SAFETY & SECURITY OF TRIBAL GIRL CHILDREN IN SC/ST RESIDENTIAL SCHOOLS

A diagnostic study in Odisha, Jharkhand & Madhya Pradesh under CSS 2015-16

SCHEDULED CASTES AND SCHEDULED TRIBES RESEARCH & TRAINING INSTITUTE

Safety and Security of Tribal Girl Children in Residential Schools:

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Prepared by

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Foreword

Residential Schools, over the years, have emerged an important strategy to enhance the enrolment of ST students, arrest their high drop-out, and improve educational attainment among these disadvantaged communities. While these schools provided an impetus to the education of ST girls in very significant ways, growing incidences of violation of their safety and security within school/ hostel campus posing serious challenges and ought to be addressed promptly.

The report on ***Safety and Security of Tribal Girl Children in Residential Schools*** examines factors those influence the safety of tribal girl children in the residential Schools run as part of Central and State government schemes. The study tried to capture status of physical arrangements and other allied determinants for ensuring the safety and security of the girl boarders at the school/ hostel level on one hand whereas on the other hand it also attempted to examine whether the study states have explicit policy guidelines towards ensuring safety and security of tribal girl boarders in their residential schools and if so their scope, reach and implementation in the sample schools.

State Governments have been augmenting the physical infrastructure, facilities and human resources for the effective management of the residential schools, unfortunately, the field findings suggests that the safety and security arrangements in the residential schools leaves much to be desired. While the physical aspects such as boundary wall, toilets, lighting facilities etc. are absolutely necessary for a safe and secure physical environment, the soft components like life-skill education, leadership trainings, establishing forums/ mechanisms for students to voice their concerns are equally important and can be a very effective strategy for identifying and addressing safety & security concerns of girl boarders.

The study has well captured the experiences, threat perceptions and suggestions of the central stakeholder i.e. girl boarders along with the physical assessment of the safety security arrangements in the sample schools, feedback from key stakeholders like Head Master/ Mistress, Warden/ Hostel Superintendent and other administrators. They provide concrete pointers and valuable insights into their day-to-day experiences of threats/ perception of threats and what they consider important for their own safety and security. These are required to be taken into consideration by the administrators for instilling a sense of security among the girl boarders and assuaging their feeling of being somewhat unsafe in the hostels.

Last but not the least, while there is a growing emphasis on safety and security concerns of the boarders in residential schools, the minimum basic safety standards as a composite guideline is found missing, posing challenges in monitoring and evaluating the safety status of residential schools. The report attempted to put forth a suggestive framework for developing safety standards/ norms that can be further discussed and fine-tuned for use by the policy-makers and administrators as benchmark for building, monitoring and appraising the safety status of residential schools.

I take this opportunity to recommend institution of participatory Safety Audits in the residential schools by involving key stakeholders - teachers, parents, community members, SMC, PRI members, administrators and boarders to find out the status of safety and security in the schools, gaps therein and to gauge the sense of security among boarders. If conducted diligently and sensitively such audits can provide valuable insights in understanding how safe the campus is for boarders and areas needing attention. Such participatory audits will also foster school-community linkages for providing safe and secure learning environment for girls.

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List Of Abbreviations

ADSWOs	:	Additional District Social Welfare Officers
ANM	:	Auxiliary Mid-wife
CCA	:	Cook cum Attendant
DSWOs	:	District Social Welfare Officers
DWOs	:	District Welfare Officers
DCPO	:	District Child Protection Officer
EMRS	:	Ekalavya Model Residential School
GER	:	Gross Enrollment Ratio
GoI	:	Government of India
LWE	:	Left Wing Extremism
MoHRD	:	Ministry of Human Resources and 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
POCSO	:	Protection of Children against Sexual Offences
POA	:	Programme of Action
RTE	:	Right to Education
SSA	:	Sarva Siksha Abhiyan
ST	:	Scheduled Tribe
SC	:	Scheduled Caste
SMC	:	School Management Committee
SMDC	:	School Management and Development Committee
SSD Dept.	:	ST & SC Development Department, Govt. of Odisha
TSP	:	Tribal Sub Plan

Executive Summary

Residential Schools are considered as an important strategy to enhance the enrolment of ST students, arrest their high drop-out, and improve educational attainment among these disadvantaged communities. 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. 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. 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 very significant ways by offering them an environment away from strong gendered expectation of shouldering 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.

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.

The present study undertaken by the SC & ST Research and Training Institution of Odisha on Safety and Security of Tribal Girl Children in Residential Schools attempted to delve further and understand the safety concerns of tribal girl children in the residential Schools run as part of Central and State government schemes in three of the States namely Odisha, Jharkhand and Madhya Pradesh. The Study sought to understand the provisions and facilities available at the school and hostel level concerning safety and security of the girl boarders. It also sought to understand the perception/ opinions of the different stakeholders like teachers, hostel wardens/ superintendents, community members and most importantly the girl boarders on what kind of security threats they thought existed in the hostels and what needs to be done to improve the situation, and last but not the least come up with recommendations/ suggestions for both the policy makers & implementers in terms of appropriate policy level reforms and implementation strategies. In total, 73 schools from nine districts across three states with 769 respondents including 365 tribal girl boarders were covered in the study.

Major findings and Recommendations:

FCAILITIES AT SCHOOLS/HOSTELS

Physical isolation/ remoteness of residential schools from the human habitations is not a significant concern in the context of the studied schools. However, it is pertinent to mention here that in MP it is noticed that the Schools and hostels are separately located with one

hostel catering to 2-3 schools nearby. In such scenario, even when the hostels are nearer to the habitation, the fact that the students have to travel upto one kilometer or even more to reach the school is an issue of concern from the perspective of safety and security.

The study reveals that in the three states **safe drinking water facility** is available in 95.9% of the cases, with 94.5% of the same being in usable and accessible conditions. While **separate toilets for girls** are available in all hostels, the same cannot be said for the schools. Half of the sample schools of Odisha do not have separate toilets for girls. Furthermore, even where toilets are available in hostels, not all of them have doors and water facilities. In case of Jharkhand, the situation is worrisome with about 40% of toilets in hostels are not having locking facility and only 33% toilets having water facility. It is further revealed that in Odisha and Jharkhand 20% and 25% of the toilets in hostels are in damaged conditions respectively. In about 15-20% hostels, inmates depend on outside sources for bathing and toilet purposes. This is a worrisome factor for the safety and security of girl inmates, as it exposes them to real threats of violation.

Well protecting Boundary Walls (securely covering the hostel building from all sides) are found to missing in 22.3% sample hostels in Odisha, 25% hostels in Jharkhand and 12.9% hostels in Madhya Pradesh. **Electricity** is available in 93.2% of the hostels. However, as high as 28.8% of hostels do not have any **alternate source of lighting** in event of power cut or failure. This is a matter of serious concern as the girl inmates must be finding it difficult to negotiate, for different purposes, during night times.

Little more than one-third hostel premises have **abandoned/isolated places.** The State wise picture shows that both Odisha and MP have less number of abandoned/isolated places on hostel premises whereas it is much higher in Jharkhand.

In 89% of the residential schools, **staffs are staying in the hostel premises**. However, it may be noted that in all the three states, staffs staying inside the hostel buildings are reported to be women (either Warden/ Hostel In-charge or support staffs like Cook-cum-Attendant etc.)

Only 57.5% of the sample hostels in all three States have the **provision of security guard** that includes 20.5% of the hostels with 24 hours guard security and another 37% of the hostels with such provision available only during the night time. In Odisha there is no hostel with 24 hours security guard provision while only in 16.7% of hostels there are security guard provisions only at night time. In Jharkhand in 91.7% of hostels there is some form of security guard provision that includes 41.7% hostels with 24 hours security guard provision and half of the hostels having such provision only at night. In MP in 83.9% hostels there are some form of security guard provision. 32.3% of hostels in MP have 24 hours security guard provision and 51.6% hostels have such provision only at night.

Watch and ward by police on the girls' hostels is found in 69.1% hostels. These include visits at regular intervals, contact with the hostel in-charge and visits after receiving complain. In more than half of the hostels, police visit happens only after receiving any complain. Watch mechanism by police is lowest in Odisha (44.7%) and highest in Jharkhand (91.7%).

With regard to **regular visits by doctors/ health officials to hostels**, Odisha tops the list with 73.3%. There is a need for improving the regular visit of doctor/ health officials to hostels in Jharkhand (16.7%) and MP (48.4%).

SPECIFIC POLICY GUIDELINES ON SAFETY & SECURTY IN RESIDENTIAL SCHOOLS

On the front of specific policy guidelines/ government instructions concerning safety and security of girl boarders, State of Odisha found to be more proactive with issuing a detailed set of guidelines and Standard Operating Procedure including Code of Conduct and Duties of staffs, environmental safeguards to be ensured, mandatory reporting and response mechanism, disciplinary action to be taken for ensuring the safety and security of students in its schools and hostels. The guideline categorically mentions of zero-tolerance approach in cases of sexual abuse and harassment. In Odisha, in 90% of the sample schools the government's policy/guidelines are available, staffs are aware about the policy/guidelines and they are being followed.

In the State of MP also directives and instruction have been issued from time to time regarding the safety and security of boarders in the residential schools with special focus on provisioning of dedicated human resources, lady wardens, in the residential schools and other environmental safeguards. In 77.4% of the sample schools in MP, the government policy/guidelines are available, and in 64.5% of the sample schools staff members are aware about the policy/guidelines.

With regard to state of Jharkhand, only 75% of the sample schools affirmed having government policy/guidelines with only 50% of the sample schools claiming to follow the same. However, the study team could not access any specific document/ government circular or guidelines.

The most common standard practice followed in case of any report of abuse/ violation is report to Hostel-in-charge (57.5%) followed by report to Police (37%) and report to Headmaster (31.5%). Mutually settled and no action as a standard practice received 24.7% and 8.2% responses.

SAFETY AND SECURITY – ROLE OF SMC, PRI MEMBERS & PARENTS

As per the study finding, 72.9% respondents from group of SMC members including PRI members and Parents stated that SMC organized **regular meeting** with 93.3% in Odisha, 11.1% in Jharkhand and 71% in MP saying so. Out of the stakeholders those stated about regular meeting of SMC, 87.3% pointed out that **discussion on safety and security** is taken up in the SMC meeting with 91.1% in Odisha, all in Jharkhand and 81.8% in MP stating so.

Multiple responses were received on the **role played by SMC** in safety and security of girls in schools. 13.6% of the responses are for constructing and repairing the security related infrastructures facilities in the schools, 31.4% for counseling the hostel inmates on their self-safety, 39.3% for monitoring the school activities and safety of girls. Only 9.3% responses are about reporting to higher authority in case of any incidence in school. All the respondents of Odisha mentioned some or other role played by SMCs in ensuring the safety and security

of girls in schools. However, in case of Jharkhand significantly 72.2% responses were for **"do not know"** implying that significant number of respondents were ignorant about the role of SMC in safety and security of girls in schools.

With regard to **holding school staffs primary responsible** for ensuring safety & security of girls in hostels, highest proportion of responses (77.1%) from group of SMC members including PRI members and Parents pointed towards Matron/ Superintendent/Head Master followed by 40% responses stating Assistant Superintendent as responsible and 33.6% responses stating regarding CCA (Cooking-Cum Attendant).

On **difficulties faced in maintaining safety and security**, lack of proper security system figured highest with 36.4% responses followed by lack of basic facilities (30.7%), construction related work taking more time (20.7%) and unprotected boundary wall (19.3%). It is interesting to note here that as high as 83.3% and 75.8% of stakeholders in Jharakhand and MP respectively stated facing no difficulties reflecting lack of involvement of SMC members.

SAFETY AND SECURITY – ROLE OF HOSTEL IN-CHARGE

The study further reveals that office bearers like the Superintendents (referred to as HM in Odisha), Matrons/ Wardens, Assistant Teachers and in two particular case Cook-cum-Attendants (CCA) are found to be designated or discharging the responsibility of hostel in-charge in the sample schools. In 72.6% hostels there are **specifically designated staff** like superintendent (38.4%) and Matron/ Warden (34.2%) who has been given the responsibility of hostel management whereas in another 24.7% hostels, the responsibility of hostel management is assigned to a teacher while in 2 of the hostels (2.7%) Cook-cum-Attendant was found to be discharging the responsibility of Hostel Management.

In Odisha, highest numbers of hostels are managed by Teachers serving as Hostel In-charges (55.3%) followed by Matron/ warden (33.3%). 2 of the hostels each were found to be managed by HMs and CCAs respectively. The Hostels managed by CCAs in Odisha were Primary School Hostels (PSH). In case of Jharkhand only 16.7% hostels are managed by teachers while 50% hostels have designated Superintendents in place and in another 33.3% there are designated Matrons/ Wardens. In MP 100 % hostels have designated persons like superintendents (64.5%) and wardens (35.5%) as hostel in-charge. Almost all hostels (100%) have female persons as hostel-in charge.

Among the various roles pointed out by the respondents from hostel in-charge category, taking care of hostel inmates (76.7%) and keeping a watch on the entry of outsiders into the hostel (49.3%) emerged as the two major ones. In order to ensure that students come up fearlessly to report in case of abuse, a number of mechanisms are reported to be put in place in the hostels, such as creating awareness and counseling among students (42.5%), forming peer group among inmates (46.6%), providing complaint boxes in the hostels (34.2%), friendly behavior with students (32.9%) and organizing monthly meetings (23.2%).

More than half (54.8%) of the respondents from Hostel-in-charge category have reported being **oriented on the safety and security issues** and guidelines. Odisha has highest percentage of such respondents (73.3%) followed by Jharkhand (50%) and MP (38.7%).

Respondents discharging responsibility of Hostel In-charge were specifically asked about the **difficulties faced by them in maintaining safety and security in the hostels**. Absence of watchman at night time (39.7%) appeared as most frequented response followed by Inadequate toilets for girl inmates and No alternate source of light except electricity (17.8%) and no matron in hostel (13.7%). 23.3% respondents expressed no difficulty in maintaining safety and security of the inmates.

For Odisha, the most prominent difficulty faced is the absence of watchman at night (73.3%) followed by inadequate toilets for girls (33.3) and no matron in hostel (26.7%). In Jharkhand, the response is highest in case of no alternate source of light (58.3%) followed by drinking water problem throughout the year (41.7%) whereas in MP it is lack of adequate human resource and distance from school (16.1%) followed by absence of watchman at night (12.9%).

A **number of suggestions** have been provided by the hostel in-charges for improving safety and security of girls' boarders in hostels. Prominent among them are the provision of security guards (64.4%), provision of CC Camera at entry gate (30%), construction of adequate toilets as per the strength of the student (28.8%), well protected boundary wall (27.4%) and posting of matrons (21.9%).

For Odisha, provision of security guards (86.7%) topped the list with others suggestions like provision of CC Camera at entry gate (63.3%), construction of more toilet as per the strength of the student (36.7%) and posting of matrons (26.7%). Respondents in Jharkhand gave most frequented suggestion as posting of matrons (66.7%) followed by provision of security guards (50%), construction of more toilet as per the strength of the student (41.7%) while well protected boundary wall/ regular health check-ups/ alternative arrangement of lighting appeared frequented by 33.3% responses. In case of MP, provision of security guards (48.4%) again topped the list followed by well protected boundary wall (35.5%). Suggestion for School and hostel should be in one premise figured prominently with 29% of frequency.

SAFETY AND SECURITY – PERCEPTION OF GIRL BOARDERS

From the findings it is revealed that 63.6% **girl boarders moved out of the hostels for various purposes**. The highest proportion of out movement of girl boarders was reported in MP (80.6%) followed by Odisha (55.3%) and Jharkhand (40%). In Jharkhand a very high 58.3% of respondents cited bathing/ for toilet as the reason for moving out of the hostel premise which is a matter of concern. In all, 15.5% girl inmates said that they go out of hostel premise for bathing/ toilet purposes.

On further probing whether they go out alone, or in group or under any adult supervision, majority of the respondents (57.3%) reported moving out in groups, followed by with any hostel staff (24.1%) and with friends (15.9%). Miniscule 2.6% reported moving out alone of the hostel premise.

Highest proportion of respondents in Odisha (86.7%) affirmed receiving **formal training/ orientation on their safety and security** issues followed by MP (38.7%) whereas in Jharkhand none of the respondents reported receiving any such orientation/ training. In effect, 45.2% girls boarder respondents across the study states shared that they have not received any formal training/ orientation on their safety and security issues.

Regarding **mechanisms adopted by girls for sharing their problems**, there were multiple responses. The highest frequency response was (86.8%) that they shared their problems with their friends and peers; followed by sharing their problems with the warden (55.5%). Sharing with non-teaching staff also received significant responses with (44.9%). In Odisha use of complaint box (58.7%) also figured prominently as a mechanism to ventilate their grievance.
In Jharkhand, 31.7% inmates shared that they feel somewhat unsafe while around 16.7% stated that they felt totally unsafe. This is really a worrying condition where more than 48.3% children are feeling unsafe in some or other ways. In Odisha 72.7% children stated feeling safe where as in MP 67.7% stated feeling safe to be in the hostels.

Out of total 365 students interviewed 95.1% shared that **female staffs stayed in the hostel**. Most of the female staffs referred to be staying with them are the support staff such as Cook-Cum-Attendants (CCAs). Further, though the respondents affirmed staying of female staffs in the hostels, perhaps not all of them slept with inmates in the nights. May be for this reason, the response "Nobody stays with us in the hostel at night" figured as a reason for feeling somewhat unsafe/ unsafe by the inmates. Amongst responses with regard to other reasons for not feeling safe, lack of proper infrastructural facilities in school/ hostels (74.6%) and lack of proper security system (73.6%) figured prominently.

Various **suggestions were put forth by the girl boarders for improving safety in the hostels**. Amongst the various suggestions, posting of Night watchman/ Security guard received the highest response (41.6%) followed by 24 hour water supply in the hostel (29.9), adequate toilets for girls (28.8%), alternate source of lighting system in the hostel (24.1%) and Well protected boundary wall/ Gate (17.8%). **As high as 49% of the Girl boarders from MP suggested that the School building and Hostel building should be located in one campus**, so that they do not have to commute considerable distance daily to access schooling facility. Immediate repair of damaged infrastructure (25.3%) and mandatory staying of lady staff with inmates at night (16%) are among the other prominent suggestions made by girl inmates of Odisha. Interestingly making available the telephone facilities in hostels has figured as most frequented suggestion by girl inmates of Jharkhand (43.3%).

RECOMMENDATIONS

Based on the secondary review, field findings on policy and practice gaps in hostels in three study states, and suggestions of the Headmasters, Administrators, stakeholders, hostel in-charge, teachers and students; the following key recommendations are proposed for ensuring safety and security of girl inmates:

School and Hostel should be in one premise – There are hostels which are not located inside the school campus and girls inmates have to travel some distance to attend school and in this process their safety and security is compromised. Thus, it is proposed that the school

building and the hostel building should be in one premise to avoid safety and security concerns of girls. **This recommendation is particularly relevant to the state of MP**.

Safe and secure Physical Environment – The basic minimum infrastructure crucial for safety and security for girl boarders were found wanting in the sample states. Thus, strengthening the basic facilities/ security arrangements in tribal residential schools, as elaborated below, should be the priority of the administrators:

- Heightened Boundary Wall securely covering the school & hostel building from all sides with proper mesh/ glass pieces on top of it
- Strong gate/ grill with locking facility and security guard
- Adequate number of functional toilets and bathing rooms for girls with facility of door locking system, light, running water. Toilets and bathing rooms should be within the hostel campus.
- Proper lighting arrangement in the hostel campus, common places with arrangement of alternate source of light in case of power failures
- Clearing of bushes, insecure/ abandoned structures inside and outside the campus
- Continual reassessment of any security related gaps in the infrastructure of the schools and addressing the same on priority basis

Dedicated full time staffs with better Training and Incentives- Study revealed that nearly one-third of the total sample schools do not have dedicated persons as Hostel In-charge. In these schools one of the teachers has been assigned this responsibility and this puts a serious question mark on the effective management of hostel affairs including the safety and security issues.

Therefore it is recommended that:

- Dedicated full-time women staffs be posted as Superintendent/ Matron/ Warden in girls hostels
- Adequate support staffs like cook-cum-attendants, based on the strength of the boarders, be placed in hostels for efficient management of the hostel affairs
- Provision of round the clock security guard is definitely be made for the residential hostels. This has figured as one of the most frequented suggestion by different stakeholders of this study.
- These personnel should be properly trained and incentivized with provision of decent remuneration and proper service conditions

Strengthening of the Reporting and redresssal Mechanism – A structured reporting mechanism should be instituted with specific protocol for the reporting of the cases, institution of enquiry committee and conduct of enquiry keeping in view the respect for the right of children to privacy and protection. Instituting and ensuring proper functioning of direct contact mechanism like dedicated HELPLINE can also prove to be an effective strategy towards effective reporting mechanism.

Sensitization training for school functionaries is very important so that they understand the fears and anxieties of boarders, are able to identify any warning signals, are able to build self-esteem and confidence among children to enable them sharing any wrongdoing and

internalize their duties regarding protection of girl child. Such training should definitely focus on non-teaching staffs such as Cook-cum-Attendants as they were found to be closest contact points with the inmates and their sensitivity and pro-activeness can be very helpful.
Equally important is the training and orientation on the different guidelines of the State Departments, relevant legal provisions, standard operating procedures to be followed, implications in case of non-compliance of the legal provisions and guidelines etc.

Instituting mechanism of peer-support/ whistle blower – Initiating peer-support mechanism in girls hostels through involving the elder members as whistle blower/ confidant for the students to share any unwelcome advances or abuse. It may also be explored to have a regular visit of elder girls/ pass-outs to the girl hostels for informal interactions with inmates and to seek their inputs on their grievances and suggestions.

In hostels of Odisha, **complaint/ suggestion boxes** have found good use by the girl inmates as this provided anonymity to the complainants. However, appropriate mechanisms for taking pro-active action upon the complaints/ suggestions need to be put in place to ensure efficacy of this system.

Life skills programmes/ camps can go a long way to enable the girl inmates to identify the potential risks and gain the confidence to share/ handle any wrongdoing with them. Self defense trainings for older girls should also be a regular input to the girl students to boost their skill, confidence and moral strength in dealing with any unwelcome incident.

Establishing forums for students to express their voices and take action, such as student cabinets, councils, children's committees, children's clubs, or support groups can also be a very effective strategy for identifying and addressing safety & security concerns of students.

Minimum norms for safety standards - Though State Governments, from time to time, have issued guidelines/ instruction on different aspects, minimum basic safety standards as a composite guideline is missing. Minimum norms for safety standards can be evolved by States and Central Ministries in a consultative process to guide the safety security arrangement in residential schools. Such safety standards should include the basic standards for residential facilities, living conditions, availability of hard and soft components related to safety and security of boarders etc. A suggestive guideline/ minimum requisites for safety and security of girl boarders in residential school is also attempted in this study report for administrator to refer and to contextualize & build upon for their own states.

Participatory safety audits can be instituted in the residential schools by involving key stakeholders like teachers, parents, community members, SMC, PRI members, administrators and students to find out the status of safety and security of boarders, gaps therein and also to gauge the sense of security and safety that boarders feel in the hostels.

Adequate Medical and Health Facilities – Regular visits of the health functionaries to facilitate basic screening of students for fever, malaria, diarrhea, respiratory infections, signs of any abuse and other health issues and to ensure timely referral to nearest PHC/CHC is necessary. Apart from the inmates those are leaving hostel during vacation, their health check up should be done while they are coming back from their home.

Safety Security Scenerio- Findings At a Glance.....

While the detailed findings are elaborated in the ensuing chapters; attempt has been made to understand the status of studied States on various Safety & Security parameters and to gauge the overall scenario of the study states when it comes to safety and security of Tribal girls in residential schools. Since safety & security in any walk of life is a non-negotiable aspect and there cannot be any situation well accepted if it is not 100% compliant to the safety & security requirements, it was challenging to put the findings on a scale for rating. However, purely for the broad comparison purpose and to identify the overall status of the states, safety and security parameters have been categorized in six broad heads with sub parameters in each category. The scores derived from the database, for each of the sub-parameters, have been reflected on a scale of 1-6 corresponding to a certain range of scores. The scale of 1-6 points can be read as follows:

Scale Point	Situation	Score Range
1	Alarming – immediate action required	Below 30%
2	Extreme Bad	30 – 40 percent
3	Bad	41 – 60 percent
4	Moderate	61 – 80 percent
5	Somewhat Satisfactory	81 – 99 percent
6	Fully Compliant	100 percent

Matrix of State-wise Safety Parameters

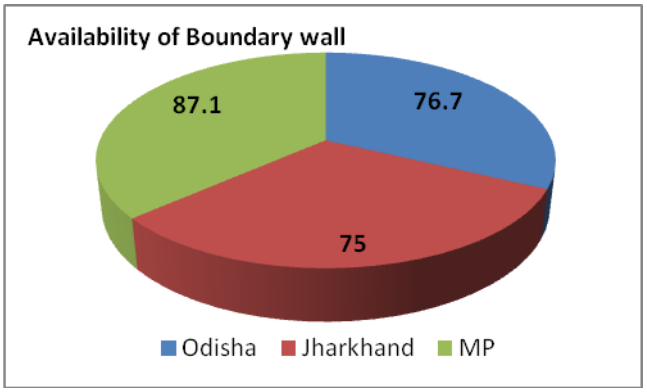
Sl	Safety Parameters	Odisha	Jharkhand	MP	Overall
1	**Physical facilities for protection**				
1.1	Physical proximity of hostel to human habitation	4 (63.3)	4(66.7)	5 (90.3)	4 (75.3)
1.2	Hostel located within the school campus	5 (93.3)	5 (83.3)	1(9.3)	3 (54.8)
1.3	Boundary Wall fully securing the hostel building from all sides	4 (76.7)	4(75.0)	5 (87.1)	5 (81.8)
1.4	Separate functional toilet for girls in hostel	4 (80.0)	4(75.0)	5 (83.9)	4 (79.9)
1.5	Bathing facilities within the hostel premise	4 (80.0)	5(83.3)	4 (80.6)	4 (80.3)
1.6	Availability of Drinking water facilities	5 (93.3)	5(91.7)	5 (96.8)	5(94.5)
1.7	Gate at entry point	5 (93.3)	3(58.3)	5 (87.1)	5 (87.1)
1.8	Locking facilities for doors and windows	3 (58.0)	3 (46.0)	4 (63.2)	4 (62.3)
1.9	Provision of 24 hour security guard	1 (16.7)	3(41.7)	2 (32.3)	1 (27.4)
1.10	Availabilities of Electricity	6 (100.0)	4(66.7)	5 (96.8)	5 (93.2)
1.11	Availability of Alternate source of lighting	4 (80.0)	5(83.3)	3 (58.1)	4 (71.2)
1.12	Availability of Telephone	2 (33.0)	3(58.3)	3 (45.2)	3 (42.5)
1.13	Separate hostel for girls	6 (100)	6(100.0)	6 (100.0)	6 (100.0)

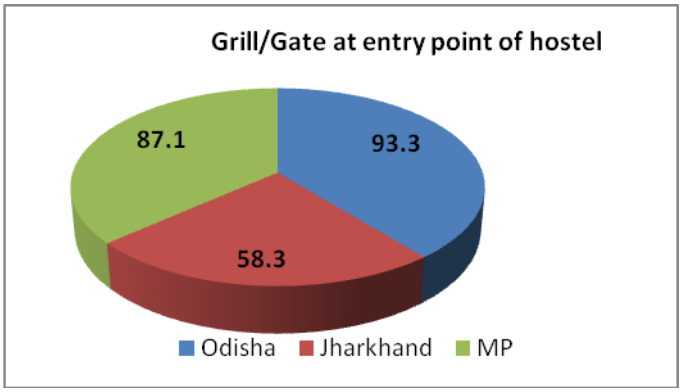
Sl	Safety Parameters	Odisha	Jharkhand	MP	Overall
1.14	Availability of Sick room in the hostel	1 (14.0)	1 (0.0)	1 (3.2)	1 (10.3)
1.15	Quarantining of abandoned place in hostel premise	4 (66.7)	1(16.7)	5 (83.9)	2(34.2)
2	**Human Resources**				
2.1	Hostel in-charge in position being a lady	5 (97.4)	5(95.2)	5 (96.9)	5(97.4)
2.2	Staff staying in the hostel premises	4 (66.7)	5(91.7)	5 (90.3)	5(95.1)
2.3	Specific person responsible for safety & security	3 (53.3)	4(66.7)	4 (71.0)	4(64.5)
3	**Policy Guidelines**				
3.1	Availability of govt. policy/ guidelines	5 (90.0)	4(75.0)	4 (77.4)	5(82.2)
3.2	Awareness of staff on policy/ guidelines	5 (90.0)	3(50.0)	4 (64.5)	4(72.6)
3.3	Female Staff staying with the inmates	4 (76.7)	4 (61.7)	4 (79.3)	4 (80.8)
3.4	Standard practice followed on report of abuse	5 (83.3)	5(83.3)	3 (45.2)	4(70.5)
3.5	Display of safety & security guidelines	5 (90.0)	4(75.0)	4 (74.4)	5(82.2)
4	**Monitoring & Supervision**				
4.1	Visit by the govt. officials at least once in a month	4 (80.0)	3(41.0)	2 (38.7)	3(45.7)
4.2	Regular meeting of SMC	5 (93.3)	1(11.1)	4 (71.0)	4(72.9)
4.3	Safety security an agenda in review meetings	5 (95.0)	1 (25.0)	4 (70.9)	4 (66.6)
4.4	Awareness amongst SMC members on their role for ensuring safety and security	6 (100.0)	1(27.8)	4 (75.8)	4 (78.0)
4.5	Existence of Peer Groups in the hostel	4 (70.0)	3(41.7)	1 (19.4)	3(43.8)
4.6	Out Movement register maintained for inmates	4 (80.0)	4 (75.0)	5 (81.0)	4(80.9)
4.7	Fixed timing for entry of visitors	4 (80.0)	3 (51.6)	6 (100)	4(78.6)
4.8	Escorting of girl students for outdoor activities	4 (71.3)	2 (39.5)	3 (52.6)	3 (42.0)
4.9	Regular Visit of health personnel to the hostel	4 (73.3)	1(16.7)	3 (48.4)	3(53.4)
4.10	PRI/SMC members visiting the girls hostel	3 (55.6)	2(35.5)	3 (50.8)	3 (48.6)
5	**Training and Orientation**				
5.1	Life skill training to hostel inmates	5 (86.7)	1 (16.7)	2 (38.7)	3 (54.8)
5.2	Orientation to Hostel in charge on safety & security	4 (73.3)	3(50.0)	2 (38.7)	3 (54.7)
6	**Watch Mechanisms/ Grievance Sharing**				
6.1	Regular Watch mechanism by local police	1 (10.0)	2(33.3)	1 (22.6)	1 (28.8)
6.2	Frequency of Parent contact at least once in a Qtr	3 (56.7)	4(66.7)	4 (71.0)	4 (69.5)
6.3	Availability complaint box	4 (78.7)	1(10.0)	1 (22.6)	3 (48.6)
6.4	Display of Help line Numbers	5 (93.3)	4 (75.0)	5 (87.0)	5 (89.0)

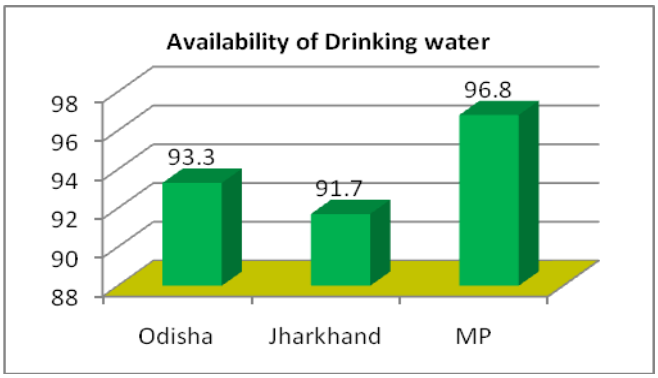
As is evident, each of the States present mixed picture across the six broad categories of the Safety & Security parameters. No State is fully compliant to the Safety and Security parameters and leave much to be desired. However, there are variations among the States on the six of the broad categories with one State faring better than others.

