7 degree North latitude and 81.24 degree to 84.2 degree East longitude. The district is bounded by Rayagada and Nabarangpur districts in the north, Bastar district of Chhattisgarh in the west, Malkangiri district in the south and Andhra Pradesh in the east. The district has an area of 8807 sq kms. It comprises two sub-divisions, 14 tahasils, 14 blocks, 226 Gram Panchayats, seven towns and 2,042 villages. The district has a total population of 1379647, sex ratio 1032 and literacy rate is found to be 49.2% as per 2011 census data. Out of total population, SC constitutes 14.24% and ST 50.56%. **(Table-3.2 and 3.3)**

Mayurbhanj district profile

Mayurbhanj - a land locked district with a total geographical area of 10418 Sq. km. is situated in the Northern boundary of the state with its headquarters at Baripada. It is bounded in the northeast by Jhargram district of West Bengal, in the northwest by Singhbhum district of Jharkhand, in the southeast by Baleshwar district and in the southwest by Kendujhar. More than 39 % of total area (4049 Sq.Km.) is covered with forest and hills. The district comprises of 4 Sub-divisions with 26 blocks, 382 Gram Panchayats and 3945 villages.

The district comes under "North Central Plateau agro-climatic region with an average rainfall of 1648.20 mm per annum. Being away from the coastal belt, the district experiences a sub-tropical climate with a hot summer, chilling winter with good precipitation. Red-laterite category of soil dominates all over the district including Bamanghati and Panchpir plateau.

Mayurbhanj occupies a unique position being endowed with lush green vegetation, different fauna and rich cultural heritage. The district has a rich mineral base and is home to the Similipal Biosphere. This was a princely state until its merger with the state of Odisha on 1st January, 1949. Since the date of its merger, Mayurbhanj has been organized and is administered as one of the districts of Odisha.

The district has a total population of 2519738, sex ratio 1006 and literacy rate is found to be 63.2% as per 2011 census. Out of total population, SC constitutes 7.32% and ST 58.7%. **(Table-3.2 and 3.3)**

Sundargarh district profile

Sundargarh district - the second largest district lies in the north-western part of Odisha accounting for 6.23% of the total area. Geographical area of the district is 9712 sq.kms. The district spreads from 21°36'N to 22°32'N and from 83°32'E to 85°22'E. The place is located on the north-western corner of Odisha. Around 36,000 hectares of land is available for cultivation in the district. Being intersected by Brahmani and other rivers, the district is known to have flourishing industries of textile and other allied sectors. The district has a total population of 2093437, sex ratio 973 and literacy rate is found to be 73.3% as per 2011 census data. Out of total population, SC constitutes 9.15% and ST 50.7%. **(Table-3.2 and 3.3)**

Balasore district profile

Balasore is one of the coastal Districts of Odisha. It lies on the northern most part of the state. It was a part of the ancient Kalinga which later became a territory of Toshal or Utkal, till the death of Mukunda Dev. Balasore as a separate District was created in October 1828. Originally, it was in Bengal presidency. Balasore District covers an area of 3634 sq kms. The District is surrounded by Medinipur District of West Bengal in its northern side, Bay of Bengal in its east, Bhadrak District in its south and Mayurbhanj and Kendujhar Districts lies on its western side. The District is located at 20.48 to 21.59 North Latitude and 86.16 to 87.29 East Longitude. The district has a total population of 2320529, sex ratio 957 and literacy rate is found to be 79.8% as per 2011 census data. Out of total population, SC constitutes 20.62% and ST 11.87%. **(Table-3.2 and 3.3)**

Nayagarh district profile

Nayagarh District lies between 19 degree 54' to 20 degree 32' North Latitude and 84 degree 29' to 85 degree 27' East Longitude. The District is situated on the hilly ranges in the West and its North Eastern parts have formed small well cultivated fertile valleys intersected by small streams. As per administration is concerned, the District has got one sub division namely Nayagarh. Nayagarh District covering geographical area of 3890 sq km consists of 8 Tahasils, 8 Blocks, 13 Police stations, 196 GPs and 3890 villages functioning in the District. The district has a total population of 962789, sex ratio 915 and literacy rate is found to be 80.4% as per 2011 census data. Out of total population, SC constitutes 14.16% and ST 6.09%. **(Table-3.2 and 3.3)**

3.3. Education for Tribals

State's commitment to the education of SC/ST children is contained in Articles 15(4), 45 and 46 of the Indian Constitution which underscores the state's basic commitment to positive discrimination in favour of the socially and educationally backward classes and the SC and ST. Realizing that the STs are one of the most deprived and marginalized groups with respect to education, a host of programmes and measures were initiated ever since the Independence.

Elementary education has been a priority area in the Tribal sub-plans from the 5th Five Year Plan. The National Policy on Education (NPE), 1986 have given special policy directives towards the education of tribals by emphasizing opening of primary schools in tribal areas, instruction in tribal languages at early grades, opening of Ashram/ residential schools in tribal areas and development of incentive schemes for promoting tribal education. Programme of Action (POA), 1992 recognized the heterogeneity and diversity of the tribal areas, besides underlining the importance of instruction through the mother tongue and the need for

preparing teaching/learning material in the tribal languages. Working group on Elementary and Adult Education for Xth Five Year Plan (2002-07) emphasized the need to improve the quality of education of tribal children and ensuring equity, besides further improving the access. Sarva Shiksha Abhiyan (SSA), launched in 2001, as an extensive initiative of the Government of India aimed to achieve Universal Elementary Education (UEE), had a special focus on education of the tribal children. Recently, with the 86th Constitutional amendment Elementary Education has become a fundamental right of the entire citizen of the country under Article 21 (A).

3.4. Literacy rate among STs and Total Population of India- A comparative analysis (1961 to 2011)

The following table gives a comparative analysis of literacy rate among STs and Total Population of India

Table.3.4. Literacy rate among STs and Total Population of India

Year	Literacy among STs of in			Literacy among Total Population			Gap %
	Male	Female	Total	Male	Female	Total	
1961	13.83	3.16	8.53	40.40	15.35	28.30	19.77
1971	17.63	4.85	11.30	45.96	21.97	34.45	23.15
1981	24.52	8.04	16.35	56.38	29.76	43.57	27.22
1991	40.65	18.19	29.60	64.13	39.29	52.21	22.61
2001	59.17	34.76	47.10	75.26	53.67	64.84	17.74
2011	68.53	49.35	58.96	80.89	64.64	72.99	14.03

Source; Statistical Profile of STs 2013

On the basis of the above table it is crystal clear that the literacy rate for the total population in India has increased from 28.30% to 72.99% during the period from 1961-2011 whereas the literacy rate among the scheduled tribes has increased from 8.53% to 58.96% (census of India 2011). At the same time, it is also observed that the gap between ST and the total population in India is quite high i.e 14.03. It is a matter of concern how this gap will be made to minimize in the next decades.

3.5. Residential Schools for Education of Tribal Girl Education:

Keeping in view of the very low female literacy rates, there have been massive investments and efforts under the erstwhile DPEP and now the Sarva Sikshya Abhiyan for the education of the tribal/ dalit children over the years. One of the important facilitating factors for improving the educational attainment among tribal children, particularly tribal girls was considered to be the Residential Ashram School programme and provisioning of hostel facilities for accessing education. Provision of residential facilities (hostels) with schools had been crucial for increasing the enrolment of the students from the disadvantaged SC/ ST communities. The residential schools started with the intention of overcoming the access related difficulties for children from the said communities inhabiting the remote regions. State Governments supplemented this with other schemes and have chalked out different modalities for the functioning of the Ashram School. Currently, Odisha government runs number of residential institutions to provide primary, upper primary, secondary and senior secondary education to the children of ST and SC communities. Table 3.5 reflects district wise residential schools. The table also indicates number of ST girls and SC girls in the districts concerned.

Table : 3.5 : District wise Residential Schools and No. of Girls

District	No. of Schools	Total ST Girls	Total SC Girls
Angul	45	1612	306
Balasore	59	853	163
Baragarh	60	611	104
Bhadrak	11	62	46
Bolangir	34	61	23
Boudh	17	541	101
Cuttack	17	NA	NA
Deogarh	19	585	58
Dhenkanal	37	816	101
Gajapati	98	3910	130
Ganjam	39	1206	98
Jagatsinghpur	2	NA	NA
Jajpur	29	564	59
Jharsuguda	45	213	100
Kalahandi	61	1937	328
Kandhamal	153	3857	414
Kendrapara	9	NA	NA
Keonjhar	311	12440	923
Khordha	19	363	98
Koraput	227	6645	848
Malkangiri	129	5236	755
Mayurbhanj	339	19981	1289
Nabarangpur	168	4706	507
Nayagarh	29	653	103
Nuapada	62	1195	99
Puri	5	0	15
Rayagada	190	5043	469
Sambalpur	124	3595	352
Subarnapur	12	5	9
Sundargarh	403	15314	1237
Grand Total	2753	92004	8735

Source: School and Hostel Monitoring Cell, Government of Odisha

Table 3.6 : Category of schools meant for SC & STs

School	Primary non-residential	Primary - Residential	Elementary	High Schools	Higher Secondary Schools	EMRSs	Education Complex	Total
Class range	I – V	I – V	I-VIII	Varied - I-X, IV-X, VI-X, VIII-X	XI-XII	VI - X	I – X	
No. of Schools	505	5	766	337	22	13	19	1667

Source: NCERT 7th All India Educational Survey Report, 2013-14

Table 3.6 reveals category of schools in Odisha meant for SC/STs. Out of 1667 schools, 505 are found Primary non-residential school. Among the residential schools, 5 are Primary residential, 766 Elementary, 337 High Schools, 22 Higher Secondary schools, 13 EMRS and the rest 19 are Education Complex schools.

3.6. Information about the schools visited

Table 3.7 to 3.11 give a detail picture on information about schools visited during field study.

Table 3.7 Information about Schools visited in Koraput district

Name of the Block	Name of the residential School	Class range (I-V, I-VII, VI-X, I-X)	Type	Department (SSD/S& ME)
Nandapur	Government Girl High School, Balda	I-X	High School	SSD
Kotpad	Government Girl High School	VI-X	High School	SSD
Kotpad	Government High School, SB, Nuagaon	VI-X	High School	SSD
Baipariguda	Kolar Sevashram	I-V	Primary	SSD
Laxmipur	Kundar UG Ashram School	I-VII	Elementary	SSD

Source: Field Survey 2017-18

In Koraput district (Full TSP), out of 5 Schools visited, 3 are high Schools, one primary and one elementary School. All the 5 Schools belong to SSD department. High School classes run from I-X and VI to X. Sevashram and Ashram Schools are having classes from I-V and I-VII (Table.3.7).

Table 3.8 Information about Schools visited in Mayurbhanj District

Name of the Block	Name of the residential School	Class range (I-V, I-VII, VI-X, I-X)	Type	Deptt
Bijaytala	Munda Thakura Ashram School	I-IX	High School	SSD
Baripada	G.P High School, Chandanpur	I-X	High School	S&ME
Khunta	EMRS, Dhanghera	VI-XII	High School	SSD
G.B Nagar	Khunta Girls high School	IX-X	High School	S&ME
Udala	Nuagaon Ashram School	I-VIII	Elementary	SSD
Kaptipada	Badasimulia Girls High School	VI-X	High School	SSD

Source: Field Survey 2017-18

Similarly, in Mayurbhanj district (Full TSP), out of 6 Schools visited, 3 Schools are high Schools starting from I-X, I-IX, IX-X classes, one EMRS from VI-XII and one Sevashram having class range from I-V. Except 2 S&ME Schools, all the 4 Schools belong to SSD department.

Table 3.9 Information about Schools visited in Sundargarh District

Name of the Block	Name of the residential School	Class range (I-V, I-VII, VI-X, I-X)	Type	Deptt
Kutra	Bhogra Sevashram	I-V	Primary School	SSD
Lephrpada	Government Girls High School, Chhotenpali	VII-X	High School	SSD
Lephrpada	Government High School, Bhedibahal	I-X	High School	SSD
Sadar	EMRS, Bhawanipur	VI-XII	High School	SSD

Source: Field Survey 2017-18

In Sundargarh District (Full TSP), out of 4 Schools visited, 3 high Schools are having classes from VII-X, I-X, and VI-XII and one Sevashram from class I-V. All Schools belong to SSD department. (Table.3.9)

Table 3.10 Information about Schools visited in Balasore District

Name of the Block	Name of the residential School	Class range(I-V, I-VII, VI-X, I-X)	Type	Deptt
Nilagiri	Government Girls High School, Tenda	IV-X	High School	SSD
Nilagiri	Telipala Ashram School	I-VIII	Elementary	SSD
Remuna	Gobindpur Girls High School	VIII-X	High School	S&ME

Source: Field Survey 2017-18

In Balasore District (Partially TSP), out of total 3 Schools visited, 2 Schools (one Government Girls High School, Tenda and another Telipal Ashram School) belong to SSD department. Government Girls High School, Tenda is having classes from IV to X and Telipal Ashram School from I-VIII. One High School named Govindpur Girls High School belongs to S& ME department. It is privately managed by SSD hostel management having class range from VIII-X (Table.3.10).

Table 3.11 Information about Schools visited in Nayagarh district

Name of the Block	Name of the residential School	Class range (I-V, I-VII, VI-X, I-X)	Type	Deptt
Ranpur	B.C high School, Ranpur	VI-X	High School	S&ME
Nuagaon	Dimiripali High School	IV-X	High School	SSD
Nuagaon	Dimiripali Ashram School	I-VIII	Elementary	SSD

Similarly, in Nayagarh District (Non-TSP), out of total 3 Schools visited, one high School (Dimiripalli High School) is having classes from IV-X and the other one is an elementary School (Dimiripali Ashram School) having I-VIII classes. Both the Schools belong to SSD department. One other School (B.C high School, Ranpur) under S& ME department is having classes from VI-X (Table - 3.11).

Table 3.12 Average distance of Schools

Distance from District and Block HQs to School (in KM)						
District	District			Block		
	Minimum of Distance from District HQ	Max of Distance from District HQ	Average of Distance from District HQ	Min of Distance from Block HQ	Max of Distance from Block HQ	Average of Distance from Block HQ
Koraput	27	82	59	3	32	15
Mayurbhanj	27	65	50	1	18	9
Sundargarh	7	45	28	7	14	10
Balasore	15	35	27	7	10	9
Nayagarh	10	40	27	1	17	12
Grand Total	7	82	41	1	32	11

While verifying the accessibility in terms of distance to schools, it was found that the distance of schools from district head quarter is from minimum 7 kms to maximum 82kms and from block head quarter, it is from 1km to 32kms. Average distance of schools from district head quarter is 41kms and from block head quarter it is 11 kms.

Enrolment of students in schools is also an important factor to determine quality of education and existence of safety of the children in the schools concerned.

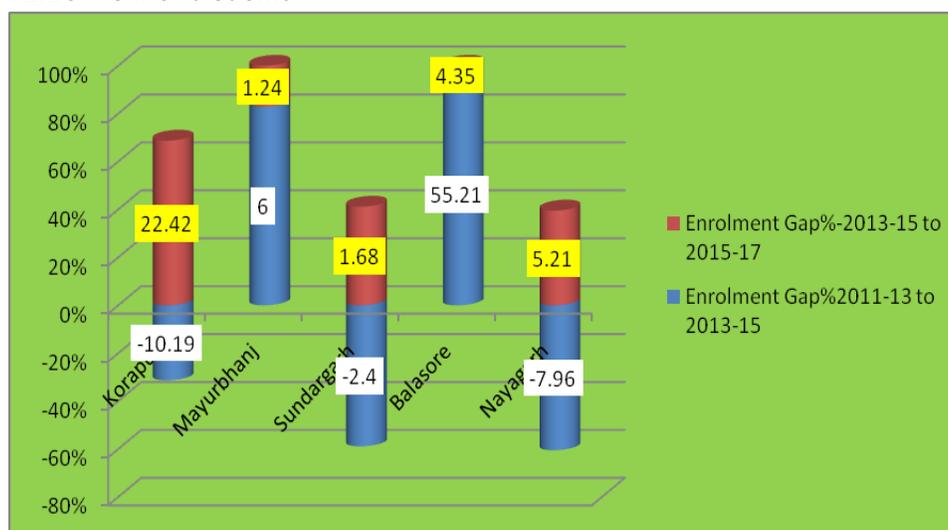
Table 3.13 Enrolment of students in select districts

Name of the district	Enrolment of Students					
	2011-13	2013-15	Gap%	2013-15	2015-17	Gap(%)
Koraput	1718	1543	-10.19	1543	1889	22.42
Mayurbhanj	2902	3076	6.00	3076	3114	1.24
Sundargarh	1707	1666	-2.40	1666	1694	1.68
Balasore	1554	2412	55.21	2412	2517	4.35
Nayagarh	917	844	-7.96	844	888	5.21
Grand Total	8798	9541	8.45	9541	10102	5.88

Source: Respective Schools

Table 3.13 represents the changing trend of enrolment of students in select districts. The positive gap% indicates increase in enrolment and negative % decrease in enrolment. The gap percentage was calculated from 2 time lines. One 2011-13 to 2013-15 and another 2013-15 to 2015-17. In the first time line, out of 5 districts, 3 districts show negative trend whereas in second time line, all districts show positive trend in enrolment of students (Fig.3.1). It implies that prior to government intervention, enrolment of students had been decreasing might be due to more number of incidences occurred (hidden and under reported) in schools but after interventions and legislations, enrolment of students has been increasing might be due to decrease in occurrences of incidences of sexual abuses in schools (reported more). It indicates that department guideline and promulgations of POCSO Act and other related legislations have positive impact on incidences of sexual abuses.

Fig.3.1. Enrolment of students



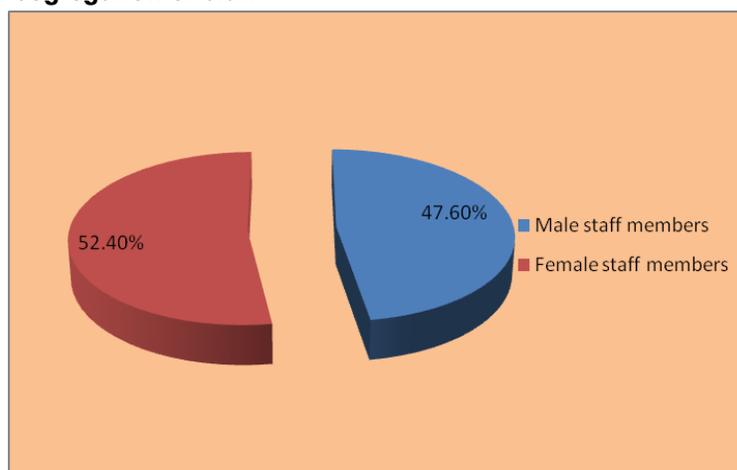
3.7. Gender Segregation of staff

The study has also examined about gender segregation of staff. Table 3.14 reveals the proportion. As per department guideline, in girls' schools, proportion of female staff should not be less than the male staff members. For the purpose, gender proportion/ratio of staff was calculated from among girls' residential schools only. The study result shows that out of total staff, 52.4% staff members are found to be female (Fig.3.2). The department guideline has positive impact on the gender ratio of staff in residential schools.

Table.3.14. Gender Segregation of staff

District	Total No of Staff Male	Total No of Staff Female	Total Staff
Koraput	14 (12.1)	29 (87.9)	33 (100.0)
Mayurbhanj	11 (61.1)	7 (38.9)	18 (100.0)
Sundargarh	5 (45.4)	6 (54.6)	11 (100.0)
Balasore	20 (60.6)	13 (39.4)	33 (100.0)
Nayagarh	-	-	-
Grand Total	50 (47.6)	55 (52.4)	105 (100.0)

Source: Respective Schools

Fig.3.2. Gender Segregation of staff

Key Findings

- Distance of schools from district headquarters is from minimum 7 kms to maximum 82kms and from block headquarters, it is from 1km to 32kms. Average distance of schools from district headquarters is 41kms and from block headquarters it is 11kms.
- In the 2011-13 to 2013-15 timeline, out of 5 districts, 3 districts show negative trend in enrolment of students whereas in the 2013-15 to 2015-17 timeline, all the five study districts show positive trend in enrolment of students.

The study result shows that out of total staff, 52.4% staff members are found to be female. The department guidelines have positive impact on the gender ratio of staff in residential schools.

Socio-Economic Background of Girl Inmates

Residential School definitely uplifts the poor and deprived tribal children in fulfilling the need of education, nutrition and healthy growing environment for the poor deprived tribal children. Tribal children are very poor and their parents cannot just afford to send their children to school. Sending their children to school is a matter of livelihood economics for them which may dislocate their traditional pattern of division of labor. Many ST/SC parents prefer residential schools as they provide food, clothing and boarding facility to students apart from free education, thus relieving the impoverished parents from significant financial burden. Poverty is a major contributing factor for their educational backwardness.

In this back drop, socio-economic conditions of parents of girl children were examined in the study. The study has also made an assessment of awareness level of students on life skill education (mentioned in chapter-VI).

4.1. Sample

During field study, each 10 girl students representing all classes (VI onwards) from surveyed residential schools were drawn. They were supplied with a schedule (in Odia) containing the queries relating to family size, type of family, literacy level of parents, occupation of parents and household income etc. Besides, perception relating to various aspects of girl inmates was also explored from through the schedule. Table.4.1 represents class wise number of sample girl children from select districts.

