



# Study on Child Abuse: INDIA 2007



Ministry of Women and Child Development  
Government of India



सत्यमेव जयते

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Government of India  
2007

Sketches used in the report have been drawn by Child Respondents  
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# Study on Child Abuse INDIA 2007



**Ministry of Women and Child Development  
Government of India**

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सत्य मेव जयते

## Smt. Renuka Chowdhury

Minister of State (Independent Charge)  
Ministry of Women and Child Development  
Government of India

### Message

The Honorable President of India, Dr. A. P. J. Abdul Kalam, in his address to the joint session of the Parliament reiterated the government's commitment to women and children:

*"The rights of women and children and their aspirations are of paramount importance in our march towards an inclusive and equitable society. Keeping in view the Constitutional provisions and in order to give greater focus to issues relating to women and children, an independent Ministry of Women & Child Development has been created. This emphasizes the importance being given to women as equal partners in development. Landmark legislations that ensure women's safety and protecting them from domestic violence have been enacted. Investment in the well-being of children is an investment in the future of the country. Eradication of malnutrition is receiving topmost priority, including through a rapid expansion of anganwadis whose numbers will reach one million soon. At the same time issues relating to child protection are high on my Government's agenda".*

In accordance with the Government of India's commitment to women and children's issues, the Ministry of Women and Child Development was created in early 2006. This move, along with increased allocations for children in the budget of 2007-08, is reflective of our government's commitment towards children. India's children are India's future as the strength of the nation lies in a healthy, protected, educated and well-developed child population that will grow up to be productive citizens of the country.

Child abuse is shrouded in secrecy and there is a conspiracy of silence around the entire subject. In fact there is a well entrenched belief that there is no child abuse in India and certainly there is no sexual abuse in the country. Further, certain kinds of traditional practices that are accepted across the country, knowingly or un-knowingly amount to child abuse. Existing socio-economic conditions also render some children vulnerable and more at risk to abuse, exploitation and neglect. It is about time that we recognize this and take remedial measures. Lack of empirical evidence and qualitative information on the dimensions of child abuse and neglect makes it difficult to address the issue in a comprehensive manner.

My Ministry took the initiative to undertake a Study on Child Abuse to understand the extent and magnitude of child abuse in India. I congratulate the officials for taking this initiative and I also appreciate UNICEF and Save the Children for supporting the study and for partnering the Government's efforts whole heartedly.

The work and dedication of Dr. Loveleen Kacker, Joint Secretary (Child Welfare) and her team must be put on record here. I congratulate all individuals and agencies who contributed to this study. I hope this first study of its kind will lead to heightened awareness and greater response among families, communities and society at large leading to strong interventions and further studies on child protection.

I dedicate this report to the nation with the hope that it will help establish and strengthen policies, programmes and legislations on child protection.

Renuka Chowdhury





**Smt. Deepa Jain Singh**

Secretary  
Ministry of Women and Child Development  
Government of India

## Foreword

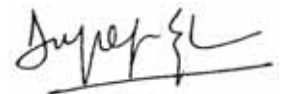
India is home to almost 19 percent of the world's children. More than one third of the country's population, around 440 million, is below 18 years. According to one assumption 40 percent of these children are in need of care and protection, which indicates the extent of the problem. In a country like India with its multi-cultural, multi-ethnic and multi-religious population, the problems of socially marginalized and economically backward groups are immense. Within such groups the most vulnerable section is always the children. For the Ministry of Women and Child Development the challenge is to reach out to the most vulnerable and socially excluded child of this country and create an environment wherein, not only is every child protected, but s/he also has access to opportunities and education for her/his all round growth and development.

Independent India has taken large strides in addressing issues like child education, health and development. However, child protection has remained largely unaddressed. There is now a realization that if issues of child abuse and neglect like female foeticide and infanticide, girl child discrimination, child marriage, trafficking of children and so on are not addressed, it will affect the overall progress of the country.

Realizing this, the Government of India is focusing on child issues and created a new Ministry of Women and Child Development. MWCD has taken significant steps to address the issue of child protection by setting up a National Commission for the Protection of Child Rights, amending the Juvenile Justice (Care and protection of Children) Act 2000 and the Child Marriage Restraint Act 1929, launching the Integrated Child Protection Scheme (ICPS) and the proposed amendments to the ITPA and the draft Offences against Children (Prevention) Bill.

However, all these efforts need further supplementation through the creation of adequate knowledge base on child protection. In order to address this gap, one of the significant decisions taken by the Ministry was to initiate a National Study on Child Abuse in the year 2005. This study, which is the largest of its kind undertaken anywhere in the world, covered 13 states with a sample size of 12447 children, 2324 young adults and 2449 stakeholders. It looked at different forms of child abuse: Physical Abuse, Sexual Abuse and Emotional Abuse and Girl Child Neglect in five different evidence groups, namely, children in a family environment, children in school, children at work, children on the street and children in institutions. This study was also meant to complement the UN Secretary General's Global Study on Violence against Children, 2006.

I congratulate the Ministry officials and the three partner organisations, UNICEF, Save the Children and Prayas for supporting the Ministry in successfully concluding the study in the stipulated time. I would like to congratulate Dr. Loveleen Kacker, Joint Secretary (Child Welfare) and her team for their unstinting work and commitment in ensuring the completion of this project. I look forward to the implementation of the recommendations of this study which will go a long way in ameliorating the condition of the most needy and vulnerable children of India.



**Deepa Jain Singh**



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**Dr. Loveleen Kacker**

Joint Secretary (Child Welfare)  
Ministry of Women and Child Development  
Government of India

## Preface

Traditionally in India, the responsibility of care and protection of children has been with families and communities. A strong knit patriarchal family that is meant to look after its children well has seldom had the realization that children are individuals with their own rights. While the Constitution of India guarantees many fundamental rights to the children, the approach to ensure the fulfillment of these rights was more needs based rather than rights based. The transition to the rights based approach in the Government and civil society is still evolving.

With the adoption of the rights based approach in the newly created Ministry of Women and Child Development, issues that were hitherto peripheral came to the forefront. It is then that the gaps in child protection became obvious. What emerged was that on the one hand, there were enormous numbers of children needing care and protection, while on the other hand there were not enough schemes or sufficient budgetary allocations to deal with them. It was also observed that to carry the issue of child protection forward there was a need to create an enabling environment through a legislation to address issues of child abuse, make a policy on child protection, formulate interventions and outreach services and create an information base on child protection. The Ministry took the initiative of setting up a National Commission for the Protection of the Rights of the Child, began the process of drafting a bill to prevent offences against children and also to formulate a comprehensive national level scheme to deal with child protection. At this stage, work was hampered by lack of data on offences or crimes against children. The only source of data presently available was with the National Crime Records Bureau. Although this data was useful, it constituted a miniscule of the total crimes/violence committed against children. The reason for this is that very often crimes against children are either not reported or cognizance is not taken and also that some crimes against children are not covered under existing legislations. Though gaps in information were at all levels, child abuse being an issue shrouded in secrecy, emerged as the most burning issue. Thus the Ministry of Women and Child Development initiated a National Study on Child Abuse to understand the extent and magnitude of the problem.

The aim of the study was to develop a comprehensive understanding of the phenomenon of child abuse, with a view to facilitate the formulation of appropriate policies and programmes meant to effectively curb and control the problem of child abuse in India. The National Study on Child Abuse is one of the largest empirical in-country studies of its kind in the world. This study also complements the UN Secretary General's Global Study on Violence against Children 2006.

The initiative of the Ministry to conduct this study was supported by UNICEF and Save the Children. A Delhi based NGO, Prayas was contracted to design and conduct the research and submit a preliminary report. To finalise the methodology, selection of states and districts, selection and appointment of zonal advisors, state project coordinators and investigators, selection and finalization of tools and techniques for data collection and formulation of questionnaires, Prayas constituted a Research Support Team and a Core Research Team. The Zonal Advisors and State Project Coordinators were responsible for ensuring quality and supervising and monitoring the process of data collection. A professional agency - Haryali Centre for Rural Development - was hired for data entry, generation of frequency tables and cross tabulation of data.

After the submission of the preliminary report, the MWCD appointed a Core Committee to review the complete data, analyze the findings and produce the final report along with recommendations.

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The Core Committee started its work by examining the voluminous quantity and quality of data generated by the study. Right at the beginning it was clear that there were impurities in the data in terms of missing data, sample disparity with respect to gender, variations in the state-wise sample within evidence groups as well as within age groups. There was no uniformity in the questionnaires developed for child respondent and young adult respondents, making correlations very difficult. The design of the questionnaire for child respondents itself created difficulties; for example, the way the questions were worded, it was not possible to draw comparisons vis-à-vis incidence of abuse in different socio-economic groups or rural-urban groups. Also the design of the questionnaire was such that all abuse related questions were asked separately without establishing correlation with evidence groups; for example, there is no information gathered on sexual abuse of children in institutional care by caregivers of the institutions. However, wherever possible the Core Committee rationalized the impurities by removing records with large impurities, restricting analysis to intra-state and intra-evidence group rather than inter-state (except where otherwise stated) and wherever possible, highlighting inadequacies of data in the text.

Nevertheless, because of the 135 variables in the questionnaire and the huge sample size an enormous amount of useful data was generated. Once this data was critically looked at, analyzed in detail, correlations established, charts, diagrams generated and conclusions drawn, a lot of significant findings could be derived out of the study. To start with it has provided revealing statistics on the extent and magnitude of various forms of child abuse- an area by and large unexplored. The study has also thrown up data on variations among different age groups, gender variations, state variations and variations within evidence groups. The findings will help to strengthen the understanding of all stakeholders including families, communities, civil society organizations and the state; and pave the way for more informed programming and further research to strengthen protection of children.

## **MAJOR FINDINGS:**

It has very clearly emerged that across different kinds of abuse, it is young children, in the 5-12 year group, who are most at risk of abuse and exploitation.

### **Physical Abuse**

1. Two out of every three children were physically abused.
2. Out of 69% children physically abused in 13 sample states, 54.68% were boys.
3. Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse.
4. Out of those children physically abused in family situations, 88.6% were physically abused by parents.
5. 65% of school going children reported facing corporal punishment i.e. two out of three children were victims of corporal punishment.
6. 62% of the corporal punishment was in government and municipal school.
7. The State of Andhra Pradesh, Assam, Bihar and Delhi have almost consistently reported higher rates of abuse in all forms as compared to other states.
8. Most children did not report the matter to anyone.
9. 50.2% children worked seven days a week.

### **Sexual Abuse**

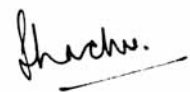
1. 53.22% children reported having faced one or more forms of sexual abuse.
2. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls.
3. 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse.
4. Out of the child respondents, 5.69% reported being sexually assaulted.

5. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault.
6. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault.
7. 50% abuses are persons known to the child or in a position of trust and responsibility.
8. Most children did not report the matter to anyone.

### **Emotional Abuse and Girl Child Neglect**

1. Every second child reported facing emotional abuse.
2. Equal percentage of both girls and boys reported facing emotional abuse.
3. In 83% of the cases parents were the abusers.
4. 48.4% of girls wished they were boys.

The gravity of the situation demands that the issue of child abuse be placed on the national agenda. The Ministry on its part has taken measures such as the enabling legislation to establish the National and State Commissions for Protection of Rights of the Child, the Integrated Child Protection Scheme, the draft Offences against Children Bill etc. These are a few important steps to ensure protection of children of the country. But clearly, this will not be enough, the government, civil society and communities need to complement each other and work towards creating a protective environment for children. The momentum gained needs to enhance further discussion on the issue amongst all stakeholders and be translated into a movement to ensure protection of children of this country.



**Loveleen Kacker**

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# LIST OF ABBREVIATIONS

<b>CDW:</b>	Child Domestic Worker
<b>CEDAW:</b>	Committee on the Elimination of All Forms of Discrimination Against Women
<b>CWC:</b>	Child Welfare Committee
<b>FGM:</b>	Female Genital Mutilation
<b>FIR:</b>	First Information Record
<b>FGD:</b>	Focus Group Discussion
<b>ICPS:</b>	Integrated Child Protection Scheme
<b>IPC:</b>	Indian Penal Code
<b>ISPCAN:</b>	International Society for the Prevention of Child Abuse and Neglect
<b>ITPA:</b>	Immoral Trafficking Prevention Act
<b>JJB:</b>	Juvenile Justice Board
<b>MDG:</b>	Millennium Development Goals
<b>MWCD:</b>	Ministry of Women and Child Development
<b>NCLP:</b>	National Child Labour Projects
<b>NCRB:</b>	National Crime Records Bureau
<b>NGO:</b>	Non- Governmental Organization
<b>NPAC:</b>	National Plan of Action for Children
<b>OBC:</b>	Other Backward Classes
<b>RAHI:</b>	Recovering and Healing from Incest
<b>SAARC:</b>	South Asian Association for Regional Cooperation
<b>SITA:</b>	Suppression of Immoral Traffic in Women and Girls Act
<b>SC:</b>	Scheduled Caste
<b>ST:</b>	Scheduled Tribe
<b>SJPU:</b>	Special Juvenile Police Unit
<b>UN:</b>	United Nations
<b>CRC:</b>	Convention on the Rights of Child
<b>UNICEF:</b>	United Nations Children's Fund
<b>WHO:</b>	World Health Organization
<b>INDUS:</b>	Indo-US Child Labour Project
<b>UT:</b>	Union Territory
<b>NCT:</b>	National Capital Territory
<b>RGI:</b>	Register General of India
<b>DISE:</b>	District Information System for Education
<b>UEE:</b>	Universalization of Elementary Education
<b>NUEPA:</b>	National University of Educational Planning and Administration
<b>SRO:</b>	Sample Registration Office
<b>SRS:</b>	Sample Registration System
<b>NFHS:</b>	National Family Health Survey
<b>IMR:</b>	Infant Mortality Rate
<b>MMR:</b>	Maternal Mortality Rate
<b>DPT:</b>	Diphtheria Tetanus Pertussis
<b>BCG:</b>	Bacillus Calmette Guérin

# CHAPTER I

# INTRODUCTION



### Researchers remarks/observations

The respondent has been working in a hotel for the last few months. Prior to this, he worked as a domestic helper with a family where he faced sexual harassment from the employer's daughters and then, driven out by the employer. In spite of his willingness to continue his study, poor economic condition & parents' poor health made him to stop study and to get engaged in work time and again.



## 1.1 BACKGROUND

Child abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of eighteen and is a globally prevalent phenomenon. However, in India, as in many other countries, there has been no understanding of the extent, magnitude and trends of the problem. The growing complexities of life and the dramatic changes brought about by socio-economic transitions in India have played a major role in increasing the vulnerability of children to various and newer forms of abuse.

Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. According to WHO: "Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." <sup>1</sup>

Child abuse is a violation of the basic human rights of a child and is an outcome of a set of inter-related familial, social, psychological and economic factors. The problem of child abuse and human rights violations is one of the most critical matters on the international human rights agenda. In the Indian context, acceptance of child rights as primary inviolable rights is fairly recent, as is the universal understanding of it.

The National Study on Child Abuse undertaken by the Ministry of Women and Child Development, Government of India, in 2005, attempts to understand the extent of the problem, its dimensions as well as its intensity. In addition, it examines two aspects:

- (a) Strategies to address the problem of child abuse
- (b) Identification of areas of further research, based on the findings of the study.

### Definition of child abuse

The term 'Child Abuse' may have different connotations in different cultural milieu and socio-economic situations. A universal definition of child abuse in the Indian context does not exist and has yet to be defined. According to WHO<sup>2</sup> :

- ♦ **Physical Abuse:** Physical abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however, be the result of over-discipline or physical punishment that is inappropriate to the child's age.
- ♦ **Sexual Abuse:** Sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation. To be considered 'child abuse', these acts have to be committed by a person responsible for the care of a child (for example a baby-sitter, a parent, or a daycare provider), or related to the child. If a stranger commits these acts, it would be considered sexual assault and handled solely by the police and criminal courts.
- ♦ **Emotional Abuse:** Emotional abuse is also known as verbal abuse, mental abuse, and psychological maltreatment. It includes acts or the failures to act by parents or caretakers that have caused or could cause, serious behavioural, cognitive, emotional, or mental trauma. This can include parents/caretakers using extreme and/or bizarre forms of punishment, such as confinement in a closet or dark room or being tied to a chair for long periods of time or threatening or terrorizing a child. Less severe acts, but no less damaging, are belittling or rejecting treatment, using derogatory terms to describe the child, habitual tendency to blame the child or make him/her a scapegoat.
- ♦ **Neglect:** It is the failure to provide for the child's basic needs. Neglect can be physical, educational, or emotional. Physical neglect can include not providing adequate food or clothing, appropriate medical care, supervision, or proper weather protection (heat or cold). It may include abandonment. Educational

neglect includes failure to provide appropriate schooling or special educational needs, allowing excessive truancies. Psychological neglect includes the lack of any emotional support and love, never attending to the child, substance abuse including allowing the child to participate in drug and alcohol use.

## Working definition of child abuse

For the purpose of this study, the following working definitions of child abuse have been adopted:

Child abuse refers to the intended, unintended and perceived maltreatment of the child, whether habitual or not, including any of the following:

- ♦ Psychological and physical abuse, neglect, cruelty, sexual and emotional maltreatment.
- ♦ Any act, deed or word which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
- ♦ Unreasonable deprivation of his/her basic needs for survival such as food and shelter, or failure to give timely medical treatment to an injured child resulting in serious impairment of his/her growth and development or in his/her permanent incapacity or death.
- ♦ Physical abuse is inflicting physical injury upon a child. This may include hitting, shaking, kicking, beating, or otherwise harming a child physically.
- ♦ Emotional abuse (also known as verbal abuse, mental abuse, and psychological maltreatment) includes acts or the failure to act by parents, caretakers, peers and others that have caused or could cause serious behavioural, cognitive, emotional, or mental distress/trauma.
- ♦ Sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle an adult's genitals, sexual assault (intercourse, incest, rape and sodomy), exhibitionism and pornography. To be considered child abuse, these acts have to be committed by a person responsible for the care of a child or related to the child (for example a baby-sitter, parent, neighbour, relatives, extended family member, peer, older child, friend, stranger, or a day-care provider).
- ♦ Child neglect is an act of omission or commission leading to the denial of a child's basic needs. Neglect can be physical, educational, emotional or psychological. Physical neglect entails denial of food, clothing, appropriate medical care or supervision. It may include abandonment. Educational neglect includes failure to provide appropriate schooling or special educational needs. Psychological neglect includes lack of emotional support and love.

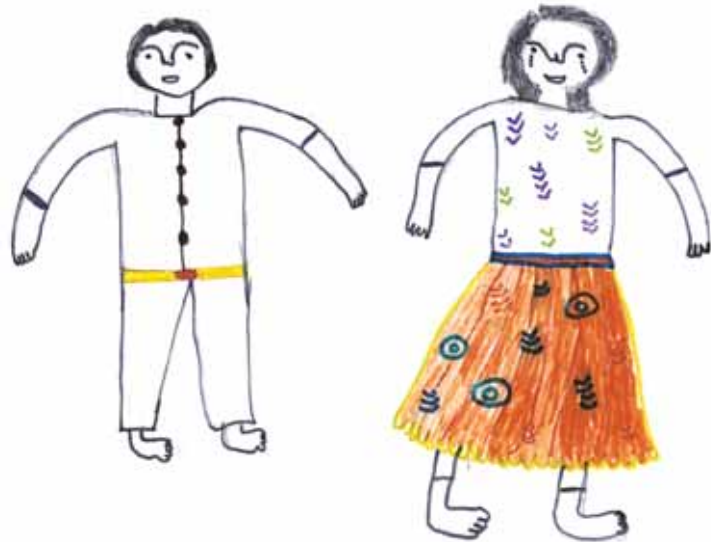
## 1.2 CHILD ABUSE SCENARIO

### 1.2.1 Child abuse across the globe

The UN Secretary General's Study on Violence against Children<sup>3</sup> has given the following overview of the situation of abuse and violence against children across the globe.

- ♦ WHO estimates that almost 53,000 child deaths in 2002 were due to child homicide.
- ♦ In the Global School-Based Student Health Survey carried out in a wide range of developing countries, between 20% and 65% of school going children reported having been verbally or physically bullied in school in the previous 30 days. Similar rates of bullying have been found in industrialised countries.
- ♦ An estimated 150 million girls and 73 million boys under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.
- ♦ UNICEF estimates that in sub-Saharan Africa, Egypt and Sudan, 3 million girls and women are subjected to FGM every year.
- ♦ ILO estimates that 218 million children were involved in child labour in 2004, of whom 126 million were engaged in hazardous work. Estimates from 2000 suggest that 5.7 million were in forced or bonded labour, 1.8 million in prostitution and pornography and 1.2 million were victims of trafficking.
- ♦ Only 2.4% of the world's children are legally protected from corporal punishment in all settings.

One of the major problems in understanding the scope of the subject of 'child abuse' is that it is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. It is therefore difficult to gather data on abused children. Further, definitions of abuse are not yet consistent within countries, much less from country to country or region to region. Yet governments do estimate that the number of abused and neglected children is alarming, and unless governments get their act together and respond to the situation by way of both prevention and treatment, we will be doing a grave injustice to our children and would be denying them their basic rights.



### 1.2.2 Child abuse in Asia

While certain child abuse and neglect issues are common in almost all countries at the global level such as physical abuse, sexual abuse, emotional and psychological abuse, abandonment and, increasingly, problems of street children, there are also many issues which are prevalent only in certain regions of the world. For instance, in Asia where population density is high, the issues of child labour and child sexual exploitation are also high. Political instability and other internal disturbances, including conditions of insurgency in many countries in Asia are also creating major problems, with increasing number of child soldiers, refugee children, trafficked children and children on the streets.<sup>4</sup>

Prevention of child abuse and neglect is still an uncharted field in Asia. The largest population of children in the world live in South Asia and majority of these children lack access to proper health care, nutrition and education. This reflects the socio-economic reality of the developing countries of the Asian region. The main factors that contribute to the magnitude of the problem of child abuse are poverty, illiteracy, caste system and landlessness, lack of economic opportunities, rural-urban migration, population growth, political instability and weak implementation of legal provisions.

Mostly, the approaches for prevention and methods of treatment of child abuse do not cover the entire gamut of abuse. Lack of reliable data on the incidence of child abuse and of knowledge of methods of prevention and treatment has been recognized and is being addressed by sovereign governments, national and international organizations e.g., UNICEF, Save the Children, Plan International, ISPCAN, etc.

### 1.2.3 Child abuse in India

Nineteen percent of the world's children live in India. According to the 2001 Census, some 440 million people in the country today are aged below eighteen years and constitute 42 percent of India's total population i.e., four out of every ten persons. This is an enormous number of children that the country has to take care of. While articulating its vision of progress, development and equity, India has expressed its recognition of the fact that when its children are educated, healthy, happy and have access to opportunities, they are the country's greatest human resource.

### Critical Concerns

- Every fifth child in the world lives in India
- Every third malnourished child in the world lives in India
- Every second Indian child is underweight
- Three out of four children in India are anaemic
- Every second new born has reduced learning capacity due to iodine deficiency
- Decline in female/male ratio is maximum in 0-6 years: 927 females per 1000 males
- Birth registration is just 62% (RGI-2004)
- Retention rate at Primary level is 71.01% (Elementary Education in India Progress towards UEE NUEPA Flash Statistics DISE 2005-2006)
- Girls' enrolment in schools at primary level is 47.79% (Elementary Education in India Progress towards UEE NUEPA Flash Statistics DISE 2005-2006)
- 1104 lakh child labour in the country (SRO 2000)
- IMR is as high as 58 per 1000 live births (SRS- 2005)
- MMR is equally high at 301 per 100,000 live births (SRS, 2001-03)
- Children born with low birth weight are 46% (NFHS-III)
- Children under 3 with anemia are 79% (NFHS-III)
- Immunization coverage is very low (polio -78.2%, measles-58.8%, DPT-55.3%, BCG-78%(NFHS-III)

The National Policy for Children, 1974, declared children to be a 'supreme national asset'. It pledged measures to secure and safeguard all their needs, declaring that this could be done by making wise use of available national resources. Unfortunately, ten successive Five Year Plans have not allocated adequate resources to meet the needs of children. An exercise on child budgeting carried out by the Ministry of Women and Child Development revealed that total expenditure on children in 2005-2006 in health, education, development and protection together amounted to a mere 3.86%, rising to 4.91% in 2006-07. However, the share of resources for child protection was abysmally low at 0.034% in 2005-06 and remained the same in 2006-07. Available resources have also not been utilized effectively for achieving outcomes for children. As a result, the status and condition of children have remained far from secure.

Harmful traditional practices like child marriage, caste system, discrimination against the girl child, child labour and Devadasi tradition impact negatively on children and increase their vulnerability to abuse and neglect. Lack of adequate nutrition, poor access to medical and educational facilities, migration from rural to urban areas leading to rise in urban poverty, children on the streets and child beggars, all result in break down of families. These increase the vulnerabilities of children and exposes them to situations of abuse and exploitation.

According to the report published in 2005 on 'Trafficking in Women and Children in India', 44,476 children were reported missing in India, out of which 11,008 children continued to remain untraced. India, being a major source and destination country for trafficked children from within India and adjoining countries has, by conservative estimates, three to five lakh girl children in commercial sex and organized prostitution.<sup>5</sup>

## STATUS OF INDIA'S CHILDREN\*

### Child Survival and Child Health

2.5 million children die in India every year, accounting for one in five deaths in the world, with girls being 50% more likely to die. One out of 16 children die before they attain one year of age, and one out of 11 die before they attain five years of age. India accounts for 35% of the developing world's low birth weight babies and 40% of child malnutrition in developing countries, one of the highest levels in the world. Although India's neo-natal mortality rate declined in the 1990s from 69 per 1000 live births in 1980 to 53 per 1000 live births in 1990, it remained static, dropping only four points from 48 to 44 per 1000 live births between 1995 and 2000.

The 2001 Census data and other studies illustrate the terrible impact of sex selection in India over the last few decades. The child sex ratio (0-6 years) declined from 945 girls to 1000 boys in 1991 to 927 in the 2001 Census. Around 80% of the total 577 districts in the country registered a decline in the child sex ratio between 1991 and 2001. About 35% of the districts registered child sex ratios below the national average of 927 females per 1000 males. In the 1991 Census, there was only one district with a sex ratio below 850, but in the 2001 Census, there were 49 such districts.

India has the second highest national total of persons living with HIV/AIDS after the Republic of South Africa. According to National Aids Control Organization (NACO), there were an estimated 0.55 lakh HIV infected 0-14 year old children in India in 2003. UNAIDS, however, puts this figure at 0.16 million children.

According to the 2001 Census report, amongst all persons living with disabilities, 35.9% were children and young adults in the 0-19 age group. Three out of five children in the age group of 0-9 years have been reported to be visually impaired. Movement disability has the highest proportion (33.2%) in the age group of 10-19 years. This is largely true of mental disability also.

### Child Development

The population of children aged 0-6 years is 16.4 crores as per the 2001 Census. According to a UNESCO report, however, of the total child population, 2.07 crores (6%) are infants below one year; 4.17 crores (12%) are toddlers in the age group 1-2 years; 7.73 crores (22.2%) are pre-schoolers in the age group 3-5 years. The report highlights that only 29% of pre-primary age children are enrolled in educational institutions in India. Services under the ICDS scheme covered only 3.41 crore children in the age group 0-6 years as in March 2004, which is around 22% of the total children in that age group. Supplementary nutrition too was being provided to 3.4 crore children, as against 16 crore children. Of these, 53% were reported to be under-nourished.

### Child Protection

While on the one hand girls are being killed even before they are born, on the other hand children who are born and survive suffer from a number of violations. The world's highest number of working children is in India. To add to this, India has the world's largest number of sexually abused children, with a child below 16 years raped every 155th minute, a child below 10 every 13th hour and one in every 10 children sexually abused at any point of time.

The National Crime Records Bureau (NCRB) reported 14,975 cases of various crimes against children in 2005. Most subtle forms of violence against children such as child marriage, economic exploitation, practices like the 'Devadasi' tradition of dedicating young girls to gods and goddesses, genital mutilation in some parts of the country are often rationalized on grounds of culture and tradition. Physical and psychological punishments take place in the name of disciplining children and are culturally accepted. Forced evictions, displacement due to development projects, war and conflict, communal riots, natural disasters - all of these take their own toll on children. Children also stand worst affected by HIV/AIDS. Even those who have remained within the protective, net stand at the risk of falling out of it.

### Child Participation

Children in most sections of Indian society are traditionally and conventionally not consulted about matters and decisions affecting their lives. In the family and household, the neighbourhood and wider community, in school or in work place, and across the settings of social and cultural life, children's views are mostly not given much importance. If they do speak out, they are not normally heard. The imposition of restrictive norms is especially true for girl children. This limits children's access to information and to choice, and often to the possibility of seeking help outside their immediate circle.

\* Ministry of Women and Child Development (2007): Working Group Report on Women and Children for the Eleventh Five Year Plan (2007-2012)

Although there is a dearth of data on the nature and magnitude of the incidence of child abuse in India, data on offences against children reported by the National Crime Records Bureau (NCRB) is the only authentic source to estimate the number of children in abusive situations. It is important to note here that the NCRB data is only indicative in nature as it is based on the reported cases. It is also an accepted fact that the majority of cases of child abuse go un-reported.

INCIDENCE OF CRIMES COMMITTED AGAINST CHILDREN*						
Sl. No.	Crime Head	Years				% Variation in 2005 Over 2004
		2002	2003	2004	2005	
1.	Rape	2532	2949	3542	4026	13.7
2.	Kidnapping & Abduction	2322	2571	3196	3518	10.1
3.	Procurement of Minor Girls	124	171	205	145	29.3
4.	Selling of Girls for Prostitution	5	36	19	50	163.2
5.	Buying of Girls for Prostitution	9	24	21	28	33.3
6.	Abetment of Suicide	24	25	33	43	30.3
7.	Exposure and Abandonment	644	722	715	933	30.5
8.	Infanticide	115	103	102	108	5.9
9.	Foeticide	84	57	86	86	0
10.	Child Marriage Restraint Act	113	63	93	122	31.2
	<b>TOTAL</b>	<b>5972</b>	<b>11633</b>	<b>14423</b>	<b>14975</b>	<b>3.8</b>

\* National Crime Records Bureau, Ministry of Home Affairs, Govt. of India (2005): Crime in India

The above table indicates that between 2002 and 2005 there was a steep rise in the total number of crimes against children. In 2002, 5972 cases were registered as against 14975 cases registered in 2005. Incidence of kidnapping and abduction of children were around 2322 in 2002 and 2571 in 2003, which rose to 3196 and 3518 in 2004 and 2005 respectively.

Although the reported number of cases of procurement of minor girls has decreased by 29.3% in 2005 compared to 2004, media and other reports indicate that the unofficial number is much higher. Reported cases of child rape, one of the worst forms of sexual abuse, have increased in number between 2004 and 2005, from 3542 cases to 4026 respectively, indicating an increase of 13.7%.

In India the problem of child abuse has not received enough attention. There have been few and sporadic efforts to understand and address the problem. However, child abuse is prevalent in India as in many other countries and there is a need to understand its dimensions and complexities.

### 1.3 NEED FOR A STUDY ON CHILD ABUSE

As discussed above, there is a large child population in India and a large percentage of this population is vulnerable to abuse, exploitation and neglect. There is also inadequate information about the extent of child abuse in the country. Barring a few sporadic studies, with limited scope, the attempt to understand the different forms and magnitude of child abuse across the country has been inadequate. The only information available annually is the crime data maintained by NCRB.

A look at the data maintained by NCRB shows that:

1. There is a record of only those crimes which can be registered under the IPC or other criminal Acts. Corporal punishment, use of children for creation of pornography, exposure etc. are not reflected in NCRB data as they are not offences under the IPC.

2. There is a gross under-reporting of crimes against children, which in itself is indicative of the low priority accorded to children by parents, caregivers and the police. Recently reported cases, in which the police did not even lodge First Information Reports (FIR) of missing children is indicative of this.

The government, which has the onerous task of implementing constitutional and statutory provisions, is concerned about the lack of data in this area. It was felt that India needs both legislation as well as large scale interventions to deal with the increasing incidence of child abuse. It was also felt that the problem of child abuse was bigger than what was either understood or acknowledged. It was in this context that the Ministry of Women and Child Development initiated the National Study on Child Abuse.

This study is one of the largest studies of its kind in the country and is expected to be helpful in the following ways:

1. The study will contribute to breaking the silence around child abuse in the country.
2. The study will inform about the nature and extent of child abuse in different settings and recommend immediate and appropriate responsive actions that can be undertaken by the families, community, government and civil society organisations for the care and protection of children.
3. The study will strengthen grounds for a separate legislation on child abuse and will facilitate formulation of appropriate policies, strategies and schemes to tackle the problem of child abuse.
4. It will contribute to evolving guidelines for the prevention and control of child abuse.





## CHAPTER II

# RESEARCH METHODOLOGY



### Researchers remarks/observations

Her father has left the house, he doesn't stay with them, her grandparents refused to give shelter to her and her mother saying when my son is not with you we don't have any relation with you. She stays with her maternal grand parents. There her aunt treats them very badly.

After school she works in the house. She packs tamrinds for about 7-8 hrs daily and whatever she earns her aunt takes it because there financial status is not sound.

She said there is a girl in the class who bullies every one. All the girls are smart and no one talks with her and she has no friends in school.

The study assumes that child abuse in India, as in other developing societies, is a phenomenon which is widespread and cuts across ethnic, social and economic boundaries. The study aims to develop a comprehensive understanding of the phenomenon of child abuse in India, with a view to formulating appropriate policies and programmes to prevent child abuse and to address related issues through community based programme interventions.

## 2.1 SPECIFIC OBJECTIVES

The specific objectives of the study were:

- ♦ To assess the magnitude and forms of child abuse in India;
- ♦ To study the profile of the abused children and the social and economic circumstances leading to their abuse;
- ♦ To facilitate analysis of the existing legal framework to deal with the problem of child abuse in the country; and
- ♦ To recommend strategies and programme interventions for preventing and addressing issues of child abuse.

## 2.2 OPERATIONAL DEFINITION

### 2.2.1 Definition of 'child'

For the purpose of this study, a child was defined as a person not having completed 18 years of age. The sample for this study constituted children in the age group of 5-18 years. Children were divided into three age groups: younger children (5-12 years), children (13-14 years) and adolescents (15-18 years).

### 2.2.2 Definition of 'child abuse'

Child abuse refers to the intended, unintended and perceived maltreatment, whether habitual or not, of the child, including any of the following:

- ♦ Psychological and physical abuse, neglect, cruelty, sexual and emotional maltreatment.
- ♦ Any act, deed or word which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
- ♦ Unreasonable deprivation of his/her basic needs for survival such as food and shelter; or failure to give timely medical treatment to an injured child resulting in serious impairment of his/her growth and development or in his/her permanent incapacity or death.

There are many forms of child abuse and they vary according to cultural and geographical settings. The present study however, focuses on the following four prominent forms of child abuse:

- ♦ Physical abuse is inflicting physical injury upon a child. This may include hitting, slapping, kicking, beating or otherwise harming a child.
- ♦ Sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle an adult's genitals, sexual assault (intercourse, incest, rape, sodomy), exhibitionism and pornography. To be considered child abuse, these acts have to be committed by a person responsible for the care of a child or related to the child (for example a baby-sitter, parent, neighbour, relatives, extended family member, peer, older child, friend, stranger, or a day-care provider).
- ♦ Emotional abuse (also known as verbal abuse, mental abuse, and psychological maltreatment) includes acts or the failure to act by parents, caretakers, peers and others that have caused or could cause, serious behavioural, cognitive, emotional, or mental distress/trauma.
- ♦ Child neglect is an act of omission or commission leading to the denial of child's basic needs. Neglect can be physical, educational, emotional, or psychological. Physical neglect entails denial of food, clothing, appropriate medical care or supervision. It may include abandonment. Educational neglect

includes failure to provide appropriate schooling or special educational needs. Psychological neglect includes lack of emotional support and love.

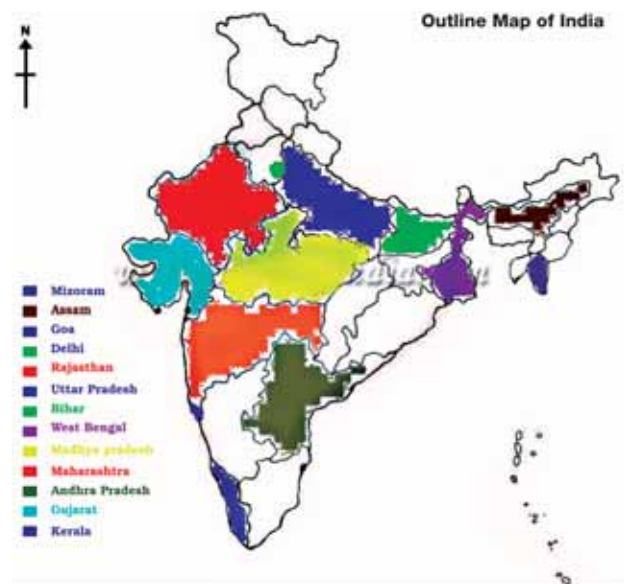
### 2.3 INDICATORS OF CHILD ABUSE

Indicators of selected forms of abuse, as outlined above, were identified for verifying its different forms:

Physical Abuse	Sexual Abuse	Emotional Abuse	Girl Child Neglect
<ul style="list-style-type: none"> <li>♦ Slapping/ kicking</li> <li>♦ Beating with stave/stick</li> <li>♦ Pushing</li> <li>♦ Shaking</li> </ul>	<p><b>Severe forms:</b></p> <ul style="list-style-type: none"> <li>♦ Sexual assault</li> <li>♦ Making the child fondle private parts</li> <li>♦ Making the child exhibit private body parts</li> <li>♦ Exhibiting private body parts to a child</li> <li>♦ Photographing a child in the nude</li> </ul> <p><b>Other forms:</b></p> <ul style="list-style-type: none"> <li>♦ Forcible kissing</li> <li>♦ Sexual advances during travel situations</li> <li>♦ Sexual advances during marriage situations</li> <li>♦ Exposure- children forced to view private body parts</li> <li>♦ Exposure- Children forced to view pornographic materials</li> </ul>	<ul style="list-style-type: none"> <li>♦ Humiliation is the lowering of the self esteem of the child by harsh treatment, ignoring, shouting or speaking rudely, name calling and use of abusive language</li> <li>♦ Comparison is between siblings and with other children</li> </ul>	<ul style="list-style-type: none"> <li>♦ Lack of attention to girls as compared to brothers</li> <li>♦ Less share of food in the family</li> <li>♦ Sibling care by the girl child</li> <li>♦ Gender discrimination.</li> </ul>

### 2.4 COVERAGE OF THE STUDY

This was designed as a national study with purposive sampling covering 13 States in the country.



## 2.5 SAMPLING DESIGN

### 2.5.1 Selection of zones

For the purpose of the study the country was divided into six zones: North, South, East, West, Central and North East.

### 2.5.2 Selection of states

A multi-stage purposive sampling design was adopted for the study. The country was divided into six Zones. From each Zone two States were selected. These States represented different literacy quartiles. Subsequently, data on crimes/offences against children were also examined to see the status of crimes/offences against children in these states. The National Crime Records Bureau was the only source providing this information. It was observed that the sample States represented all quartiles of offences/crimes against children. For instance, the States ranged from Madhya Pradesh, with the highest recorded incidence of offences/crimes against children to Mizoram, with no recorded incidence.

In this particular study, minor deviations were made in the sampling design. For example, Uttarakhand is in the uppermost quartile of the Central Zone in terms of literacy, but comes in the third quartile of crime ranking. It was not included because of the problems of accessibility owing to difficult terrain and widely dispersed population. From the Western Zone, Maharashtra was an additional State selected because it is the commercial hub of India having a large migrant population, leading to a growing number of children on the streets and at work. Therefore, the total sample States selected were thirteen.

### 2.5.3 Selection of districts

Districts in the selected States were arranged in terms of literacy rates, in descending order. 26 districts (two from each State) were selected- one from the upper quartile and one from the lower quartile (Annexure- 1).

### 2.5.4 Selection of blocks

The blocks in the selected districts were arranged in accordance with their literacy rates. Two blocks - one from the upper quartile and one from the lower were selected from each district, total numbering 52 (26 x 2). Further, efforts were made to identify at least one development block having institutional child services such as children's home, observation home, special home, shelter home or orphanage.

### 2.5.5 Selection of respondents

Respondents included Children (5-18 years), Young Adults (18-24 years) and Stakeholders. Child respondents included the following five categories of children:

- (a) Children in family environment, not attending school
- (b) Children in schools
- (c) Children in institutional care
- (d) Working children
- (e) Street children

From each of the above five evidence groups, 50 children were selected from each block (5 x 50 x 4 = 1000). An attempt was made to have equal number of boys and girls in each evidence group.