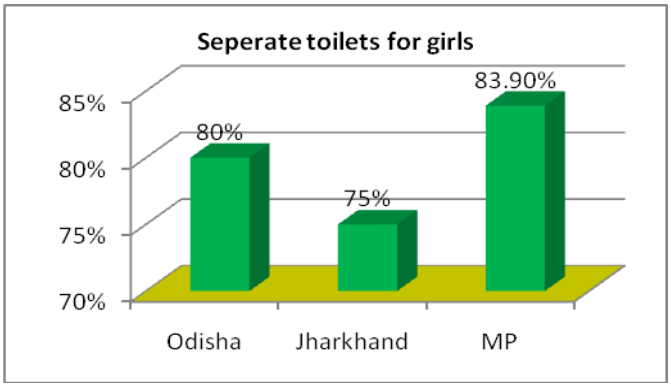
With regard to Infrastructural facilities for Safety & Security of girl boarders, MP seems to fare better when compared to Odisha and Jharkhand with greater frequency of scale points 5 & 6. On provisioning of Human Resources for ensuring safety and security, again MP comes out better compared to other two states. There is resonance of this in the security perception of girl boarders when 73.5% of girl boarder respondents from MP reported feeling safe to reside in hostels. However, when it comes to Policy/ guidelines, Monitoring & Supervision Mechanism and Training & Orientation of key stakeholders, Odisha is better placed than the other two states. This corroborates with the recent proactive steps taken by the Odisha Government by coming out with a comprehensive Policy Guideline and Standard Operating Procedures on safety & security of girl boarders and monitoring visit schedule prescribed for field officials. Life-skill training programme in residential schools of Odisha in collaboration with United Nations Population Fund (UNFPA) also needs mention here. Jharkhand found wanting significantly when it comes to Monitoring & Supervision mechanisms. Training & Orientation of key stakeholders is a matter of concern for both Jharkhand and Madhya Pradesh. Watch Mechanism and Grievance Sharing Mechanism is a grey area for all the States concerned.

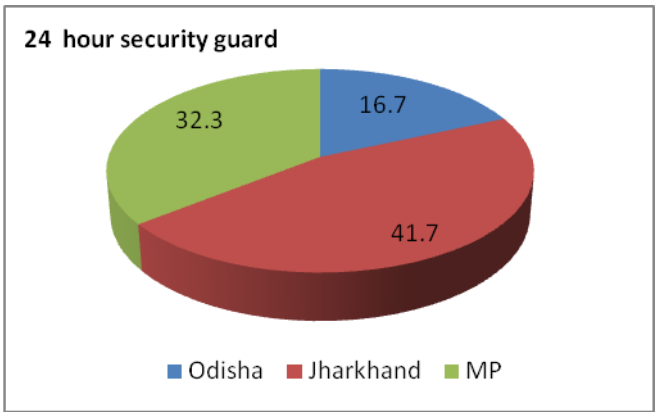
Graphical presentation of the study findings

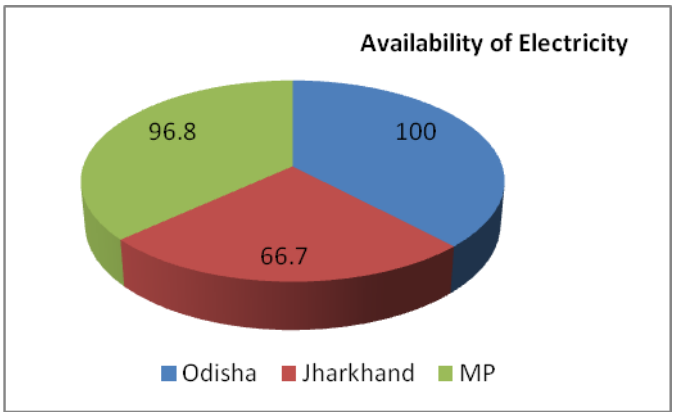


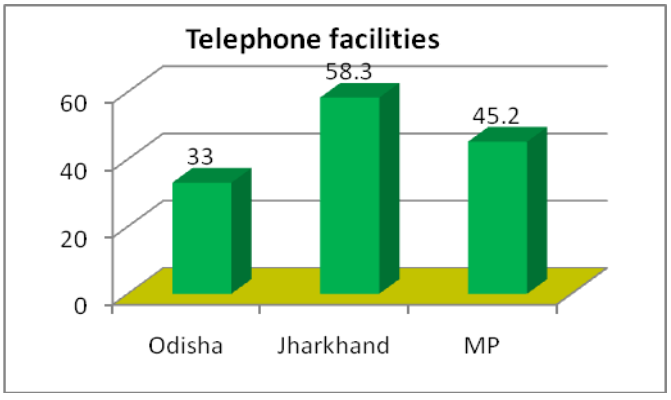


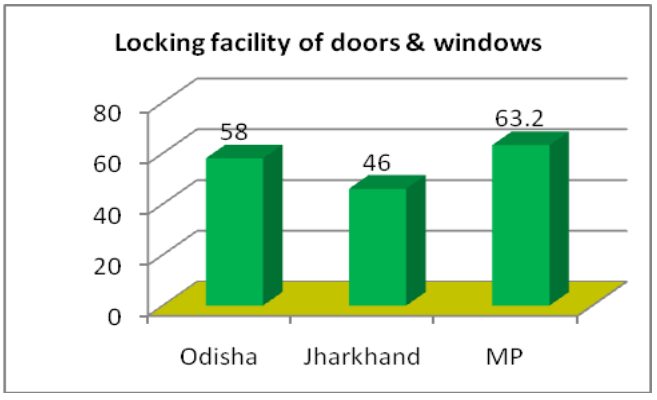


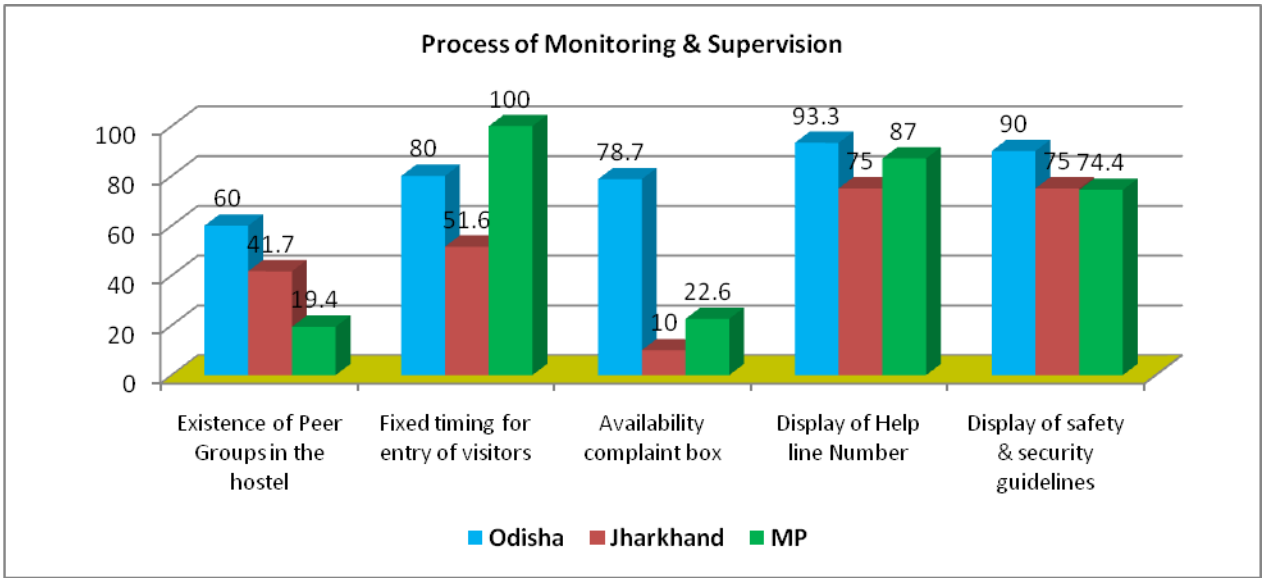


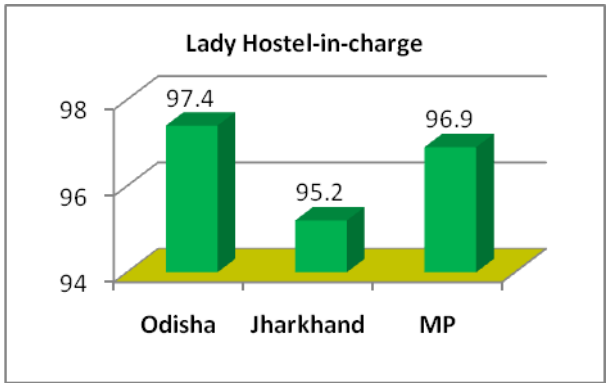


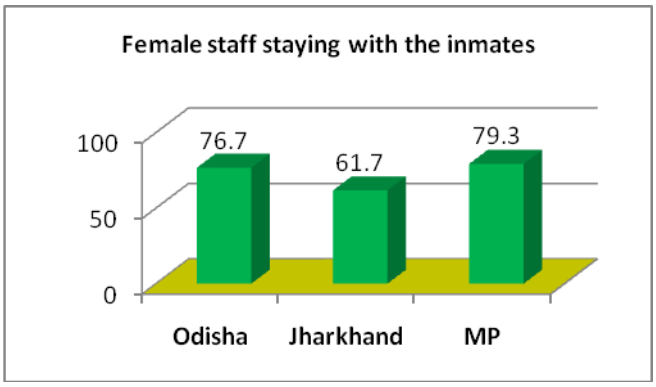


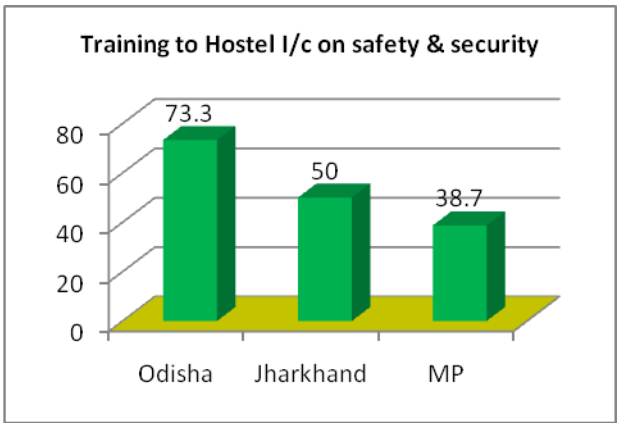


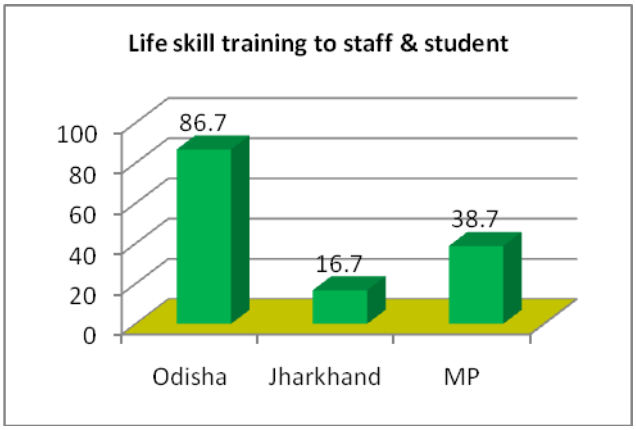



Process of Monitoring & Supervision
100
80
60
40
20
0
60
41.7
19.4
80
51.6
100
78.7
10
22.6
93.3
75
87
90
75
74.4
Existence of Peer Groups in the hostel
Fixed timing for entry of visitors
Availability complaint box
Display of Help line Number
Display of safety & security guidelines
Odisha
Jharkhand
MP


Lady Hostel-in-charge
98
96
94
97.4
95.2
96.9
Odisha
Jharkhand
MP


Female staff staying with the inmates
100
50
0
76.7
61.7
79.3
Odisha
Jharkhand
MP


Training to Hostel I/c on safety & security
80
60
40
20
0
73.3
50
38.7
Odisha
Jharkhand
MP


Life skill training to staff & student
100
80
60
40
20
0
86.7
16.7
38.7
Odisha
Jharkhand
MP

State wise major Gaps Identified

Madhya Pradesh
Among the most prominent concern emerging for Madhya Pradesh is the **location of hostels**. The hostels are operating independently in a separate campus catering to 2-3 schools nearby. Girl students are facing difficulties as they have to travel distance of upto one k.m. or more to reach different schools and this renders them to certain vulnerabilities. This has been highlighted as one of the major challenge in ensuring the Safety & Security of girl boarders by different stakeholders including Hostel-in-charges, SMC members and administrators. The most frequented suggestion of the girl inmates of MP for improving the safety & security was that School and hostel should be in one campus (49%).
Inadequate involvement of the local institutions such as SMCs in the oversight of the hostel management is another gap. The participation of SMC members in the affairs of school reflected to be poor with 24.2% of responses from SMC, PRIs and parents in MP saying they have no idea on the role of SMC in Safety and Security of girls in Residential Schools.
Though MP seems to fare better when compared to Odisha and Jharkhand in the area of Physical Infrastructure, **hostels are not fully compliant on basic security infrastructures in all respects**. With 12.9% hostels in Madhya Pradesh not having a Boundary Wall securely covering the hostel building from all sides, 19.35% hostels having source of toilet/ bath facility located outside the hostel premise, 16.1 % toilets in hostels in damaged condition, 41.9% hostels reporting non-availability of alternate source of lighting in case of power failure, 16.1% schools reporting presence of abandoned/ isolated structures inside the campus, etc. there is need for reviewing the gaps in the basic minimum infrastructure crucial for safety and security for girl boarders and addressing them on priority basis.
Percolation of exiting government policy/guidelines concerning the safety & security of girl boarders to the schools **is another grey area**. In case of MP, 77.4% of the sample schools reported availability of government policy/guidelines while 64.5% of the sample schools reported staff members being aware of the policy/guidelines.
Formal training/ orientation/ sensitization of school/ hostel staffs on safety & security concerns is very low in MP with only 38.7% of the hostel-in-charges reported receiving any formal training/ orientation on the safety and security issues in hostels.
Empowerment of girl students/ boarders with information and knowhow on their safety and security and what they required to do in case they feel insure or violated **is another critical gap**. Only 29.7% of the girl boarder respondents reported receiving training/ orientation on their safety and security issues.
Standard Operating Procedure for reporting in case of violation or abuse is not well structured and leaves much to be desired. Sample schools across studied states reported multiple practices including mutual settlement and no action as well. **In case of MP response frequency is significantly high for mutually settled (35.5%).** This required to be probed further as this may be a pointer towards hushing up of the matter at the school level and thus having serious implications.
Non-threatening mechanism for promoting sharing/ reporting by the inmates such as establishing forums like student cabinets, students' committees/ clubs for to express their voices, complaint/ suggestion box to provide anonymity to inmates for sharing their problems/suggestions etc. **needs to be instituted.**

Odisha

In spite of progressive steps taken by the State Governments with respect to framing of policy and guidelines and strengthened monitoring mechanisms, the provisioning of basic infrastructure and other physical determinants for ensuring safety & security of girls in hostel comes out to be a major area of concern and **Odisha found faltering on number of infrastructural parameters**.

Factors like 23.3% sample hostels in Odisha not having a fully securing boundary wall, inadequate provisioning of girls' toilets in hostel and amongst the toilets available; 20% not in usable condition, 20% of the sample hostels having source of toilet/ bath facility located outside the hostel premise, only one-third of the sample hostels with telephone facility and non-availability of security guards in 83.3% sample hostels renders the girl boarders vulnerable to different safety/ security threats.

Ad-hoc arrangement for management of hostels, without posting of dedicated full-time staffs for effective management and monitoring of hostels and safety & security concerns of boarders is another grey area for the State.

Though the State Government have sanctioned 3000 posts for lady matrons, **46.7% hostels are reported to be managed by teachers** who are discharging the responsibility of Hostel In-charge additionally. This dual responsibility of teaching and managing hostels by the teachers is definitely a compromise on efficient management of hostel affairs, including safety and security of inmates. There is also no fixed tenure of the Hostel In-charge in such cases and 23.3% hostels reported the tenure of the Hostel-in-Charge as less than 3 months. This may affect the sense of accountability further with considerably less time to focus on work and may create attitude of just passing the time of dual responsibility. Different stakeholders covered under the study have categorically pointed out towards need for posting dedicated staffs for hostel management.

Institutional arrangement for oversight watch visits to Girls Hostel by the local police is an area that can be strengthened. 53.3% hostels reported having no visit by local police which can be attributed to either lack of any institutional arrangement or less importance accorded to this. However, such arrangement can help instilling sense of security among boarders and also for deterring the anti-social elements.

Formal training/ orientation/ sensitization of school/ hostel staffs on safety & security concerns needs further strengthening as 26.7% of the hostel-in-charges reported not receiving any formal training/ orientation on the safety and security issues in hostels.

Jharkhand

Like Odisha, **provisioning of basic infrastructure and other physical determinants for ensuring safety & security in residential hostels were found to be wanting** in Jharkhand too.

1/4th of the sample hostels in Jharkhand did not have a fully securing boundary wall.
Critical parameter like separate toilets facility for girls found to be inadequate in respect to number of boarders and 25% of the toilets available in hostels reported to be defunct. 40% of toilets in girls' hostels reported not having locking facility while only 33% toilets reported having water facility. In about 17% hostels, the source of toilet/ bathing facilities was reported to be located outside the hostel premise and moving out of the hostel premise for bathing/ for toilet purpose was the most frequented reason (58.3%) cited by the girl boarders.

As high as 33.3% of the hostels do not have electricity facility and depend on means like lantern, candle, torch etc. for lighting in the night time. Apart from hindering the academics, this must be posing significant challenges to girl boarders for negotiating for various other purposes in the

night time. No alternate source of light except electricity is the most frequented response by Hostel-in-charges in Jharkhand when asked about the difficulties faced by them in maintaining safety and security of boarders.

School Management Committees were found to be very week in Jharkhand. Only 11.1% of the respondent group of SMC/ PRI members and parents reported having regular meeting of SMCs. On the question of role played by the SMCs in safety & security of the girl boarders, significantly 72.2% responses were categorized as "Do not Know" reflecting lack of involvement of such vital community based institution in the oversight of the hostel management and safety/ security concerns of the boarders in residential schools.

Sense of security among the girl boarders found lowest in Jharkhand with 48.3% of the girl boarder respondents stating that they feel somewhat unsafe/ unsafe residing in the hostels. While improper security system and gaps in infrastructural facilities were cited as prominent reasons. State need to take necessary steps for instilling sense of security among the boarders by way of involving them to identify the critical concerns and addressing them on priority basis.

Training/ orientation/ sensitization of school/ hostel staffs on safety & security concerns is a grey area with half of the hostel-in-charges declined being oriented on the safety security aspects of the boarders. Without orientation and periodic reiteration it is unfair to assume that the guidelines/ instructions issued by the State Departments would be followed seriously and diligently.

The mechanism of addressing **health needs of boarders** found to be week in Jharkhand with only 16.7% hostels reporting regular visit by doctor/ health functionaries thus hindering scope for prevention activities, timely detection and management of diseases/ health issues and even early detection of any physical or psychological distress arising out of any abuse or violation.

Availability of specific **Policy/ Guidelines on Safety & Security** of boarders in residential schools was reported to be non-existent in 25% of the sample hostels. Only half of the sample schools visited reported that staff members are aware of the state guidelines/ instructions on the safety and security aspects. Even the study team could not access specific document/ government circular or guidelines in this regard from the State office concerned. State may consider coming up with comprehensive guidelines/ protocols for safety & security of girl inmates and also the mechanism to institutionalize their implementation in the residential schools. It is also important to adopt means and ways for better awareness among the school functionaries on various guidelines/ directives issued by the authorities.

There is **scope for improving the supervision & monitoring visits by the Government Officials** to the residential schools. In case of Jharkhand, the highest frequency of Government Officials visit has been reported as "as and when required".

Key Recommendations

Based on the field findings, gaps in safety and security of girls in hostels and suggestions of key stakeholders like hostel in-charge, SMC members and girl boarders; followings are some of the key recommendations proposed for bettering the safety and security of girl inmates.

School and Hostel should be in one premise – This recommendation is particularly relevant to the state of MP. Hostels in Madhya Pradesh are not located inside the school campus and girl inmates have to travel some distance to attend school. This situation gives scope for their safety and security getting compromised. Thus, it is recommended that the school and hostel should be in one premise to avoid safety and security concerns of girls.

Safe and secure Physical Environment – The field findings suggests that all the schools and hostels in three sample study states do not have full-fledged safety and security arrangement in place. The basic minimum infrastructure crucial for safety and security for girl boarders were found wanting in all the three states with some variations. As physical environment and facilities are one of the major detriments of safety and security; followings are recommended strongly:

- Heightened Boundary Wall securely covering the school & hostel building from all sides with proper mesh/ glass pieces on top of it
- Strong gate/ grill with locking facility to the hostel building entrance
- Proper arrangement for door and window looking in hostel rooms
- Adequate number of functional toilets and bathing rooms for girls with facility of door locking system, light, running water. Toilets and bathing rooms should be within the hostel campus.
- Proper lighting arrangement in the hostel campus, rooms, toilets and common areas with arrangement of alternate source of light in case of power failures
- Clearing of bushes, insecure/ abandoned structures inside and outside the campus
- Improving maintenance and repair of hostel infrastructure

Continual reassessment of any security related gaps in the infrastructure of the schools should be undertaken and identified gaps should be addressed on priority basis

Dedicated full time staffs with better Training and Incentives

Management of hostels, especially with girl boarders, is a huge responsibility and should not be left to any ad-hoc arrangement. Study revealed that nearly one-third of the total sample schools do not have dedicated persons like Hostel Superintendent/ Matron/ Warden for day-to-day management of the hostels. Posting dedicated full-time staffs for ensuring effective management of hostels and safety and security of boarders is very critical. Therefore it is recommended that:

- Dedicated full-time women staffs should be posted as Superintendent/ Matron/ Warden in girls hostels
- Adequate support staffs like cook-cum-attendants, based on the strength of the boarders, should be placed in hostels for efficient management of the hostel affairs
- Provision of round the clock security guard is definitely needed to be made for the residential hostels. This has figured as one of the most frequented suggestion by different stakeholders of this study in wake of absence of any provisioning of security guard in more than 40% of the sample schools.
- These personnel should be properly trained and incentivized with provision of decent remuneration and proper service conditions

Strengthening of the Reporting and redresssal Mechanism – It has been gathered from the study that school functionaries adopted different practices when any violation or abuse case has been reported. Some of the responses also included mutual settlement and no action as well. It points towards need of institution and strengthening a well laid out & structured reporting, response and redressal mechanism to avoid any biases, influences creeping in.

Sensitization training for school functionaries - Apart from the physical arrangement for security, the approach and sensitivity of the school functionaries in building a sense of security among girl boarders is paramount. Sensitization training for all the school functionaries is therefore very important so that they understand the fears and anxieties of boarders, able to identify any warning signals, able to build self-esteem and confidence among children to enable them sharing any wrongdoing and internalize their duties regarding protection of girl child. Such training should definitely focus on non-teaching staffs such as Cook-cum-Attendants as they were found to be closest contact points with the inmates and their sensitivity and pro-activeness can be very helpful. Equally important is the training and orientation on the different guidelines of the State Departments, relevant legal provisions, standard operating procedures to be followed, implications in case of non-compliance of the legal provisions and guidelines etc.

Instituting mechanism of peer-support/ whistle blower – It was found that it is the friends/ peer with whom girls prefer the most to share any of their problem. Therefore initiating peer-support mechanism in girls hostels through involving the elder members as whistle blower/ confidant for the students to share any unwelcome advances or abuse can be an effective strategy to at-least identify the issue and to take preventive or appropriate response measures. It may also be explored to have a regular visit of elder girls/ pass-outs to the girl hostels for informal interactions with inmates and to seek their inputs on their grievances and suggestions concerning their safety and security. The use of Complaint/ suggestion box in hostels of Odisha has also found good use by the girl inmates as this provided the anonymity for putting their problems.

Life skills programmes/ camps for girl inmates - Life skill education programme can go a long way to enable them to identify the potential risks and in building self-esteem and confidence to share/ handle any wrongdoing with them. Self defense trainings for older girls

should also be a regular input to the girl students to boost their skill, confidence and moral strength in dealing with any unwelcome incident.

Minimum norms for safety standards - Though State Governments, from time to time, have issued guidelines/ instruction on different aspects, minimum basic safety standards as a composite guideline is missing. Minimum norms for safety standards can be evolved by States and Central Ministries in a consultative process to guide the safety security arrangement in residential schools. Such safety standards should include the basic standards for residential facilities, living conditions, availability of hard and soft components related to safety and security of boarders etc.

Participatory safety audits

Safety audits can be instituted in the residential schools by involving key stakeholders like teachers, parents, community members, SMC, PRI members, administrators and students to find out the status of safety and security of boarders, gaps therein and also to gauge the sense of security and safety that boarders feel in the hostels. Such audits, if conducted diligently and sensitively, can lead to valuable insights to understand how safe the campus is for boarders and which areas need attention. Such participatory audits will also facilitate school-community linkages for providing safe and secure learning environment.

Adequate medical and Health Facilities – Regular visits of the health functionaries to facilitate basic screening of students for fever, malaria, diarrhea, respiratory infections, signs of any abuse and other health issues and to ensure timely referral to nearest PHC/CHC is necessary. Instituting system of individual health cards for boarders and regular updating of the same, in coordination with health department functionaries, should be focused

Suggestive Frameworks for developing Safety Standard/ Norms

Safety and security concerns are fast becoming an important part of any dialog about improving school wide academic performance. This is more so important in a residential school wherein students are staying away from the protection and care of family. Though different State Governments, from time to time, have issued guidelines/ instruction on different aspects, the minimum basic safety standards as a composite guideline is missing. The absence of minimum norms and standards for ensuring safety and security pose a hindrance in monitoring and evaluating the safety status of any schools and for putting pressure on the school authorities and administrators for ensuring their compliance.

Followings are some of the suggestive indicators for creating safe school that can be used by the policy-makers and administrators as benchmark for building, monitoring and appraising the safety status of residential schools.