Table4.1. Class wise Sample Girls Students in select residential schools

Sl. No	Name of the District	No. of sample Girl children	6th	7th	8th	9th	10 th	11th
1	Koraput	30 (100.00)	0 (0.00)	6 (20.00)	8 (26.67)	9 (30.00)	7 (23.33)	0 (0.00)
2	Mayurbhanj	60 (100.00)	6 (10.00)	9 (15.00)	20(33.33)	18 (30.00)	5 (8.33)	2 (3.33)
3	Sundargarh	30 (100.00)	0 (0.00)	0 (0.00)	13(43.33)	14 (46.67)	0 (0.00)	3 (10.00)
4	Balasore	30 (100.00)	2 (6.67)	5 (16.67)	11(36.67)	9 (30.00)	3 (10.00)	0 (0.00)
5	Nayagarh	20 (100.00)	0 (0.00)	3 (15.00)	5(25.00)	6 (30.00)	6 (30.00)	0 (0.00)
Grand Total		170 (100.00)	8 (4.71)	23 (13.53)	57 (33.53)	56 (32.94)	21(12.35)	5 (2.94)

Source: Field survey, 2017-18

Note: Figures in Parenthesis indicate percentage to the total

Out of total 170 girl children, the highest number of children was drawn from 8th class 57 (33.53%) and 9th class 56 (32.94%) for the purpose.



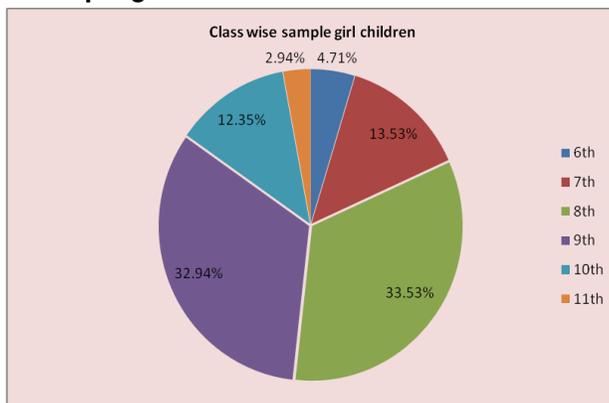
Students given schedules in Balada GHH



Govindpur GH School

Class wise sample girl children is shown in Fig.4.1

Figure- 4.1 Class wise sample girl children



4.2. Social Category

SSD department of Government of Odisha has established Residential Schools for SC and ST students in order to bring them into mainstream. Special emphasis is given to tribal girl children for their maximum enrolment in schools. Social status of girl inmates was asked in the Schedule. Out of 170 girl children, majority of sample children i.e 143 (84.12%) belong to ST category (See Fig.4.2). Among the other children, 26 (15.29%) come from scheduled caste category and 1 (0.59%), from OBC category. District wise data shows that the highest i.e 95% scheduled tribe children was from Nayagarh district followed by 90% in Mayurbhanj, 83.33% in Balasore district, 76.67% in Koraput and 73.33% in Sundargarh districts. Looking into SC category wise sample girl children, the highest number of girl children was from Sundargarh district (26.67%) followed by Koraput district (23.33%). Among the sample children, only one student from Nayagarh district was found to be OBC (Table. 4.2).

Table.4.2. Social Category of sample girl children

District	SC	ST	OBC	Total
Koraput	7 (23.33)	23 (76.67)	0 (0.00)	30 (100.00)
Mayurbhanj	6 (10.00)	54 (90.00)	0 (0.00)	60 (100.00)
Sundargarh	8 (26.67)	22 (73.33)	0 (0.00)	30 (100.00)
Balasore	5 (16.67)	25 (83.33)	0 (0.00)	30 (100.00)
Nayagarh	0 (0.00)	19 (95.00)	1 (5.00)	20 (100.00)
Grand Total	26 (15.29)	143 (84.12)	1 (0.59)	170 (100.00)

Source: Field survey, 2017-18 Note: Figures in parentheses indicate percentage to the total

Figure- 4.2 Category wise Distribution of Sample Girl children

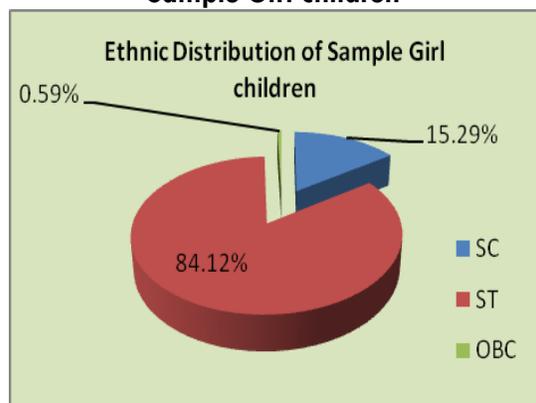
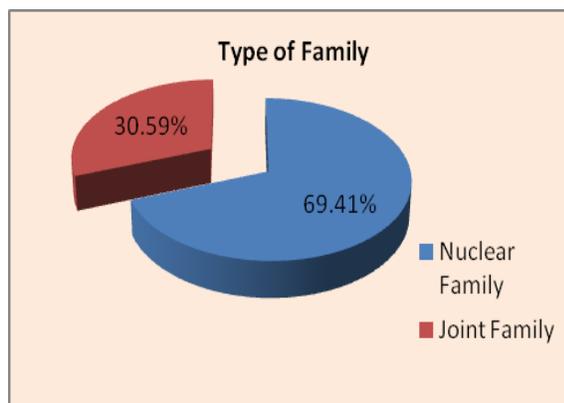


Figure- 4.3 Type of Family



4.3 Size and Type of Family

Size and type of family is one of the contributing factors to determine economic standard of a family. It also indicates the fabrics of emotional attachment among the family members, social values, economic structures and financial status. The study has made an attempt to find the type and size of the family of the students. The study reveals that average family size of girl children is found to be 6.4. It is also found that in all the sample districts, the size of families of girl children is more than 6 which indicates to medium family size. This implies that medium sized families are encouraged to send their children to residential schools. (Table. 4.3)

Table.4.3.Size and Type of Family among the girl children

District	Nuclear Family	Joint Family	Average Family Size
Koraput	22 (73.33)	8 (26.67)	6.6
Mayurbhanj	44 (73.33)	16 (26.67)	6.3
Sundargarh	18 (60.00)	12 (40.00)	6.4
Balasore	22 (73.33)	8 (26.67)	6.3
Nayagarh	12 (60.00)	8 (40.00)	6.4
Grand Total	118 (69.41)	52 (30.59)	6.4

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

As regards type of family, in tribal society mostly nuclear families are found. Since majority of girl children belong to tribal community, their family is found to be of nuclear type. The present study shows, near about 118 (70%) families of girl children is of nuclear type. District wise data indicates that more than 60% families of girl children are of nuclear type.

4.4 Education level

Education determines the way of thinking, action and behavioral pattern of any social group/society. Rationality and scientific attitude is developed through education. Moreover, due to ignorance and lack of awareness and education, both dalits and adivasis have remained been exploited historically. The study has made an attempt to figure out educational level of mothers and fathers of girl inmates keeping in mind as one of the contributing factors to determine awareness level of girl children. Seventy three (43%) mothers are illiterate. Of the total literates 97 (57%), the highest 37 (21.76%) studied upto 10th class followed by 34 (20%) upto 5th class. Highest number of literacy among mothers is found in Sundargarh district (86.67%) followed by Nayagarh district (76.67%). Only one mother each from Nayagarh and Balasore districts completed their graduation. Among the districts, highest illiteracy i.e 70% mothers of Koraput district are found to be illiterate followed by 60% in Nayagarh district. (Table-4.4 and Fig.4.4).

Table.4.4. Education level of mothers of girl inmates

District	Illiterate	5th	8th	10th	Upto +2	Graduation
Koraput	21 (70.00)	5 (16.67)	3 (10.00)	1 (3.33)	0 (0.00)	0 (0.0)
Mayurbhanj	29 (48.33)	7 (11.67)	6 (10.00)	15 (25.00)	3 (5.00)	0 (0.0)
Sundargarh	4 (13.33)	5 (16.67)	2 (6.67)	14 (46.67)	5 (16.67)	0 (0.0)
Balasore	7 (23.33)	13 (43.33)	3 (10.00)	1(3.33)	2 (6.67)	1 (3.33)
Nayagarh	12 (60.00)	4 (20.00)	0 (0.00)	6 (30.00)	0 (0.00)	1 (5.0)
Grand Total	73 (42.94)	34 (20.00)	14 (8.24)	37 (21.76)	10(5.88)	2 (1.18)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

Figure- 4.4 Education level of mothers of girl inmates

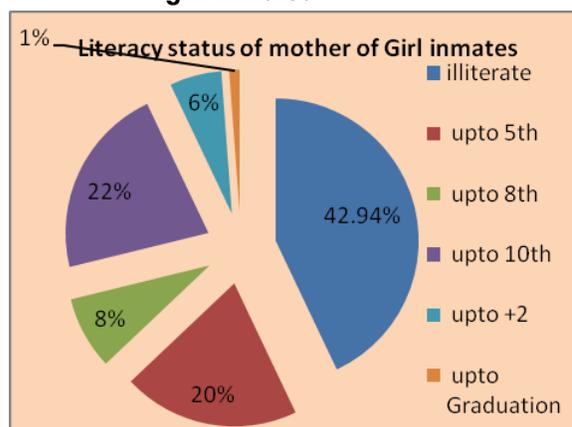


Figure- 4.5 Education level of fathers of girl inmates

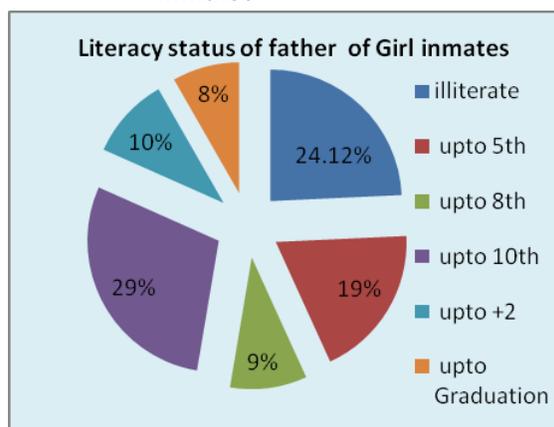


Table.4.5. Education level of fathers of girl inmates

District	Illiterate	5th	8th	10th	+2	+3	PG
Koraput	12(40.00)	9 (30.00)	0 (0.00)	7 (23.33)	1 (3.33)	2 (6.67)	0 (0.00)
Mayurbhanj	13(21.67)	12(20.00)	4(6.67)	19(31.67)	7(11.67)	4(6.67)	0 (0.00)
Sundargarh	2 (6.67)	4(13.33)	3(10.00)	10(33.33)	4(13.33)	6(20.0)	1(3.33)
Balasore	4 (13.33)	6(20.00)	4(13.33)	11(36.67)	5(16.67)	0(0.00)	0 (0.00)
Nayagarh	10(50.00)	1(5.00)	5(25.00)	2(10.00)	0(0.00)	2(10.0)	0 (0.00)
Grand Total	41(24.12)	32(18.82)	16(9.41)	49(28.82)	17(10.00)	14(8.24)	1(0.59)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

Among the fathers of girl inmates, 41(24.12%) are reported to be illiterates. The highest of 49 (29%) studied upto 10th class followed by 32 (19%) upto 5th class. Father of only one girl inmate belonging to Sundargarh district has completed graduation. Looking into district wise data, highest literacy rate among fathers is found in Sundargarh district (93.33%) followed by Balasore district (86.67%). (Table-4.5 and Fig.4.5).

4.5 Occupation

Occupational structure is a prime indicator of economic development. It determines nature and status of employment as well as economic status and standard of living of persons. The study has tried to verify about the occupational pattern of parents of girl inmates.

Table 4.6. Occupation of mother of girl inmates

District	Business	Employed/Self employed	Own Cultivation	Daily wage earner	Social /Political worker	Household chores
Koraput	2 (6.67)	0 (0.0)	7 (23.33)	6 (20.0)	0 (0.0)	15 (50.0)
Mayurbhanj	1 (1.67)	4 (6.67)	0 (0.00)	7 (11.67)	4 (6.67)	44 (73.33)
Sundargarh	0 (0.0)	5 (16.67)	0 (0.00)	3 (10.0)	0 (0.0)	22 (73.33)
Balasore	1 (3.33)	3 (10.0)	0 (0.0)	0 (0.0)	0 (0.0)	26 (86.67)
Nayagarh	1 (5.0)	1 (5.0)	0 (0.00)	3 (15.0)	0 (0.0)	15 (75.0)
Grand Total	5 (2.94)	13 (7.65)	7 (4.12)	19 (11.18)	4 (2.35)	122 (71.76)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

It reveals that 122 (72%) mothers of girl inmates are mainly engaged in household activities followed by 19 (11.18%) as daily wage labour (Table-4.6 and Fig.4.6). Regarding fathers' occupation, the highest i.e. 74 (43.53%) are engaged as daily wage labours followed by own cultivation 43 (25.3%) and business/petty business 27 (15.88%). It all indicates that in majority cases, household economic conditions are poor. (Table-4.7 and Fig.4.7).

Figure- 4.6 Occupational Pattern of mother

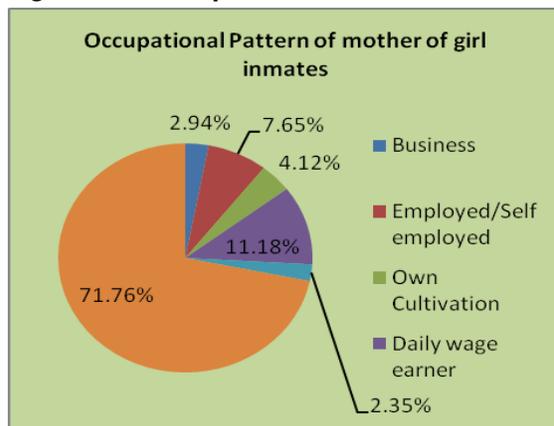


Figure- 4.7 Occupational Pattern of father

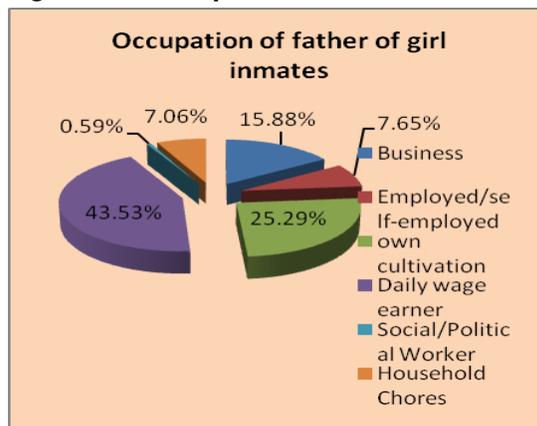


Table.4.7. Occupation of father of girl inmates

District	Business	Employed/Self employed	Own Cultivation	Daily wage earner	Social/Political worker	Household chores
Koraput	1 (3.33)	1 (3.33)	14 (46.67)	12 (40.00)	0 (0.00)	2 (6.67)
Mayurbhanj	17 (28.33)	3 (5.00)	11 (18.33)	25 (41.67)	1 (1.67)	3 (5.00)
Sundargarh	2 (6.67)	8 (26.67)	5 (16.67)	13 (43.33)	0 (0.00)	2 (6.67)
Balasore	4 (13.33)	1 (3.33)	6 (20.00)	17 (56.67)	0 (0.00)	2 (6.67)
Nayagarh	33 (15.00)	0 (0.00)	7 (35.00)	7 (35.00)	0 (0.00)	3 (15.00)
Grand Total	27(15.88)	13(7.65)	43(25.29)	74(43.53)	1(0.59)	12(7.06)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

4.6 Income and Poverty level

Income of the households symbolizes both social and economic prosperity. An effort was made to know the income level of the parents of girl inmates. The present study made every possible effort to collect reliable information about the annual income of the parents of the girl inmates. The girl inmates could not provide exact information about their parents' income. The researchers tried to know about sources of income of their parents. On the basis of which the annual income of the parents could be estimated. The income may not be accurate. Income of parents may be considered as one of the factors responsible for the incidences.

Table.4.8. District wise BPL and APL category of Parents of Girl Children

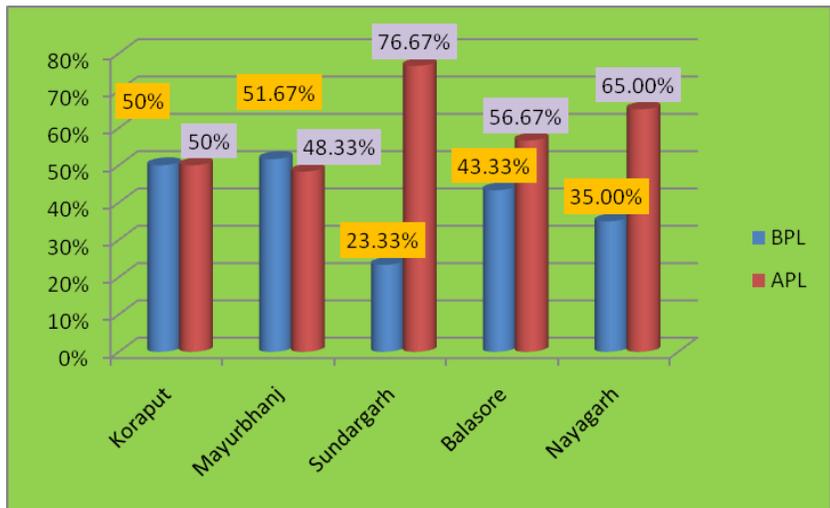
Districts	BPL	APL	Total
Koraput	15 (50.00)	15 (50.00)	30 (100.0)
Mayurbhanj	31 (51.67)	29(48.33)	60 (100.0)
Sundargarh	7 (23.33)	23 (76.67)	30 (100.0)
Balasore	13 (43.33)	17 (56.67)	30 (100.0)
Nayagarh	7 (35.00)	13 (65.00)	20 (100.0)
Grand Total	73 (42.94)	97 (57.06)	170 (100.0)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

As per the recommendation of the Expert Group (Rangarajan) regarding measurement of poverty line, a monthly per household expenditure/income of Rs 4860/ (58,320/-per annum)

in Rural India assuming a family of 5 members has been fixed at poverty line. . Based on the recommendation, the present study shows that 73 (43%) parents of girl inmates come under BPL category and 97 (57%) just Above Poverty Line category (Table 4.8). District wise data reveals that the highest of 77% parents in Sundargarh district come under APL category followed by Nayagarh district (65%). Fig.4.8 depicts district wise percentage of APL and BPL parents of girl children.

Figure.4.8. District wise BPL and APL category of Parents of Girl Children



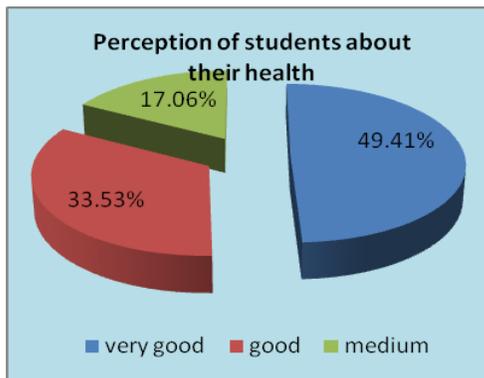
4.7 Perception of Inmates on various aspects

4.7.1. Self assessment of inmates on Health Conditions

To assess perception of inmates regarding their health conditions, students were asked for self assessment of their own health condition. It was found that 84 (49%) of the inmates assessed their health as very good, 57 (33.53%) as good and 29 (17.06%) as medium. (Table-4.9 and Fig.4.9). District wise data reveals that the highest i.e., 66.67% students of Balasore district reported their health condition is very good followed by 60% in Koraput district

Fig.4.9. Self assessment of inmates on Health Conditions

Table. 4.9. Self assessment of Inmates on Health Conditions



District	Very Good	Good	Medium
Koraput	18 (60.00)	9 (30.00)	3 (10.00)
Mayurbhanj	26(43.33)	26 (43.33)	8 (13.33)
Nayagarh	8 (40.00)	5 (25.00)	7 (35.00)
Balasore	20 (66.67)	10 (33.33)	0 (0.00)
Sundargarh	12 (40.00)	7 (23.33)	11 (36.67)
Grand Total	84 (49.41)	57(33.53)	29 (17.06)

4.7.2. Perception of inmates on future studies

Regarding their future studies, the inmates were asked about their opinion. Out of 170 total inmates, 51(30%) expressed that they have no idea about their future studies, 36 (21.18%) mentioned about acquiring professional degrees, 35 (20.59%) for graduation and 26 (15.29%) have shown interest for post graduation. The highest number of students i.e 46.67% in Sundargarh district followed by Balasore district (23.33%) has interest in acquisition of

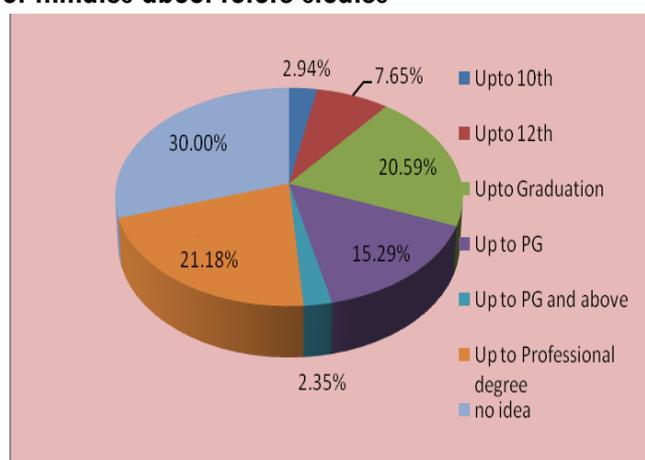
professional degrees. It is a positive sign. There are some students (2.5%) who are interested for post graduation. Among all the districts, the highest 30% inmates of Nayagarh district mentioned about interest for post graduation. (Table-4.10).