For each of the evidence groups, care was taken to make the selection as representative as possible. The schools (government, private and non-formal education centers) in the identified blocks were selected

through the process of purposive sampling. From each institution, children were identified through school principals, teachers, and caregivers. Street and working children were selected with the help of civil society organizations. From the sample blocks, children in family environment not attending school, were also selected using the method of quota sampling. Children in institutions were identified from the institutions functioning in the selected development blocks on the basis of government records and with the help of NGOs.

Young Adults (18 to 24 years) constituted the second category of respondents and were engaged in work in the government and private sector, agricultural sector, business, etc. Young Adults were included in the sample because they would be in a better position to recognize abuse compared to children, and would feel more comfortable talking about their experiences of abuse in childhood and sharing them with others. From each block, 50 Young Adults were selected. The total number of Young Adults covered from each State was 200 (50 x 4).

The third category of respondents included Stakeholders who held positions in government departments, private service, urban and rural local bodies and individuals from the community. Stakeholder's perception on various ways of dealing with emotional abuse and also on the agencies to deal with various forms of abuse was collected. From each selected block 50 Stakeholders were selected. The total number of Stakeholders covered from each State was 200 (50x4).

## 2.6 MANAGEMENT STRUCTURE FOR DATA COLLECTION

The agency recruited for data collection constituted a Core Research Team and a Research Support Team (Annexure-2). Zonal Advisors (Annexure-1) were appointed to coordinate and oversee the project-implementation within each Zone. For each of the selected States, a State Project Coordinator and a Project Assistant (Annexure-3) were appointed for supervising and monitoring the process of data collection at the State level, under the supervision of the Zonal Advisor. In order to ensure quality, capacity development and orientation was done at all levels.

For the selection of investigators, a selection committee was constituted at the zonal level headed by the Zonal Advisor. An advertisement was given in the local newspapers inviting applications from graduates and postgraduates in the field of social sciences.

A Project Management Committee was constituted at the national level to oversee the process of data collection.

## 2.7 TOOLS AND TECHNIQUES OF DATA COLLECTION

Keeping in mind the sensitivity of the issue, child friendly tools and techniques were used to create an enabling environment for children to respond with ease and share their experiences on different forms of child abuse. The tools and techniques used were:

### 2.7.1 Focus Group Discussions (FGDs)

Guidelines for conducting FGDs were developed (Annexure-4). FGDs were conducted amongst a group of 10-12 children (all boys or all girls) using a range of activities, viz., story telling, songs, games, drawings/paintings, etc. by



investigators. Care was taken to have male investigators for boys and female investigators for girls. The purpose of FGD was to establish rapport with children through a process of ice breaking exercises and introducing the subject matter of the study to children in a subtle manner. During the FGDs, children were encouraged to use the medium of art to reflect their feeling about different forms of abuse.

### 2.7.2 One-to-one interaction with children

FGDs were followed by one-to-one interaction with children to elicit specific information from them and were conducted on the basis of guidelines developed (Annexure-5). A structured information schedule, covering the different dimensions of the study, was administered to the child respondents. Investigators did not fill up the children's schedule in front of the child. They interacted with the child and elicited their responses on the items given in the questionnaire through friendly dialogue. They noted down the responses of children and also recorded them on Dictaphones. These responses were transferred on to the information schedule at the end of the day by the investigators. Group discussions and one-to-one interaction with children were conducted in local languages.

### 2.7.3 Ethical guidelines

Keeping in view the large number of enumerators from different socio-cultural backgrounds, detailed ethical guidelines were developed to safeguard the child's rights and to protect the child from potential trauma. These ethical guidelines were for conducting FGDs as well as for one-to-one interaction with children, based on those developed and used by UNICEF and Save the Children (Annexure-6).

The enumerators were sensitized about these ethical issues including the importance of confidentiality, consent and freedom to participate. Informed consent for participation in FGDs was taken from each child. Consent forms were also prepared for parents/caregivers and principals/teachers and their consent was taken before the selection of the child respondents was finalized (Annexure-7). The child had the freedom to stop participation at any stage of the interaction with the enumerator.

Respondents and tools of data collection		
Respondent Category	Data Collection Method	Tool of Data Collection
Child respondents	FGD & one-to-one interaction	Information schedule for children
Young Adults and Stakeholders	Interview technique	Interview schedule

All the tools of data collection were pre-tested on a small proportionate sample in Delhi and these were then appropriately modified in content, language and sequence. These information schedules for child respondents (Annexure-8) and interview schedules for Young adults (Annexure-9) and Stakeholders (Annexure-10) were printed in different colours for making the task of investigators easier.

## 2.8 DATA COLLECTION

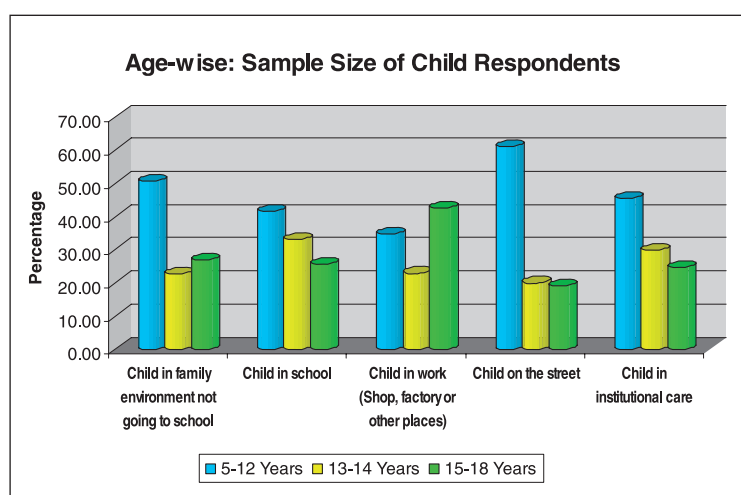
The actual data collection process took approximately six months. Against a target of 18200 respondents, information from a total of 17220 respondents was actually collected. The evidence group wise details of respondents are given below:

**Data collection: Sample targeted and sample completed**

Evidence Group	Targeted	Completed
<b>Child Respondents</b>		
Children in family environment not attending school	2600	2245
Children in schools	2600	3163
Children in institutional care	2600	2245
Children at work	2600	2477
Children on the streets	2600	2317
<b>Total Child Respondents</b>	<b>13000</b>	<b>12447</b>
<b>Other Respondents</b>		
Young adults	2600	2324
Stakeholders	2600	2449
<b>Total Other Respondents</b>	<b>5200</b>	<b>4773</b>
<b>Grand Total</b>	<b>18200</b>	<b>17220</b>

The difference in the targeted sample size and completed sample size was due to the fewer number of respondents covered from Goa. The data collection in Goa began late and there were difficulties in the process. While most of the evidence groups had a fairly equitable sample size, the sample size of children in school was on the higher side.

The sample size of children in the age group of 5-12 years was consistently higher than the other two age groups. The age variation in the sample size was the highest in case of street children in the age group of 5-12 years followed by children in family environment, children in institutional care and children in school. Only in work situations, the sample size of children in the age group of 15-18 years was higher than the other two groups. The fact that the sample size of children in the age group 5-12 years was higher than the other two age groups should be kept in mind while analyzing the data.



## 2.9 DATA ANALYSIS AND REPORT WRITING

The task of data entry was given to a professional agency hired for the purpose. The data collected was voluminous, complex, cross-sectoral and multi-dimensional. The task of transferring data from 17220



questionnaires and converting it into general frequency and modified frequency tables and cross tabulations was done within three months.

The analysis of the data and writing of the report was a Herculean task, which was taken up by the Ministry of Women and Child Development. The Ministry constituted a Core Committee headed by the Joint Secretary (Child Welfare) to complete the analysis and write the report. The Core Committee took three months to produce the final report.



## 2.10 LIMITATIONS

### 2.10.1 Limitations in research methodology:

1. This study, being the largest study of its kind, had little existing information base to build upon. There was an absence of a universal definition of child abuse in the Indian context and little understanding of the extent of the different forms of abuse. The study had difficulty in defining some of the terms due to the lack of well defined indicators.
2. The study attempted to represent the situation of child abuse in the country including its different forms, each of which is complex in itself. However, these complexities could not be addressed because of limitations of design. The design primarily aimed at collecting data on trends that were indicative without going in-depth into the causes leading to the abuse. Neither has the study looked into the impact of abuse on the growth and development of the child.
3. While the design identified the sample size to be collected in different evidence groups, during data collection the exact number of respondents within the specified evidence group was difficult to identify. For example, the research team was unable to identify the required number of street children and children in institutional care in Mizoram and had to elicit information from greater number of school going children than intended in the design.
4. The design of the questionnaire had the following difficulties:
  - a. The data did not allow scope for probing into details of various forms of abuse within specific evidence groups. For example, the section on children in institutions did not probe into cases of sexual abuse in institutions. Similarly, the study did not collect data on sexual abuse among street and working children.
  - b. Data pertaining to neglect was collected only from the girl child because it was assumed that only the girl child faced neglect.
  - c. In the questionnaire, sometimes, stand alone questions were asked without further probing, thus making qualitative analysis difficult. For example, in the section on sexual abuse child respondents were asked who they reported the matter to without further probing about the follow up action after reporting.
  - d. In all forms of abuses, the questions asked from child respondents and those asked from Young adults were not only different but there was little correlation between them, making it difficult to draw conclusions.
  - e. The questionnaire did not ask relevant questions pertaining to socio-economic profile of respondents and neither was the rural-urban divide clear. As a result correlations could not be established on the basis of socio-economic profile or rural-urban divide.

### 2.10.2 Limitations in data collection:

1. The questionnaire administered to child respondents had 135 variables, looking at four forms of abuse (physical, sexual, emotional abuse and girl child neglect) over five different evidence groups through FGDs, one to one interaction and use of other child friendly methods to elicit responses from child respondents. Further, the enumerators had to get the consent forms signed by children/ parents/

schools/ institutions/ caregivers. The process therefore was cumbersome and time consuming making it difficult to prevent data impurities.

2. As the study was very large in sample size and geographically spread over 13 different states, there were difficulties in maintaining a uniform standard of data collection and quality control that required strong management and supervision at all levels. Such inadequacies could have been reduced by consistent and effective monitoring.
3. The sensitivity of the subject made it difficult to probe and collect in-depth information on different aspects of abuse. The problem became more acute due to the diversified socio-economic scenario.

### **2.10.3 Limitations in data analysis:**

1. The study took around one and a half years to be completed with the involvement of various people in different stages of the research design. During this period the study went through various phases with different teams being part of the process to ensure the completion of the study. While the data collection was carried out by the agency hired for the purpose, the final report was prepared by a Core Committee constituted by the MWCD.
2. The lack of comprehensive research studies on different forms of abuse made the corroborative analysis difficult.

The successful conclusion of a study of this size and magnitude was a challenge in itself. Despite all the limitations mentioned above and the operational difficulties, the MWCD with the support of the partners, successfully completed the study with minimal time and cost over run. The study has been able to throw light on many important findings that will serve as the benchmark and support the Government to formulate legislations, policies and schemes for child protection.

## CHAPTER III

# INSTRUMENTS AND STANDARDS FOR PROTECTION OF CHILD RIGHTS



### Researchers remarks/observations

She told me that when she used to live with her parents in the new house in the afternoon no one used to be at home so one of her uncles who used to work in some nearby area. So he used to come in the afternoon to take lunch at her house. She used to give him food and then watch Television. One day he came and told her that he was not hungry and he had specially come to meet her and spend time with her. He then showed her some photographs that were very dirty and suddenly hugged her and started kissing her. She tried to free herself but he was not ready to listen to anything he made her touch his private parts and then showed them to her also and then forced her to show her private parts also, he forcefully threw her on the bed and raped her. She didn't tell it to anyone, then it became a daily routine of her uncle. She one day told her mom that I get very bored in the afternoon and so I don't want to stay here I'll stay in grandmother's house. She somehow convinced her mother and now she stays with her grandmother. She avoids her uncle and never stays in her house alone. Still whenever she meets her uncle he makes dirty marks/gestures.

### 3.1 CONSTITUTION OF INDIA

The Constitution of India recognizes the vulnerable position of children and their right to protection. Following the doctrine of protective discrimination, it guarantees in Article 15 special attention to children through necessary and special laws and policies that safeguard their rights. The right to equality, protection of life and personal liberty and the right against exploitation are enshrined in Articles 14, 15, 15(3), 19(1) (a), 21, 21(A), 23, 24, 39(e) 39(f) and reiterate India's commitment to the protection, safety, security and well-being of all its people, including children.

**Article 14:** The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India;

**Article 15:** The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them;

**Article 15 (3):** Nothing in this article shall prevent the State from making any special provision for women and children;

**Article 19(1) (a):** All citizens shall have the right (a) to freedom of speech and expression;

**Article 21:** Protection of life and personal liberty-No person shall be deprived of his life or personal liberty except according to procedure established by law;

**Article 21A:** Free and compulsory education for all children of the age of 6 to 14 years;

**Article 23:** Prohibition of traffic in human beings and forced labour-(1) Traffic in human beings and beggars and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law;

**Article 24:** Prohibition of employment of children in factories, etc. -No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment;

**Article 39:** The state shall, in particular, direct its policy towards securing:

(e) that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age or strength;

(f) that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

### 3.2 INTERNATIONAL CONVENTIONS AND DECLARATIONS

India is signatory to a number of international instruments and declarations pertaining to the rights of children to protection, security and dignity. It acceded to the United Nations Convention on the Rights of the Child (UN CRC) in 1992, reaffirming its earlier acceptance of the 1959 UN Declaration on the Rights of the Child, and is fully committed to implementation of all provisions of the UN CRC. In 2005, the Government of India accepted the two Optional Protocols to the UN CRC, addressing the involvement of children in armed conflict and the sale of children, child prostitution and child pornography. India is strengthening its national policy and measures to protect children from these dangerous forms of violence and exploitation.

India is also a signatory to the International Conventions on Civil and Political Rights, and on Economic, Social and Cultural Rights which apply to the human rights of children as much as adults.

Three important International Instruments for the protection of Child Rights that India is signatory to, are:

- ♦ **Convention on the Rights of the Child (CRC)** adopted by the UN General Assembly in 1989, is the widely accepted UN instrument ratified by most of the developed as well as developing countries, including India. The Convention prescribes standards to be adhered to by all State parties in securing the best interest of the child and outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse and from physical or mental violence, as well as ensuring that children will not be separated from their families against their will.
- ♦ **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** is also applicable to girls under 18 years of age. Article 16.2 of the Convention lays special emphasis on the prevention of child marriages and states that the betrothal and marriage of a child shall have no legal effect and that legislative action shall be taken by States to specify a minimum age for marriage.
- ♦ **SAARC Convention on Prevention and Combating Trafficking in Women and Children for Prostitution** emphasizes that the evil of trafficking in women and children for the purpose of prostitution is incompatible with the dignity and honour of human beings and is a violation of basic human rights of women and children.

### Child Rights and Millennium Development Goals (MDGs)

The Government of India is addressing the protection rights of children in India within the framework of the MDGs which India has committed to achieve by 2015. The Mid-Term appraisal report on the 10th Plan found that India is far from achieving the MDGs as the outcomes on most of the goals were off-track in 2005.

## 3.3 NATIONAL POLICIES AND LEGISLATIONS ADDRESSING CHILD RIGHTS

The Fundamental Rights and Directive Principles of the Indian Constitution provide the framework for child rights. Several laws and national policies have been framed to implement the commitment to child rights.

### 3.3.1 National policies

The major policies and legislations formulated in the country to ensure child rights and improvement in their status include:

- ♦ National Policy for Children, 1974
- ♦ National Policy on Education, 1986
- ♦ National Policy on Child Labour, 1987
- ♦ National Nutrition Policy, 1993
- ♦ Report of the Committee on Prostitution, Child Prostitutes and Children of Prostitutes and Plan of Action to Combat Trafficking and Commercial Sexual Exploitation of Women and Children, 1998
- ♦ National Health Policy, 2002
- ♦ National Charter for Children, 2004
- ♦ National Plan of Action for Children, 2005

Of these, two major policies are discussed below:



### (i) National Charter for Children, 2004

Underlying the National Charter for Children 2004, is the intent to secure for every child the right to a healthy and happy childhood, to address the root causes that negate the healthy growth and development of children, and to awaken the conscience of the community in the wider social context to protect children from all forms of abuse, while strengthening the family, society and the nation. This Charter has the following sections on child protection:

- ◆ Survival, life and liberty;
- ◆ Protection from economic exploitation and all forms of abuse;
- ◆ Protection of the girl child;
- ◆ Care, protection, welfare of children of marginalised and disadvantaged communities;
- ◆ Ensuring child-friendly procedures.

### (ii) National Plan of Action for Children (NPAC), 2005

The National Plan of Action for Children was formulated by the then Department of Women and Child Development (now MWCD) in 2005. The Plan is being monitored by the Prime Minister's Office. The Action Plan aims at ensuring all rights to children up to the age of 18 years. It affirms the government's commitment towards ensuring all measures for the survival, growth, development and protection of all children. It also aims at creating an enabling environment to ensure protection of child rights. States are being encouraged to formulate State Plans of Action for Children in line with NPAC. The National Plan has identified several key priority areas that include children's right to survival, development, protection and participation besides monitoring and review of policies and programmes. The NPAC also stresses the need for budgetary allocations to achieve child protection goals.

#### The Guiding Principles of the NPAC 2005

- ◆ To regard the child as an asset and a person with human rights
- ◆ To address issues of discrimination emanating from biases of gender, class, caste, race, religion and legal status in order to ensure equality
- ◆ To accord utmost priority to the most disadvantaged, poorest of the poor and the least served child in all policy and programme interventions
- ◆ To recognize the diverse stages and settings of childhood, and address the needs of each, providing all children the entitlements that fulfill their rights and meet their needs in each situation.

### 3.3.2 National legislations

National legislations for protection of child rights in the country are:

- ◆ Guardian and Wards Act, 1890
- ◆ Factories Act, 1954
- ◆ Hindu Adoption and Maintenance Act, 1956
- ◆ Probation of Offenders Act, 1958
- ◆ Bombay Prevention of Begging Act, 1959
- ◆ Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960
- ◆ Bonded Labour System (Abolition) Act, 1976
- ◆ Immoral Traffic Prevention Act, 1986
- ◆ Child Labour (Prohibition and Regulation) Act, 1986
- ◆ Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1987
- ◆ Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994
- ◆ Persons with Disabilities (Equal Protection of Rights and Full Participation) Act, 2000
- ◆ Juvenile Justice (Care and Protection of Children) Act, 2000
- ◆ Commission for Protection of the Rights of the Child Act, 2005

♦ Prohibition of Child Marriage Act 2006

Some of the important legislations are discussed below. Under each Act relevant sections have been enumerated:

**(i) The Indian Penal Code**

- a) Foeticide (Sections 315 and 316)
- b) Infanticide (Section 315)
- c) Abetment of Suicide: Abetment to commit suicide of minor (Section 305)
- d) Exposure and Abandonment: Crime against children by parents or others to expose or to leave them with the intention of abandonment (Section 317)
- e) Kidnapping and Abduction:
  - ♦ Kidnapping for extortion (Section 360)
  - ♦ Kidnapping from lawful guardianship (Section 361)
  - ♦ Kidnapping for ransom (Section 363 read with Section 384),
  - ♦ Kidnapping for camel racing etc. (Section 363)
  - ♦ Kidnapping for begging (Section 363-A)
  - ♦ Kidnapping to compel for marriage (Section 366)
  - ♦ Kidnapping for slavery etc. (Section 367)
  - ♦ Kidnapping for stealing from its person: under 10 years of age only (Section 369)
- f) Procurement of minor girls by inducement or by force to seduce or have illicit intercourse (Section 366-A)
- g) Selling of girls for prostitution (Section 372)
- h) Buying of girls for prostitution (Section 373)
- i) Rape (Section 376)
- j) Unnatural Sex (Section 377).

**(ii) The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994**

This is an Act for the regulation of the use of pre-natal diagnostic techniques for the purpose of detecting genetic or metabolic disorders, chromosomal abnormalities or certain congenital malformations or sex-linked disorders, and for the prevention of misuse of such techniques for the purpose of prenatal sex determination leading to female foeticide and for matters connected therewith or incidental thereto.

**(iii) The Juvenile Justice (Care and Protection of Children) Act, 2000**

The Juvenile Justice (Care and Protection of Children) Act, 2000 is a comprehensive legislation that provides for proper care, protection and treatment of children in conflict with law and children in need of care and protection by catering to their development needs, and by adopting a child friendly approach in the adjudication and disposition of matters in the best interest of children and for their ultimate rehabilitation through various institutions established under the Act. It conforms to the UN Convention on the Rights of the Child, the UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) 1985, the UN Rules for the Protection of Juveniles Deprived of their Liberty and all other relevant national and international instruments.

It prescribes a uniform age of 18 years, below which both boys and girls are to be treated as children. A clear distinction has been made in this Act between the juvenile offender and the neglected child. It also aims to offer a juvenile or a child increased access to justice by establishing Juvenile Justice Boards and Child Welfare Committees. The Act has laid special emphasis on rehabilitation and social integration of the children and has provided for institutional and non-institutional measures for care and protection of children. The non-institutional alternatives include adoption, foster care, sponsorship, and after care.

The following sections of the Act deal with child abuse:

**Section 23: Punishment for cruelty to juvenile or child:** The Act provides for punishment (imprisonment up to six months) if a person having the actual charge of, or control over, a juvenile or the



child, assaults, abandons, exposes or willfully neglects him/her, causes or procures him/her to be assaulted, abandoned, exposed or neglected in any manner likely to cause such juvenile/child unnecessary mental or physical suffering.

**Section 24: Employment of Juvenile or Child for Begging:** The Act provides for punishment (imprisonment for a term which may extend to 3 years and fine) if a person employs or uses any juvenile/child for the purpose or causes any juvenile to beg.

**Section 26: Exploitation of Juvenile or Child Employee:** The Act provides for punishment (imprisonment for a term which may extend to 3 years and fine) if a person ostensibly procures a juvenile/child for the purpose of any hazardous employment, keeps him in bondage and withholds his earnings or uses such earning for his own purposes.

The recent amendments to the Act are given below:

Section	Amendments to the earlier Act of 2000
2(a)(a)	Inclusion of definition of Adoption: "Adoption" means the process through which the adopted child is permanently separated from his biological parents and becomes the legitimate child of his adoptive parents with all the rights, privileges and responsibilities that are attached to the relationship
2(d)(i)	Child beggars to be included in the definition of children in need of care and protection
10(1)	In no case a juvenile in conflict with law shall be placed in a police lockup or lodged in jail
14(2)	Since the provision for enquiry to be completed within four months lacks proper implementation, as inquiries are pending before the Boards for a long period of time, it is proposed that the Chief Judicial Magistrate/Chief Metropolitan Magistrate shall review the pendency of cases of the Board every six months, and shall direct the Board to increase the frequency of its sittings or may cause constitution of additional Boards'
15(1) (g)	The Juvenile Justice Board can make an order directing the juvenile to be sent to a special home for a maximum period of three years only
16(1)	No Juvenile in conflict with law can be put under imprisonment for any term which may extend to imprisonment for life
21	Contravention of provisions dealing with prohibition of publication of name etc. of child/juveniles shall be punishable with fine extending to twenty five thousand rupees as against existing 1000 rupees
4 & 29	The State Governments to constitute Juvenile Justice Board and Child Welfare Committee for each district within one year of the Amendment Act coming in to force
33(3)	The State Governments may review pending of cases before the Child Welfare Committee in order to ensure speedy completion of enquiry process
34(3)	All State Government/voluntary organisations running institutions for a child/juvenile shall be registered under this Act within a period of six months from the date of commencement of the Amendment Act, 2006
41(4)	State Government shall recognize one or more of its institutions or voluntary organizations in each district as specialized adoption agencies for the placement of orphans, abandoned or surrendered children for adoption. Children's homes and the institutions run by the State Government or voluntary organizations for children who are orphans, abandoned or surrendered shall ensure that these children are declared free for adoption by the Child Welfare Committee and all such cases shall be referred to the adoption agency in that district for placement of such children in adoption in accordance with guidelines.
62(A)	Every State Government shall constitute a Child Protection Unit for the State and, such units for every district, consisting of such officers and other employees as may be appointed by that Government to take up matters relating to children /juveniles with a view to ensure the implementation of this Act

#### (iv) The Immoral Traffic (Prevention) Act, 1956

In 1986, the Government of India amended the erstwhile Suppression of Immoral Traffic in Women and Girls Act 1956 (SITA), and renamed it as the Immoral Traffic (Prevention) Act (ITPA) to widen the scope of the law to cover both the sexes exploited sexually for commercial purposes and to provide enhanced

penalties for offences involving children and minors. "Child" under ITPA means a person who has not completed the age of sixteen years and "prostitution" means the sexual exploitation or abuse of persons for commercial purposes.

**Section 3:** Stringent action and punishment for keeping a brothel or allowing premises to be used as a brothel;

**Section 4:** Living on the earnings of prostitution;

**Section 5:** Procuring, inducing or taking a person for the sake of prostitution;

**Section 6:** If any person is found with a child in a brothel it shall be presumed, unless the contrary is proved, that he has committed an offence of detaining a person in premises where prostitution is carried on;

**Section 6(1B):** The punishment consists of imprisonment of either description for a term which shall not be less than 7 years, but which may be for life or for a term, which may extend to 10 years and shall also be liable to fine, with a provision for less than 7 years under special circumstances;

**Section 6(2A):** A child or minor found in a brothel, on medical examination, detected to have been sexually abused, it shall be presumed, unless the contrary is proved, that the child or minor has been detained for purposes of prostitution or, as the case may be, has been sexually exploited for commercial purposes;

**Section 21:** Establishment of Protective Homes by the State Government.



#### Proposed amendments to the ITPA:

- ♦ Section 2(aa) to raise the age of child from 16 to 18 years;
- ♦ Omission of the terms 'minor' and 'major' wherever they occur in the Act;
- ♦ Section 3 to enhance the punishment for a person who keeps or manages or acts or assists in keeping or management of a brothel;
- ♦ New Section 5A to define the offence of "Trafficking in Persons" on the lines of International Protocol to Prevent, Suppress and Punish Trafficking in Persons.
- ♦ New Section 5B to provide punishment for the said offence;
- ♦ New Section 5C to provide punishment for a person who visits or is found in a brothel for the purpose of sexual exploitation;
- ♦ Section 6 to enhance the punishment provided for the offence of detaining a person in a premise where prostitution is carried on;
- ♦ Omission of Section 8;
- ♦ Section 10A to enhance the term of detention in a corrective institution from 5 to 7 years;
- ♦ Section 13(2-5) confers the powers of Special Police Officer under this Act to the Sub-inspector in the place of Inspector of Police;
- ♦ New Section 13A to constitute a Central Authority by the Central Government for the purpose of effectively preventing and combating the offence of trafficking in persons;
- ♦ New section 13B that empowers the State Government to constitute a State Authority for the purpose of effectively preventing and combating the offence of trafficking in persons;
- ♦ Omission of Section 20;
- ♦ Section 22 to make provision for in camera proceedings to protect the privacy and dignity of the victims;
- ♦ Amendment of the Schedule to the Prevention of Money-Laundering Act, 2002 to make applicable the provisions of confiscation of the property of the persons involved in the offence of trafficking in persons. From the said Schedule, the entry relating to Section 8 of the ITPA is being omitted as a consequential nature.

### **(v) Child Labour (Prohibition and Regulation) Act, 1986**

The Act was formulated to eliminate child labour and provides for punishments and penalties for employing children below the age of 14 years in from various hazardous occupations and processes. The Act provides power to State Governments to make Rules with reference to health and safety of children, wherever their employment is permitted. It provides for regulation of work conditions including fixing hours of work, weekly holidays, notice to inspectors, provision for resolving disputes as to age, maintenance of registers etc. Through a recent notification, child domestic workers up to 14 years of age working in hotels and dhabas have been brought within the purview of the Act. It is one step towards the total elimination of child labour.

### **(vi) The Prohibition of Child Marriage Act, 2006**

The Child Marriage Restraint Act, 1929 has been repealed and the major provisions of the new Act include:

- ♦ Every child marriage shall be voidable at the option of the contracting party who was a child at the time of the marriage;
- ♦ The Court while granting a decree of nullity shall make an order directing the parties, parents and guardians to return the money, valuables, ornaments and other gifts received;
- ♦ The Court may also make an interim or final order directing the male contracting party to the child marriage or parents or guardian to pay maintenance to the female contracting party to the marriage and for her residence until her remarriage;
- ♦ The Court shall make an appropriate order for the custody and the maintenance of the children of child marriages;
- ♦ Notwithstanding that a child marriage has been annulled, every child of such marriage shall be deemed to be a legitimate child for all purposes;
- ♦ Child marriages to be void in certain circumstances like minor being sold for the purpose of marriage, minor after being married is sold or trafficked or used for immoral purposes, etc.;
- ♦ Enhancement in punishments for male adults marrying a child and persons performing, abetting, promoting, attending etc. a child marriage with imprisonment up to two years and fine up to one lakh rupees;
- ♦ States to appoint Child Marriage Prohibition Officers whose duties include prevention of solemnization of child marriages, collection of evidence for effective prosecution, creating awareness and sensitization of the community etc.

### **(vii) The Commissions for the Protection of Child Rights Act, 2005**

The Act provides for the Constitution of a National and State Commissions for protection of Child Rights in every State and Union Territory. The functions and powers of the National and State Commissions will be to:

- ♦ Examine and review the legal safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation;
- ♦ Prepare and present annual and periodic reports upon the working of these safeguards;
- ♦ Inquire into violations of child rights and recommend initiation of proceedings where necessary;
- ♦ Undertake periodic review of policies, programmes and other activities related to child rights in reference to the treaties and other international instruments;
- ♦ Spread awareness about child rights among various sections of society;
- ♦ Children's Courts for speedy trial of offences against children or of violation of Child Rights;
- ♦ State Governments and UT Administrations to appoint a Special Public Prosecutor for every Children's Court.

Apart from these laws mainly concerning children, there are a host of related social legislations and criminal laws which have some beneficial provisions for the care, protection and rehabilitation of children. The laws relating to commerce, industry and trade have some provisions for children, but they hardly provide any protection or cater to their developmental needs.

Some states have formulated state specific legislation to deal with child abuse e.g. Goa & Tamil Nadu

Despite the above mentioned legislations, there are still major gaps in the legal provisions relating to child abuse in myriad situations, particularly in cases of trafficking, sexual and forced labour, child pornography, sex tourism and sexual assault on male children. The Ministry of Women and Child Development is therefore formulating a comprehensive legislation on Offences against Children.

### 3.4 SCHEMES AND PROGRAMMES ON CHILD PROTECTION

Some of the existing child protection schemes and programmes include:\

- ♦ **A Programme for Juvenile Justice** for children in need of care and protection and children in conflict with law. The Government of India provides financial assistance to the State Governments/UT Administrations for establishment and maintenance of various homes, salary of staff, food, clothing, etc. for children in need of care and protection and juveniles in conflict with law. Financial assistance is based on proposals submitted by States on a 50-50 cost sharing basis.
- ♦ **An Integrated Programme for Street Children** without homes and family ties. Under the scheme NGOs are supported to run 24 hours drop-in shelters and provide food, clothing, shelter, non-formal education, recreation, counselling, guidance and referral services for children. The other components of the scheme include enrolment in schools, vocational training, occupational placement, mobilizing preventive health services and reducing the incidence of drug and substance abuse, HIV/AIDS etc.
- ♦ **CHILDLINE Service** for children in distress, especially children in need of care and protection so as to provide them medical services, shelter, rescue from abuse, counseling, repatriation and rehabilitation. Under this initiative, a telephone helpline, number 1098, runs in 74 urban and semi-urban centres in the country.
- ♦ **Shishu Greha Scheme** for care and protection of orphans/abandoned/destitute infants or children up to 6 years and promote in-country adoption for rehabilitating them.
- ♦ **Scheme for Working Children in Need of Care and Protection** for children working as domestic workers, at roadside dhabas, mechanic shops, etc. The scheme provides for bridge education and vocational training, medicine, food, recreation and sports equipments.
- ♦ **Rajiv Gandhi National Creche Scheme for the Children of Working Mothers** in the age group of 0-6 years. The scheme provides for comprehensive day-care services including facilities like food, shelter, medical, recreation, etc. to children below 6 years of age.
- ♦ **Pilot Project to Combat the Trafficking of women and Children for Commercial Sexual Exploitation in Source and Destination Areas** for providing care and protection to trafficked and sexually abused women and children. Components of the scheme include networking with law enforcement agencies, rescue operation, temporary shelter for the victims, repatriation to hometown and legal services.
- ♦ **National Child Labour Project (NCLP)** for the rehabilitation of child labour. Under the scheme, Project Societies at the district level are fully funded for opening up of Special Schools/Rehabilitation Centres for the rehabilitation of child labourers. These Special Schools/Rehabilitation Centers provide non-formal education, vocational training, supplementary nutrition and stipend to children withdrawn from employment.
- ♦ **INDO-US Child Labour Project (INDUS):** The Ministry of Labour, Government of India and the US Department of Labour have initiated a project aimed at eliminating child labour in 10 hazardous sectors across 21 districts in five States namely, Maharashtra, Madhya Pradesh, Tamil Nadu, Uttar Pradesh and NCT of Delhi.

## THE INTEGRATED CHILD PROTECTION SCHEME (ICPS)- A Centrally Sponsored Scheme of Government - Civil Society Partnership

### 1. BACKGROUND

In the light of its expanded mandate, the Ministry of Women and Child Development views 'Child Protection' as an essential component of the country's strategy to place 'Development of the child at the centre of the Eleventh Plan', as envisaged in the Approach Paper to the Eleventh Plan.

The Integrated Child Protection Scheme (ICPS) is, therefore, proposed by the Ministry of Women and Child Development as a centrally sponsored scheme to address the issue of child protection and build a protective environment for children through Government-Civil Society Partnership.

#### Why ICPS?

- ♦ Child protection is integrally linked to every other right of the child. Failure to ensure children's right to protection adversely affects all other rights of the child.
- ♦ Child protection is also closely linked to the achievement of the Millennium Development Goals (MDGs) and policy makers have failed to see this connection or chosen to overlook it.
- ♦ Most existing mechanisms on child protection cater to post-harm situations. Preventive measures to reduce vulnerability of children and their families and to prevent children from falling out of the protective net are completely lacking in both the approach to child protection as well as programmatic intervention.
- ♦ There are multiple vertical schemes for child protection scattered under different Ministries/Departments- for example, the Labour Ministry is responsible for child labour elimination programmes, Ministry of Women and Child Development takes care of juvenile justice, child trafficking and adoption related matters, Ministry of Health and Family Welfare looks into the implementation of PC&PNDT Act to check female foeticide.
- ♦ There are glaring gaps in the infrastructure, set up and outreach services for children, as they exist now. These include:
  - Poor planning and coordination - prevention has never been part of planning for child protection. Lack of lateral linkages with other sectors for ensuring prevention of violence, abuse or any other harm to children and protection of those outside the safety net has failed to ensure social justice.
  - Low coverage - numbers of children outside the safety net with no support and services is ever increasing and lack of systematic and comprehensive mapping of children in need of care and protection or of the services available for them at the district/city/state level results in low and poor coverage.
  - Poor Infrastructure - the minimal government structure that exists is rigid and a lot of time and energy goes in maintaining the structure itself rather than concentrating on programme outcomes. Moreover even the infrastructure prescribed by law is not in place, for example, JJBs and CWCs under the Juvenile Justice Act are lacking, shelter and institutional care facilities are also highly inadequate.
- ♦ Inadequate Resources - child protection constitutes only 0.034 percent of the total Union Budget. Not only is allocation of resources poor in terms of geographical spread, even the utilization of resources is uneven.
- ♦ Serious Service Gaps - there is a lack of services to deal with all categories of children in need of care and protection and supervision, monitoring and evaluation of programmes and services are weak. Child protection is not a priority in the States either.
- ♦ Poor understanding of child rights and lack of child friendly approach affect both planning and service delivery.

## 2. OBJECTIVES

The ICPS brings together multiple vertical schemes under one comprehensive child protection scheme, combining existing child protection schemes of the Ministry and integrating interventions for protecting children and preventing harm. The ICPS therefore broadly aims at:

- (i) Institutionalising essential services and strengthening structures.
- (ii) Enhancing capacities at all levels.
- (iii) Creating database and knowledge base for child protection services.
- (iv) Strengthening child protection at family and community level.
- (v) Ensuring appropriate inter-sectoral response at all levels.

The scheme proposes to achieve the above-mentioned objectives through effective implementation of child protection services at district, state and regional levels:

## 3. PROGRAMME COMPONENTS

### 3.1 Emergency Outreach Service through Childline

### 3.2 Drop-in Shelters for Marginalized Children

### 3.3 Non Institution Based Family Care

- (i) Adoption
- (ii) Foster Care
- (iii) Sponsorship
- (iv) After-Care
- (v) Cradle Baby Reception Centre

### 3.4 Institutional Services

- (i) Shelter Homes
- (ii) Children's Homes
- (iii) Observation Homes
- (iv) Special Homes
- (v) Specialised services for Children with special needs

### 3.5 General Grant-in-Aid for Need Based/Innovative Interventions

### 3.6 Statutory Support Services:

- (i) Juvenile Justice Boards
- (ii) Child Welfare Committees
- (iii) Special Juvenile Police Units

### 3.7 Training and Capacity Building

### 3.8 Strengthening the Knowledge-base

### 3.9 Advocacy and Communication

### 3.10 Monitoring and Evaluation

## 4. SERVICE DELIVERY STRUCTURE

- 4.1 State Child Protection Unit (SCPU)
- 4.2 State Adoption Resource Agency (SARA)
- 4.3 District Child Protection Unit (DCPU)

## CHAPTER IV

# PROFILE OF RESPONDENTS



### Researchers remarks/observations

The respondent lives at station with his brother's and sister's and earns money by cleaning Railway compartments, but one day he became victim of Sodomism in the absence of his family members.



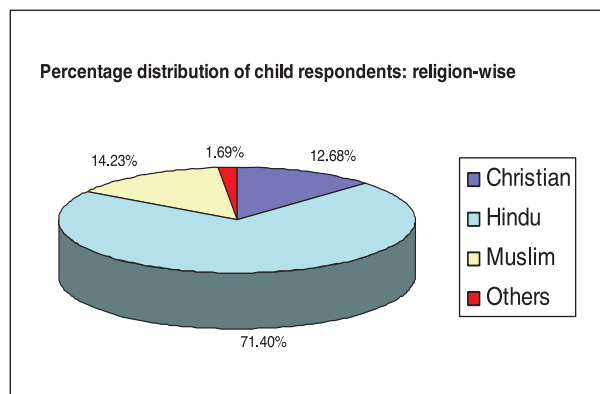
## 4.1 SOCIO-DEMOGRAPHIC BACKGROUND

The major groups studied were child respondents in the age group of 5-18 years, comprising three separate age groups 5-12 years, 13-14 years and 15-18 years. The second category of respondents was young adults in the age group 18-24 years and the third comprised of stakeholders, including persons in government service, private service, representatives of NGOs, community leaders and elected representatives of urban and rural local bodies. The sample was both from rural and urban areas.

This chapter discusses the profile of the key respondents, i.e., children and young adults, who have reported their experiences on various forms of abuse. The profile of stakeholders has not been discussed as the study has not elicited their responses on abuse.

## 4.2 CHILD RESPONDENTS

The study sample of 12447 children was almost equally divided between boys and girls, 51.9% were boys and 48.1% were girls. Of these child respondents

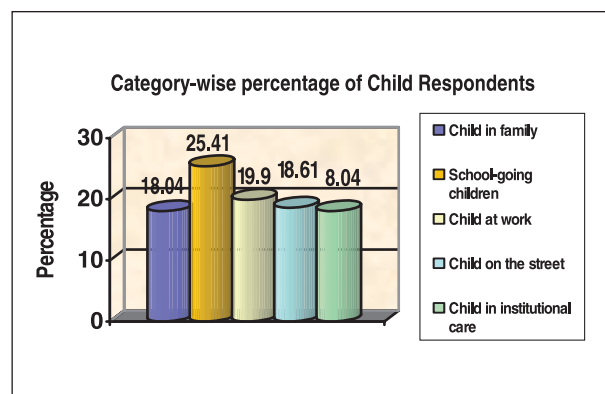


71.4% were Hindus, 14.2% Muslims, 12.7% Christians and 1.7% from other religious backgrounds. The study did not consciously make any efforts to select child respondents in proportion to their existing religious divisions in the society. However, the representative sample has turned out to be in the same proportion.

Among Hindus, 25.4% children were from Scheduled Castes (SCs), 15.1% from the Scheduled Tribes (STs) and 29.2% from Other Backward Classes (OBCs).

In India regionalism or even ethnicity is determined by the mother tongue. The reorganization of Indian States was largely done on the basis of lingual characteristics of the regions. The sample of children included those whose mother tongue was Assamese, Bengali, Konkani, Gujarati, Hindi, Marathi, Malayali, Mizo, Punjabi, Rajasthani, Telugu, Urdu and others. Hindi speaking children (45.2%), constituted the largest lingual group.