Sl.	Aspects	Minimum requisites
1.	**Physical Security**	**Controlled access to girls' hostels:** • Well securing heightened compound/ boundary walls encircling Girls Hostels preferably with barbered fencing • Secure grill gate/ entrance gate to hostel premise with proper locking facility • Single access point of entrance for visitors to the Girls' hostels • Mandatory screening and monitoring of visitors through in and out registers/ other means of identity verification • Wherever necessary, male staffs/ support functionaries visiting girls' hostels should necessarily be accompanied by the lady hostel warden, lady CCA / helper, lady teacher or any other woman staff of the school. • No male members of the family of lady warden/ caretakers/ cook-cum-attendants should be allowed to stay in the girls hostel premise or to have access to girls hostels in any circumstances • Strictly regulated and supervised visitors timings should be maintained in residential hostels Clear sight of the Hostel building and surroundings by removing unnecessary obstacles and trimming vegetation to ensure improved surveillance Securing secluded structures in the school/ hostel campus such as unmonitored buildings/ rooms, dilapidated structures etc. by locking/ barricading/ putting warning signs to prevent unauthorized persons or items hiding in such structures unnoticed Adequate lighting facilities in pathways corridors, grounds/ campus and wash room areas. Alternate source of lighting for common access areas shall mandatorily be made available in the hostels. Closed Circuit TV to be made mandatory in at-least entry locations \Adequate and functional toilets for girls with proper locking, lighting and water facilities

		Gender sensitive location of toilet and bathroom facilities; within the hostel premise or atleast in close proximity with well lit and secure access pathway. Girls' hostels should have safe and effective mechanism in place for disposal of sanitary wear. All sanitary facilities and equipment should be in the best state of use, serviceable and should be inspected regularly. Proper locking facilities of doors and windows in hostel building rooms. Proper and sound infrastructure to ensure physical well being
2.	**Dedicated Human Resources for Hostel Management**	Full-time lady staff should be posted as Superintendent/ Matron/ Warden in every girls hostels Adequate women support staffs like cook-cum-attendants/ caretakers, based on the strength of the boarders, should be placed in hostels for efficient management of the hostel affairs The lady hostel warden and support staffs like cook-cum-attendants/ caretakers should invariably stay in the hostel premise Lady attendants/ caretakers should invariably sleep with girls in the hostel at night time No male members of the family of lady warden/ caretakers/ cook-cum-attendants should be allowed to stay in the girls hostel or to have access to girls hostels in any circumstances Provision of round the clock security guard should be a must for the residential hostels Administration must provide for accommodation facilities in the hostel campus at least for the warden and caretakers, so that there is effective monitoring and responsibility can be taken for the security of the girls in the hostels Mandatory screening/ background checks and police verification before appointment of staffs to girls hostels
3.	**Clear policy/ guidelines for zero tolerance to abuse and harassments**	Well laid out Safety & Security policy/ guidelines with emphasis on zero tolerance to abuse and harassments in the residential schools. The policy/ guidelines should clearly spell out: • Code of conduct for staffs and inmates in the hostels • Mandatory reporting of any concerns of violence, abuse, harassment by the staffs/ officials • A safe, confidential and accessible reporting structure/ mechanism for inmate students • Standard Operating Procedure for reporting of violations, response actions, punitive measures • Investigation process outlining the disciplinary, grievance and appeals procedures • Respect for privacy of the victim - maintaining confidentiality by handling information in a way that maintains trust and safety of victim/

		informant. Policy/ Guideline are clearly posted to all concerned Administrative officers, school functionaries and students are adequately oriented/ educated on policy guidelines Key highlights of the policy guidelines are prominently displayed in the schools/ hostels through posters/ flex/ wall writings etc.
4.	**Sensitization of school functionaries**	Sensitization training for school functionaries and other stakeholders to ensure: • All personnel understand and acknowledge their responsibilities and role in creating safe environments for girls • School functionaries promote values and practices that make inmates feel included, secure and confident of raising their voice • School functionaries are able to identify any warning signals, fears and anxieties of boarders • Such training should definitely focus on non-teaching staffs such as Cook-cum-Attendants as they are found to be the immediate contact points for the inmates and their sensitivity and pro-activeness is very crucial.
5.	**Life skill programme for students**	Institutionalized life skill education programme/ camps for girl inmates should be mandatory with focus on: • Enabling girls to identify the potential risks, both physical and emotional, distinguishing between an honest parental touch and an ill-intended immoral touch by the parent, relative, school staffs, or any other person • Building self-esteem and confidence among inmates to report/ share any wrongdoing with them for appropriate action • Empowering to take positive actions/ say no to protect themselves from undue pressures from peers & others • Promoting healthy and positive social relationships • Orienting and enlightening the inmates regarding drugs and dangers of drug abuse. • Promoting culture of compliance with rules and regulations
7.	**Out Movement of Girls**	• Girl boarders should not be allowed to leave the hostel premises without genuine reason. • In case, boarders are required to go outside of the hostel premises for purchasing or for any other necessary reason; they should be accompanied by any staff member. • Student should be encouraged to go in a group outside of the school / hostel premises • If the girl boarders are required to travel for the purposes like inter school extra-curricular activities, games, exposure visit etc. and or any other, it should be invariably ensured by the HM/Principal that girl students are essentially escorted by a lady teacher. • Girl boarders should only be handed over, at the closure of school for vacation or for any other urgency, to the parents or guardian duly authorized by the parent. • An in and out register of boarders' movement should be maintained.
8.	**Health facilities**	• Promoting environmental sanitation and hygiene practices in school

		and good health practices among the inmates through regular orientation sessions and handholding support • Instituting system of individual health cards for boarders and regular updation of the same • Regular visits of the health functionaries to the hostels, at-least once in a month, for medical check-ups of inmates for early detection and management of diseases/ health issues • This should also include basic screening by ANMs for any signs of abuse • Instituting mechanism for easy availability of sanitary napkins and also for monitoring menstruation cycle of adolescent boarders • Complete monitoring of the health status of the inmates through basic screening and pathological examinations at-least twice a year and preferably when they return from long vacations. • Necessary arrangements like equipments and basic medicines should be in place to provide first aid services to inmates. • All teachers and hostel staffs should be trained in first aid skills
9.	**Non-threatening mechanism of sharing/ reporting by the inmates**	• Establishing forums for students such as student cabinets, children's committees/ clubs, to express their voices concerning safety & security issues • Instituting mechanism of regular visit by elder girls from community/ pass-out girls to the girl hostels for informal interactions with inmates and to seek their inputs on their grievances and suggestions concerning their safety and security. • Complaint/ suggestion box in hostels to provide anonymity to inmates for sharing their problems/suggestions • Facility for inmates to directly connect to HELPLINE numbers in case of any emergency.
10.	**Mechanism for continual assessment and reinforcement**	• Continual assessment of schools and hostels by the monitoring officials to foresee imminent risk or possible dangers that could affect safety and security of girl boarders • Prompt action protocols for addressing different categories of safety and security related gaps with persons accountable and timelines • Safety Audits at-least once a year should be instituted in the residential schools by involving key stakeholders like teachers, parents, community members, SMC, PRI members, administrators and students to find out the status of safety and security of boarders, gaps therein and also to gauge the sense of security and safety that boarders feel in the hostels. Such audits, if conducted diligently and sensitively, can lead to valuable insights to understand how safe the hostel is for boarders and which areas need attention.

CHAPTER-I: INTRODUCTION

1.1 Tribal Education: National Scenario

Tribals, otherwise known as Scheduled Tribes (STs), constitute around 8.6 percent of the total Indian population and are one of the most deprived sections of society. Nine States – Andhra Pradesh, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, and West Bengal – together account for more than four-fifths of the total tribal population in India.

State 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 Scheduled Tribes 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 10^{th} 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).

Successive governments have attempted to address the issue of inequity in education system particularly relating to the marginalized groups and various measures, including the constitutional and legislative rights, have been taken up to safeguard the interests of the tribals.

1.1.1 Literacy trends of Schedule Tribes in India

Literacy rate is an important parameter of human development. The literacy levels provide a rough indication of overall educational progress among the different communities as well as serves as an index of past educational opportunities available to them. The data taken from 1961-2011, shows clearly that there is an upward movement in the literacy level of STs over the period of time. The gap between literacy levels among scheduled tribe and that of entire population is also closing down over the decades. In fact the gap increased between the years

of 1971 to 1991, falling thereafter. However, the female literacy rate of tribes is only 54.4 percent compared to tribal male literacy rate of 71.7 percent in 2011.

Table 1: Comparative Literacy rate of STs & total population (in percent)

Year	ST Male	ST female	Total ST population	Total Population	GAP
1961	13.83	3.16	8.54	28.3	19.77
1971	17.63	4.85	11.39	34.45	18.15
1981	24.52	8.05	16.35	43.57	19.88
1991	40.65	18.19	29.60	52.21	22.61
2001	59.17	34.76	47.10	64.84	18.28
2011	71.70	54.4	58.96	72.99	14.03

Source: Data compiled from National commission for SCs and STs, Fifth report and Census 2011 and Statistical profile of schedule Tribe in India 2013, Ministry of Tribal affair, GOI.

1.2 Tribal Girl Child Education

Gender disparity has been a major issue in education development 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 period of time. Though, past few decades have seen some positive development in context of Tribal Girls' Education, the fact remains that a large number of tribal women have missed education at different stages and continue to do so. There is a great need of providing educational opportunities to them so as to enable them to assume leadership qualities for economic self-reliance and even social transformation. In this context, the scenario of education amongst tribal women, who are considered most backward, needs to be examined.

1.2.1 Literacy rate of Tribal Women in India:

If we take the parameter of literacy percentage at face value, the 'backwardness' of tribal women is far than evident with more than 55 out of 100 adult tribal women not capable of using written words in daily life and to continue learning. Table -1 gives a comparative picture of literacy rates in the last five decades. On the face of it, there has been a considerable increase in the literacy rates of tribals from 1961 to 2011 i.e., 8.53 to 58.96. The Literacy rates among females also rose significantly during this period from 3.16 to 54.4 percent. This is due to the continuous efforts of the Government towards educational development among STs. However, the gap in literacy levels, both for tribal men and women, has not declined significantly and it is yet far below the national rate.

1.2.2 Enrolment Ratio of Tribal Girls:

Gross Enrollment Ratio (GER) for any stage (Different Classes) is defined as percentage of the enrolment in that stage to the estimated child population in the respective age group. The Table 1.3 below clearly indicates that the gross enrolment ratio is higher in class I to V which drastically declines at Secondary and Senior Secondary levels. It implies that the tribal enrolment declines significantly in higher classes. Further, the Gross enrolment ratio of ST boys is more than ST girls in all classes and the gap widens as we move up in classes.

Table 2: Enrolment ratio of Scheduled Tribe Students in 2010-11

Classes	ST (Boys)	ST (Girls)	Gap
Classes I – V (6 - 10 Years)	137.2	136.7	0.5
Classes VI - VIII (11 - 13 Years)	90.7	87	3.7
Classes IX – X (14 - 15 Years)	57.1	49.1	8.0
Classes XI – XII (16 - 17 Years)	32.7	24.8	7.9

Source: Statistics of School Education 2010-11

As can be seen from the table below, some improvement in the percentage enrolment of ST students to all categories has been made in 2010-11 since 2000- 2001, at the Primary, Upper Primary and Secondary level but the percentage is not at all impressive. Over all there is only 1.3 percentage of increment in the enrolment of the ST students in primary, 1.5 in Upper Primary and 1 percentage of increment in the enrolment of the ST students in secondary education.

Table 3: Percentage Enrolment of ST students to all categories

Year	Primary	Upper Primary	Secondary
2000-2001	9.7	7.2	5.4
2002-2003	9.7	6.9	5.4
2003-2004	9.8	7.5	5.6
2004-2005	10.5	8.1	5.6
2005-2006	10.6	8.5	5.7
2006-2007	10.8	8.5	6.1
2007-2008	10.8	8.2	6.3
2009-2010	11.2	8.6	6.3
2010-2011	11.0	8.7	6.4

Source: Selected Educational Statistics, M/HRD, 2010-11

1.2.3 Dropout Rate of Scheduled Tribe children:

Dropout rate is a critical indicator reflecting lack of educational development and inability of a given social group to complete a specific level of education. In the case of tribal's, the dropout rates are still significantly higher than the all India figure.

Table 4: Dropout rate of Schedule Tribe Children in 2010-11

Class	ST (Boys)	All (Boys)	ST (Girls)	All (Girls)	ST	ALL	Gap
Classes I – V	37.2	28.7	33.9	25.1	35.6	27	8.6
Classes I – VIII	54.7	40.3	55.4	41.0	55	40.6	14.4
Classes I – X	70.6	50.4	71.3	47.9	70.9	49.3	21.6

Source: Statistical profile of schedule Tribe in India 2013, Ministry of Tribal affair, GOI.

The above table shows that the dropout rates of ST students in class I to V is 35.6%; 55% in Classes I to VIII; and 70.9% in Classes I to X in 2010-11. It is also seen that ST girl's dropout rate is more or less equal to the dropout rate of the ST boys. However while coming

to the higher classes the percentage of dropout rate of both the boys and girls increases than the lower classes. This reflects the multi-dimensional forces working such as greater demand for engagement in economic activity, lack of easy access to High and Higher Secondary Schools, inability to cope-up with increased curricular demands, and low level of awareness towards the value of education among the tribal community. The gap in dropout rate between ST and All Categories significantly widens in higher classes.

1.2.4 Gender Ratio in Tribal Education:

The gender ratio in Tribal Education is defined as comparison of number of Scheduled Tribe girls per 100 ST boys. The Statistics of School Education 2010-11, MoHRD reveal that there are 94 girls in Classes I-V, 91 girls in Classes VI-VIII, 81 girls in Classes IX-X and 74 girls per 100 boys in Classes IX-XII. The comparison of the Number of Girls per hundred boys for the STs is shown in the graph below in blue colour. One can also observe that the Gender Ratio in case of Tribal Girls is better than All Categories at Primary and Upper-Primary levels however dips at Class IX-X and Class XI-XII levels when compared to All Categories Girls.

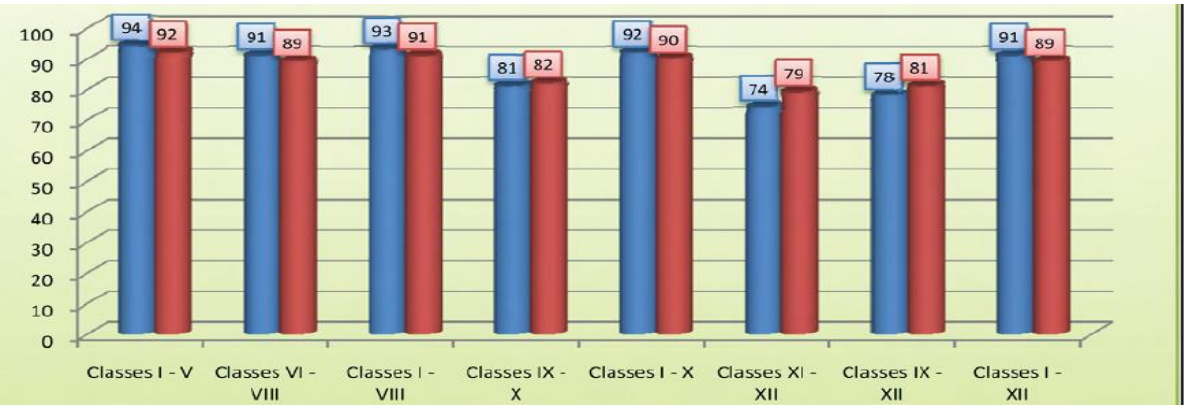


Figure 1: Gender Ratio of Scheduled Tribes

1.3 Policy focus on Girl Child Education

Though significant efforts were made in the post- independence period for universalization of education, and it included girls also, the efforts were towards completion of primary education and the focus was on basic literacy. A definitive national vision for girls' education was first articulated in 1968's National Policy of Education, almost after 20 years of Independence. However, it was the National Policy on Education (NPE, 1986) and the Program of Action (PoA, 1992) that brought the issue of gender and girls education to the Centre stage.

Moving away from the narrow focus of basic education and literacy skill, the NPE 1986 for the first time linked education of women and girls to their empowerment. NPE envisions education to be a transformative force which would build women's self-confidence, improve their position in society and enable them to challenge inequalities that are prevalent in Indian society. The policy stated that "Education shall be used as an agent of basic change in the status of women. In order to neutralize accumulated distortions of the past, there will be a well-conceived edge in favour of women. The policy committed that the national education system would play a positive, interventionist role in the empowerment of women" (NPE

1986). NPE (1986) became the key framework for all the subsequent programmes and policies of the state. The women empowerment programme, Mahila Samakhya, which subsequently influenced a number of girls education programme framework was an outcome of the NPE (1986) policy.

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CHAPTER-II

RESIDENTIAL SCHOOLS – AS A STRATEGY FOR PROMOTION OF TRIBAL GIRLS' EDUCATION

2.1 Residential Schools - evolution as strategy for promotion of education among ST Girls

The system of residential schooling can be traced back to ancient India in form of 'gurukuls' where children of kings and other nobles went to stay with a 'guru' in an ashram to learn various skills and philosophical perspectives. In the colonial times, India saw elite 'residential schools' also called the boarding schools. Structured on the lines of British boarding schools, these schools essentially catered to the elite Indians, both boys and girls. Neither was aimed at children from disadvantaged sections or economically and socially backward classes. However, both pre & post-independence era saw civil society organizations initiated residential schools largely for dalit and tribal children. These, however, were result of individual efforts in most of the cases.

Residential schooling also emerged as an important strategy in the post NPE phase for girls' education and empowerment during late 1980s and early 1990s. Significant among the earlier residential programme aimed at Girls' education were Mahila Shikshan Kendra (MSK) under Mahila Samakhya in a number of states, Lok Jhumbish's Balika Shikshan Shivirs in Rajasthan and M.V.Foundation's residential bridge courses for girls in Andhra Pradesh. These, however, were few and dispersed in different regions and states of India. Concerted Government level initiatives towards residential schooling for disadvantaged sections of society started with the system of Ashram schools mainly for tribal children in many states as early as the 1960s by the Ministries of Social and Tribal Welfare in the Government of India followed by other forms of Residential Schooling facilities for disadvantaged section children, especially girl children.

Some of the important Residential Schooling programme initiated by the Union Government targeting the disadvantaged children include Javahar Navodaya Vidyalaya (JNVs), Kasturba Gandhi Balika Vidyalaya (KGBVs), Ashramshalas, Ekalavya Model Residential School (EMRSs) and Educational Complexes for PVTGs with different focus and implementation modalities.

(a) Jawahar Navodaya Vidyalays (JNVs): The Ministry of Human Resource Development, Government of India started Jawahar Navodaya Vidyalayas (JNV) in every district for 'meritorious' students, both boys and girls, from rural areas in the mid-1980s as an effort to provide well-resourced residential schools for 'meritorious' rural students. The total number of JNVs sanctioned is 596 (S. S. Sharma, Manju, 2012). The admission is through screening of those who fulfill the eligibility criteria based on selection test.

(b) Ashram Shalas/ Schools: These are supported by the Ministry of Tribal Affairs (MoTA) with an aim to increase to the literacy rates among the tribal students and bring them at par with non-ST population. Ashram schools were more aimed towards breaking the geographical and social isolation faced by the tribal children and to give them opportunities

to go through mainstream education. Ashram Schools are mostly in the tribal dominated regions and in remote tribal pockets. This scheme is implemented in twenty-two states and two union territories that have been identified under the Tribal Sub-Plan by the MTA. Currently, there are 862 MoTA sanctioned and 616 completed Ashram Shalas across the country. However, the actual number of Ashram Schools is much higher as various state governments have separate schemes of having Ashram schools both for tribal and for dalit children.

(c) Eklavya Model Residential Schools (EMRS): These are also supported by the Ministry of Tribal Affairs (MoTA) with an aim to provide quality education to tribal children in the lines of JNVs. While the focus of Ashram Schools were more on addressing the access related issues; the EMRSs were set to as a well resourced schools to enable ST students avail reservation in high and professional education courses by receiving quality education in these schools. EMRSs are co-education schools and admission is done through competition with preference given to children belonging to Primitive Tribal Groups and first generation learners. In 2013, 153 EMRS were operational across 22 states (Jagranjosh, 2013).

(d) Kasturba Gandhi Balika Vidyalaya: KGBVs were established under the Sarva Shiksha Abhiyan (SSA) by MHRD in 2004 to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and BPL families for enhancing enrolment and completion of upper primary education by them. KGBVs are opened in Educationally Backward Blocks (EBBs – blocks with rural female literacy below national average as per Census 2001) targeting out of school/ dropout girls. There are more than three thousand operational KGBVs in the country with an enrolment of 3.49 lakh girls (GoI, 2013b).

(e) Educational Complex for Particularly Vulnerable Tribal Group children: Ministry of Tribal Affairs has initiated the Educational Complex scheme with an aim to bridge the gap in literacy levels between the general female population and tribal women, through facilitating 100% enrolment of tribal girls in the identified Districts or Blocks, more particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs). These are residential schooling complexes focusing on completion of elementary level education by tribal girls, especially from PVTG communities. The scheme covers 54 identified districts in 12 States and 1 Union Territory where the ST population is 25% or more, and ST female literacy rate is below 35% or its fractions, as per 2001 census. The scheme focuses on PTG areas and gives priority to areas affected by naxalism. The scheme is implemented by non-governmental organizations (NGOs) and autonomous societies of the State Governments/Union Territory.

Though among the Union government funded schemes, KGBV (MHRD) is the largest programme in terms of the number of schools and the number of girls covered; as a whole Ashram schools are the biggest providers of residential schooling for disadvantaged children among publicly funded residential schools as various state governments have separate schemes of having Ashram schools both for tribal and for dalit children.

Provision of residential facilities (hostels) with schools had been crucial for increasing the enrolment of the students from the disadvantaged SC/ ST communities. Many ST/SC parents prefer residential schools as they provide free food, clothing and boarding to students apart from free education, thus relieving the impoverished parents from the huge burden of meeting these basic needs of their children. Parents also feel that due to facility of Residential schools, the education of their wards is not disrupted, when they migrate for work. The residential schools are also benefitting the poor SC/ST students coming from remote tribal pockets/ difficult hilly terrains/ naxal affected areas those are fraught with difficulties of accessible & adequately provisioned schools, absenteeism of teachers, inadequate monitoring, and questionable quality. The residential schools also provided an impetus to education of girls belonging to the ST & SC communities in very significant ways.

Apart from addressing the issue of isolation faced by the tribal communities geographically and socially, the residential schooling also aimed to address several other factors that influence girls' participation (or lack thereof) in education. These included offering them an environment away from strong gendered expectation of taking care of various household responsibilities, addressing concerns of long distances to schools in rural/hilly/desert/remote hamlets which pose an important security threat to girl children, addressing parent's concern of cost of education of their daughters by providing free education along with residential facility, food and other basic amenities, improving quality of the teaching-learning experience of tribal girls in school by integrating elements of post school hours tutorial support, vocational education, life skill education etc.

2.2 Safety and Security concerns in Residential Schools

The residential schools differ from other schools in that the students here not only study but also live together. The act of living together beyond classroom hours has significant implications for management, living environment, relationships and learning. As residential schools also reflect the wider society, the forms of exploitation that women suffer – physical, sexual and psychological – are also found present in the residential schools.

The exploitation and abuse of children in institutional setting has 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. There have been growing reports of sexual exploitation of the girl children within hostels and is a matter a great concern for all. Newspapers have been increasingly reporting incidences of ST/SC girls becoming unsafe and insecure in residential schools. The residential facilities have been accused of gross mismanagement and sexual exploitation of girl inmates. Exploitation is inflicted not only by teachers, but also by other school employees, fellow students and outsiders.

The latest KGBV Evaluation (GoI, 2013b) observed 'that many KGBVs visited had male staff members living inside or have unrestricted access to the hostel and even to the rooms occupied by the students. There were cases where men from a local CRPF camp were focusing flashlights into the hostel, cases where district/block officials came in and out of the hostel at all times. There was another instance where the NGO coordinator of the project

lived inside the KGBV (he was neither a warden, nor a teacher or a guard). In one KGBV there was a men's club on the road outside it. The girls were frightened by the loud sounds of drunken men outside their hostel after dark' (GoI, 2013b).The presence of males in all-girls' residential schools has been raised as a safety concern by many.

Despite the fact that many cases of abuse and incidents of harassment do not even get reported officially, newspaper reports have often carried stories of abuses in residential schools in all parts of the country. The absence of safety and security norms for Ashram Schools was pointed out as a critical issue in a consultation organized by National Commission for Protection of Child Rights. Almost all evaluation reports refer to this as a neglected and serious issue.

According to Ashram School Review Committee the infrastructure is a serious issue concerning the safety of the girl children in the Residential School as there are many schools which don't have boundary wall and there are many instances where they don't have their own hostel and it is run from rented house which don't have the basic amenities for girls.

National commission for ST and SC has suggested for appointment of only female staff in the Girls Hostels. They also recommended that teacher/warden/hostel superintendents, especially for schools in naxal-affected areas, need to be imparted proper training and sensitization and also special focus should be given for the infrastructure development.

The issue 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. Some of the immediate and obvious parameters that need close examination for assessing the actual state of affairs are:

- Degree of physical security in the schools & hostels owing to issues like availability of functional toilets/ bathing facilities, partition compound/ boundary wall to separate hostels from schools/ outside surroundings etc.
- Availability of clear protocol for safety & security and the degree of stress on the importance of safety and security
- Sensitivity & responsibility demonstrated by teachers/ wardens to provide requisite emotional and counseling support in situation of distress
- Availability of institutional mechanisms for reporting of violations/ abuses and grievance redressal mechanism
- Provisions for post-school-hour supervision of boarders including round the clock watch and ward personnel
- Periodic supervision/ monitoring mechanisms for girls hostels by multi-sectoral and inter-departmental teams

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CHAPTER-III:
THE STUDY: OBJECTIVES, DESIGN & METHODOLOGY

Against the backdrop elaborated in the previous section, the present study undertaken by the SC & ST Research and Training Institution of Odisha, intends to delve further and understand the concerns of safety of tribal girl children in the residential Schools run as part of Central and State government schemes. The study intends to focus on understanding the policy guidelines of the State and or Central Govt. towards ensuring safety and security of the girl inmates, actual provisions and facilities available at the school level and also to understand the perception/ opinions of the different stakeholders like teachers, hostel warden/ superintendents, community members and most importantly the girl boarders on the security threats and suggestions for improving the situation. The Study also seek to understand any best practices that can be adopted for improving the situation concerning safety and security of girl boarders in the residential schools and come up with recommendations/ suggestions for both the policy makers & implementers in terms of appropriate policy level reforms and implementation strategies.

The key questions those study seek answer for are: (1) Are there adequate safety and security measures in place for the girl children of the residential schools in the sample states; (2) Have these states issued guidelines/ policy directives on safety and security of girl children in the residential schools; (3) Are these guidelines adequate to safeguard the girl children and are they being properly followed in the residential schools; (4) What is the ground reality on safety and security of girl children in these states; and (5) What is the perception of the parents, girl children and other stakeholders about the safety and security measures and their suggestions for improvement.

3.1 Study Objectives

The overall objective of the study is to assess how safe the SC/ST Residential Schools are for the girl children in terms of the policies, the programmes, and their functioning – in the three sample states, and suggest enabling prescriptions for both the policy makers in terms of appropriate policy level reforms, as also the cutting edge implementers in terms of appropriate practice level reforms.

The specific objectives of the study are to:

- Review the policies, norms and programmes (put in place by the three governments) in relation to ensuring the safety of girl children in SC/ST residential schools
- Review and assess the facilities actually available in the above-said Schools to ensure the safety of girl children;
- Suggest enabling prescriptions for both appropriate policy level reforms, as also relevant practice level reforms – with a view to enhancing the safety of girl children in the said residential schools.

3.2 Sampling

The study covered three states namely Odisha, Madhya Pradesh and Jharkhand on the basis of highest number of scheduled areas. Under the purview of the study three sample districts in each state were covered. The sample districts in each state were chosen on following basis.

- Fully TSP and having maximum number of blocks with Govt. declared LWE (Left Wing Extremism) affected districts
- Partial TSP districts
- Non-TSP district

Table 5: Sample Districts

Criteria	Sample Districts-Odisha	Sample Districts-MP	Sample Districts-Jharkhand
Fully TSP & government declared LWE affected	Koraput	Mandla	Ranchi
Partial TSP district	Kalahandi	Dhar	Dumka
Non TSP district	Bolangir	Jhabua	Gumla

Further sample schools in each district were selected using multi-stage random sampling method and also on the basis of number of schools in the sample blocks. The matrix of sample coverage is presented below.