Table. 4.10. Perception of inmates about future studies

District	Upto 10th	Upto 12th	Upto Graduation	Up to PG	PG and above	Up to Professional degree	No idea
Koraput	3 (10.00)	2 (6.67)	5 (16.67)	2 (6.67)	1 (3.33)	2 (6.67)	14 (46.67)
Mayurbhanj	1 (1.67)	6 (10.00)	12 (20.00)	9 (15.00)	3 (5.00)	13 (21.67)	17 (28.33)
Sundargarh	0 (0.00)	4 (13.33)	4 (13.33)	4 (13.33)	0 (0.00)	14 (46.67)	4 (13.33)
Balasore	1 (3.33)	1 (3.33)	9 (30.00)	5 (16.67)	0 (0.00)	7 (23.33)	7 (23.33)
Nayagarh	0 (0.00)	0 (0.00)	5 (25.00)	6 (30.00)	0 (0.00)	0 (0.00)	9 (45.00)
Grand Total	5 (2.94)	13 (7.65)	35 (20.59)	26 (15.29)	4 (2.35)	36 (21.18)	51 (30.00)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

Fig.4.10. Perception of inmates about future studies



4.7.3. Decision maker of inmates for future studies

The students were also asked about the decision maker relating to their future study. The highest of around 99 (58%) reported that the decision about studies will be taken by their father followed by 65 (38.24%) by themselves and 62 (36.47%) by their mother. (Table-4.11). Among the districts, the highest 56.67% students in Sundargarh district will take decision on their own. Similarly, in Balasore district, the highest 66.67% mentioned about their father and the highest 80% students of Nayagarh district opined about their mother.

Table 4.11. Decision maker of inmates for future studies

District	Self	Father	Mother	Spouse	Friends/relatives	No idea
Koraput	7 (23.33)	14 (46.67)	8 (26.67)	0 (0.00)	0 (0.00)	9 (30.00)
Mayurbhanj	29 (48.33)	30 (50.00)	19 (31.67)	1 (1.67)	0 (0.00)	0 (0.00)
Sundargarh	17 (56.67)	15 (50.00)	10 (33.33)	0 (0.00)	0 (0.00)	3 (10.00)
Balasore	10 (33.33)	20 (66.67)	9 (30.00)	1 (3.33)	0 (0.00)	2 (6.67)
Nayagarh	2 (10.00)	20 (100.00)	16 (80.00)	0 (0.00)	0 (0.00)	1 (5.00)
Grand Total	65 (38.24)	99 (58.24)	62 (36.47)	2 (1.18)	0 (0.00)	15 (8.82)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

4.7.4. Sharing about physical changes

Girls normally feel shy to share about their physical changes during adolescent period. It was enquired about the person with whom they feel comfortable to share the issues relating to physical changes. It is found that 137 (80%) students share these matters with their mother, sister-in-law or grandmother, 96 (56.47%) with friends and 57 (33.53%) with female teacher. Three (Near about 2%) students do not share these matters with anyone. (Table-4.12).

Table. 4.12. Sharing about physical changes

District	Mother/Sister-in-law/ Grand mother	Father / Grand father	Brother / Sister	Friends	Female Teacher	No one
Koraput	19 (63.33)	3 (10.00)	3 (10.00)	24 (80.00)	8 (26.67)	0 (0.00)
Mayurbhanj	54 (90.00)	1 (1.67)	7 (11.67)	26 (43.33)	23 (38.33)	2 (3.33)
Sundargarh	26 (86.67)	0 (0.00)	2 (6.67)	22 (73.33)	13 (43.33)	0 (0.00)
Balasore	24 (80.00)	3 (10.00)	6 (20.00)	18 (60.00)	10 (33.33)	0 (0.00)
Nayagarh	14 (70.00)	2 (10.00)	4 (20.00)	6 (30.00)	3 (15.00)	1(5.00)
Grand Total	137 (80.59)	9 (5.29)	22 (12.94)	96 (56.47)	57 (33.53)	3 (1.76)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

4.7.5. Sharing about menstruation cycle

The researchers also asked about sharing of menstruation cycle. More than 90% share about their menstruation related matter with their mother, sister-in-law or grand mother (Table-4.13).

Table.4.13.Sharing about menstruation cycle

District	Mother / Sister-in-law/ Grand mother	Father /Grand father	Brother/ Sister	Friends	Teacher	No one
Koraput	24 (80.00)	0 (0.00)	2 (6.67)	13 (43.33)	1(3.33)	1(3.33)
Mayurbhanj	56 (80.00)	1 (1.67)	6 (10.00)	22 (36.67)	15 (25.00)	3 (5.00)
Sundargarh	30 (100.00)	0 (0.00)	1 (3.33)	18 (60.00)	2 (6.67)	0 (0.00)
Balasore	28 (93.33)	0 (0.00)	0 (0.00)	13 (43.33)	6 (20.00)	0 (0.00)
Nayagarh	16 (80.00)	0 (0.00)	1 (5.00)	3 (15.00)	2 (10.00)	0 (0.00)
Grand Total	154 (90.59)	1 (0.59)	10 (5.88)	69 (40.59)	26 (15.29)	4 (2.35)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

4.7.6. Sharing about aim of life

As regards their aim of life, they mostly share with their mother, sister-in-law or grand mother followed by their friends.(Table-4.14).

Table.4.14. Sharing about your aim of life

District	Mother /Sister-in-law /Grandmother	Father /Grand father	Brother/ Sister	Friends	Teacher	No one
Koraput	10 (33.33)	4 (13.33)	4 (13.33)	10 (33.33)	16 (53.33)	0 (0.00)
Mayurbhanj	38 (63.33)	10 (16.67)	12 (20.00)	25 (41.67)	26 (43.33)	7 (11.67)
Sundargarh	29 (96.67)	9 (30.00)	12 (40.00)	20 (66.67)	8 (26.67)	4 (13.33)
Balasore	11(36.67)	2 (6.67)	2 (6.67)	11(36.67)	16 (53.33)	0 (0.00)
Nayagarh	9 (45.00)	5 (25.00)	1 (5.00)	5 (25.00)	5 (25.00)	5 (25.00)
Grand Total	97 (57.06)	30 (17.65)	31 (18.24)	71 (41.76)	71 (41.76)	16 (9.41)

Source: Field survey, 2017-18 Note: Figures in Parenthesis indicate percentage to the total

Study Results

- Out of 170 girl children, majority i.e 143 (84.12%) belong to ST category.
- Average size of families of girl children is found to be 6.4.
- Among mothers 97 (57%) mothers are literates. Among the literates, the highest 37 (21.76%) studied upto 10th class followed by 34 (20%) upto 5th class.
- Among the fathers of girl inmates, around 129 (76%) are literates. The highest i.e 49 (29%) studied upto 10th class followed by 32 (19%) upto 5th class.
- Looking into district wise data, highest literacy rate among fathers' of girl children is found in Sundargarh district (93.33%) followed by Balasore district (86.67%).
- Regarding occupation, 122 (72%) mothers of girl inmates are engaged in household activities followed by 19 (11.18%) as daily wage labour.
- Regarding fathers occupation, the highest i.e 74 (43.5%) are engaged as daily wage labours followed by own cultivation 43 (25.3%) and business/petty business 27 (15.9%).
- The present study shows that 73 (43%) parents of girl inmates come under BPL category and 97 (57%) just Above Poverty Line category.
- As per students' assessment, 84 (49%) inmates assessed their health as very good, 57 (33.53%) as good and 29 (17.06%) as medium health.
- The highest 66.67% student of Balasore district said their health condition is very good followed by 60% in Koraput district.
- Out of 170 total inmates, 51(30%) said they have no idea about their future studies, 36 (21.18%) mentioned about professional degree, 35 (20.59%) for graduation and 26 (15.29%) have shown interest for post graduation.
- The highest of around 99 (58%) said that the decision for studies is being taken by their father followed by 65 (38.24%) by themselves and 62 (36.47%) by their mother. Among the study districts, the highest 56.67% students in Sundargarh district take decision on their own.
- Regarding physical changes during adolescent period, more than 137 (80%) students share the issues with their mother, sister-in-law or grandmother, 96 (56.47%) with friends and 57 (33.53%) with female teacher. Near about 2% students do not share these matters with anyone.
- More than 90% girl inmates share about their menstruation cycle with their mother, sister-in-law or grandmother.
- About their aim of life, they mostly share with mother, sister-in-law or grandmother followed by their friends.

Safety and Security of Girl Children in Residential Schools: A Situational Analysis

Ashram Schools or residential schools were established by the Government of India for imparting primary, middle and secondary education to Scheduled Tribe boys and girls who do not have access to education. But the issue of safety and security of girls in residential schools has wide ranging and far-reaching effects on the lives of tribal girl children. Violence, exploitation or violation of their dignity not only lead to fear and pain, but also lowers their self-esteem, affects their performance at school, force them with unwanted pregnancies, depression and lost opportunities for independence.

The present study has sought to examine the provisions and facilities available at the school and hostel level concerning safety and security of the girl boarders.

5.1 Safety and Security Parameters in Schools

Safety and security is vital in a residential school wherein students are staying away from the protection and care of family. In the present study, safety and security indicators of schools has been categorized into 3 broad heads based on certain parameters. They are availability of (i) Physical Infrastructure (ii) Basic Services Facilities (iii) Human Resource support services. The study verified availability of safety and security indicators in each select school of the districts and accordingly, district wise percentage of availability of indicators was calculated. The study result will give direction for further improvement in the particular district/s.

Availability of Physical Infrastructure Facilities

Availability of physical infrastructure facilities include the parameters like physical proximity of hostel to human habitation, boundary wall fully securing the school building from all sides, availability of gate at the entry point, locking facilities for doors and window. It reveals (**Table 5.1 and Fig.5.1**) that all the 20 surveyed schools (100%) have physical proximity i.e 0-2 kms to human habitations, boundary wall fully securing the school building from all sides and availability of gate at entry point. But in respect of locking facilities for doors and window, 1(5%) school does not have this facility. Among the 5 sample districts, 1(25%) sample school of Sundargarh district has problem relating to locking of doors and windows.

Table 5.1 Availability of Physical Infrastructure Facilities in Schools

District	Total Sample Schools	Physical proximity of School to human habitation	Boundary wall fully securing the School from all sides ⁸	Existence of Gate at entry point	Locking Facilities for doors and Windows
Koraput	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)
Mayurbhanj	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)
Sundargarh	4 (100.0)	4 (100.0)	4 (100.0)	4 (100.0)	3 (75.0)
Balasore	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)
Nayagarh	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)
Grand Total	20 (100.0)	20 (100.0)	20 (100.0)	20 (100.0)	19 (95.00)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

⁸ Boundary walls are there but in some cases, it is not heightened, and in some other cases; boundary walls are not fully secured (only fencing).

Figure- 5.1 Availability of Physical Infrastructure Facilities in Schools

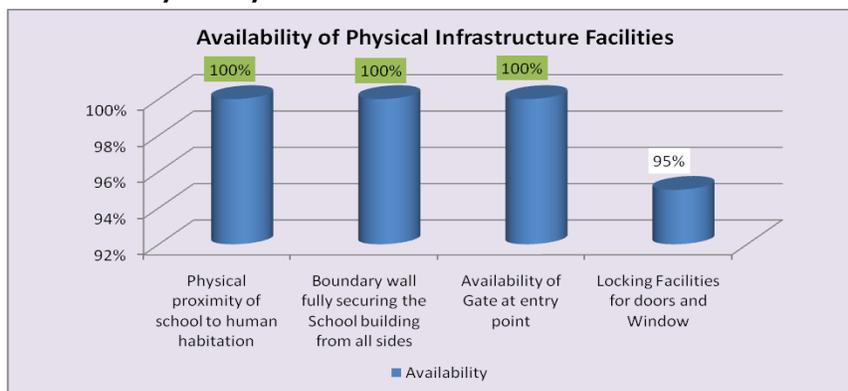


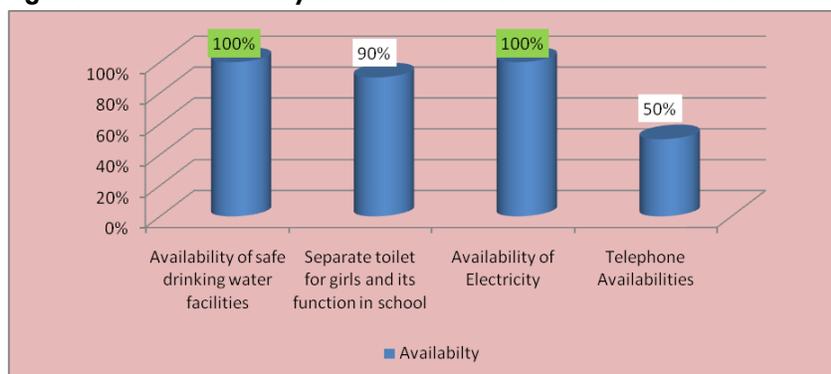
Table 5.2 Availability of Basic Services Facilities in Schools:

District	Total Sample Schools	Availability of Safe Drinking Water Facilities	Separate toilet for girls	Availability of Electricity	Telephone Availabilities
Koraput	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)	1 (20.00)
Mayurbhanj	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)	4 (80.00)
Sundargarh	4 (100.0)	4 (100.0)	3 (75.0)	4 (100.0)	3 (75.00)
Balasore	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)	1 (33.33)
Nayagarh	3 (100.0)	3 (100.0)	2 (100.0)	3 (100.0)	1 (33.33)
Grand Total	20 (100.0)	20 (100.0)	18 (90.0)	20 (100.0)	10 (50.00)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

To ensure quality education in schools, availability of basic services in schools/hostels is highly essential. During our study, the researchers verified the availability of basic requirements in schools/hostels. It was found that all the 20 (100%) schools have drinking water and electrification facilities, 18 (90%) schools have separate toilets for girls (see Table 5.2 and Fig.5.2). But regarding telephone facilities, only 10 (50%) schools have the facility. In order to ensure safety and security of girl children in hostels, hotline telephones have been provided to all SSD schools which directly connect to the department’s control room. In some schools, non-functional telephones might have been surrendered as per the instruction of the department.

Figure- 5.2 Availability of Basic Service Facilities in Schools



As per the department guidelines, the HM shall ensure that the staff should be oriented on the prevention, identification and reporting of child sexual abuse and sexual violence. All teaching and non-teaching staff shall remain vigilant and convey their apprehension or knowledge of sexual abuse of any student to the appropriate authority immediately. Peer leaders of the school can also report if any such case is found in the school. The research team verified this

standard practice during field study. It reveals that 13 (65%) schools follow the standard practice. Regarding display of safety and security guidelines, only 10 (50%) schools displayed the same. (see Table 5.3 and Fig.5.3)



Help line number in Ranpur GH School



Complaint Box in S.B. Nuagaon High School

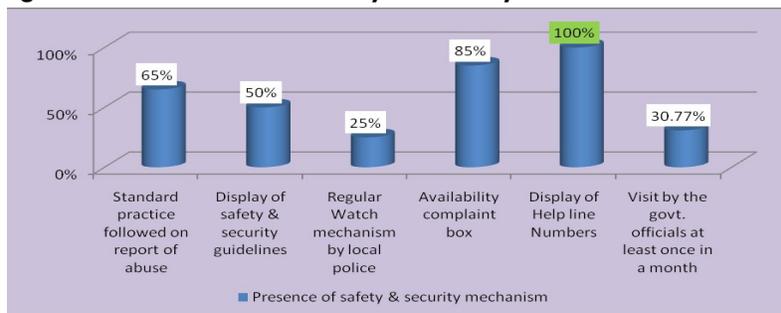
As per the guidelines, every school should have complaint boxes for the students to drop any complaint in anonymity. The complaints should be recorded in a Complaint Register along with the record on action taken by the HM subsequently. In this respect, it is found that 17 (85%) schools have kept complaint boxes. Govt. has provided an exclusive Toll Free Helpline number i.e 1800 345 3040. This number can be accessed from any landline or mobile phone. It is found that 20 (100%) schools have displayed this number in different places in the school. The department has also issued instructions to district level officers and WEOs to visit the schools under their jurisdiction to review and monitor safety and security status of schools/hostels. All the supervisory officials visit schools as reported by 20 (100%) surveyed schools.

Table 5.3 Presence of Safety & Security Mechanism in Schools

District	Total Sample Schools	Standard practice followed for report of abuse	Display of Safety & Security guidelines	Regular Watch mechanism by local police	Availability of Complaint Box	Display of Help line Numbers	Visit by the Govt. officials at least once in a month
Koraput	5 (100.0)	5 (100.0)	3 (60.00)	2 (40.0)	4 (80.0)	5 (100.0)	5 (5.0)
Mayurbhanj	5 (100.0)	2 (40.0)	1 (20.00)	0 (0.0)	4 (80.0)	5 (100.0)	5 (12.50)
Sundargarh	4 (100.0)	3 (75.00)	3 (75.00)	1 (25.0)	4 (100.0)	4 (100.0)	4 (5.33)
Balasore	3 (100.0)	2 (66.67)	2 (66.67)	1 (33.33)	2 (66.67)	3 (100.0)	3 (4.50)
Nayagarh	3 (100.0)	1 (33.33)	1 (33.33)	1 (33.33)	3 (100.0)	3 (100.0)	3 (9.0)
Grand Total	20 (100.0)	13 (65.0)	10 (50.00)	5 (25.0)	17 (85.0)	20 (100.0)	20 (100.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

Figure- 5.3 Presence of Safety & Security mechanism in Schools



5.2. Safety and Security Parameters in Hostels

The main focus of the study lies on the availability of safety and security parameters of hostels. Hundred percent school hostels have physical proximity to human habitations. Hence, it is not a matter of concern. As per the guidelines, every girls' hostel should have a separate boundary wall preferably 8 feet height with a grill gate. Regarding the boundary wall, 17 (85%) hostels have boundary walls. In rest 3 (15%) hostels, either walls are of low height or have green fencing. Among the visited schools, 3 (15%) school hostels have problem in door and window locking system. There should be a provision for sick room in hostels. The study result reveals that only 8 (40%) hostels have that facility. The rest hostels accommodate sick children in the same room separately (see Table 5.4 and Fig.5.4).

Table 5.4 Availability of Physical Infrastructure Facilities in Hostels

District	Sample Hostels	Availability of Boundary wall	Locking Facilities for doors and Window	Availability of Sick Room
Balasore	3 (100.0)	1 (33.33)	3 (100.0)	1 (33.33)
Koraput	5 (100.0)	5 (100.0)	5 (100.0)	4 (80.0)
Mayurbhanj	6 (100.0)	6 (100.0)	6 (100.0)	2 (83.33)
Nayagarh	2 (100.0)	2 (100.0)	1 (50.0)	0 (0.0)
Sundargarh	4 (100.0)	3 (75.0)	4 (100.0)	1 (25.0)
Grand Total	20 (100.0)	17 (85.0)	19 (95.0)	8 (40.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total



Figure- 5.4 Availability of Physical Infrastructure Facilities in Hostels



The pre-requisite of a healthy boarding life depends on minimum basic service facilities. These included availability of safe drinking water, separate toilets for girls' hostel, availability of electricity, alternative source of lighting and telephone facilities. All the surveyed hostels have facilities of safe drinking water, separate toilet for girls' hostel and electricity connection. Among the sample hostels, 16 (80%) hostels have alternative source of lighting like solar light, emergency battery light etc. The rest 4 (20%) depends only on candle. It is indicated in department guideline that one hotline telephone has to be installed in each residential school campus and the phone should be installed in the most accessible place in the senior most girls' hostel within school premises. The study result shows that 14 (70%) school hostels follow the practice. In all the 14 (70%) hostels, it has been installed in proper place. Help line number is also displayed in different places on the hostel walls (see Table 5.5 and Fig.5.5).



Hotline Telephone facility in SSD schools



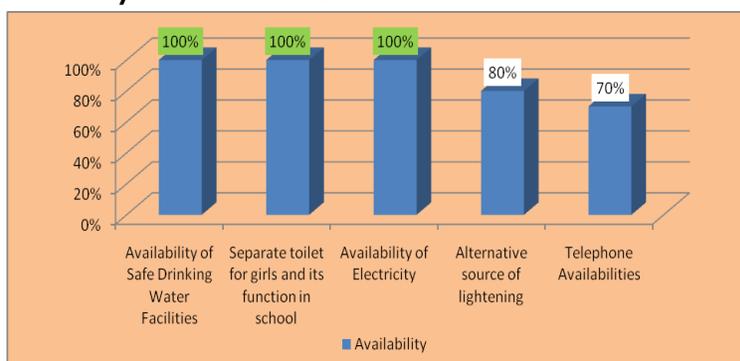
Hotline Telephone facility in SSD schools

Table 5.5 Availability of Basic Services Facilities in Hostels:

District	Sample Hostels	Availability of Safe Drinking Water Facilities	Separate toilet for girls and its functionality	Availability of Electricity	Alternative source of lighting	Telephone Availability
Balasore	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)	1 (33.33)	3 (100.0)
Koraput	5 (100.0)	5 (100.0)	5 (100.0)	5 (100.0)	4 (80.0)	4 (80.0)
Mayurbhanj	6 (100.0)	6 (100.0)	6 (100.0)	6 (100.0)	5 (83.33)	4 (66.67)
Nayagarh	2 (100.0)	2 (100.0)	2 (100.0)	2 (100.0)	2 (100.0)	0 (0.0)
Sundargarh	4 (100.0)	4 (100.0)	4 (100.0)	4 (100.0)	4 (100.0)	3 (75.0)
G. Total	20 (100.0)	20 (100.0)	20 (100.0)	20 (100.0)	16 (80.0)	14 (70.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

Figure- 5.5 Availability of Basic Services Facilities in Hostels



To ensure safety and security in residential schools, the parameters like provision of 24 hour security guard, Hostel in-charge in position being a lady, Staff staying in the hostel premises, Specific person responsible for safety & security, Life skill training to hostel inmates and Orientation to Hostel in charge on safety & security is highly needed.