Among different categories of children identified for the study, the largest sample size was from school going children, the others being almost equal. In some states like Mizoram, the number of children on the street and institutional care was less. Therefore the sample size of school going children is larger than the other evidence groups in Mizoram.



In the study sample, an overwhelming majority of children were

10.5% of child respondents lived with one parent or step parent. Such families, being largely dysfunctional, increase the vulnerability of children

living with parents (74.18%). Out of those living with families, 42% children belonged to families with a size of up to five members, while 55.68% up to six to ten members and remaining had more than ten members. There were 10.5% families where father and

mother did not live together. In these cases, 52.3% children lived in single parent households due to the death of one parent. In 12.7% of the cases parents were separated or divorced and 14.5% of the cases the single parent had remarried.

The evidence group-wise information of child respondents was worked out and the details are given below:

### 1. Children in Family environment not going to school

Out of the total sample, 18.04% children were in this evidence group. 52.38% of these children were boys and the remaining girls. 50.59% children in this evidence group were in the age group of 5 to 12 years, while 22.54% children were in the age group of 13 to 14 and 26.77% children were in the age group of 15 to 18 years. In the age group of 5 to 12 years, 53.95% children were boys, while 54.15% children in the age group of 13 to 14 and 47.92% children in the age group of 15 to 18 years were boys.

### 2. Children in schools

Out of the total child respondent, 25.41% were children in schools, of which 49.76% were boys and 50.24% were girls. The total percentage of children going to government schools was 55.54%, private schools was 26.29%, NGO run schools 14.91% and the rest in other schools (schools run by charitable organizations and religious bodies) 3.26%. Across the states, the sample size of boys and girls was approximately 50: 50 with a 10% variance. 41.54% children in this evidence group were in the age group of 5 to 12 years, while 32.98% children were in the age group of 13 to 14 and 25.48% children were in the age group of 15 to 18 years. In the age group of 5 to 12 years, 50.61% children were girls, while 55.80% children in the age group of 13 to 14 and 42.43% children in the age group of 15 to 18 years were girls.

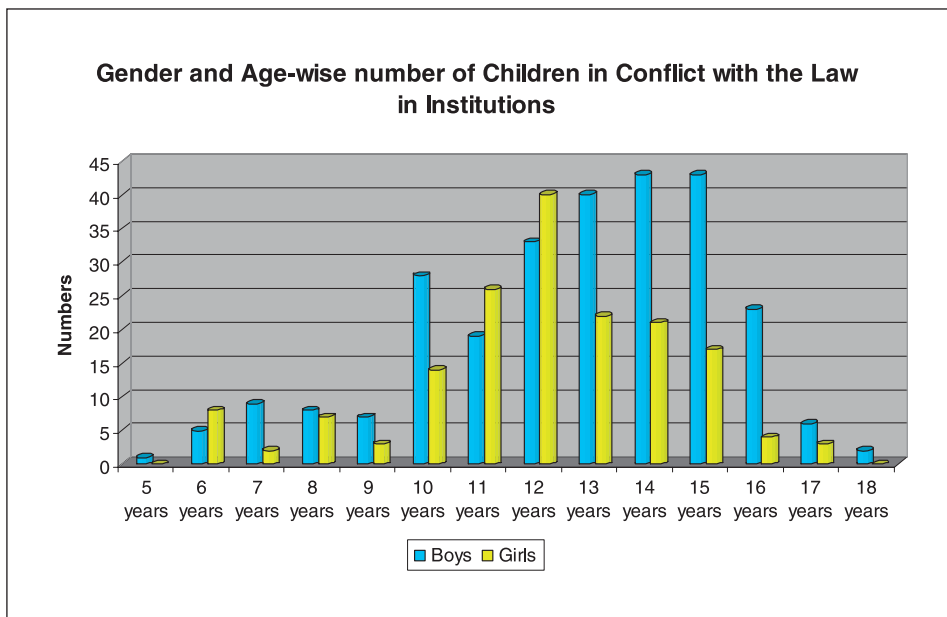
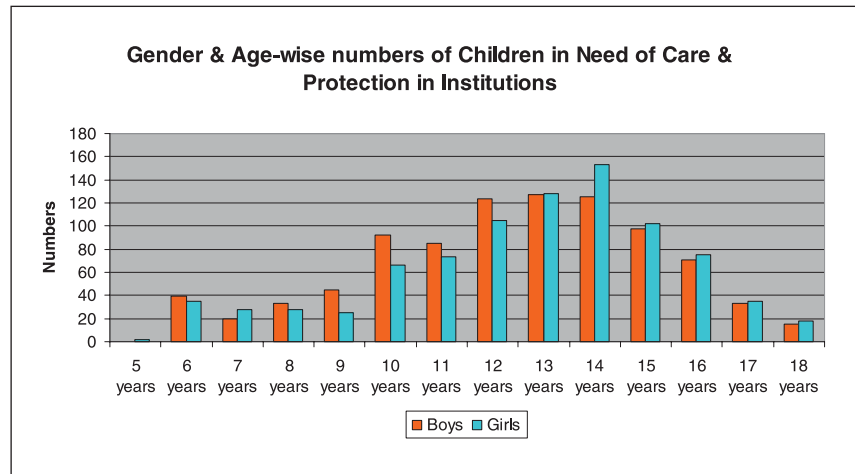
### 3. Children in institutions

Out of the total sample, 18.04% children were in this evidence group. Among child respondents in institutions, 29.54% were from children's homes followed by 25.97% from shelter homes, 24.89% from other homes, 10.75% special homes and 8.85% were from observation homes. According to the provisions of the Juvenile Justice (Care and Protection of Children) Act 2000, children's homes and shelter homes are meant for children in need of care and protection, while special homes and observation homes are meant for children in conflict with the law. 72.45% of respondents from observation homes were boys and 27.55% were girls.

Institution and Gender-wise percentage of child respondents			
Type of Institutions	% Boys	% Girls	Total % out of all children in institution
Shelter Homes	57.04	42.96	25.97
Children's Homes	46.33	53.67	29.54
Observation Homes	72.45	27.55	8.85
Special Homes	52.52	47.48	10.75
Other Homes	50.09	49.91	24.89
<b>Total</b>	<b>53.03</b>	<b>46.97</b>	<b>100.00</b>

45.48% children in this evidence group were in the age group of 5 to 12 years, while 29.84% children were in the age group of 13 to 14 and 24.68% children were in the age group of 15 to 18 years. In the age group of 5 to 12 years, 54.16% children were boys, while 50.45% children in the age group of 13 to 14 and 53.61% children in the age group of 15 to 18 years were boys.

From the sample size, the gender and age-wise break up of the number of children in need of care and protection in institutions (children's homes, shelter homes and other homes) shows that children as young as 5, 6, 7 and 8 years old were languishing in institutions. The number of girls in institution showed a rise in the early teens. This could be attributed to the fact that girls in the tender age group are more vulnerable and sometimes they are also trafficked for commercial sexual exploitation and child domestic work.



The bar chart given provides gender and age-wise number of children in conflict with the law living in institutions (observation homes and special homes). It shows that, barring the ages of 11 and 12 years, the number of boys in conflict with the law was much higher than that of girls.

#### 4. Children at work

Out of the total sample, 19.90% children were in this evidence group. 50.30% of these children were boys and the remaining girls. 34.68% children in this evidence group were in the age group of 5 to 12 years, while 22.85% children were in the age group of 13 to 14 and 42.47% children were in the age group of 15 to 18 years. In the age group of 5 to 12 years, 51.92% children were girls, while 52.30% children in the age group of 13 to 14 and 46.48% children in the age group of 15 to 18 years were girls. Among all the children in this evidence group, 23.16% were child domestic workers, 11.21% were working in tea kiosks and restaurants, 7.83% were engaged in bidi rolling and the remaining were working in 'other' occupations such as lock making, carpet weaving, construction, shops, artisans, etc.

#### 4.1 Child Domestic Workers (CDWs):

Out of the total working children, 23.2% were child domestic workers. Among these an overwhelming majority 81.16% were girls. Out of all child domestic workers, 44.19% were in the age group of 5-12 years followed by 33.27% in the age group of 15-18 years and 22.54% in the age group of 13-14 years. Within each of these age groups, the percentage of boys and girls is given in the table. There have been some state-specific studies<sup>6</sup> on Child Domestic Workers, which have also corroborated the fact that the majority of CDWs are girls. It is a matter of serious concern that so many children are working as CDWs, particularly in view of the invisibility of children working in this occupation. The recent ban on use of children in domestic work is yet to show any result. There is a need to undertake studies to examine their socio-economic profile, their living conditions and the extent of abuse among them across the states. These studies would help challenge existing beliefs of families that their child is living in the comfort of the city and of employers that they are providing better opportunity and living conditions to these children.

Percentage of boys and girls working as CDWs		
Age group	Boys	Girls
5-12 years	16.33	83.67
13-14 years	23.44	76.56
15-18 years	19.05	80.95
<b>Total</b>	<b>18.84</b>	<b>81.16</b>

Percentage of boys and girls working at tea kiosks and restaurants		
Age group	Boys	Girls
5-12 years	85.71	14.29
13-14 years	85.96	14.04
15-18 years	78.87	21.13
<b>Total</b>	<b>84.00</b>	<b>16.00</b>

#### 4.2 Children working at Tea Kiosks and Restaurants

Among all the children at work, 11.21% were children working at tea kiosks and restaurants, of which, 84% were boys and 16% girls. Out of all children working at tea kiosk and restaurants, 53.45% were in the age group of 5-12 years, 20.73% in the age group of 13-14 years and 25.82% in the age group of 15-18 years. Within each of these age groups, the percentage of boys and girls is given in the table.

Percentage of boys and girls working in Bidi Rolling		
Age group	Boys	Girls
5-12 years	14.13	85.87
13-14 years	14.58	85.42
15-18 years	23.08	76.92
<b>Total</b>	<b>16.77</b>	<b>83.33</b>

#### 4.3 Children in Bidi Rolling

Amongst the total working children, 7.8% were children working in bidi rolling. Among these 83.33% were girls. Out of all children working in bidi rolling industry, 47.92% were in the age group of 5-12 years, 25% in the age group of 13-14 years and 27.08% in the age group of 15-18 years. Within each of these age groups, the percentage of boys and girls is given in the table.

#### 4.4 Children in Other Occupations:

Out of the total working children, 57.81% children worked in other occupations (shop sales assistant, construction worker, artisan, auto repairing, lock making, carpet weaving and agarbatti making, embroidery and zari, etc.). Out of these 61.28% were boys and 38.72% were girls. Out of those children working in other occupations, 51.41% were from the age group of 15-18 years followed by 25.60% in the age group of 5-12 and 22.99% in the age group of 13-14 years. Within each of these age groups, the percentage of boys and girls is given in the table.

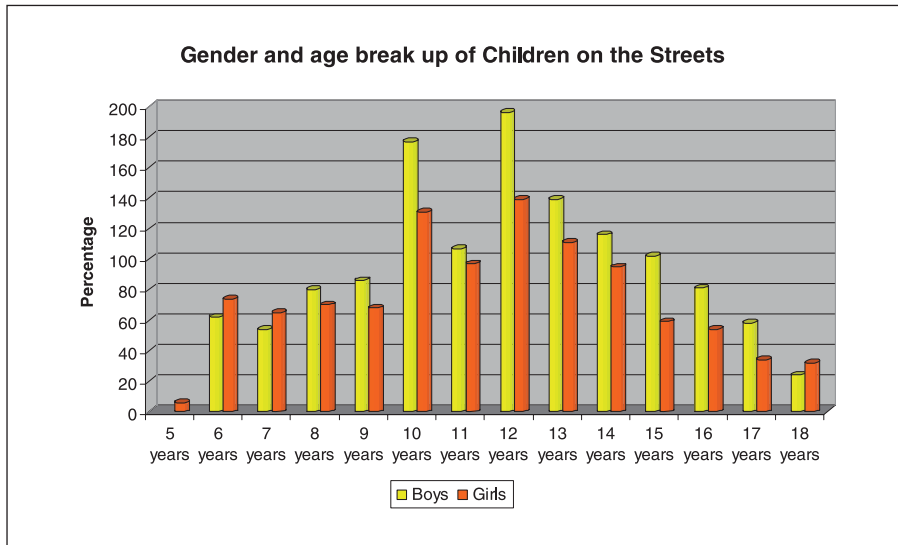
Percentage of boys and girls working in other occupations		
Age group	Boys	Girls
5 to 12	63.36	36.64
13 to 14	56.13	43.87
15 to 18	62.55	37.45
<b>Total</b>	<b>61.28</b>	<b>38.72</b>

### 5. Children on the streets

Out of the total sample size of child respondents, 18.6% were street children of which 55.33% boys and 44.67% were girls. The study revealed that 65.9% of the street children lived with their families on the streets. Out of these children, 51.84% slept on the footpaths, 17.48% slept in the night shelters and

30.67% slept in other places including under flyovers and bridges, railway platforms, bus stops, parks, market places, etc.

60.94% children in this evidence group were in the age group of 5 to 12 years, while 19.90% children were in the age group of 13 to 14 and 19.16% children were in the age group of 15 to 18 years. In the age group of 5 to 12 years, 53.97% children were boys, while 55.31% children in the age group of 13 to 14 and 59.68% children in the age group of 15 to 18 years were boys.



The gender and age break up of children on the street indicated two significant findings; first, that girls of all age groups are also living on the streets rendering them vulnerable to abuse and exploitation; second, the number of boys living on the streets is larger than that of girls.

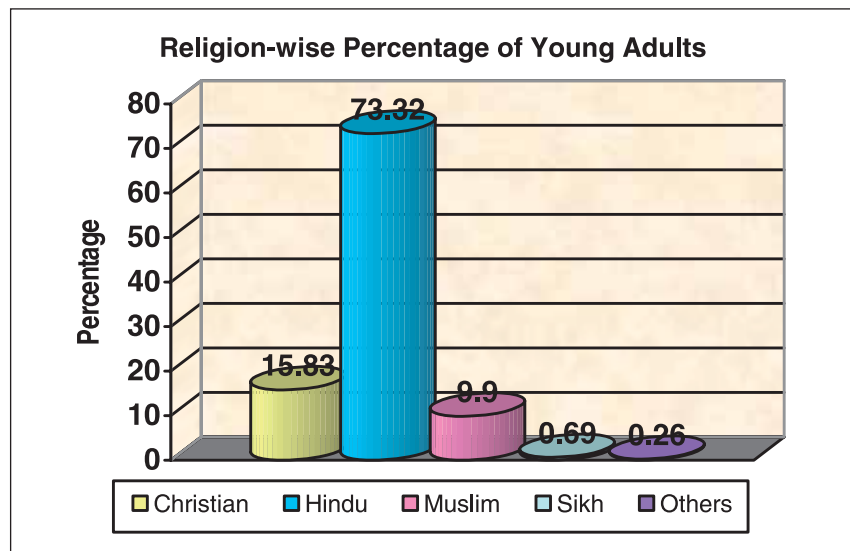
### 4.3 YOUNG ADULT RESPONDENTS

The study covered young adults in the age group of 18-24 years. Among them, 52.5% were males and 47.5% females. Further break up showed that 73.32% young adults were Hindus, 15.83% Christians, 9.9% Muslims, 0.69% Sikhs and 0.26% others.

Among Hindus, 19.07% were SCs, 7.53% STs, 28.15% OBCs and the remaining belonged to other castes.

The young adult sample showed that 11.03% of them were married, 88.36%

unmarried and 0.61% were divorced/separated/widowed. The data on family size of Young Adults showed that 52.40% of them had a small family size of up to five members.



The responses of young adults on education showed that 2.67 % did not go to school, 48.84% completed school education and 48.49% completed graduation and above. Among the states, Gujarat, Kerala, Mizoram and West Bengal reported no illiteracy amongst the young adult respondents. In fact 85% and

above of the West Bengal and Kerala respondents have completed their graduation or higher studies. In the young adult sample size from Mizoram, Rajasthan and Assam 70% and above respondents had completed their education up to school level.

States	Level of Education of Young Adults		
	Illiterate	Up to School	Graduation & Above
Andhra Pradesh	3.33	41.33	55.33
Assam	3.00	70.50	26.50
Bihar	0.88	53.98	45.13
Delhi	3.21	38.50	58.29
Goa	0.90	42.34	56.76
Gujarat	-	52.66	47.34
Kerala	-	14.14	85.86
Madhya Pradesh	0.54	44.32	55.14
Maharashtra	7.78	57.78	34.44
Mizoram	-	87.18	12.82
Rajasthan	8.74	72.13	19.13
Uttar Pradesh	5.50	54.00	40.50
West Bengal	-	5.58	94.42
<b>Total</b>	<b>2.67</b>	<b>48.84</b>	<b>48.49</b>

CHAPTER V

PHYSICAL ABUSE



### Researchers remarks/observations

- ⑤ Her father was an alcoholic and used to fight with her mother daily, things got worse and one day he left the house and never returned. He used to beat the whole family, her mother, brother and her also. When he left them and went her mother took care of the children for few days then took them and when to her in-laws stayed there for few days and one day disappeared from there leaving both the children behind. Grandparents sent this girl to observation home and her brother stays with them they are taking care of her brother because he is a boy and they have left her, to live in observation home because she is a girl.
- ⑥ She told me that the staff of observation home punishes girls for misbehaving. The punishment that they get is set up 500 to 300 sit ups and they beat them also with scale at times 12-13 scales at a time and it happens very frequently.
- ⑦ She tasted alcohol once from her father's bottle, just out of curiosity.



## 5.1 BACKGROUND

The Indian society, like most societies across the world, is patriarchal in structure where the chain of command is definite and inviolable. In such power structures parents, both fathers and mothers, consider their children as their property and assume a freedom to treat them as they like. Thus, not only do parents and teachers adopt harsh methods of disciplining children, there is also little opposition to this harshness. The underlying belief is that physical punishment encourages discipline in children and is for their betterment in the long-run. There is enough scientific proof to the contrary and evidence suggests that sometimes it is parent's inability to raise their children, and their frustrations find a manifestation in the form of beating them or causing other physical harm.

Severe physical maltreatment also takes place outside family situations and the most common and known forms of it are corporal punishment in schools and physical abuse at work place. Working children have a high probability of being abused by their employer or supervisor. The reasons could be dependence of the child on the employer and the vulnerability of the child, who is a soft and available target for the anger and frustrations of the employer. The same goes with teachers in schools and every other person resorting to physical abuse of children.

Whether it is called disciplining or venting of personal frustrations, the fact is that it is a grave violation of children's right to live with dignity and freedom from violence, their right to be loved and cared for and their right to be nurtured with respect.

The World Health Organisation defines 'physical abuse' of a child as an incident resulting in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents.<sup>7</sup>

For the purpose of this study, physical abuse has been defined as beating manifested as kicking, slapping, punishing through corporal punishment, beating by family members and others including peers, police, employer, caregivers, etc. It also includes beating which may result in physical impairment or damage to the child.

Social scientists have developed certain indicators for identifying physical abuse as given below:

<b>Physical indicators in the child</b>	<b>Behavioural indicators in the child</b>	<b>Parental/familial indicators in abusive families</b>
<ul style="list-style-type: none"> <li>♦bite marks</li> <li>♦unusual bruises</li> <li>♦lacerations</li> <li>♦burns</li> <li>♦high incidence of accidents or frequent injuries</li> <li>♦fractures in unusual places</li> <li>♦injuries, swellings to face and extremities</li> <li>♦discoloration of skin</li> </ul>	<ul style="list-style-type: none"> <li>♦avoids physical contact with others</li> <li>♦apprehensive when other children cry</li> <li>♦wears clothing to purposely conceal injury, i.e. long sleeves</li> <li>♦refuses to undress for gym or for required physical exams at school</li> <li>♦gives inconsistent versions about occurrence of injuries, burns, etc.</li> <li>♦seems frightened by parents</li> <li>♦often late or absent from school</li> <li>♦comes early to school, seems reluctant to go home afterwards</li> <li>♦has difficulty getting along with others,</li> <li>♦little respect for others</li> </ul>	<ul style="list-style-type: none"> <li>♦many personal and marital problems</li> <li>♦economic stress</li> <li>♦parent(s) were abused as children themselves, were raised in homes where excessive punishment was the norm, and use harsh discipline on own children</li> <li>♦highly moralistic</li> <li>♦history of alcohol or drug abuse</li> <li>♦are easily upset, have a low tolerance for frustration</li> <li>♦are antagonistic, suspicious and fearful of other people</li> <li>♦social isolation, no supporting network of relatives or friends</li> <li>♦see child as bad or evil.</li> <li>♦little or no interest in child's well-being;</li> </ul>

	<ul style="list-style-type: none"> <li>♦overly compliant, withdrawn, gives in readily and allows others to do for him/her without protest</li> <li>♦plays aggressively, often hurting peers</li> <li>♦complains of pain upon movement or contact</li> <li>♦has a history of running away from home</li> <li>♦reports abuse by parents/care takers</li> </ul>	<ul style="list-style-type: none"> <li>♦do not respond appropriately to child's pain</li> <li>♦explanation of injuries to child are evasive and inconsistent</li> <li>♦blame child for injuries</li> <li>♦constantly criticize and have inappropriate expectations of child</li> <li>♦take child to different physicians or hospital for each injury</li> </ul>
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There is very little research on physical abuse in India. A study<sup>8</sup> of Physical and Sexual Abuse and Behavioural Problems amongst boys in a Child Observation Home in Delhi was conducted by Dr. Deepthi Pagare, of Community Medicine, Maulana Azad Medical College, New Delhi, as part of her doctoral dissertation. The study revealed the following:

- ♦ About three-fourth (76.7%) of subjects reported physical abuse.
- ♦ On clinical examination, among the physically abused children (n=145) physical signs were seen in 49.7% and behavioural signs in 22.8%.
- ♦ The most common perpetrators of physical abuse were fathers (55.2%) followed by policemen (29.7%).
- ♦ Physical abuse was found to be significantly associated with domestic violence, substance use in family, step parent, substance use by child, running away from home and working status.

A research study<sup>9</sup> in West Bengal conducted by Save the Children and Tulir in 2006 among child domestic workers revealed that:

- ♦ Almost 70% of the child domestic workers had been physically abused.
- ♦ In 41.5% cases the abuser was from the employers' family.
- ♦ 46.6% of the children had faced severe abuse that left them with bodily injuries of which 25.3% reported that they were cut or bruised as a result of the violence.
- ♦ About 25% of the child domestic workers reported that the abuse was still happening with them.

The above findings are both disturbing and indicative of what is happening in Indian families and society.

## 5.2 PHYSICAL ABUSE OF CHILDREN

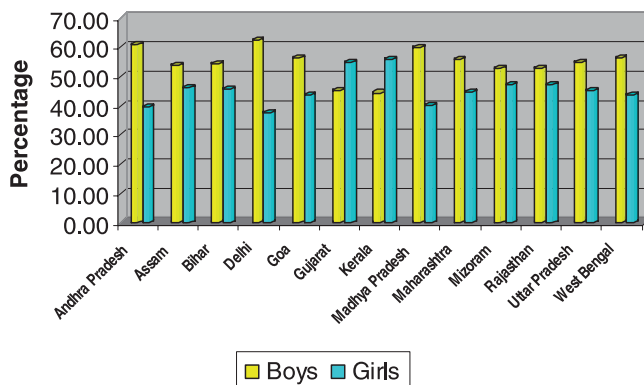
In order to examine the incidence of physical abuse among respondents, the questionnaire was administered to 12,447 children belonging to the five different categories including children in family environment, children in schools, children in institutions, children at work and street children. Out of the total percentage of child respondents, an overwhelming majority 68.99% reported physical abuse, out of which most of the respondents (54.68%) were boys.

Out of 12,447 child respondents, an overwhelming majority 69.0% reported physical abuse in one or more situations

State-wise break up of overall incidence of physical abuse revealed that in all the 13 states covered under the study, the reported incidence of physical abuse was very high, in fact uniformly above 50%. Further, in four of these states, the percentage of physical abuse was alarmingly high, above 80%. These states were Assam (84.65%), Mizoram (84.64%), Delhi (83.12%) and Uttar Pradesh (82.77%).

Percentage of children reporting physical abuse in one or more situations		
States	No (%)	Yes (%)
Andhra Pradesh	36.26	63.74
Assam	15.35	84.65
Bihar	25.35	74.65
Delhi	16.88	83.12
Goa	46.93	53.07
Gujarat	31.49	68.51
Kerala	43.90	56.10
Madhya Pradesh	36.59	63.41
Maharashtra	31.87	68.13
Mizoram	15.36	84.64
Rajasthan	48.80	51.20
Uttar Pradesh	17.23	82.77
West Bengal	44.37	55.63
<b>Total</b>	<b>31.01</b>	<b>68.99</b>

**Gender-wise % of Children reporting Physical Abuse in one or more situations**



Gender desegregation of data indicated that more boys reported physical abuse as compared to girls. The ratio of girls physically abused was higher in Kerala (55.61%) and Gujarat (54.63%) compared to that of boys which was reported as 44.39% and 45.37% respectively. In all other states higher number of boys reported physical abuse. The highest percentage of abuse among boys was reported from Delhi (62.2%) followed by

Madhya Pradesh (59.75%) and Maharashtra (55.75%).

Analysis of incidence of physical abuse among different age groups of child respondents revealed that a majority (48.29%) of younger children in the age group of 5-12 years were being physically abused followed by children in the age group 13-14 years (26.69%) and adolescents in the age group 15-18 years (25.01%). Among younger children in six states the percentage of physical abuse was 50% or above, the highest being in Bihar (59.73%). The highest percentage of physical abuse in children (13-14 years) was reported from Uttar Pradesh (37.42%) followed by Mizoram (30.74%). Among adolescent respondents in the age group 15-18 years, the highest percentage of physical abuse was reported from Mizoram (35.43%) followed by Assam (33.29%). Although in the overall percentage of physical abuse among various age groups of child respondents, Mizoram reported higher percentage of physical abuse compared to other states in the categories of children (13-14 years) and adolescents (15-18 years), the state reported lowest percentage of physical abuse amongst younger children (33.83%). This percentage of physical abuse was the lowest in the younger children category across the states.

### Percentage of children in various age-groups reporting physical abuse in states\*

State	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	55.17	22.73	22.10
Assam	41.82	24.88	33.29
Bihar	59.73	23.76	16.51
Delhi	50.30	22.01	27.69
Goa	58.96	22.76	18.28
Gujarat	52.28	24.23	23.49
Kerala	44.21	25.49	30.30
Madhya Pradesh	46.86	26.89	26.26
Maharashtra	51.17	24.63	24.19
Mizoram	33.83	30.74	35.43
Rajasthan	46.58	27.20	26.22
Uttar Pradesh	46.93	37.42	15.64
West Bengal	48.82	30.92	20.25
<b>Total</b>	<b>48.29</b>	<b>26.69</b>	<b>25.01</b>

\* The overall sample size of child respondents in the age group (5-12 years) was higher than the child respondents in other two age groups i.e. 13-14 and 15-18 years

Considering the difference in the sample size of different age groups of child respondents, it was important to analyze percentage of incidence of physical abuse even within specific age group. When analyzed within age group, it was observed that amongst all child respondents in the age group of 5-12 years, 72.20% reported physical abuse in one or more situations. Further, 70.61% of child respondents in the age group of 13-14 years and 62.13% in the age group of 15-18 years reported physical abuse in one or more situations. This means that incidence of physical abuse in one or more situations amongst children in the age group of 5-12 years continue to be high in comparison to other age groups.

Child respondents from all the evidence groups were asked about the incidence of physical abuse in two situations, one physical abuse in the family and physical abuse by others. In addition, child respondents in school and institutions were also specifically asked whether they were physically abused by teachers or staff of the institutions respectively. As a result a child may have reported physical abuse in more than one

### Percentage of children reporting physical abuse in one or more situations

States	NO	YES Situations				% of children facing abuse in one or more situations
		One	Two	Three	Four	
Andhra Pradesh	36.26	41.86	16.28	5.59	-	63.74
Assam	15.35	44.03	33.30	7.22	0.10	84.65
Bihar	25.35	47.60	22.95	4.11	-	74.65
Delhi	16.88	39.70	31.06	12.36	-	83.12
Goa	46.93	37.43	14.46	1.19	-	53.07
Gujarat	31.49	45.57	17.51	5.43	-	68.51
Kerala	43.90	31.60	16.20	8.30	-	56.10
Madhya Pradesh	36.59	41.18	17.95	4.29	-	63.41
Maharashtra	31.87	38.86	20.28	8.89	0.10	68.13
Mizoram	15.36	26.44	33.44	24.76	-	84.64
Rajasthan	48.80	34.57	15.43	1.20	-	51.20
Uttar Pradesh	17.23	44.42	24.50	13.84	-	82.77
West Bengal	44.37	38.53	13.48	3.62	-	55.63
<b>Total</b>	<b>31.01</b>	<b>39.49</b>	<b>21.52</b>	<b>7.96</b>	<b>0.02</b>	<b>68.99</b>

situation. For example, a child who was physically abused by the teacher may have also faced abuse by family members or others. Similarly, a child in an institution may have faced abuse either by staff in the institution or by family members or in work situation.

The above table shows the percentage of children who faced abuse in one or more than one situation. For example, 39.49% of children have faced physical abuse in only one situation, 21.52% in two situations and 7.96% in three and only 0.02% children faced abuse in all the four situations.

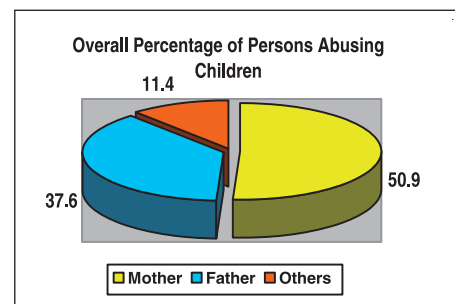
The state-wise analysis of forms of physical abuse of children revealed that Assam reported the highest percentage of physical abuse (84.65%) of those children who faced one or more forms of physical abuse followed by Mizoram (84.64%), Delhi (83.12%), Bihar (74.65%) and Andhra Pradesh (63.74%).

Percentage of boys and girls facing one or more situations of physical abuse*												
States	Boys-NO	Boys- YES				% of boys facing abuse in one or more situations	Girls -NO	Girls- YES				% of girls facing abuse in one or more situations
		Situations						Situations				
		One	Two	Three	Four			One	Two	Three	Four	
Andhra Pradesh	22.60	43.40	24.00	10.00	-	77.40	49.90	40.32	8.58	1.20	-	50.10
Assam	14.98	38.76	40.45	5.62	0.19	85.02	15.77	50.11	25.05	9.07	-	84.23
Bihar	22.46	42.61	28.98	5.95	-	77.54	28.51	53.04	16.35	2.10	-	71.49
Delhi	8.96	39.19	36.03	15.82	-	91.04	27.46	40.38	24.41	7.75	-	72.54
Goa	45.09	37.82	15.64	1.45	-	54.91	49.13	36.96	13.04	0.87	-	50.87
Gujarat	36.42	41.98	17.49	4.12	-	63.58	26.77	49.02	17.52	6.69	-	73.23
Kerala	52.39	25.62	16.44	5.54	-	47.61	34.59	38.16	15.93	11.32	-	65.41
Madhya Pradesh	27.76	41.25	25.29	5.70	-	72.24	46.33	41.09	9.85	2.73	-	53.67
Maharashtra	24.80	36.71	23.02	15.28	0.20	75.20	39.03	41.05	17.51	2.41	-	60.97
Mizoram	13.86	19.08	37.95	29.12	-	86.14	16.99	34.42	28.54	20.04	-	83.01
Rajasthan	47.37	36.06	15.98	0.58	-	52.63	50.31	32.99	14.85	1.86	-	49.69
Uttar Pradesh	9.20	47.80	30.00	13.00	-	90.80	25.20	41.07	19.05	14.68	-	74.80
West Bengal	39.85	38.10	18.96	3.09	-	60.15	49.27	38.99	7.55	4.19	-	50.73
<b>Total</b>	<b>27.39</b>	<b>37.57</b>	<b>25.89</b>	<b>9.12</b>	<b>0.03</b>	<b>72.61</b>	<b>34.93</b>	<b>41.56</b>	<b>16.80</b>	<b>6.70</b>	<b>-</b>	<b>65.07</b>

\* These include: Physical Abuse by family members, Corporal Punishment by teachers in schools, Physical Abuse by staff in institution and physical abuse by others. Others included NGO workers, caregiver, employers, police and any other persons coming in contacting with the child.

The above table reveals an alarming trend where a large number of children were being physically abused in more than one situation, with implications on their overall development.

Out of all child respondents, 50.9% children were subjected to physical abuse by their mothers while 37.6% children faced abuse in hands of their fathers. If put together, almost 89% children were subjected to physical abuse by parents, who have the primary responsibility of protecting their children.



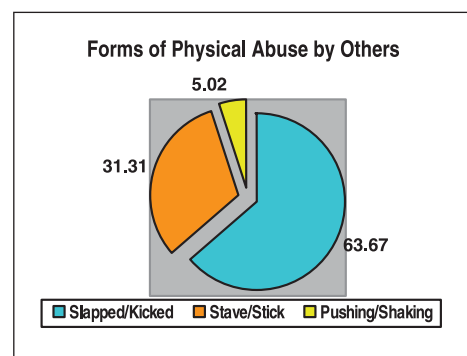
Although the study had not gathered any empirical data which would indicate the possible reasons for such a high percentage of physical abuse against children, it can possibly be attributed to the following reasons: a patriarchal society that looks upon the children as the property of the father; poor parenting skills; the vulnerability of the child in conditions outside the family environment, eg., on the street, at work and in institutions; belief in 'spare the rod and spoil the child'; dysfunctional families; and a high level of domestic violence in the family. It needs to be stated upfront that such a high level of physical abuse amongst children is not acceptable and no society which values its children should tolerate this. Physical abuse whether it is taking place in homes, in schools, in work situations or in institutions has remained invisible and has not come to public notice. It has thus been a non issue and needs to be addressed by family, society and the state. A significant finding of the study had been the marginal difference in the incidence of physical abuse among girls and boys. In fact, the study showed that when it came to physical abuse, both girls and boys were not spared. The details given in the following paragraphs revealed that the physical abuse of children seemed to go down only when they got older.

An attempt has been made to see the extent of physical abuse of children in families as compared to the physical abuse of children by others. The study revealed that the percentage of physical abuse inflicted by family members (48.7%) was higher than that of others (34.0%). Further, age break up of child respondents shows that the highest percentage of physical abuse was among younger children (5-12 years) i.e., 54.47%. Considering the fact that the family is expected to provide a protective environment to the child, especially during the formative years, the high percentage is both surprising and alarming.

Percentage of children reporting abuse by family and other by age groups		
Age Group	By family	By others
Younger Children (5-12)	54.47	35.22
Children (13-14)	47.18	34.00
Adolescents (15-18)	40.67	31.97
<b>Total</b>	<b>48.70</b>	<b>34.00</b>

Among 34% of those children reporting physical abuse by others, the incidence of physical abuse was reported highest by teachers (44.80%), followed by employers (12.39%), care givers (9.45%) and NGO workers (4.78%) and the rest 28.58% children reported having been physically abused by peers, the police, local dadas, etc.

This study collected physical abuse data on different forms of physical abuse of children including slapping/kicking, beating by stave/stick, pushing and shaking. Among the forms used for physical abuse by others, 63.67% children reported being slapped/kicked, 31.31% being beaten by stave/stick and 5.02% being abused by other methods like pushing, shaking, etc. 15.6% of children physically abused by others reported swelling/ bleeding/ serious physical injury. This is indicative of the fact that every sixth child respondent from the study sample was subjected to physical abuse of serious nature by members outside the family.



### Major findings:

1. Out of 12,447 child respondents, an overwhelming majority (69.0%) reported physical abuse in one or more situations.
2. Children faced high level of physical abuse in families.
3. In the overall percentage there seemed to be not much difference in physical abuse being faced by girls and boys.
4. Out of those children physically abused in family environment, around 89% were physically abused by parents.

5. In different age categories, the higher percentage of physical abuse was reported among younger children (5-12 years)

## 5.3 EVIDENCE GROUP WISE PHYSICAL ABUSE OF CHILDREN

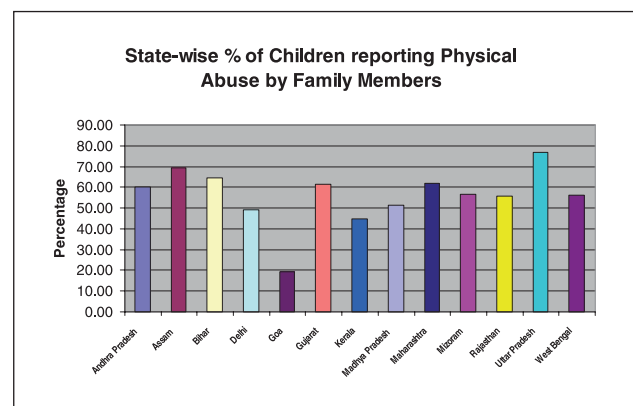
### 5.3.1 Physical abuse of children in family environment not going to school

Physical abuse of children in families takes place when parents or other family members physically injure or inflict serious physical pain on the child. This includes hitting with hands or fists, hitting with objects (wooden, plastic or metallic objects), burning, shaking infants, stabbing and so on. Such hitting, beating, burning etc. is not often perceived as physical abuse and takes place on the pretext of disciplinary practices that begin with spanking or occasional hitting, and transgress into extreme forms causing permanent physical damage to the child. Parents/caregivers and people in positions of trust and responsibility who cause serious physical damage to their own child or to children in their care, go against the legal, social, and moral standards of society. Despite this, children are abused in all environments including within families.<sup>10</sup>

Physical abuse of children takes place across cultures, societies, economic and social strata. It is seen largely in homes where frustrations are high; parents have poor parenting skills and have little or no self control; where there are visible marital problems, substance abuse, and domestic violence and so on. Children are physically small, vulnerable and totally dependent on parents. A child is dependent on parents for all his/her needs be it food, shelter, protection, health care, love and care or education. He/she is constantly seeking approbation and positive reinforcement of his/her own value from the parent/caregiver. Thus, constant physical abuse can be extremely demoralizing for the child, no matter what the provocation. Often the child is the easiest target for the parents to vent their frustration on. It is important to understand that the cycle of abuse is self-perpetrating. A child who has faced severe forms of abuse during childhood is likely to become an abuser in later years.

In India there is a widespread belief that the family is ultimate and supremely capable of looking into the best interests of the child. In fact interference in anyone's family matters is perceived as infringement on the privacy of the family. As a result, a lot of abuse remains hidden within the family and remains unreported. The present study is the largest study that has gone into the homes in an attempt to understand the extent of the problem.

The study collected information from 2245 child respondents who were living in the family environment and not going to school. The study sample revealed that every second child in the family got physically abused by the family members. Around 59% of these children across the country were subjected to physical abuse within the family of which male and female children accounted for 52.91% and 47.09% respectively. Although all states reported high incidence of physical abuse, in 10 out of 13 states more than 50% children reported physical abuse by family members. Out of those children living in family environment and not going to school, 77% child respondents in Uttar Pradesh were physically abused compared to 19.23% in Goa. The other States reporting high rate of physical abuse were Assam (69.55%), Bihar (64.47%) and Maharashtra (61.73%).



In nine out of thirteen states, a higher percentage of boys compared to girls reported physical abuse by family members. The highest percentage of incidence among boys was reported from Goa (80%) followed by Andhra Pradesh (72.73%), Delhi (64.29%), Mizoram (61.97%) and Madhya Pradesh (61.54%). While majority of states reported high percentage of physical abuse among boys, there were at least two states reporting incidence of physical abuse significantly high among girls as compared to boys. These states were Rajasthan (60.36%) and Gujarat (60.33%). As the study did not examine the possible reasons of higher incidences of physical abuse amongst females in the above states, it is an area that demands further research.

State-wise % of children in family environment reporting physical abuse		
States	Boys	Girls
Andhra Pradesh	72.73	27.27
Assam	46.41	53.59
Bihar	59.06	40.94
Delhi	64.29	35.71
Goa	80.00	20.00
Gujarat	39.67	60.33
Kerala	45.45	54.55
Madhya Pradesh	61.54	38.46
Maharashtra	50.41	49.59
Mizoram	61.97	38.03
Rajasthan	39.64	60.36
Uttar Pradesh	53.90	46.10
West Bengal	51.35	48.65
<b>Total</b>	<b>52.91</b>	<b>47.09</b>

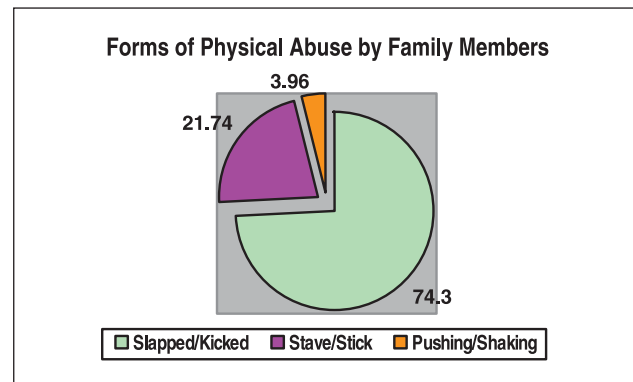
The percentage of physical abuse by family members was reported to be the highest (53.52%) among younger children in the age group of 5-12 years, followed by adolescents in the age group of 15-18 years (23.93%) and among children in the age group of 13-14 years (22.55%). Significantly, a very high percentage of children in the age group of 5-12 years from Andhra Pradesh (78.79%) and Madhya Pradesh (73.08%) reported physical abuse. High incidence of physical abuse amongst children in the age group of 5-12 years is alarming considering the fact that any form of physical abuse of children in the formative years can be extremely damaging to them causing long term physical and mental harm. Such findings are extremely critical in the larger context of child protection and need further exploration and in-depth research.