Table 6: Matrix of Sample Coverage

Category	Units to be sampled	Sample size
States	Odisha, Jharkhand and Madhya Pradesh	3 States
District	3 Districts each from Odisha, Jharkhand and Madhya Pradesh	9 districts
School	On the basis of number of schools in each States it was planned to cover 30 schools in each state (10 schools in each sample district) and as per the plan 30 schools from Odisha and 31 school of Madhya Pradesh has been covered. But due to non availability of number of schools in three sample districts of Jharkhand only 12 schools have been covered. In total 73 schools from all the sample states could be covered against the planned 90 schools under the purview of the study	73 Schools

The sampling design is a mix of both purposive and random sampling. Three districts each from the study states were selected on the basis of fully TSP, Partial TSP and Non-TSP. Out of three districts one district is fully TSP and govt. declared LWE affected. Further selection of schools was done by collecting a comprehensive list of total numbers of SC/ST residential Schools in the district and using random sampling method different type of schools were selected. The detail of sampling plan is as follows:

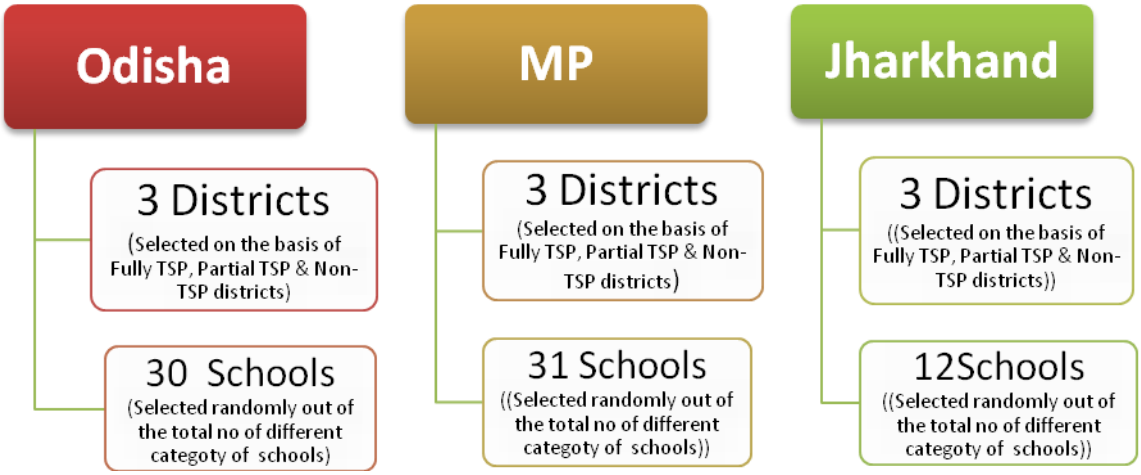


Figure 2: State wise sample

Thus, in order to conduct the study, 73 schools belonging to nine districts across three states were covered. The matrix below provides the quantitative figure of the sample of each state.

Table 7: Sampling Frame

	States		Districts		Schools	
Sl	**Basis of selection**	**Name of the state**	**Basis of selection**	**Name of the District**	**Basis of selection**	**No of schools**
1	Highest Number of Scheduled areas	Jharkhand	Fully TSP (with maximum number of blocks and per government declared LWE affected)	Ranchi	Total number of girls/co-ed schools in the district	5
			Partial TSP	Dumka	Total number of girls/co-ed schools in the district	4
			Non-TSP	Gumla	Total number of girls/co-ed schools in the district	3
2	2nd Highest Number of Scheduled areas	Odisha	Fully TSP (with maximum number of blocks and per government declared LWE affected)	Koraput	Random sampling basis from different categories of schools	10
			Partial TSP	Kalahandi	Random sampling basis from different categories of schools	10
			Non-TSP	Bolangir	Random sampling basis from different categories of schools	10
3	3rd Highest Number of Scheduled areas	Madhya Pradesh	Fully TSP (with maximum number of blocks and per government declared LWE affected)	Mandla	Random sampling basis from different categories of schools	10
			Partial TSP	Dumka	Random sampling basis from different categories of schools	11
			Non-TSP	Jhabua	Random sampling basis from different categories of schools	10
Total		**03**		**09**		**73**

Further, in each school the following stakeholders were contacted for collecting information about the safety and security of the girl inmates. Type of stakeholders and their sample in each school are given in the matrix below.

Table 8: Stakeholders Consulted

Sl	Stakeholders/ FGD	Jharkhand	Odisha	MP
1	Hostel In-charge/ Matron	21	38	32
2	Teacher	12	30	31
3	HM (School Information)	12	30	31
4	Students (5 from each school)	60	150	155
5	SMC Member/ Parents (2 from each school)	18	60	62
6	District Admin (DWO/PA, ITDA)	03	03	03
7	District Child protection Officer	03	03	03
8	CWC Member	03	03	03
9	FGD	06	06	06
	Total	**138**	**323**	**326**

3.3 Data Source and Data Collection

With a view to systematic collection of information for the study, the following tools were used for data collection from the sampled schools.

Tools for data Collections:

School Information Schedule: Through this tool information on the sampled school regarding location, student enrolment and infrastructural facilities available for safety of girl children in the school were obtained. The information regarding human resources available in the schools, their role in safety and security concerns, understanding on policy directives/ guidelines, if any, and monitoring & supervision mechanisms were also included.

Hostel In-charge / Superintendent/ Teachers Interview Schedule: The interview schedule was used to probe Hostel In-charge, Superintendent/teachers' awareness, role and responsibilities about the safety of girl children in the school and hostel. The interview schedule also focused on the threats seen by them and suggestion they have to offer to improve the safety security scenario of the girl boarders.

Interview Schedule for SMC/Parents: At the local level parents and SMC members have been involved in the implementation of school activities as well as providing the support for smooth functioning of the school. Thus, they were interviewed to capture their perception about the functioning of the schools and also the safety of the girl children in the school and hostel.

Interview Schedule for Stakeholders: This tool was used for interviewing different stakeholders like DWOs, PA, ITDAs, District Child Protection Officers to collect qualitative data relating to their participation in implementation, monitoring, supervision and special attention for safety of girl children in the schools as well as residential hostels.

Students Interview Schedule: Since the study focus on the overall development of the students and their safety at school, it was required to collect the views of students about the facilities, safety measures and learning environment available in the school.

Focus Group Discussion (SMC/ PRI members and Parents): It is important to obtain the views of community members about different activities undertaken in the school for smooth functioning and also the safety of girl children. Thematic focused group discussions were conducted groups consisting of 8-12 members representing VEC, SMC members and parents. The FGDs were conducted to capture their views about the functioning, facilities and safety measures available in the school/hostels.
After preparation, these tools were shared with the technical committee of SCSTRTI who finalized those and the final tools were administered during the course of the field work at the sampled schools.

Data Collection:

Recruitment of Field Staff: Qualified and experienced field staffs were recruited to collect the information from sampled schools. For operational purpose they were divided according to the sample size of the state.

Training of Field Staff: An extensive training session was conducted to make the field teams fully proficient at using the data collection tools as well as the sampling procedures to be implemented in the field. The training covered the contents of different tools. Besides, they were also being trained about the conducting FGD.

Field Data Collection: In order to examine the study questions, the data were collected at two different levels. The first level of data were collected at primary level from the teacher, SMC member, Hostel Superintendents, Students, district & state officials and also sample schools. The second level of data were collected through secondary source which includes records maintained at school and district level, observation of facilities for safety of girl children etc. Apart from, they conducted FGDs of SMC members/parents and students to capture the perception about the functioning of the school. The teams were led by Research Assistant who was responsible for the data collection of his team.

3.4 Data Analysis

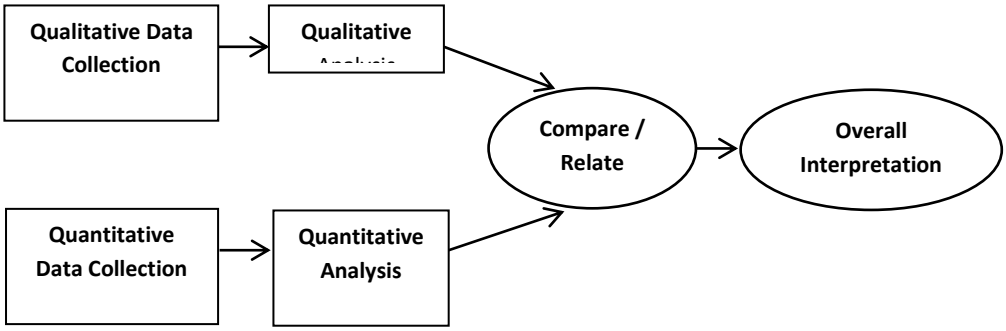
The collected data, based on the tools are both quantitative and qualitative in nature, which were further processed and validated under well-defined data analysis plan using simple statistical approaches. The scrutiny, coding, data entry, cleaning as well as data processing were done by Research Manager through data management teams. Descriptive statics have been used to analyze the primary data which have been presented using tables and diagrams.

Qualitative Data: At the first stage secondary data were analyzed to draw the overall picture of the functioning of schools in three sample states. Then the observations from the secondary data were triangulated with primary data to draw any kind of conclusion. The stakeholders' consultations were collated to find out the reasons behind- it also provided an

idea about the functioning of the school and also the safety of girl children. Case studies were documented to find out the problem and what was their redressal mechanism.

Quantitative Data: The processing for data entry and analysis begins as soon as the questionnaire is designed. The questionnaire once finalized will be handed over to the analysis team. The analyst in charge of the data management assigns column positions to each question for data entry, data validation and tagging purpose. A simple standard statistical calculation will be used for analysis of quantitative data. Besides, co-relation analysis of primary data will be done to find out the smooth functioning of the schools in the sample area.

Analysis of qualitative and quantitative techniques is used simultaneously with equal priority, and the results of both the techniques are converged together to support each other. Analysis of both qualitative and quantitative data presented diagrammatically as below:



3.5 Report Writing & Finalization

Report Writing and Finalization: After completion of the field work the report was prepared for which secondary literature review was undertaken to understand the functioning of schools in different districts of the state. Then, the collected information from the field was processed for necessary tabulation as per the need of the study. The statistical tables and graphs were derived from the database for interpretation and analysis in the report. This is the first draft report on the basis of which a presentation is prepared for sharing. The report format was developed during the study in consultation with the experts of SCSTRTI. Finally, the draft report was submitted to the SCSTRTI for sharing and comment. The suggestions and remarks of the experts in the sharing meeting were duly accommodated and report was finalized and submitted in duplicate copies along with its soft version.

3.6 Limitations

In most cases, the state sponsored programmes, especially Ashram schools, are meant almost entirely for adivasis and dalit children. Given the focus of the study on the safety of tribal girl children in residential schools, only the State-run or MOTA supported schools, the educational complexes, the EMRs and Ashram Schools were covered; the KGBVs were not considered on account of their focus on drop-out and out-of-school children from mixed group of all categories including OBC, SC and ST students.

CHAPTER-IV:
PROFILE OF THE STUDY AREA

As mentioned in the previous chapter, the study was conducted in three states i.e. Odisha, Jharkhand and Madhya Pradesh covering three districts each from these states such as Koraput, Kalahandi and Bolangir in Odisha; Deoghar, Dumka and Ranchi in Jharkhand; and Dhar, Jhabua and Mandla in Madhya Pradesh. This chapter presents the profile of the study area with specific focus on girls' education for the study states as well districts. The profile of the study area covers the location of these state and districts, their administrative set up, their demographic, their girls' education, physical infrastructure of these states and districts, and development index of these states and districts.

4.1 Location & Administrative Set up of the States and Districts

***Location of Odisha State*:** Odisha is the eastern states of the country and is located between the parallels of 17.490N and 22.340N latitudes and meridians of 81.270E and 87.290E longitudes. It is surrounded by Bay of Bengal in the east, West Bengal in the north-east, Jharkhand in the north, Chhattisgarh in the West, and Andhra Pradesh and Telengana in the south. It extends over an area of 155,707 square kms and accounts about 4.87% of the total geographical area of the country.

Location of Koraput District: 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 bocks, 226 Gram Panchayats, seven towns and 2,042 villages.

Location of Kalahandi District: Kalahandi district is located in the south-western part of Odisha state and lies between 19.30 to 21.50 N latitude and 82.200 to 83.470 E longitude. The district covers a geographical area of 7920 square kms. The district is bordered to the north by Balangir and Nuapada districts, to the South by Nabarangpur, Koraput and Rayagada districts, and to the east by Rayagada, Kandhamal and Boudh districts. The district has two sub-divisions, nine tahasils, 13 blocks, 273 Gram Panchayats, five towns and 2,236 villages.

Location of Bolangir District: Balangir district lies in the western part of Odisha and is located between 20 degree 11'40 to 21 degree 05'08 degree north latitude and 82 degree 41'15 to 83 degree 40'22 east longitude. The district is surrounded by Subarnapur district in the east, Nuapada district in the west, Kalahandi district in the south and Bargarh district in the north. The district covers an area of 6575 square kms. The district has three sub-divisions, 14 tehasils, 14 blocks, 285 Gram Panchayats, eight towns and 1,783 villages.

Madhya Pradesh State: Madhya Pradesh is the Central state of the country and is located between latitude 21.2°N-26.87°N and longitude 74°02'-82°49' E. The state is bounded by

Gujarat in the west, Rajasthan in north-west, Uttar Pradesh in the north-east, Chhatisgarh in the east, and Maharashtra in the south. Madhya Pradesh, with an area of 3, 08, 000 square kms occupies 9.4% of the total geographical area of the country.

Location of Dhar District: Dhar district lies in the western part of Madhya Pradesh state and is located between 21°57' and 23°15' north, and 74°37' and 75°37' east. The district is bordered on the north by Ratlam; on the east by parts of Gwalior and Indore; on the south by Barwani, and on the west by Jhabua and portions of Gwalior and Indore. The district has an area of 8,153 square kms. The district comprises five sub-divisions, 13 blocks, 762 Gram Panchayats, 13 towns and 1,535 villages.

Location of Jhabua District: Jhabua district lies in the western part of Madhya Pradesh and is located in the coordinates of 22.770N-74.60E. The district is surrounded by Panchmahal and Baroda districts of Gujarat in the west, Banswara district of Rajastha in the north-west, Ratlam, Dhar and Alirajpur districts of Madhya Pradesh in the north, east and south respectively. The district occupies an area of 3,600 square kms. The district comprises six blocks, five towns and 813 villages.

Location of Mandla District: Mandla district lies in the eastern part of Madhdya Pradesh and is located in the coordinates of 22.60N-80.380E. The district is surrounded by districts of the state such Balaghat in the south, Seoni in the west, Jabalpur in the north, Dhindori in the north-east, and Chhattisgarh state in the east. The district has an area of 5,800 square kms. The district comprises nine blocks, eight towns and 1,221 villages. All the nine blocks are Tribal development blocks. Under the fifth scheduled of the Constitution of India, the whole of Mandla district has been declared as a Scheduled Area.

Jharkhand State: Jharkhand is located in eastern India and is located between coordinates of 23.35°N and longitude 85.33° E. The state is surrounded by Bihar to the north, Uttar Pradesh and Chhattisgarh to the west, Orissa to the south, and West Bengal to the east. Jharkhand, with an area of 79,714 square kms occupies 2.4% of the total geographical area of the country.

Location of Gumla District: Gumla is located at 23°N 84.50°E. Geographically, Gumla is located on southern part of the Chota Nagpur plateau which forms the eastern edge of the Deccan plateau system. On 18 May 1984 Gumla District came into existence; it was carved out of Ranchi District. Total area of the district is about 5327 sq. km. There is predominance of tribal population in Gumla district and with 68% of tribal population this comes under Scheduled Area. The district comprises one sub-division, one municipality and 11 block/ tehshils. It has 159 panchayats and 948 villages. The district is currently a part of the Red Corridor and one of 21 districts in Jharkhand receiving funds under Backward Regions Grant Fund Programme (BRGF).

Location of Dumka District: Dunka district is located in eastern part of Jharkhand state and lies between 860 16" North latitude and 870 15" East longitudes. The district is surrounded by districts of Godda (of Jharkhand state) and Banka (Bihar) in north, Jamtara (Jharkhand) and Burdwan (West Bengal) in south, Pakur (Jharkhand) and Birbhum (West Bengal) in east

and Deoghar (Jharkhand) in west. The district has an area of 3761 square kms and is ranked 10th among districts of the state. The district comprises one sub-division, 10 blocks, five towns and 2,925 villages.

Location of Ranchi District: Ranchi lies in the central part of Jharkhand state and is located at 23.35°N latitude and 85.23°E longitude. The district is bounded on the north by Ramgarh district, on the south by the district of Khunti, on the east by Purulia district in West Bengal and Saraikela-Kharsawan district and on the west by the districts of Gumla, Lohardaga and Latehar. The district occupies area of 4962.82 square kms and is ranked third among the districts of the state. The district comprises two sub-divisions, 18 blocks, 303 panchayats, 15 towns and 1,311 villages. Ranchi is also the state capital.

4.1.1 Administrative Set up

Table 1 below presents the administrative set up of the three state that includes divisions, districts, sub-divisions, tahasils, blocks, Gram Panchayats, towns and villages. In the hierarchal order, next to the state, division is the second administrative unit followed by district, sub-division, block, Gram Panchayat and village being the lowest unit.

Table 9: Administrative Set Up of States as per Census 2011 Data

	Odisha	MP	Jharkhand
Number of Divisions	3	10	5
Number of Districts	30	50	24
Number of Sub-divisions	58	-	36
Number of Tahasils	317	342	-
Number of Blocks	314	313	260
Number of Gram Panchayats	6,236	23,012	4,423
Number of Towns	223	376	228
Number of Villages	51,313	54,903	32,615

4.2 Demographic Profile

The states of Odisha, Jharkhand and MP occupy important places in the country for having high concentrations of Scheduled Tribe (ST) and Scheduled Caste (SC) population. As per the latest Census 2011, the three states are ranked 3rd, 6th & 7th respectively in terms of their ST and SC population concentration in the country. ST and SC population together constitute nearly 33.74% of the total population (STs 28.14% and SCs 5.60%) of all the three states. While Madhya Pradesh is having the highest absolute population of Schedule Tribes among the sample states, Jharkhand has the highest population percentage of Tribals. Sex-ratio among tribal population is most favorable in Odisha followed by Jharkhand and Madhya Pradesh.

The literacy levels provide a rough indication of overall educational progress among the different communities as well as serves as an index of past educational opportunities available to them. The total literacy rate of Odisha at 72.87 percent in 2011 remained almost

at par with national average of 74.04 percent. The literacy rate of both MP and Jharkhand at 69.32 percent and 66.41 percent respectively remained lower than the national average. However when it comes to ST literacy rate, Jharkhand fares the best among the sample states with literacy rate at 57.13% which is closer to the national average of 58.95%. ST Literacy rate in Odisha and Madhya Pradesh is 52.24% and 50.55% respectively, is much below the national average and they are among the bottom five states with respect to Tribal Literacy rates. This data also indicates great disparity in literacy rates between general and tribal population, particularly for Odisha which is at par with the national average in terms of total literacy rate but in the bottom five states when compared on the Tribal literacy rate parameter. The table 10 below provides a comparative demographic status of the three states with the country.

Table 10: Demographic Profile of States

	India	Odisha	Madhya Pradesh	Jharkhand
Population	1,21,08,54,977	4,19,74,218	7,26,26,809	3,29,88,134
Decadal population growth rate (2001-2011)	17.70%	14.05%	20.35%	22%
Population density (persons per sq km)	382	270	236	414
Sex-Ratio	940	979	931	948
Sex-Ratio-ST population	990	1029	984	1003
Sex-Ratio-SC population	945	987	920	950
Urbanization level (ratio of urban to total population)	31.20%	16.70%	27.60%	24%
Literacy rate-Total population	74.04	72.87	69.32	66.41
Literacy rate of Male Persons	82.14	81.59	78.73	76.84
Literacy rate of Female Persons	65.46	64.01	59.24	55.42
ST Population	10,45,45,716	95,90,756	1,53,16,784	86,45,042
Percentage ST population	8.6%	22.8%	21.1%	26.2%
ST Male Population	5,25,47,215	47,27,732	77,19,404	43,15,407
ST Female Population	5,19,98,501	48,63,024	75,97,380	43,29,635
ST Child (0-6) Population	16.01%	15.86%	18.46%	16.97 %
Literacy rate-ST population	58.95%	52.24%	50.55%	57.13 %
SC Population	20,13,78,372	71,88,463	1,13,42,320	39,85,644
Percentage SC population	16.6%	17.1%	15.6%	12.1%
SC Male Population	10,35,35,314	36,17,808	59,08,638	20,43,458
SC Female Population	9,78,43,058	35,70,655	54,33,682	19,42,186
SC Child (0-6) Population	14.50%	13.26%	15.51%	18.29%
Literacy rate-SC population	66.07%	69.02%	66.16%	55.89%

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

4.3 Girls' Education

Education is one of the key tools of human development and contributes in the social, economic and political transformation in a society. The three states have made progress in improving access to education, increase in literacy rate, narrowing the equity gaps in education over the years. However, the literacy level of these states still remains lower than

the national average. Education of the states face several challenges in terms of mean years of schooling at elementary and higher secondary level, steep dropout rate and low attendance rate.

As per Census 2011, the ST literacy rate in Odisha is 52.2% with male & female breakup as 63.7% and 41.2% respectively. Similarly in Madhya Pradesh ST literacy is 50.6% with male & female breakup is 59.6% and 41.5% respectively and for Jharkhand the ST literacy rate is 57.1% with male & female breakup is 68.2% and 46.2% respectively. The above data says all the three states are having low level of ST female literacy.

When compared with their male counterparts, the tribal females lag considerably behind in various education development parameters. The gender gap in tribal literacy rate of Odisha (18.5 percent) was closer to the national average of 16.68 percent whereas both MP at 19.49 percent and Jharkhand at 21.42 percent were higher than the national average.

Similarly, the ST and SC children lag behind the other social group children in various education development parameters.

***Residential Schools for and 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, the three said governments run number of residential institutions to provide primary, upper primary, secondary and senior secondary education to the children of ST and SC communities.

Table 11: Special Schools for SC/ST Learners

States	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**	
Odisha	No. of Schools	505	5	766	337	22	13	19	1667
Madhya Pradesh	No. of Schools	725	5	437	42	36	8	5	1204
Jharkhand	No. of Schools	358	3	382	51	16	6	4	817

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

4.4 Issues of Safety & Security of girls in Residential Schools in sample states

In recent years there has been upsurge in the incidences of violations of safety and security concerns of the girls in the Sample States. Though no official data on the issue could be accessed, Newspapers have been replete with incidences of ST/SC girls becoming unsafe and insecure in the residential schools. There were reports of four minor tribal girls being abducted from their hostel and gang-raped by a group of men in the Jharkahand's Pakur district in 2013, sending shockwaves throughout the country. Another Newspaper reported 261 students leaving Kasturba Gandhi Girls' Residential School in Sarikela district to escape alleged sexual harassment by a local youth over several days. It has been stated in the report that the school hostel had no boundary wall and girls were forced to defecate in the open with the hostel having only five toilets for 261 students.

Year 2014 & 2015 saw reports on numerous shocking and unfortunate incidences of very young girl boarders becoming pregnant and giving pre-marital births in residential schools of Odisha, putting the State Government in major embarrassment. The issue was vehemently raised by the legislatures in the State Assembly pressing for stringent actions against the culprits and to devise a comprehensive action plan for protection of girl inmates of the residential schools

Madhya Pradesh assembly saw uproar over the deteriorating condition of state-run tribal girls' boarding schools wherein opposition members raised the issue tribal girls being harassed. A class X student of a boarding school in Dhar district, who was also a national level kabaddi player, committed suicide by consuming pesticide because she was being harassed by the woman warden's husband who was the physical training instructor. It was also alleged that an 8-year-old child also died in the same hostel in Dahi area of Dhar because she was not given medical treatment when she was ill. It was also claimed that in another tribal girls' boarding school in Gyanpura, a student got pregnant and the incident was suppressed.

Safety and security of girls are common concerns for students, parents and the Government, and unless these are ensured and monitored, residential schooling facility may not succeed in achieving its objective of providing quality education to tribal girl children.

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CHAPTER-V:
STUDY FINDINGS & ANALYSIS

This chapter presents the findings of the assessment of the facilities/arrangements for safety and security of girl children in sample schools of three sample districts of Odisha, Madhya Pradesh and Jharkhand based on primary data analysis based on the views of different stakeholders such as the girl students, parents, teachers, SMC members, administrators of the line departments, the government sponsored child rights protection agencies and actors, and eminent educationists. The chapter also presents the suggestions on enabling prescriptions for both appropriate policy level reforms, as also the relevant practice level reforms – with a view to enhancing the safety of girl children in the said residential schools.

Policy Scanning

A policy is a premeditated system of principles to guide decisions and to achieve rational outcomes. Policy guidelines are important prescriptions from any authority to ensure efficient and effective functioning of any organization or part of it. It provides an overall framework and basic principles for approaching or managing any issue of concern at hand. A well crafted policy guideline clearly prescribes for the standard preparedness, response and recovery actions required to be taken and role of different stakeholders in the whole process. Thus a good policy document leaves no ambiguity in the desired preventive & response actions to be taken and also regarding the levels of accountability assigned to different stakeholders.

In the context of ensuring safety and security of girl students in residential schools, need for a clear-cut and well defined policy guideline is far more important considering 2 important factors among many others:

1. Girls residing in the residential schools are in the institutional care away from home and in the situation of unequal power-relation arising out of their age and also the position of the school authority/ functionaries/ custodian.
2. Abuse of girls has a devastating impact on physical, psychological, emotional, social, educational development and their future well-being.

Therefore putting in place common principles/ guidelines/ protocols for ensuring the protection of girl inmates from any kind of abuse/ harassment/ violation of their rights is very critical and in this perspective the study intends to understand whether the study states have any explicit policy guidelines towards ensuring safety and security of tribal girl boarders in their residential schools. It was attempted to understand the scope and reach of the policy and also to examine their implementation in the sample schools.

Odisha:

From time to time, State Government of Odisha in its ST&SC Development Department, the Administrative Department for the residential schools for tribal children, have issued guidelines, circulars etc. emphasizing the safety and security concerns of the boarders in the residential schools, especially girls. Some of the key points of various guidelines, as reviewed, can be summarized as follows:

1. Secure hostel for girls – Guidelines for construction of girls' hostels with its premise secured through a separate boundary wall and closed gate.
2. In case of existing hostels, guidelines are issued to prioritize civil works in hostels to address gaps concerning safety & security of the girl boarders – construction of toilets/ bathing space, separate boundary walls, grill gates etc.
3. In girls hostels only lady CCAs, lady Watch and Ward and lady Assistant Superintendent are to be engaged / posted.
4. In Residential Girls' High School, only Lady Teachers allowed to stay inside the Girls Hostel campus. Even male Head Masters are debarred from staying inside the Girls Hostel campus. PA, ITDA/DWO should take steps for construction of a few quarters outside the Girls.
5. In case any School/s does not have even one Lady Teacher, the District Collectors have been advised to ensure that rationalization be done in such a manner that schools having more than 2 Lady Teachers are transferred to the Schools having Girls Hostels but not having single Lady Teacher.
6. Guideline issued by the department with regard the persons who are allowed to stay within the girls hostel premise, who are allowed to visit the girls hostel and other protocols to be maintained while visiting the hostels by male teaching/ non-teaching staffs, support/ maintenance staffs etc.
7. Movement of boarders shall be recorded. In case of urgent situations, like medical treatment, attending some academic events etc. where the girl child needs to go out of the school, a female staff needs to accompany the girl/s.
8. Facility like complaint box/ suggestion box to be put in place in the hostel for the girl boarders for facilitating any complaint in anonymity. The box should have double lock system, the keys of which will remain with Hostel Superintend and HM. The box shall be opened every Monday by HM in the presence of at-least one parent. The contents should be recorded in a Complaint Register along with the record on action taken by the HM subsequently.
9. Instructions issued to the District Collectors to ensure independent random visits to the girls' hostel by other line departments to assess the various issues concerning inmates of the residential schools and collect feedback for necessary action.
10. The department monitoring officials are also instructed to do surprise visits to the residential schools and interact with the students as well as School Management Committees to actively identify issue concerning abuse of the children.
11. The Block Development Officer has been instructed to ensure convening of special meeting of Gram Panchayats to discuss about the overall management of the SSD

schools, including various concerns of the inmates and any issues that emerges should brought to the notice of the PA, ITDA or DWOs and PD, DRDA for suitable action. HMs/ Hostel Superintendent of the schools need to attend these meeting without fail.

12. A detailed guideline on the schools and hostel monitoring visits by the field level officials like Welfare Extension Officer (WEO), District Welfare Officer (DWO), Assistant District Welfare Officer (ADWO), Inspector of Schools and PA, ITDA issued mentioning the periodicity of their visits and reporting mechanisms.

In recent times, with the growing reports of sexual offences in the residential schools, Govt. of Odisha has come up with a more comprehensive and all encompassing guideline, issued on 24.12.2014 - "Guidelines to Ensure Safety and Security of Students in Schools and Hostels Under ST&SC Development Department, Government of Odisha". This is a detailed set of guidelines and Standard Operating Procedure for ensuring the safety and security of students in its schools and hostels. This guideline specify the Code of Conduct and Duties of staffs, environmental safeguards to be ensured, mandatory reporting and response mechanism, disciplinary action to be taken etc. The guideline specifically prescribes for a zero-tolerance approach in cases of sexual abuse and harassment and has Protection of Children from Sexual Offences (POCSO) Act, 2012 as its legislative framework.

This apart, few important decisions of the State Government of Odisha is worth mentioning in the context of Safety and Security of girl inmates in the Govt. run Residential Schools. State Government has created post of 3000 Lady Matrons to ensure dedicated women staffs in the girls hostels. State Government has also sanctioned 336 posts of dedicated ANMs for residential schools to facilitate regular visit and basic screening of students for fever, malaria, diarrhea, respiratory infections and other health issues and to ensure timely referral to nearest PHC/CHC for better medical care. A comprehensive Monitoring System for schools and hostels have been put in place to monitor all aspects of functioning of the residential schools with special focus on Girls' safety and security.