Regarding the provision of security guard, it was found that 9 (45%) schools have the provision. Exclusive **provision of security guard** is found only in one school i.e EMRS of Khunta block of Mayurbhanj district. In other cases, non-teaching staff like CCA, LWW or Matron shoulder the additional responsibility of part time security guard. As per the guideline, in 100% school hostels, hostel-in-charge is found to be a lady and 17 (85%) staff members stay in hostel premises. While enquiring about person responsible for safety & security, 14 (70%) school authorities assigned the responsibility to a specific person on rotation basis. Of the total enrolment in SSD hostels, 60% students are girls. The Department has taken initiative to ensure safety and security of girl students at all levels and provides them an enabling platform for their health and wellbeing. (see Table 5.6 and Fig.5.6).

As per the department guidelines, the LSE should be conducted on a weekly basis on the themes assigned for the month by trained nodal teachers and ANMs at middle and high schools. The Assistant Superintendent/Matrons will organize sessions for girls in hostels after school hours in line with the monthly themes. While enquiring about orientation on Life Skill Education to students and hostel-in-charge personnel, 12 (60%) schools accomplished the task as per the guidelines. In the process, students are found sufficiently aware about the eight themes they are taught. However, neither the peer group nor the class room leaders found to be empowered enough to share or handle sexual abuse cases occurring inside the school.

Table 5.6 Human Resource support in Hostels

District	Sample Hostels	Provision of 24 hour security guard	Hostel in-charge in position being a lady	Staff staying in the hostel premises	Specific person responsible for safety & security	Life skill training to hostel inmates	Orientation to Hostel in charge on safety & security
Balasore	3 (100.0)	2 (66.67)	3 (100.0)	2 (66.67)	2 (66.67)	2 (66.67)	2(66.67)
Koraput	5 (100.0)	2 (40.0)	5 (100.0)	5 (100.0)	3 (60.0)	4 (80.0)	3 (60.0)
Mayurbhanj	6 (100.0)	1(16.67)	6 (100.0)	5 (83.33)	5 (83.33)	3 (50.0)	3 (50.0)
Nayagarh	2 (100.0)	1(50.0)	2 (100.0)	1 (50.0)	0 (0.0)	1(50.0)	1(50.0)
Sundargarh	4 (100.0)	3 (75.0)	4 (100.0)	4 (100.0)	4 (100.0)	2 (50.0)	3 (75.0)
Grand Total	20 (100.0)	9 (45.0)	20 (100.0)	17 (85.0)	14 (70.0)	12 (60.0)	12 (60.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

Figure- 5.6 Human Resource support in Hostels



To prevent sexual abuse incidences in schools, government has taken initiative in constituting a group among the students. A group of ten students representing each class having leadership qualities shall be identified by the Assistant Superintendent/Matron and oriented to become peer leaders, so that they can help in identifying and reporting incidents of sexual abuse. During our study, except 10% schools, no others have constituted this peer leader group.

As per the department guideline, at the entry gate to the school and hostel an ‘in and out’ register shall be maintained where entry and exit of all visitors to the school/hostel premises shall be recorded. The study shows 100% surveyed schools follow this guideline.

School authorities including supervisory officials should take care of health of inmates of residential schools. Visit of a medical officer or Mobile Health Units for regular health check-up of the students of the Residential school should be ensured. Dedicated ANMs posted by the SSD Department should regularly visit and monitor the health and hygiene in the schools and hostels. As indicated in Table-5.7, in 100% schools, regular health check-up is being done mostly by Mobile Health Units. In most of the schools, dedicated ANMs are not posted, and wherever posted they cover limited number of schools due to conveyance constraints.

The guideline also lies down that the school must constitute School Management Committee (SMC) for the elementary classes and SMDC for the high school section. Besides, Parent Teacher Meet (PTM) should be held on a quarterly basis preferably on a holiday i.e, 2nd Sunday following the quarter ending of the calendar year where the teacher should share the academic progress of the student with the parents. In this regard, it is found that in 65% schools, regular SMC meeting is taking place and 50% SMC members visit school hostels to attend SMC meetings. As regards parents’ visit, they are not much concerned about their children. In 85% schools, a time is fixed for entry of the visitors. A strict policy for escorting girl student for out door activities by lady personnel has been made in all the surveyed schools (see Table 5.7 and Fig.5.7).

Table 5.7 Presence of Safety & Security monitoring mechanism in Hostels

District	Visit by the govt. officials once in a month	Regular meeting of SMC	Existence of Peer Groups in the hostel	In &Out Movement register maintained for inmates	Fixed timing for entry of visitors	Escorting of girl students for outdoor activities	Regular Visit of health personnel to the hostel	SMC members/ parents visiting girls hostel
Balasure	3 (100.0)	2 (66.67)	0 (0.0)	3 (100.0)	3 (100.0)	3 (100.0)	3 (100.0)	2 (66.67)
Koraput	5 (100.0)	4 (80.0)	0 (0.0)	5 (100.0)	3 (60.0)	5 (100.0)	5 (100.0)	2 (40.0)
Mayurbhanj	6 (100.0)	5 (83.33)	0 (0.0)	6 (100.0)	6 (100.0)	6 (100.0)	6 (100.0)	1 (16.67)
Nayagarh	2 (100.0)	1 (50.0)	1 (50.0)	2 (100.0)	1 (50.0)	2 (100.0)	2 (100.0)	2 (100.0)
Sundargarh	4 (100.0)	1 (25.0)	1 (25.0)	4 (100.0)	4 (100.0)	4 (100.0)	4 (100.0)	3 (75.0)
Grand Total	20 (100.0)	13 (65.0)	2 (10.0)	20(100.0)	17(85.0)	20(100.0)	20(100.0)	10(50.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

Figure- 5.7 Presence of Safety & Security indicators in Hostels

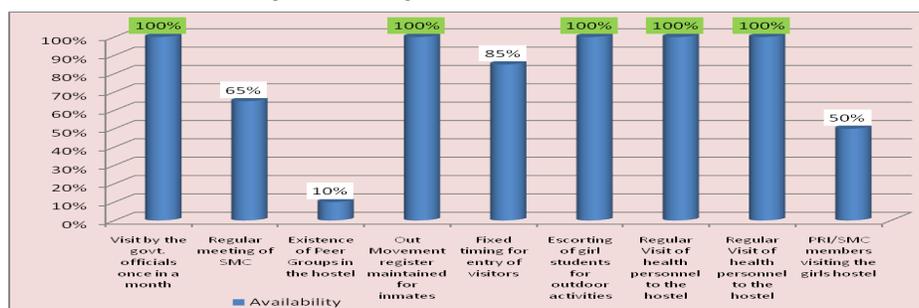


Table 5.8 Existence of safety & security mechanism in Hostels

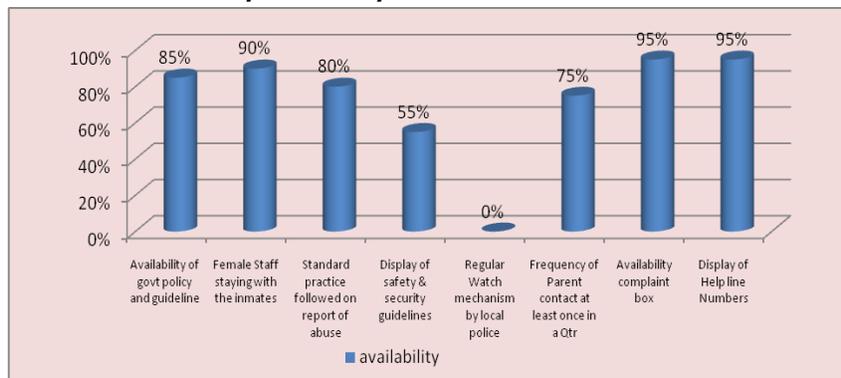
District	Availability of govt policy and guideline	Female Staff staying with the inmates	Standard practice followed on report of abuse	Display of safety & security guidelines	Regular Watch mechanism by local police	Frequency of Parent contact at least once in a Qtr	Availability of complaint box	Display of Help line Numbers
Balasore	2 (66.67)	2(66.67)	2 (66.67)	1 (33.33)	0 (0.0)	1 (33.33)	3 (100.0)	3 (100.0)
Koraput	4 (80.00)	5(100.0)	5 (100.0)	5 (100.0)	0 (0.0)	4 (80.0)	4 (80.0)	5 (100.0)
Mayurbhanj	5 (83.33)	5(83.33)	5 (83.33)	1 (16.67)	0 (0.0)	4 (66.67)	6 (100.0)	5 (83.33)
Nayagarh	2 (100.00)	2(100.0)	1 (50.0)	1 (50.0)	0 (0.0)	2 (100.0)	2 (100.0)	2 (100.0)
Sundargarh	4 (100.00)	4(100.0)	3 (75.0)	3 (75.0)	0 (0.0)	4 (100.0)	4 (100.0)	4 (100.0)
Grand Total	17 (85.00)	18 (90.0)	16 (80.0)	11 (55.0)	0 (0.0)	15 (75.0)	19 (95.0)	19 (95.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

To prevent incidences of sexual abuses in residential schools, the department has given certain instructions to follow strictly in school hostels. The instructions include availability of government policy and guideline, Female staff staying with the inmates, Standard practice followed on report of abuse, Display of safety & security guidelines, Regular Watch mechanism by local police, Frequency of Parent contact at least once in a quarter, Availability of complaint box, Display of Help line Numbers etc. It indicates in Table 5.8 that in 19 (95%) school hostels, there is availability of complaint box and display of helpline numbers, in 18 (90%) school hostels, female staff are staying with the inmates. There is availability of government policy and guideline in 17 (85%) school hostels, standard practice followed on report of sexual abuse in 16 (80%) school hostels. But regarding display of safety and security guideline, it is found only in 10 (50%) school hostels (see Table 5.10 and Fig.5.10).



Figure- 5.8 Existence of safety & security mechanism



5.3 Ranking and scoring of Safety and Security in Schools and Hostels

For the purpose of ranking and scoring, some basic parameters for safety and security were taken which included physical infrastructure facilities, Basic Services Facilities, Human Resource support services.

Table 5.9 Ranking and scoring scale of Safety and Security

Scale Point	Ranking scale	Score Range (as per compliance of safety and security parameters)
1	Alarming – immediate action required	Below 30%
2	Extreme Bad	30 – 40 percent
3	Bad	41 – 60 percent
4	Moderate	61 – 80 percent
5	Satisfactory up to some extent	81 – 99 percent
6	Fully Compliant and excellent	100 percent

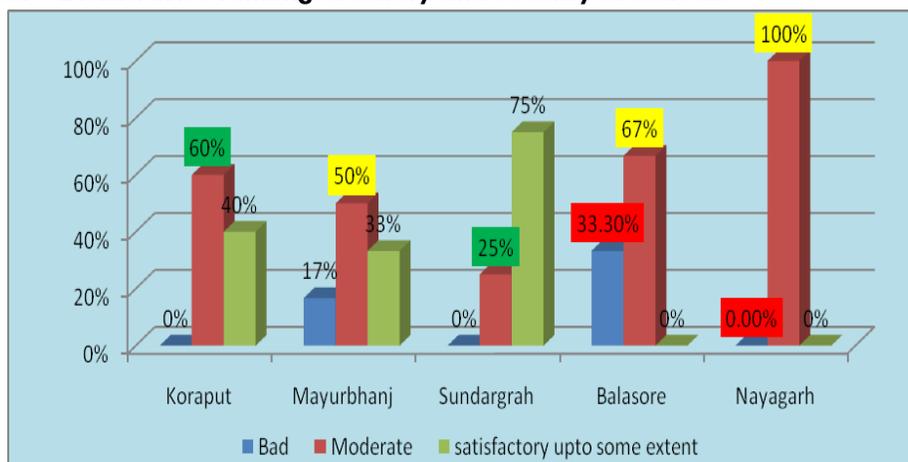
Scoring and ranking has been given according to the percentage of compliance of safety and security parameters in the schools and hostels. Based on the scoring and ranking, need for further improvement can be identified. District wise scoring and ranking is drawn as per the ranking scale (Table-5.9).

It reveals from the study (Table.5.10 and Fig.5.10), that 70% schools come under moderate in terms of safety and security. Fifteen percent schools have bad situations and the situation of rest 15% schools is satisfactory up to some extent. No case of alarming, extreme bad or fully equipped schools is found among study schools. While analyzing district wise situations, all the three Full-TSP districts have better situations than the other two districts.

Table 5.10 District wise ranking of Safety and Security of Schools

District	Type of district	Bad (%)	Moderate (%)	Satisfactory to some extent (%)
Koraput	Full TSP district	0.00	80.00	20.00
Mayurbhanj	Full -TSP district	20.00	60.00	20.00
Sundargarh	Full-TSP district	0.00	75.00	25.00
Balasore	Partially-TSP district	33.33	66.67	0.00
Nayagarh	Non-TSP district	33.33	66.67	0.00
Grand Total		15.00	70.00	15.00

Figure- 5.9 District wise ranking of Safety and Security of Schools

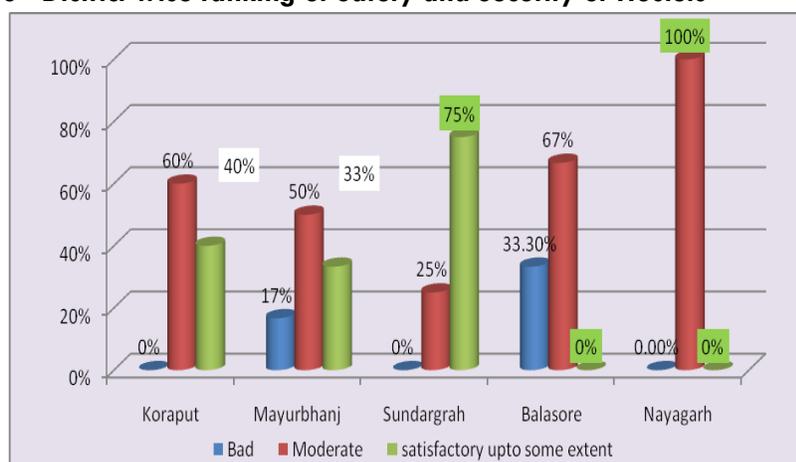


Similarly, while looking into the situation in hostels, 55% seems to be 'moderate', 35% under 'satisfactory up to some extent' category and the rest 10% schools are found to be in bad conditions. District wise data shows the situation in Sundargarh district is better than the other districts. Among the three Full TSP districts, conditions in Mayurbhanj district are worse than the others (see Table 5.11 and Fig.5.11). It may so happened because more number of S&ME schools was covered in Mayurbhanj district where SSD hostels are attached. During study, it was also noticed that the conditions of hostels attached to S& ME schools is worse in terms of safety and security aspects than that of SSD schools.

Table 5.11 District wise ranking of Safety and Security of Hostels

District	Type of district	Bad (%)	Moderate (%)	Satisfactory to some extent (%)
Koraput	Full TSP district	0.00	60.00	40.00
Mayurbhanj	Full -TSP district	16.67	50.00	33.33
Sundargarh	Full-TSP district	0.00	25.00	75.00
Balasore	Partially-TSP district	33.33	66.67	0.00
Nayagarh	Non-TSP district	0.00	100.00	0.00
Grand Total		10.00	55.00	35.00

Figure- 5.10 District wise ranking of Safety and Security of Hostels



5.4 Gender ratio among Teaching and Non-Teaching staff

It has been experienced from many instances that incidences of sexual abuse occurred inside the school. Hence, for safety and security of girl children in residential schools, gender ratio among teaching staff, non-teaching staff, between student and teacher and student and CCA should also be taken care of.

Table 5.12 Gender segregation among Teaching staff

District	Total No Teaching Staff Male	Total No Teaching Staff Female	Total
Balasore	18 (66.67)	9 (33.33)	27 (100.0)
Koraput	18 (46.15)	21 (53.85)	39 (100.0)
Mayurbhanj	33 (58.93)	23 (41.07)	56 (100.0)
Nayagarh	15 (53.57)	13 (46.42)	28 (100.0)
Sundargarh	26 (61.90)	16 (38.10)	42 (100.0)
Grand Total	110 (57.29)	82 (42.71)	192 (100.0)

Source: Field Survey, 2017-18 Note: Figures in parenthesis indicate percentage to the total

Table. 5.12 represent district wise gender percentage among teaching staff. The study result shows that female percentage is around 43% which is less than the male percentage (57%). Except Koraput district, the status of other districts is same. In Koraput district, proportionate of female staff is 54% which is more than the male staff members (46%) (see **Table 5.12 and Fig.5.12**).But it will be more rationale to find (i) gender ratio of girl children and female teacher (ii) gender ratio of girl children and CCA.

Figure- 5.11 Gender segregation among Teaching staff

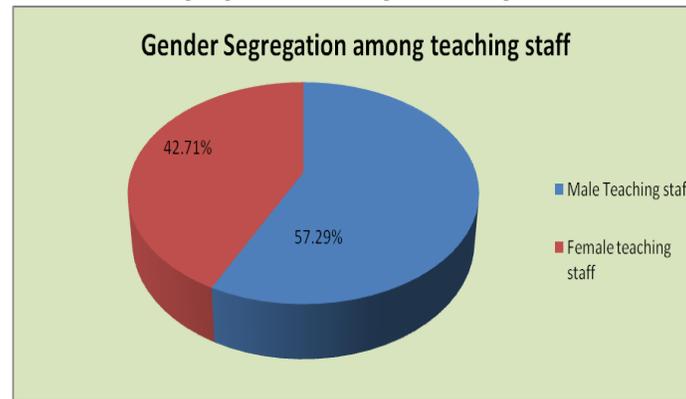


Table 5.13 Gender ratio of female teacher and female non-teaching staff to girl inmates

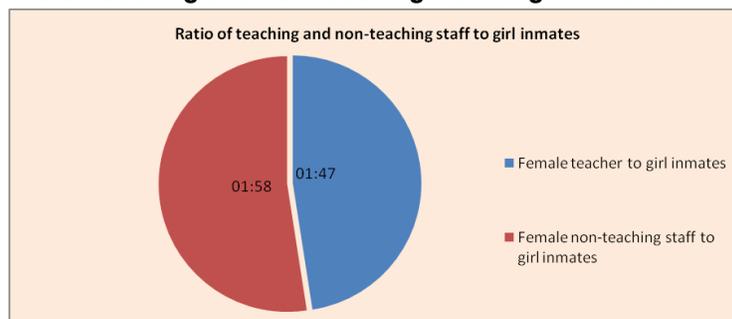
District	Total No of Non-Teaching Staff Female	No. of Female Teachers	No. of Inmates Girls	Female Teacher to girl inmates	Female non-teaching staff to girl inmates
Balasore	22	9	765	1: 85	1: 35
Koraput	23	21	1246	1: 59	1: 54
Mayurbhanj	8	23	973	1: 42	1: 121
Nayagarh	1	13	196	1: 15	1:196
Sundargarh	13	16	693	1:43	1: 53
Grand Total	67	82	3873	1: 47	1: 58

Source: Field Survey, 2017-18

Ratio of female teaching and non-teaching to girl inmates is highly required for attaining safety and security of girl children in residential school hostels.

Table 5.13 represents data on ratio of female teacher to girl inmates and female non-teaching to girl inmates. It reveals that there is a wide variation from the lowest of 15 students per female teacher in schools of Nayagarh district to the highest of 85 girl students per female teacher in schools of Balasore district. Between 40 to 60 girl students per female teacher is found in schools of three districts i.e Koraput, Mayurbhanj and Sundargarh districts. Overall data shows there are 47 girl students per female teacher. The ratio seems rational in all the districts except Balasore district (see **Table 5.13 and Fig.5.13**).

Figure- 5.12 Ratio of teaching and non-teaching staff to girl inmates



Similarly, while verifying ratio of female non-teaching staff to girl inmates, it is found that the situation in Mayurbhanj and Nayagarh is worse i.e 121 and 196 per staff respectively than other districts i.e between 35 to 60 girl inmates per staff. Overall ratio of girl inmates per non-teaching staff is found to be 58. Here, the ratio is rational.

Table 5.14 School wise Scoring of Existence of Safety and Security parameters in residential schools

District	Block	School Name	Score
Balasore	Nilagiri	Govt Girl high school, Tenda	79
		Telipala Ashram school	79
	Remuna	Gobindpur Girls High school	59
Koraput	Baipariguda	Kolar SevAshram	74
	Kotpad	Govt Girl high school	94
		Govt high school, SB Nuagaon	82
	Laxmipur	Kundar UG Ashram school	79
	Nandapur	Govt Girl high school,Balda	76
Mayurbhanj	Baripada	G.P High school, Chandanur	65
	Bijatala	Mundathakura Ashram school	82
	G.B Nagar	Kunta Govt. Girls High school	53
	Kaptipada	Govt Girls High school, Badasimilia	74
	Khunta	EMRS, Dhanghera	88
	Udala	Nuagaon Ashram school	79
Nayagarh	Nuagaon	Dimiripali Ashram school	76
	Ranpur	B.C High school,Ranpur	62
Sundargarh	Kutra	Bhogra Sevashram	74
	Lephipada	Govt High school, Bedibahal	85
		Govt. Girls High school, Chhotenpali	82
	Sadar	EMRS, Bhawanipur	85
		Total	1527
		A.M	76.35
		S.D	10.05
		A.M-S.D	66.30
	A.M+S.D	86.40	

Taking all the indicators including gender ratio of inmates and teaching and non-teaching staff into consideration, all the sample schools where SSD hostels attached are categorized into 4 types on the basis of indicators mentioned in ST department guidelines for safety and security in the hostels. As per point scale method, the categories are divided into 4 scales (i) Worse (ii) Good (iii) Satisfactory (iv) Excellent. (Table-5.15)

As per Likert Scaling Technique, from among sample school hostels, no school hostels in Koraput and Sundargarh are found to be **worse**. In other districts like G.P High School, Chandanpur, Government Girls High School, G.B.Nagar of Mayurbhanj district, Gobindpur, Girls High School of Balasore district and B.C.High School of Nayagarh district, the situation is **worse**. All these schools come under S&ME deptt and Govindpur Girls High School is a block grant private school (Table-5.15). The reason for the condition may be (i) safety and security aspect is not seriously taken in S&ME deptt and private schools. But the schools like

Government Girls High School, Kotpad of Koraput district and EMRS, Dhanghera of Khunta block of Mayurbhanj district are considered as **Excellent**.