State-wise percentage of Children in family environment reporting Physical Abuse by family members			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	78.79	6.06	15.15
Assam	54.25	25.49	20.26
Bihar	60.63	23.62	15.75
Delhi	58.16	17.35	24.49
Goa	40.00	20.00	40.00
Gujarat	38.02	16.53	45.45
Kerala	48.48	15.15	36.36
Madhya Pradesh	73.08	10.58	16.35
Maharashtra	37.19	33.88	28.93
Mizoram	46.48	11.27	42.25
Rajasthan	45.05	26.13	28.83
Uttar Pradesh	51.30	33.77	14.94
West Bengal	61.26	29.73	9.01
<b>Total</b>	<b>53.52</b>	<b>22.55</b>	<b>23.93</b>



Considering the difference in the sample size of different age groups of child respondents, it was important to analyze percentage of incidence of physical abuse even within specific age group. When analyzed within age group, it was observed that amongst all child respondents in the age group of 5-12 years, 62.56% reported physical abuse in one or more situations. Further, 58.88% of child respondents in the age group of 13-14 years and 52.43% in the age group of 15-18 years reported physical abuse in one or more situations. This means that incidence of physical abuse in one or more situations amongst children in the age group of 5-12 years continue to be high in comparison to other age groups.

The study also looked at the forms of physical abuse by family members and the findings revealed that slapping/kicking (74.3%) was the most common form used for physical abuse by majority of family members. Among those reporting physical abuse by family members, in 14.83% cases the physical abuse resulted in swelling or bleeding or causing serious physical injury to the child. This indicates that almost every fifth child abused by family members received physical injury that resulted in swelling or bleeding. The percentage of children abused regularly constituted 11.27% of the total number of physically abused children.



Children are in no position to protect themselves against the abuses inflicted on them by their family members because of their vulnerability, dependence and their small size. In the absence of appropriate coping mechanisms the child is unable to deal with the injury, humiliation and anger that the abuse leads to. They often run away from homes and land in more exploitative situations, creating further problems for themselves.

The overall analysis of physical abuse of children in family environment not going to school revealed some significant findings:

1. 59% of children were subjected to physical abuse within the family
2. 74.3% of children in family environment were slapped/kicked
3. In 14.83% cases the physical abuse resulted in swelling or bleeding or causing serious physical injury

### 5.3.2 Physical abuse among school children

Physical abuse in schools, also referred to as 'Corporal punishment', is the deliberate infliction of pain intended to change a person's behavior or to punish him/her. The debate about whether or not to use corporal punishment to discipline and teach a child is an old one. Countries like Singapore still use physical methods of discipline but across the globe there is a realization that the line between punishment and abuse is rather thin and blurred and that there are other more judicious and effective ways to enforce discipline than beatings. In India this debate is raging across schools and there is an attempt to raise awareness about the adverse effects on children of beatings in schools.

For the purpose of assessing the incidence of physical abuse amongst school children, responses from a sample of 3163 children were taken. Questionnaires were administered to a total number of 12,447 children. Of these, 3163 were school-going children because studying in school was their primary activity. This does not mean that street children or children in institutions, who also go to school, do not experience corporal punishment.

In all age groups, an overwhelming majority of children (65.01%) reported being beaten at school, which means that two out of three children are victims of corporal punishment. Out of those reporting corporal punishment in schools, 54.28% were boys and 45.72% were girls.

65% of children get beaten at schools across the country

Since the sample size of children in different categories of schools was not uniform, percentages were derived on the basis of the total responses of all children reporting physical abuse from all categories of sample schools within the State. While all the sample states reported corporal punishment, higher percentage of corporal punishment (about 50% or more) was reported from eight States. Amongst these States while Assam and Mizoram reported 99.56% and 90.86% corporal punishment in schools respectively, Rajasthan reported the minimum (17.87%).

The figures for Rajasthan probably do not reflect the real position and it appears to be an anomaly when compared with the national trend. The other States reporting high incidences of corporal punishment included Uttar Pradesh (81.59%), Maharashtra (75.90%) and Delhi (69.11%).

#### State-wise percentage of Children reporting corporal punishment

State	Yes (%)	No (%)
Andhra Pradesh	53.03	46.97
Assam	99.56	0.44
Bihar	47.45	52.55
Delhi	69.11	30.89
Goa	34.25	65.75
Gujarat	48.97	51.03
Kerala	57.58	42.42
Madhya Pradesh	48.73	51.27
Maharashtra	75.90	24.10
Mizoram	90.86	9.14
Rajasthan	17.87	82.13
Uttar Pradesh	81.59	18.41
West Bengal	55.56	44.44
<b>Total</b>	<b>65.01</b>	<b>34.99</b>

#### Gender-wise percentage of corporal punishment

States	Boys (%)	Girls (%)
Andhra Pradesh	71.43	28.57
Assam	45.18	54.82
Bihar	43.01	56.99
Delhi	67.42	32.58
Goa	61.33	38.67
Gujarat	54.74	45.26
Kerala	43.86	56.14
Madhya Pradesh	60.42	39.58
Maharashtra	63.51	36.49
Mizoram	49.52	50.48
Rajasthan	67.57	32.43
Uttar Pradesh	57.32	42.68
West Bengal	56.36	43.64
<b>Total</b>	<b>54.28</b>	<b>45.72</b>

While the overall percentage difference of corporal punishment between girls and boys was marginal, several States reported a significantly higher percentage of corporal punishment among boys compared to girls. These states were Andhra Pradesh (71.43% : 28.57%) followed by Rajasthan (67.57% : 32.43%), Delhi (67.42% : 32.58%), Maharashtra (63.51% : 36.49%) and Madhya Pradesh (60.42% : 39.58%). Interestingly, the percentage of girls facing corporal punishment was reported higher in three states, i.e., Assam, Bihar and Kerala than in the other States. The study did not look into the possible reasons for explaining either situation.

While on the one hand there was little difference between boys and girls facing physical abuse in the family environment, in the case of schools the number of boys facing corporal punishment was significantly higher in some states.

<b>Percentage of corporal punishment in various age groups in states</b>			
<b>States</b>	<b>Younger Children (5-12)</b>	<b>Children (13-14)</b>	<b>Adolescents (15-18)</b>
Andhra Pradesh	55.24	34.29	10.48
Assam	18.42	32.46	49.12
Bihar	50.54	31.18	18.28
Delhi	67.42	18.18	14.39
Goa	57.33	32.00	10.67
Gujarat	49.47	44.21	6.32
Kerala	52.63	32.46	14.91
Madhya Pradesh	31.25	28.13	40.63
Maharashtra	45.27	26.35	28.38
Mizoram	33.71	33.71	32.59
Rajasthan	29.73	40.54	29.73
Uttar Pradesh	30.49	43.90	25.61
West Bengal	30.91	42.73	26.36
<b>Total</b>	<b>39.00</b>	<b>33.47</b>	<b>27.53</b>

Amongst those children reporting corporal punishment in schools, 39% children in the age group of 5-12 years were being subjected to corporal punishment followed by 33.47% children in the age group of 13-14 years and 27.53% in the age group of 15-18 years. Children in the age group of 5-12 years reported the highest percentage of corporal punishment in Delhi (67.42%), Goa (57.33%), Andhra Pradesh (55.24%) and Kerala (52.63%). While Assam reported almost 100% incidence of corporal punishment in schools among all age groups of child respondents, the lowest percentage of corporal punishment was reported from Rajasthan in these age groups. The low figures of corporal punishment from Rajasthan may be due to under-reporting of cases.

Considering the difference in the sample size of different age groups of child respondents, it was important to analyze percentage of incidence of physical abuse even within specific age groups. When analyzed within age groups, it was observed that amongst all child respondents in the age group of 5-12 years, 60.93% reported physical abuse in one or more situations. Further, 66.05% of child respondents in the age group of 13-14 years and 70.33% in the age group of 15-18 years reported physical abuse in one or more situations.

The study indicated that an alarmingly high percentage of children in state run schools i.e., 53.8% faced corporal punishment. The findings related to the incidents of corporal punishment reported by children from various categories of schools revealed that majority of incidences (53.8%) were from the schools being run by State Governments. This was followed by Public Schools (22.3%), NGO run schools (13.0%), Municipal/Zila Parishad Schools (7.9%) and others (3.1%). The incidence of corporal punishment in government schools varied across States. While West Bengal (85.5%) and Assam (64.3%) reported highest rate of corporal punishment, Goa with 13.3% followed by Maharashtra (17.7%) reported lowest.

**State-wise percentage of children reporting physical abuse from different schools**

States	Municipal/ Zila Parishad Schools	State Govt. Schools	Public Schools	NGO run Schools	Any other Schools
Andhra Pradesh	21.9	24.8	41.0	12.4	-
Assam	0.9	64.3	0.4	21.1	13.2
Bihar	2.2	52.7	45.1	-	-
Delhi	6.1	28.8	25.0	31.1	9.1
Goa	1.3	13.3	78.7	6.7	-
Gujarat	41.5	29.8	25.5	3.2	-
Kerala	4.4	36.3	17.7	41.6	-
Madhya Pradesh	-	46.9	51.0	2.1	-
Maharashtra	47.6	17.7	15.0	6.8	12.9
Mizoram	0.2	81.2	18.7	-	-
Rajasthan	2.7	45.9	45.9	5.4	-
Uttar Pradesh	2.5	35.0	13.5	49.1	-
West Bengal	2.7	85.5	0.9	10.0	0.9
<b>Total</b>	<b>7.89</b>	<b>53.77</b>	<b>22.27</b>	<b>13.0</b>	<b>3.08</b>

Amongst public schools covered in the study, Goa reported the highest incidence (78.7%) followed by Rajasthan (45.9%). Assam with 0.4% followed by West Bengal with 0.9% reported lowest incidence in this category. The incidence of corporal punishment reported from the Municipal/Zila Parishad Schools was highest in Maharashtra at 47.6% followed by Gujarat at 41.5%. The lowest incidence in this category was reported from Mizoram (0.2%) followed by Assam (0.9%). Amongst the schools run by NGOs in different States, Uttar Pradesh with 49.1% followed by Kerala with 41.6% reported highest incidence, whereas the lowest was reported from Madhya Pradesh at 2.1% followed by Gujarat at 3.2%. Other schools including schools run by charitable societies and religious bodies, etc. also reported incidences of corporal punishment ranging from 13.2% in Assam to 0.9% in Uttar Pradesh.

Despite the ban on corporal punishment in Andhra Pradesh, Delhi, Goa, Madhya Pradesh, Maharashtra and West Bengal the high rate of incidence from these States is a matter of concern.

The study sought to establish the extent of physical abuse in India and, of the total child respondent in 13 states, 65% school going children reported having faced corporal punishment. 53.76% children in schools, reporting corporal punishment in government schools alone, is cause for concern. If, however, we add the percentage of municipal schools then the corporal punishment in schools by State and municipal authorities goes up to almost 62%, which is alarming and rings the bell for urgent corrective measures. The other significant finding emerging from the study is the fact that at least three states covered in the study reported higher incidence of corporal punishment in NGO run schools, which included non-formal education centres, special schools, etc. The states reporting higher percentage of corporal punishment in NGO run schools were Uttar Pradesh (49.1%), Kerala (41.6%) and Delhi (31.1%).

In States like Delhi, Maharashtra, Goa, West Bengal and Gujarat, which are also sample States in the study, corporal punishment has been banned by State governments; yet some of the highest percentages of corporal punishment can be seen in these States.

The overall analysis of physical abuse of children in schools revealed some significant findings.

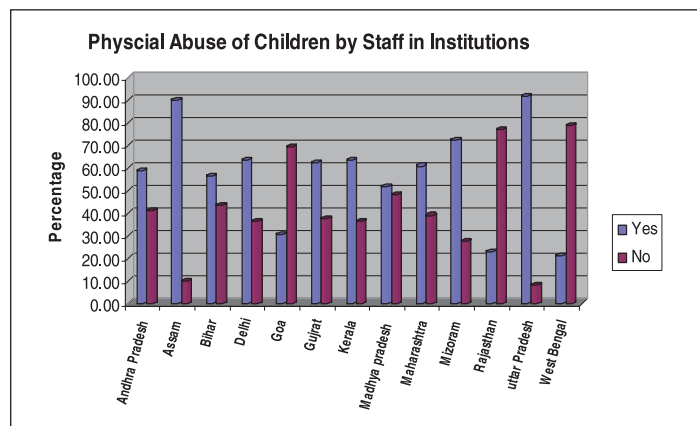
1. 65% of children reported corporal punishment in schools.
2. Older children were beaten more in schools as compared to younger ones.
3. Very high percentage of corporal punishment was reported in government and municipal schools.
4. NGO run schools also reported high percentage of corporal punishment.

### 5.3.3 Physical abuse of children in institutions

In India, the traditional approach towards care of children in difficult circumstances has been institutionalization. This practice started with the realization of the fact that there were a large number of children without parental care, vulnerable and in need of care and protection. State interventions resulted in setting up of state run institutions to provide food, shelter, clothing and education to children who were not living in the family environment. These institutions were visualized as comprehensive child care units to cater to the needs of children in difficult circumstances. However, the standards of care in these institutions have always been a cause of concern. There is enough evidence to establish that institutionalization is not in the best interest of children and incidences of child abuse and neglect within these institutions are common. In fact, such incidents have been reported by the media from time to time.

In this section, the study attempted to assess the situation of physical abuse of children living in institutions including shelter homes, children's homes, observation homes, special homes and other types of institutions, viz., orphanages and institutions being run by charitable bodies. The study sample comprised 2245 children in different institutions across the different States. The data showed that these children were often subjected to physical abuse within and outside the institutions by caregivers, peers, police, etc.

The analysis of data revealed that 56.37% children in institutions across the country were subjected to physical abuse by staff members of the institutions. Across the states, the percentages varied between 92.04% in Uttar Pradesh to 20.92% in West Bengal. Other states that reported high percentages were Assam (90.20%), Delhi (63.73%) and Kerala (63.50%).



Under the Juvenile Justice (Care and Protection of Children) Act 2000, there are two streams of children that come under the institutional care: (a) children in need of care and protection who go into children's homes and shelter homes; (b) juveniles in conflict with law who go into observation homes and special homes.

The philosophy behind running these two different sets of homes is different. In the case of children in need of care and protection, the homes are not correctional centres and neither are they meant to keep children in confinement; whereas in case of children in conflict with the law, although the home is not a jail, there is an element of confinement and these homes are meant to run as correctional institutions. The aim is to reform the child so that he/she becomes a responsible citizen of the nation. Thus, it is significant that the highest percentage of physical abuse was reported from special homes and observation homes, which together came to 70.21%. The psychosocial needs of these children are greater and physical abuse within these homes puts a lot of trauma and stress on them, thus defeating the very purpose of these institutions. Moreover, the abuse faced by them in institutions may antagonize them further and their attitude towards society might become more hostile, making their rehabilitation more difficult.

#### Gender-wise percentage of children in institutions reporting physical abuse

	Boys	Girls	Total
Children in conflict with law	67.44	74.55	70.21
Children in need of care and protection	66.18	38.92	52.86

The data of shelter homes and children's homes under the Juvenile Justice Act 2000 can be clubbed with 'other homes' as they are also catering to the needs of children in need of care and protection. Other types of institutions included orphanages and charitable bodies providing institutional care to children. The incidence of physical abuse among children in these homes was also found high among the total sample in this category of homes. It is important to understand that the children residing in 'any other' category of institutions largely comprised of children in need of care and protection. Therefore, if the percentage of physical abuse in 'any other' category of institutions are put together with the percentage of incidence of physical abuse in shelter homes and children's homes (institutions set up for children in need of care and protection as per the provisions of the Juvenile Justice Act 2000), the total percentage of physical abuse of children in need of care and protection constituted an overwhelming majority (52.86%) of total child respondents subjected to physical abuse in institutions. The high percentage of physical abuse in homes for children in need of care and protection may be due to the high level of migration leading to increasing number of children in urban situations such as street and working children.

The analysis of physical abuse among boys and girls within the institutions revealed that 80% of girl respondents from special homes were physically abused followed by 62.26% from observation homes. Among boys the highest percentage (71.17%) of physical abuse was reported from institutions being run under any other category followed by observation homes (70.37%).

Gender-break of children in institutions reporting physical abuse				
	Institution	Gender	Yes	No
Children in Need of Care and Protection	Shelter Home	Boys	64.15	35.85
		Girls	40.83	59.17
	Children Home	Boys	63.79	36.21
		Girls	35.47	64.53
	Any other	Boys	71.17	28.83
		Girls	41.64	58.36
Children in Conflict with law	Observation Home	Boys	70.37	29.63
		Girls	62.26	37.74
	Special Home	Boys	64.23	35.77
		Girls	80.36	19.64

If we look at state-wise break up of physical abuse among boys and girls in institutions, it can be seen that an overwhelming majority of boys (62.73%) were subjected to physical abuse as compared to girls which was reported as 37.27%. Among the states, the highest percentage of incidence was reported among boys from Mizoram (85.71%) followed by West Bengal (85.37%) and Assam (81.52%). The analysis of gender break up revealed that there were two States reporting higher incidence of physical abuse among girls compared to boys. These states were Rajasthan (81.40%) and Goa (77.78%) where the percentage of girls subjected to physical abuse was above 70%. However, the findings pertaining to Goa cannot be generalized as the sample size was significantly lower compared to other states. Another significant finding of the gender-wise break up was the huge gap between the percentage of girls subjected to physical abuse in Rajasthan compared to boys, which was reported as 81.40% for girls and 18.60% for boys.

Gender-wise break up of physical abuse in institutions across states		
States	Boys (%)	Girls (%)
Andhra Pradesh	62.16	37.84
Assam	81.52	18.48
Bihar	66.04	33.96
Delhi	70.73	29.27
Goa	22.22	77.78
Gujarat	63.93	36.07
Kerala	52.76	47.24
Madhya Pradesh	74.26	25.74
Maharashtra	67.52	32.48
Mizoram	85.71	14.29
Rajasthan	18.60	81.40
Uttar Pradesh	51.89	48.11
West Bengal	85.37	14.63
<b>Total</b>	<b>62.73</b>	<b>37.27</b>

Although the total sample size in Goa was small, the analysis of gender break up showed that within the reported incidence of physical abuse from Goa, the gap between the incidence of physical abuse of girls compared to boys was significantly high.

The analysis of data pertaining to different age groups of child respondents revealed that the percentage of physical abuse was higher (47.89%) amongst younger children in the age group of 5-12 years followed by 28.97% in the age group 13-14 years and 23.14% among adolescents in the age group 15-18 years. Across the States, the percentage of physical abuse of children in institutions ranged between 71.74% in Assam and 37.40% in Delhi among children in the age group 5-12 years, between 42.16% in Uttar Pradesh and 7.41% in Goa among children in the age group of 13-14 years, and between 85.71% in Mizoram and 14.13% in Assam in the age group of 15-18 years. While Mizoram reported high rate of incidence among adolescents, the total sample size was inadequate.

State-wise percentage of physical abuse among different age groups			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	46.62	30.41	22.97
Assam	71.74	14.13	14.13
Bihar	60.38	17.92	21.70
Delhi	37.40	31.71	30.89
Goa	66.67	7.41	25.93
Gujarat	55.74	24.59	19.67
Kerala	47.24	34.65	18.11
Madhya Pradesh	41.58	32.67	25.74
Maharashtra	49.57	23.93	26.50
Mizoram	-	14.29	85.71
Rajasthan	39.53	32.56	27.91
Uttar Pradesh	40.00	42.16	17.84
West Bengal	43.90	36.59	19.51
<b>Total</b>	<b>47.89</b>	<b>28.97</b>	<b>23.14</b>

Considering the difference in the sample size of different age groups of child respondents, it was important to analyze the percentage of incidence of physical abuse even within specific age groups. When analyzed within age groups, it was observed that amongst all child respondents in the age group of 5-12 years, 58.88% reported physical abuse in one or more situations. Further, 55.34% of child respondents in the age group of 13-14 years and 52.92% in the age group of 15-18 years reported physical abuse in one or more situations. This means that incidence of physical abuse in one or more situations among children in the age group of 5-12 years continues to be high in comparison to other age groups.

The overall analysis of physical abuse of children in institutions revealed some significant findings:

1. The percentage of abuse (56.37%) in correctional institutions was very high;
2. Physical abuse of girls in institutions was also very high;
3. Higher percentages of children in the age group of 5-12 years were subjected to physical abuse in institutions.

### 5.3.4 Physical abuse of children at work

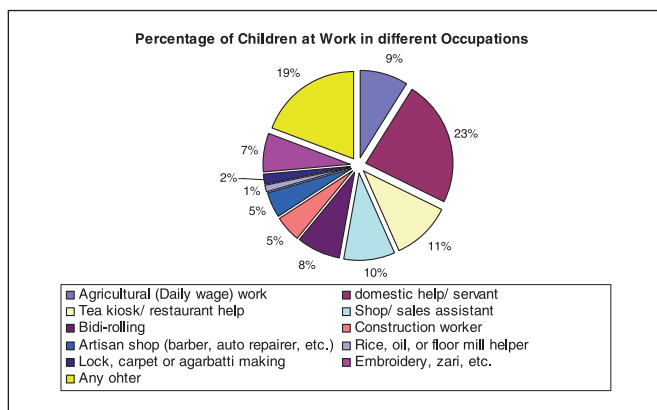
Under the Child Labour (Prohibition and Regulation) Act 1986, engagement of children below the age of 14 years in hazardous occupations has been declared illegal. However, there is debate whether children below the age of 18 should be employed at all and a large section of people feel that children who do not go to school and are employed in some way are in potentially hazardous situations. Even in those occupations where the law allows children to be employed, the conditions under which these children work and the hours they are made to work are exploitative and often inhuman.

A study<sup>11</sup> conducted by Save the Child and Tulir titled Abuse among Child Domestic Workers of West Bengal revealed that almost 70% of the child domestic workers were physically abused. The study also

states that one of the characteristics of child domestic work is the "invisibility that is commonly assigned to it despite its widespread existence...because of its confinement in other people's homes. Children who work as domestics outside the family home are amongst the most vulnerable and exploited. They begin work at an early age, shoulder excessive responsibilities such as caring for babies/infants, handling fuel, stoves, sharp tools amongst others, work for long hours with no rest period, with little or no remuneration, work at the mercy of the employer and frequently suffer from gender and sexual violence. They are deprived of access of schooling, play and social activities and the affection and support of their family and friends." These situations or conditions not only apply to child domestic workers but also to all children at work.

The total number of children in the study sample was 12,447 out of which 2,477 (19.9%) were from the category of children at work. The questionnaire did not specifically delve into the issue of physical abuse within the work environment. However, information was elicited about the incidence of physical abuse in the family environment and by others that included employers of working children. The percentage of working children reporting physical abuse either in one situation or both was 58.79%, out of which the percentage of boys was 52.70% and girls 47.30%.

The breakup of children at work showed that 23.16% were in domestic work, 11.21% were working in roadside restaurants, tea stalls and dhabas. Almost half of them (48.23%) were in other occupations like construction work, car cleaning, vending, garbage collection, selling newspapers, agricultural labourers etc. 9.58% children worked as shop assistants and 7.83% were in bidi rolling. Since the time the present study was taken up, the Ministry of Labour and Employment, Government of India has declared domestic work and work in restaurants, tea stalls and dhabas as hazardous, by a notification. Thus, the percentage of children working in illegal/hazardous occupations (domestic work, roadside restaurants and dhabas, construction work, bidi rolling, lock making, embroidery and zari, etc.) was 56.38%.



The study sample also examined the number of days on which children went out for work. The sample revealed that more than half (50.2%) children worked seven days a week. More than a third (36.5%) worked six days a week and the rest (13.3%) worked five days or less every week. The fact that 50% of working children worked seven days a week is a shocking revelation. Also the fact that they work without time for play is detrimental to their growth and development. The Save the Children and Tulir study on Child Domestic Workers of West Bengal also supports these findings as the study indicates that almost 31% of child domestic workers did not get any rest during the day, while 41% had only two or less than two hours of rest in a day. Further, most child domestic workers covered under the study woke up for work between 5 and 6 am and went to sleep between 9 to 11 pm.<sup>20</sup>

50.2% children worked seven days a week

Responses were also elicited from children on the number of hours of work done by children every week. The data revealed that 33.1% children worked up to 32 hours a week, 36.2% worked between 33 and 56 hours a week and the rest worked for more than 58 hours a week.

Working Hours per week	Percentage
Reasonable (1-32)	33.1
Heavy (33-56)	36.2
Excessive (58+)	30.8

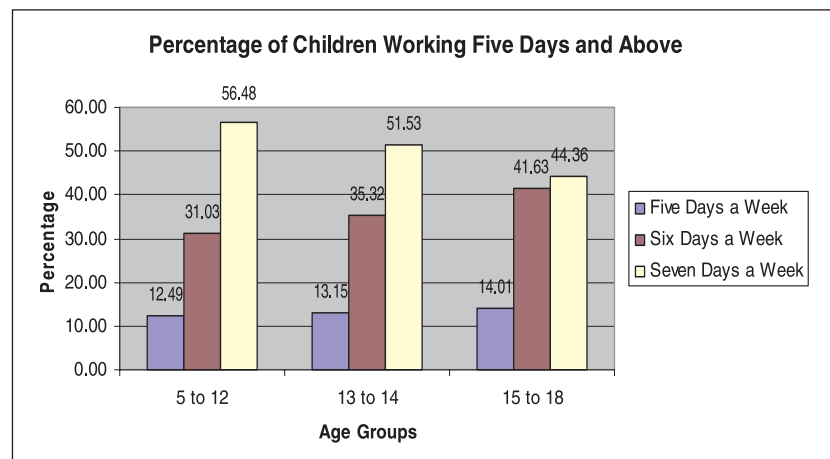


The study looked into the percentage of children who worked seven days a week in all 13 sample states. 56.48% children in the age group of 5-12 years were working for seven days a week followed by 51.53% children in the age group of 13-14 years and 44.36% in the age group of 15-18 years. The State wise variation of children who worked seven days a week by different age groups showed that among children in the age group of 5-12 years, the highest percentage of children who worked every day was from Bihar (79.6%). The highest percentage of children working seven days a week in the age group of 13-14 years was from Rajasthan (84%). In the age group of 15-18 years the highest percentage was reported from Bihar (67.3%). West Bengal also showed more or less the same trend. If looked across all age groups, the percentage of children working seven days a week was throughout higher (above 60%) in Bihar and West Bengal. The other states with higher percentage of children working seven days a week across different age groups were Gujarat, Rajasthan and Uttar Pradesh. It is alarming to note that the largest percentage of children working for seven days a week was among the younger children in the age group of 5-12 years.

While it is significant that a very large percentage of children worked seven days a week, the percentage of children working five days and above is also alarming.

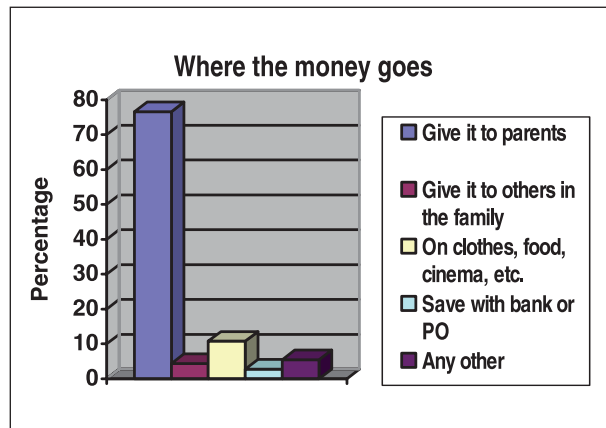
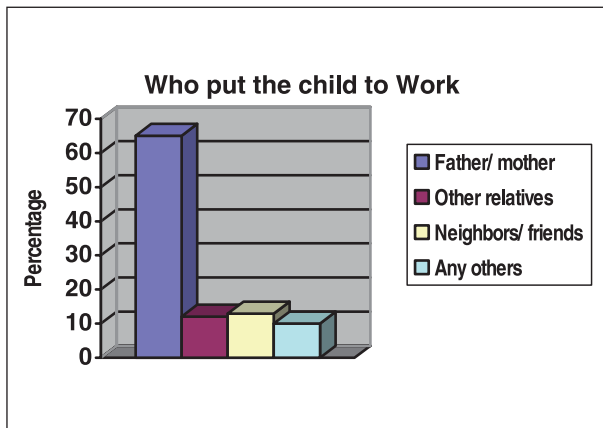
Percentage of children in different age groups working seven days a week			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	46.09	37.14	55.66
Assam	58.33	40.32	41.25
Bihar	79.61	65.22	67.35
Delhi	48.28	40.00	38.95
Goa*	-	-	-
Gujarat	60.98	47.73	58.90
Kerala	21.05	26.32	27.06
Madhya Pradesh	44.44	51.85	60.81
Maharashtra	42.86	43.90	59.09
Mizoram*	-	-	1.32
Rajasthan	61.82	84.00	56.47
Uttar Pradesh	55.88	60.64	43.90
West Bengal	77.55	63.27	66.67
<b>Total</b>	<b>56.48</b>	<b>51.53</b>	<b>44.36</b>

\* Sample size of working children was less compared to other states and those working children covered in the sample size worked less than seven days a week



Percentage of children working seven days and week		
States	Boys	Girls
Andhra Pradesh	40.46	59.54
Assam	50.42	49.58
Bihar	51.03	48.97
Delhi	41.98	58.02
Gujarat	43.86	56.14
Goa	-	-
Kerala	41.82	58.18
Madhya Pradesh	55.45	44.55
Maharashtra	32.61	67.39
Mizoram	-	-
Rajasthan	48.39	51.61
Uttar Pradesh	44.25	55.75
West Bengal	45.39	54.61
<b>Total</b>	<b>45.60</b>	<b>54.40</b>

The data on State-wise variation on the percentage of children working seven days a week showed that out of 13 States selected for the study, eight States showed more girls working seven days a week compared to boys. Among those who worked seven days a week, the States where working girls were larger in number than the boys included Maharashtra (67.39%), Andhra Pradesh (59.54%), Kerala (58.18%), Delhi (58.02%), Gujarat (56.14%), Uttar Pradesh (55.75%), West Bengal (54.61%) and Rajasthan (51.61%). Since this study did not look into the correlation of working children and literacy, the higher percentage of girls working in Kerala, Andhra Pradesh and Delhi, states with higher literacy rates amongst females, needs further study. The sample size of working children in Goa and Gujarat was inadequate; therefore it is difficult to make any inferences.



Among children at work, the study also looked at who put the child to work and where the money earned by the child went. The findings revealed that 65% of the children were put to work by their parents and 76% of the children handed over their earnings to their parents.

**Child Domestic Workers**

Out of the total working children, 23.2% were child domestic workers. Among these 81.16% were girls. Out of all child domestic workers, 44.19% were in the age group of 5-12 years followed by 33.27% in the age group of 15-18 years and 22.54% in the age group of 13-14 years. Within each of these age groups, the percentages of boys and girls are given in the table.

Out of the total child domestic workers, 14.44% reported physical abuse by employers. Of these 69.51% were girls. Further age-wise break up showed that 43.83% of these girls were from the age group of 5-12 years, 22.81% in the age group of 13-14 years and 33.83% in the age group of 15-18 years.

Percentage of boys and girls working as child domestic workers		
Age group	Boys	Girls
5-12 years	16.33	83.67
13-14 years	23.44	76.56
15-18 years	19.05	80.95
<b>Total</b>	<b>18.84</b>	<b>81.16</b>

**Children working at Tea Kiosks and Restaurants**

Amongst the total number of working children, 11.21% were children working at tea kiosks and restaurants. Among these 84% were boys. Out of all children working at tea kiosks and restaurants, 53.45% were in the age group of 5-12 years, 20.73% in the age group of 13-14 years and 25.82% in the age group of 15-18 years. Within each of these age groups, the percentages of boys and girls are given in the following table.

Out of the total children working at tea kiosks and restaurants 22.55% reported physical abuse by employers. Among these 91.94% were boys. Further age-wise break up showed that 53.23% of these boys were from the age group of 5-12 years, 20.97% in the age group of 13-14 years and 25.81% in the age group of 15-18 years.

**Percentage of boys and girls working at tea kiosks and restaurants**

Age group	Boys	Girls
5-12 years	85.71	14.29
13-14 years	85.96	14.04
15-18 years	78.87	21.13
<b>Total</b>	<b>84.00</b>	<b>16.00</b>

**Children in Bidi Rolling**

Amongst the total number of working children, 7.8% were children working in bidi rolling. Among these 83.33% were girls. Out of all children working in bidi rolling industry, 47.92% were in the age group of 5-12 years, 25% in the age group of 13-14 years and 27.08% in the age group of 15-18 years. Within each of these age groups, the percentages of boys and girls are given in the table.

**Percentage of boys and girls working in bidi rolling**

Age group	Boys	Girls
5-12 years	14.13	85.87
13-14 years	14.58	85.42
15-18 years	23.08	76.92
<b>Total</b>	<b>16.77</b>	<b>83.33</b>

It is noteworthy that there were a very large number of girls working in the bidi rolling sector. Almost half of these were in the age group of 5 to 12 years. The impact on the health and development of these children is a matter of concern.

Out of the total children working in bidi rolling 14.04% reported physical abuse by employers. Among these 91.94% were boys. Further age-wise break up showed that 53.23% of these boys

were from the age group of 5-12 years, 20.97% in the age group of 13-14 years and 25.81% in the age group of 15-18 years.

**Children in Other Occupations**

Amongst the total number of working children, 57.81% were children working in other occupations. Amongst the children working in other occupations (shop sales assistant, construction worker, artisan, auto repairing, lock, carpet and agarbatti making, embroidery and zari, etc.), 61.28% were boys and 38.72% were girls. Out of those children working in other occupations, 51.41% were from the age group of 15-18 years followed by 25.60% in the age group of 5-12 years and 22.99% in the age group of 13-14 years.

**Percentage of boys and girls working in other occupations**

Age group	Boys	Girls
5 to 12	63.36	36.64
13 to 14	56.13	43.87
15 to 18	62.55	37.45
<b>Total</b>	<b>61.28</b>	<b>38.72</b>

Out of the total children working in other occupations, 46.40% reported physical abuse by employers. Among these 75.19% were boys and 24.81% girls. Further age-wise break up showed that 23.26% of these children were from the age group of 5-12 years, 27.91% in the age group of 13-14 years and 48.84% in the age group of 15-18 years.

The overall analysis of physical abuse of working children revealed some significant findings:

1. Boys and girls were being equally abused
2. 50% of the children worked seven days a week
3. 56.38% of the children were working in the illegal/hazardous occupations
4. 65% of the children were working because of parental pressure and 76% of them handed over their earnings to their parents
5. More than 80% of child domestic workers were girls
6. More than 80% of children working in tea kiosks and restaurants were boys
7. More than 80% of children working in bidi rolling were girls

### 5.3.5 Physical abuse of street children

The term 'street children' refers to children for whom the street more than their family has become their real home. It includes children who might not necessarily be homeless or without families, but who live in situations where there is no protection, supervision, or direction from responsible adults.<sup>12</sup>

Street children are generally subjected to physical abuse by family members, caregivers, police and other adults. The incidence of physical abuse of street children by police has been reported high throughout the world. One of the studies conducted by Human Rights Watch in 1996 reported that street children in India are routinely detained illegally, beaten and tortured and sometimes killed by police. According to the study, several factors contribute to this phenomenon: police perceptions of street children, widespread corruption and a culture of police violence, the inadequacy and non-implementation of legal safeguards, and the level of impunity that law enforcement officials enjoy. The police generally view street children as vagrants and criminals. While it is true that street children are sometimes involved in petty thefts, drug-trafficking, prostitution and other criminal activities, the police tend to assume that whenever a crime is committed on the street, street children are either involved themselves or are aware of who the culprit is. Their proximity to a crime is considered reason enough to detain them. This abuse violates both Indian domestic law and international human rights standards<sup>25</sup>.

The number of street children covered in this study was 2,317 which was 18.7 % of the total child respondents covered. Of this, 55.28% were boys and the rest were girls.

The data revealed that the overall incidence of physical abuse among street children either by family members or by others or both was 66.8% across the states. Out of this, 54.62% were boys and 45.38% were girls. The data was not analyzed separately for physical abuse of street children by family members and others, as disaggregated data was not available. Further, gender-wise percentage of street children reporting physical abuse by family members or others showed that both girls and boys were facing equal incidence of physical abuse, although there was marked intra-state disparity in states like Kerala, Andhra Pradesh, Gujarat and Maharashtra.

#### Gender-wise percentage of street children reporting physical abuse by family members and others \*

	Boys		Girls	
	No	Yes	No	Yes
Andhra Pradesh	34.25	65.75	60.87	39.13
Assam	19.81	80.19	10.29	89.71
Bihar	22.77	77.23	16.67	83.33
Delhi	7.44	92.56	7.59	92.41
Goa	61.26	38.74	46.81	53.19
Gujarat	44.12	55.88	19.19	80.81
Kerala	71.76	28.24	32.73	67.27
Madhya Pradesh	31.90	68.10	39.02	60.98
Maharashtra	23.53	76.47	50.51	49.49
Mizoram	0.00	100.00	0.00	0.00
Rajasthan	10.10	89.90	26.26	73.74
Uttar Pradesh	10.78	89.22	27.37	72.63
West Bengal	65.09	34.91	54.35	45.65
<b>Total</b>	<b>34.01</b>	<b>65.99</b>	<b>32.08</b>	<b>67.92</b>

\* Others include teachers, employers, NGO Workers, Caregivers, strangers and person with whom children have faint acquaintance

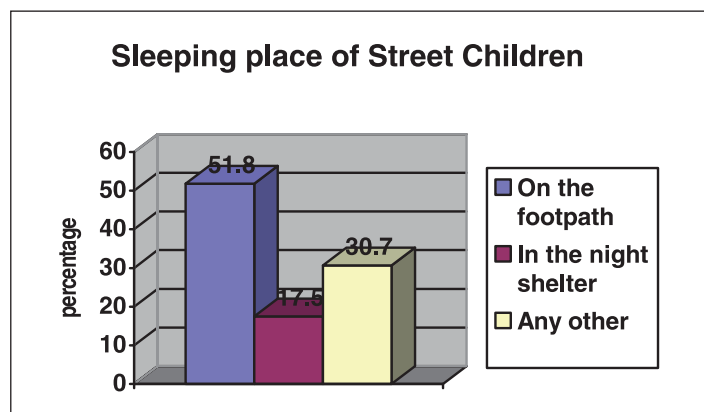
Analysis of data pertaining to age-wise percentage of street children reporting physical abuse either by family member or by others or both revealed that an overwhelming majority (65.07%) of street children in the age group of 5-12 years were facing physical abuse. While all the 13 states reported higher percentage of physical abuse amongst younger children in the age group of 5-12 years, at least six states reported significantly high percentage (above 70%). These states were Mizoram (91.67%), Goa (79.41%), Assam (78.77%), Uttar Pradesh (78.13%), Bihar (77.85%) and Gujarat (70.80%). While the highest percentage was reported from Mizoram, it is important to note that the sample size in the state was inadequate in comparison to other states in this category.

Age-wise percentage of street children reporting physical abuse			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	57.33	18.67	24.00
Assam	78.77	10.27	10.96
Bihar	77.85	17.72	4.43
Delhi	54.59	21.62	23.78
Goa	79.41	7.35	13.24
Gujarat	70.80	16.79	12.41
Kerala	44.14	20.72	35.14
Madhya Pradesh	49.61	32.56	17.83
Maharashtra	55.12	22.05	22.83
Mizoram	91.67	8.33	0
Rajasthan	64.81	19.14	16.05
Uttar Pradesh	78.13	16.25	5.63
West Bengal	64.56	26.58	8.86
<b>Total</b>	<b>65.07</b>	<b>19.17</b>	<b>15.75</b>

### Life on the streets

Street children spent entire days and often nights on the street, irrespective of the weather conditions, privacy, health hazards, etc. The nature of the data collected in the study is generating a picture of the quality of life of children on the street. Some of the experiences reported by them paint a picture of the life of a street child as exploitative, abusive and inhuman.