Madhya Pradesh:

Madhya Pradesh government have also issued directives and instruction from time to time regarding the safety and security of boarders in the residential schools. Some of the key points of various guidelines, as reviewed, can be summarized as follows:

- Every hostel should have a Hostel-Superintendent. One Hostel-Superintendent shall be accountable for one hostel/ Ashramshala.
- The Hostel-Superintendent shall mandatorily stay in the hostel/ Ashramshala
- The Hostel-Superintendent shall, especially of Girls' hostels shall be trained on the safety-security aspects of the boarders
- Only women superintendents should be posted in charge of tribal girls' hostels.
- In case, there is no Department lady teacher present in the Hostel/ Ashram Shalas then any lady teacher of Education Department shall be given full-time responsibility of Hostel-Superintendent in Girls' hostels
- While appointing women superintendent, preference shall be given to SC/ST women.

- Women superintendents who have served in one particular place for continuous 5 years shall necessarily be replaced.
- Any inspection by a government official, principal or teachers should be accompanied and in the presence of the woman hostel warden.
- Tribal girls' hostels should have a woman doctor on duty.
- Every girl must have a health card and undergo a monthly health check-up, the record of which is to be maintained by the hostel doctor.
- All outdoor excursions for girl students should be in the accompaniment of women teachers.
- Women Teachers' Committees shall be established in the schools. This committee should be in constant conversation and provide psychological, physical and mental counseling to the young adolescent girls so they do not feel unprotected away from their families and homes.
- District administrations shall make arrangements for adequate lighting within the tribal girls' hostel premises.
- All girls' hostels are to be securely locked from inside during the night hours.
- Information and background details of all residents should be available with the residential school principal and warden.
- The security guard should keep records of visitors coming into the premises and Principal and warden should regularly check this register.
- Every tribal girls' hostel wall should display a graffiti with 1090 helpline number.

Jharkhand:

With regard to state of Jharkhand, though school functionaries have reported availability of guidelines/ government instruction on safety and security of girl inmates, study team could not access any specific document/ government circular or guidelines.

Field Findings

This following sections presents the field findings from sample schools, of Odisha, Madhya Pradesh and Jharkhand based on primary data analysis based on information obtained from different stakeholders such as HM, hostel in-charge, girl inmates, parents, teachers, SMC members and other stakeholder such as administrators of the line departments, the government sponsored child rights protection officer etc.

5.1 Status of Sample schools

5.1.1 Distribution of Sample Schools in Study States:

Out of the total 73 sample schools covered during the study; 41.1% (30) are from Odisha, 16.4% (12) from Jharkhand and 42.5% (31) from MP.

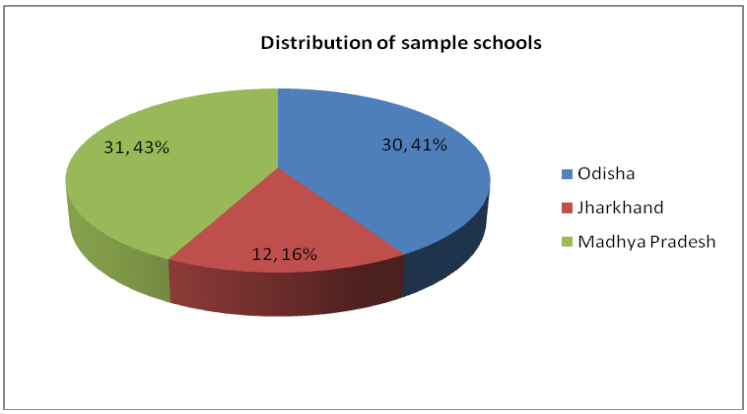
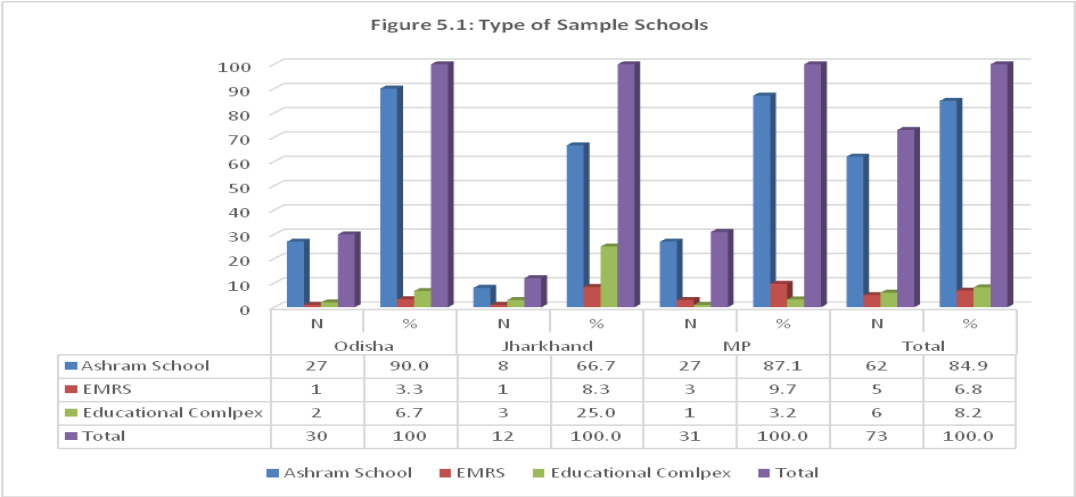


Figure 3: Distribution of sample school

5.1.2 Type of Sample Schools in Study States:

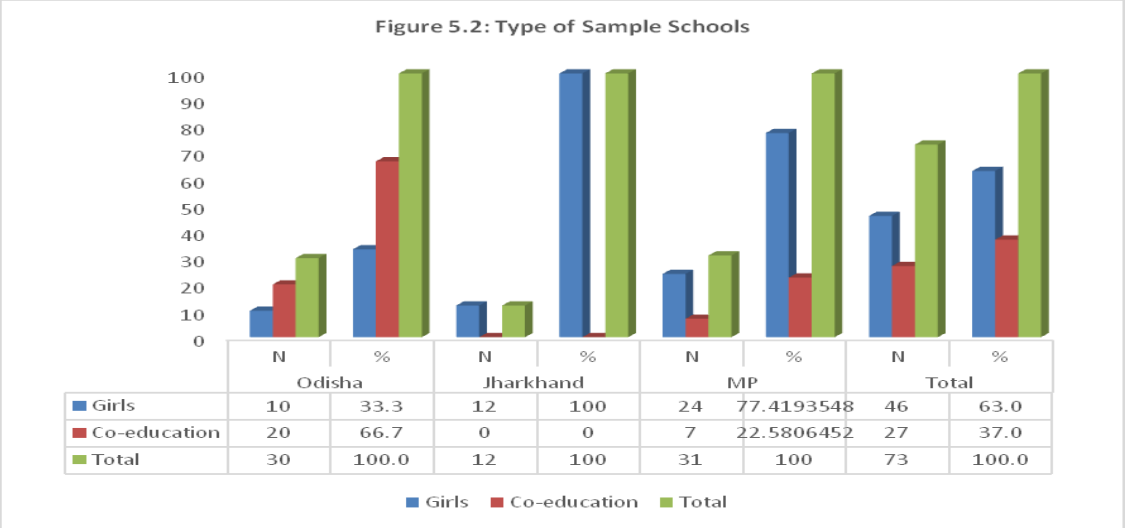
Figure 4 shows that of the total sample schools, majority are Ashram schools (84.9%) followed by Educational Complex (8.2%) and EMRS (6.8%). Similar pattern of type of sample schools is seen across Odisha and MP whereas in case of Jharkhand two-third of the schools are Ashram schools, one-fourth Educational Complex and only 8.3% EMRS.



	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Ashram School	27	90.0	8	66.7	27	87.1	62	84.9
EMRS	1	3.3	1	8.3	3	9.7	5	6.8
Educational Comlpex	2	6.7	3	25.0	1	3.2	6	8.2
Total	30	100	12	100.0	31	100.0	73	100.0

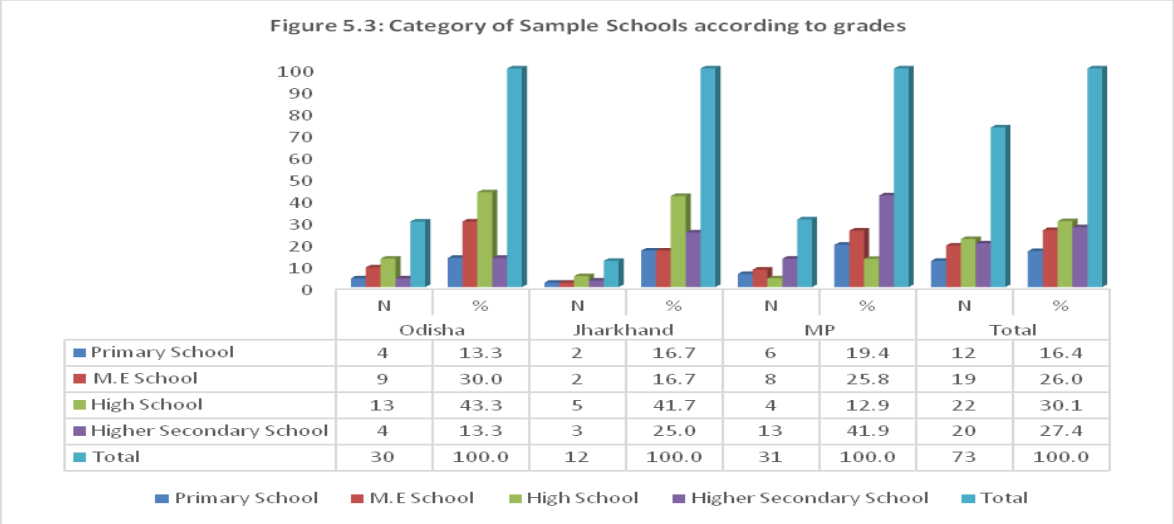
Figure 4: Type of sample school

According to Figure 5, the type of sample schools by gender shows that out of 73 sample schools covered, little higher than three-fifth (63%) are girl schools and rest 37% having co-education (both for girls and boys). In Odisha two-third sample schools are co-education ones and one-third girl schools; in Jharkhand all sample schools are for girl; and in MP 77.42% sample schools are for girls and rest co-education ones.



	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Girls	10	33.3	12	100	24	77.4193548	46	63.0
Co-education	20	66.7	0	0	7	22.5806452	27	37.0
Total	30	100.0	12	100	31	100	73	100.0

Figure 5: Type of sample school by gender



	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Primary School	4	13.3	2	16.7	6	19.4	12	16.4
M.E School	9	30.0	2	16.7	8	25.8	19	26.0
High School	13	43.3	5	41.7	4	12.9	22	30.1
Higher Secondary School	4	13.3	3	25.0	13	41.9	20	27.4
Total	30	100.0	12	100.0	31	100.0	73	100.0

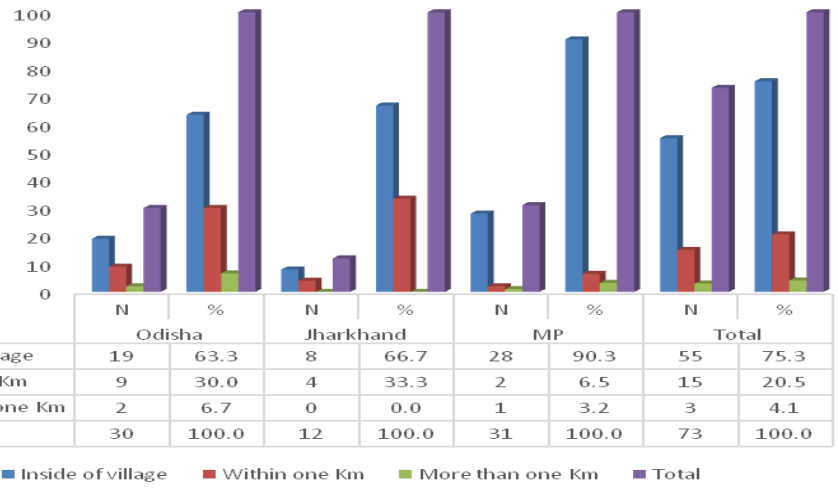
Figure 6: Category of sample school by grade

According Figure 6, the category of sample schools shows that out of 73 sample schools, 16.4% are Primary Schools, 26% M.E. Schools, 30.1% High Schools and 27.4% Higher Secondary Schools. In Odisha, 13.3% are Primary Schools, 30% M.E. Schools, 43.3% High Schools and 13.35 Higher Secondary Schools; in Jharkhand, 16.7% are Primary Schools, 16.7% M.E. Schools, 41.7% High Schools and one-fourth Higher Secondary Schools; and in MP, 19.4% are Primary Schools, 25.8% M.E. Schools, 12.9% High Schools and 41.9% Higher Secondary Schools.

5.1.3 Distance of Sample Schools from Habitation:

Location of the schools and their distance from habitation have some implication on safety and security of girl students in the sense that how far they are physically within the reach of the local population and whether there is any factor of physical isolation. Figure 7, shows that out of 73 sample schools, little higher than three-fourth sample schools are inside of village, little higher than one-fifth sample schools are within one km from nearest habitation and only 4.1% sample schools are at a distance of more than one km from the nearest habitation. In Odisha, little higher than three-fifth (63.3%) sample schools are inside the habitation, 30% sample schools within one km from the nearest habitation and only 6.7% sample schools are more than one km from the nearest habitation; in Jharkhand, two-third of the sample schools are inside the habitation and one-third sample schools are within one km from the nearest habitation; and in MP 90.3% sample schools are inside the habitation, 6.5% sample schools are within one km from the nearest habitation and only 3.2% sample schools are more than one km from the habitation.

Figure 5.4: Distance of Sample Schools from Habitation



	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Inside of village	19	63.3	8	66.7	28	90.3	55	75.3
Within one Km	9	30.0	4	33.3	2	6.5	15	20.5
More than one Km	2	6.7	0	0.0	1	3.2	3	4.1
Total	30	100.0	12	100.0	31	100.0	73	100.0

Figure 7: distance of sample school from habitation

The above data shows that physical isolation/ remoteness from human habitations is not a significant concern in the context of the studied schools. However, it is pertinent to mention here that in MP it is noticed that the Schools and hostels are separately located i.e. one particular hostel catering to 2-3 schools nearby. In such scenario, even when the hostels are nearer to the habitation, the fact that the students have to travel distance of upto one k.m. or more to reach different schools is an issue of concern from the perspective of safety and security.

Primary data on parameters like availability of drinking water facility, toilet facility, boundary wall, communication facility, abandoned/ secluded structures in the hostel/ school premise has been collected from the Headmaster of the respective sample schools as part of the school profile to understand the status of infrastructural facilities crucial for safety and security of girl boarders.

5.1.4 Availability of safe drinking water facilities in Sample Residential Schools:

Table 12 shows that out of 73 sample school hostels, safe drinking water facility through pipe water, tube well and bore well is available in 95.9% of the cases. Out of the school hostels, pipe water is available in 47.9%, tube well in 39.7%, bore well in 8.2% and other sources in rest 4.1%. Among the states, MP with 74.2% is well ahead of other two states in providing pipe water in the sample schools. However, only 8.3% of the sample schools of Jharkhand have pipe water supply. Majority of the schools (50% and above) in Odisha and Jharkhand have tube-wells as source of drinking water.

Table 12 : Type of Drinking Water Facility in Sample School Hostels

Drinking Water Source	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Pipe water	11	36.7	1	8.3	23	74.2	35	47.9
Tube well	18	60.0	6	50.0	5	16.1	29	39.7
Bore well	0	0.0	4	33.3	2	6.5	6	8.2
Others	1	3.3	1	8.3	1	3.2	3	4.1
Total	30	100.0	12	100.0	31	100.0	73	100.0

Information was also collected on the condition of the source of drinking water facility available in the schools. Table 13 shows that 94.5% of the drinking water facilities are in good condition, usable and accessible. Similar pattern have been reported across the three study states.

Table 13: Condition of Drinking Water Facility in Sample School Hostels

Condition of Drinking Water Facility	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
In good and usable condition and accessible	28	93.3	11	91.7	30	96.8	69	94.5
Damaged but can be repaired	2	6.7	1	8.3	1	3.2	4	5.5
Total	30	100.0	12	100.0	31	100	73	100.0

5.1.5 Availability of toilet facilities for girls in Sample Schools:

Availability of toilet facility has a strong relation with the safety and security of the girl students. There is potential threat to safety and security of the girl students in schools and hostels without such facility as the girl inmates may have to depend on insecure places like open fields, abandon structures/ places, secluded places etc. where their safety and security get compromised. Further, absence of separate toilet for girls in schools and hostels further aggravates the discomfort level of the girls as they have to depend on the common toilets and in such cases also their safety and security get compromised. Similarly, the water facility in toilets, doors and proper locking facility have significant implications safety and security of the girls.

Table 14 presents state wise toilet facilities in the sample schools and hostels. It shows that in Odisha half of the schools have separate toilets for girls, 36.7% schools have toilets with doors, 46.7% schools have toilets with locking facility, and two-fifth schools have water facility in toilets. However, in case of hostels, in Odisha 96.7% hostels have toilets with locking facility and 83.3% hostels have toilets with water facility. In Jharkhand two-third schools have separate toilets for girls and toilets with doors, half of the schools have toilets with locking facility, and one-third schools have toilets with water facility. In Jharkhand all hostels have separate toilets for girls, 83.3% hostels have toilets with doors, 58.3% hostels have toilets with locking facility, and one-third hostels have toilets with water facility. In MP 87.1% of the schools have separate toilets for girls, 80.7% schools have toilets with doors, 80.7% schools have toilets with locking facility, and 51.6% schools have water facility in toilets. In MP all sample school hostels have separate toilets for girls and toilets with doors, 90.3% hostels have toilets with locking facility, and two-third hostels have water facility in toilets.

Table 14: Toilet Facilities for Girls in Sample Schools & Hostels (Respondents saying "Yes")

Toilet Facilities	Odisha (N=30)				Jharkhand (N=12)				MP (N=31)			
	School		Hostel		School		Hostel		School		Hostel	
	N	%	N	%	N	%	N	%	N	%	N	%
Separate toilet for girls	15	50.0	30	100	8	66.7	12	100	27	87.1	31	100
Toilets have doors	11	36.7	30	100	8	66.7	10	83.3	25	80.7	31	100
Locking facility of toilet	7	23.3	29	96.7	6	50.0	7	58.3	25	80.7	28	90.3
Water facility to the toilet	12	40.0	25	83.3	4	33.3	4	33.3	16	51.6	21	67.7

Data given in Table 14 clearly shows that in all the states, while separate toilets for girls are available in all hostels, the same cannot be said for the schools. Such basic facility for girl students is not adequately available in the schools which corroborate various reports on our schools not having universal availability of separate toilets for girls. Half of the sample schools of Odisha do not have separate toilets for girls. Furthermore, even if toilets are available, not all of them have doors and water facilities. In case of Jharkhand, the situation is worrisome with about 40% of toilets do not have locking facility while only 33% toilets having water facility in hostels. The state of MP scores higher than the other two states on this front both at school and hostel level.

Table 15 presents conditions of separate girls toilets in sample schools and hostels in the three states. It shows that in Odisha 86.7% schools with separate toilets for girls are in good and usable condition and accessible whereas the rest 13.3% schools with separate toilets for girls are damaged but can be repaired. Similarly, in the state four-fifth hostels with separate toilets for girls are in good and usable condition and accessible whereas the rest one-fifth hostels with separate toilets for girls are damaged but can be repaired. In Jharkhand three-fourth of both schools and hostels with separate toilets for girls are in good and usable condition and accessible whereas the rest one-fourth of both schools and hostels with separate

toilets for girls are damaged but can be repaired. In MP 96.3% schools with separate toilets for girls are in good and usable condition and accessible whereas the rest 3.7% schools with separate toilets for girls are damaged but can be repaired. Similarly, in the state 83.9% hostels with separate toilets for girls are in good and usable condition and accessible whereas the rest 16.1% hostels with separate toilets for girls are damaged but can be repaired.

It may be noted here that both in Odisha and Jharkhand the percentage of damaged toilets are more in case of hostels with 20% and 25% of those available respectively are in a damaged condition.

Table 15: Condition of Toilets in Sample Schools and Hostels

Condition of Toilets	Odisha				Jharkhand				MP			
	School (N=15)		Hostel (N=30)		School (N=8)		Hostel (N=12)		School (N=27)		Hostel (N=31)	
	N	%	N	%	N	%	N	%	N	%	N	%
In good and usable condition	13	86.7	24	80	6	75	9	75	26	96.3	26	83.9
Damaged but can be repaired	2	13.3	6	20	2	25	3	25	1	3.7	5	16.1
Total	15	100.0	30	100.0	8	100.0	12	100.0	27	100.0	31	100.0

Further investigation was made regarding whether the bathing and toilet Facilities for Hostel Inmates are present within the hostel premises. Table 16 shows that 80.8% hostels have bathing and toilet facilities available inside the premises. Similar situation prevails in all three states. *However, for about 15-20% hostels across the sample states, the source for bathing and toilet for hostel inmates is outside the hostel premises. This is a worrisome factor for the safety and security of girl inmates and exposes them to real threat of violation of their dignity.*

Table 16: Inmates go for Bath & Toilet

Bath & Toilet Location	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Source available outside the premises	6	20.0	2	16.67	6	19.35	14	19.2
Source available inside the premises	24	80.0	10	83.33	25	80.65	59	80.8
Total	**30**	**100.0**	**12**	**100**	**31**	**100**	**73**	**100.0**

5.1.6 Boundary Wall in Sample Schools and Hostels:

Table 17 presents availability of boundary wall in the sample schools. It shows that in Odisha 63.3% schools and 76.7% hostels have well protected boundary wall, 86.7% schools and 93.3% hostels have gate at entry point, and 93.35 schools and all hostels have locking system in the gate. in Jharkhand half of schools and three-fourth of hostels have well protected boundary wall, half of schools and 58.3% hostels have gate at entry point, and 16.7% schools

and 41.7% hostels have locking system in the gate. In MP 67.7% schools and 87.1% hostels have well protected boundary wall, 61.3% schools and 87.1% hostels have gate at entry point, and 45.2% schools and 80.7% hostels have locking system in the gate.

Table 17: Boundary Wall in Sample Schools (Respondents saying "Yes")

Boundary wall	Odisha (N=30)				Jharkhand (N=12)				MP (N=31)			
	School		Hostel		School		Hostel		School		Hostel	
	N	%	N	%	N	%	N	%	N	%	N	%
Well protected boundary wall	19	63.3	23	76.7	6	50.0	9	75.0	21	67.7	27	87.1
Gate at entry point	26	86.7	28	93.3	6	50.0	7	58.3	19	61.3	27	87.1
Locking system in the gate	28	93.3	30	100.0	2	16.7	5	41.7	14	45.2	25	80.7

It is quite evident from the table that 22.3% hostels in Odisha, 25% hostels in Jharkhand and 12.9% hostels in Madhya Pradesh of the sample schools do not have the very basic security provision of a well protected Boundary Wall (securely covering the building from all sides) which is one of the major potential sources of security threats in these hostels. The situation is further worse in the context of school building. Although locking facilities and gate are available, the fact that boundary walls do not fully cover the premises from all sides, this does not address the security concerns fully.

5.1.7 Availability of Electricity and Alternative Source of Light in Hostels:

Table 18 shows that electricity is available in 93.2% school hostels. All school hostels of Odisha, two-third school hostels of Jharkhand and 96.8% school hostels of MP have electricity.

Table 19 presents that at the time of power cut, 71.2% of the school hostels have some alternative source of light such as lantern (27.4%), candle (35.6%) and torch (8.2%), but 28.8% school hostels do not have any alternate source of light. In remote and inaccessible pockets where power failure is a frequent phenomenon, this is quite worrisome as absence of such crucial facility in more than one-fourth of the total sample hostels reflects that how difficult it must be for girl inmates to negotiate, for different purposes, in night, without any alternate source of light in event of a power cut and how easily security of girl students can be compromised.

In Odisha fourth-fifth school hostels have some alternative source of light like lantern (13.3%) and candle (66.7%), and one-fifth school hostels do not have any such provision. In Jharkhand 83.3% school hostels have some alternative source of light such as lantern (50%), candle (25%) and torch (8.3%), and 16.7% of the school hostels do not have any such provision. However, MP has strikingly very high percentage of hostels (41.9%) without any alternate source of light while 58.1% school hostels have some alternative source of light like lantern (32.3%), candle (9.7%) and torch (16.1%).

Table 18: Availability of Electricity in Sample School Hostels

Electricity Availability	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Yes	30	100.0	8	66.7	30	96.8	68	93.2
No	0	0.0	4	33.3	1	3.2	5	6.8
Total	30	100.0	12	100.0	31	100	73	100.0

Source: SCSTRTI Field Survey 2015

Table 19: Alternative Source of Light Available at the Time of Power Cut in Hostel

Alternative Source of Light	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Lantern	4	13.3	6	50.0	10	32.3	20	27.4
Candle	20	66.7	3	25.0	3	9.7	26	35.6
Torch	0	0.0	1	8.3	5	16.1	6	8.2
No alternative	6	20.0	2	16.7	13	41.9	21	28.8
Total	30	100.0	12	100	31	100.0	73	100.0

5.1.8 Availability & Accessibility of Telephone Facility in Hostels:

Availability and Accessibility of Telephone Facilities in Hostels was formulated as one of the information areas to understand whether in case of requirement is there a means of fast communication available and furthermore accessible to the inmates of the hostels? As is evident from Table 5.12 & 5.13, only 42.4% hostels have telephone facilities that include 6.8% hostels with landline phones and 35.6% hostels having mobile phones. Only one-third hostels of Odisha, 58.3% hostels of Jharkhand and 45.2% hostels of MP have telephone facilities. The telephone facilities of three-fifth hostels of Odisha, and 42.9% of hostels of both Jharkhand and MP are accessible to the hostel inmates.

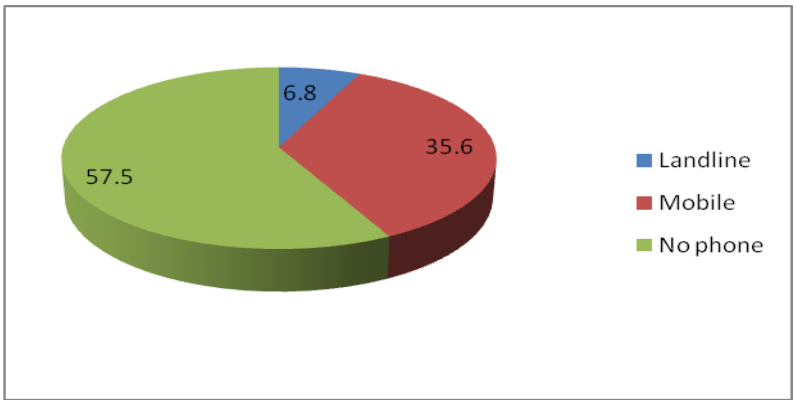


Figure 8: Telephone facility in the hostel

While the mobile phones mostly belong to the school or hostel staff, the landlines, again being in the custody of hostel/ school staff, these are not always accessible to the girl children. The same is evident from table 5.12b with more than 50% of the telephones not accessible to the inmates of the hostels.

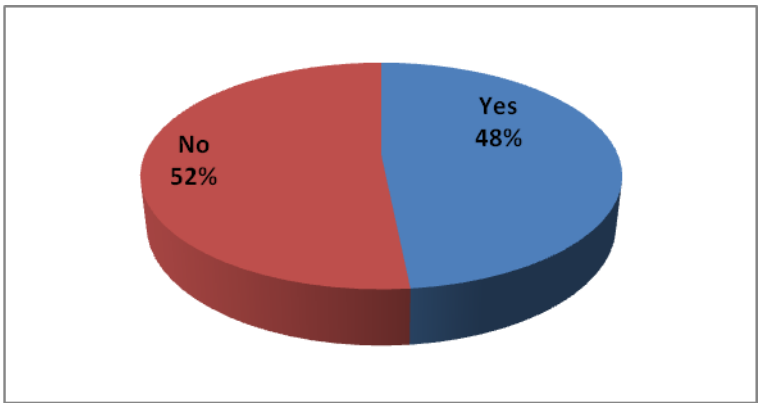


Figure 9: Telephone accessible to the inmates

5.1.9 Abandoned/ Isolated Places in Hostel Premise and steps taken to Prevent:

According to Table 20, in little less than one-fourth hostel premises there are abandoned/isolated places. State wise scenario show that both Jharkhand and MP have lower abandoned/isolated places in hostel premises, whereas it has been more in Odisha. Table 21 shows about multiple steps taken by the hostel authority to prevent students to access it. In Odisha out of the hostels having abandoned/isolated places, three-fifth hostels have locked and prohibited those with a notice "Prohibited Area", half of the hostels have restricted all students not to go the area, two-fifth of the hostels have completely covered those with temporary fencing, and three-fifth hostel authorities have informed higher authority to take steps. In Jharkhand out of the hostels having abandoned/isolated places, half of hostels have locked and prohibited those with a notice "Prohibited Area", and half of hostels have completely covered those with temporary fencing. In MP out of the hostels having abandoned/isolated places, two-fifth of hostels have locked and prohibited those with a notice "Prohibited Area", two-fifth of hostels have restricted all students not to go the area, and one-fifth of the hostels have completely covered those with temporary fencing.