Table 5.15 Classification of School Hostels according to the degree of compliance of safety and security parameters

District	Worse ⁹	Good ¹⁰	Satisfactory ¹¹	Excellent ¹²
Koraput	NIL	1. Government Girls High School, Balda 2. Kolar SevAshram	1. Government High School, SB Nuagaon 2. Kunder UG Ashram School	1. Government Girls High School, Kotpad
Mayurbhanj	1. G.P High School, Chandanur 2. Government Girls High School, G.B. Nagar	1. Government Girls High School, Badasimulia	1. Mundathakura Ashram School 2. Nuagaon Ashram School	1. EMRS, Dhanghera
Sundargarh	NIL	1. Bhogra Sevashram	1. EMRS, Bhawanipur 2. Govt High School, Bhedibahal 3. Government. Girls High School, Chhotenpali	NIL
Balasore	1. Gobindpur Girls High School		1. Government Girl High School, Tenda 2. Telipala Ashram School	
Nayagarh	1. B.C High School, Ranpur	1. Dimiripali Ashram School	NIL	NIL

Study Results

- All the 20 surveyed schools (100%) have physical proximity i.e 0-2 kms to human habitations, boundary wall fully securing the school building from all sides and availability of gate at the entry point.
- In respect of locking facilities for doors and window, 19 (5%) schools do not have this facility. Among the 5 sample districts, 1 sample school of Sundargarh district has problem relating to locking of doors and windows.
- Cent percent of schools have drinking water and electrification facilities, 18 (90%) schools have separate toilet for girls. But regarding telephone facilities, only 10 (50%) schools have it.

⁹ The situation of safety and security of schools will be considered **Worse** if scoring value is below A.M-S.D

¹⁰ The situation of safety and security of schools will be considered **Good** if scoring value lies between A.M-S.D to A.M

¹¹ The situation of safety and security of schools will be considered **Satisfactory** if scoring value lies between A.M to A.M to A.M+S.D

¹² The situation of safety and security of schools will be considered **Excellent** if scoring value lies A.M+S.D and above

- Thirteen (65%) schools follow the standard practice of reporting.
- Regarding display of safety and security guidelines, only 10 (50%) schools do the same.
- Seventeen (85%) hostels have boundary walls. In other cases, boundary walls are there but in some cases, it is not heightened, and in some other cases; boundary walls are not fully secured (only grain fencing). Also it was found in some cases, there is no boundary wall in the back side of the school.
- Among the study schools, 3 (15%) hostels have problem in door and window locking system
- Only 8 (40%) hostels have sick room facility. The rest hostels accommodate the sick children in the same room separately.
- All the surveyed hostels have facilities of safe drinking water, separate toilet for girls' hostel and electricity connection.
- Among the sample hostels, 16 (80%) hostels have alternative source of lighting like solar light, emergency battery light etc. The rest 4(20%) depends only on candle.
- Fourteen (70%) school hostels have hotline telephone facility. In all the 70% hostels, telephone has been installed in proper places. Help line number is also displayed in different places on the hostel walls.
- Only 9(45%) schools have the provision of Security Guard. Exclusive provision of security guard is noticed only in one school i.e EMRS of Khunta block of Mayurbhanj district. In other cases, non-teaching staff like CCA, LWW or Matron takes the additional responsibility of security guard. They are not full time security guards.
- In 100% school hostels, hostel-in-charge is found to be a lady and 17 (85%) staff stay in hostel premises.
- In 14 (70%) schools, school authorities assign the responsibility of watch and ward to a specific person and the rest schools on rotation basis.
- Regarding Life Skill Education to students and hostel-in-charge personnel, 12 (60%) schools accomplished the task as per the guidelines. Except 2 (10%) schools, no others have constituted Peer Leader Groups. 'In and out' register is maintained in 100% schools.
- In 100% schools, regular health check-up is being done by mostly Mobile Health Units. In most of the schools, dedicated ANMs are not posted, and wherever posted they cover limited number of schools due to conveyance constraints.
- In 13 (65%) schools, regular SMC meeting is taking place and 10(50%) SMC members visit school hostels to attend SMC meetings. As regards parents' visit, they do not visit regularly.
- In 17 (85%) schools, a time is fixed for entry of the visitors. A strict policy for escorting girl students for outdoor activities by lady personnel has been made in all the schools.
- In 19 (95%) school hostels, there exists complaint boxes and display of helpline numbers
- In 18 (90%) school hostels, female staff members are staying with the inmates.

- There is availability of government policy and guidelines in 17 (85%) school hostels and standard practice being followed for report of sexual abuse cases in 16 (80%) school hostels
- But regarding display of safety and security guidelines, it is found only in 10 (50%) hostels.
- On the basis of ranking scale, 14 (70%) schools come under moderate in terms of safety and security. Fifteen percent schools have bad situations and situation of rest 3 (15%) schools is satisfactory up to some extent. No case of alarming, extreme bad schools is found among study schools. All the three Full-TSP districts have better situations than the other two districts which have same conditions.
- Similarly, among hostels, 11 (55%) seems to be 'moderate', 7 (35%) under 'satisfactory up to some extent' category and the rest 2 (10%) schools are found to be in bad conditions. Among the districts, the situation in Sundargarh district is better than the other districts.
- Among the three Full TSP districts, conditions in Mayurbhanj district are worse than the other districts (SSD hostels attached to S&ME schools were included). The condition of hostels attached to S&ME schools is worse in terms of safety and security aspects than that of SSD schools.
- Among teaching staff, female percentage is around 43% which is less than the male percentage (57%). Except Koraput district, in all the districts, the status of gender proportion of teaching staff is same. In Koraput district, proportion of female staff is 54% which is more than the male staff (46%). Between 40 to 60 girl students per female teacher is found in schools of three districts i.e Koraput, Mayurbhanj and Sundargarh districts. Overall data shows there are 47 girl students per female teacher. Overall ratio of girl inmates per non-teaching staff is found to be 58. Here the ratio is rational.
- From among sample school hostels, no school hostels in Koraput and Sundargarh are found to be worse. In other districts like G.P High School, Chandanpur, Government Girls High School, G.B. Nagar of Mayurbhanj district, Gobindpur Girls High School of Balasore district and B.C. High School of Nayagarh district, the situation is worse. All these schools come under S&ME deptt and Govindpur Girls High School is a private school. The schools like Government Girls High School, Kotpad of Koraput district and EMRS, Dhanghera of Khunta block of Mayurbhanj district are considered Excellent.

Awareness at Different Levels and Factors Responsible for Occurrences of Sexual Abuses in Residential Schools

The overall development and quality education for students in residential schools is quite a challenging task for the department. To keep the schools and hostels free from any form of abuse and exploitation, stringent mechanisms are put in place by the department that has issued **School and Hostel Management Guidelines** in 2013, **Safety Security Guidelines and Mess Management Guidelines** in 2014, initiated **Life Skill Education** for students and nodal teachers in 2015, started **Hotline Telephone Service** in 2016 and issued **guidelines for Matron and ANM engagement** in schools for the safety of the girls and boys in schools and hostels. These guidelines along with some of the progressive legislations like (POCSO Act-2012) have high impact on all the issues relating to safety security of the students.

An enabling platform for students in schools can be ensured through awareness building and adopting safeguard measures. In order to prevent the abuses and harassments in schools all concerned stakeholders need to understand the basic characteristics of abuse and harassment and be aware regarding their role and responsibilities for prevention and management in case of any eventuality.

To address this concern, the Department of ST and SC Development has issued a stringent guideline to curb all reported and unreported cases of abuses and harassment in its residential schools. Under the guidance of Director, SCSTRTI, the UNFPA supported Life Skills Education programme team in collaboration with District Welfare Officers organised District Level Workshops with active participation of District Administration. Twenty four district level sensitization workshops were organised covering all the 30 districts. At the district level, the key stakeholders include Headmistress/masters, Assistant Hostel Superintendents, Health Worker (Female) and Welfare Extension Officers (WEOs) and key district level stakeholders attended the training programme. This sensitization programme provided an opportunity to the participants to clarify their role and responsibilities and understand the standard operating procedure to follow in case of any eventualities and update their knowledge on prevention and legal aspects. The present chapter is divided into two sections. Section-I deals with assessment of awareness level of Supervisory Officials and Girl Inmates. Section-II deals with factors responsible for occurrences of sexual abuses in Residential Schools.

SECTION - I

Assessment of Awareness level of Supervisory Officials and Girl Inmates

6.1 Students / Inmates

During field study, each 10 girl children representing all classes (VI onwards) from surveyed residential schools were drawn (**Table.4.1**). They were supplied with a Schedule containing certain questions relating to Life Skill Education (LSE) giving multiple choice answers. Assessment was made from among the select girl children. Knowledge about safety and security guideline was also examined during their assessment.

Table 6.1 School wise Scoring in Life Skill Education (LSE) of Girl Inmates

Names of the district	Names of the block	Name of the Residential School	Average score
Koraput	Nandapur	Balda Government Girls High School	38
	Kotpad	Kotpad Government Girls High School	51
		Girls High School S.B. Nuagaon	36
Balasore	Nilagiri	Tenda Government Girls High School	52
		Telipal Ashram School	21
	Remuna	Govindpur Girls High Schoolr	32
Nayagarh	Nuagaon	Dimiripali Ashram School	41
	Ranur	B.C High School	50
Mayurbhanj	Bijatata	Mundathakura Ashram School	26
	G B Nagar	Khunta Government Girls High School	33
	Baripada	G.P high School, Chandanpur	30
	Kunta	EMRS, Dhanghera	41
	Kaptipada	Government Girls High School, Badasimilia	47
	Udala	Nuagaon Ashram School	37
			Total
		A.M	40.18
		A.M-S.D	30.61
		A.M+S.D	49.75



Assessment of awareness level about LSE



Assessment of awareness level about LSE

Based on Likert Scaling Technique, awareness level about LSE is divided into 4 point scales (i) Not aware (ii) Aware (iii) Aware and Partial Positive (iv) Aware and Fully Positive. **Table 6.2** presents 4 categories of schools in terms of awareness level about LSE among girl children. Following the above point scale method, Telipala Ashram School, G.P High School, Chandanur, Mundathakura Ashram School come under “Not Aware” category, Gobindpur Girls High School, Government Girls High School, Balda, Government High School, SB Nuagaon, Kunta Government Girls High School, Nuagaon Ashram School under “Aware” category. Special attention for generating awareness is needed to the said schools (aware and not aware

category). Government Girls High School, Tenda and Government High School, Bedibahal are found to be the best schools in terms of awareness level on LSE.

Table 6.2 Classification of Schools according to the understanding/awareness level of LSE

District	Not Aware ¹³	Aware ¹⁴	Aware and Partial Positive ¹⁵	Aware and Fully Positive ¹⁶
Balasore	1. Telipala Ashram School	1. Gobindpur Girls High School	NIL	1. Govt Girl High School, Tenda
Koraput	NIL	1. Govt Girl High School, Balda 2. Govt High School, SB Nuagaon	1. Govt Girls High School, Kotpad	NIL
Mayurbhanj	1. G.P High School, Chandanur 3. Mundathakur Ashram School	1. Kunta Govt. Girls High School 2. Nuagaon Ashram School	1. EMRS, Dhanghera 2. Govt Girls High School, Badasimilia	NIL
Nayagarh	NIL	NIL	1. B.C. High School, Ranpur 2. Dimiripali Ashram School	NIL
Sundargarh	NIL	NIL	1. EMRS, Bhawanipur 2. Govt. Girls High School, Chhotenpali	1. Govt High School, Bedibahal

Table 6.3 below shows the awareness level of the students regarding safety and security as per guidelines. Based on their performance, scoring to each student was given and accordingly, average score was drawn for each school. Average score is found to be 76%. It is a good indication. It is also found that students of Nayagarh district scored the highest (80%) followed by Sundargarh (75%) and Mayurbhanj districts (70%). It indicates that the students have good knowledge on Life Skill Education.

Table 6.3 Awareness Level of Students/Inmates as per Govt. guidelines

Name of the District	Type / No of Schools		No of Students Interacted	Average Score (in %)
	SSD	S&ME		
Koraput	03	0	30	70
Mayurbhanj	04	02	60	75
Sundargarh	03	0	30	80
Balasore	02	01	30	70
Nayagarh	01	01	20	85
Total	13	04	170	76

In order to assess the awareness level of stake holders like teaching and non-teaching staff, supervisory officials at block and district levels, different techniques of assessment were adopted. Schedule suitable for different categories like students, teaching staff and supervisory officials were prepared. The parents, SMC members and non-teaching staff were interacted through interview schedules. Scoring was done as per the number of correct answers. The assessment of awareness level of the stakeholders are as follows.

¹³ Not aware indicates children have no idea about LSE (if the score value lies below (A.M –S.D))

¹⁴ Aware indicates children know about the contents covered under LSE(if the score value lies between(A.M – S.D))to A.M

¹⁵ Aware and partially positive indicates children know about some concepts of LSE(if the score value lies between (A.M to A.M+S.D))

¹⁶ Aware and fully positive indicates children are confident about the concepts of LSE(if the score value lies (A.M +S.D) and above

6.2 Teaching Staff

In order to assess the awareness level of the teaching staffs, the stakeholders like Head Masters/Mistresses, Assistant Hostel Superintendents and Nodal Teachers of the selected schools were interviewed with the help of specially designed schedules. The table below reflects the scoring of the teaching staffs of the selected schools. The scorings are mostly average or poor. The trend is same in TSP as well as in non-TSP areas. The teaching staff are aware of the departmental guidelines but lack working knowledge on POSCO Act and LSE Programme. Of the 20 Head Masters interacted, only one was rated good. Even the trained LSE teachers need up gradation in their skill further to enhance knowledge of the girl students. In case of Sevashrams, the performance of the teaching staffs is reported to be poor.

Table 6.4 Awareness Level of Teaching, Non-Teaching and Stakeholders as per Govt. guidelines

Scoring of Teaching Staff					
Category of Staff/ Stakeholders	Total no. of staffs/ Stakeholders Interacted	Poor	Average	Good	Excellent
HM	20	11	08	01	-
AHS	14	12	2	-	-
Nodal Teacher	07	04	02	01	-
Scoring of Non-Teaching Staff					
Matron	07	01	02	04	--
LCCA	11	02	07	02	-
ANM	04	01	Nil	03	-
Parent/SMC	12	--	12	--	-
Scoring of Supervisory Cadre Officials					
DWO	4	0	3	0	1
ADWO	3	0	1	2	0
WEO	8	1	1	4	2



Interaction with Headmaster in Telipala Ashram School, Balasore



Interaction with Headmistress in Kotpad GH School, Koraput

6.3 Non-Teaching Staff

Non teaching staff of residential schools especially the CCAs, Matrons, and ANMs play an important part in ensuring quality life of the students of the schools. The table above reveals the awareness level of the Matrons (4 out of 7) and ANMs (3 out of 4) to be good. The ANMs

are aware of their duties and responsibilities, but find time constraint to cover all the schools they are assigned with. Similarly, giving quality time to the students is difficult for the Matrons who often look after more than 200 students in a school. The CCAs of the selected schools were found to perform multiple tasks. Apart from their core responsibility of cooking, they work as the part time security personnel at the entrance gate, accompany the girls when they go out, stay with the girl boarders in the absence of matron. The CCAs have limited awareness about government guidelines and legislations. The parents and SMC members are more involved in matters like school development, purchase of uniform, mess management etc. and are moderately aware.



Non-Teaching Staff of Tenda GH School

Non-Teaching Staff of Mundathakura Ashram School

6.4 Supervisory Officials

Similarly, regarding awareness level of supervisory officials about safety security guidelines and other legislations to prevent sexual abuse in residential schools, the rating is average and good except one DWO found to be excellent.



Interaction with DWO, Mayurbhanj



Interaction with WEO, Lefripada, Sundargarh

SECTION-II

Factors responsible for incidences of sexual abuse in residential schools

Factors associated with incidences of sexual abuses may be (i) poverty/income of the family of girl children (ii) absence of safety and security parameters in the hostels of residential schools (iii) lack of awareness/knowledge among girl children about life skill education including safety and security guidelines. The present study tried to find out factor responsible for occurrences of incidences of sexual abuse with girl children in residential schools.

6.5 Factors responsible for the incidences and Regression model

As per **hypothesis (H1)**, there is relationship between existence of **safety and security** in residential schools and occurrences of sexual abuses. To examine **safety and security as one of the factors responsible** for occurrence of incidences in residential schools, following regression model was adopted:

$$1. Y = a_1 + bX_1 + C_1 \dots\dots(1)$$

Where Y = number of incidences

X1 = **availability of safety and security** (=0 if the score value is (MEAN-SD) or greater than (MEAN-SD) =1, if score value is less than (A.M-S.D)

C1 = constant

Since adjusted R square is -0.029

(no influence on incidence, it is not significant) (**Annexure-3**)

Calculated t value should be greater than the t table value at df 1 to accept the hypothesis. But the calculated t¹⁷ value is less than the T table value (at 95% confidence interval). Here, 't' calculated value is less than 'T' table value (-0.676 < 6.314) which goes against the hypothesis (H1). It implies that safety and security factor is not significantly responsible for occurrences of incidences.

As per hypothesis (H2), there is relationship between **financial standing (poverty)** of parents of students in residential schools and occurrences of sexual abuses. To examine **income as one of the factors responsible** for occurrence of incidence in residential schools, following regression model was adopted:

$$2. Y = a_2 + bX_2 + C_2 \dots\dots(2)$$

Where Y = number of incidences

X2 = Income level (=0 if the income of parents is Rs.58,320 or more than 58,320 per annum =1, if income is less than 58320 per annum

C2 = constant

Since R square is 0.071

(7.1% influence on incidence, it is not significant) (**Annexure-4**)

Calculated t value should be greater than the t table value at df 1 to accept the hypothesis. But the calculated t¹⁸ value is less than the T table value (at 95% confidence Interval). Here, 't' calculated value is less than 'T' table value (3.585 < 6.314) which goes against the hypothesis (H2). It implies that income factor is not significantly responsible for occurrences of incidences.

As per **hypothesis (H3)**, there is relationship between **awareness level of students** in residential schools about life skill knowledge and occurrences of sexual abuses. To examine **awareness level of students about LSE as one of the factors responsible** for occurrence of incidence in residential schools, following regression model was adopted:

$$3. Y = a_3 + bX_3 + C_3 \dots\dots(3)$$

Where Y = number of incidences

X3 = Awareness level (=0 if the score value is (MEAN-SD) or greater than (MEAN-SD) =1, if score value is less than MEAN-SD)

C3 = constant

Since R square is 0.058

¹⁷ Calculated T value = -0.676, df=1, T table value=6.134, since t < T value, it goes against the hypothesis

¹⁸ Calculated T value = 3.585, df=1, T table value=6.134, since t < T value, it goes against the hypothesis

(5.8% influence on incidence, it is not significant) (**Annexure-5**)

Calculated t value should be greater than the t table value at df 1 to accept the hypothesis. But the calculated t¹⁹ value is less than the T table value (at 95% confidence Interval). Here, 't' calculated value is less than 'T' table value (1.409 < 6.314) which goes against the hypothesis (H3). It implies that **awareness level of students** is not significantly responsible for occurrences of incidences. All the three hypotheses are rejected. It cannot be drawn that any of the above factors are responsible for occurrences of incidences of sexual abuse cases in residential schools. Hence, the study tried to find the responsible factors by reviewing case records and through interaction with the respective stakeholders as mentioned below:

a. Reinstating tainted persons in Girls' High Schools

It is noticed that accused teaching staffs have been reinstated in schools after 2/3 years interval. As mentioned in case study -2 (Kundar Sevashram, Koraput), the accused was suspended in 2014 and reinstated in 2016 in the same district after he won the case. This type of incidence creates bad precedence and encourages culprits to repeat the mistakes.

b. Less or no punishment to such Teachers /Staff who ignore sexual abuse cases

The teaching/ non-teaching staff who intentionally ignore the abuse cases are hardly punished. In most of the cases either their increments are stopped or are given 'show cause notice'. In case study -1 (Balda Girls High School, Koraput) it was found that many staff knew about the abuse case but were ignoring it as the HM of the school was involved in the case. These staff will continue with their work once the enquiry process is over.

c. No medical check-up of the inmates after vacation

While reviewing the cases, it is found that sexual abuse incidences also occur during vacation when the girls stay at home. Relatives, cousins, village friends are mostly involved in such cases. As mentioned in case study-1 and -4 (Kopaput and Sundargarh), the pregnancy status of the girl boarders were noticed by the school authorities but by the time it was too late. No health check-up is being done when the girls return from their village after vacation. Therefore, regular health check-up along with pregnancy test needs to be done immediate after returning school after vacation.

d. No social taboos relating to sexual relationship

The parents of the girls (in case study -1 and 3) are well in touch with the accused (when the accused is a teaching or non-teaching staff of the school), and were aware of the relationship. This reflects that sexual relationship is not socially tabooed until it takes an ugly turn due to some reason.

e. The victim girls get lured by the gifts presented to them.