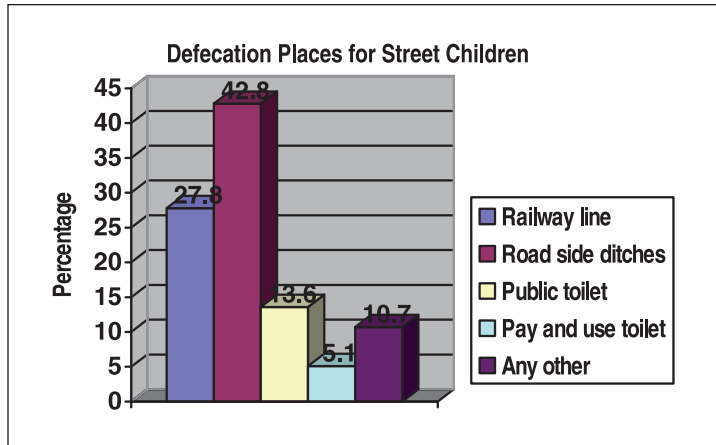
The study revealed that 65.9% of the street children lived with their families on the streets. Out of these children, 51.8% slept on the footpath, 17.5% slept in night shelters and 30.7% in other places including under flyovers and bridges, railway platforms, bus stops, parks, market places, etc.



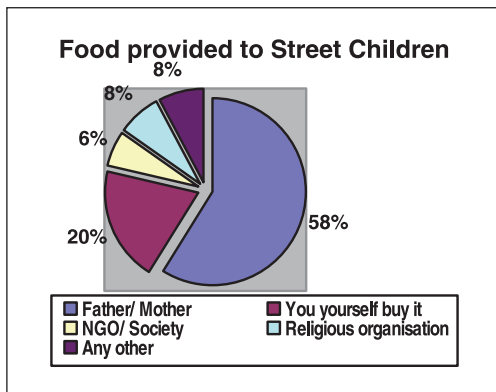
Water source	Percent
Municipal tap	63.1
Dug well	7.1
Hand pump	24.6
Any other	5.2

The quality of life on the streets was further examined with regard to sources of water, place of defecation and bathing, source of food and safe keeping of clothes and personal belongings. 63.1% of street children reported having access to municipal taps. Since street children live in urban and semi-urban areas, they had access to drinking water. However, they did not seem to have much access to sanitary places for

defecation as a result of which majority of children (70.6%) were defecating on railway lines or road side ditches. Only 13.6% street children reported having access to public toilets. A surprising 5.1% of children actually reported using a pay and use toilet. One of the primary causes of poor health and poor quality of life among street children is lack of hygienic toilet facilities. Not only does open defecation pollute the environment, there is a loss of self esteem in open defecation, not to speak of poor hygiene leading to unhealthy living conditions. The data further revealed that 50.8% street children had access to municipal taps for bathing



and washing clothes while 30% of them reported using ponds/lakes/rivers for these purposes. Also significant is the fact that 4.6% of the street children reported using pay and use bathrooms for this purpose.



Although almost 66% of street children reported living with their parents, it is surprising that only 58.8% were provided food by them. What was significant was that almost 20% of street children bought their own food. For a child to buy his/her food at least three times a day, he/she must earn a minimum of 60 rupees every day, or else the child will go hungry. This goes to show that all these children have to work to earn this amount merely to survive, not to speak of other needs viz. clothes, medicines, etc., which are probably not met.

The overall analysis of physical abuse of street children revealed some significant findings:

1. Boys and girls were being equally abused
2. 66.8% of the street children reported physical abuse
3. 65.9% of the street children lived with their families on the streets.

## 5.4 PHYSICAL ABUSE AMONG YOUNG ADULTS

In order to examine the incidence of physical abuse among young adults, the questionnaire was administered to 2324 respondents in the age group of 18-24 years. Among the total respondents in this category, 48.8% reported physical abuse when they were children, out of which 52.7% were males and 47.3% females.

Out of 2324 young adults almost 49% reported physical abuse during childhood

Incidence of physical abuse reported among young adults in states		
States	Yes	No
Andhra Pradesh	36.42	63.58
Assam	61.50	38.50
Bihar	45.54	54.46
Delhi	63.64	36.36
Goa	36.36	63.64
Gujarat	37.43	62.57
Kerala	45.96	54.04
Madhya Pradesh	46.20	53.80
Maharashtra	46.81	53.19
Mizoram	51.28	48.72
Rajasthan	28.65	71.35
Uttar Pradesh	77.89	22.11
West Bengal	46.43	53.57

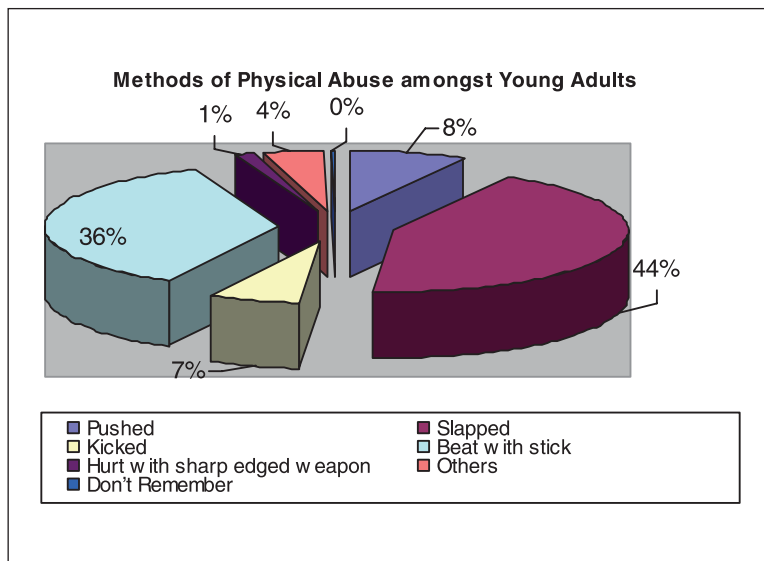
In State-wise break up of overall incidence of physical abuse among young adults, 4 out of the 13 states covered under the study reported above 50% physical abuse. Amongst the young adults in Uttar Pradesh, an overwhelming majority of respondents (77.89%) reported being subjected to physical abuse during their childhood. This was followed by Delhi (63.64%), Assam (61.5%) and Mizoram (51.28%). The lowest percentage of physical abuse among young adults was reported from Rajasthan (28.65%).

In the beginning of the chapter, the overall percentage of physical abuse was reported as 69%, whereas among young adults the percentage was 49%. This difference could be attributed to the fact that four fifths of the total child respondents were from street children, working children, children at home and children in institutions. These children were from different socio-economic backgrounds and more likely to face exploitation and abuse, whereas the young adult respondents covered under the study were largely educated and from better backgrounds.

In the overall incidence of physical abuse reported from the states, the number of females being physically abused was found to be high from Delhi at 86.67%, in fact much higher than males that were reported as 56.34%. The overall percentage of physical abuse among males and females in Uttar Pradesh was reported at 80.81% and 75.0% respectively. Other states reporting high percentage of physical abuse among females compared to males were Goa (42.86% : 27.66%) and Kerala (58.59% : 33.33%). The consistent high percentage of physical abuse among females can be seen in the context of the gender discrimination and lower social status of women and girls.

Incidence of physical abuse among young adults				
States	Males (%)		Females (%)	
	Yes	No	Yes	No
Andhra Pradesh	46.25	53.75	25.35	74.65
Assam	65.00	35.00	58.00	42.00
Bihar	50.00	50.00	41.94	58.06
Delhi	56.34	43.66	86.67	13.33
Goa	27.66	72.34	42.86	57.14
Gujarat	37.08	62.92	37.76	62.24
Kerala	33.33	66.67	58.59	41.41
Madhya Pradesh	44.74	55.26	48.57	51.43
Maharashtra	45.24	54.76	48.08	51.92
Mizoram	52.94	47.06	49.46	50.54
Rajasthan	35.71	64.29	21.28	78.72
Uttar Pradesh	80.81	19.19	75.00	25.00
West Bengal	48.98	51.02	43.88	56.12

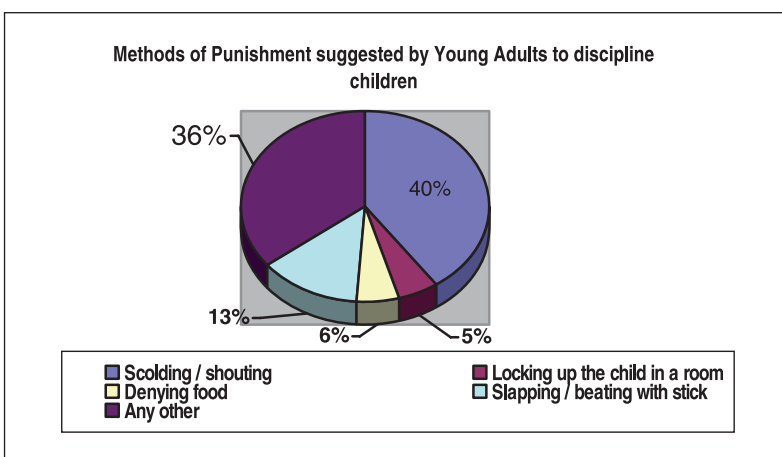
Among the forms used for physical abuse, 44.0% young adults reported being slapped followed by 36.0% being beaten by stick and 8% being pushed. 7% of respondents in this category also reported physical abuse in the form of kicking. Majority of respondents (44.8%) reported being subjected to physical abuse on several occasions, while 41.1% reported physical abuse once in their childhood and 14.1% reported frequent physical abuse. The data clearly revealed that one out of two young adults was subjected to physical abuse on several occasions as a child.



While 13.57% respondents were subjected to physical abuse of serious nature causing permanent marks on the body, only 12.56% of those physically abused required medical treatment. This is indicative of the fact that every tenth young adult respondent from the study sample was subjected to physical abuse of a serious nature. The study did not look into the forms of injuries that would have been inflicted upon the respondents. An overwhelming majority (60.35%) of those physically abused were victims of abuse by parents.

60.35% of those physically abused were abused by parents

In spite of the fact that 60.35% of those young adults physically abused were abused by parents, it is interesting that 48% of these very young adults felt that physical punishment is necessary to discipline children. While 22.14% disagreed with the necessity of physical punishment, 29.80% of the respondents had no opinion on the matter.



When the young adult respondents were asked about the most suitable form of punishment for ensuring discipline and good conduct among children, majority (40.17%) of them were in favour of scolding or shouting, followed by 13.27% in favour of slapping or beating with stick. Almost 11% of the respondents felt that locking up the child in a room or denying food to the child was a suitable form of punishment. 35.53% of the young respondents suggested any other form of punishment to children that included withdrawing love and affection, social ostracism, fixing a tight work schedule, isolation, etc.



The responses of young adults were also sought on methods of dealing with those responsible for the physical abuse of children. Almost 32% of the respondents felt that such people should be punished, while 8.86% felt that the matter should be reported to police and police should take action against perpetrators and 4.09% felt that such people should be sent to jail.

Methods to deal with Physical Abusers	Percentage
Punishment to physical abusers	31.89
Counselling	24.61
Need help of relatives/ friends/ teachers/ society	15.56
Police action/ report to police	8.86
Govt. should make law & implement it	4.50
Send to jail	4.09
Social boycott/community action	2.16
Others	8.32

24.61% felt that people responsible for physically abusing children need psychological support in terms of counseling and 15.56% of respondents felt that such people needed help and support of their relatives, friends, teachers and society. However, 2.16% of the respondents also felt that there should be community action against such people and society should boycott them.

Regarding who should be dealing with the cases of physical abuse, the young respondents preferred family over all other options. 34.15% of the respondents felt that family/ household should deal with the cases followed by 30.20% who felt that police should be dealing with the cases and 15.33% preferred that the cases be handled by people from the village or community. There were almost 11% of the respondents who felt that NGOs should handle the cases of physical abuse and 9.52% who preferred other individuals/ agencies to deal with the cases. Others included media, doctors, psychologists, teachers, younger generation, etc. It also included some of the responses where the young adults felt that government should make strict laws to deal with those people abusing children and create awareness among people on the issue.

From the above analysis it emerge that the young adults, having themselves faced physical abuse, gave responses in support of some methods of physical abuse for disciplining children and also in favour of punishment for physical abusers including police action and being sent to jail, etc. There is an inherent contradiction in this. It would seem that one who has been abused wants to punish the abuser but when it comes to his own method of discipline, he/she seems to perpetuate the cycle of abuse. It might point out to the theory that an abused is likely to be an abuser.

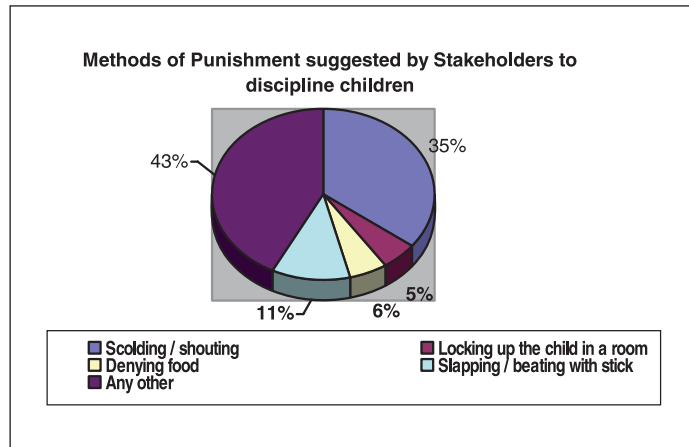
The overall analysis of physical abuse among young adults revealed some significant findings:

1. 49% of young adult respondents reported physical abuse during childhood;
2. 60.35% of the young adults reported being physically abused by parents;
3. 48% of the young adults felt that physical punishment was necessary to discipline children.

## 5.5 PHYSICAL ABUSE AMONG STAKEHOLDERS

In order to understand the social beliefs and attitude of the community and society towards the incidence of physical abuse of children, the study elicited responses from 2449 stakeholders. Out of them 58.5% were males and 41.5% were females. These stakeholders comprised of persons holding positions in government departments, private service, urban and rural local bodies and individuals from the community. Majority of respondents in this category (42.38%) were in government service, whereas 27.97% were from the private sector. Remaining 29.65% of the respondent stakeholders were from the other categories which included parents, NGOs, community leaders, elected representatives of urban and local bodies.

The study elicited perception of stakeholders on physical abuse. Over 44.54% of the respondents felt that physical punishment was necessary, while 25.45% disagreed with the necessity of physical punishment, 30.01% of the respondents had no opinion on the matter. When the stakeholders were asked about the most suitable form of punishment for having discipline and good conduct among children, 35.24% of them were in favour of scolding or shouting followed by 11.31% in favour of slapping or beating with stick. Almost 11% of the respondents felt that locking up the child in a room or denying food to the child was a suitable form of punishment to discipline them. One significant finding was that a similar percentage (11%) of young respondents too preferred locking up the child and denying food as a form of punishment. 42.59% of the stakeholders suggested any other form of punishment to children that included withdrawing love and affection, social ostracism, fixing a tight work schedule, isolation, etc.



When asked about whether children should work, 31.37% of the stakeholders agreed that children should work, while 28.81% of the respondents were against it, remaining 39.82% offered no opinion on this issue. The study did not enquire about the other dimensions regarding the need for children to work vis-à-vis their being in school.

Methods to deal with Physical Abusers	Percent
Counselling to abusers	15.05
Awareness / Education	43.70
Strict action	37.05
Other measures	4.20

The responses of stakeholders were also sought on methods of dealing with those responsible for the physical abuse of children. Almost 44% of the respondents felt that such people should be provided with awareness and education. While 37.05% of the stakeholders felt that there

should be strict action against the perpetrators, 15.05% felt that there should be provision of counseling for such people who abuse children.

Regarding who should be dealing with the cases of physical abuse, like young adults the stakeholders too preferred family over all other options. 35.04% of the respondents felt that family members should deal with the cases followed by almost 25% who felt that police should be dealing with the cases and 23.06% who preferred the cases to be handled by NGOs. 13.34% of the respondents felt that people from the community should handle the cases of physical abuse and 3.71% preferred other individuals/ agencies to deal with the cases. Others included media, doctors, psychologists, teachers, younger generation, etc. It also included some of the responses where the stakeholders felt that the government should make a strict law to deal with those people abusing children and create awareness among people on the issue.

The analysis of this section reveal that both the categories of the adults, i.e., young adults and stakeholders were in favour of abusive forms of punishment to children as a method of discipline. This is a disturbing finding as the cycle of abuse will get perpetrated, if this mindset continues.

**Major findings:**

1. Two out of every three children are physically abused.
2. Out of 69% children physically abused in 13 sample states, 54.68% were boys.
3. 72.2% children in the age group of 5-12 years were being physically abused.

4. 70.61% children in the age group of 13-14 years were being physically abused.
5. Assam, Mizoram, Delhi and Uttar Pradesh reported higher incidence of physical abuse.
6. Over 50% children in all the 13 sample states were being subjected to one or the other forms of physical abuse.
7. Out of those children physically abused in family situations, 88.6% were physically abused by parents.
8. Two out of three children were victims of corporal punishment.
9. Over 50% children in eight states reported corporal punishment, including those states where government has banned corporal punishment through notification.
10. Out of those children reporting corporal punishment in schools, 53.8% were from government run schools, 22.3% from public schools and 13% from NGO run schools.
11. 56.37% of children in institutions were being subjected to physical abuse by staff members.
12. One out of every two working children worked for seven days a week.
13. 58.8% of working children faced physical abuse either within the family or at workplace. 22.9% of these children faced physical abuse in both situations.
14. Both young adults and stakeholders were in favour of the use of abusive forms of punishment to discipline children.

### **Conclusion**

While this study has not collected data on impact of severe physical abuse on the psyche of the child, there can be no doubt that the effect of hurt, pain, anger, humiliation and loss of self-esteem is enormous. Children who have been repeatedly subjected to physical abuse carry the effects of it all through their life and often also end up as perpetrators of violence themselves.



## CHAPTER VI

# SEXUAL ABUSE



### Researchers remarks/observations

Jessina is a muslim believer. Her mother got married on 14 years old and she give birth to two daughters. Her father was some white and never bapt. Her mother face very difficulty days and last she went to gully as a house made. She spent that small earnings for her 5 sisters marriage and children's survival. One day she lost job in Gulf came back home. No money in hand. Those days one Hindu man influenced her by offering help. The relations made strong. Then she and her second daughter come to Wayanad and live with him. Time passes away, the daughter attained her puberty. Jessina escaped from many attempts of this man's rape attempts. But one day he succeed in it and repeated it severally. At last she told these stories to Angam Wadi Worker. A.W. Worker helped her to admit in a refuge centre. Now Jessina's elder sister (+2 student) stop her studies and come to live with her mother. So the step father got another prey. But one day Jessina's mother saw her partner's activities and now she is so confused, to how rescue her daughter from him during Summer vacation.

## 6.1 BACKGROUND

The subject of child sexual abuse is still a taboo in India. There is a conspiracy of silence around the subject and a very large percentage of people feel that this is a largely western problem and that child sexual abuse does not happen in India. Part of the reason of course lies in a traditional conservative family and community structure that does not talk about sex and sexuality at all. Parents do not speak to children about sexuality as well as physical and emotional changes that take place during their growing years. As a result of this, all forms of sexual abuse that a child faces do not get reported to anyone. The girl, whose mother has not spoken to her even about a basic issue like menstruation, is unable to tell her mother about the uncle or neighbour who has made sexual advances towards her. This silence encourages the abuser so that he is emboldened to continue the abuse and to press his advantage to subject the child to more severe forms of sexual abuse. Very often children do not even realize that they are being abused. In a study on Women's Experiences of Incest and Childhood Sexual Abuse conducted by RAHI, some of the respondents have stated that till the questionnaire was administered to them they did not realize that they had been abused as children. They had buried the incident as a painful and shameful one not to be ever told to anyone.

Some deep seated fear has always moved Indian families to keep their girls and their 'virginity' safe and many kinds of social and cultural practices have been built around ensuring this. This shows that there is knowledge of the fact that a girl child is unsafe though nobody talks about it. However this fear is only around girls and the safety net is generally not extended to boys. There is evidence from this as well as other studies that boys are equally at risk.

As defined by the World Health Organisation, child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- ◆The inducement or coercion of a child to engage in any unlawful activity
- ◆The exploitative use of a child in prostitution or other unlawful sexual practices
- ◆The exploitative use of children in pornographic performances and materials

However, for the purpose of this study, sexual abuse is defined as severe forms of sexual abuse and other forms of sexual abuse.

Severe forms of sexual abuse include:

- a) Assault, including rape and sodomy
- b) Touching or Fondling a child
- c) Exhibitionism- Forcing a child to exhibit his/her private body parts
- d) Photographing a child in nude

Other forms of sexual abuse include:

- a) Forcible kissing
- b) Sexual advances towards a child during travel
- c) Sexual advances towards a child during marriage situations
- d) Exhibitionism- exhibiting before a child
- e) Exposing a child to pornographic materials

A study on Child Sexual Abuse carried out by Save the Children and Tulir in 2006 looked at the prevalence and dynamics of child sexual abuse among school going children in Chennai. The study was conducted with a view to add to the scarce indigenous body of knowledge on child sexual abuse and with the aim of

breaking the silence around the issue, dispelling certain myths and providing research based information on child sexual abuse. The team followed major ethical standards of confidentiality, freedom to participate, informed consent and a multi-disciplinary team. The major findings of this study include:

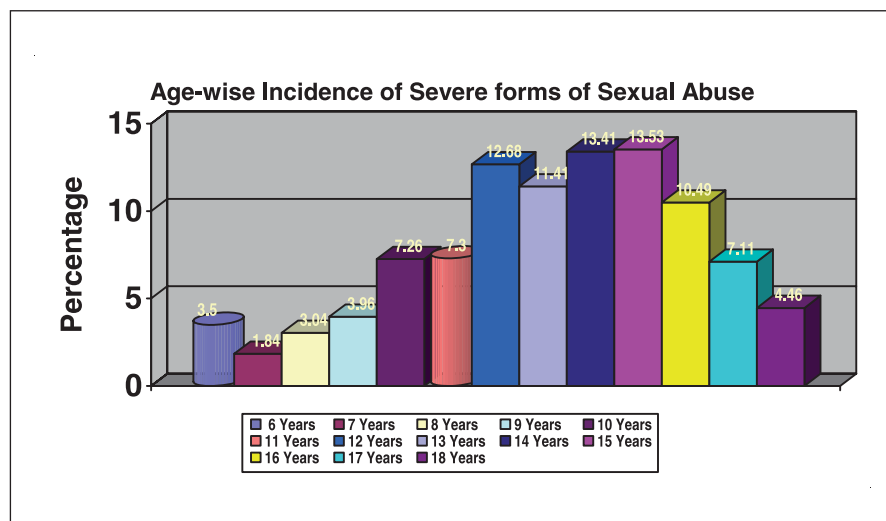
1. Out of the total of 2211 respondents, 42% children faced at least one form of sexual abuse or the other.
2. Among respondents, 48% of boys and 39% of the girls faced sexual abuse.
3. The prevalence of sexual abuse in upper and middle class was found to be proportionately higher than in lower or in lower middle class.
4. Sexual abuse was found to be prevalent in both joint and nuclear families.
5. Majority of the abusers were people known to the child and strangers were a minority.
6. Sexual harassment in public places and exhibitionism was higher by strangers.
7. Sexual abuse of children was very often a pre-planned insidious abuse of a relationship by an abuser over the child.

The WHO estimates that 150 million girls and 73 million boys under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact, though this is certainly an underestimate. Much of this sexual violence is inflicted by family members or other people residing in or visiting a child's family home- people normally trusted by children and often responsible for their care. A review of epidemiological surveys from 21 countries, mainly high- and middle- income countries, found that at least 7% of females (ranging up to 36%) and 3% of males (ranging up to 29%) reported sexual victimization during their childhood. According to these studies, between 14% and 56% of the sexual abuse of girls, and up to 25% of the sexual abuse of boys, was perpetrated by relatives or step parents. In many places, adults were outspoken about the risk of sexual violence their children faced at school or at play in the community, but rarely did adults speak of children's risk of sexual abuse within the home and family context. The shame, secrecy and denial associated with familial sexual violence against children foster a pervasive culture of silence, where children cannot speak about sexual violence in the home, and where adults do not know what to do or say if they suspect someone they know is sexually abusing a child.<sup>13</sup>

## 6.2 SEXUAL ABUSE OF CHILDREN

In order to examine the incidence of sexual abuse among child respondents, the questionnaire was administered to 12,447 children belonging to the five different categories including children in family environment, children in schools, children in institutions, children at work and street children. The study looked into four severe forms and five other forms of sexual abuse.

Out of the total child respondents, 53.22% reported having faced one or more forms of sexual abuse that included severe and other forms. Among them 52.94% were boys and 47.06% girls. The age wise distribution of children reporting sexual abuse in one or more forms showed that though the abuse started at the age of 5 years, it gained momentum 10 years onward, peaking at 12 to 15 years and then starting to decline. This





means that children in the teenage years are most vulnerable. The study looked at gender-wise break up of children who were subjected to one or more forms of sexual abuse in the sample states. The significant finding was that contrary to the general perception, the overall percentage of boys was much higher than that of girls. In fact 9 out of 13 States reported higher percentage of sexual abuse among boys as compared to girls, with states like Delhi reporting a figure of 65.64%. It would be interesting to see if this trend of higher percentage of boys being sexually abused continues when seen separately in severe and other forms of sexual abuse.

The present study looked at three different kinds of abuses (physical, sexual and emotional) amongst five different evidence groups. Thus, in this chapter too, sexual abuse should rightfully be discussed as per the evidence groups. However, the data collection process did not adequately probe into sexual abuse within the particular living environment of the evidence groups, eg. children in family environment were not asked specifically whether they faced sexual abuse within family or children in institutions were not specifically asked about incidence of sexual abuse within institutions. This meant that children in institutions were not asked whether the sexual abuse they faced had been perpetrated by the supervisor, caregiver or other children in the institutions. This difficulty was not there in the section on physical abuse, where those children in family, in institutions or in schools were asked specifically whether they were being physically abused by family members, staff of institutions or school teachers, making it easier to analyze the data.

The following table has, therefore, been generated by cross tabulation of their responses to questions pertaining to sexual abuse with the category to which they belonged. Therefore, this correlation needs substantiation with further research. The data in this chapter has primarily been analyzed according to the forms of sexual abuse.

### Gender-wise percentage of children reporting sexual abuse

States	% Boys	% Girls
Andhra Pradesh	54.21	45.79
Assam	53.48	46.52
Bihar	52.96	47.04
Delhi	65.64	34.36
Goa	52.27	47.73
Gujarat	36.59	63.41
Kerala	55.04	44.96
Madhya Pradesh	42.54	57.46
Maharashtra	49.43	50.57
Mizoram	59.96	40.04
Rajasthan	52.50	47.50
Uttar Pradesh	55.73	44.27
West Bengal	43.71	56.29
<b>Total</b>	<b>52.94</b>	<b>47.06</b>

### Percentage of children among different evidence groups reporting sexual abuse

	YES	NO
Child in family environment not going to school	53.18	46.82
Children in schools	49.92	50.08
Children at work (Shop, factory or other places)	61.61	38.39
Children on the streets	54.51	45.49
Children in institutional care	47.08	52.92
<b>Total</b>	<b>53.22</b>	<b>46.78</b>

Among different evidence groups, highest percentage of children who faced sexual abuse were those at work(61.61%).

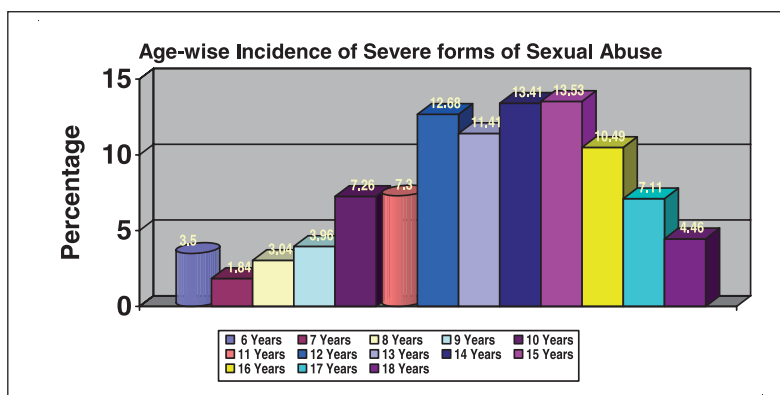
## 6.2.1 Severe forms of sexual abuse

Out of the total child respondents, 20.90% were subjected to severe forms of sexual abuse that included sexual assault, making the child fondle private parts, making the child exhibit private body parts and being photographed in the nude. Out of these 57.30% were boys and 42.70% were girls. Over one fifth of these children faced more than three forms of sexual abuse. Amongst these sexually abused children,

Out of 12,447 child respondents, 21% reported being subjected to severe forms of sexual abuse

39.58% were in the age group of 5-12 years, 35.59% in the age group of 15-18 years and 24.83% in the age group of 13-14 years.

From the data available, an analysis of severe forms of sexual abuse arranged age-wise revealed that sexual abuse crossed the 5% mark from the age of 10 years, peaked at 15 years and by the time the child reached 18 years, went below the 5% mark. 73% of the total incidence of child sexual abuse was reported among children between 11 and 18 years of age. Therefore the pre-adolescent to the adolescent child seems to be most at risk. It is also disturbing to note that children between 6 and 10 years also face severe forms of sexual abuse.



The State-wise analysis of severe forms of sexual abuse of children revealed that Assam reported the

Percentage of children facing one or more forms of severe sexual abuse*						
STATES	NO	YES				% of children facing one or more forms of abuse
		One form of Abuse	Two forms of Abuse	Three forms of Abuse	Four forms of Abuse	
Andhra Pradesh	66.13	15.98	10.39	6.59	0.90	33.87
Assam	42.73	20.16	24.67	11.13	1.30	57.27
Bihar	66.73	15.13	8.62	9.02	0.50	33.27
Delhi	59.10	18.09	12.36	9.45	1.01	40.90
Goa	97.62	1.78	0.40	-	0.20	2.38
Gujarat	92.66	4.73	2.01	0.40	0.20	7.34
Kerala	82.30	9.20	3.40	4.10	1.00	17.70
Madhya Pradesh	90.13	5.58	3.09	1.10	0.10	9.87
Maharashtra	90.21	7.39	1.60	0.80	-	9.79
Mizoram	83.80	13.06	2.30	0.84	-	16.20
Rajasthan	89.18	6.21	2.40	1.20	1.00	10.82
Uttar Pradesh	94.02	2.69	1.10	1.49	0.70	5.98
West Bengal	82.80	8.55	5.33	2.72	0.60	17.20
<b>Total</b>	<b>79.10</b>	<b>10.20</b>	<b>6.20</b>	<b>3.91</b>	<b>0.59</b>	<b>20.90</b>

\* Forms of sexual abuse includes sexual assault, making the child fondle private parts, making the child exhibit or exhibiting private body parts and being photographed in the nude

highest percentage of sexual abuse (57.27%) of those children who faced one or more forms of sexual abuse, followed by Delhi, which reported almost 41%, Andhra Pradesh (33.87%) and Bihar (33.27%). The lowest percentage of sexual abuse was reported from Goa (2.38%) followed by Uttar Pradesh (5.98%) and Gujarat (7.34%). The reported incidence of sexual abuse from Goa does not seem to be in line with the larger perception.

With regard to the gender break up of children facing one or more severe forms of sexual abuse, four out of the thirteen states reported higher percentage of sexual abuse among girls in comparison to boys. Andhra Pradesh reported highest percentage of sexual abuse among girls(38.52%) compared to 29.2% among boys. It is noteworthy that Andhra Pradesh is also a state with high<sup>14</sup> incidence of trafficking of girls for commercial sexual exploitation. The other states reporting higher incidence of sexual abuse among girls in comparison to boys were Madhya Pradesh (12.58% : 7.41%), Maharashtra (11.27% : 8.33%) and Gujarat (10.04% : 4.53%).

Percentage of boys and girls facing one or more severe forms of sexual abuse														
States	Boys- NO	Boys- YES					% of boys facing abuse of one or more forms	Girls - NO	Girls- YES					% of girls facing abuse of one or more forms
		Situations							Situations					
		One	Two	Three	Four				One	Two	Three	Four		
Andhra Pradesh	70.8	14.00	10.00	5.2	-	29.2	61.48	17.96	10.78	7.98	1.80	38.52		
Assam	37.45	21.35	27.53	12.73	0.94	62.55	48.81	18.79	21.38	9.29	1.73	51.19		
Bihar	64.11	16.51	9.98	8.64	0.77	35.89	69.60	13.63	7.13	9.43	0.21	30.40		
Delhi	45.34	23.55	16.34	13.53	1.23	54.66	77.46	10.80	7.04	3.99	0.70	22.54		
Goa	97.45	1.82	0.36		0.36	2.55	97.83	1.74	0.43	-	-	2.17		
Gujarat	95.47	2.67	1.44	0.41	-	4.53	89.96	6.69	2.56	0.39	0.39	10.04		
Kerala	78.78	11.85	3.82	4.02	1.53	21.22	86.16	6.29	2.94	4.19	0.42	13.84		
Madhya Pradesh	92.59	4.56	2.09	0.57	0.19	7.41	87.42	6.71	4.19	1.68	-	12.58		
Maharashtra	91.67	6.55	0.99	0.79	-	8.33	88.73	8.25	2.21	0.80	-	11.27		
Mizoram	79.72	17.47	2.21	0.60	-	20.28	88.24	8.28	2.40	1.09	-	11.76		
Rajasthan	88.89	6.04	2.34	1.36	1.36	11.11	89.48	6.39	2.47	1.03	0.62	10.52		
Uttar Pradesh	91.60	3.40	1.20	2.40	1.40	8.40	96.43	1.98	0.99	0.60	-	3.57		
West Bengal	82.21	8.32	6.00	2.32	1.16	17.79	83.44	8.81	4.61	3.14	-	16.56		
<b>Total</b>	<b>76.94</b>	<b>11.12</b>	<b>6.90</b>	<b>4.33</b>	<b>0.71</b>	<b>23.06</b>	<b>81.42</b>	<b>9.20</b>	<b>5.45</b>	<b>3.46</b>	<b>0.47</b>	<b>18.58</b>		

Assam reported the highest incidence of sexual abuse among both boys and girls. 62.55% boys and 51.19% girls from Assam reported facing one or more forms of sexual abuse, which was highest amongst all the 13 sample states. This was followed by Delhi with 54.66% boys and 22.54% girls and Bihar with 35.89% boys and 30.40% girls reporting high incidence of sexual abuse. As stated above, the Goa figures of 2.55% boys and 2.17% girls do not seem to be in line with the general perception.

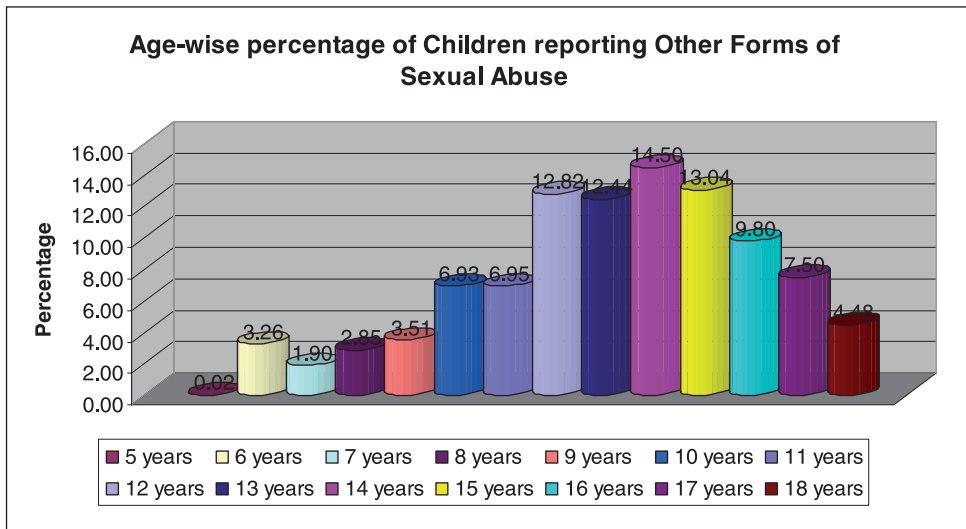
#### Major findings:

1. Assam reported the highest incidence of sexual abuse of both boys and girls.
2. Goa reported the lowest incidence of sexual abuse in both boys and girls which is not in line with the general perception.

### 6.2.2 Other forms of sexual abuse

Out of the total child respondents, 50.76% were subjected to other forms of sexual abuse that included forcible kissing, sexual advances made during travel and marriages and exposure to pornographic materials. Out of these 53.07% were boys and 46.93% were girls. Over 50% of children faced more than two forms of sexual abuse. Amongst children facing other forms of sexual abuse, 38.24% were in the age group of 5-12 years, 34.82% in the age group of 15-18 years and 26.94% in the age group of 13-14 years. It is alarming to note that when analyzed within the age group, 63.64% child responds in the age group of 15-18 years, 52.43% in the age group of 13-14 years and 42.06% in the age group of 5-12 years were subjected to other forms of sexual abuse.

Out of 12,447 child respondents, majority 51% reported being subjected to other forms of sexual abuse



The above age-wise chart regarding other forms of sexual abuse revealed that while sexual abuse began at the tender age of 5 years, it rose sharply from 10 years, peaked at 14 years and by the time the child reached 18 years went below the 5% mark. 81.53% of the total incidence of child sexual abuse was reported amongst children between 11 and 18 years of age. Therefore the pre-adolescent to the adolescent child seems to be most at risk. It is also disturbing to note that children between 6 and 10 are also facing these forms of sexual abuse.

The state-wise analysis of other forms of sexual abuse of children revealed that Assam again reported the

Percentage of children facing one or more forms of other sexual abuse*							
States	NO	YES					% of children facing one or more forms of abuse
		One form of Abuse	Two forms of Abuse	Three forms of Abuse	Four forms of Abuse	Five forms of Abuse	
Andhra Pradesh	27.17	21.68	19.48	20.98	9.39	1.30	72.83
Assam	13.74	26.08	26.68	21.46	10.73	1.30	86.26
Bihar	32.36	21.64	19.74	14.53	10.12	1.60	67.64
Delhi	27.74	28.34	23.92	15.58	4.12	0.30	72.26
Goa	65.94	23.56	7.52	1.98	0.59	0.40	34.06
Gujarat	52.01	32.09	9.15	4.83	1.81	0.10	47.99
Kerala	55.20	25.70	13.80	4.30	1.00	-	44.80
Madhya Pradesh	66.70	23.43	8.18	1.50	0.20	-	33.30
Maharashtra	59.34	27.77	10.59	1.80	0.50	-	40.66
Mizoram	45.25	36.15	12.33	5.43	0.84	-	54.75
Rajasthan	70.64	16.73	8.02	2.71	1.90	-	29.36
Uttar Pradesh	64.24	25.80	7.07	2.49	0.40	-	35.76
West Bengal	67.71	17.20	9.46	4.73	0.80	0.10	32.29
<b>Total</b>	<b>49.24</b>	<b>25.11</b>	<b>13.77</b>	<b>8.11</b>	<b>3.37</b>	<b>0.39</b>	<b>50.76</b>

\* Forms of sexual abuse includes sexual assault, making the child fondle private parts, making the child exhibit or exhibiting private body parts and being photographed in the nude

highest percentage of sexual abuse (86.26%) of those children who faced one or more other forms of sexual abuse followed by Andhra Pradesh (72.83%) and Delhi (72.26%) with Bihar reporting (67.64%). It is important to note that these were the very same states, which reported higher percentage in severe forms of sexual abuse. The less severe forms of sexual abuse are definitely more prevalent, which is reflective from the fact that even amongst the states reporting lowest percentage, the percentage is 29.36%. This means

that a minimum of one third of all the children across the board have faced at least one or more forms of sexual abuse. Such trends are disturbing and require immediate intervention at family, community and state levels.