Table 20 : Abandoned /Isolated Place in the Premises of Hostel

Abandoned / Isolated Place	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Yes	10	33.3	2	16.7	5	16.1	17	23.3
No	20	66.7	10	83.3	26	83.9	56	76.7
Total	**30**	**100.0**	**12**	**100.0**	**31**	**100.0**	**73**	**100.0**

Table 21: Steps taken to prevent access the abandoned house by Students

Steps to prevent access	Odisha (N=10)		Jharkhand (N=2)		MP (N=5)		Total (N=17)	
	N	%	N	%	N	%	N	%
Locked & Prohibited with a notice "Prohibited Area"	6	60	1	50	2	40	9	52.9
Restricted all students not to go to the Prohibited area/ Locked	5	50	0	0	2	40	7	41.2
Completely covered with temporary fencing	4	40	1	50	1	20	6	35.3
Informed higher authority to take steps	6	60	0	0	0	0	6	35.3

Institutional Arrangements for ensuring safety and security of boarders in Sample schools

Information was collected to understand the kind of institutional arrangement put in place in the sample schools/ hostels for ensuring the safety and security of boarders. The areas of probe included staffs responsible for safety and security of boarders and their tenure of responsibility, place of staying of staffs, provision of security guards, maintenance of record for movement of boarders, mechanism of addressing health needs of boarders, watch mechanism by the local police etc.

5.1.10 Responsibility of Safety & Security of boarders:

Table 22 shows that in 63% hostels responsibility of safety and security lies with the matron/warden and in rest 37% hostels this lie with any specific teacher assigned the responsibility. In Odisha in 53.3% hostels matron/warden is responsible for safety and security of hostel and in 46.7% hostels specific teacher is assigned the responsibility. In Jharkhand in two-third hostels matron/warden is responsible for safety and security of hostel, and in one-third hostels specific teacher is assigned for the responsibility. In MP in 71% hostels a matron/warden is responsible for safety and security and in 29% hostels specific teacher is assigned for the responsibility.

Table 22: Responsibility of Safety & Security of Hostel

Safety & Security Responsibility	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Matron / Warden	16	53.3	8	66.7	22	71.0	46	63.0
Specific teachers assigned	14	46.7	4	33.3	9	29.0	27	37.0
Total	30	100.0	12	100.0	31	100.0	73	100.0

The situation suggests that nearly one-third of the total sample schools do not have dedicated persons to look after the safety and security of boarders. Assigning the responsibility of hostel management and of safety and security of the boarders to the teachers not only compromises their teaching responsibility but also puts a question mark on the focus on

assigned work of ensuring safety & security of boarders and effectiveness in discharging this assigned role in wake of dual responsibility. The issue of accountability is also questionable in such scenario. Odisha tops in this ad-hoc arrangement for the hostel management by giving additional responsibility to teachers.

Tenure of specific teachers assigned with responsibility of safety and security of boarders was also probed as this has implication with respect to their assigned responsibility. Table 23 shows that in more than two-third of the hostels the average tenure of the hostel superintendent is more than one year. The average tenure varies across states with 56.7% hostels in Odisha, one-third hostels of Jharkhand and 93.5% hostels of MP having hostel superintendent of more than one year. *However, in 23.3%. sample schools of Odisha, the reported tenure of the Hostel-superintendent is less than 3 months. This may affect the sense of accountability further with considerably less time to focus on work and may create attitude of just passing the time of dual responsibility.*

Table 23: Average Tenure of the Hostel Superintendent

Average tenure	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Less than 3 months	7	23.3	0	0	0	0	7	9.6
More than 3 months	6	20.0	8	66.7	2	6.5	16	21.9
More than 1 year	17	56.7	4	33.3	29	93.5	50	68.5
Total	30	100.0	12	100.0	31	100.0	73	100.0

5.1.11 Place of Staying of Staffs:

In 89% of the schools, staffs are staying in the hostel premises. In 93.3% residential schools of Odisha, three-fourth schools of Jharkhand and in 90.35% schools of MP, staff are staying in school premises.

Table 24: Staffs are staying in the Hostel Premises

Staffs Staying in School Premises	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Yes	28	93.3	9	75.0	28	90.3	65	89.0
No	2	6.7	3	25.0	3	9.7	8	11.0
Total	30	100.0	12	100.0	31	100.0	73	100.0

Table 25 presents the place of staying of the staffs in those schools which reported staffs residing in the school premise. 83.1% of such schools reported that staffs are staying inside the hostel building while 16.9% reported staffs staying on school premises but outside the hostel building. In Odisha in about two-third schools, staffs are staying inside hostel building while in 28.6% schools staffs are staying in school premises but outside hostel building. In

Jharkhand in 88.9% schools, staffs are staying inside hostel building whereas in 11.1% schools staffs are staying on school premises but outside hostel building. In MP in 92.9% schools reported staffs staying inside the hostel building. However, it may be noted that in all the three states, staffs staying inside the hostel buildings reported to be invariably women, either Warden/ Hostel In-charge or the support staffs like Cook-cum-Attendant etc.

Table 25: Place where the staffs are staying

Place Staffs Staying	Odisha (N=28)		Jharkhand (N=9)		MP (N=28)		Total (N=73)	
	N	%	N	%	N	%	N	%
Inside the hostel building	20	71.4	8	88.9	26	92.9	54	83.1
On school premises but outside hostel building	8	28.6	1	11.1	2	7.1	11	16.9

There is a need to come up with a clear protocol for providing residential facility to staffs designated for the hostel management purpose in terms of its location, design, access pathway to hostel inmates, whether family members are allowed or not etc. In case residential accommodation is to be made available to the family members of the hostel-management staffs as well then a more careful consideration is required on the above mentioned aspects and to come up with very clear guidelines on the restriction of access to the hostel building and inmates by the family members of the staffs.

5.1.12 Provision of Security Guard:

According to Table 26, in three states, 57.5% hostels have some provision of security guard that includes in 20.5% hostels having 24 hours guard security and 37% hostels with such provision only at night. In Odisha there is no 24 hours security guard provision in the hostels and only in 16.7% hostels there are security guard provision only at night. In Jharkhand in 91.7% hostels there are some form of security guard provision that includes 41.7% hostels with 24 hours security guard provision and half of the hostels having such provision only at night. In MP in 83.9% hostels there are some form of security guard provision that includes 32.3% hostels having 24 hours security guard provision and 51.6% hostels with such provision only at night.

Table 26: Provision of Security Guard in Hostels

Security Guard Provision	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
24 hour	0	0.0	5	41.7	10	32.3	15	20.5
Only at night	5	16.7	6	50.0	16	51.6	27	37.0
No provision	25	83.3	1	8.3	5	16.1	31	42.5
Total	30	100.0	12	100	31	100.0	73	100.0

This speaks a lot about the basic institutional provisioning towards ensuring safety and security of the girl boarders. Absence of any provisioning of security guard in more than 40%

of the sample schools point towards great compromise made on the safety and security of girl boarders. The presence of security guard, in most of the cases, not only plays a deterrent to the mischief makers but also contributes in building sense of security among the boarders as well.

5.1.13 Watch Mechanism by Police for Girls Hostel:

According to Table 27, 69.1% hostels have some watch mechanism by police on the girls' hostels. These include visit at regular interval, contact with hostel in-charge and visit after receiving complain. In more than half of the hostels, police visit happens after receiving complain. Further watch mechanism by police is lowest (44.7%) in Odisha while highest in Jharkhand (91.7%).

Table 27: Watch Mechanism by Police for Girls Hostel

Watch Mechanism	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Visit at a regular interval	1	3.3	3	25	7	22.6	11	15.1
Contact hostel in-charge	2	6.7	1	8.3	0	0.0	3	4.1
Visit after receiving complain	11	36.7	7	58.3	19	61.3	37	50.7
No visit	16	53.3	1	8.3	5	16.1	22	30.1
Total	30	100.0	12	100.0	31	100.0	73	100.0

As is evident, one third of the sample schools have not received any visits by the local police as an oversight and Odisha has highest percentage of such schools (53.3%). It points towards either lack of any institutional arrangements for such oversight visits by the local police or less importance attributed to this for instilling sense of security among boarders and for deterring the anti-social elements.

5.1.14 Mechanism of Addressing Health Needs of Boarders:

Table 28 presents the visit of doctors/ health functionaries for addressing health need of the boarders. These include regular visit of doctor to the hostel, visit on call and inmates being taken to the doctor/ functionaries with variation across states. Odisha tops in regular visit of doctors/ health functionaries to hostels with 73.3% while in one-fifth hostels doctor/ functionaries visit the hostels on call and in one-third hostels inmates are taken to the doctor/ health functionaries. In Jharkhand in 16.7% hostels doctor/ health functionaries visits those regularly, in 41.7% hostels doctor/ health functionaries visit on call and in one-third hostels inmates are taken to the doctor/ health functionaries. In MP in 48.4% hostels doctor/ health functionaries visits those regularly, in 9.7% hostels doctor/ health functionaries visit on call and in 74.2% hostels inmates are taken to the doctor/ health functionaries.

Table 28: How Health Need of Students Addressed

How Health Need Addressed	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Health functionaries visit the hostel regularly	22	73.3	2	16.7	15	48.4	39	53.4
Health functionaries on call	6	20.0	5	41.7	3	9.7	14	19.2
Inmates are taken to the health functionaries	10	33.3	4	33.3	23	74.2	37	50.7

There is a scope for improving the regular visit of doctor/ health officials especially in Jharkhand and MP as this will provide opportunity for detection of early signs of any physical or psychological distress arising out of any abuse or violation of protection rights of the children.

5.1.15 Frequency of Meeting Parents:

According to Table 29 frequency of meeting parents is monthly in 30.1% hostels, bi-monthly in 15.1% hostels, quarterly in 19.2% hostels, half-yearly in 26% hostels, and as per girls interest 9.6% hostels. Similar pattern is seen in Odisha and MP and some variation in Jharkhand.

Table 29: Frequency of Meeting Parents

Frequency	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Monthly	8	26.7	2	16.7	12	38.7	22	30.1
Bi-monthly	3	10.0	2	16.7	6	19.4	11	15.1
Quarterly	6	20.0	4	33.3	4	12.9	14	19.2
Half-yearly	8	26.7	4	33.3	7	22.6	19	26.0
As per girls interest	5	16.7	0	0.0	2	6.5	7	9.6
Total	30	100.0	12	100.0	31	100.0	73	100.0

The frequency of interface between parents and inmates appears to be satisfactory. However, community members during the FGDs indicated that introduction of some norms and formal practices to make this meeting an institutional arrangement involving either the parents or a community representative (like PRI members) would go a long way towards improving communication amongst children, parents and school/ hostel authorities. Given the fact that the SMC members of many of the residential schools are not the biological parents of the hostel inmates, having such an arrangement assumes a lot more significance.

Policy Guidelines and Practice in Sample schools

Study tried to understand the implementation of Policy/ guidelines, if any, in the sample schools from the aspects of awareness on their existence, ways of informing key stakeholders, standard procedures followed in cases of abuse, monitoring by officials etc.

5.1.16 Availability of Policy/ Guidelines on Safety & Security and its Enforcement:

Table 30 shows that respondent in 82.2% of the Residential Schools have affirmed on the availability of government policy/guidelines on safety and security for the boarders and similar % claimed that schools follow the policy/guidelines. In 72.6% sample schools staff members are aware about the policy/guidelines. In Odisha in 90% of the sample schools the government policy/guidelines are available, staffs are aware about the policy/guidelines and they are being followed. However, in Jharkhand in 75% of the sample schools, government policy/guidelines are available, and those being followed; only in 50% of the sample schools, staff members are aware about the policy/guidelines. In case of MP, in 77.4% of the sample schools the government policy/guidelines are available, and those follow the policy/guidelines; in 64.5% of the sample schools staff members are aware about the policy/guidelines.

Table 30: Policy/ Guidelines on Safety & Security (Respondents saying "Yes")

Policy/ Guidelines	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Availability of Govt. Policy at the School Level	27	90	9	75	24	77.4	60	82.2
Follow the policy guidelines	27	90	9	75	24	77.4	60	82.2
Staff members aware about the guidelines	27	90	6	50	20	64.5	53	72.6

As is evident from the table, the percolation of State Policy Guidelines on the Safety and Security concerning the inmates of the residential schools to the school level has been most effective in the State of Odisha whereas in Jharkhand and Madhya Pradesh, the awareness level of the schools regarding policy guidelines leaves much to be desired. It is important to adopt means and ways of orienting and making aware the school functionaries of the various guidelines/ directives issued by the State Governments at first place so that their adherence would be possible at the ground level.

5.1.17 Display of Policy/ Guidelines on Safety & Security norms

According to Table 31, all schools reporting the availability of the policy/ guidelines on Safety and Security of boarders across the sample States have displayed them in some form or the other in the common area for information of various stakeholder.

Table 31: Security norms display in the common place

Display of Policy	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
Yes	27	90.0	9	75.0	24	77.4	60	82.2
No	3	10.0	3	25.0	7	22.6	13	17.8
Total	30	100.0	12	100.0	31	100.0	73	100.0

Table 32: In what manner guidelines are displayed

Manner of Display of Guidelines	Odisha (N=27)		Jharkhand (N=9)		MP(N=24)		Total (N=60)	
	N	%	N	%	N	%	N	%
Hanging Banner/ Flex	16	59.3	4	44.4	12	50.0	32	53.3
Wall painting	4	14.8	2	22.2	9	37.5	15	25.0
Hand written in blackboard/ Notice board	7	25.9	4	44.4	3	12.5	14	23.3

Table 32 indicates the manner in which the guidelines have been displayed in the schools. Among the schools those have displayed the guidelines; 53.3% by hanging banner/flex followed by 25% wall painting and 23.3% by printing in blackboard.

5.1.18 Standard Practice followed in case of Violation/ Abuse:

An open ended question was asked with regard the standard practices being followed in case of any abuse or violation of rights and this resulted in multiple responses. According to Table 33, the most common standard practice followed is report to Hostel-in-charge (57.5%) followed by report to Police (37%) and report to HM (31.5%). Mutually settled and no action as a standard practice received 24.7% and 8.2% responses.

In Jharkhand, response to report to police as a standard practice is zero whereas in case of MP, the response for amicably settled is very high (35.5%).

Table 33: Standard Practice in Case of Violation/ Misuse

Standard Practice	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Report to hostel in-charge	13	43.3	9	75	20	64.5	42	57.5
Report to HM	17	56.7	5	41.7	1	3.2	23	31.5
Report to police	16	53.3	0	0	11	35.5	27	37.0
Mutually settled	5	16.7	2	16.7	11	35.5	18	24.7
No action taken	0	0.0	0	0	6	19.4	6	8.2

Almost 33% of the responses regarding standard practice followed in case of abuse/ violation of rights is towards no concrete action in a sense that they are either mutually settled through mediation or no action has been taken. This is a matter of grave concern and further probing is needed. This is a pointer towards hushing up of the matter at the school level and may lead to serious negative consequences for the victim, especially in cases of sexual abuse/ harassment.

In case of MP, as HM does not have any direct role in the administration of hostels, information to HM is insignificant.

5.1.19 Visits by Government Officials for monitoring:

All the sample schools across States have reported monitoring visit by government officials to their schools. According to the Table 34, 56.2% of all sample schools reported visits by the Government Officials once in a month; 20.5% reported quarterly visits; 9.6% half-yearly and as and when required while small numbers reported yearly (4.1%) visits. The highest frequency of Government Officials visit in Odisha is once in a month (80%) followed by quarterly (16.7%). In case of Jharkhand, the highest frequency of Government Officials visit is also once in a month (41.7%) followed by as and when required (33.3%) and quarterly (16.7%). Similar perception observed in MP, that the highest frequency of Government Officials visit is once in a month (38.7%) followed by quarterly (25.8%) and half-yearly/ as and when required (22.6%).

Table 34: Frequency of Visit by the Government Officials

Frequency	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Once in a Month	24	80.0	5	41.7	12	38.7	41	56.2
Quarterly	5	16.7	2	16.7	8	25.8	15	20.5
Half yearly	0	0.0	0	0.0	7	22.6	7	9.6
Yearly	0	0.0	1	8.3	2	6.5	3	4.1
As & when required	1	3.3	4	33.3	2	6.5	7	9.6
Total	30	100.0	12	100.0	31	100.0	73	100.0

As is evident from the table, the highest frequency of visit by the government officials are once in a month in each sample states. However, regular visit by Government Officials to the sample schools is satisfactory in case of Odisha; but for Jharkhand and MP there is room for improvement.

5.2 SAFETY AND SECURITY – ROLE OF SMC, PRI MEMBERS & PARENTS

5.2.1 Profile of the respondents:

The study covered the feedback/perception of the School Management Committee (SMC) members, PRI members and parents about the safety and security of hostels in the sample schools in three states. According to Table 35, among the stakeholders from whom feedback

taken, 48.6% were SMC members, 37.1% Parents and 14.3% were PRI members. State wise in Odisha, 45% were SMC members, 38.3% parents and 16.7% PRI members. In Jharkhand, 44.4% were SMC members and similar percent of Parents followed by 11.1% PRI members. In MP, 53.2% SMC members, 33.9 parents and 12.9% PRI members were contacted to capture their perception. However, it is observed from the table, in all the sample states majority SMC members were interacted for collecting their perception about the safety and security of the residential hostels.

Table 35: Designation of the Stakeholder

Designation	Odisha (N=60)		Jharkhand (N=18)		MP (N=62)		Total (N=140)	
	N	%	N	%	N	%	N	%
SMC Member	27	45.0	8	44.4	33	53.2	68	48.6
Parent	23	38.3	8	44.4	21	33.9	52	37.1
PRI Member	10	16.7	2	11.1	8	12.9	20	14.3
Total	60	100.0	18	100.0	62	100.0	140	100.0

5.2.2 Role of SMC in Safety & Security of girls in Residential Schools:

As per the study finding, 72.9% respondents stated that SMC organized regular meeting with 93.3% in Odisha, 11.1% in Jharkhand and 71% in MP saying so. Out of the stakeholders those stated about regular meeting of SMC, 87.3% pointed out that discussion on safety and security is taken up in the SMC meeting with 91.1% in Odisha, all in Jharkhand and 81.8% in MP stating so.

Table-36 presents the views of the respondents regarding the role of SMC in safety and security of girls in schools. It shows that 13.6% responses are for construct and repair the security related infrastructures facilities in the schools, 31.4% about counseling the hostel inmates on their self-safety, 39.3% about monitoring the school activities and safety of girls, only 9.3% about report higher authority in case of any incidence in school and 67.1% about organize monthly meeting on school activities as the role of the SMC. Even one-fifth of the responses reflected not sure of the role of the SMC and 2.1% responses saying SMC having no role in safety and security of girls in schools.

All the stakeholders of Odisha have some views on the role of the SMC in safety and security of girls in schools. By the respondents in Odisha, highest priority was accorded to organizing monthly meeting on school activities as the role of the SMC (86.7%) followed by monitoring the school activities and safety of girls (83.3%), construction and repair of security related infrastructures facilities in the schools (26.7%) and reporting higher authority in case of any incidence in school (18.3%).

Among the stakeholders in Jharkhand, significantly 72.2% are ignorant about the role of SMC in safety and security of girls in schools. Among the stakeholders in MP, only 4.8% stated about construct and repair the security related infrastructures facilities in the schools,

11.3% about counseling to hostel inmates on their self-safety, 6.5% about reporting higher authority in case of any incidence in school and 64.5% about organizing monthly meeting on school activities as the role of the SMC. 24.2% of respondents in MP said they have no idea on the role of SMC in Safety and Security of girls in Residential Schools.

Table 36: Role of SMC

Role of SMC	Odisha (N=60)		Jharkhand (N=18)		MP (N=62)		Total (N=140)	
	N	%	N	%	N	%	N	%
Organised monthly meeting about the school activities	52	86.7	2	11.1	40	64.5	94	67.1
Monitoring the school activities & safety of girls	50	83.3	1	5.6	4	6.5	55	39.3
Counselling the inmates about their self-safety	35	58.3	2	11.1	7	11.3	44	31.4
Do not know	0	0	13	72.2	15	24.2	28	20.0
Construct & repair the security related infrastructural facilities	16	26.7	0	0	3	4.8	19	13.6
Report higher authority in case of any incidence in hostel	11	18.3	1	5.6	1	1.6	13	9.3
No role	0	0	1	5.6	2	3.2	3	2.1

5.2.3 Perception on primary responsibility of Safety & Security of girls

With regard to primary responsibility of safety and security of girls in school, as per Table 37, highest proportion of respondents (77.1%) stated Matron/ Superintendent/Head Master as primary responsible followed by 40% stating Assistant Superintendent as responsible and 33.6% stating regarding CCA (Cooking-Cum Attendant) while 12.9% assigning the responsibility to Lady Watch and Warder.

In case of Odisha; highest response was for Assistant Superintendent (83.3%) followed by Matron/Superintendent/Head Master (76.7%) and Cook-cum-Attendant (65%). In Jharkhand 38.9% stakeholders stated about CCA, 27.8% about Assistant Superintendent and 66.7% about Matron/Superintendent/Head Master having prime responsibility of safety and security of girls in school. In MP 25.8% stakeholders stated about Lady Watch and Warder, and 80.6% about Superintendent/Head Master have prime responsibility of safety and security of girls in school.

Table 37: Primary Responsibility of Safety and Security

Responsibility of Safety and Security	Odisha (N=60)		Jharkhand (N=18)		MP (N=62)		Total (N=140)	
	N	%	N	%	N	%	N	%
Lady Watch & Warder (LWW)	1	1.7	1	5.6	16	25.8	18	12.9
CCA	39	65.0	7	38.9	1	1.6	47	33.6
Assistant Superintendent	50	83.3	5	27.8	1	1.6	56	40.0
Superintendent/ HM	46	76.7	12	66.7	50	80.6	108	77.1

As is evident from the table, from the view point of SMC, PRI members and Parents the primary responsibility of safety and security lies with the HM/ Matron of the residential schools. However it is important to note here that a significantly high percent has also been assigned to support staff in the hostel i.e. Cook-cum-Attendant, especially by the respondents in Odisha (65%).

5.2.4 Difficulties observed by the respondents concerning Safety & Security of girls

Table 38 shows that little more than half (50.7%) do not observe any difficulties. 20.7% stakeholders observed the difficulty of construction related work taking more time, 30.7% on lack of basic facilities, 36.4% on no proper security system, and 19.3% on unprotected boundary wall. In Odisha only 15% stakeholders observed no difficulties, 48.3% stated about construction related work taking more time, two-third about lack of basic facilities, 78.3% about no proper security system, and 23.3% about unprotected boundary wall. In Jharkhand 83.3% stakeholders observed no difficulties, only 5.6% about lack of basic facilities, 11.1% about no proper security system, and only 5.6% about unprotected boundary wall. In MP 75.8% stakeholders observed no difficulties, only 3.25 about lack of basic facilities,, only 3.2% about no proper security system, and 19.4% about unprotected boundary wall.

Table 38: Difficulties Stakeholders Observe

Difficulties	Odisha (N=60)		Jharkhand (N=18)		MP (N=62)		Total (N=140)	
	N	%	N	%	N	%	N	%
No difficulties	9	15.0	15	83.3	47	75.8	71	50.7
Construction related work takes more time	29	48.3	0	0.0	0	0.0	29	20.7
Lack of basic facilities	40	66.7	1	5.6	2	3.2	43	30.7
No proper security system	47	78.3	2	11.1	2	3.2	51	36.4
Un protected boundary wall	14	23.3	1	5.6	12	19.4	27	19.3

It is evident that respondents in Odisha were more forthcoming in pointing out the difficulties in sample schools concerning the safety and security of girl boarders. This may be owing to their greater engagement with the schools as reflected by 91.3% of respondent from the State confirming regular meeting of SMCs happening in sample schools. No proper security system has figured as significant difficulties both by the respondents of Odisha and Madhya Pradesh.

5.2.5 Overall Suggestions for improving Safety & Security of girls in Sample Schools:

The respondents from SMC, Parents and PRI members gave variety of suggestions for improving the safety and security scenario in the sample schools which has been enumerated in the Table 39 below.

Among the most prominent suggestions across the states are posting of Security guard and night watchman (58.6%) followed by Posting of Matron / CCA as per the strength of the hostel (33.6%), Well protected boundary wall (32.1%), Health check up by doctor in every

month (27.1%), Adequate toilet with water facilities (15%) and provision of CC camera at the entry gate (11.4%).

In Odisha, most frequent suggestion given by the respondents are posting of Security guard and night watchman (80%), Well protected boundary wall (50%), Posting of Matron / CCA as per the strength of the hostel (33.7%) and Adequate toilet with water facilities (33.3%). In case of Jharkhand, most frequent suggestion given by the respondents are quick completion of construction/ repair works (50%), Posting of Matron / CCA as per the strength of the hostel (44.4%), Health check up by doctor in every month (38.9) and posting of Security guard and night watchman & Well protected boundary wall (33.3%). Respondents in Madhya Pradesh accorded highest importance to posting of Security guard and night watchman (45.2%) followed by Posting of Matron / CCA as per the strength of the hostel & Health check up by doctor in every month (27.4%) and provision of CC camera at the entry gate (17.7%).

Table 39: Overall Suggestions of Stakeholders

Suggestions	Odisha (N=60)		Jharkhand (N=18)		MP (N=62)		Total (N=140)	
	N	%	N	%	N	%	N	%
Security guard and night watch man should be posted	48	80.0	6	33.3	28	45.2	82	58.6
Posting of Matron / CCA as per the strength of the hostel	22	36.7	8	44.4	17	27.4	47	33.6
Well protected boundary wall should be constructed	30	50.0	6	33.3	9	14.5	45	32.1
Health check up by doctor in every month	14	23.3	7	38.9	17	27.4	38	27.1
Adequate toilet with water facilities should be constructed	20	33.3	0	0.0	1	1.6	21	15.0
Provision of safe drinking water facilities/ aquaguard in the premises	12	20.0	1	5.6	5	8.1	18	12.9
Any construction/ repair activities should be done by SMC/ school for quick completion	7	11.7	9	50.0	0	0.0	16	11.4
Provision of CC camera in the entry gate	4	6.7	1	5.6	11	17.7	16	11.4
Provision of sweeper	13	21.7	1	5.6	1	1.6	15	10.7
Provision for vehicle in emergency	7	11.7	1	5.6	5	8.1	13	9.3
Creation of friendly atmosphere in the hostel	8	13.3	1	5.6	3	4.8	12	8.6
Alternate source of light	7	11.7	0	0.0	3	4.8	10	7.1
Cooperation among the staffs and officials	3	5.0	1	5.6	5	8.1	9	6.4
Monthly visit of ANM and create health awareness	7	11.7	1	5.6	1	1.6	9	6.4
Provision of telephone	4	6.7	2	11.1	1	1.6	7	5.0
Create awareness among inmates about their safety	1	1.7	1	5.6	3	4.8	5	3.6

5.3 SAFETY AND SECURITY – ROLE OF HOSTEL IN-CHARGE

The study sought the feedback from the Hostel In-charges on the safety and security of girls in the hostels of the sample schools in three states and their suggestions on how to improve the existing bottlenecks. This section covers regarding the profile of the hostel in-charge, their gender, their perceived role as hostel in-charge and more so concerning the safety and

security of the girls, assigning of responsibility among other staffs, how frequently they visit the hostel, mandated standard procedures followed in case of abuse, mechanism taken to ensure student would come up fearlessly to report in case of abuse, staffs and students trained on safety and security. They were also asked about the most significant threats for hostels inmates and how to address those threats. Difficulties faced by the hostel in-charge in maintaining safety and security was also probed.

5.3.1 Designation of the Hostel In-charge respondents:

Superintendent (referred to as HM in Odisha), Matron/ Warden, Assistant Teacher and Cook-cum-Attendant (CCA) are found to be designated or discharging the responsibility of hostel in-charge in the sample schools. According to Table 40, in 72.6% hostels there are designated persons like superintendents (38.4%) and Matron/ wardens (34.2%) given the responsibility of hostel in-charge. In another 24.7% schools Assistant Teachers are designated as Hostel In-charge while in 2 of the hostels (2.7%) Cook-cum-Attendant was found to be discharging the responsibility of Hostel Management and Monitoring.

In Odisha, highest numbers of hostels are managed by Assistant Teachers as Hostel In-charges (55.3%) followed by Matron/ warden (33.3%). 2 of the hostels each were found to be managed by HMs and CCAs respectively. The Hostels managed by CCAs in Odisha were Primary School Hostels (PSH). In case of Jharkhand only 16.7% hostels are managed by Assistant Teachers while 50% hostels have designated Superintended in place and in another 33.3% there are Matron/ Warden. In MP 100 % hostels have designated persons like superintendents (64.5%) and warden (35.5%) as hostel in-charge.

Table 40: Designation of the Hostel in-charge Respondents

Designation	Odisha		Jharkhand		MP		Grand Total	
	N	%	N	%	N	%	N	%
Assistant Teacher	16	53.3	2	16.7	0	0.0	18	24.7
CCA	2	6.7	0	0.0	0	0.0	2	2.7
Superintendent	2	6.7	6	50.0	20	64.5	28	38.4
Matron/ Warden	10	33.3	4	33.3	11	35.5	25	34.2
Grand Total	30	100.0	12	100.0	31	100.0	73	100.0

As pointed out in the Policy Scanning section of this report, in Odisha though the State Government have sanctioned 3000 posts for lady matrons, more than 50% hostels are managed by Assistant Teachers who are discharging the responsibility of Hostel In-charge as well. This dual responsibility of teaching and managing hostels by the teachers is definitely a compromise on efficient management of hostel affairs, including safety and security of inmates.

5.3.2 Gender of the Hostel In-charge respondents:

Hostel in-charge being female is very crucial for the girl inmates. In that regard all hostels (100%) have female persons as hostel-in charge meaning those are in better position looking

this aspect where the girls can feel comfortable to share their feelings, concerns or report in case of any abuse, violence or any such safety and security matter. Similar scenario is observed across all states in designating females as hostel in-charge.