Socio-economic condition of the girls may be one of the factors that force them to get lured by the gifts and valuables at the cost of sexual exploitation. These girls try to defend the accused as they get economic and moral support from the accused. Similar two instances found in sample schools in Koraput, Balasore and Mayurbhanj districts where the girls used to receive gifts regularly from the accused.

f. No punishment in case of witness turning hostile

There is no punishment for the witness turning hostile during the process of trial. Cases reviewed during study reflect that witnesses turn hostile (case-3 and case-5) making the trial process a futile effort.

¹⁹ Calculated T value =1.409,df=1,T table value=6.134,since t<T value, it goes against the hypothesis

Study Results

- Regarding awareness about LSE among girl children, Telipala Ashram School, G.P High School, Chandanur, Mundathakura Ashram School come under “Not Aware” category, Govindpur Girls High School, Government Girls High School, Balda, Government High School, SB Nuagaon, Khunta Government Girls High School, Nuagaon Ashram School under “Aware” category. Special attention for generating awareness about LSE is needed to the said Schools. Government Girls High School, Tenda and Government High School, Bedibahal are found to be the best Schools in terms of awareness level about LSE.
- Regarding awareness about safety and security among girl children, average score of girl children is found to be 76%. It is a good indication. It is also found that students of Nayagarh district scored the highest (80%) followed by Sundargarh (75%) and Mayurbhanj districts (70%).
- Similarly, regarding awareness level of supervisory officials about safety security guideline and other legislations to prevent sexual abuse in residential schools, the rating is average and good except one DWO found to be excellent.
- The awareness level of the Matrons (4 out of 7) and ANMs (3 out of 4) is found to be good in the selected schools. The ANMs are aware of their duties and responsibilities, but find time constraint to cover all the schools they are assigned with.
- Safety and security factor is not significantly responsible for occurrences of incidences (verified by adopting Regression Model and T test). (Reject H1).
- Income is not significantly responsible for occurrences of incidences (verified by adopting Regression Model and T test) (Reject H2).
- Level of awareness about LSE is also not significantly responsible for occurrences of incidences (verified by adopting Regression Model and T test) (Reject H3).
- All the three hypotheses are rejected. Some factors responsible for incidences drawn by reviewing case records, physical observation and interaction with stakeholders are like (i) Reinstating tainted persons in Girls’ High Schools, (ii) Less or no Punishment to such teachers /staff who ignore sexual abuse cases, (iii) No medical check-up of the inmates after vacation, (iv) No social taboos relating to sexual relationship, (v) The victim girls getting lured by the gifts presented to them and (vi) No punishment in case of witnesses turning hostile during trial.

Review of Reported Cases of Sexual Abuse in Study Area and Case Studies

Prior to identify the schools for the study purpose, incidences of sexual abuse cases were reviewed in all the selected districts. The review was done by studying case records available at DWO office and through field observation. The case records include Preliminary Enquiry Report, Joint Enquiry Report, Departmental Proceedings, Statement of the victim, Statement of the Accused, Statement of the Witness, Court Verdict (if any), Human Rights Protection Cell Report (if any), Copy of FIR, Fact Finding Report of Odisha State Commission For protection of Child Rights (if any) etc. The study team could not find details of cases occurred before 2007 anywhere in the selected districts. The information available was either incomplete or verbal. The officials during interaction mentioned that reporting of cases was less even incidences were more. Systematic record keeping was not maintained before 10 years. These days, reports with case records are maintained properly after POCSO Act came into force and stringent guideline for safety and security of residential schools circulated by SSD department. It is also a fact that the SSD Department is keeping a close eye on such incidences after it issued Safety Security Guideline to the schools. The cases also get wide coverage by the Media and Child Rights Organizations.

7.1 Review of cases

Table-7.1 below reflects the details of the sexual abuse cases occurred in SSD school hostels and SSD hostels attached to S&ME schools in the selected districts. It covers various types of cases. There are some cases where the boarder girls were sexually abused by the teaching or non teaching staffs of the school. In some other cases, the girls were abused by outsiders even relatives during vacations. Enquiry Reports reveal that boarder girls are often used as domestic help by the school staff who reside inside the school campus. As per the report, the Head Master or Head Master In-charge are mostly involved in such exploitation and sexual abuse cases. Out of 29 cases reviewed, 13 Head Masters and 4 teachers are accused.

Table – 7.1 Details of the Reported Cases:

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/ legislation	Compensation Amount in Rs.	Action taken against accused	Present status
Koraput District							
Pottangi Sunabeda Sevashram SSD	28.10.11	Rape of a Class-IV girl boarder	Head Sevak	376(2) (C) 506/ 294 IPC R/W 3(1) (XII/ 3(2) SC/ST POA Act	25,000 (1st phase of the total sanctioned amount 50,000	Suspended from Govt service vide office order no.3522 dt.14.11.2011	Acquitted on 15.09.2016 by District Judge Koraput
Laxmipur Kundar Sevashram SSD	16.08.14	Sexual assault of a girl boarder/ Rape attempt	Asst Teacher	u/s342/326/511/506/of IPC & u/s 7/18 POCSO	80,000	Suspended	Acquitted for lack of evidence and reinstated on 10.06.16 The witnesses turned hostile
Boipariguda Kollar Sevashram SSD	09.09.13	Illicit relationship with more than one girl boarders	HM	Departmental enquiry Under Rule 12(1)(a) of OCS	--	Suspended	Dismissed from govt job Sexual assault case could not be proved for lack of evidence No case registered by the victims
Nandpur Balda Girls high School SSD	02.10.17	Class –X Boarder found to be 6 months pregnant	HM	POCSO Padwa P.S case no. 82/ 01.10.17u/s 343/ 376(2)(f)(i) (n) IPC/Section-4 and 6 of POCSO-12	10,000	Suspended	Trial process is on Accused is in jail
Koraput Mandaguda SSD Girls High School	01.02.16	sexual assault of Class –IX	Outsider	u/s 341/323/294/ 354/354-A/354-D /506/34 IPC/R/W Sec-10 POCSO Act- 2012/3(1)(W) (i) and SC/ST POA	1,35,000 paid in 1st and 2nd phase of the total sanctioned amount 1,80,000	Charge sheet no.39 dt.31.03.16	Sub-judice in the court of law
Boipariguda Gupteswar High School, Kandulbeda SSD	05.03.15	Class-VIII	Outsider	u/s 376(2)(i)(f)(n) IPC R/W Section POCSO-2012	Documents submitted to DLSA for compensation	Charge sheet 87/30.06.15	Sub-judice in court of law

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/legislation	Compensation Amount in Rs.	Action taken against accused	Present status
Koraput KGBS SSD	01.01.15	Class-VIII	Abused by her brother-in-law during vacation, Delivered a baby	U/s 376/(2)(f)(i)(n)506 of IPC,sec-6 of POCSO	Documents submitted to DLSA for compensation	Case registered at Nandpur police station	Sub-judice in court of law
Jeypore Ashram School, Umuri SSD	07-02-15	Class-VI	Develops relationship with her cousin during vacation, Delivers a baby in the hostel premises	U/s 376/(2)(f)(i)201/202/34 IPC R/w Sec 6/21(2) of POCSO	Documents submitted to DLSA for compensation	Accused arrested, HM and AHS booked for negligence/u/s201/20234 IPC R/W sec-6,21(2) of POCSO	Sub-judice in court of law
Balasure District							
Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/legislation	Compensation Amount in Rs	Action taken against accused	Present status
Nilagiri Tenda Girls High School SSD	20.09.08	Rape of a girl boarder	CCA	Arrested and booked u/s 376 of IPC	--	FIR LODGED CCA disengaged on 25.05.08	Accused acquitted as all the witnesses turned hostile and was given benefit of doubt by the court on 10 .02.12
Nilagiri Telipala High School SSD	14.03.16	Illicit relationship with a girl boarder and detained by villagers during his visit to the said girl's village	CCA	Departmental enquiry	--	FIR lodged by the HM on 15.03.16	CCA disengaged
Nayagarh District							
Nuagan Govt High School Dimripali SSD	21.07.17	Inappropriate touching	Asst Teacher HM In-charge	Departmental enquiry by the DWO	--	No FIR 'Sambad' (Odia newspaper) covered the issue	Victim's mother withdrew her statement, applied for TC
Mayurbhanj District							
Jashipur	25.12.10	Rape	Head Sevak	FIR U/S 356 of IPC	50,000	Placed under suspension on	Dismissed from Govt job on 15 02.2011

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/legislation	Compensation Amount in Rs.	Action taken against accused	Present status
Bareipani UG Sevashram SSD						13.01.2011 Later the Addl Sessions Judge-cum Special Judge found the accused not guilty in the absence of evidence as the medical report could not prove the offence (02 12. 11).	Accused has appealed
B.C. Pur Govt SSD High School	2013		HM	u/s354(a)(i)(ii)(iv)109 of POCSO Act 2012		Placed under suspension on 26.10.2013	
Padampur Ashram School SSD	2014		HM	u/s354(A)506/509/294 of POCSO		Placed under suspension on 10.11.14	He is censured Two annual increments stopped
Kaptipada Govt SSD GHS, Badasimulia	29.11.15	Immoral activities on girl boarders Girl boarders massaging the HM two times a day	HM	U/S 376(2)(i)(n)IPC R/W under section 6 of POCSO Act	-	FIR lodged on 29.11.2015 on report of the activity by one of the lady teachers	Put under suspension on 01.12.15 Matter is being investigated
Udala Nuagan Ashram School SSD	16.06.16	Class-VII student being touched inappropriately during an extra class	HM	HM booked u/s354(A)(i)/109 of the IPC & sec-12 of POCSO and 3 of SC &CS POA Act SS- Cum Asst Sup. Booked u/s 109 of IPC and sec-21 of POCSO	-	FIR against HM on 17.06.16 FIR against SS on 20.06.2016	Arrested and Suspended
Khunta Girls High School (S &ME)	02.08.16 Girl herself Reported	Class-VIII student touched inappropriately	Asst Teacher	u/s354(A), 1(i) IPC Sec-8 of POCSO, Sec-3(i), w(i) of SC.ST POA Act	-	FIR Lodged on 05.08.16	Arrested and taken to SDJM Udala

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/legislation	Compensation Amount in Rs.	Action taken against accused	Present status
	the matter to Matron						
G.P. High School S&ME		Sexual abuse	Asst Teacher		-	Arrested and suspended	
Jashipur Suanpal Ashram School SSD	05.08.16	Class 6th student found 23 weeks pregnant	Boy from neighbouring village	FIR lodged u/s 376 IPC & U/S 4 POCSO	-	Arrested	-----
Badamtalia New Govt High School SSD	NA	Class 8th student found pregnant	Outsider Girl developed relationship with the man while staying in her native place	u/s 7,9(0)POCSO-2012	-	FIR Lodged	
Shamakhunta Godipokhari High School SSD	22.09.16	Class 10th student found pregnant	Outsider Got married secretly to a boy during summer vacation	Booked under POCSO and Prohibition of Child Marriage Act	-	FIR Lodged and the accused arrested	The girl's parents agreed to the marriage and requested the school authorities to continue her study
Govindpur SSD High School	N.A	Sexual abuse	Science Teacher (LSE Trained)	U/S 354(A) of POCSO Act 2012	-	FIR Lodged and the accused absconded	
Jamda Deokhandi AS SSD	02.02.17, 08.02.17, 10.02.17	Sexual Abuse of 05 number of girl boarders	HM	u/s 354 IPC/ sec-10/12 of POCSO/ sec-03,w(i) /2(v,a) of POA Act	-	FIR Lodged and the accused absconded	HM Suspended on 25.02.17 Asst Superintendent suspended and Show cause notice issued to the Matron
Bijatala Mundathakur AS SSD	28.02.17	Sexual Abuse of 08 number of girl boarders	HM I/C	u/s354(A) 509 IPC, r/w/sec-8 and 12 of POCSO	-	FIR Lodged on 01.03.17 and the accused arrested News flashed in many news papers	Trial process is on
Karanjia	13.02.17	Sexual Abuse of	HM and Asst	FIR u/s341/IPC,	-	FIR Lodged and both	Case dismissed as the

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/ legislation	Compensation Amount in Rs.	Action taken against accused	Present status
New Govt High School SSD	Written complaint by the 4 victims in CWC Baripada	04 number of girl boarders	Teacher	3548/IPC 34/IPC and 4/ POCSO		the accused arrested	witnesses turned hostile
Sundargarh District							
Lahunipara Tinko Sevashram SSD	09.09.14	Homo sexual relationship with the boarders	Head Sevak	u/s377 of IPC r.w.sec-6/10/12 of POCSO Act	No compensation paid	Arrested w.e.f 09.09.14. of Rule-12(2) of Odisha Civil Services(CC&A) Rule 1962 Witnesses (victim's father) turned hostile	Acquitted by Addl. Sessions Judge-cum Special Judge Sundargarh on 27,01 17
Kutra Vogra Sevashram SSD	05.08.13	Class- V student delivered a baby girl in the bath room of the hostel premises	Outsider (a married person from the victim's village)	Departmental enquiry HM charged with 1.Gross misconduct 2.Negligence of duty 3.Dereliction of duty LCCA, LWW Show caused	--	Villagers finalised the issue with the accused and told him to pay compensation money No FIR lodged	HM Censured One Increment stopped without cumulative effect
Lathikata Badadaliki nodal UP School (S&ME)	18.10.16	Class -X girl boarded kidnapped from school and then brought back to the school the next day	Two outsiders kidnapped a girl boarder with help of a Teacher of the school	Departmental enquiry against the Matron, involved Teacher, HM	--	FIR lodged by the HM against the two accused	HM transferred, mastermind Teacher suspended, Matron disengaged
Lephrpada Govt. High School, Bhedibahal	09.02.14	Class-X boarder found 4 months pregnant and aborted the	Outsider	Departmental enquiry against LWW, HM, and Asst Hostel Supt.	--	No FIR Girl got married to the boy after negotiation	Dismissal of LWW and show cause notice to the HM and AHS on 09.03.14

Name of the block	Date of Incidence	Type of abuse	Accused Person	Impact of Guideline/ legislation	Compensation Amount in Rs.	Action taken against accused	Present status
SSD		foetus inside the toilet of the hostel		OSCPCR asked for a fact finding report on 06.06.14			
Rajgangpur Govt. High School Malidihi SSD	01.09 16	Class-VIII student found pregnant Illicit relationship with a boy of her native village	Outsider	District Level Enquiry Committee investigated the matter No one from the school was involved and the incident occurred during summer vacation		FIR lodged on 02 09 16 against the accused	The victim as well as her Parents agreed to abort the pregnancy and continue her study in the same school.

7.2 Support service extended to the victims:

Table 7. 2 presents data on details of compensation and other supports extended to the sexually abused victims of residential schools in the selected schools. Of the total 29 cases only 03 victims have received compensation where the accused were booked under PoA Act. Cases remain pending at DLSA -the key authority to assess and sanction the compensation amount. Sometimes it takes years to release the money which defeats the very purpose of helping the victims. While the victims complain about the delay, the authorities argue that the amount is not spent for the care and rehabilitation of the victim by their parents. It is thus obvious that the direction of support service is not monitored in a systematic manner.

Table 7. 2 Support service extended to the victims in each case

Name of the District	Total No. of Cases	No of cases booked under PoA Act	Total No. of cases compensation Received	Total No. of cases applied for compensation	Vocational Training/other help extended
Koraput	08	3	04	03	01 victim girl sent to child care home for delivery of her baby
Balasore	02	nil	nil	nil	nil
Nayagarh	01	nil	nil	nil	nil
Mayurbhanj	14	03	01	-	nil
Sundargarh	05	nil	nil	nil	nil
Total	29	06	04	3	01

7.3 Present status of the cases

Table-7.3, gives a picture of the present status of the sexual abuse cases in selected districts. Out of 29 cases, in 5 cases the accused have been acquitted by the court. In Koraput, maximum number of cases (five) remains sub judice followed by one case in Mayurbhanj. The review of cases reveal that the judicial process takes too long and the accused person gets acquitted in the absence of evidence. In most of the cases where verdict is given (3 cases out of the total), the victim or her family withdrew their statements during the process of trial. So it is evident that the victims are not much empowered to handle the judicial process followed by such incidences. However, the departmental enquiry in every case has been timely and the accused (if the person is a school staff) are being punished as per the Govt. rules. This trend is observed especially after promulgation of POCSO and issuance of safety security guidelines.

These days, Organizations like the State Human Rights Commission and Odisha, State Commission for Protection of Child Rights are taking interest in minimizing such cases in the state. The district administration also takes initiative to reduce abuse cases in order to avoid media hype.

Table-7.3 Present status of the cases

Name of the District	Total No. of Cases	No of cases culprit acquitted	Total No. of cases sub judice	Total No. of cases punishment given by judiciary	Total No. of cases punishment given by departmental enquiry	Case dismissed as the statements turn hostile	Case dismissed after negotiation
Koraput	08	02	05	nil	01	nil	
Balasore	02	01	nil	nil	01	01	
Nayagarh	01	nil	nil	nil	nil	01	
Mayurbhanj	14	01	01	nil	04	01	
Sundargarh	05	01	nil	nil	03	nil	01
Total	29	05	06	0	07	03	01

7.4 Impact of Guidelines / POCSO

Before 2012 sexual abuse cases were booked under IPC either for rape or molestation. But POCSO being a progressive legislation includes various other forms of sexual abuse. The **Table-7.4** shows that, of the total 29 cases, 13 cases were booked under POCSO, 6 cases under POA, 12 cases under IPC and 7 cases through Departmental Enquiry. Cases booked for inappropriate touching, showing pornographic videos are found to be registered in Mayurbhanj district. It is a positive indication that all the implementing authorities make use of the legislation for registering cases. But at the same time the police personnel feel overburdened as the POCSO recommends a punishment of six months imprisonment to a policeman who does not record a complaint of sexual offence by a child victim.

Table - 7.4. Impact of guidelines / POCSO on the cases

Sl. No.	Name of the District	Total no. of Cases	No of cases booked under POCSO	No of cases booked under IPC	No of cases booked under POA Act	Departmental Enquiry
1	Koraput	7	5	5	3	1
2	Balasore	2	-	-	-	2
3	Nayagarh	1	-	-	-	1
4	Mayurbhanj	14	7	6	3	-
5	Sundargarh	5	1	1	-	4
	Total	29	13	12	6	8

Weaknesses found in POCSO

- i) POCSO does not offer support to persons like counselors to the child victim and the family at the point where the offences gets registered in the police station. At present, the child victim has to be produced before a Child Welfare Committee (CWC) which will then offer a support person to the victim.
- ii) The recording of the victim's statement before a magistrate under Section 164 of the Criminal Procedure Code happens after 2-3 days at present. That is a crucial period in which the child victim and his/her family can be influenced and threatened to withdraw his/her complaint. This is especially true in cases where accused are known to the victims. The recording of statements under Section 164 should be done immediately.
- iii) Lastly, a victim-protection scheme is badly needed which is not included in POCSO Act. This would help to ensure that the victim does not turn hostile during the trial. Presently, the

POCSO recommends a punishment of six months imprisonment to a policeman who does not record a complaint of sexual offence by a child victim. It is also said that punishing policeman could backfire. It could end up even when cases of elopement are reported policemen will thrust the POCSO on the hapless boy. They will be afraid that a stiff sentence could await them if they do not use POCSO in a case involving minors.



Interaction with CWC members of Mayurbhanj



Interaction with DCPO of Mayurbhanj district

Section II

This section presents few important sexual abuse cases based on case records and discussions made with the school authorities. The discussion also includes the opinion of both teaching and non-teaching staff and other stakeholders like WEO, ADWO and DWO. The incidences were identified and reviewed by concerned District Welfare Officers. Photographs and evidences based documents were also recorded for these case studies.

Out of total reported incidences, 7 case studies were documented (pre and post intervention). This would help in assessing impact of the legislations and interventions in all respects.

7.5. Selected Case Studies during Pre and Post Govt. Interventions

A. Cases during post interventions

Case study -1 Government SSD Girls High School, Balda, Nandpur, Koraput, 01.10.17

A boarder SC girl student of Class-IX of Government SSD Girls High School, Balda, Nandpur, District-Koraput, was supposed to leave the hostel with her father on the last working day before Puja vacation on 26.09.2016. On that day, the Head Master (HM) of the School was away in Koraput and instructed the Matron of the school over mobile phone to detain the girl till he comes back to school. The girl and her father waited for the HM's arrival. By the time he came back to school, it started raining and night approached for which the girl and her father decided to stay back inside the school. On that night, as instructed by the HM, the girl remained in HM's quarters while her father stayed in the quarters of a CCA of the school. On the next day, the girl's father left the school leaving the girl in HM's house where, she remained till 01-10-17. On 01.10.17, some of the villagers from Khamara (the girl's village in Lamtaput block) accompanied by her father entered the HM's quarters and dragged the HM and the girl out of the house. The HM was beaten up by the villagers and a FIR was lodged

against him in Padua Police Station. He was booked by case no.82/01.10.17u/s 343/376(2)(f)(i)(n) IPC/Section-4 and 6 of POCSO-2012 . He is presently in jail and his trial process is on.

As per the statement of the boarder students, the lady teachers and the matron were aware of all the development but remained silent as the HM was involved. Further, they revealed that all the teachers residing within the campus engage the boarder students in their domestic activities without any hesitation for which girl students enter in to the staff quarter freely.