With regard to the gender break up of children facing one or more other forms of sexual abuse, the four states, namely, Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of abuse among both boys and girls. The other states reporting high percentage of abuse among girls was Gujarat

Percentage of Boys and Girls facing one or more forms of Other Sexual Abuse														
STATES	Boys -NO	Boys- YES						Girls- NO	Girls- YES					
		One form of Abuse	Two forms of Abuse	Three forms of Abuse	Four forms of Abuse	Five forms of Abuse	% of boys facing one or more forms of abuse		One form of Abuse	Two forms of Abuse	Three forms of Abuse	Four forms of Abuse	Five forms of Abuse	% of girls facing one or more forms of abuse
Andhra Pradesh	20.8	25.2	24.4	21	8.2	0.4	79.20	33.53	18.16	14.57	20.96	10.58	2.20	66.47
Assam	14.98	32.77	29.59	16.10	6.18	0.37	85.02	12.31	18.36	23.33	27.65	15.98	2.38	87.69
Bihar	31.29	22.65	20.92	14.40	8.83	1.92	68.71	33.54	20.55	18.45	14.68	11.53	1.26	66.46
Delhi	17.57	31.81	28.65	15.82	5.62	0.53	82.43	41.31	23.71	17.61	15.26	2.11		58.69
Goa	67.64	21.09	8.00	2.18	0.73	0.36	32.36	63.91	26.52	6.96	1.74	0.43	0.43	36.09
Gujarat	64.20	26.95	7.20	0.62	1.03		35.80	40.35	37.01	11.02	8.86	2.56	0.20	59.65
Kerala	51.05	28.11	16.83	3.06	0.96		48.95	59.75	23.06	10.48	5.66	1.05		40.25
Madhya Pradesh	73.57	19.58	6.27	0.57			26.43	59.12	27.67	10.27	2.52	0.42		40.88
Maharashtra	60.12	28.57	10.32	0.79	0.20		39.88	58.55	26.96	10.87	2.82	0.80		41.45
Mizoram	36.55	51.00	10.04	1.81	0.60		63.45	54.68	20.04	14.81	9.37	1.09		45.32
Rajasthan	69.20	14.81	9.75	3.70	2.53		30.80	72.16	18.76	6.19	1.65	1.24		27.84
Uttar Pradesh	58.8	30.2	8	2.6	0.4		41.20	69.64	21.43	6.15	2.38	0.40		30.36
West Bengal	73.50	15.09	7.16	3.09	1.16		26.50	61.43	19.50	11.95	6.50	0.42	0.21	38.57
<b>Overall</b>	<b>48.14</b>	<b>26.94</b>	<b>14.83</b>	<b>6.88</b>	<b>2.92</b>	<b>0.28</b>	<b>51.86</b>	<b>50.43</b>	<b>23.14</b>	<b>12.62</b>	<b>9.43</b>	<b>3.86</b>	<b>0.52</b>	<b>49.57</b>

(59.65%). Across the country, every second child was being subjected to other forms of sexual abuse and every fifth child was facing severe forms of sexual abuse.

#### Major findings:

1. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of abuse among both boys and girls.
2. Across the country, every second child was being subjected to other forms of sexual abuse and every fifth child was facing severe forms of sexual abuse.

### 6.2.3 Forms of sexual abuse of children

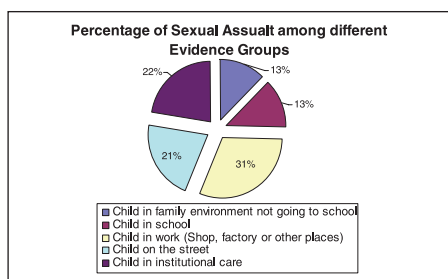
Sections 6.2.1 & 6.2.2 discuss severe and other forms of sexual abuse collectively. This section discusses individual forms of sexual abuse.

#### 6.2.3.1 Sexual assault:

For the purpose of this study, sexual assault means penetration of the anus, vagina or oral sex. Out of the 12,447 child respondents, 5.69% reported being sexually assaulted. The study conducted by RAHI has also reported a 6% figure for severe sexual abuse (4% penetrating anus or vagina and 2% oral sex). Another study titled Sexual Abuse of Street Children brought into an observation home found that over 15% of the boys in the institution reported penetrative sexual abuse and the maximum proportion of abuse was reported in the age group 8-10 years (42.9%).

Of all the children reporting sexual assault, 54.4% were boys and 45.6% were girls. Out of the total children reporting sexual assault, 37.82% were in the age group of 15-18 years, 36.53% in the age group of 5-12 years and remaining 25.64% in the age group of 13-14 years. Within the age groups, the highest percentage of sexual assault (7.72%) was reported by children in the age group of 15-18 years followed by 5.57% in the age group of 13-14 years and 4.52% in the age group of 5-12 years. Further, in-depth analysis of data on sexual assault of children within different age groups revealed that 16.48% children were in the age group of 6-10 years. This abnormally high percentage of sexual assault of very young children is a matter of concern and needs immediate attention.

Out of the total number of children reporting sexual assault, half of



them were from the four states of Delhi, Andhra Pradesh, Assam and Bihar. Significantly, among all the respondents, majority of those children reporting sexual assault were from Delhi (14.77%), followed

by Andhra Pradesh (13.67%), Assam (11.78%) and Bihar (10.34%). Out of all the children being subjected to sexual assault majority belonged to the three evidence groups namely, children on street, children at work and children in institutions. These were also the most vulnerable and exploited children.

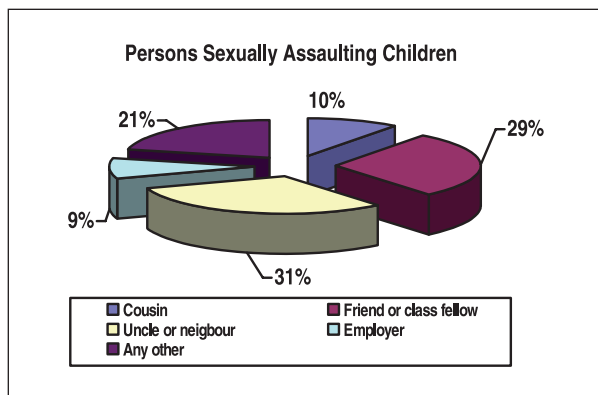
Out of the total number of child respondents reporting sexual assault, about 31% were working children. The other evidence groups reporting high percentage of sexual assault were children in institutional care (22%) followed by street children. Among children in school and children in family environment not going to school, the percentage of sexual assault was reported at 13%. Interestingly, when one looked within the evidence groups, here too, the highest percentage of children reporting sexual assault were working children (8.70%) followed by children in institutional care (7.08%) and street children (6.53%).

State-wise percentage of children reporting sexual assault		
	No	Yes
Andhra Pradesh	86.33	13.67
Assam	88.22	11.78
Bihar	89.66	10.34
Delhi	85.23	14.77
Goa	99.60	0.40
Gujarat	98.08	1.92
Kerala	93.95	6.05
Madhya Pradesh	98.28	1.72
Maharashtra	99.18	0.82
Mizoram	98.63	1.37
Rajasthan	98.18	1.82
Uttar Pradesh	97.78	2.22
West Bengal	95.51	4.49
<b>Total</b>	<b>94.31</b>	<b>5.69</b>

Percentage of children among different evidence groups reporting sexual assault		
	YES	NO
Child in family environment not going to school	4.04	95.96
Children in schools	2.90	97.10
Children at work (Shop, factory or other places)	8.70	91.30
Children on the streets	6.53	93.47
Children in institutional care	7.08	92.92
<b>Total</b>	<b>5.69</b>	<b>94.31</b>

The analysis of data pertaining to children in different age groups revealed that the percentage of adolescents (15-18 years) was higher than the children in the other age group. 37.82% cases of sexual assault were reported amongst adolescents followed by 36.53% among younger children in the age group 5-12 years and remaining 25.64% in the age group of 13-14 years. Within the age group of 5-12 years, the highest percentage of sexual assault (57.89%) was reported from Gujarat followed by 50.0% from Goa and 46.85% from Delhi. Amongst adolescents, the highest percentage of cases were reported from Mizoram (69.23%) followed by Kerala (63.33%) and Rajasthan (55.56%), while lowest percentage of sexual assault in this age-group (15-18 years) was reported from Uttar Pradesh (18.18%) followed by West Bengal (22.73%).

State and age break up (%) of children reporting sexual assault			
States	Younger Children (15-18)	Children (5-12)	Adolescents (13-14)
Andhra Pradesh	35.82	23.13	41.04
Assam	27.35	25.64	47.01
Bihar	45.54	30.69	23.76
Delhi	46.85	21.68	31.47
Goa	50.00	50.00	
Gujarat	57.89	21.05	21.05
Kerala	13.33	23.33	63.33
Madhya Pradesh	23.53	35.29	41.18
Maharashtra	37.50	25.00	37.50
Mizoram		30.77	69.23
Rajasthan	22.22	22.22	55.56
Uttar Pradesh	54.55	27.27	18.18
West Bengal	43.18	34.09	22.73
Total	36.53	25.64	37.82



The study also examined categories of persons sexually assaulting children. The findings revealed that majority of children (31%) were subjected to sexual assault by their uncles or neighbours followed by 29% by friends and class fellows, 10% by their cousins and 9% by their employers. Remaining 21% children reported sexual assault by others that included strangers, persons they were faintly acquainted with, teachers, care givers, etc. The study conducted by RAHI also reported high percentage of sexual abuse by maternal/paternal uncles and male cousins.

The study also elicited information on whether or not the respondents had disclosed their experience to anyone. Majority of children subjected to sexual assault kept quiet (72.1%) and did not report the matter to anyone. Among those who reported, the majority of children shared the incident with their parents followed by brother and sister (6.7%). Only 3.4% children reported the matter to police.

Reporting of sexual assault	Percent
Kept quiet	72.1
Shared it with brothers/ sisters	6.7
Told Parents	11.8
Reported it to the police	3.4
Any other	6.0

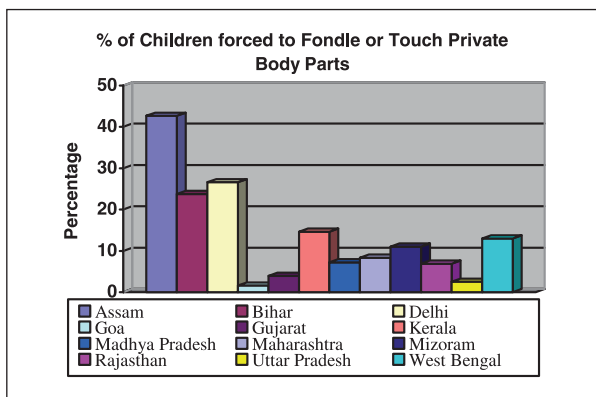
#### Major findings:

1. Out of the child respondents, 5.69% reported being sexually assaulted.
2. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault.
3. Children on streets, children at work and children in institutional care reported the highest incidence of sexual assault.
4. 72.1% children did not report the matter to anyone.
5. 50% of the abusers were cousins, uncles and friends and class fellows.

**6.2.3.2 Forced to touch private parts of the body:**

Out of the total child respondents, 14.5% reported incidence when someone made them fondle or touch their private body parts. Among these children, 58.40% were boys and 41.60% were girls. 38.50% of these children were in the age group of 15-18 years, while 36.87% were in the age group of 5-12 years and remaining 24.62% in the age group of 13-14 years. If compared with incidence of sexual assault, the percentage of children forced to fondle or touch private body parts, continued to be high amongst children in the age groups of 5-12 years and 15-18 years. Further in-depth analysis of data on children forced to touch or fondle private body parts within different age groups revealed that one fourth of child respondents (25.41%) were in the age group of 5-10 years, which meant that every fourth child facing this form of abuse was in the age group of 5-10 years.

The highest percentage of children being forced to fondle or touch private body parts of the perpetrator was reported from Assam(43%) followed by Delhi (26.61%) and Bihar (23.74%). The lowest percentage of this incidence was reported from Goa (1.61%) followed by Uttar Pradesh (2.53%) and Gujarat (3.95%). It would be important to note that Goa and Gujarat also reported lower percentages in cases of sexual assault. The lower percentages of child sexual assault and fondling or touching private body parts in these states needs further in depth examination as it does not seem to be in line with the larger perception.



Out of the total number of child respondents reporting being forced to touch private parts of the body, 24.45% were working children. The other evidence groups reporting high percentage of sexual assault were street children (22.77%) followed by children in school (21.53%). Among children in institutional care the percentage was 16.19% and children in family environment not going to school, the percentage was reported at 15.06%.

Percentage of children among different evidence groups reporting being forced to touch private body parts		
	YES	NO
Child in family environment not going to school	12.13	87.87
Children in schools	12.24	87.76
Children at work (Shop, factory or other places)	17.83	82.17
Children on the streets	17.73	82.27
Children in institutional care	13.03	86.97
<b>Total</b>	<b>14.50</b>	<b>85.50</b>

Interestingly, even when examined within the evidence groups reporting being forced to touch private parts of the body, working children reported the highest percentage (17.83%) followed by street children (17.73%) and children in institutional care (13.03%).

When asked about the identity of the perpetrator, 38.5% children reported that friends or class fellows forced

them to fondle or touch private body parts. 24.9% children reported this abuse by their uncles or neighbours, while 11.1% by their cousins, 6.7% by their brother or sister and 4.8% by their employers. 14% children also reported being forced by others.

When asked about whether the incidence was reported to someone, majority of children (76.8%) reported keeping quiet. Out of those who reported the matter, 8.5% shared the incidence with their parents, while 6.6% with their brothers or sisters. There were 7% children who shared the incidence with others. Only 1.1% children reported the

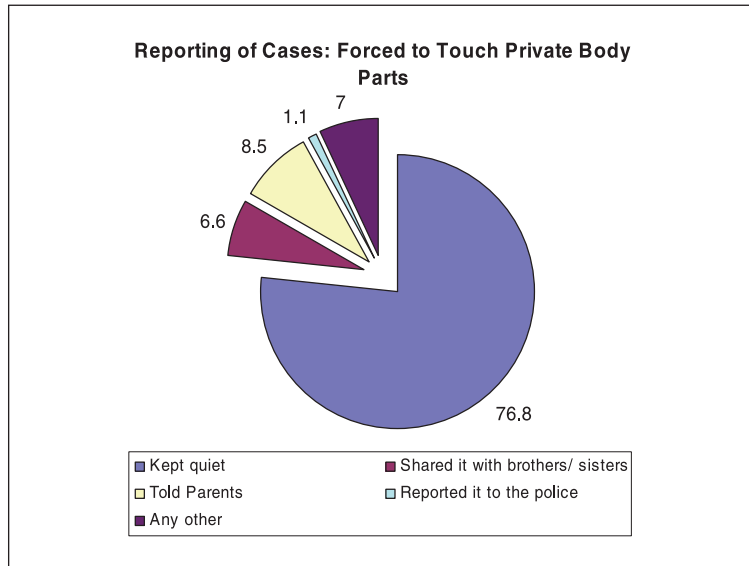
Person Forcing to Fondle	Percent
Brother or sister	6.7
Cousin	11.1
Friend or class fellow	38.5
Uncle or neighbour	24.9
Employer	4.8
Any other	14.0



matter to the police. This could be due to the fact that these children did not know that they were in abusive situations or that they could report to the police. This is largely a very furtive and secretive activity that often leaves the child frightened and guilty making it difficult for him/her to talk about it to anyone.

**Major findings:**

1. Out of the total child respondents, 14.5% reported incidence when someone made them fondle or touch their private body parts.
2. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of being forced to fondle private body parts.
3. Children on streets, children at work and children in institutional care reported the highest incidence.
4. 77% children did not report the matter to anyone.



**6.2.3.3 Exhibition- Children forced to exhibit private body parts:**

Out of the total child respondents, 12.6% of children reported that someone forced them to show or exhibit their private body parts. Among these children, 60.25% were boys and 39.75% girls.

Amongst children (15-18 years), 38.66% reported being forced to exhibit private body parts followed by 35.49% among children (5-12 years) and 25.86% children (13-14 years). The highest percentage of such cases was reported amongst children (5-12 years) from Goa followed by 48.57% from Uttar Pradesh and 44.34% from West Bengal. Further analysis of age break up revealed that out of children who reported being forced to exhibit private body parts, 18.23% were in the age group of 5-12 years.

State and age break up (%) of children reporting being forced to exhibit private body parts			
States	5-12 Years	13-14 Years	15-18 Years
Andhra Pradesh	34.27	21.91	43.82
Assam	33.33	26.32	40.35
Bihar	45.50	25.40	29.10
Delhi	40.86	24.12	35.02
Goa	50.00		50.00
Gujarat	28.57	35.71	35.71
Kerala	16.28	18.60	65.12
Madhya Pradesh	24.56	40.35	35.09
Maharashtra	39.39	33.33	27.27
Mizoram	13.24	26.47	60.29
Rajasthan	42.00	34.00	24.00
Uttar Pradesh	48.57	25.71	25.71
West Bengal	44.34	25.47	30.19
<b>Total</b>	<b>35.49</b>	<b>25.86</b>	<b>38.66</b>

When asked about the persons who forced them to show or exhibit their body parts, in majority of cases

(44.4%), the persons causing such abuse were friends or class fellows of child respondents. This percentage was followed by 23% of children reporting such acts by their uncles or neighbours, 9.5% by their cousins, 5.2% by their employers and 4.8% by their brothers and sisters. There were also 13.1% children who reported being forced to exhibit their private body parts by others.

Person forcing to exhibit	Percent
Brother or sister	4.8
Cousin	9.5
Friend or class fellow	44.4
Uncle or neighbour	23.0
Employer	5.2
Any other	13.1

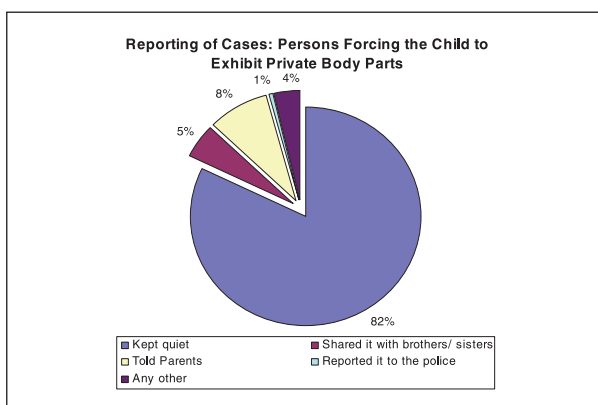
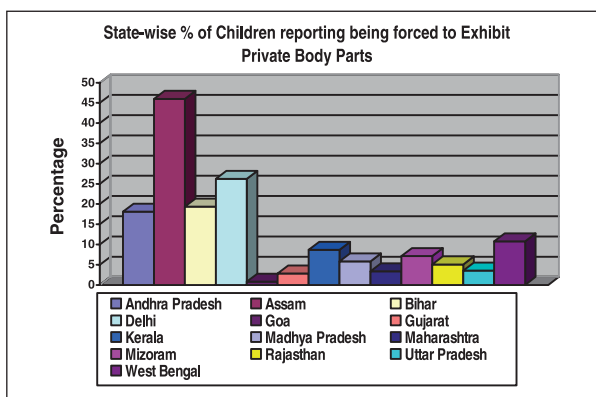
Out of the total number of child respondents (N=12447) covered under the study, working children reported the

Percentage of children in different evidence groups reporting being forced to exhibit private body parts		
	YES	NO
Child in family environment not going to school	10.94	89.06
Children in schools	9.36	90.64
Children at work (Shop, factory or other places)	16.35	83.65
Children on the streets	15.10	84.90
Children in institutional care	12.14	87.86
<b>Total</b>	<b>12.60</b>	<b>87.40</b>

highest percentage (16.35%) being forced to exhibit private parts of the body followed by 15.10% by street children and 12.14% by children in institutional care. Interestingly, when examined within the total cases of children being forced to exhibit private body parts, about 25.86% were working children. The other evidence groups reporting high percentage of sexual

assault were street children (22.32%) followed by children in school (18.89%). Among children in institutional care the percentage was 17.40% and children in family environment not going to school the percentage was reported at 15.52%.

The highest percentage of children reporting being forced to exhibit private body parts was from Assam (46%) followed by Delhi (26.22%) and Bihar (19.38%). The lowest percentage of this incidence was reported from Goa (0.80%) followed by Gujarat (2.83%) and Maharashtra (3.35%). Interestingly, the reported incidence of children being forced to exhibit private parts to perpetrators from Goa, Gujarat and Maharashtra is much lower than the other states. It would be important to note that Goa and Gujarat also reported lower percentage in cases of sexual assault and fondling/touching private body parts. Reasons for these low percentage of cases need further in depth examination of the subject as the



findings do not seem to be in line with the larger perception.

Regarding reporting of the incidence of exhibition of private parts of body, an overwhelming majority of children (82.2%) preferred to keep quiet about the incidence. Like in other categories, majority of those children who reported the incidence (8.4%) told their parents about the incidence. 5.1% children

preferred to share the incidence with their brothers or sisters and only 0.7% children reported the matter to the police for necessary action.

#### Major findings:

1. Andhra Pradesh, Assam, Bihar and Delhi reported highest percentage of children forced to exhibit private body parts.
2. 80% and above children chose to keep quiet.
3. The highest percentage of children reported such abuse by friends and class fellows followed by uncles and neighbours.

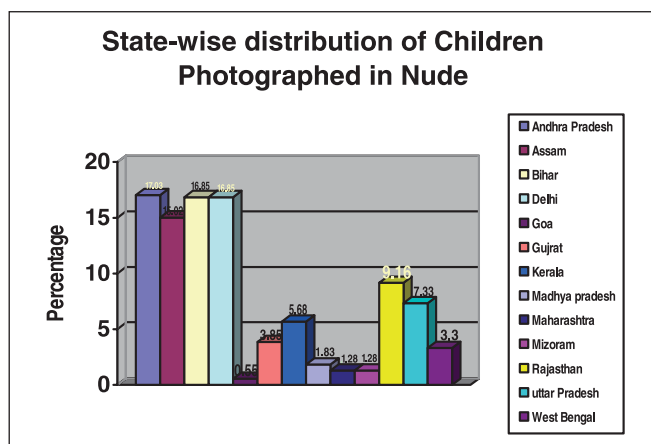
#### 6.2.3.4 Photographed in the nude

Out of the total child respondents, 4.46% reported being photographed in nude. This is an unusually high percentage. Also for the first time data on this kind of abuse has been collected. The RAHI study had asked the question, 'asking you to pose for dirty pictures' and they reported a response of 0.1%. When compared to this the revelation of the present study is alarming and needs further probe. Among these children, 52.01% were boys and 47.99% were girls.

In different age groups, the majority of cases (48.17%) where children were photographed in nude were among younger children in the age group of 5-12 years. This was followed by 28.02% among adolescents in the age group 15-18 years and remaining 23.81% in the age group of 13-14 years.

State and age break up (%) of children reporting photographed in nude			
Younger	Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	46.24	21.51	32.26
Assam	53.66	15.85	30.49
Bihar	54.35	22.83	22.83
Delhi	52.17	27.17	20.65
Goa	66.67		33.33
Gujarat	47.62	33.33	19.05
Kerala	25.81	22.58	51.61
Madhya Pradesh	20.00	40.00	40.00
Maharashtra	57.14	28.57	14.29
Mizoram	14.29	28.57	57.14
Rajasthan	48.00	24.00	28.00
Uttar Pradesh	42.50	35.00	22.50
West Bengal	55.56	16.67	27.78
<b>Total</b>	<b>48.17</b>	<b>23.81</b>	<b>28.02</b>

When percentages of children photographed in the nude were seen across the states, the highest

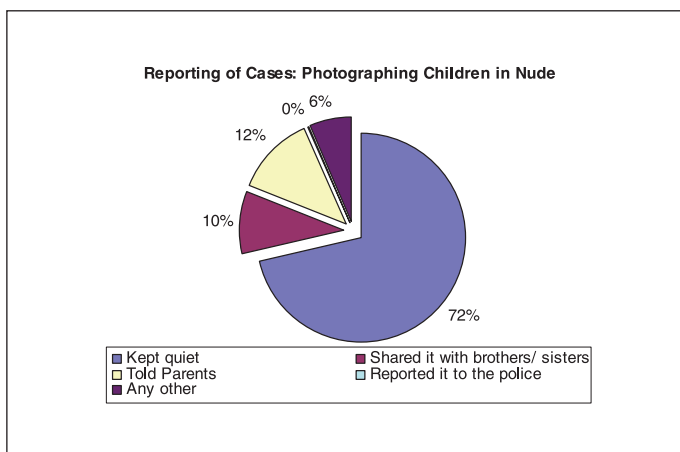


percentages were reported from the states of Andhra Pradesh, Assam, Bihar and Delhi. The fact that these four states seem to repeatedly emerge as having the highest incidence of sexual abuse is disturbing. Actually it is difficult to attribute reasons for this. For example, literacy levels are high in Delhi and low in Bihar and Assam. Andhra Pradesh is a state with highest incidence of trafficking for commercial sexual exploitation of women and children. Poverty is high in Assam and Bihar. There is a correlation between urbanization and crime but then this argument would hold only for Delhi

and partially for Andhra Pradesh.

Here, as earlier, the friend or class fellow and the uncle or neighbour emerged as the main abuser. The fact that brothers and cousins together amount to 21% is also noteworthy. Among the evidence groups, although, the children in school reported a low percentage of 2.80% there was no significant difference.

Percentage of children in different evidence groups reporting photographed in nude		
	Yes	No
Child in family environment not going to school	5.27	94.77
Children in schools	2.83	97.17
Children at work (Shop, factory or other places)	4.75	95.25
Children on the streets	5.39	94.61
Children in institutional care	4.68	95.32
<b>Total</b>	<b>4.46</b>	<b>95.54</b>



When asked about what they did after someone photographed them in the nude, the majority of children (71.4%) once again did not report the matter and preferred to keep quiet.

**Major findings:**

1. Out of the total child respondents, 4.6% reported being photographed in nude.
2. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence.
3. 72% children did not report the matter to anyone.

**6.2.3.5 Other forms of sexual abuse:**

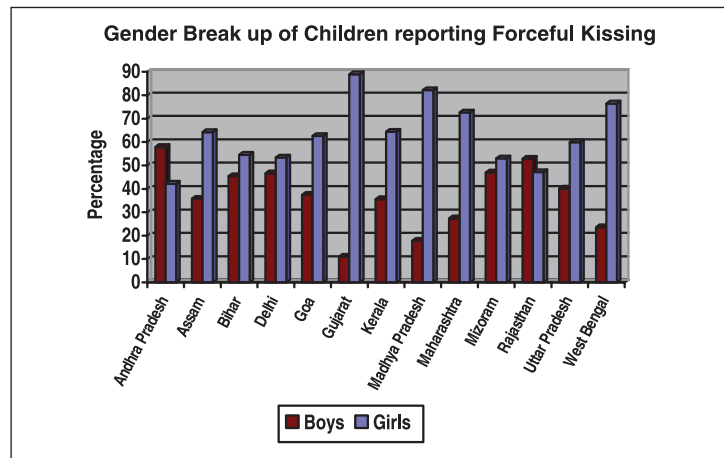
Apart from the forms of sexual abuse of children discussed above, the study also looked at some other forms of sexual abuse amongst children like persons forcibly kissing children, sexual advances during travel situations, sexual advances during marriage situations, exhibition- children forced to view private body parts and exposing children to pornographic materials.

**1. Exhibition- Children forced to view private body parts:**

**(a) Forcible kissing:**

21.06% children out of the total child respondents reported being forcibly kissed. Among these children, 44.98% were boys and 55.02% girls, out of which, 41.17% were in the age group of 5-12 years, 25.73% in the age group of 13-14 years and 33.10% in the age group of 15-18 years. One in four girls reported being forcibly kissed.

A look at gender break-up of child respondents reporting forceful kissing revealed that highest percentage (86.18%) of girls were from Mizoram followed by Gujarat (79.81%) and Madhya Pradesh (79.10%). The other states reporting higher percentage of such cases were Maharashtra (71.88%), West Bengal (68.99%) and Assam (63.60%). Among boys, three states reported high percentage of forcible kissing. These states were Delhi (68.88%) followed by Goa (64.0%) and Rajasthan (55.45%).



State and age break up (%) of children reporting forcible kissing			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	48.73	20.56	30.70
Assam	33.13	27.40	39.47
Bihar	56.22	22.54	21.24
Delhi	48.46	23.99	27.55
Goa	44.00	28.00	28.00
Gujarat	39.42	25.96	34.62
Kerala	15.00	30.71	54.29
Madhya Pradesh	23.88	37.31	38.81
Maharashtra	53.13	25.00	21.88
Mizoram	16.45	25.66	57.89
Rajasthan	39.09	25.45	35.45
Uttar Pradesh	50.00	32.81	17.19
West Bengal	37.97	32.28	29.75
<b>Total</b>	<b>41.17</b>	<b>25.73</b>	<b>33.10</b>

In the analysis of age break up of children reporting forcible kissing, 41.17% were younger children followed by adolescents (33.10%) and children (25.73%). Within the age group of 5-12 years, the highest percentage of such cases (56.22%) was reported from Bihar followed by Maharashtra (53.13%) and Uttar Pradesh (50%). Among adolescents, Mizoram (57.89%) and Kerala (54.29%) were the states where children reported high percentage of forcible kissing. It is important to note that the percentage of children in the 15-18 age group was constantly high in Kerala in all severe forms of sexual abuse and the same trend continues even in the other forms of sexual abuse.

Forcibly kissing person	Percent
Brother or sister	5.6
Cousin	11.5
Friend or class fellow	34.9
Uncle or neighbour	31.5
Employer	5.2
Any other	11.3

Percentage of children in different evidence groups reporting forcible kissing		
	Yes	No
Child in family environment not going to school	21.04	78.96
Children in schools	18.50	81.50
Children at work (Shop, factory or other places)	25.68	74.32
Children on the streets	21.99	78.01
Children in institutional care	18.64	81.36
<b>Total</b>	<b>21.06</b>	<b>78.94</b>

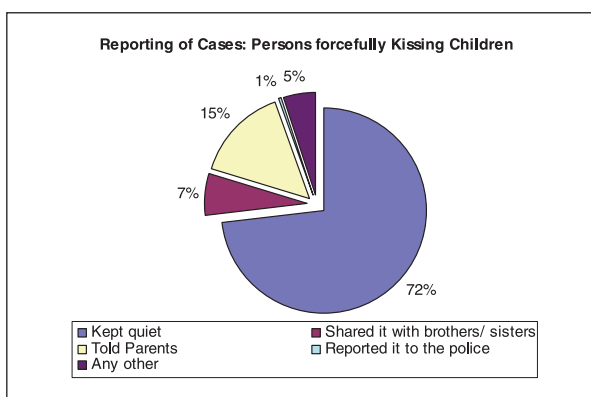
The friends or class fellows and the uncles or neighbours emerged as the main abusers which was similar to the trends of abuse reported in severe forms of sexual abuse.

Within the evidence groups, while children at work and street continued to report higher percentage, 25.68% and 21.99%, respectively, the high percentage (21.04%) of children in family environment reporting forcible kissing is a cause of concern. Further, even when looked among total child respondents, the percentage of working children (24.31%) continued to be higher followed by children in school (22.38%) and street children (19.48%).

In this section too, majority of children (73.0%) did not report the matter or preferred to keep quiet. Out of those who reported the matter, the highest percentage (14.8%) told their parents about the incident, while 6.7% of them felt comfortable in sharing the incidence with their brother or sisters.

**Major findings:**

1. Highest percentage (86.18%) of girls reporting forcible kissing were from Mizoram.
2. The friends or class fellows and the uncles or neighbours emerged as the main abusers in this category which was similar to the trends of abuse reported in severe forms of sexual abuse.
3. The high percentage (21.06%) of children in family environment reporting forcible kissing is a cause of concern.

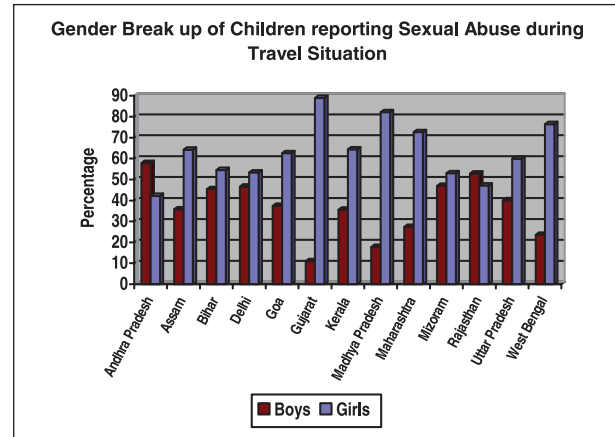


**(b) Sexual advances during travel situation**

In order to elicit responses from child respondents on sexual advances while traveling, a story was narrated to them explaining the situation before collecting their views. It would be important to note that the story narrated to children by enumerators was limited to rubbing of private body parts to a child's shoulder in a crowded bus and therefore the response of children were only in the context of rubbing of private body parts by someone in traveling situations.

Out of the total child respondents, almost 27.9% reported that such incidence had taken place with them. Amongst these children, 39.11% were boys and 60.89% were girls, out of which, 37.25% were in the age group of 5-12 years, 27.61% in the age group of 13-14 years and 35.14% in the age group of 15-18 years.

Among the states, 11 out of 13 reported above 50% incidence among girls which meant that more girls were facing this form of abuse compared to boys. Gujarat reported highest percentage (89.01%) of such incidence among girls followed by Madhya Pradesh (82.21%) and Maharashtra (72.63%). Only Andhra Pradesh and Rajasthan were the states where the percentage of boys facing abuse while traveling was marginally higher than the girls, the percentage being 57.84% : 42.16% and 52.87% : 47.13% respectively.



State and age break up (%) of children reporting sexual abuse during travel situation			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	44.92	24.79	30.30
Assam	25.83	26.65	47.52
Bihar	48.21	28.17	23.61
Delhi	44.11	21.37	34.52
Goa	40.87	34.78	24.35
Gujarat	40.29	27.47	32.23
Kerala	20.89	24.89	54.22
Madhya Pradesh	31.90	25.77	42.33
Maharashtra	39.47	28.42	32.11
Mizoram	9.85	32.58	57.58
Rajasthan	31.03	31.03	37.93
Uttar Pradesh	47.52	36.14	16.34
West Bengal	33.33	32.68	33.99
<b>Total</b>	<b>37.25</b>	<b>27.61</b>	<b>35.14</b>

Among children in different age groups, 37.25% children who were subjected to sexual abuse during travel situations were younger children in the age group of 5-12 years. This was followed by 35.14% among adolescents in the age group 15-18 years and remaining 27.61% in the age group of 13-14 years. Within the age group of 5-12 years, the highest percentage of such cases (48.21%) was reported from Bihar followed by 47.52% from Uttar Pradesh and 44.92% from Andhra Pradesh. Among adolescents, the highest percentage of cases was reported from Mizoram (57.58%), Kerala (54.22%) and Assam (47.52%), while lowest percentage of such cases in this age-group (15-18 years) was

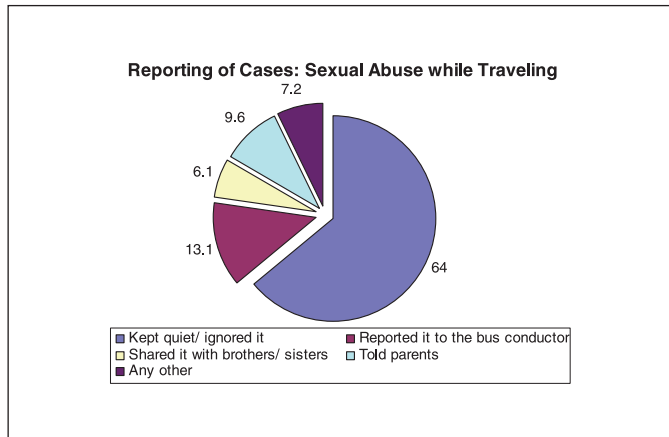
reported from Uttar Pradesh (16.34%) followed by Bihar (23.61%).

Out of the total number of child respondents covered under the study, while the highest percentage (33.09%) was reported among children at work all the other evidence groups reported 26% abuse. In this situation a total stranger takes

Percentage of children in different evidence groups reporting sexual abuse during travel situation		
	Yes	No
Child in family environment	26.72	73.28
Children in schools	27.02	72.98
Children at work (Shop, factory or other places)	33.09	66.91
Children on the streets	26.16	73.84
Children in institutional care	26.71	73.29
<b>Total</b>	<b>27.94</b>	<b>72.06</b>

advantage of a crowded situation and the instinctive fear of the child, to carry on this abuse in a fairly anonymous fashion. The crowded situation of a bus becomes an excuse for the abuser to get away. Therefore, it is not surprising that across the board children from all evidence groups had faced this situation.

Reporting of such incidences continued to be low in this section also as 64% children facing such abusive situations kept quite or ignored the incidence. Out of those reporting the matter, 13.1% reported to the bus conductor, 9.6% told their parents about it, 6.1% children shared the incidence with their brothers or sister.



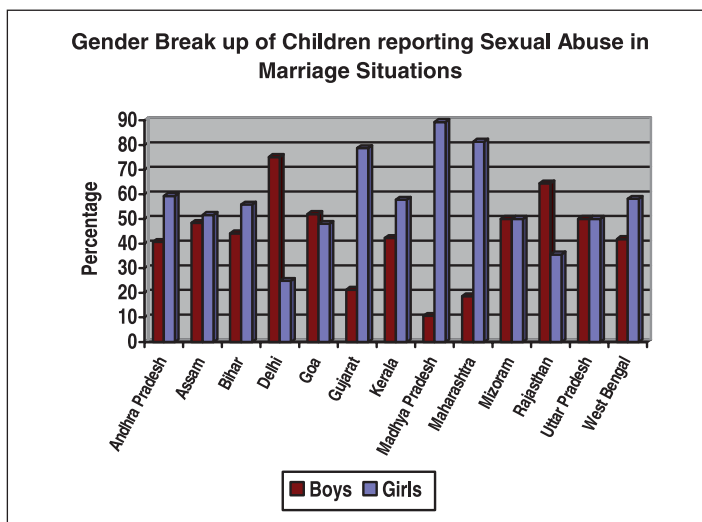
**Major findings:**

1. More girls faced sexual abuse of the form explained above (rubbing private body parts against the shoulder of the child) during travel as compared to boys.
2. The highest percentage (33.09%) of the above form of abuse was reported amongst children at work.

**(c) Sexual advances during marriage situations:**

In this section too, the child respondents were narrated a story by enumerators to explain the context and situation before asking questions and collecting their views. It would be important to note that the story narrated to children by enumerators for eliciting responses from child respondents for this section was limited to kissing, touching and fondling of private body parts of a child. Therefore the responses of children were only in the context of kissing, touching and fondling of private body parts by someone in marriage situations or other ceremonies.

Out of the total child respondents covered under the study, 11.32% reported sexual advances during a marriage situation. Amongst these children, 46.35% were boys and 53.65% girls, out of which, 41.33% were in the age group of 5-12 years, 25.29% in the age group of 13-14 years and 33.38% in the age group of 15-18 years.



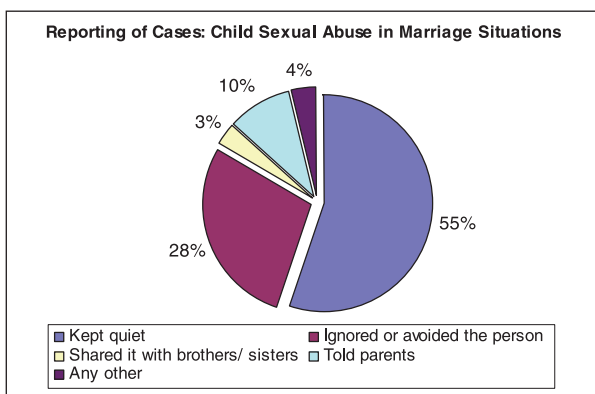
The percentage of girls reporting sexual advances in marriage situations was higher compared to boys in eight states. Amongst the States, the highest percentage (89.36%) of girls was from Madhya Pradesh followed by Maharashtra (81.40%) and Gujarat (78.79%) The other States reporting higher percentage of such cases were from Andhra Pradesh (59.36%), West Bengal (58.18%), Kerala (57.18%) and Bihar (55.85). The highest percentages of boys reporting sexual abuse in marriage situations were reported from Delhi (75.14%) and Rajasthan (64.41%).



Within the age group of 5-12 years, Goa reported highest percentage of cases (56.0%) followed by Maharashtra (48.84%) and Gujarat (48.48%). Amongst adolescents, the highest percentage of cases were reported from Kerala (52.22%), Assam (48.37%) and Mizoram (45.0%). Once again Kerala reported highest percentage of incidence among adolescents. The hustle and bustle, the crowd and the busy nature of Indian marriages make it easy for abusers to target young children. The festive and teasing environment helps the perpetrator to take advantage of an innocent child and the whole situation is not taken seriously by anyone.

#### State and age-group break up (%) of children reporting sexual abuse in marriage situations

States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	47.41	22.31	30.28
Assam	30.49	21.14	48.37
Bihar	48.30	26.42	25.28
Delhi	48.07	20.44	31.49
Goa	56.00	12.00	32.00
Gujarat	48.48	24.24	27.27
Kerala	15.56	32.22	52.22
Madhya Pradesh	40.43	34.04	25.53
Maharashtra	48.84	34.88	16.28
Mizoram	20.00	35.00	45.00
Rajasthan	37.29	30.51	32.20
Uttar Pradesh	37.50	39.58	22.92
West Bengal	43.64	27.27	29.09
<b>Total</b>	<b>41.33</b>	<b>25.29</b>	<b>33.38</b>



When asked whether the child reported the incidence, majority of children responded that they either kept quiet or ignored or avoided the person. These two categories together amounted to 83% of the children. Again as stated above, in a marriage situation where there is general bonhomie, teasing and jokes all around, the chances of someone taking the child's reporting seriously are low. In many situations it is also difficult for the child to distinguish whether the incidence was meant to be a joke or was intended to take advantage of the child.