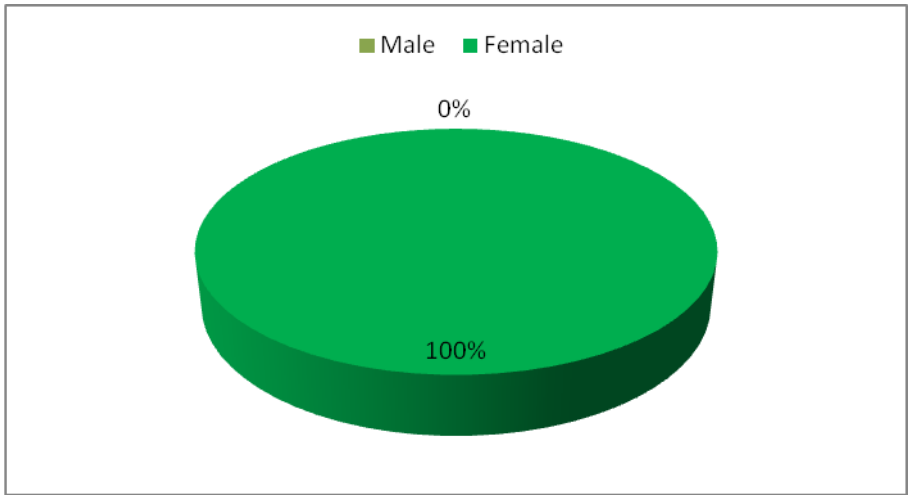


Figure 10: Gender of the Respondent

5.3.3 Role of Hostel In-charge as perceived by respondents:

According to Table 41, the respondents has enumerated a number of roles they are responsible for as hostels in-charge such as to take care of hostels inmates, counseling the inmates about their self-safety, keep watch on entry of outsiders into the hostel, report higher authority in case of any incidence in hostel, help in health check-up of the inmates, accompany the officials during their visit to the hostel, solve the complain of inmates, stay with the girls in the hostels and check fooding system in the hostel.

Among various roles of the hostel in-charge, to take care of hostel inmates (76.7%) and keep watch on entry of outsiders into the hostel (49.3%) are the two major ones. Similar situation prevails in Odisha whereas in Jharkhand the two major responses in this regard are to take care of hostel inmates (75%) and staying with the girls in hostel (41.7%). For MP, the two major responses are to take care of hostel inmates (77.4%) and keep watch on entry of outsiders into the hostel (49.3%).

Table 41: Role of the Hostel In-Charge

Role of Hostel In-charge	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Take care of hostel inmates	23	76.7	9	75.0	24	77.4	56	76.7
Counseling the inmates about their self safety	12	40.0	4	33.3	3	9.7	19	26.0
Keep watch on the entrance of the outsiders in the hostel	21	70.0	3	25.0	12	38.7	36	49.3
Report higher authority in case of any incidence in hostel	9	30.0	2	16.7	3	9.7	14	19.2
Help in health check up of the inmates	4	13.3	3	25.0	1	3.2	8	11.0
Accompany the officials during hostel visit	7	23.3	0	0.0	0	0.0	7	9.6

Solve the complains of inmates	3	10.0	4	33.3	6	19.4	13	17.8
Staying with the girls in the hostel	0	0.0	5	41.7	15	48.4	20	27.4
Check fooding system in the hostel	0	0.0	0	0.0	4	12.9	4	5.5

This was an open ended question asked to the respondents and it is interesting to note here that nobody in Odisha explicitly mentioned that staying with the girls and checking the quality of food is among their responsibility in spite of these being categorically mentioned in the Policy Guidelines of the State. .

5.3.4 Steps taken to ensure inmates would come up fearlessly to report:

Table 42 shows that in order to ensure students would come up fearlessly to report in case of abuse, a number of mechanisms are in place in hostels such as create awareness and counseling among students (42.5%), formed peer group among inmates (46.6%), made provision of complain box in the hostel (34.2%), staff are instructed to behave friendly with students (32.9%) and organize monthly meeting (23.2%).

Table 42: Mechanism to ensure student would come up fearlessly to report

Mechanism	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
Create awareness and counseling among students	16	53.3	6	50.0	9	29.0	31	42.5
Formed peer group among inmates	17	56.7	11	91.7	6	19.4	34	46.6
Provision of complain box in the hostel	13	43.3	0	0.0	12	38.7	25	34.2
Staffs are instructed to behave friendly with students	14	46.7	0	0.0	10	32.3	24	32.9
Organize monthly meeting	12	40.0	0	0.0	5	27.8	17	23.2

Regular structured meeting/ discussion on Safety and security of boarders fares very low among the mechanisms created for ensuring that girls come up fearlessly to report. The mechanisms included more of informal and anonymous means thus reiterating the culture of silence and lack of openness when it comes to discussing issues relating to abuse/ harassment and more so in an environment loaded with power of authority.

5.3.5 Orientation of Staffs on Safety & Security:

According to Fig:11, more than half (54.8%) of the respondents oriented on the safety and security. Odisha reports highest percentage of such respondents with 73.3% followed by Jharkhand (50%) and MP 38.7%).

Table 43 shows that among the aspects on which they have been oriented concerning the safety & security of inmates watch and ward activities over inmates figure most prominently with 57.5% followed by maintenance of in and out registers for inmates (47.2%), restriction for visitors at night (42.5%), friendly behavior to the inmates (27.5%) and maintain restriction for outsiders (22.5%).

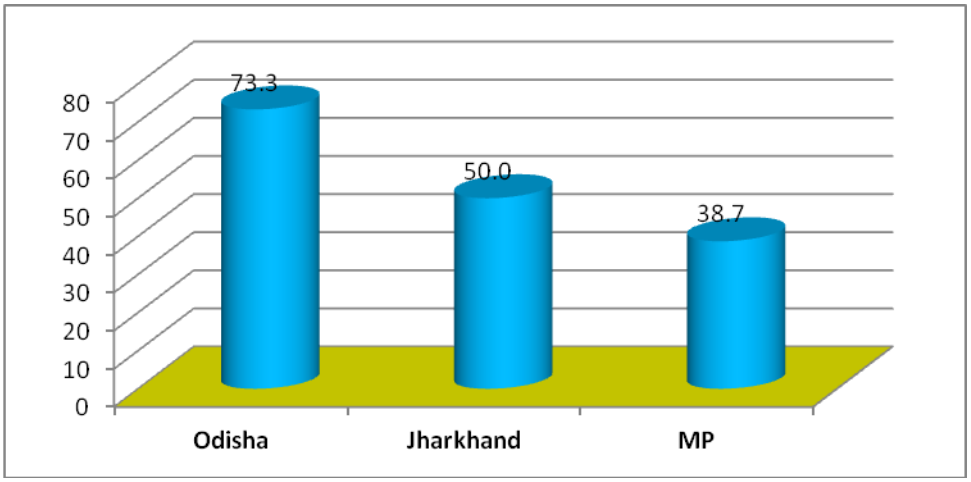


Figure 11: Staffs oriented on safety and security

Table 43: Staffs trained on safety & security aspects

Aspects	Odisha (N=22)		Jharkhand (N=6)		MP (N=12)		Total (N=40)	
	N	%	N	%	N	%	N	%
Maintenance of in and out registers for inmates	7	31.8	2	33.3	10	83.3	19	47.5
Maintain restriction for outsiders	5	22.7	2	33.3	2	16.7	9	22.5
Restriction for visitors at night	5	22.7	0	0.0	12	100.0	17	42.5
Watch & ward the activities of the inmates	12	54.5	3	50.0	8	66.7	23	57.5
Friendly behavior to the inmates	4	18.2	4	66.7	3	25.0	11	27.5

It is disturbing to note that about two third of the respondents from MP and half from Jhrakhand declined being oriented on the safety security aspects of the boarders. Without orientation and periodic reiteration it is unfair to assume that the guidelines/ instructions issued by the State Departments would be followed seriously and diligently.

5.3.6 Difficulties faced for maintaining Safety & Security:

Respondents discharging the responsibility of Hostel In-charge were specifically asked about the difficulties faced by them in maintaining safety and security in the hostels. Absence of watchman at night time (39.7%) appeared as most frequented response followed by Inadequate toilets for girl inmates and No alternate source of light except electricity (17.8%) and no matron in hostel (13.7%). 23.3% respondents expressed no difficulty in maintaining safety and security of the inmates.

For Odisha, the most prominent difficulty faced is the absence of watchman at night (73.3%) followed by inadequate toilets for girls (33.3) and no matron in hostel (26.7%). In Jharkhand, the response is highest in case of no alternate source of light except electricity (58.3%) followed by drinking water problem throughout the year (41.7%) whereas in MP it is no adequate manpower and distance from school (16.1%) followed by absence of watchman at night (12.9%).

Table 44: Difficulties you face for maintaining safety & security

Difficulties	Odisha (N=30)		Jharkhand (N=12)		MP (N=31)		Total (N=73)	
	N	%	N	%	N	%	N	%
No night watchman for hostel	22	73.3	3	25	4	12.9	29	39.7
No difficulties	4	13.3	3	25	10	32.3	17	23.3
Inadequate toilets for girl inmates	10	33.3	1	8.3	2	6.5	13	17.8
No alternate source of light except electricity	5	16.7	7	58.3	1	3.2	13	17.8
No matron in the hostel	8	26.7	1	8.3	1	3.2	10	13.7
Fear of antisocial persons and Drunkards	5	16.7	3	25	0	0	8	11
Fear of antisocial persons and Drunkards	0	0	4	33.3	2	6.5	6	8.2
Drinking water problem throughout the year	0	0	5	41.7	1	3.2	6	8.2
Because of coeducation boys are creating problem	5	16.7	0	0	0	0	5	6.8
No adequate manpower	0	0	0	0	5	16.1	5	6.8
Distance from hostel to school	0	0	0	0	5	16.1	5	6.8

The Hostel In-charge respondents have pointed out towards the inadequate security staffing provisioning and gaps in infrastructural facilities among the key difficulties faced by them in discharging their responsibility. The emphasis for a fulltime night watchman is quite visible across states as it is considered to offer at-least a semblance of thrust on the safety-security issues.

5.3.7 Overall Suggestions by Hostel In-Charge:

Table- 45 shows that a number of suggestions have been provided by the hostel in-charges for improving safety and security of girls boarders in hostels. Prominent among them are for provision of security guards (64.4%), provision of CC Camera at entry gate (30%), construction of more toilet as per the strength of the student (28.8%), well protected boundary wall (27.4%) and posting of matrons (21.9%).

For Odisha, provision of security guards (86.7%) topped the list with others suggestions like provision of CC Camera at entry gate (63.3%), construction of more toilet as per the strength of the student (36.7%) and posting of matrons (26.7%). Respondents in Jharkhand gave most frequented suggestion as posting of matrons (66.7%) followed by provision of security guards (50%), construction of more toilet as per the strength of the student (41.7%) while well protected boundary wall/ regular health check-ups/ alternative arrangement of lighting appeared frequented by 33.3% responses. In case of MP, provision of security guards (48.4%) again topped the list followed by well protected boundary wall (35.5%). Suggestion for School and hostel should be in one premises figured prominently with 29% of frequency.

Table 45: Overall Suggestions by Hostel In-Charge

Suggestions	Odisha (N=38)		Jharkhand (N=21)		MP (N=32)		Total (N=91)	
	N	%	N	%	N	%	N	%
Security guard and night watch man should be posted	31	81.6	8	38.1	16	50.0	55	60.4
Provision of CC camera in the entry gate	23	60.5	0	0.0	3	9.4	26	28.6
Well protected boundary wall should be constructed	5	13.2	4	19.0	11	34.4	20	22.0
Health check up by doctor in every month	7	18.4	7	33.3	2	6.3	16	17.6
Posting of of Matron/ CCAs as per the strength	8	21.1	8	38.1	0	0.0	16	17.6
Construction of more toilet as per the strength of the student	11	28.9	1	4.8	0	0.0	12	13.2
Monthly visit of ANM and create health awareness	8	21.1	1	4.8	2	6.3	11	12.1
Create awareness among inmates about their safety	5	13.2	2	9.5	3	9.4	10	11.0
Telephone facilities in the hostel	0	0	3	14.3	7	21.9	10	11.0
School and hostel should be in one premises	0	0	1	4.8	9	28.1	10	11.0
Provision of alternative arrangement of lighting	3	7.9	5	23.8	0	0.0	8	8.8
Creation of friendly atmosphere in the hostel	3	7.9	2	9.5	2	6.3	7	7.7
Cooperation among the staffs and officials	3	7.9	2	9.5	0	0.0	5	5.5
Provision of life skill education	0	0	2	9.5	2	6.3	4	4.4

5.4 SAFETY AND SECURITY – PERCEPTION OF GIRL BOARDERS

This section deals with the views of the girl inmates on the facilities as well as arrangement that are available in the hostel in regard to safety and security. This is an important section as it highlights the viewpoints of the primary stakeholder in the issue at hand. As part of this, the inmates have shared about their activities and perceptions on the safety and security issues. Five girls from each school were taken as the respondent for this purpose. Altogether, 365 tribal girls had shared their views on the safety and security measures across 73 schools in 3 states.

5.4.1 Respondents profile by type of school:

Table below shows that of the respondents, majority of them are from Residential schools meant only for Girls (83%) however in case of Odisha the proportion of respondent form co-educational residential schools in relatively higher with 38%. It is pertinent to mention here that though the schools are co-educational, the residential facilities are separate for boys and girls.

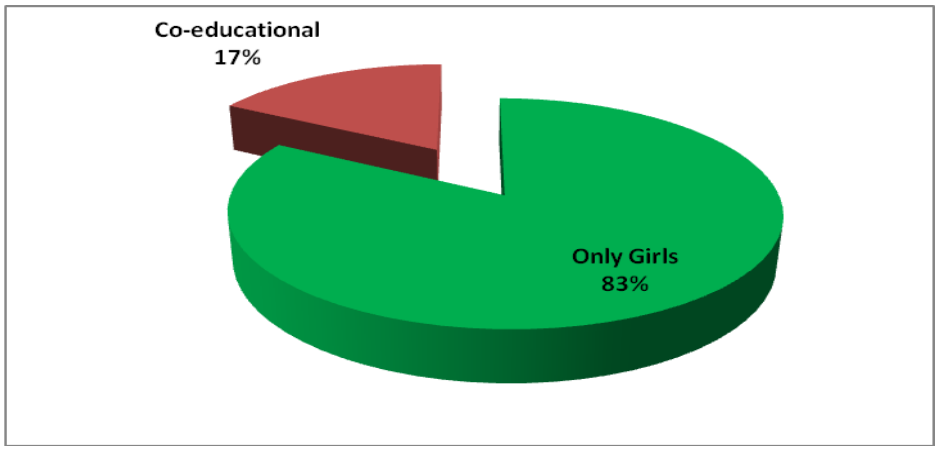


Figure 12: Type of school by Gender

5.4.2 Movement of Respondents out of hostel/ school:

Attempts were made to understand the movement of girl boarders outside the school/ hostel in terms of purpose, whether they go alone or in groups etc. to understand the practices relating to out-movement of the girl boarders. From the findings it revealed that 232 (63.6%) girl boarders moved out of the hostels for various purposes. The highest proportion of out movement of girl boarders was reported in MP (80.6%) followed by Odisha (55.3%) and Jharkhand (40%).

Out of the respondents who stated moving out of the hostels; majority of them cited marketing for daily needs (51.7%) as reason for moving out of the hostel premise. However, in Jharkhand most frequented reason cited for moving out of the hostel premise (58.3%) was for bathing/ for toilet which is a matter of concern. In all, 15.5% of the responses said that they go out of hostel premise for bathing/ toilet purposes.

Table 46: Reasons for out movement of the student

Reasons	Odisha		Jharkhand		MP		Total	
	N	%	N	%	N	%	N	%
For bathing & toilet	7	8.4	14	58.3	15	12.0	36	15.5
For drinking water	1	1.2	3	12.5	4	3.2	8	3.4
Marketing of daily needs	45	54.2	4	16.7	71	56.8	120	51.7
Refreshment	30	36.1	3	12.5	35	28.0	68	29.3
Total	83	100.0	24	100.0	125	100.0	232	100.0

On further probing whether they go out alone, in group or under any adult supervision, majority of the respondents (57.3%) reported moving out in groups, followed by with any hostel staff (24.1%) and with friends (15.9%). Miniscule 2.6% reported moving out alone of the hostel premise.

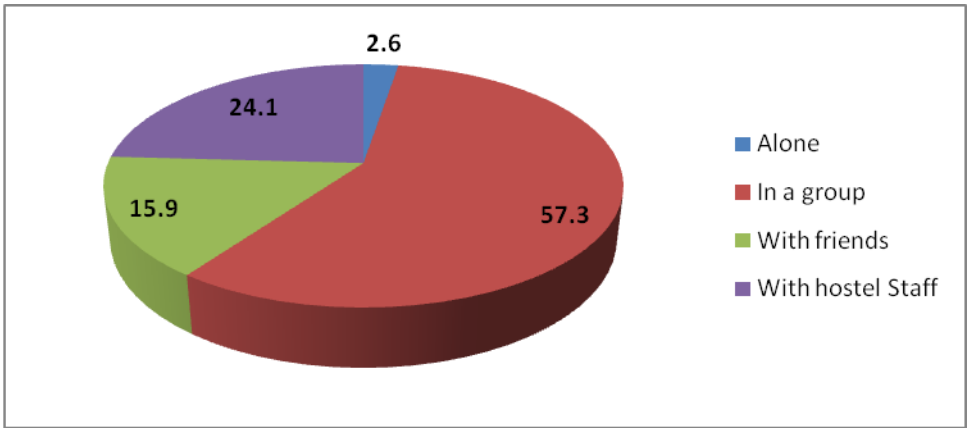


Figure 13: How do the students move

5.4.3 Training/ orientation of Respondents on safety/ security issues:

Responses were sought on any formal training/ orientation provided to the inmates regarding safety and security concerns including do's and don'ts, how to identify the threat and report to authority, whom to report in case of any violation/ abuse etc.

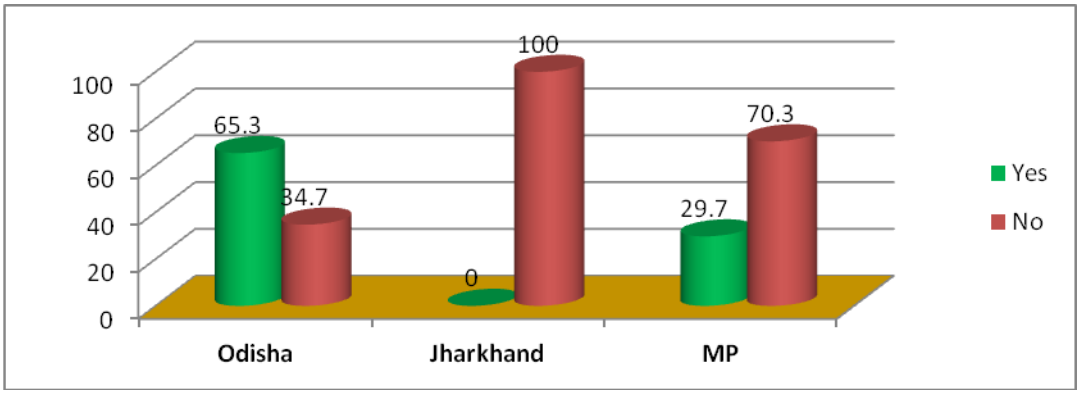


Figure 14: Training session conducted for safety and security

Highest proportion of respondents in Odisha (65.3%) affirmed receiving formal training/ orientation on their safety and security issues followed by MP (29.7%) whereas in Jharkhand none of the respondents reported receiving any such orientation/ training. In effect, 60.5% respondents shared that they have not received any formal training/ orientation on their safety and security issues. This should be a matter of concern for administrators and policy makers. The primary stakeholders are not being equipped with information and skills on how to keep them safe, what to do in case they feel insure or if they are violated. Though 63% respondents reported informal advisories by the adult members/ hostel staffs on their safety/ security issues, even this fall sufficiently short of the expected 100% coverage. A more structured and regular mechanism of empowering the girls with information and knowhow on their safety and security is a critical step to move forward to a safe and secure environment for our girls in hostel.

5.4.4 Mechanism adopted by respondents for sharing their problems:

In the context of safety and security, it is extremely important to have a mechanism where inmates can share their problem fearlessly. Table 47 shows students response on different mechanisms they adopt for this purpose. Highest percentage (86.8%) of students mentioned that they primarily share their problems with their friends and peers. The next mechanism that the students prefer is sharing with the warden (55.3%). However there is a huge difference between these two mechanisms. It shows that students are more comfortable with their friends and peers. The data also shows an increased trend of use of complain box by the children. In Odisha 58.7% students mentioned that they put their problem in complain box. Among other mechanisms, students do follow the mechanism like sharing with the non-teaching staffs, elders, sharing in committee meetings etc. Sharing with non-teaching staff is very high in case of Odisha (74%) which points towards greater engagement and sensitization of these staffs to properly and sensitively respond to the concerns of the girl inmates.

Table 47: Mechanism for Sharing the Problems of Inmates

Mechanism	Odisha (N=150)		Jharkhand (N=60)		MP (N=155)		Total (N=365)	
	N	%	N	%	N	%	N	%
Share with friends/Peers	140	93.3	52	86.7	125	80.6	317	86.8
Share with warden	46	30.7	39	65	117	75.5	202	55.3
Share with non-teaching staff	111	74	9	15	44	28.4	164	44.9
Share with elders	31	20.7	23	38.3	46	29.7	100	27.4
Put in complain box	88	58.7	5	8.3	0	0	93	25.5
Share in committee meeting	27	18	10	16.7	3	1.9	40	11
Share with visiting officials	2	1.3	0	0	0	0	2	0.5

5.4.5 Girl Inmates feeling safe to reside in the hostel:

Fig: 15 reflect responses of the girl inmates on how safe they feel to reside in the hostels. The findings show 67.1% children feeling fully safe while 23% feel somewhat unsafe. 9.9% children shared that they feel unsafe to be in the hostels. In Jharkhand, 31.7% shared that they feel somewhat unsafe and 16.7% feel totally unsafe. This is really a worrying condition where more than 48% children feeling unsafe in some or other ways. In Odisha 72.7% children feel safe where as in MP 67.7% feel safe to be in the hostels. In the category of unsafe Jharkhand is the highest (16.7%) followed by MP (9%) and Odisha (8%) as revealed from the analysis of the students' perception.

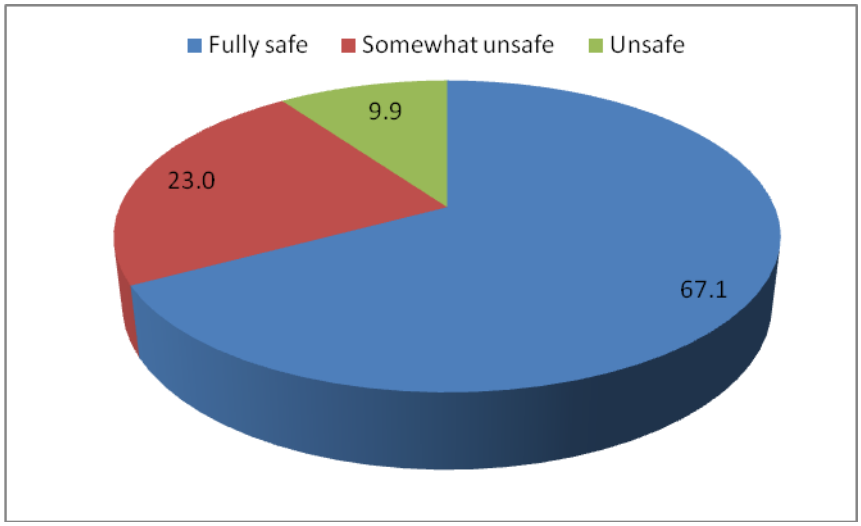


Figure 15: Inmates Feeling Safe to Reside in the Hostel

Table-48 highlights different reasons because of why children feel either unsafe or somewhat unsafe while residing in hostels. There are multiple reasons given by the students. Most of them highlighted that no proper infrastructural facilities in the hostel/school is one of the major reason followed by no proper security. Even these are the two major reasons shared by the children across three states. Poor quality of food, outsiders using hostel facilities, no body staying in hostels in night are some of the other reasons shared by children.

Table 48: Reasons for somewhat unsafe/ unsafe

	Odisha (N=41)		Jharkhand (N=29)		MP (N=50)		Total (N=120)	
	N	%	N	%	N	%	N	%
No proper infrastructure facilities in the school /hostel	25	61.0	24	82.8	22	44.0	71	68.3
No proper security system	20	48.8	17	58.6	30	60.0	67	64.4
Food is not so good	9	22.0	19	65.5	10	20.0	38	36.5
Substance abuse by the inmates/ peers	1	2.4	1	3.4	2	4.0	4	3.8
Nobody stays with us in the hostel at night	4	9.8	1	3.4	14	28.0	19	18.3
Hostel facilities used by outsiders	3	7.3	0	0.0	3	6.0	6	5.8
No proper education on safety norms	9	22.0	1	3.4	5	10.0	15	14.4
Misbehavior	1	2.4	0	0.0	1	2.0	2	1.9
More restriction in the hostel	3	7.3	10	34.5	1	2.0	14	13.5
Teachers/ Matron engaging us in their personal work	25	61.0	24	82.8	22	44.0	71	68.3

This is worrisome to note that some students across the state stated that they feel unsafe/ somewhat unsafe in the hostels in spite of such an elaborate policy guidelines put in place by the Government. The perception of no proper security system put in place is one of the primary factors for such response. This corroborates with findings on some of the associative factors like non-availability of security guards, incomplete/ no boundary wall and no

dedicated staff positioned for management of hostel affairs. With more than 30% of the girls feel somewhat unsafe or unsafe residing in the hostels across the States should really be a cause of concern for the administrators.

5.4.6 Female Staff's presence in the hostel:

Data on inmates feeling of safety reflects that around 23% children feel somewhat unsafe where as 9.9% feel absolute unsafe while staying in hostels. In this context, staying of female staffs in the hostel becomes much more important. Fig-16 reflects student's opinion about the staying of female staffs in the hostel. Out of total 365 students interviewed 95.1% shared that the female staffs stays in the hostel. In states, this is also above 90%.

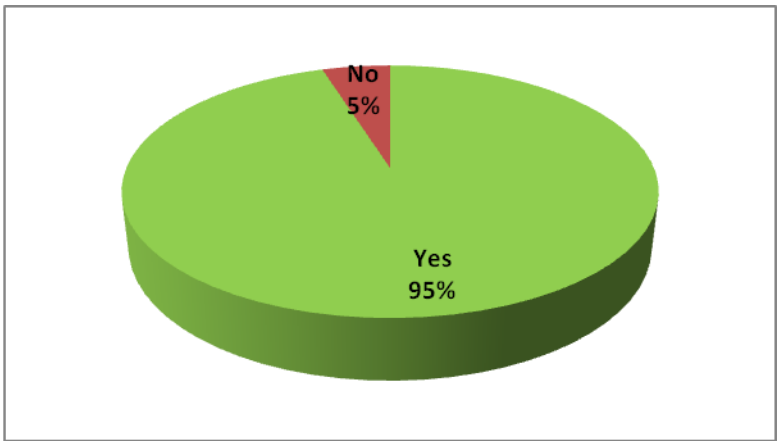


Figure 16: Female Staff Stay in the Hostel

Most the female staffs referred to be staying with them are the support staff such as Cook-Cum-Attendants (CCAs). Though this is a silver lining in a sense that at-least any female staffs are staying with them, however the issue of accountability for safety and security cannot be fully assigned to the CCAs. Further, though the respondents affirmed staying of female staffs in the hostels, perhaps not all of them are sleeping with inmates in the nights. May be for this reason, the response "*Nobody stays with us in the hostel at night*" in table-48 has figured a reason for feeling somewhat unsafe/ unsafe by the inmates.

5.4.7 Suggestions for improving safety & security:

Table 49 below highlights different suggestions put forth by girl boarders for improving the safety & security scenario in their schools. Most frequented suggestion was for posting of Night watchman/ Security guard (41.6%) followed by Adequate toilets for girls (26.8%), alternate source of lighting system in the hostel (24.1%) and Well protected boundary wall/ Gate (17.8%).

While, apart from posting of night watchman, adequate toilets for girls and alternate source of lighting system in the hostel figured high among suggestions for improving safety and security of girl boarders in Odisha and Jharkhand, the most frequented suggestion of the girl inmates of MP was that School and hostel should be in one campus (49%). This reflects the reality of girl boarders in MP where hostels are situated as standalone facility away from the

schools and girls have to commute a distance of one kilometer or more daily to access schooling facility. Immediate repair of damaged infrastructure (25.3%) and lady staff staying with inmates at night (16%) are among the other prominent suggestions made by girl inmates of Odisha. Interestingly making available the telephone facilities in hostels has figured as most frequented suggestion by girl inmates of Jharkhand (43.3%).