In the mean time, the medical board report clearly stated that the girl was 6 months and two weeks pregnant and an abortion at this stage may cost her life. Abiding the orders of the CWC, the girl was sent to a child care home till she delivers the baby. An interim compensation of Rs.10, 000 was given to the girl.

Important aspects of the case:

- It appears that, the victim girl's parents probably had the knowledge of their daughter's illicit sexual relationship with the HM and never complained which reflects that this kind of relationship is not seriously viewed in their society till it comes to the notice of their society bringing into action the negative social sanction of social ridicule.
- The school staff had the knowledge of such illicit sexual relationship but preferred to remain silent as the offender is the HM i.e. the head of the school and therefore they suppressed the fact until the victim girl's villagers interfered and the matter became public.
- There is no evidence to show that the victim girl had ever complained herself before any one against such sexual exploitation which means she was afraid to do so against the HM and she was less aware of her rights as a minor child under POSCO Act, POA Act and such other preventive legislations and Govt. interventions.
- Compensation amount is very low as the HM was not booked under POA Act
- The future of the girl and her baby is uncertain
- The district administration and the CWC are apprehensive of her future

Case study-2, SSD Sevashram School, Kundar, Laxmipur, Koraput, 16.08.14

The victim, a girl student boarder of class-V of Kundar Sevashram in Laxmipur belonging to Kandha (ST) community and a native of the village Nisar in Laxmipur was pursuing her study in the school. The accused, an Assistant Teacher of the school belonging to general caste was residing in the school premises. On 16.08.14 at about 4 pm the victim girl was called by the accused teacher through another boy student when she was in hostel. The girl along with her two friends went to the residence of the teacher to attend the call. When they reached there, the accused asked her friends to go back and took the victim girl into his bed room, shut the doors and windows of the room and asked the girl to take out her clothes. But the girl refused to do so. Then the accused undressed himself and attempted to rape the girl. Being afraid, the girl raised a cry. Hearing her voice some students and lady CCAs rushed to the spot and rescued the girl. Later, she narrated the incident before every one.

A FIR was lodged by the victim's father and the accused was booked u/s342/326/511/506/of IPC u/s 7/18 POCSO and u/s 3(1)(Xi)(Xii) of SC & ST (Prevention of Atrocities) Act. The trial of the accused continued till 2016. He was acquitted due to lack of evidence making the whole effort a futile exercise. He was and reinstated on 10.06.16.

Important aspects of the case:

- The victim is a brave girl probably aware of her rights as a minor child under POSCO Act, POA Act and such other preventive legislations and Govt. interventions to protect herself from such kind of sexual exploitation.
- The accused was initially suspended but since he was acquitted by the court because of the fact that unfortunately, all the witnesses including the girl's parents turned hostile, he was censured but reinstated in the same district.
- The girl received a compensation (Rs.80,000) after the incidence.

Case study-3 Tenda Girls High School, Nilagiri, Balasore, 20.09.08

On 21.09.08, the mother of one of the boarder student (Class-VII) visited Tenda Girls High School, Nilagiri of Balasore district and submitted an application to take her daughter home. After leaving the school, she filed a FIR in Nilagiri PS with the help of her brother-in-law residing in the same village, Tenda. According to her, the girl was raped by the CCA-cum Watch man of the school the last night. During preliminary investigation, it was reported that the CCA was familiar with the victim girl and had visited her house earlier with gifts. The victim girl herself admitted that on 20.09.08, the CCA had asked her to come to his room in night as he had some secrets to reveal. As she knew the person earlier, she went to his room at 11 PM without informing anyone in the hostel. When she reached the CCA's room, he shut her mouth, closed the door and forced her to sleep with him. At about 4 Am in the morning she came out of the CCA's room and was caught by a lady CCA who took her to the Head Mistress. However, the HM took the matter lightly and did not take any action.

After the FIR was lodged, the CCA was booked u/s 376 of IPC. He was disengaged from service on 25.05.08. During the process of trial from 2008 to 2012, eighteen witnesses were examined on behalf of the prosecution. But on 10 .02.12, the accused was acquitted as all the witnesses turn hostile and he was given benefit of doubt by the Asst Sessions Judge, Nilagiri.

Important aspects of the case:

- The victim girl's mother deserves praise as she reported the incidence to Police while the School authorities tried to suppress the fact.
- The accused was acquitted by the court as all the witnesses turned hostile.
- The victim girl got no compensation as the case was not booked under POA

Case Study- 4 Lephripada Govt. High School, Bhedibahal, Sundargarh, 09.02.14

A Class-X girl boarder of Lephripada Govt. High School, Bhedibahal terminated her pregnancy taking a few pills for abortion on 09.02.14. The girl excreted the fetus inside a toilet after which the school authorities came to know about the incident. Immediately, the HM of the school called the girl's father and sent her back to her village. The girl's father during enquiry reported that, the girl had fever and was feeling extremely weak.

As regard to the appropriate care of the girl boarder the enquiry committee found negligence and suppression of the fact on the part of the school authorities like HM, Asst Hostel Superintendent and Lady Watch and Ward. While Departmental Enquiry and show cause notice was served to all the above mentioned authority, process was initiated to file a FIR was against culprit who was an outsider.

This incidence came to the notice of the Odisha State Commission for Protection of Child Rights which asked for a fact finding report on 06.06.14 from the district administration.

Mean while, after negotiation the girl got married to the boy and no FIR lodged against him.

Important aspects of the case:

No proper health checks and care for the girl boarders by the school authorities

Negligence and suppression of the fact on the part of the school authorities

Case study-5 Govt SSD Girls High School, Badasimulia, Kaptipada, Mayurbhanj, 29.11.15

In this case, the class - X girl boarders were found massaging the Head Master every day in the school veranda during morning and in his residence in the evening regularly. The HM himself stays inside the girls' hostel campus which has no boundary wall and allows other male teachers to stay inside. Though other teachers had knowledge of such indecent affair they remained silent as they were very much scared of the HM. Once a lady teacher of the school video recorded this activity and reported it to the supervising authority. The video clip shows that the HM trying to drag the girl massaging him and kiss her hand and touch her shoulder.

The HM always targets class-X students who are supposed to appear in Annual HSC examination and whom he assures to help pass in the examination. As the incidence continued, based on the report of a lady teacher of the school, a FIR was lodged against the HM on 29.11.2015. The HM was put under suspension on 01.12.15 and investigation was initiated. Later the HM was withdrawn from the school and attached to PA ITDA, Rairangpur.

During the investigation process none of the class-X students reported any kind of exploitation or abuse. All of them were of the opinion that they were not forced to do the work or were exploited by the HM.

Important aspects of the case:

Though the incident was very clear, the HM was able to get away with the crime convincing the minor girls tactfully.

No harsh punishment given to the HM though the act was video graphed.

B. Cases during pre-interventions period

The following cases were taken which occurred prior to POCSO and issuance of Safety and Security Guidelines by SSD Department.

Case-1, Jashipur, Bareipani UG Sevashram, SSD, Mayurbhanj, 25.12.10

A girl boarder of UG Sevashram, Bareipani was raped by the Head Sevak of the Sevashram on 25.12.10. FIR was lodged against the Head Sevak U/S 356 of IPC. He was placed under suspension on 13.01.2011, but the accused took help of the judiciary. Later the Addle Sessions Judge-cum Special Judge found the accused not guilty in the absence of evidence as the medical report could not prove the offence (02.12.11). However, the Department took serious note of the issue and dismissed the accused from government job. The victim was granted Rs.50,000/- as compensation amount.

Important aspects of the case

Judicial process found the accused not guilty.

Compensation amount granted by the department recognising the seriousness of the case.

Department took serious action against the accused by dismissing him from government job.

Case-2, Pottangi, Sunabeda Sevashram, SSD, Koraput, 28.10.2011

A class-IV girl boarder was raped by the Head Sevak of the School 28.10.2011. The Head Sevak was booked u/s 376(2) (C) 506/294 of IPC R/W 3(1)(XII/3(2) SC/ST PoA Act. He

was suspended from government service vide office order no.3522 dt.14.11.2011. The girl victim was also sanctioned Rs.25000/- as compensation amount. But the accused was acquitted on 15.09.2016 by the District Judge, Koraput in the absence of evidence.

Important aspects of the case

Compensation amount granted by SSD department recognising the seriousness of the case. Judicial process found the accused not guilty.

Impact of Preventive interventions on incidences of sexual abuse in residential schools

1. Department guidelines for safety and security of girl children has very good impact on the following aspects:

- Having boundary wall fully securing the school building from all sides and having existence of gate at entry point.
- Maintaining Gender Ratio of staff and appointment of lady CCAs in girls schools
- Appointment of Matrons in all schools
- Following standard practice of reporting of sexual abuse cases.
- Regular visit of supervisory officials to their respective assigned schools.
- Availability of complaint box.
- Display of Helpline number in different places of the school and hostel premises.
- Hotline telephone facilities
- Hostel-in-charge is a lady
- Staffs staying in hostel premises.
- Female staff staying with the inmates
- School authorities to assign the responsibility of safety and security to a specific person on rotation basis.
- Maintaining of 'In and Out' register
- Escorting girl student for outdoor activities by lady personnel in all the schools.
- Health personnel visiting regularly to conduct health check of the students.

2. Impact on awareness level of students on department guideline and LSE

- Students' awareness about department guideline is good.
- Training on LSE has very good impact on girl children. It enables them to identify sexual abuse cases. As a result of this, number of reporting on such incidences could be increased which were under reported earlier.

3. Impact on awareness level of supervisory officials on department guidelines & LSE

Awareness level of WEOs is found to be very well. They follow department guidelines very seriously. They frequently visit their schools, interact with girl students and verify about their safety and security. During interaction, they cross examine about any occurrence of sexual abuse cases. In the process, they try to make the girl students aware about reporting of cases to their appropriate authority in case of any eventuality. Review of cases show that in majority of cases, WEO/DWOs lodged FIRs. Due to increase in awareness level, reported cases has been increased which were ignored earlier.

4. Impact of POCSO Act

Prior to enforcement of POCSO Act, there was no stringent act for preventing sexual offences of girl children below 18 years. Punishments were given under IPC for limited types of abuses like rape and molestation. Case studies prior to government interventions show that FIRs were lodged only for rape cases. It means that other cases were ignored/ overlooked. But case studies after government interventions i.e. 2012 reveal that FIRs have been lodged for different types of sexual abuse cases like sexual assault, attempt to rape, inappropriate touching, Immoral activities on girl boarders, homo sexual relationship with the boarders, sexual harassment and pornography etc. For this reason, the reported cases are more after government interventions which was not so earlier.

Overall Impact of Government interventions

- From the timeline of 2011-13 to 2013-15, out of 5 districts, 3 districts show decreasing trend in enrolment of students whereas from 2013-15 to 2015-17 timeline, all the five study districts show increasing trend in enrolment of students. It implies that department initiatives to curb incidences of sexual abuses has made greater impact on schools' study environment. Hence, enrolment of students has increased.
- It implies that prior to government interventions, enrolment of students had been decreasing might be due to more number of incidences (hidden and under reported) but after interventions and enforcement of legislations, enrolment of students has been increasing might be due to decrease in incidences of sexual abuses in schools (reported more). It indicates that department guidelines and promulgations of POCSO Act and other related legislations have positive impact on incidences of sexual abuses.
- Based on the recommendation of Rangarajan Committee; the present study shows that 57.06% the parents of girl inmates come under just Above Poverty Line (APL) category. This indicates that real income of the family has increased due to the support of Residential schools by providing food, clothing, education and health facilities to their children. This has very good impact on economic standard of tribal families.

Conclusion and Suggestive Recommendations

The SC and SC Development Department is the nodal department of the State Government working for the welfare of the SC and ST communities of the state. The ST children being economically deprived, they need special attention in education. The residential schools of the SSD Department go a long way in catering to the need of nutrition, basic health care, education and above all learning environment for the tribal children.

But the exploitation and abuse of girl children in educational institutions is increasingly becoming a major challenge for the authorities. Students, especially girls, residing in residential schools, away from their home, are vulnerable to different kind of exploitation including sexual exploitation and abuse. Newspapers have been reporting incidences of ST/SC girls becoming unsafe and insecure in residential schools. Exploitation is inflicted not only by teachers, but also by other school employees, fellow students, relatives and outsiders.

Keeping the concern in view, the study made an attempt to review legislations available to prevent sexual abuse of girl children, to assess and examine situations in residential schools, socio-economic conditions of girl children, awareness at different levels about preventive interventions to check sexual abuse, factors responsible for occurrences of incidences in residential schools and emerging loopholes and suggestions at policy and school levels. The study also reviewed cases of incidences occurred in select districts and recorded 7 case studies (pre and post government interventions). For the purpose, 20 schools in 5 districts comprising (3 Full TSP, one partial TSP and one non-TSP districts) 17 blocks were covered under this study.

The study is based on both primary and secondary data. Primary data include (i) personal interview, FGD and KII with the target group and stakeholders. Besides, School and Hostel schedules containing questions relating to physical infrastructure, staff composition and other details were prepared and administered with school and hostel authorities. The research tools used were mainly desk review, personal interview with KIIs, schedule for assessment of knowledge and awareness, Focus Group Discussions (FGDs), Field Observation/Field Notes and Case Studies. All total 26 FGDs and 57 KIIs were undertaken administering semi-structured framework schedule. Out of total sexual abuse incidences reported, 7 case studies (pre and post government interventions) were documented. This would help in assessing the impact of the preventive and protective legislations in all respects. The factors associated with risk of occurrence of sexual abuses in residential schools were taken.

The study report is divided into eight chapters. The **First Chapter** is the Introduction covering background, objectives, rationale, sample design and methodology, hypothesis, limitations and organisation of report. The **Second Chapter** deals with provisions and protective legislations for sexual abuse of girl children. The **Third Chapter** focuses on Profile of study area including study districts, blocks and residential schools. The **Fourth Chapter** examines the socio-economic background of girl inmates. The **Fifth Chapter** is the situational analysis of safety and security of girl children in residential schools. Awareness about government interventions at different levels and factors responsible for occurrence of sexual abuse incidences in residential schools is verified in the **Sixth Chapter**. The **Seventh Chapter** gives a review of sexual abuse incidences and case studies. Conclusion and recommendations are given in the **Eighth Chapter**.

Impact of Preventive interventions on incidences of sexual abuse in residential schools of Odisha.

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- Maintaining Gender Ratio of staff and appointment of lady CCAs in girls schools
- Appointment of **Matrons in all schools**
- All schools are **following standard practice of reporting** of sexual abuse cases.
- **Regular visit of supervisory officials** to their respective assigned schools.
- **Availability of complaint box** in all schools.
- **Display of Helpline number** in different places of the school and hostel premises.
- **Hotline telephone facilities**
- **Hostel-in-charge is a lady**
- Staffs staying in hostel premises.
- **Female staff staying with the inmates**
- School authorities to assign the **responsibility of safety and security to a specific person** on rotation basis.
- All schools maintaining of **'In and Out' register**
- Escorting girl student for outdoor activities by lady personnel in all the schools.
- **Health personnel visiting regularly** to conduct health check of the students.

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Awareness level of WEOs is found to be very well. They follow department guidelines very seriously, frequently visit their schools, interact with girl students and verify about their safety and security. During interaction, they cross examine about occurrence of any sexual abuse cases. In the process, they try to make the girl students aware about reporting of cases to the appropriate authority in case of any eventuality. Review of cases show that in majority of cases, WEOs/DWOs lodged FIRs. Due to increase in awareness level, reported cases have increased which were ignored earlier.

4. Impact of POCSO Act

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different types of sexual abuse cases like sexual assault, attempt to rape, inappropriate touching, immoral activities on girl boarders, homo sexual relationship with the boarders, sexual harassment and pornography etc. For this reason, the reported cases have increased after government interventions which was not done earlier.

Overall Impact of Government interventions

From the timeline of 2011-13 to 2013-15, out of 5 districts, 3 districts show decreasing trend in enrolment of students whereas from 2013-15 to 2015-17 timeline, all the five study districts show increasing trend in enrolment of students. It implies that department initiatives to curb incidences of sexual abuses has made greater impact on schools' study environment. Hence, enrolment of students has increased.

It implies that prior to government interventions, enrolment of students had been decreasing might be due to more number of incidences (hidden and under reported) but after interventions and enforcement of legislations, enrolment of students has been increasing might be due to decrease in incidences of sexual abuses in schools (reported more). It indicates that department guidelines and promulgations of POCSO Act and other related legislations have positive impact on incidences of sexual abuses.

Based on the recommendation of Rangarajan Committee; the present study shows that the parents of girl inmates come under just Above Poverty Line (APL) category. This indicates that real income of the family has increased due to support of Residential Schools by providing food, clothing, education and health facilities to their children. This has very good impact on economic standard of tribal families.

Need for further initiatives

- The following initiatives should be taken by the department for ensuring safety and security of girl students in residential schools.
- Barbed wire fencing on the top of boundary wall and heightening the wall of school boundary is badly needed for safety of the girl children.
- Separate hostel boundary (heightened) for all the girls' hostels is highly required.
- Security Guards for each school should be appointed for watch and ward
- HMs of Girls' High Schools should be a lady.
- No male staff members without family should occupy staff quarters inside the Girls' schools
- No boy day scholar (beyond 5th class) should be allowed to enroll in coeducation schools.
- Regular health check-up with pregnancy test to be done immediately after the vacation.
- Where SSD hostels are attached to S&ME schools, exclusive personnel should be recruited/ deputed for SSD hostels to work as Superintendents.
- Safety and security of SSD hostels attached to S&ME schools particularly Block Grant Schools need special attention with respect to health, hygiene, provision of food and other needs of girl children, their living conditions, provision of lady personnel to ensure safety and security of girl children etc.
- Alternate source of lighting preferably solar light should be provided to hostels.

During interaction with stakeholders including key actors of POCSO Act, the following suggestions have emerged for policy level changes/reforms

- Reinstating tainted personnel in Girls' High Schools should be stopped.
- Appointment of Matrons in residential Sevashrams needed to prevent sexual abuse cases.
- Female proportion of staff should be more than the male proportion in Girls' Schools.
- Male Teachers along with their families to stay inside the school premises.
- All the staff (teaching and non-teaching) should be oriented on preventive legislations.
- LSE training should be provided in all schools including S&ME department schools.
- The staff like ANM and Matron etc are to be oriented and empowered so as to guide the inmates in a proper way.
- Police officials should also be provided training to make them aware of legislations.
- Past service records of male teachers to be checked before their posting in Girls' Schools.
- Accused personnel having repeated crime record should seriously be punished.
- Eligibility criteria for Matron appointment should be relaxed so as to appoint more number of Matrons at a time.
- DLSA should be active and effective. Compensation should be given immediately (within 15 days)
- DLSA should hold regular meetings at least once in a month to update disposal the cases.
- Follow up of the cases is necessary in order to avoid diverting grant of compensation. Besides paying cash compensation, it is necessary to develop the skill of the victim in order to get her back into mainstream.
- CCTV cameras should be installed in strategic spots of the school premises in order to act as deterrents against occurrence of sexual abuse incidences. The school authorities should ensure that the cameras installed are working and are being monitored regularly.
- A documentary film should be produced featuring bad repercussions of such immoral relationship which would have impact on the girl inmates in curbing the incidences.
- There is need for better convergence of SSD and WCD so that they can act together.

Conclusion

Despite the best interventions and progressive legislations, instances of child abuse have been occurring in educational institutions, child care institutions and also in child's own residence. Analyses of district level reports reflect that registration of cases has been on the rise since 2013-14. It implies that supervisory officials at district and block levels are very much vigilant and facilitating in reporting and follow-up actions. It is also a fact that awareness about POCSO has resulted increase in number of cases reported. However, stakeholders are of the opinion that factors like increased awareness level, promulgation of POCSO and intervention of child rights institutions, media highlights have contributed to the increasing rate of registration of cases. Sexual abuse cases are rare in residential schools, but getting highlighted more due to media coverage. Prior to the interventions, incidences were more but cases remained underreported due to less scope under IPC. But after POCSO Act and state government initiatives for generating awareness, hardly any case is left hidden and underreported. This implies a positive indication towards preventing sexual abuse cases in residential schools of Odisha.