#### Major findings:

1. The highest percentage of girls reporting sexual advances in a marriage situation was from Madhya Pradesh (89.36%).
2. The highest percentage of cases of children facing abuse of the above form in the age group 5-12 years was reported from Goa (56%).
3. The highest percentage of cases of children facing abuse of the above form in the age group 15-18 years were reported from Kerala (52.22%), Assam (48.37%) and Mizoram (45.0%).

#### (d) Exhibition- children forced to view private body parts:

When asked about whether anyone has shown or exhibited them his/her private body parts, 16.97% out of the total child respondents admitted such incidence taking place with them. Amongst these children, 55.58% were boys and 44.42% were girls. Gender-wise break up of percentage of children being forced to view private body parts by others revealed that 38.67% children facing such abusive situations were in the age group of 15-18 years followed by 36.13% in the age group of 5-12 years and remaining 25.20% in the age group of 13-14 years. Among States, the highest percentage of such cases in children in the age group 15-18 years, were reported from Mizoram (60.85%) followed by Kerala (52.23%), while lowest percentage of cases in this age

group were reported from Uttar Pradesh (23.91%) followed by Bihar (27.78%). Amongst children in the age group 5-12 years, Uttar Pradesh reported the highest percentage of cases (50.0%) followed by Bihar (46.15%) and Delhi (44.59%). The percentage of cases amongst children in the age group 13-14 years ranged between highest (35.71%) in Goa and lowest (21.69%) in Andhra Pradesh.

Further analysis of age-wise break up of total number of child respondents in the age group 5-12 years to whom the questionnaire was administered, children reporting being forced to view private body parts of others revealed that 13.32% children in the tender age between 5 and 12

years were subjected to such abusive situations. significantly, 23.59% child respondents in the age group of 15 to 18 years and 16.37% in the age group of 13-14 years were abused. Such incidences increase vulnerabilities of children as well as affect their overall growth, development and well being.

State and age wise break up (%) of children reporting shown/exhibited private body parts			
States	Younger Children (5-12)	Children (13-14)	Adolescents (15-18)
Andhra Pradesh	38.62	21.69	39.68
Assam	38.03	22.98	39.00
Bihar	46.15	26.07	27.78
Delhi	44.59	24.32	31.08
Goa	21.43	35.71	42.86
Gujarat	41.67	27.78	30.56
Kerala	14.65	33.12	52.23
Madhya Pradesh	34.12	32.94	32.94
Maharashtra	37.29	23.73	38.98
Mizoram	14.81	24.34	60.85
Rajasthan	38.46	29.23	32.31
Uttar Pradesh	50.00	26.09	23.91
West Bengal	38.38	24.24	37.37
<b>Total</b>	<b>36.13</b>	<b>25.20</b>	<b>38.67</b>

Person exhibiting	Percent
Brother or sister	5.5
Cousin	9.2
Friend or class fellow	40.7
Uncle or neighbour	24.4
Employer	4.0
Any other	16.3

While analyzing these two tables what emerged was that in majority of cases (40.7%) the friends or class fellows had exposed themselves to the child. This could be a part of the growing up syndrome 'show me yours, I will show you mine'. It's a common experience of a number of growing

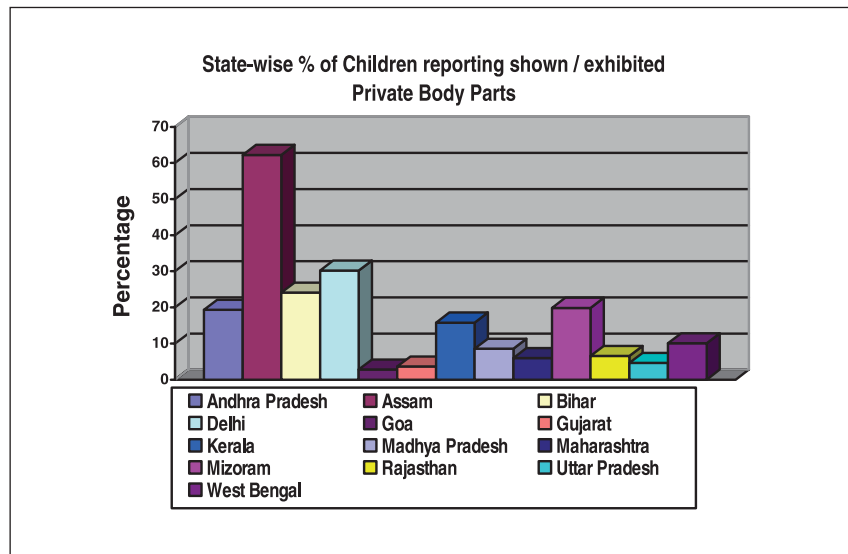
children to find adult males exposing their private body parts. For a large percentage of 'others' which included strangers and acquaintances this form of abuse is the safest thing to do. The findings from the study conducted by Save the Children and Tulir titled Prevalence and Dynamics of Child Sexual Abuse among school going children in Chennai reported that the two forms of abuse, where strangers constituted a sizable number, touch the child's private body parts and indulge in exhibitionism. Both these forms of abuse are often part of sexual harassment in public places, which is often perpetrated by strangers and therefore the percentage of strangers as abusers is higher in these cases.

Though the percentages of children facing the above form of abuse in two evidence groups namely

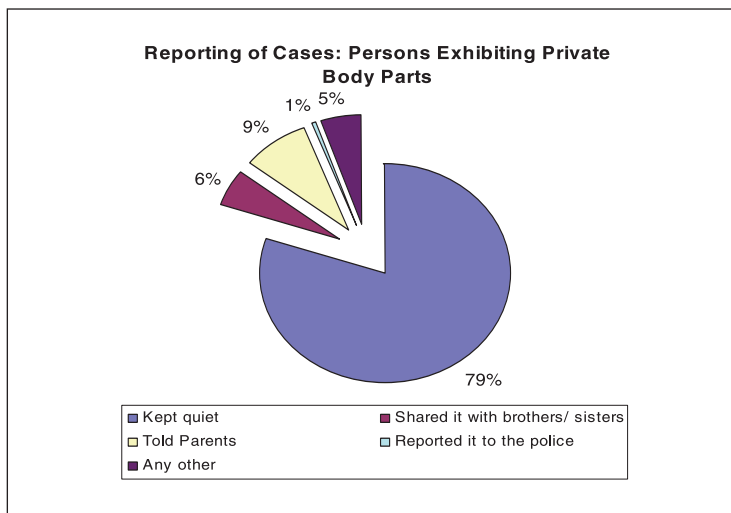
Percentage of children in different evidence groups reporting being shown/exhibited private body parts		
	Yes	No
Child in family environment not going to school	16.21	83.79
Children in schools	13.74	86.26
Children at work (Shop, factory or other places)	21.24	78.76
Children on the streets	20.32	79.68
Children in institutional care	14.12	85.88
<b>Total</b>	<b>16.97</b>	<b>83.03</b>

children at work and children on streets were high as expected, in this case they were even high in the school and family environment. This may be attributed to the fact that exposure of private body parts is the most unanimous and non-intrusive form of abuse.

The highest percentage of children reporting being forced to exhibit private body parts was from Assam (62.24%) followed by Delhi (30.20%), Bihar (24.12%), Andhra Pradesh and Mizoram.



Interestingly, the reported incidences of children being forcibly shown/exhibited private parts by an abuser from Goa, Gujarat and Uttar Pradesh were much lower than in the other states.



Child respondents were also asked about what they did after someone showed or exhibited them his/her private body parts. As expected, majority of children (79.8%) in this category too did not report the matter and preferred to keep quiet. This is also one abuse, which is very difficult to report because of the anonymity of the abuse. Very often, the abuser momentarily exposes himself and goes away, making it difficult for the child to talk about it.

**Major findings:**

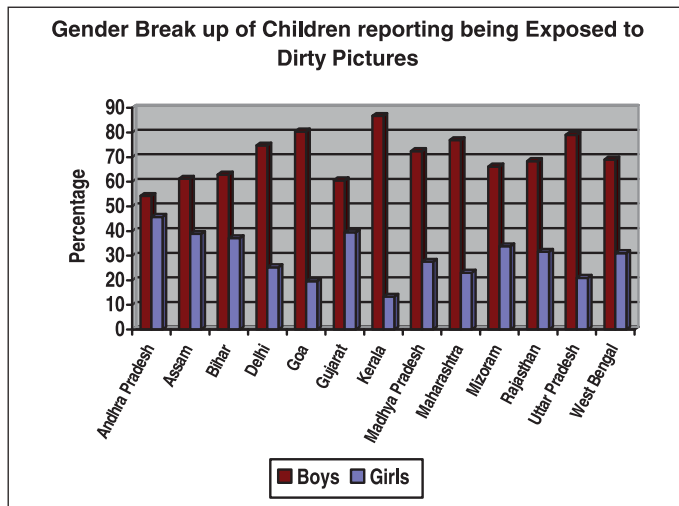
1. 16.97% out of the total child respondents admitted to being forced to view private body parts of abusers.
2. Andhra Pradesh, Assam, Bihar and Delhi reported highest percentage of children forced to view private body parts.
3. Almost 79% children chose to keep quiet when forced to see private body parts.
4. The highest percentage of children reported such abuses by friends and class fellows followed by uncles and neighbours.

**(e) Exposing children to pornographic materials:**

In order to elicit responses on this section, child respondents were narrated a story (refer box) by the enumerator to explain the context and situation before being asked whether anyone showed them dirty pictures. It would be important to note that the question was only limited to dirty pictures and it did not cover exposure to other pornographic materials.

Out of the total child respondents of the study sample, 30.22% reported that someone had exposed them to such dirty pictures. The highest percentage of such children were reported from Assam (64.72%) followed by Andhra Pradesh (54.66%) and Mizoram (45.65%). Amongst these children, 67.03% were boys and 32.97% girls, out of which, 34.86% were in the age group of 5-12 years, 26.12% in the age group of 13-14 years and 39.02% in the age group of 15-18 years. Further analysis of data pertaining to exposing children to pornographic material revealed that 42.35% of child responds in the age group of 15-18 years, 30.26% in the age group of 13-14 years and 22.86% children in the age group of 5-12 years were subjected to such situations.

The percentage of boys reporting being exposed to dirty pictures was reported higher compared to girls in all 13 sample states. Amongst the States the highest percentage (86.70%) of boys were from Kerala followed by Goa (80.43%) and Uttar Pradesh (79.04%). The other states reporting high percentage of such cases were Maharashtra (76.92%), Delhi (74.70%) and Madhya Pradesh (72.44%). Although the overall percentage of girls being exposed to dirty pictures was lower in comparison to boys in all 13 states, some states reported higher percentage of cases within girls. These states



were Andhra Pradesh (45.74%) followed by Gujarat (39.43%) and Assam (38.79%).

These children were also asked about the persons exposing them to such dirty pictures. An overwhelming majority of child respondents (66.1%) were shown dirty pictures by their friends or class fellows, while uncles or neighbours showing dirty pictures were reported second highest in this category at 13.1%. This is significant if compared to the

Person showing dirty pictures	Percent
Brother or sister	3.3
Cousin	9.1
Friend or class fellow	66.1
Uncle or neighbour	13.1
Employer	2.8
Any other	5.5

percentage of persons involved is sexual abuse under different forms of abuse, as the percentage of uncles and neighbours were substantially higher in all forms of sexual abuse. The study<sup>15</sup> conducted by Save the Children and Tulir among school going children in Chennai also corroborated this finding by stating, "Also important to note, with regard to showing children pornography, is the very high percentage of individual and family acquaintances such as friends, neighbours, teachers, drivers and domestic help, etc. The study revealed that a sizable percentage of participants who selected this option, mentioned that they were made to watch pornographic materials by their own friends." Further, 66.1% of friends or class fellows showing pornographic materials to the child respondents means that these young children have access to such materials, which is also a cause of concern.

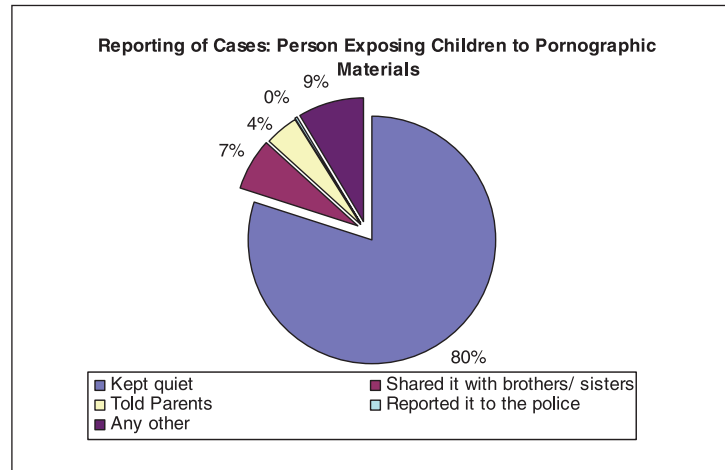
While the percentages of working children and children on the streets reported higher incidence

**Percentage of children in different evidence groups shown dirty pictures**

	Yes	No
Child in family environment not going to school	28.62	71.38
Children in schools	27.51	72.49
Children at work (Shop, factory or other places)	37.84	62.16
Children on the streets	31.06	68.94
Children in institutional care	26.34	73.66
<b>Total</b>	<b>30.22</b>	<b>69.78</b>

of being shown dirty pictures as compared with the other three evidence groups, it is clear that across the board all children had faced such abuse. When examined amongst all child respondents covered under the study, even then working children reported the highest percentage of such abuse (25%) followed by children in schools (23.8%) and street children (19.17%).

When asked about reporting of the matter, 80% responded that they did not report the matter and preferred to keep quiet.



#### Major findings:

1. 30.22% of total number of child respondents reported that someone had exposed them to pornographic pictures.
2. The highest percentage of children exposed to pornographic pictures was reported from Assam (64.72%).
3. The states were of Andhra Pradesh (45.74%), Gujarat (39.43%) and Assam (38.79%) reported higher percentages of girls exposed to pornographic pictures, as compared to other States.
4. An overwhelming majority of child respondents (66.1%) were shown dirty pictures by their friends or class fellows, followed by uncles and neighbours (13.1%) .

## 6.3 SEXUAL ABUSE AMONG YOUNG ADULTS

A total of 2324 respondents aged between 18 and 24 years from 13 states were interviewed. The respondents were primarily asked to share their childhood experiences of sexual abuse. Responses were sought on different forms of sexual abuse ranging from milder forms such as dirty remarks, obscene gestures, exhibition of private body parts by the abuser, forced exhibition of private body parts, forced to view pornographic material, forcible kissing, forced to touch the private body part of the abuse, child's private body parts touched by the abuser and sexual assault. In the questionnaire pertaining to young adults, detailed questions were asked pertaining to sexual assault namely, anal and vaginal penetration and oral sex. Questions relating to photographing the child in nude and sexual advance during travel and marriage situations were not put to the young adults.

In order to elicit response of young adults on incidence of sexual abuse, questions related to six areas namely, exhibition of private body parts by the abuser, forced exhibition of private body parts, forced to view pornographic material, forcible kissing, forced to touch the private body parts of the abuser and sexual assault were asked.

45.87% of the total respondents reported having been subjected to one or more forms of sexual abuse. 61.74% of these respondents were males, while the remaining females.

Out of 2324 young adults almost 46% reported sexual abuse during their childhood

In the State-wise analysis of sexual abuse of young adults in 13 of the sample states, Assam reported the highest percentage of sexual abuse (77.50%) who faced one or more forms of sexual abuse followed by Delhi (69.11%), Andhra Pradesh (59.48%), Uttar Pradesh (58%), Mizoram (55.61%) and Bihar (52.17%).

Percentage of young adults facing one or more forms of sexual abuse during their childhood								
States	NO	YES						% of young adults facing one or more forms of abuse
		One form	Two forms	Three forms	Four forms	Five forms	Six forms	
Andhra Pradesh	40.52	15.03	9.80	17.65	11.11	5.23	0.65	59.48
Assam	22.50	22.50	13.00	15.00	11.00	13.50	2.50	77.50
Bihar	47.83	18.26	6.96	10.43	4.35	7.83	4.35	52.17
Delhi	30.89	20.94	18.85	14.66	10.99	3.14	0.52	69.11
Goa	76.99	14.16	7.96	0.88				23.01
Gujarat	65.61	20.63	7.41	4.23	1.59	0.53		34.39
Kerala	59.30	16.08	8.04	6.53	6.53	1.01	2.51	40.70
Madhya Pradesh	53.51	22.70	9.19	9.19	4.32	0.54	0.54	46.49
Maharashtra	53.93	19.90	10.47	4.71	6.28	3.66	1.05	46.07
Mizoram	44.39	33.16	12.24	7.65	2.55			55.61
Rajasthan	51.55	24.23	8.76	8.76	3.61	3.09		48.45
Uttar Pradesh	42.00	34.00	13.50	4.50	2.50	2.50	1.00	58.00
West Bengal	55.05	21.21	13.64	4.55	4.04	1.52		44.95
<b>Total</b>	<b>48.71</b>	<b>22.29</b>	<b>11.02</b>	<b>8.39</b>	<b>5.42</b>	<b>3.23</b>	<b>0.95</b>	<b>51.29</b>

**The overall percentage of sexual abuse shows that every second child in the country is facing one or more forms of sexual abuse.**

The gender break up of young adults facing one or more forms of sexual abuse revealed that 90% of the male young adult respondents in Assam reported one or more forms of sexual abuse, whereas the figure for females in the State was second highest at 65%. The other significant finding was that again the four states of Andhra Pradesh, Assam, Bihar and Delhi reported higher percentages of sexual abuse as compared to other states. The analysis also shows that in 7 out of 13 states males reported facing all six forms of sexual abuse; as compared to females, where only one state, i.e., Assam females faced the six forms of sexual abuse.

The questionnaire administered to young adults had questions relating to ten different forms of sexual abuse, namely, dirty remarks, obscene gesture, exhibition of private body parts by the abuser, forced exhibition of private body parts, forced to view pornographic material, forcible kissing, forced to touch the private body part of the abuser, abuser touching the private body parts of the child and sexual assault including anal and vaginal penetration by objects as well as anal, vaginal and oral sex.

Gender-wise percentage of Young Adults facing one or more forms of Sexual Abuse																
STATE	Males- NO	Males- YES							Females- NO	Females- YES						
		One form	Two forms	Three forms	Four forms	Five forms	Six forms	% of males facing one or more forms of abuse		One form	Two forms	Three forms	Four forms	Five forms	Six forms	% of females facing one or more forms of abuse
Andhra Pradesh	47.50	15.00	8.75	10.00	13.75	3.75	1.25	52.50	32.88	15.07	10.96	26.03	8.22	6.85		67.12
Assam	10.00	24.00	17.00	23.00	12.00	14.00		90.00	35.00	21.00	9.00	7.00	10.00	13.00	5.00	65.00
Bihar	37.25	15.69		13.73	9.80	13.73	9.80	62.75	56.25	20.31	12.50	7.81		3.13		43.75
Delhi	23.97	20.55	21.92	16.44	12.33	4.11	0.68	76.03	53.33	22.22	8.89	8.89	6.67			46.67
Goa	73.47	12.24	14.29					26.53	79.69	15.63	3.13	1.56				20.31
Gujarat	60.67	20.22	7.87	6.74	3.37	1.12		39.33	70.00	21.00	7.00	2.00				30.00
Kerala	47.00	22.00	7.00	7.00	10.00	2.00	5.00	53.00	71.72	10.10	9.09	6.06	3.03			28.28
Madhya Pradesh	43.48	26.09	9.57	13.04	6.09	0.87	0.87	56.52	70.00	17.14	8.57	2.86	1.43			30.00
Maharashtra	45.35	20.93	12.79	9.30	5.81	3.49	2.33	54.65	60.95	19.05	8.57	0.95	6.67	3.81		39.05
Mizoram	35.29	39.22	17.65	6.86	0.98			64.71	54.26	26.60	6.38	8.51	4.26			45.74
Rajasthan	45.92	22.45	8.16	11.22	7.14	5.10		54.08	57.29	26.04	9.38	6.25		1.04		42.71
Uttar Pradesh	26.00	44.00	18.00	5.00	3.00	2.00	2.00	74.00	58.00	24.00	9.00	4.00	2.00	3.00		42.00
West Bengal	44.44	27.27	12.12	6.06	8.08	2.02		55.56	65.66	15.15	15.15	3.03		1.01		34.34
<b>Total</b>	<b>39.42</b>	<b>24.77</b>	<b>12.76</b>	<b>10.45</b>	<b>7.41</b>	<b>3.79</b>	<b>1.40</b>	<b>60.58</b>	<b>58.88</b>	<b>19.57</b>	<b>9.11</b>	<b>6.13</b>	<b>3.25</b>	<b>2.61</b>	<b>0.45</b>	<b>41.12</b>

### Major Findings:

1. Every second young adults had been sexually abused during their childhood.
2. Assam reported the highest percentage of sexual abuse (77.50%) who faced one or more forms of sexual abuse as defined above.
3. 90% of the male young adult respondents in Assam reported one or more forms of sexual abuse whereas the figure for females in the State was second highest at 65%.
4. The four states of Andhra Pradesh, Assam, Bihar and Delhi reported higher percentages of sexual abuse as compared to other states.

State-wise percentage of young adults reporting sexual abuse during childhood										
States	Dirty Remark	Obscene Gesture	Shown Dirty Pictures	Forced Child to Expose	Private parts exposed to child	Forcible Kissing	Touched Private parts of child	Made child touch private parts	Sexual Assault	
									Penetration with objects	Penetration with Penis & Oral sex
Andhra Pradesh	34.44	33.33	38.41	22.45	35.10	15.13	39.74	25.33	26.97	29.86
Assam	60.50	46.50	59.50	39.00	53.50	8.08	52.26	37.69	18.59	23.44
Bihar	40.35	47.79	38.60	27.19	28.95	14.04	43.52	23.85	13.76	16.36
Delhi	41.71	40.32	52.66	22.87	40.96	12.83	37.91	26.63	12.57	13.33
Goa	34.23	32.43	15.32	1.80	9.91	4.55	12.96	1.85		
Gujarat	20.63	12.70	15.34	6.35	12.17	7.94	17.02	10.64	3.19	5.11
Kerala	19.10	31.82	30.15	13.07	22.61	14.57	26.77	12.12	4.52	5.53
Madhya Pradesh	17.84	25.95	38.38	13.51	17.84	14.67	13.97	6.18	1.12	1.70
Maharashtra	23.78	25.95	27.57	14.05	21.08	23.66	31.72	16.58	2.15	5.08
Mizoram	9.23	21.43	42.35	9.69	18.88	3.57	38.86	10.20	3.57	6.38
Rajasthan	9.79	25.52	36.79	16.49	17.01	13.40	13.61	8.95	5.24	5.98
Uttar Pradesh	39.50	43.50	42.50	8.50	23.00	18.00	26.00	6.50	7.00	4.52
West Bengal	36.73	33.67	28.79	15.74	19.70	5.08	33.85	11.73	1.03	5.46
<b>Total</b>	<b>29.36</b>	<b>31.94</b>	<b>36.55</b>	<b>16.27</b>	<b>24.94</b>	<b>12.06</b>	<b>29.94</b>	<b>15.29</b>	<b>7.44</b>	<b>9.21</b>

### 6.3.1 Forms of sexual abuse among young adults

#### 6.3.1.1 Sexual assault:

The questionnaire relating to young adults looked at sexual assault in two forms: one penetration of anus and vagina by objects, and second penetration by penis and oral sex. Out of the 2324 young adult respondents, 10.33% reported having been subjected to sexual assault of one or both forms. When looked separately, 9.2% of young respondents reported penetration by penis and 7.4% by objects. The high percentage of young adults reporting penetration by an object is a reflection of the brutality perpetrated on children. The gender break up of all young adult respondents having faced sexual assault during childhood revealed that more males (58.33%) faced one or both forms of sexual assault as compared to females (41.67%). This is an indicator that parents of all socio-economic groups need to look out for the safety of boys.

The study conducted by RAHI has also found similar trends; 6% for severe sexual abuse (4% penetrating anus or vagina and 2% oral sex). Another study titled Sexual Abuse of Street Children brought into an observation home found that over 15% of the boys in the institution reported penetrative sexual abuse and the maximum proportion of abuse was reported in the age group 8-10 years (42.9%). The percentage reported by this study seems to be higher as this has looked only at the data of street children in observation home.

Out of total young adult respondents 10.33% reported sexual assault

The questions on sexual assault from young adults gathered information on two forms of penetration, as explained above. The responses revealed that in some cases some of the respondents had faced both forms of sexual assault, namely, penetration by object or penetration by penis or oral sex. Among the



States, again Andhra Pradesh, Assam, Bihar and Delhi were the four major States reporting high percentage of sexual assault. The significant finding was that in these four states the percentage of children reporting having faced two forms of sexual assault was almost double as compared to children facing one form of sexual assault.

In Goa, with a sample size of 113 young adult respondents, none reported having faced sexual assault. It would also be important to note that in other forms of sexual abuse too, the percentages reported from Goa were much lower. This is not in line with general perception.

According to the findings, young adults reported sexual assault starting from the age of two years. 2.41% of the sample size of 2324 young adult respondents reported having faced this kind of severe abuse. There is a dramatic rise in trend at the age of 13 years when 15.66% of the young adult respondents reported sexual assault, rising to a peak of 18.07% at the age of 15 years. The reason for selecting young adults as respondents for this study is that children

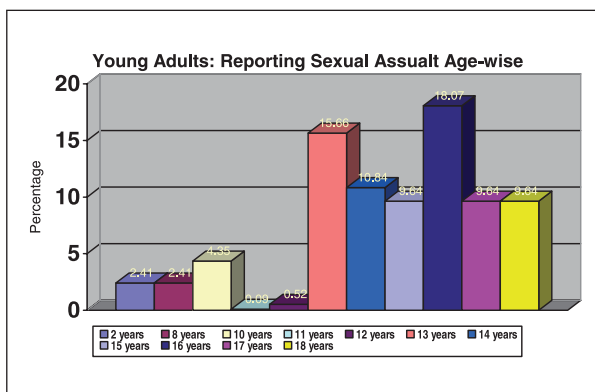
might find it difficult to understand the dimensions of the abuse or to talk about it. To counter this difficulty the study also sought to collect data from the young adults. The fact that sexual assault was reported at 5.7% amongst child respondents in the study and 9.3% by the young adults (even though the sample size was different), indicates that the rate of sexual assault is actually higher and young adults found it easier to talk about it as compared to child respondents. Noteworthy is also the fact that young adults reported abuse at an even younger age of 2 years, which is indicative of the fact that children do not have the knowledge to perceive acts of violence committed against them as abuse. For the young child the

parent caregiver is his/her entire world; therefore a child is afraid to speak up against such people as he/she fears loss of affection and support. Sometimes the child may not even know how to distinguish between signs of affection and abuse, making it difficult for the child respondents to report abuse.

The questions addressed to young adults were a little different compared to questions addressed to child respondents. While the young adults were asked whether father was an abuser, uncle or neighbour as a category was not there. In the case

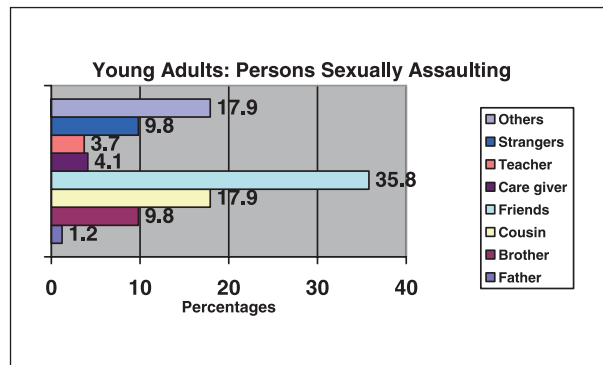
### Percentage of young adults facing one or more forms of sexual assault during their childhood

States	NO	YES		% of young adults facing one or more forms of sexual assault
		One Froms	Two Froms	
Andhra Pradesh	69.93	5.23	24.84	30.07
Assam	75.00	9.00	16.00	25.00
Bihar	82.61	6.09	11.30	17.39
Delhi	84.82	5.76	9.42	15.18
Goa	100.00			0.00
Gujarat	94.18	3.70	2.12	5.82
Kerala	91.96	6.03	2.01	8.04
Madhya Pradesh	98.38	0.54	1.08	1.62
Maharashtra	94.24	4.71	1.05	5.76
Mizoram	92.86	4.59	2.55	7.14
Rajasthan	92.27	4.64	3.09	7.73
Uttar Pradesh	93.00	2.50	4.50	7.00
West Bengal	94.44	5.05	0.51	5.56
<b>Total</b>	<b>89.67</b>	<b>4.56</b>	<b>5.77</b>	<b>10.33</b>

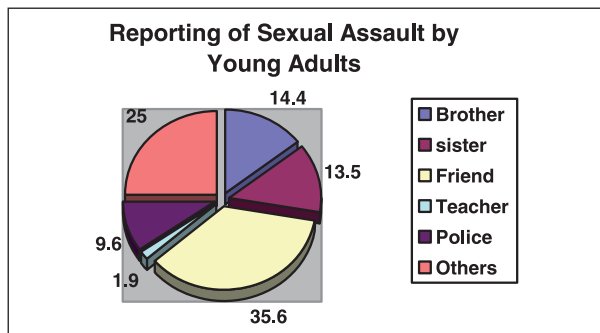


of child respondents the situation was opposite; while father was not a category at all, the uncle and neighbour were, making it difficult to do a comparative analysis. Having said that, from this chart it is evident that the percentage of friends/class fellows emerged highest in the persons who had sexually assaulted young adults (35.8%) during their childhood and second highest amongst child respondents (29%). A surprising 3.7% young adult reported having been sexually assaulted by teachers.

When asked about whether they had reported the incidence of sexual assault to anyone, only 26.8% young adults answered that they shared the experience, while the majority kept quiet. The pie chart shows that the experience was largely shared with friends (35.6%) followed by brother or sister, which together amounted to 28%. It is noteworthy that 9.6% of the young adults reporting sexual assault had reported the matter to the police. In the case of child respondents, this figure was 3.6%.



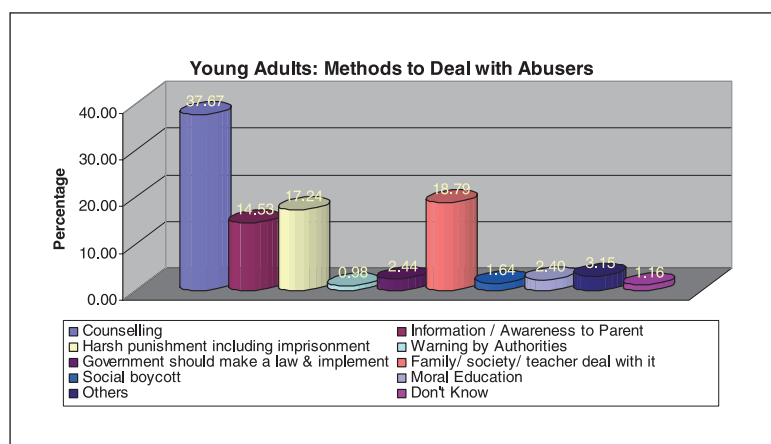
Young adults were asked regarding methods of dealing with child abusers. An overwhelming majority (37.67%) of respondents felt that the abuser needed counselling followed by 14.53% of respondents who felt that the parents should be made aware of the problem so that they can prevent the problem as well as deal with it. 18.79% of the young adult respondents felt that the family, society and teachers should deal with the problem of child abuse. 17.24% young adults were in favour of harsh punishment to the abuser including imprisonment. It's noteworthy that 2.44% respondents felt that the government should make a law on child abuse and implement it.



The respondents were also asked who should handle the child abuse cases. 51.31% of young adults felt that the matter should remain with the family/household and that only family members should handle the problem. This is obviously because of the fear that outsiders will come to know of the problem and that reputations of those concerned would be hurt. In fact, almost 15% of the respondents also felt that the matter should be handled by the village or 'mohalla' (locality) people who have a similar mindset i.e. if the matter has to go outside the family, it should still remain at least within the village and the community. Less than 10% of the respondents showed faith in the police, which is a matter of concern.

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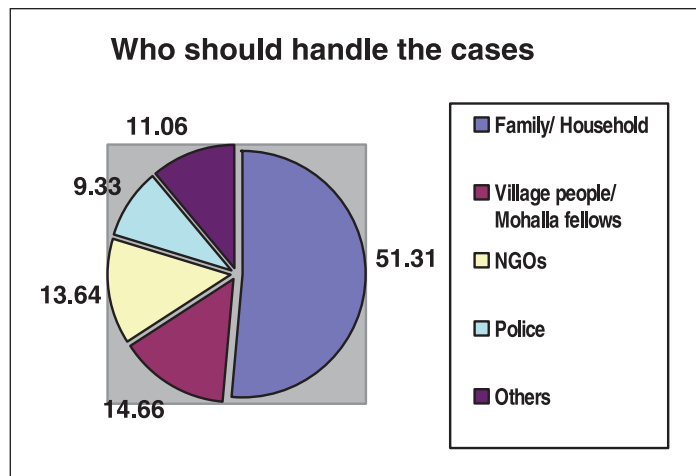


**Major findings:**

1. 10.33% of the respondents in 13 states reported having been subjected to sexual assault of one or both forms.

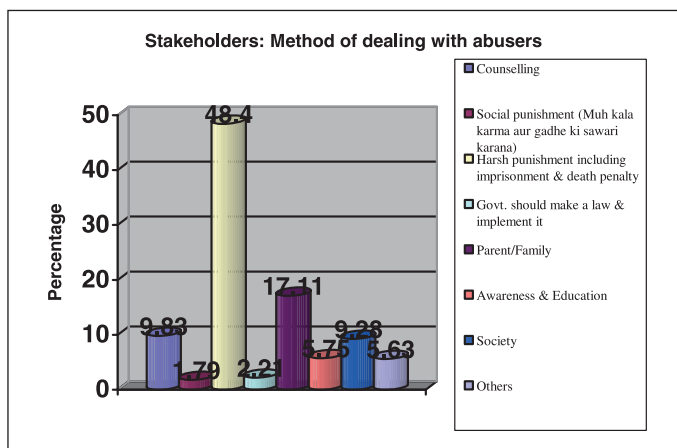
2. Of the respondents, more males (58.33%) faced one or both forms of sexual assault as compared to

- females (41.67%), during their childhood.
3. Andhra Pradesh, Assam, Bihar and Delhi were the four major States reporting higher percentages of sexual assault as compared to other States.
  4. Young adults reported having been abused even at age of 2 years.
  5. 17.24% young adults were in favour of harsh punishment to the abuser including imprisonment.
  6. 51.31% of young adults felt that the matter of sexual abuse should remain with the family/household and that only family members should handle the problem.



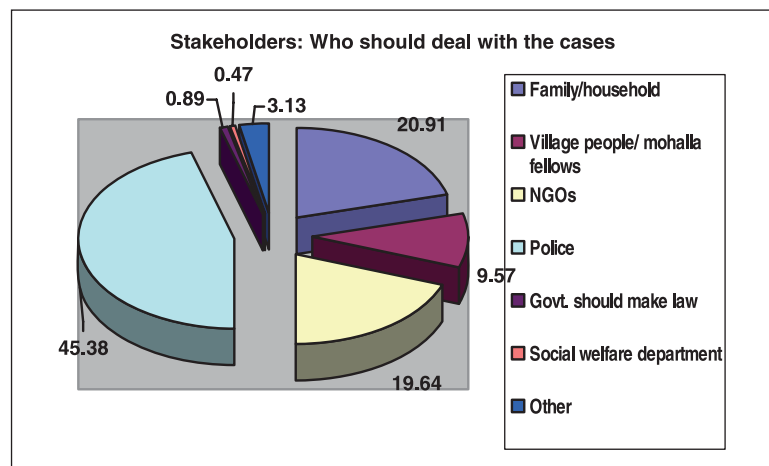
## 6.4 SEXUAL ABUSE AMONG STAKEHOLDERS

The study collected responses from 2449 stakeholders on child sexual abuse. The questions put to stakeholders pertaining to child sexual abuse were limited to their perception of methods of dealing with the abusers or abuse cases and on agencies/individuals that should be made responsible for handling the cases.



An overwhelming majority of 48.4% of the stakeholders favoured police action in terms of harsh punishment including imprisonment and death penalty. This is in sharp contrast with the responses given by young adult respondents. 1.79% respondents also preferred social punishment to the extent of "Muh Kala karna aur gadhe ki sawari karana", which means that the face of the perpetrator should be blackened and the abuser should be seated on a donkey and publicly paraded so that he is humiliated.

Regarding who should be dealing with the cases of child abuse, majority of stakeholders (45.38%) felt that the matter should be dealt with by the police. Similar to trends seen in young adults, 20.91% respondents here also felt that the matter should be dealt by the family within the household. Almost 10% of them also felt that if the matter had to go out of the family it should be handled at village or 'mohalla' (locality) level. This means that they do not want public knowledge of the matter.



**Major findings:**

1. 53.22% children reported having faced one or more forms of sexual abuse.
2. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls.
3. 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse.
4. Out of the child respondents, 5.69% reported being sexually assaulted.
5. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault.
6. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault.
7. 50% abuses are persons known to the child or in a position of trust and responsibility.
8. Most children did not report the matter to anyone.

## CHAPTER VII

# EMOTIONAL ABUSE AND GIRL CHILD NEGLECT



### Researchers remarks/observations

- ④ When I asked her how your mother died she told me that she was very healthy and was having no illness. She said that her father and her stepmother were having an affair and her father wanted to marry her but her mother refused to give divorce to him. One day suddenly she fell sick she was vomiting. Her father did not take her to hospital, he there in front of her seeing her die. Everyone says that my father killed my mother, I asked if any police case was done. She said no one informed the police.
- ④ After her mother died her father married that lady. That lady used to beat her a lot and she used to make her do all the household work and beat her with anything that came in her hand. She has even got stitches on her hand because her stepmother had hurt her. After this incident her grandmother took her along with her, and now she stays with her only.

## 7.1 BACKGROUND

Emotional and psychological maltreatment of children is the most complex type of abuse - invisible and difficult to define. However, the World Health Organisation (WHO) has defined emotional abuse as:

"Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment".<sup>16</sup>

The recent UN Secretary General's Study on Violence against Children has also highlighted the difficulties in defining emotional abuse. The Study says "Standard definitions are lacking, and little is known about the global extent of this form of violence against children except that it frequently accompanies other forms of abuse. For example, a strong coexistence between psychological and physical violence against children in violent households has been established".<sup>17</sup>

As quoted in the UN Study on Violence against Children, psychological forms of punishment are common across regions. A study across five countries conducted by the World Studies of Abuse in the Family Environment (World SAFE) project indicated that shouting or screaming at children was a punishment practiced by parents in all five countries, Chile, Egypt, India, the Philippines, and the USA. The incidence of cursing children or threatening them was more varied; for example, in the Philippines no mother was reported as cursing her child, but 48% threatened abandonment; in Egypt 51% cursed the child, but only 10% threatened abandonment.<sup>18</sup>

A research study conducted by Tulir and Save the Children among Child Domestic Workers of West Bengal also gathered data on emotional abuse. The study reported that the "problem of emotional abuse of child domestic workers seems to be near universal in character, with 441 out of a total of 513 participants saying that they have faced emotional abuse. The nature of the abuse faced by them is mostly being shouted at and/or cursed at." The statistics from the study reveal that children face emotional abuse in varied forms such as being shouted at (20.1%), cursed/verbally abused (11.1%), threatened (1.9%), being called a mistake (3.3%), locked in a room (1.2%), compared with other children (1.2%), blamed (0.4%) and a combination of all the above forms (23.5%).<sup>19</sup>

## 7.2 EMOTIONAL ABUSE

For the purpose of the present study the following indicators of emotional abuse have been taken:

### **Humiliation**

Humiliation of a child refers to the degradation of the self esteem of a child by parents, care-givers or any other persons, often in the presence of others. Instances of humiliation include treating harshly, shouting, belittling, name calling and using abusive language while addressing children.

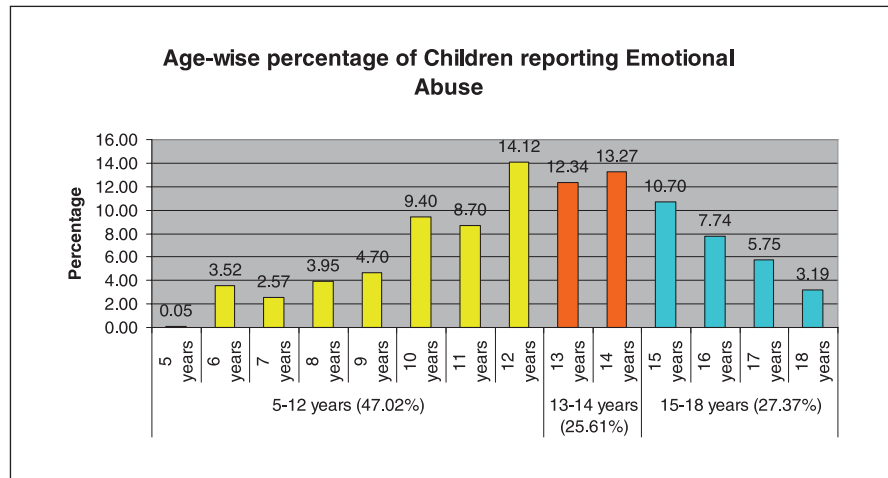
### **Comparison**

Parents and other caregivers often compare one sibling with the other or one child with the other in terms of their physical appearance and other characteristics, thus affecting the social, emotional, and intellectual development of a child.