Table 49: Students suggestions about facilities for safety and security

Suggestions	Odisha (N=150)		Jharkhand (N=60)		MP (N=155)		Total (N=365)	
	N	%	N	%	N	%	N	%
Night watchman/ Security guard should be posted	97	64.7	19	31.7	36	23.2	152	41.6
24 hour water supply in the hostel	45	30.0	24	40.0	40	25.8	109	29.9
Adequate toilets for girls	68	45.3	25	41.7	5	3.2	98	26.8
Alternative lighting system in the hostel	39	26.0	25	41.7	24	15.5	88	24.1
Telephone facilities should be available	44	29.3	26	43.3	12	7.7	82	22.5
School and hostel should be in one campus	0	0	0	0	76	49.0	76	20.8
Well protected boundary wall/ Gate	36	24.0	9	15.0	20	12.9	65	17.8
Immediate repair of damaged infrastructure	38	25.3	5	8.3	6	3.9	49	13.4
Lady staff should be stay with the inmates at night	24	16.0	0	0	5	3.2	29	7.9
Separate premises for girls hostel	15	10.0	0	0	0	0	15	4.1
Locking system of doors and windows should be repaired	6	4.0	0	0	2	1.3	8	2.2

The above suggestions provide concrete pointers towards what boarders consider important for their own safety and security and represents their day-to-day experiences of threats/ perception of threats. These should be taken into consideration seriously by the administrators and required to be adequately addressed if we are concerned for assuaging their feeling of being somewhat unsafe in the hostels

5.5 RESPONSES OF KEY ADMINISTRATORS

Discussions were held with key respondents like District officials like District Welfare Officers, Child Protection Officer and Child Welfare Committee Members on their opinions on the measures taken by the State governments for ensuring the safety & security of girl boarders and improvements are needed further. The major suggestions of these stakeholders on improving the scenario of safety and security of girl boarders in tribal residential schools included the followings:

- In MP respondents emphasized that schools and hostels should be in one campus so that girls do not face any problem while going to the school. Stand alone hostels were considered to be a major problem in MP state and all the concerned officials suggested for one campus residential school.

- Officials emphasized on placement of dedicated human resources for the management of hostels like hostel warden and assistants in case of more strength of boarders for effective handling of the responsibilities. They also shared that many of such posts, if existing, are lying vacant in hostels. These posts should be filled up considering the student strength in the hostel.

- Placement of permanent security guard/ watchman round the clock was another major suggestion by this group of stakeholders for ensuring regular watch and guard activities.

- Many of the stakeholders pointed out that residential school campus should be under CCTV camera surveillance to deter miscreants.

- Permanent health staffs should be posted in the hostel for the regular health check up of the hostel inmates.

- Training for warden, hostel in charge, staffs, watchman and other support staffs should be a must to keep everybody informed on the basic minimum precautions to be taken and what to be done if any threat comes to fore or any incident being reported.

- Steps for making students aware on safety issues, on being disciplined, health related issues, proper diet, on guideline of govt., etc. shall be taken. Life skill education should be provided to the girl inmates in the hostel. They should be taught skills for self defense.

- Staff members should very sincere & duty bound in taking care of the girl inmates. They should encourage students to complain their problem fearlessly. Regular counseling support shall be provided to girl inmates by the matrons/ wardens.

- Safe building with proper lighting in the premises, adequate toilet and water supply facility, boundary walls etc. should be ensured. Proper execution of infrastructure development works in residential schools should be ensured.

- There should be provision for regular monitoring visit by other lady officials to the girls hostels. Support from line departments like health, education, panchayatiraj etc. is also necessary to be mobilized for regular visits to residential schools.

- There should be training for both staffs and students on POCSO Act, JJ Act and other child related legislation

- Monitoring mechanism is needed to strengthen and stringent action against miscreant should be taken.

- Regular and periodic participatory evaluation processes (involving all stakeholders including parent and students) shall be conducted to assess the safety security related measures in each school/hostel in a transparent manner.

5.6 SUMMURY OF FGD

FGD-1	
Place: Benakera Ashram School **Block: Khaparakhol, District: Bolangir** **State: Odisha**	**No of Participants: 10** **Date of FGD: 21.11.2015**

This Focus Group discussion was conducted on dated 21.12.2015 at Benekera Ashram School in Khaparakhol block of Bolangir district participating 10 numbers of SMC, PRI members and some parents who are actively participating in the school activities. It was observed that this Ashram school was established in the year 1953 at Benekara village which is managed by Scheduled caste & Scheduled Tribes department, Govt. of Odisha. This Ashram school is a co-education system consists of 8 classes from Class-I to Class-VIII.

Regarding the facilities available for girl students it was observed that most of the basic facilities like safe drinking water, toilets and bathrooms, electricity, hand washing facilities, cot and beds for students etc are available. But according the strength of the students these facilities are not adequate. It has revealed that due to non availability of alternate source of electricity drinking water are not available on 24 hours. Sometimes due to this problem girls are going outside the hostel for bath and toilet which create problem for them. The boundary wall of the Ashram school has damaged and trespassers are entering though the boundary wall which creates problem for girl inmates in the hostel. Most of the participants suggested that electrification, boundary wall, maintenance of building and provision of safe drinking water should be provided on urgent basis for well being of the girls. In safety and security point of view all the participants expressed that 3 tier entry system to the girls' hostel should be constructed as per the govt. guidelines, but is lacking in this school. In the girls' hostel inside locking system of some of the rooms are not functioning which needs repair as stated by participant parents.

While asking about the monitoring system of the hostel it was observed that most of the time lady staff members of the school visit the girls' hostel to assess the facilities available and difficulties of the inmates. The SMC members conducting regular meetings regarding the problems of the hostel and interact with the inmates, teacher, staffs and headmaster, regarding their safety and security and short out the same and put fort before the higher authority for needful action. They are also looking after the infrastructure development of the residential school for the safety and security of inmates. They are also monitoring the behavior and attitude of teaching and non- teaching staffs with the inmates and aware the students to be fearless to put forth their grievance. While asking about any type of harassment to the girl inmates in the hostel, participants viewed that since 10 years no case of abuse /harassment / misconduct to inmates in our school/hostel.

It was also revealed from the FGD that Lady Assistant Superintendent visit the hostel twice a day for checking attendance; sort out the problems of the inmates and hostel staff. The Superintendent visit the hostel weekly, DWO visits monthly to monitor the activities of the hostel. The SMC and PRI members are looking construction work and aware the students for their safety and security Overall all the participants expressed that monitoring should be conducted on a regular interval regarding safety of girl inmates, construction and repair of infrastructure and activities of teaching and non teaching staff of the Ashram school. Special efforts given to the security of the inmates and taking necessary step if find any gap in the Process.

Finally Group members suggested followings for the basic need to maintain safety and security of the girl inmates in the Ashram School.

i. Well protected boundary wall should be constructed with locking system at the gate and 24 hour security system in the entrance of the hostel gate.

ii. Development of the infrastructure to maintain 3 tier entry system to the girls hostel for safety and security of the inmates.
iii. Repair, maintenance and new constructions of toilets and bath rooms for the girl inmates and posting of sweeper are basic requirement to maintain cleanliness of the hostel.
iv. Telephone facilities should be available in the hostel for emergency period.

During the discussion all the participants opined that the above suggested needs are not available in most of the schools as per their knowledge. Thus special attention should be given by the concerned authority to fulfill these needs. They also expressed that needful constructions should be made by the concerned administrative department to avoid delay in the work

FGD-2	
Place: Govt. Girls High School (SSD), Madhupur **Block: Lanjigarh, District: Kalahandi** **State: Odisha**	**No of Participants: 12** **Date of FGD: 26.11.2015**

A Focus Group discussion was organized in the premises of Govt. Girls High School, Madhupur of Lanjigarh block in Kalahandi district on dated 26.11.2015 consisting 12 numbers from SMC, PRI members and Parents. During the discussion they were asked about the functioning of their School and also the safety and security system for the girl inmates in the hostel.

According to the participants, this school was established in the year 1989 in the village Madhupur under the management of Scheduled caste & Scheduled Tribes department, Govt. of Odisha. The students' strength in the hostel of this school is 671. According to the strength of the student a gap is noticed on teacher's strength as per the criteria of government but gender wise most of the available teachers are females.

While asking about different facilities of the hostel participants told that basic facilities like safe drinking, toilets with water facilities, electricity, generators for the time of power cut, well protected boundary wall with wire fencing, locking system at the entry gate etc are available and most of are in good condition. But according to the students strength (671) only 42 toilets are available and out of those 12 toilets are not functioning which needs urgent maintenance. Cots and beds are available for all hostel inmates.

In safety and security point of view there is restriction in the entrance of the outsiders in the hostel even if the male staff members also. Parents are entering in the hostel with showing their identity card and proof of their child. All the participants told that this school is functioning well and SMC members are involved mostly to check the security and safety of the inmates. For protection of the girl inmates a committee has been constructed. The committee makes aware the girl inmates about the rule and regulations of the school on the safety and security point of view. They also trained them do's and don'ts in their day to day actives. The committee also assesses the punctuality and sincerity of the staff members of the hostel and work with them for smooth functioning of the school.

Hostel Superintendent, Matron and DWO, Kalahandi also monitor the activities of the hostel by directly interact with the girl students. Girls have been trained on life skill education and peer groups have been formed among the girls to discuss their problems. While asking about any type of harassment to the girl inmates in the hostel, participants viewed that since 10 years no case of harassment / misconduct to inmates seen in our school/hostel.

Finally participants suggested following points which needs for better maintenance of the hostel for safety and security of the girl inmates.

i. Night watchman and lady security guard should be posted in the hostel on regular basis to

keep the inmates safe in the hostel.

ii. Bathroom water should be connected with a drain so that water will not soak in the bathroom. To avoid this problem a drainage system should be constructed.

iii. More awareness should be created among the girl inmates for their safety and security in the hostel along with outside. Training should be provided dos and don'ts on the safety point of view.

More monitoring of senior officials like DWO, Kalahandi, PA, ITDA etc. should be needed to encourage the functioning of the school activities

FGD-3	
Place: Govt. S.T Residential Girls High School **Block: Kathikunda, District: Dumka** **State: Jharkhand**	**No of Participants: 10** **Date of FGD: 16.12.2015**

This Focus Group discussion was conducted on dated 16.12.2015 at Govt. S.T. Residential Girls High School located in Kathikunda block of Dumka district of Jharkhand participating 10 numbers of PRI members and some parents who are actively participating in the school activities.

While asking about the background of the school it was observed that this residential school was established in the year 1980 which is managed by Tribal Welfare department, Govt. of Jharkhand. This residential school is situated 20 k.m away from the district headquarter. This residential school is meant for girls consisting of 10 classes from Class-I to Class-X. The strength of the student and teacher of the both the school and hostel are 254 and 37 respectively.

Regarding the facilities available for girl students in the hostel it was observed that most of the basic facilities like safe drinking water, toilets and bathrooms, electricity, boundary wall with entry point gate etc are available. But these facilities needs to be repair since most of the facilities are damaged. Out of 36 toilets in the hostel 14 are unusable condition, though inmates are using the toilet it is unhygienic for them. Some toilets and bath rooms are unusable and unhygienic condition due to lack of maintenance which needs urgent repair. Safe drinking water facilities throughout the year are not available inside the hostel premises. The facility of electricity is available but most of time students are facing power cut problem which relates availing water and students are compel to go outside for bath and toilet. There is no alternative source of light during the power cut and inmates are using own lantern and candle for their use.

While asking about the monitoring system of the hostel it was observed hostel superintendent, Matern and DWO are monitoring the hostel activities to assess the facilities available and difficulties of the hostel inmates. There is no SMC functioning in the school but sometimes PRI members visit the hostel to monitor the activities of the hostel. They are also looking after the infrastructure development of the residential school for the safety and security of inmates. The Superintendent visit the hostel weekly, DWO visits occasionally to monitor the activities of the hostel and interact with the inmates to identify the problems they face in the hostel. The overall charge of the hostel has given to the teacher assigned who is staying near the hostel. He is solely responsible for any kind of problem arises in the hostel and he also inform to the Superintendent and other higher officials.

While asking about any type of harassment to the girl inmates in the hostel, participants viewed that since 10 years no case of abuse /harassment / misconduct to inmates in our school/hostel.

Overall all the participants expressed that monitoring should be conducted on a regular interval regarding safety of girl inmates and provide some rules and regulations to implement strictly in the hostel.

The participants finally suggested followings:

i. Life skill education and self protection training should be provided to the girls.

ii. 24 hour security system should be provided in the hostel.
iii. Repair and maintenance of toilets and living rooms for the girl inmates and posting of sweeper are basic requirement to maintain cleanliness of the hostel.
iv. Telephone facilities should be available in the hostel for emergency period.

During the discussion all the participants opined that special attention should be given by the concerned authority to fulfill these needs.

FGD-4	
Place: Govt. ST Residential Girls High School, Chapatoli **Block: Bishnpur, District: Gumla** **State: Jharkhand**	**No of Participants: 9** **Date of FGD: 24.12.2015**

A Focus Group discussion was organized in the premises of Govt. ST Residential Girls High School, Chapatoli in Bishnupur block of Gumla district in Jharkhand on dated 24.12.2015 consisting 9 numbers from PRI members and Parents.

According to the participants, this school was established in the year 1967 under the management of Scheduled caste & Scheduled Tribes department, Govt. of Jharkhand. It is situated about 6 kilometers away from block head quarter Bishnupur. There are 10 classes in the school from Class-I to Class-X covering 248 students. According to the strength of the student there are 18 teachers are in position as against the sanction post 29 and out of which 10 are female and 8 are male. The school and hostel are in one compound covering with a boundary wall which is in damaged condition.

While asking about different facilities of the hostel participants told that there is only one tube well as a source of drinking water which is not sufficient for 248 hostel inmates. Most of the students are going outside for bathing, toilet and washing their clothes. There are 6 toilets available in the hostel out of that 3 are damaged another 3 toilets are not used by the inmates but due to water problem. Regarding the electricity participants told that electricity are not available in the hostel and student are using lantern as the source of light. Inside locking system of doors and windows of the room are not functioning which needs urgent repair. Boundary wall of the hostel with grill gate are there but it is damaged and students are feeling unsafe at night.

As the participants told that the Hostel Superintendent, Headmaster and DWO, Gumla monitor the activities of the hostel by directly interact with the girl students. It has also revealed that though the PRI members visit the school their involvement in the school activities seems less. No committees have formed for monitoring the safety and security of the girl inmates in the hostel. Sometimes police administration also visits the girls' hostel to check the incidence of violation and abuse in the hostel as stated by the participants. Overall all the participants expressed that monitoring should be conducted on a regular interval regarding safety of girl inmates and provide some rules and regulations to implement strictly in the hostel. While asking about any type of harassment to the girl inmates in the hostel, participants viewed that since 10 years no case of harassment / misconduct to inmates seen in our school/hostel.

All the participants opinioned that the basic requirement i.e. electricity and safe drinking water facilities to the hostel needs on urgent basis for betterment of the students in the hostel. Finally participants suggested following points which needs for effective maintenance of the hostel for safety and security of the girl inmates.

i. Construction of more toilets as per the students' strength in the hostel and maintenance of existing toilets for use of inmates.
ii. Boundary wall should be repaired to avoid the trespassers as well as the safety of the hostel inmates.

iii. Hostel inmates should be made aware on the safety and security rules and regulations of the hostel and these rules should be strictly followed and monitored by the superintendent.

FGD-5	
Place: Dithory Kanyashrama **Block: Nainpur, District: Mandla** **State: Madhya Pradesh**	**No of Participants: 12** **Date of FGD: 27.12.2015**

This Focus Group discussion was organized on dated 12.12.2016 at Dithory kanyashrama in Mandla district participating 12 numbers of SMC and PRI members. During the discussion they were asked about the functioning of the Kanyashram and also the safety and security system for the girl students.

It was observed that this Kanyashram was established in the year 1971 and operated in a Gram Panchyat office near by the village. Now it is managed by Tribal Welfare department, Govt. of MP. This Kanyashram has 8 classes containing Class-I to Class-VIII covering 148 students and 7 staff members both teaching and non teaching are managing the school activities. On gender basis it was seen that out of 7 staff members 4 are female and 3 are male.

Regarding the facilities available for girl students it was observed that safe drinking water are not available in the premises for the students throughout the year. Though toilets are available, it requires major repair. The hostel building seems very old which is unsafe for the students. There is no electrification in the hostel premises which is a major problem for both staff members and students. The boundary wall of the Kanyashram has damaged and trespassers are entering though the boundary wall which creates problem for girl inmates in the hostel. There are no sufficient cots for the girl inmate and they are adjusting with their mates. Most of the participants suggested that electrification, boundary wall, maintenance of building and provision of safe drinking water should be provided in urgent basis for well being of the girls.

The participation of SMC members in the affairs of school seems miserable. They do not know their roles and responsibilities to monitor the school activities. Sometimes they goes to the Kanyashram and interact with the staff members of the school but regarding the safety and security of the students their role is minimal.

While asking about the gaps in management level participants viewed that funds are not coming in time for maintenance of Kanyashram. Basic facilities are damaged but no actions have been taken to maintain the infrastructure. The SMC members holding regular meetings discussing problems of the schools and hostel intact with the inmates, teacher, staffs and headmaster, regarding their safety and security and short out the same and put fort before the higher authority for needful action. They are also looking after the infrastructure development of the residential school for the safety and security of inmates. They are also monitoring the behavior and attitude of teaching and non- teaching staffs with the inmates and aware the students to be fearless to put forth their grievance.

Assistant Superintendent & CCA are staying inside the hostel with the inmates and sort out problems time to time. They regularly visit the hostel and sort out the problem and reporting to HM/Superintendent. The Superintendent visits hostel every week and as and when required checking the security system, food, monitoring the activities of Matron and CCA. The DWO visits school and hostel on special occasion for monitoring the activities of the Kanyashram. Special efforts given to the security of the inmates and taking necessary step if find any gap in the Process. The SMC and PRI members are looking construction work and aware the students for their safety and security.

Finally Group members suggested different facilities like telephone, safe drinking water, security guard, sweeper for their Kanyashram. Besides, adequate infrastructure should be provided for safety and security of girl inmates in the kanyashram.

FGD-6	
Place: Sarkari Kanya Sikshya Parisar **Block: Jhabua, District: Jhabua** **State: Madhya Pradesh**	**No of Participants: 10** **Date of FGD: 23.12.2015**

This Focus Group discussion was organized on dated 23.12.2016 at Sarkari Kanya Sikshya Parisar, Rama in Jhabua district of Madhya Pradesh participating 10 numbers of SMC, PRI members and Parents. During the discussion they were asked about the functioning of their Sikshya Parisar and also the safety and security system for the girl students.

According to the participants, this school was established in the year 1991 under the management of Tribal Welfare department Madhya Pradesh. The students' strength in this Parisar is 507. But there is no residential hostel in the campus. Students coming to this school are from different hostels which are walk able distance from the school. The hostels are operating independently under Tribal welfare department, no link with the concerned school where the hostel inmates are going for education. The Participants told that the staff members of the school are not responsible for the management of hostel because in this school, 2-3 hostel inmates are coming for education. So how they can manage the entire hostel? The system is well known to the government officials and as per the guidelines of the government these systems have implemented.

While asking about different facilities of the hostel, participants told about one hostel where 69 students of this school are staying. They told that sometimes they have visited the hostel and monitor the availabilities of basic infrastructure but SMC have no right to check the system. Still they told that security system of the hostel is lacking. There is no well protected boundary wall, no proper locking system at night, no provision for security guard etc. The major problem as they told that girls students are facing difficulties while they are coming from hostel to school which is distance about 0.5 to 2 kilometer. They are facing comments from outsiders in the road. Sometimes girls are creating affairs with the outsider boys while walking to school. These are the common problem in all the hostels. So these problems can be solved by establishing hostel in the school campus.

About the monitoring of the hostel the participants opined that it is not a mandatory process to monitor the activities of the hostel by school functionaries. Hostels are monitored by Govt. officials like District commissioner, Block officials and hostel superintendent etc. But sometimes SMC members, PRI members and Headmasters are visiting the hostel to look after their school students. For this school a monitoring committee "Sikshya Palak Sandha" has been formed and they are providing physical and mental counseling to the young girls. Apart from Police administration also interact with the Hostel-in-charge about the safety and security of girls in the hostel.

Finally participants suggested that provision should be made for construction of school and hostel in one campus which is a major problem for girl inmates. But presently those schools are away from hostel, special vehicle should be provided for transportation of students from hostel to school so that students do not feel unprotected in the way to school. But the participants didn't suggest about the facilities of the hostel because they are not fully aware about the hostel.

CHAPTER-VI:
CONCLUSION & RECOMMENDATIONS

This chapter deals with conclusions and policy recommendations based on the study findings and suggestions of various stakeholders. The chapter also presents the suggestions on enabling prescriptions for both appropriate policy level reforms, as also the relevant practice level reforms – with a view to enhancing the safety of girl children in the said residential schools.

Conclusions

Safety and security is a critical element of any residential school as it not only helps the students to flourish but also ensure that parents can sleep well knowing their wards are in caring and responsible hand. In case of residential schools for tribal girls, the accountability to ensure high standards of safety and security is squarely on the authorities for the simple fact that both the students and parents are fully dependent on the system and have a very limited voice owing to multiple factors of disadvantages. While the government has decided to bring them to such an arrangement for addressing their historical deprivation, the responsibility of providing a safe and secure environment is non-negotiable. Unfortunately, both the secondary reviews and field findings suggests that residential schools in the recent past has become unsafe for tribal girl students and the safety and security arrangements in the residential schools are not up to the mark.

On Policy front, Odisha fares better compared to the other two states with a well drafted and more comprehensive guideline document and series of instructions to the field functionaries concerning the safety and security of girl boarders. However, in spite of progressive steps taken by the State Governments with respect to framing of policy and guidelines, the provisioning of basic infrastructure and other determinants for ensuring safety and security of girls in hostel is an area of concern. All the stakeholders covered in the study invariably raised concerns or offered suggestions for improvement regarding inadequate provisioning of toilets, absence of well protecting boundary wall, inadequacy of safety related personnel like night watchman, matron, CCAs, ensuring adequate lighting arrangements in hostel premises, facility for regular health check-ups and so on. The inadequacy of safety provisions perhaps failed to instill sense of security among the primary stakeholder i.e. tribal girl inmates with more than 50% of the girls, across the sample States, reporting that they feel somewhat unsafe residing in the hostels. The case of MP needs separate mentioning here with a different set-up of location of hostels compared to other two states. Hostels in MP are located away from schools and a particular hostel caters to number of schools nearby. This presents different challenges to safety and security concerns ranging from issues of girls commuting to certain distances everyday without any escort facility, oversight by the HMs, monitoring by officials etc. Composite residential schools have come up as a major suggestion from the respondents across the board in MP which may be looked into by the administrators and policy makers of MP.

Recommendations

Based on the secondary review, field findings on policy and practice gaps in safety and security of girls in hostels in three study states, and suggestions of the Headmasters, stakeholders, hostel in-charge, teachers and students; the following key recommendations are proposed for action for ensuring safety and security of girl inmates.

School and Hostel should be in one premise – There are hostels which are not located inside the school campus and girls inmates have to travel some distance to attend school where their safety and security is compromised. Thus, it is proposed that the school and hostel should be in one premise to avoid safety and security concerns of girls. This recommendation is particularly relevant to the state of MP.

Safe and secure Physical Environment – The field findings suggests that all the schools and hostels in three sample study states do not have full-fledged safety and security arrangement in place. The basic minimum infrastructure crucial for safety and security for girl boarders were found wanting. With 28.8% of the total sample hostels across State not having any alternate source of light; 23.3% hostels in Odisha, 25% hostels in Jharkhand and 12.9% hostels in Madhya Pradesh not having a Boundary Wall securely covering the hostel building from all sides, about 15-20% hostels across the sample states having the source for bathing and toilet outside the hostel premises, 16-25% of the toilets in hostels in a damaged condition and about 40% of toilets in hostels not having locking facility and only 33% toilets having water facility, followings are recommended strongly:

- Strengthening the basic facilities/ security arrangements in tribal residential schools, as elaborated below, should be the priority of the administrators:
    - Heightened Boundary Wall securely covering the school & hostel building from all sides with proper mesh/ glass pieces on top of it
    - Strong gate/ grill with locking facility
    - Adequate number of functional toilets and bathing rooms for girls with facility of door locking system, light, running water. Toilets and bathing rooms should be within the hostel campus.
    - Proper lighting arrangement in the hostel campus, common places with arrangement of alternate source of light in case of power failures
    - Clearing of bushes, insecure/ abandoned structures inside and outside the campus

- Continual reassessment of any security related gaps in the infrastructure of the schools and addressing the same on priority basis
- Improving maintenance and repair of hostel infrastructure

Dedicated full time staffs with better Training and Incentives

Management of hostels, especially with girl boarders, is a huge responsibility and should not be left to any ad-hoc arrangement. Posting dedicated full-time staffs for ensuring effective

management of hostels and safety and security of boarders is very critical. Different stakeholders covered under the study have categorically pointed out towards need for posting dedicated staffs for hostel management. Study revealed that nearly one-third of the total sample schools do not have dedicated persons like Hostel Superintendent/ Matron/ Warden for day-to-day management of the hostels. In these schools any teacher has been assigned this responsibility and this puts a serious question mark on the effective management of hostel affairs including the safety and security issues. Therefore it is recommended that:

- Dedicated full-time women staffs should be posted as Superintendent/ Matron/ Warden in girls hostels
- Adequate support staffs like cook-cum-attendants, based on the strength of the boarders, should be placed in hostels for efficient management of the hostel affairs
- Provision of round the clock security guard is definitely needed to be made for the residential hostels. This has figured as one of the most frequented suggestion by different stakeholders of this study in wake of absence of any provisioning of security guard in more than 40% of the sample schools.
- These personnel should be properly trained and incentivized with provision of decent remuneration and proper service conditions

Strengthening of the Reporting and redresssal Mechanism – It has been gathered from the study that school functionaries adopted different practices when any violation or abuse case has been reported. Some of the responses also included mutual settlement and no action as well. It points towards need of institution and strengthening a well laid out & structured reporting, response and redressal mechanism to avoid any biases, influences creeping in. It is therefore recommended that a structured reporting mechanism should be instituted with specific protocol for the reporting of the cases, institution of enquiry committee and conduct of enquiry keeping in view the respect for the right of children to privacy and protection. Instituting and ensuring proper functioning of direct contact mechanism like dedicated HELPLINE can also prove to be an effective strategy towards effective reporting mechanism.

Sensitization training for school functionaries - Perception of safety is a state of mind. First and foremost, students should feel safe. Apart from the physical arrangement for security, the approach and sensitivity of the school functionaries in building a sense of security among girl boarders is paramount. Sensitization training for all the school functionaries is therefore very important so that they understand the fears and anxieties of boarders, able to identify any warning signals, able to build self-esteem and confidence among children to enable them sharing any wrongdoing and internalize their duties regarding protection of girl child. Such training should definitely focus on non-teaching staffs such as Cook-cum-Attendants as they were found to be closest contact points with the inmates and their sensitivity and pro-activeness can be very helpful. Promoting a supportive school culture and encouraging constructive and equal relationships between students should also be a key component of such sensitization training.

Equally important is the training and orientation on the different guidelines of the State Departments, relevant legal provisions, standard operating procedures to be followed, implications in case of non-compliance of the legal provisions and guidelines etc.

Instituting mechanism of peer-support/ whistle blower – It was found that it is the friends/ peer with whom girls prefer the most to share any of their problem. Therefore initiating peer-support mechanism in girls hostels through involving the elder members as whistle blower/ confidant for the students to share any unwelcome advances or abuse can be an effective strategy to at-least identify the issue and to take preventive or appropriate response measures. It may also be explored to have a regular visit of elder girls/ pass-outs to the girl hostels for informal interactions with inmates and to seek their inputs on their grievances and suggestions concerning their safety and security.

The use of Complaint/ suggestion box in hostels of Odisha has found good use by the girl inmates as this provided the anonymity for putting their problems. However, the mechanism for pro-active action upon the complaints/ suggestion received will be required to ensure efficacy of this system.

Life skills programmes/ camps for girl inmates - Life skill education programme can go a long way to enable them to identify the potential risks and in building self-esteem and confidence to share/ handle any wrongdoing with them. Self defense trainings for older girls should also be a regular input to the girl students to boost their skill, confidence and moral strength in dealing with any unwelcome incident.

Establishing forums for students to express their voices and take action, such as student cabinets, councils, children's committees, children's clubs, or support groups can also be a very effective strategy for identifying and addressing safety & security concerns of students.

Minimum norms for safety standards - In the secondary review, study could not gather any minimum norms and standards prescribed for residential schools for ensuring safety and security of tribal girls. Though State Governments, from time to time, have issued guidelines/ instruction on different aspects, minimum basic safety standards as a composite guideline is missing. Minimum norms for safety standards can be evolved by States and Central Ministries in a consultative process to guide the safety security arrangement in residential schools. Such safety standards should include the basic standards for residential facilities, living conditions, availability of hard and soft components related to safety and security of boarders etc.

Participatory safety audits

Safety audits can be instituted in the residential schools by involving key stakeholders like teachers, parents, community members, SMC, PRI members, administrators and students to find out the status of safety and security of boarders, gaps therein and also to gauge the sense of security and safety that boarders feel in the hostels. Such audits, if conducted diligently and sensitively, can lead to valuable insights to understand how safe the campus is for

boarders and which areas need attention. Such participatory audits will also facilitate school-community linkages for providing safe and secure learning environment.

Adequate medical and Health Facilities – Regular visits of the health functionaries to facilitate basic screening of students for fever, malaria, diarrhea, respiratory infections, signs of any abuse and other health issues and to ensure timely referral to nearest PHC/CHC is necessary. Instituting system of individual health cards for boarders and regular updating of the same, in coordination with health department functionaries, should be focused.

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