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PHOTO GALLERY



Ujala House at Baripada



Munda Thakura Ashram School at Bijitala



EMRS, Mayurbhanj



EMRS, Sundergarh



Non-Teaching Staff of Tenda Girls High, Balasore



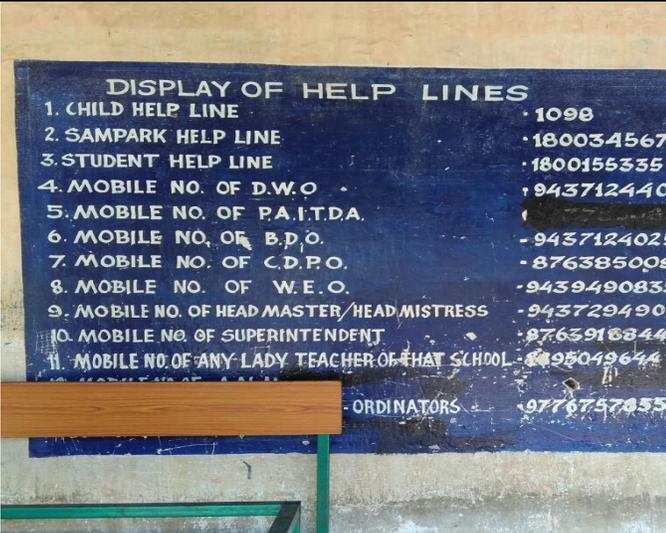
Students of Sundergarh district



Students of Ranapur Girls High School



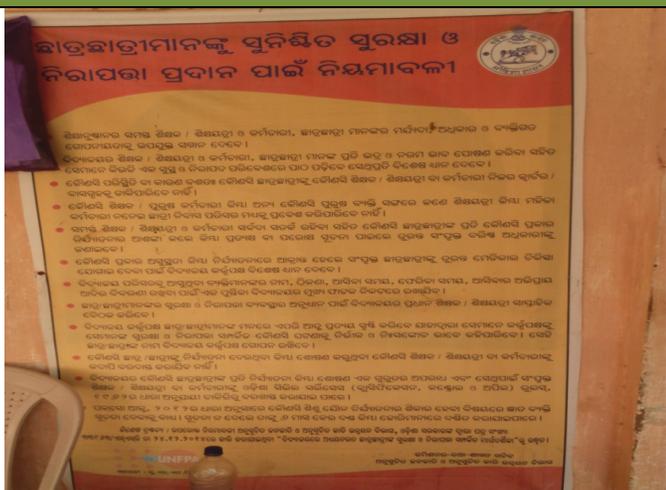
Complaint Box in Munda Thakura Girls High School



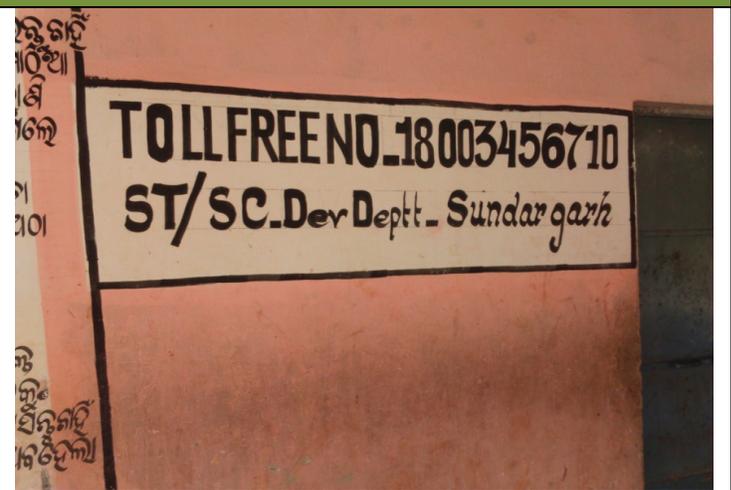
Display of authority names and mobile numbers



Hotline telephone in SSD schools



Display of safety and security guidelines



Toll free number displayed in schools

17. Safety and Security Indicators in SSD schools

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
1	Physical facilities for protection		
1.1	Physical proximity of hostel to human habitation		
1.2	Boundary Wall fully securing the school building from all sides		
1.3	Separate functional toilet for girls in school		
1.4	Availability of Drinking water facilities		
1.5	Gate at entry point		
1.6	Locking facilities for doors and windows		
1.7	Provision of 24 hour security guard		
1.8	Availabilities of Electricity		
1.9	Availability of Telephone		
1.10	Quarantining of abandoned place in school premise		
2	Human Resources		
2.1	Specific person responsible for safety & security		
3	Policy Guidelines		
3.1	Availability of govt. policy/ guidelines		
3.3	Standard practice followed on report of abuse		
3.4	Display of safety & security guidelines		
4	Monitoring & Supervision		
4.1	Visit by the govt. officials at least once in a month		

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
4.2	Mention dates of last four SMC Meetings held	1. 2. 3. 4.	
4.3	Safety security an agenda in review meetings		
4.4	Awareness amongst SMC members on their role for ensuring safety and security		
4.5	Escorting of girl students for outdoor activities		
5	Training and Orientation		
5.1	Life skill training to students		
6	Watch Mechanisms/ Grievance Sharing		
6.1	Regular Watch mechanism by local police		
6.2	Availability of complaint box		
6.3	Display of Help line Numbers		

19. Status of Enrolment, Dropouts and Drop out causes in the School

Class	No. of Enrolment of students						No. of drop outs					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1												
2												
3												
4												
5												
6												

Class	No. of Enrolment of students						No. of drop outs					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
7												
8												
9												
10												

Probable causes of drop outs (2011-14)	
(2011-12)	
(2012-13)	
(2013-14)	
Probable causes of drop outs(2014-17)	
(2014-15)	
(2015-16)	
(2016-17)	

20. Incidences of Sexual Abuse in schools

Year	No. of occurrences of Incidences	No. of reported cases	Action taken	Present status of victim
2007				
2008				
2009				
2010				
2011				
2012				
2013				

Year	No. of occurrences of Incidences	No. of reported cases	Action taken	Present status of victim
2014				
2015				
2016				
2017				

Suggestions for safety and security of girl children of residential schools for non-occurrence of sexual abuse cases:

1.

2.

3.

4.

5.

Name of the Respondent with Designation & Contact Number:

Schedule-2

General Information Schedule for Hostels

1. Name of the District:
2. Block:
3. Name of the School:
4. Year of Establishment:
5. Type of School:
6. Primary/Elementary/HS:
7. Name of Deptt. of School:
8. SSD/S&ME:
9. Class Range:
10. Name of the village/GP:
11. Distance from district HQ:
12. Distance from Block HQ:
13. Total No of Staffs: a). Male: b).Female:
14. Total No of Teaching Staff: a). Male: b).Female:
15. Total No of Non-Teaching Staff: a). Male: b).Female:
16. Total sanctioned Strength of Teachers: a).Available No. of Teachers:
17. Name of the HM- a). M/F:
18. Name of the Asst. Hostel Suptd.: a). M/F:
19. Name of the present Matron: a). Date of joining:
20. Name of the previous Matron: a). Date of leaving:
21. Name of the present CCA: a). M/F:
b). Date of joining:
22. Name of the previous CCA: a).M/F:
b). date of leaving:
23. Total no of Inmates in the Hostel a).Boys : b).Girls: c).Both:
24. No of Trained Nodal Teachers (LSE):

Safety and Hostels Security Parameter Schedule

25. Safety and Security Indicators in SSD schools-2007 on wards

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
1	Physical facilities for protection		
1.1	Physical proximity of hostel to human habitation		
1.2	Hostel located within the school campus		
1.3	Boundary Wall fully securing the hostel building from all sides		
1.4	Bathing facilities within the hostel premise		
1.5	Availability of Drinking water facilities		
1.6	Gate at entry point		
1.7	Locking facilities for doors and windows		
1.8	Provision of 24 hour security guard		
1.9	Availabilities of Electricity		
1.10	Availability of Alternate source of lighting		
1.11	Availability of Telephone		
1.12	Separate hostel for girls		
1.13	Availability of Sick room in the hostel		
1.14	Quarantining of abandoned place in hostel		

Sl	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
	premise		
2	Human Resources		
2.1	Hostel in-charge in position being a lady		
2.2	Staff staying in the hostel premises		
2.3	Specific person responsible for safety & security		
3	Policy Guidelines		
3.1	Awareness of staff on policy/ guidelines		
3.2	Female Staff staying with the inmates		
3.3	Standard practice followed on report of abuse		
3.4	Display of safety & security guidelines		
4	Monitoring & Supervision		
4.1	Visit by the govt. officials at least once in a month		
4.2	Regular meeting of SMC		
4.3	Existence of Peer Groups in the hostel		
4.4	Out Movement register maintained for inmates		
4.5	Fixed timing for entry of visitors		
4.6	Escorting of girl students for outdoor activities		
4.7	Regular Visit of health personnel to the hostel		
4.8	PRI/SMC members visiting the girls hostel		
5	Training and Orientation		

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
5.1	Life skill training to hostel inmates		
5.2	Orientation to Hostel in charge on safety & security		
6	Watch Mechanisms/ Grievance Sharing		
6.1	Regular Watch mechanism by local police		
6.2	Frequency of Parent contact at least once in a Qtr		
6.3	Availability complaint box		
6.4	Display of Help line Numbers		

Safety and Security Parameter Schedule

26.Safety and Security Indicators in S & ME schools-2007 on wards

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
1	Physical facilities for protection		
1.1	Physical proximity of hostel to human habitation		
1.2	Hostel located within the school campus		
1.3	Boundary Wall fully securing the hostel building from all sides		
1.4	Bathing facilities within the hostel premise		
1.5	Availability of Drinking water facilities		
1.6	Gate at entry point		

Sl	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
1.7	Locking facilities for doors and windows		
1.8	Provision of 24 hour security guard		
1.9	Availabilities of Electricity		
1.10	Availability of Alternate source of lighting		
1.11	Availability of Telephone		
1.12	Separate hostel for girls		
1.13	Availability of Sick room in the hostel		
1.14	Quarantining of abandoned place in hostel premise		
2	Human Resources		
2.1	Hostel in-charge in position being a lady		
2.2	Staff staying in the hostel premises		
2.3	Specific person responsible for safety & security		
3	Policy Guidelines		
3.1	Awareness of staff on policy/ guidelines		
3.2	Female Staff staying with the inmates		
3.3	Standard practice followed on report of abuse		
3.4	Display of safety & security guidelines		
4	Monitoring & Supervision		
4.1	Visit by the govt. officials at least once in a month		
4.2	Regular meeting of SMC		

SI	Safety and Security Indicators	Availability/accessibility In the year	Remarks/comments/cause of non-availability
4.3	Existence of Peer Groups in the hostel		
4.4	Out Movement register maintained for inmates		
4.5	Fixed timing for entry of visitors		
4.6	Escorting of girl students for outdoor activities		
4.7	Regular Visit of health personnel to the hostel		
4.8	PRI/SMC members visiting the girls hostel		
5	Training and Orientation		
5.1	Life skill training to hostel inmates		
5.2	Orientation to Hostel in charge on safety & security		
6	Watch Mechanisms/ Grievance Sharing		
6.1	Regular Watch mechanism by local police		
6.2	Frequency of Parent contact at least once in a Qtr		
6.3	Availability complaint box		
6.4	Display of Help line Numbers		

27. Suggestions for safety and security of girl children of residential schools for non-occurrence of sexual abuse cases:

1.

2.

3.

4.

5.

Schedule-3

INFORMAL DISCUSSION WITH ANMs

1. Name of the ANM:-
2. Designation with Address:-
3. Since when you are working in the position:
4. How many times do you visit the schools in a month:
5. What is your role in the school during your school visit?
6. Can you notice any type of abuses/ or students share with you relating to abuses during health check up of the students?
7. If yes, what type of abuse is mostly reported?
8. What is your view about the sexual abuses in schools?

Causes and changing trend

9. What is your opinion regarding causes of sexual abuses in residential schools
 - a. *Poverty*
 - b. *Socio-cultural*
 - c. *Lack of awareness about LSE*
 - d. *stringent action is not being taken against accuser*
 - e. *Absence of safety and security*
 - f. *Any other*
 10. What is your opinion regarding changing trend of occurrences of number of sexual abuses?
 - a. *Increasing*
 - b. *decreasing*
 - c. *presently decreasing but reported more*
 - d. *earlier incidences more but not reported*
 - e. *No idea.*
 11. What is your opinion regarding impact of the Act in regard to action taken against the accuser?
 - a. *Stringent*
 - b. *Worse*
 - c. *As usual*
 - d. *No idea*
 12. What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc
 - a. *prompt response*
-

b. process is very low

c. no response

d. no idea

13 Whether you have any experience of sexual abuse cases during your period?

14 If yes- share your experience mentioning preventive interventions taken there of (case study)

15 Suggestions for ensuring non-occurrences of sexual abuse cases.

At policy level-

Safety and security of girl students-

Schedule-3

INFORMAL DISCUSSION WITH ANMs

9. Name of the ANM:-
10. Designation with Address:-
11. Since when you are working in the position:
12. How many times do you visit the schools in a month:
13. What is your role in the school during your school visit?
14. Can you notice any type of abuses/ or students share with you relating to abuses during health check up of the students?
15. If yes, what type of abuse is mostly reported?
16. What is your view about the sexual abuses in schools?

Causes and changing trend

10. What is your opinion regarding causes of sexual abuses in residential schools
 - a. *Poverty*
 - b. *Socio-cultural*
 - c. *Lack of awareness about LSE*
 - d. *stringent action is not being taken against accuser*
 - e. *Absence of safety and security*
 - f. *Any other*
 16. What is your opinion regarding changing trend of occurrences of number of sexual abuses?
 - a. *Increasing*
 - b. *decreasing*
 - c. *presently decreasing but reported more*
 - d. *earlier incidences more but not reported*
 - e. *No idea.*
 17. What is your opinion regarding impact of the Act in regard to action taken against the accuser?
 - a. *Stringent*
 - b. *Worse*
 - c. *As usual*
 - d. *No idea*
 18. What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc
 - a. *prompt response*
-

b. process is very low

c. no response

d. no idea

19 Whether you have any experience of sexual abuse cases during your period?

20 If yes- share your experience mentioning preventive interventions taken there of (case study)

21 Suggestions for ensuring non-occurrences of sexual abuse cases.

At policy level-

Safety and security of girl students-

Schedule-4

INFORMAL DISCUSSION WITH PARENTS/GUARDIANS

1. Name of the Parents/Guardians:
2. Relation to the ward/victim:
3. Why were you interested to join your child in residential school?
4. In how many days/months interval do you visit your child?
5. What is your opinion regarding safety and security in the schools?
6. Whether your child faced any problem at any time relating to sexual abuse?
7. If yes-what type?
8. What was your response and action?
9. What is your view regarding sexual abuse cases?

Causes and changing trend

10. What is your opinion regarding causes of sexual abuses in residential schools
 - a. Poverty
 - b. Socio-cultural
 - c. Lack of awareness about LSE
 - d. Stringent action is not being taken against accuser
 - e. Absence of safety and security
 - f. Any other
11. What is your opinion regarding changing trend of occurrences of number of sexual abuses?
 - a. Increasing
 - b. decreasing
 - c. presently decreasing but reported more
 - d. earlier incidences more but not reported
 - e. No idea.
22. What is your opinion regarding impact of the Act in regard to action taken against the accuser?
 - a. **Stringent**
 - b. **Worse**
 - c. **As usual**
 - d. **No idea**

23 What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc

a. prompt response

b. process is very low

c. no response

d. no idea

24 Whether you have any experience of sexual abuse cases during your period?

25 If yes- share your experience mentioning preventive interventions taken thereof (case study)

26 Suggestions for ensuring non-occurrences of sexual abuse cases.

At policy level-

Safety and security of girl students-

Schedule - 5

INFORMAL DISCUSSION WITH DWO (KII)

1. Name :
2. Designation: a). Contact No.:
3. Do you receive any sexual abuse cases? Y/N
4. Have you received any sexual abuse cases from residential school during your period? Y/N
5. Whether people are aware of these Acts- what is your assessment?
6. Whether you have taken any initiative for generating awareness about the victim compensation scheme and POCSO Act?
7. What is your opinion regarding the scheme and Act?
8. What are the gaps?
9. Suggestions for effective implementation of the scheme/Act:

Causes and changing trend

- 27 What is your opinion regarding causes of sexual abuses in residential schools
 - a. Poverty
 - b. Socio-cultural
 - c.. Lack of awareness about LSE
 - d. Stringent action is not being taken against accuser
 - e. Absence of safety and security
 - f. Any other
- 28 What is your opinion regarding changing trend of occurrences of number of sexual abuses?
 - a. Increasing
 - b. decreasing
 - c. presently decreasing but reported more
 - d. earlier incidences more but not reported
 - e. No idea.
- 29 What is your opinion regarding impact of the Act in regard to action taken against the accused?
 - a. Stringent
 - b. Worse
 - c. As usual
 - d. No idea
- 30 What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc.
 - a. prompt response
 - b. process is very low
 - c. no response
 - d. no idea
- 31 Whether you have any experience of sexual abuse cases during your period? Y/N
- 32 If yes- share your experience mentioning preventive interventions taken thereof (case study)
- 33 **Suggestions for ensuring non-occurrences of sexual abuse cases.**
 - At policy level-
 - Safety and security of girl students-

Schedule-6
INFORMAL DISCUSSION
WITH OFFICIALS OF DISTRICT LEGAL SERVICES AUTHORITY (KII)

1. Name :
2. Designation:
3. Do you receive any sexual abuse case applications for assistance? Y/N
4. Have you received any sexual abuse cases from residential school? Y/N
5. What benefits/supports do you provide?
6. Prior to this, what actions were being taken for the victim in terms of compensation and rehabilitation etc?
7. What is the impact of this scheme?
8. Whether number of cases has been reduced after enactment of POCSO?
9. Whether people are aware of these Acts- what is your assessment?
10. Whether you have taken any initiative for generating awareness about the victim compensation scheme and POCSO Act?
11. What is your opinion regarding the scheme?
12. What are the gaps?
13. Suggestions for effective implementation of the scheme

Causes and changing trend

14. What is your opinion regarding causes of sexual abuses in residential schools

- a. Poverty
- b. Socio-cultural
- c.. Lack of awareness about LSE
- d. Stringent action is not being taken against accuser
- e. Absence of safety and security
- f. Any other

15. What is your opinion regarding changing trend of occurrences of number of sexual abuses?

- a. Increasing
- b. decreasing
- c. presently decreasing but reported more
- d. earlier incidences more but not reported
- e. No idea.

16. What is your opinion regarding impact of the Act in regard to action taken against the accuser?

- a. Stringent
- b. Worse

- c. *As usual*
- d. *No idea*

17. What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc

- a. *prompt response*
- b. *process is very low*
- c. *no response*
- d. *no idea*

18. Whether you have any experience of sexual abuse cases during your period? Y/N

19. If yes- share your experience mentioning preventive interventions taken thereof (case study)

20. Suggestions for ensuring non-occurrences of sexual abuse cases.

At policy level-

Safety and security of girl students-

Schedule-7

INFORMAL DISCUSSION WITH MATRON/AHS

1. Name of the Matron-
2. Designation-
3. Since when you are working in the position?-
4. What is your role in the school?
5. Can you feel/notice occurrences of sexual abuse in your school?
6. Have you detected any case? Y/N
7. Whether students are comfortable to share their problems/ issues to you?
8. Whether children are aware of LSE?
9. Whether you are guiding students about LSE?
10. Whether you have met any incidence in your school? Can you share?
11. If girl children would face such type of issues, whom do you report first and what initiative will you take at your level?
12. Whether parents of the students join in SMC/SMDC?
13. Whether you have PTA?
14. Is that functioning? How it works?
15. Do students stay during holidays?
16. If yes, who takes care of them?
17. Why they do not go to their villages during holidays?
18. Can you share if you have experience of protecting a girl child from sexual abuse in your school?
19. Whether any impact of LSE, POCSO act etc? Explain.

Causes and changing trend

20. What is your opinion regarding causes of sexual abuses in residential schools
 - a. Poverty
 - b. Socio-cultural
 - c.. Lack of awareness about LSE
 - d. Stringent action is not being taken against accuser
 - e. Absence of safety and security
 - f. Any other

21. What is your opinion regarding changing trend of occurrences of number of sexual abuses?
 - a. Increasing
 - b. b. decreasing

- c. *c. presently decreasing but reported more*
 - d. *d. earlier incidences more but not reported*
 - e. *e. No idea.*
22. What is your opinion regarding impact of the Act in regard to action taken against the accuser?
- a. *Stringent*
 - b. *b. Worse*
 - c. *c. As usual*
 - d. *d. No idea*
23. What is your opinion regarding impact of the scheme in regard to the benefits provided to the victim in terms of financial assistance, counseling and rehabilitation etc
- a. *prompt response*
 - b. *b. process is very low*
 - c. *c. no response*
 - d. *d. no idea*
24. Whether you have any experience of sexual abuse cases during your period? Y/N
25. If yes- share your experience mentioning preventive interventions taken thereof (case study)
- 26. Suggestions for ensuring non-occurrences of sexual abuse cases.**
- a. At policy level-
 - b. Safety and security of girl students-

Annexure – 3 Regression Model-1

1. $Y = a_1 + bX_1 + C_1 \dots\dots(1)$

Where Y= number of incidences

X1= availability of safety and security (=0 if the score value is (MEAN-SD) or greater than (MEAN-SD)

=1, if score value is less than (A.M-S.D)

C1= constant

Descriptive statistics

Independent Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	A.M	S.D
Safety and security (X1) where N=20	.157 ^a	.025	-.029	.49652	76.350	10.0487

a. Predictors: (Constant),

b. safety and security level

Coefficients

Model	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	Beta			Lower Bound	Upper Bound
Constant		5.539	.001	.427	.948
b.safety and security level	-.157	-.676	.508	-.771	.396

Annexure – 4 Regression Model-2

$$2. Y = a_2 + bX_2 + C_2 \dots (2)$$

Where Y= number of incidences

X₂= Income level (=0 if the income of parents is Rs.58,320 or more than 58,320 per annum

=1, if income is less than 58320 per annum

C₂= constant

Descriptive statistics

Independent Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Income level (X ₂) where N=20	.267 ^a	.071	.066	.47716

a. Dependent Variable: incidence

b. Predictors: (Constant), income

Coefficients

Model	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	Beta			Lower Bound	Upper Bound
Constant		6.385	.001	.279	.528
Income	.267	3.585	.001	.125	.431

Annexure – 5 Regression Model-3

3. $Y = a_3 + bX_3 + C_3 \dots (3)$

Where Y= number of incidences

X3= Awareness level (=0 if the score value is (MEAN-SD) or greater than (MEAN-SD)

=1,if score value is less than MEAN-SD)

C3= constant

Descriptive statistics

Independent Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	A.M	S.D
Awareness level (X3) where N=17	.342 ^a	.117	.058	.47809	40.18	9.57

c. Predictors: (Constant),

d. Awareness level

Coefficients

Model	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	Beta			Lower Bound	Upper Bound
Constant		4.472	.001	.299	.844
b.Awareness level	.342	1.409	.179	-.220	1.077