### 7.3 EMOTIONAL ABUSE OF CHILDREN

Out of the total child respondents (12447), 48.37% children reported emotional abuse of one form or the other. Of this boys constituted 49.99% and girls 50.01%. Though aspects of girl child neglect have not been added in this section, the percentage of girls and boys reported almost equal perception of emotional abuse. The age wise break up of children facing emotional abuse of one form or the other was 47.02% in the age group 5-12 years, 25.61% in the age group 13-14 years and 27.37 % in the age group 15-18 years. What emerges here is that like in many of the sub categories of physical abuse and sexual abuse, it is the younger children in the age group of 5 to 12 years that have reported the highest percentage of emotional abuse.

Detailed age-wise break up of children facing emotional abuse revealed that, while the emotional abuse of children begins at 5 years, it gains momentum in 10 years, goes on to peak in 12 years (14.12%), and after 14 years it starts going down steadily.



The state-wise percentage of children facing one or more forms of emotional abuse revealed that 48.37% of the child respondents faced one or more forms of emotional abuse, i.e., either humiliation or comparison.

State-wise percentage of children facing emotional abuse				
States	NO	YES		% of children facing one or more forms of emotional abuse
		One From	Two Froms	
Andhra Pradesh	52.85	30.97	16.18	47.15
Assam	28.69	48.45	22.87	71.31
Bihar	46.19	36.07	17.74	53.81
Delhi	37.99	39.90	22.11	62.01
Goa	66.34	25.74	7.92	33.66
Gujarat	53.12	28.57	18.31	46.88
Kerala	59.30	31.80	8.90	40.70
Madhya Pradesh	39.78	37.69	22.53	60.22
Maharashtra	49.15	36.96	13.89	50.85
Mizoram	66.77	24.24	8.99	33.23
Rajasthan	67.64	21.34	11.02	32.36
Uttar Pradesh	52.79	37.65	9.56	47.21
West Bengal	58.45	31.79	9.76	41.55
<b>Total</b>	<b>51.63</b>	<b>33.49</b>	<b>14.88</b>	<b>48.37</b>

The states where children reported high percentage of emotional abuse were Assam (71.3%), Delhi (62.01%), Madhya Pradesh (60.22%), Bihar (53.81%) and Maharashtra (50.85%). Even among the states reporting lower rates of emotional abuse e.g., Rajasthan (32.36%), Mizoram (33.23%) and Goa (33.66%), it is noteworthy that every third child felt either humiliated or was negatively compared with other children.

Although the percentage of children facing two forms of emotional abuse



was lower than the percentage of children facing one form of emotional abuse, there were at least three states where more than 20% of the child respondents reported facing both forms of emotional abuse. Though perception of emotional abuse is largely individual driven, and what one child perceives as emotional abuse may not be perceived by another child, the fact that such a large percentage of children have a perception of being emotionally abused is indicative of the fact that the way adults/parents/care givers deal with children leaves much to be desired.

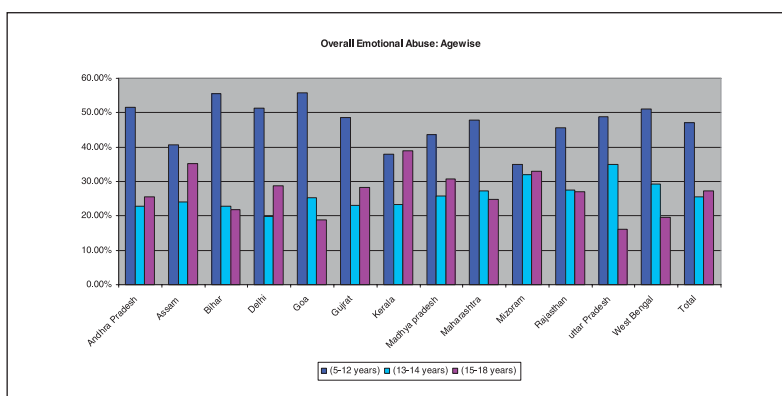
In India there is no clear cut perception of the extent of the emotional abuse and neither is their clarity on the damaging effects of continuous emotional abuse on the psyche of children. This study has revealed that every second child perceives himself or herself as being emotionally abused. The study has not examined the impact or the effects of the abuse on children; however, it is clear that this is an area that requires detailed study and analysis. Getting factual data on emotional abuse is a difficult task as children often do not understand that they are undergoing emotional abuse.

Six out of 13 states reported higher percentage of emotional abuse among boys compared to girls, the highest being in Andhra Pradesh (69.70%). While the percentage of boys who reported emotional abuse in Andhra Pradesh was more than double that of girls (69.70% as compared to 30.30%), Gujarat showed a reverse trend (30.26% boys as against 69.74% girls). It is noteworthy that similar to the trends of physical abuse and sexual abuse, emotional abuse in the four states, namely, Andhra Pradesh, Assam, Bihar and Delhi is also high.

While the indicators of emotional abuse are not as visible or quantifiable as those of physical and sexual abuse, the fact that every second child, whether boy or girl, perceives himself or herself as emotionally abused, is a cause of concern. Further, a lot of indicators of emotional abuse are culturally accepted ways of disciplining a child and are therefore not perceived to be an abuse by adults, parents or caregiver.

Gender break-up of emotional abuse		
States	Boys	Girls
Andhra Pradesh	69.70	30.30
Assam	50.21	49.79
Bihar	54.56	45.44
Delhi	60.62	39.38
Goa	44.12	55.88
Gujarat	30.26	69.74
Kerala	35.14	64.86
Madhya Pradesh	52.81	47.19
Maharashtra	48.72	51.28
Mizoram	44.03	55.97
Rajasthan	59.44	40.56
Uttar Pradesh	42.19	57.81
West Bengal	48.18	51.82
<b>Total</b>	<b>49.99</b>	<b>50.01</b>

The state and age-wise analysis of data on overall emotional abuse of children clearly indicates that each and every state (except Kerala) reported higher percentage of emotional abuse in the 5-12 years category.



In the age group 5-12 years the incidence of emotional abuse was double that of the other two age groups in the case of Andhra Pradesh, Bihar, Delhi, Goa, Gujarat, Maharashtra and West Bengal among others. In Mizoram, all three age group have reported equal percentages of emotional abuse in 5-12 years (34.91%), 13-14 years (32.08%) and 15-18 years (33.02%).

**Major findings:**

1. Every second child reported facing emotional abuse.
2. Equal percentage of both girls and boys reported facing emotional abuse.
3. In 83% of the cases parents were the abusers.

## 7.4 FORMS OF EMOTIONAL ABUSE OF CHILDREN

### 7.4.1 Humiliation faced by children:

Of the total number of child respondents, 44.13% reported facing humiliation. Among those humiliated, the percentage of boys was 51.02% and of girls 48.98%.

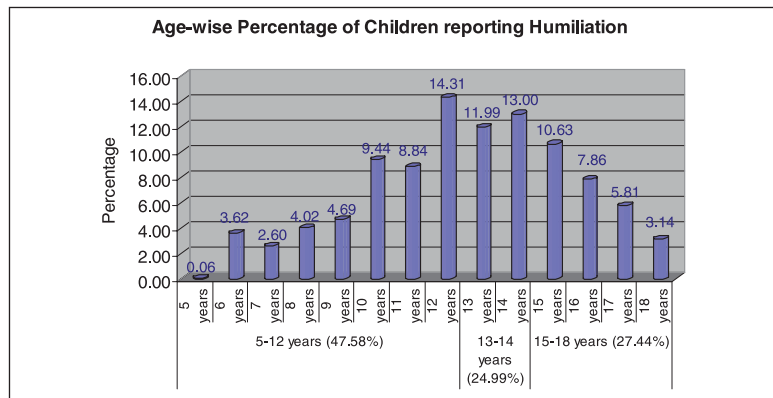
The analysis of state and gender-wise percentage of children reporting emotional abuse through humiliation revealed that in the states of Andhra Pradesh, Bihar, Delhi and Rajasthan, the percentage of boys facing humiliation was significantly higher than that of girls. This means that boys are generally treated more

**State and gender-wise percentage of children reporting emotional abuse through humiliation**

STATES	Child in family environment		Children in Schools		Children at Work		Children on the Streets		Children in Institutions		Total	
	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls
Andhra Pradesh	77.78	22.22	68.10	31.90	70.99	29.01	69.57	30.43	69.15	30.85	70.67	29.33
Assam	44.67	55.70	44.25	55.75	48.91	51.09	60.20	39.80	80.60	19.40	51.56	48.44
Bihar	67.96	32.04	73.77	26.23	48.31	51.69	51.40	48.60	54.55	45.45	57.80	42.20
Delhi	71.15	28.85	51.67	48.33	53.15	46.85	52.59	47.41	78.22	21.78	60.42	39.58
Goa	66.67	33.33	36.84	63.16	100.00	-	63.83	36.17	33.33	66.67	44.79	55.21
Gujarat	32.18	67.82	49.15	50.85	34.21	65.79	34.83	65.17	28.30	71.70	35.44	64.56
Kerala	43.28	56.72	43.53	56.47	27.27	72.73	25.00	75.00	44.26	55.74	36.34	63.66
Madhya Pradesh	64.60	35.40	47.75	52.25	50.37	49.63	50.88	49.12	51.95	48.05	53.09	46.91
Maharashtra	48.21	51.79	52.38	47.62	35.04	64.96	55.68	44.32	69.05	30.95	49.28	50.72
Mizoram	65.00	35.00	35.83	64.17	41.67	58.33	100.00	-	73.33	26.67	42.26	57.74
Rajasthan	54.10	45.90	55.56	44.44	79.63	20.37	53.06	46.94	57.14	42.86	58.84	41.16
Uttar Pradesh	44.14	55.86	34.52	65.48	33.33	66.67	53.93	46.07	33.33	66.67	40.81	59.19
West Bengal	44.33	55.67	46.60	53.40	48.86	51.14	39.29	60.71	51.61	48.39	45.87	54.13
<b>Total</b>	<b>53.53</b>	<b>46.47</b>	<b>47.99</b>	<b>52.01</b>	<b>48.40</b>	<b>51.60</b>	<b>50.67</b>	<b>49.33</b>	<b>57.75</b>	<b>42.25</b>	<b>51.02</b>	<b>48.98</b>

harshly by being shouted at or spoken rudely to or abusive language used when addressing them. It is noteworthy to mention that often children at workplace, children on the streets and children in institutions are treated very harshly by their employers, caregivers and others. While the percentage of boys and girls from all evidence groups reporting humiliation was almost similar, three out of five evidence groups reported higher percentage of boys facing humiliation as compared to girls. Further, within the evidence groups, the percentage of boys facing humiliation was highest amongst children in institutional care.

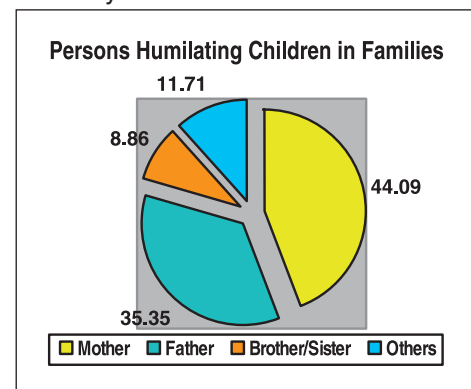
Out of the total children reporting humiliation 47.58% children in the age group of 5-12 years reported humiliation. This figure is almost double of that reported by the 13-14 years and the 15-18 years age groups and the trend conforms to that reported earlier for overall abuse. It is important to note that in the overall sample of child respondents, the number of children in the age group of 5-12 years was also high (5662 of 12447 respondents) as compared to other age groups, which might also have bearing on high percentage of abuse amongst children in the age group of 5-12 years. If looked within the age groups, 45.55% children in the age group of 5-12 years reported being humiliated in the family environment, while 42.24% in the age group of 13-14 years and 43.54% in the age group of 15-18 years reported being subjected to humiliation in the family environment.



State wise breakup of emotional abuse through humiliation	
States	Percentage
Andhra Pradesh	45.50
Assam	68.26
Bihar	47.25
Delhi	58.32
Goa	33.20
Gujarat	36.92
Kerala	36.90
Madhya Pradesh	55.67
Maharashtra	48.79
Mizoram	25.21
Rajasthan	31.38
Uttar Pradesh	42.11
West Bengal	38.15
<b>Total</b>	<b>44.13</b>

The state wise analysis of incidence of emotional abuse through humiliation reveals that Assam reported the highest incidence followed by Delhi, Madhya Pradesh, Maharashtra and Bihar.

The study has only looked into emotional abuse of child respondents by family members. When asked about the identity of the abuser in the family, 44.09% children in the family environment reported humiliation by mothers, which is almost half of the total incidence. If we put together the percentage of humiliation by father with that of the mother then 79.44% children faced emotional abuse at the hands of their parents. As already noted in the physical abuse chapter, the percentage of



physical abuse by parents was higher as it is in emotional abuse. It is also noteworthy that if a child is being physically or sexually abused, emotional abuse is an unavoidable consequence.

In the Tulir and Save the Children study on Child Domestic Workers of West Bengal, it was reported that the abuser was very often a member of the employer's family (65.5%). The study also reported that the child respondents get verbally abused by other people who were not members of the household, by virtue of her/his status as child domestic workers. The study revealed that in about 14% of the instances abusers were from the child's own family.<sup>36</sup>

**Major Findings:**

1. 44.13% of children reported facing humiliation.
2. In Andhra Pradesh, Bihar, Delhi and Rajasthan, the percentage of boys reporting humiliation was significantly high.
3. Between the evidence groups, the percentage of boys facing humiliation was highest in institutions.

### 7.4.2 Comparison faced by children

Out of all the child respondents, 20.06% reported emotional abuse through 'comparison', out of which 48.86% were boys and 51.14% girls.

The analysis of state and gender-wise percentage of children reporting emotional abuse through comparison revealed that in the states of Andhra Pradesh, Assam, Delhi, Madhya Pradesh and West Bengal, the

State and gender-wise percentage of children reporting emotional abuse through comparison												
STATES	Child in family environment		Children in Schools		Children at Work		Children on the Streets		Children in Institutions		Total	
	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls
Andhra Pradesh	94.74	5.26	73.33	26.67	84.21	15.79	85.71	14.29	82.93	17.07	81.52	18.48
Assam	58.33	41.67	66.15	33.85	45.33	54.67	42.22	57.78	78.79	21.21	56.39	43.61
Bihar	74.07	25.93	54.55	45.45	30.23	69.77	37.04	62.96	43.40	56.60	48.65	51.35
Delhi	66.04	33.96	64.41	35.59	56.25	43.75	66.07	33.93	78.00	22.00	66.17	33.83
Goa	100.00	-	17.86	82.14	-	-	-	100.00	-	100.00	14.89	85.11
Gujarat	10.77	89.23	17.54	82.46	6.90	93.10	16.67	83.33	13.64	86.36	13.03	86.97
Kerala	25.00	75.00	36.17	63.83	9.09	90.91	25.00	75.00	24.14	75.86	26.15	73.85
Madhya Pradesh	61.70	38.30	49.44	50.56	44.64	55.36	39.29	60.71	58.33	41.67	51.43	48.57
Maharashtra	51.61	48.39	40.00	60.00	21.05	78.95	47.06	52.94	82.35	17.65	42.94	57.06
Mizoram	83.33	16.67	32.84	67.16	40.00	60.00	100.00	-	85.71	14.29	41.82	58.18
Rajasthan	69.57	30.43	74.07	25.93	81.82	18.18	58.06	41.94	100.00	-	72.95	27.05
Uttar Pradesh	35.48	64.52	50.00	50.00	30.43	69.57	69.23	30.77	40.74	59.26	45.70	54.30
West Bengal	40.63	59.38	60.00	40.00	66.67	33.33	65.00	35.00	61.11	38.89	57.04	42.96
<b>Total</b>	<b>52.13</b>	<b>47.87</b>	<b>47.87</b>	<b>52.13</b>	<b>43.76</b>	<b>56.24</b>	<b>46.54</b>	<b>53.46</b>	<b>55.28</b>	<b>44.72</b>	<b>48.86</b>	<b>51.14</b>

percentage of boys facing comparison was higher than that of girls. A comparison between evidence groups shows that girls in children at work faced the highest percentage of emotional abuse through comparison. This could be probably due to the fact that 80% of the children in domestic work were girls.

Out of the total children reporting emotional abuse through comparison, 42.46% children were in the age group of 5-12 years, followed by 30.46% in the age group of 15-18 years and 27.08% in the age group of 13-14 years. Although when analyzed within the specific age group, 18.49% children in the age group of 5-12 years reported being subjected to comparison, while 20.80% in the age group of 13-14 years and 21.96% were in the age group of 15-18 years.

### State wise incidence of emotional abuse through comparison

States	Percentage
Andhra Pradesh	18.68
Assam	26.98
Bihar	27.49
Delhi	27.12
Goa	9.67
Gujarat	28.77
Kerala	13.27
Madhya Pradesh	28.60
Maharashtra	16.55
Mizoram	17.31
Rajasthan	12.41
Uttar Pradesh	15.22
West Bengal	13.72
<b>Total</b>	<b>20.06</b>

Even in the state-wise analysis of data pertaining to emotional abuse through comparison, while Gujarat reported the highest percentage (28.77%), states like Assam, Bihar, Delhi Kerala and Madhya Pradesh were among other states reporting higher incidence of abuse. The lowest figure of children facing emotional abuse through comparison was from Goa (9.67%) and Rajasthan (12.41%). Such a low figure is not in line with general perception and needs further research.

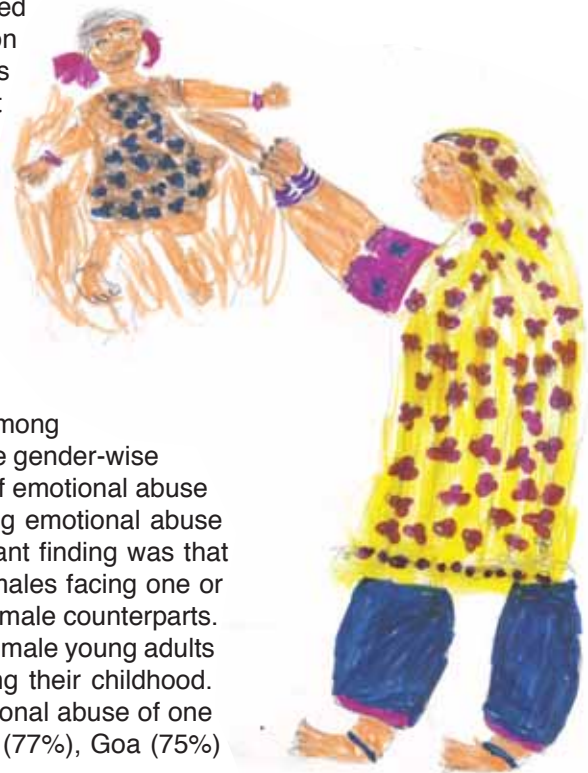
#### Major Findings:

1. 20.06% of children reported facing abuse through comparison.
2. Between the evidence groups, the percentage of girls facing comparison was highest among children at work.

## 7.5 FORMS OF EMOTIONAL ABUSE AMONG YOUNG ADULTS

The questionnaire administered to young adults was different from the questionnaire administered to child respondents. Whereas child respondents were asked about two forms of emotional abuse, viz., humiliation and comparison, young adults were asked various kinds of questions about emotional abuse, making it difficult for comparison between the two types of respondents. From the questionnaire administered to young adults, five major categories of emotional abuse have been identified: mocking at physical appearance, including face and body; calling a foul or dirty name; blamed for what is not your fault; referred derisively by caste name; and humiliated or belittled without cause.

The table below discusses emotional abuse among young adults facing one or more forms of abuse. The gender-wise analysis of young adults facing one or more forms of emotional abuse revealed that the overall percentage of males facing emotional abuse was higher than that of females. The other significant finding was that 10 out of 13 states reported higher percentage of males facing one or more forms of emotional abuse compared to their female counterparts. The analysis revealed that in Delhi, almost 87% of female young adults faced emotional abuse of one or more forms during their childhood. The other states reporting high percentage of emotional abuse of one or more forms among females were Uttar Pradesh (77%), Goa (75%) and Assam (70%).



State and Gender-wise percentage of children reporting Emotional Abuse through Humiliation												
STATES	Child in family environment		Children in Schools		Children at Work		Children on the Streets		Children in Institutions		Total	
	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls
Andhra Pradesh	77.78	22.22	68.10	31.90	70.99	29.01	69.57	30.43	69.15	30.85	70.67	29.33
Assam	44.30	55.70	44.25	55.75	48.91	51.09	60.20	39.80	80.60	19.40	51.49	48.51
Bihar	67.65	32.35	73.77	26.23	48.31	51.69	51.40	48.60	54.55	45.45	57.71	42.29
Delhi	71.15	28.85	51.67	48.33	53.15	46.85	52.59	47.41	78.22	21.78	60.42	39.58
Goa	66.67	33.33	36.84	63.16	100.00	-	63.83	36.17	33.33	66.67	44.79	55.21
Gujarat	32.18	67.82	49.15	50.85	34.21	65.79	34.83	65.17	28.30	71.70	35.44	64.56
Kerala	43.28	56.72	43.53	56.47	27.27	72.73	25.00	75.00	44.26	55.74	36.34	63.66
Madhya Pradesh	64.60	35.40	47.75	52.25	50.37	49.63	50.88	49.12	51.95	48.05	53.09	46.91
Maharashtra	48.21	51.79	52.38	47.62	35.04	64.96	55.68	44.32	69.05	30.95	49.28	50.72
Mizoram	65.00	35.00	35.83	64.17	41.67	58.33	100.00	-	73.33	26.67	42.26	57.74
Rajasthan	54.24	45.76	48.15	51.85	79.63	20.37	53.06	46.94	57.14	42.86	57.67	42.33
Uttar Pradesh	44.14	55.86	34.52	65.48	33.33	66.67	53.93	46.07	33.33	66.67	40.81	59.19
West Bengal	44.33	55.67	46.60	53.40	48.86	51.14	39.29	60.71	51.61	48.39	45.87	54.13
<b>Total</b>	<b>53.45</b>	<b>46.55</b>	<b>47.64</b>	<b>52.36</b>	<b>48.40</b>	<b>51.60</b>	<b>50.67</b>	<b>49.33</b>	<b>57.75</b>	<b>42.25</b>	<b>50.92</b>	<b>49.08</b>

**Major Findings:**

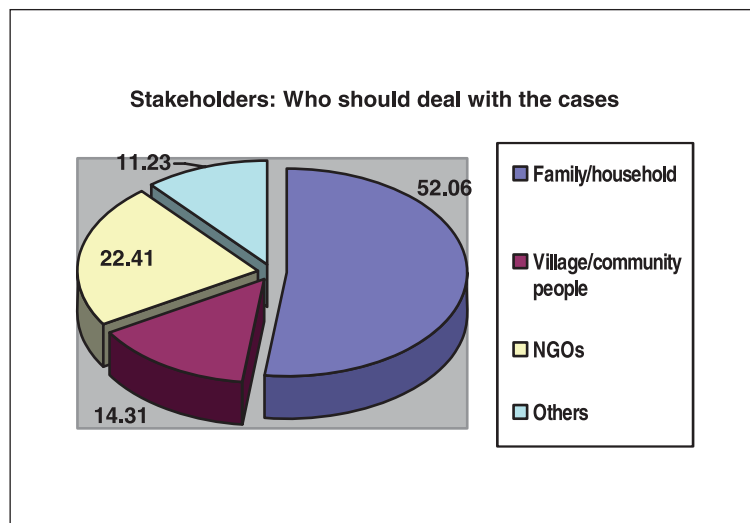
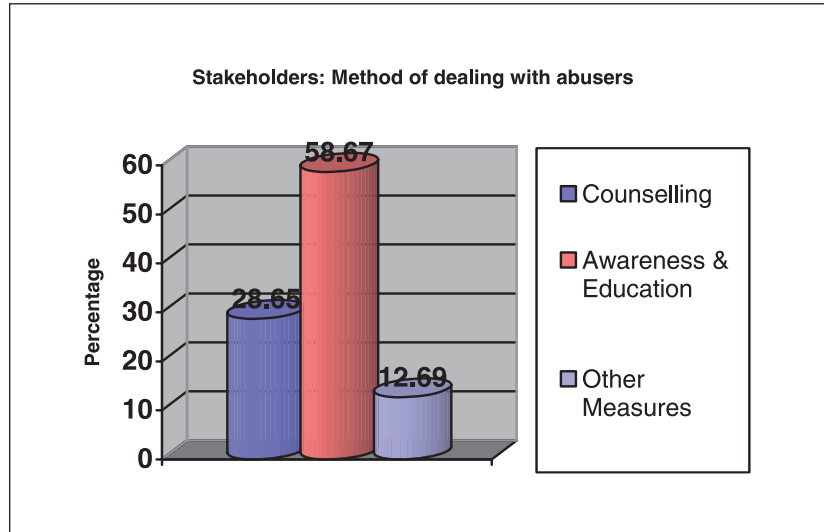
1. Among young adults, higher percentage of males reported facing emotional abuse.
2. In Delhi, 87% of the female young adults reported facing one or more form of emotional abuse during their childhood.

## 7.6 FORMS OF EMOTIONAL ABUSE AMONG STAKEHOLDERS

The study collected responses from 2449 stakeholders on emotional abuse of children. The questions put to stakeholders pertaining to emotional abuse were limited to their perception of methods of dealing with the abusers or abuse cases and on agencies/individuals that should be made responsible for handling the cases.

An overwhelming majority (58.67%) of the stakeholders favoured awareness and education for the abusers. This was followed by 28.65%

stakeholders who felt that counseling was important, while almost 13% of them suggested other measures for dealing with those emotionally abusing children. Other measures included strict action by police, social action by community, etc.



Regarding who should be dealing with the cases of emotional abuse, majority of stakeholders (52.06%) felt that the matter should be dealt by the family members. 22.41% of the stakeholders preferred NGOs for dealing with cases of emotional abuse followed by 14.31% who felt that if the matter has to go out of the family it should be handled at village or community level by the members of the community. This could be indicative of the fact that they do not want the matter to be discussed outside the community. There were 11.23% of stakeholders who suggested other individuals and agencies for dealing with the cases of

emotional abuse of children which included law enforcement agencies, teachers, social welfare department, psychologists, religious leaders, etc.

## 7.7 GIRL CHILD NEGLECT

Girl child neglect is the failure to provide for the all round development of the girl child including health, nutrition, education, shelter, protection and emotional development. This also includes aspects of gender discrimination. For this study, the indicators for 'neglect' included lack of attention to girls as compared to boys, less share of food in the family, sibling care by the girl child and other forms of gender discrimination.

Out of the total number of 12,447 child respondents, the total number of girl respondents was 5981. Majority of the girl child respondents (70.57%) reported neglect of one form or the other by family members. Among the states, 87.22% of girl children from Rajasthan reported facing neglect. The other states where girl children reported high percentages of neglect were Uttar Pradesh (85.91%), Gujarat (79.92) Madhya Pradesh (79.04%) and Mizoram ( 78.87%).

The girl child respondents were asked a series of questions about comparisons between them and their brothers in terms of disadvantage of being a girl, less attention, less food, less time for recreation, more household work, etc. In an attempt to understand how girls perceived their self worth, they were asked whether they sometimes wished to be a boy. 48.4% of the girls reported having gone through such feelings sometimes. Although the study did not look into the specific reasons for such a feeling, the overall gender discrimination against girls probably could be one of the reasons.

48.4% of the girls wished they were boys

State-wise percentage of girl children reporting one or more forms of neglect	
State	Percent
Andhra Pradesh	51.50
Assam	70.19
Bihar	67.30
Delhi	76.76
Goa	36.09
Gujarat	79.92
Kerala	61.64
Madhya Pradesh	79.04
Maharashtra	72.84
Mizoram	78.87
Rajasthan	87.22
Uttar Pradesh	85.91
West Bengal	52.41
<b>Total</b>	<b>70.57</b>

In order to elicit information from girl child respondents about their treatment by family members vis-à-vis brothers, the number of girls with brother(s) (69.6%) were asked questions regarding the attention paid to them, quantity of food given to them, amount of household work expected from them, minding siblings, brothers teasing and

State-wise perception of girl children reporting neglect as compared to brothers							
States	Less attention than brothers	Less food than brothers	More household work compared to brothers	Minding/ taking care of siblings	Brothers dominate play	Brothers tease	Parents not taking side of girls
Andhra Pradesh	27.45	21.65	71.37	40.70	50.00	43.21	55.63
Assam	47.85	46.63	87.73	47.84	49.84	32.71	66.96
Bihar	43.40	42.68	78.12	65.63	43.69	26.54	66.67
Delhi	52.27	42.73	56.67	59.26	38.75	40.92	50.68
Goa	18.82	7.14	59.52	46.43	43.37	42.86	39.47
Gujarat	42.96	36.95	80.79	67.83	59.31	55.72	45.12
Kerala	24.66	21.36	61.36	24.15	32.06	24.40	62.16
Madhya Pradesh	30.61	23.08	61.38	38.61	30.75	29.04	67.33
Maharashtra	16.44	10.96	58.24	23.74	38.10	36.31	36.62
Mizoram	19.67	19.89	77.07	43.49	29.72	41.74	23.98
Rajasthan	15.13	23.22	59.72	55.64	57.83	45.30	40.85
Uttar Pradesh	20.42	7.64	84.06	69.04	60.79	66.05	38.59
West Bengal	58.30	48.16	68.08	32.52	45.45	29.34	79.27
<b>Total</b>	<b>31.81</b>	<b>27.33</b>	<b>70.38</b>	<b>48.69</b>	<b>45.29</b>	<b>40.60</b>	<b>48.44</b>



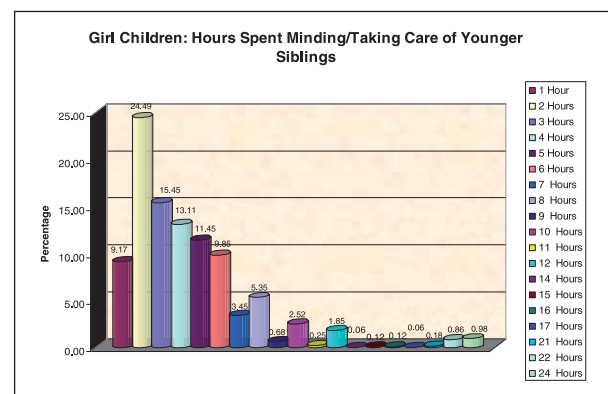
dominating and parents not taking their side. The most significant figure that has emerged here is that 70.38% of the girls reported doing more household work like cleaning/dusting of house, drawing of water, etc. compared to brothers. The girls from Assam (87.73%), Uttar Pradesh (84.06%), Bihar (78.12%), Mizoram (77.07%) and Andhra Pradesh (71.37) reported highest percentage of household work compared to other states. The lowest figure, which was from Delhi (56.67%) indicates that every second girl child is doing more household work than her brother.

Almost 49% of girl children reported minding or taking care of their younger siblings. Among states, the highest percentage of girl children who were taking care of their siblings was reported from Uttar Pradesh (69.04%), Gujarat (67.83%) and Bihar (65.63%).

While the overall percentage of girl children reporting getting less food than their brothers was 27.33%, there were at least five states reporting higher percentages than the average. These states were West Bengal (48.16%) followed by Assam (46.63%), Delhi (42.73%), Bihar (42.68%) and Gujarat (36.95%). The high level of malnutrition amongst women in India is probably due to the fact that females are getting less than their share of food in a household.

Some of the indicators namely, less attention than brothers, brothers dominating play and teasing sisters and parents not taking the side of the girls are perceptions indicative of gender discrimination. Many of these perceptions are not easy to quantify, but when seen together it provides a distressing situation of the girl child.

The study also looked into the amount of time devoted by girl children in minding their younger siblings. The response of the girl children ranged from one hour to twenty four hours. Almost one fourth (24.49%) had to take care of their siblings for at least two hours. While, the percentage of children went down with the increase in hours spent on this activity, some girls were spending as much as 24 hours in only taking care of their younger siblings. They were thus deprived of education and other developmental opportunities.



### Major findings:

1. More than two out of every three girls reported facing neglect.
2. 48.4% of girls wished they were boys.
3. 70% of the girls did household work and 49% of the girls took care of their siblings. This is indicative of the fact that these girls are deprived of developmental opportunities.

### 7.7.1 Girl child neglect: young adults

The questions on girl child neglect were asked to both male and female young adult respondents. However, the responses of only female young adults have been taken. The indicators for neglect were: less attention, less appreciation, less food, fault finding, household work compared to other siblings and looking after other siblings. The total sample size of young adults was 2,324, of which the percentage of boys was 52.5% and girls 47.5%.

In order to elicit information from young adult respondents about their treatment by family members vis-à-vis brothers, only female young adults out of the total young adult respondents were asked regarding the attention paid to them, appreciation given to them, quantity of food given to them, forced to leave tasty food for brothers, parents finding fault for no reason, amount of household work expected from them and

minding siblings. A significant finding that emerged was that 74.98% of the female young adults reported getting less food than brothers. The other important finding was that 89.22% of female young adults

Female young adults reporting neglect							
States	Less attention than brothers	Less food than brothers	More household work compared to brothers	Minding/ taking care of siblings	Brothers dominate play	Brothers tease	Parents not taking side of girls
Andhra Pradesh	57.35	64.62	94.12	70.59	66.18	50.00	60.78
Assam	74.75	73.74	83.84	59.00	73.00	59.00	89.00
Bihar	59.62	67.92	84.91	71.70	69.81	48.08	46.94
Delhi	75.00	84.09	88.64	72.73	63.64	72.73	77.27
Goa	78.33	71.67	88.33	77.78	74.60	76.19	88.89
Gujarat	86.60	79.80	92.93	79.38	78.13	68.75	73.96
Kerala	75.76	75.76	80.81	81.82	80.81	70.71	81.82
Madhya Pradesh	73.85	64.62	87.69	92.31	76.56	78.46	80.65
Maharashtra	64.76	64.76	89.52	70.87	64.08	66.35	71.84
Mizoram	89.25	92.47	98.92	47.31	88.17	88.17	75.00
Rajasthan	85.19	86.42	95.06	38.27	64.20	67.90	46.91
Uttar Pradesh	73.00	70.00	87.00	71.00	68.00	32.00	47.00
West Bengal	78.26	76.09	88.04	88.17	84.78	77.42	87.10
<b>Total</b>	<b>75.45</b>	<b>74.98</b>	<b>89.22</b>	<b>70.35</b>	<b>73.86</b>	<b>65.72</b>	<b>72.02</b>

reported doing more household work like cleaning/dusting of house, drawing of water, etc. compared to brothers. The female young adults from Mizoram (98.92%), Rajasthan (95.06%), Andhra Pradesh (94.12%) and Gujrat (92.93%) reported highest percentage of household work among other states.

Almost 70.35% of female young adults reported minding or taking care of their younger siblings during their childhood. Amongst states, while all states reported high percentage of incidence, the highest percentage of female young adults who were taking care of their siblings was reported from Madhya Pradesh (92.3%), West Bengal (88.17%), and Kerala (81.82%) and Madhya Pradesh (80.65%). The lowest figure in this category was reported from Rajasthan (38.27%).

Some of the indicators above namely, less attention than brothers, less appreciation than brothers and parents finding fault for no reasons are perceptions. Many of these perceptions are not easy to quantify, but when seen together, it provides a distressing situation of the girl child.

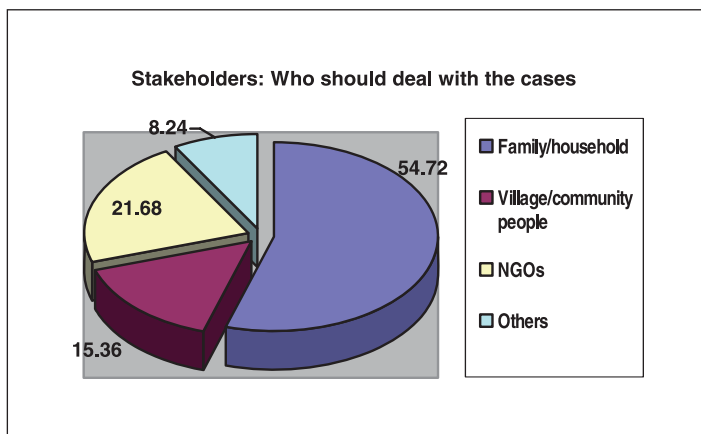
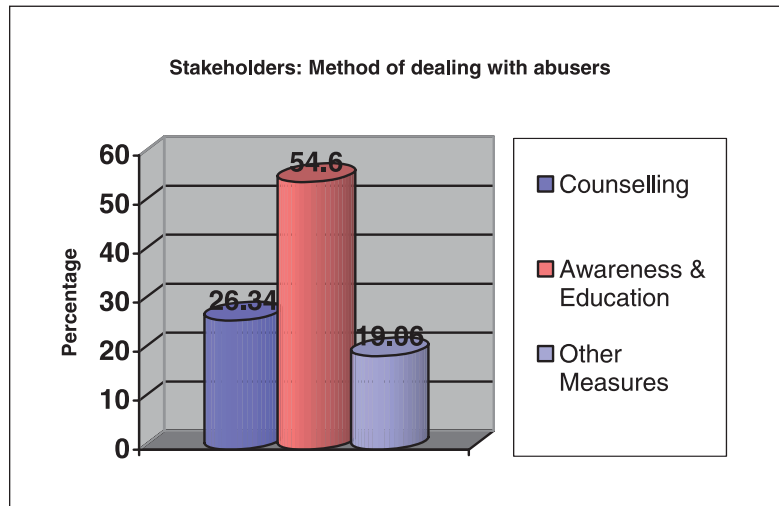
#### 7.7.2. Girl child neglect: Stakeholders' perception

The study collected responses from 2449 stakeholders on emotional abuse of children. The questions put to stakeholders pertaining to neglect were limited to their perception of methods of dealing with the abusers or abuse cases and on agencies/individuals that should be made responsible for handling the cases.

An overwhelming majority of 54.6% of the stakeholders favoured awareness and education for the abusers. This was followed by 26.34% stakeholders who felt that counseling was important, while almost

19.06% of them suggested other measures for dealing with those neglecting girl children. Other measures included strict action by police, social action by community, etc.

Regarding who should be dealing with the cases of girl child neglect, majority of stakeholders (54.72%) felt that the matter should be dealt by the family members. 21.68% of the stakeholders preferred NGOs for dealing with cases followed by 15.36% who felt that if the matter had to go out of the family it should be handled at village or community level by the members of the community. There were 8.24% of stakeholders who suggested other individuals and agencies for dealing with the cases of emotional abuse of children. Others included law enforcement agencies, teachers, social welfare department, psychologists, religious leaders, etc.



**Major findings:**

1. Every second child reported facing emotional abuse.
2. In 83% of the cases parents were the abusers.
3. Among young adults, higher percentage of males reported facing emotional abuse.
4. The highest percentage of female young adults facing are or more forms of emotional abuse during childhood was from Delhi (86.67%).



**CHAPTER VIII**  
**CONCLUSION AND**  
**RECOMMENDATIONS**



### Researchers remarks/observations

अह वरचा एक होल में काम करता है। मग हम इससे बात कर रहे तो अह बड़ा शुश होकर सब बता रहा था। इसके अगुसार इसके पिता इससे करवाना चाहते हैं। और माँ पढाना चाहती हैं। पर अह काम पर जाता है। इसीलिए स्कूल नहीं जाता। अह काम पर नहीं जाता है। तो शक पिता इसे मारता है। यदि स्कूल नहीं जाता तो माँ दिनभर डाँटती हैं। अह दोनों के बीच में पीस जाता है जिससे वरचे का श्मोजनल व फिजीकल दोनों एब्रूज होता है।

This study on child abuse is expected to place the subject of child abuse on the national agenda. The study also coincides with the release of the UN Secretary General's Global Study on Violence against Children. These have together created an environment wherein discussion on child abuse has been initiated, the media has started highlighting such issues and an understanding of their gravity is gaining momentum. This understanding must be translated into action, and not only the central government, but state governments, civil society, families and children themselves need to understand the rights perspective and together create the enabling environment wherein a child is protected from abuse and exploitation. The momentum needs to be sustained and should be carried forward in the form of a movement that will take all stakeholders along the road to sustainable development and create a protective environment for the children of India.



This is the first time that a study of this kind has thrown up information on the extent and magnitude of child abuse and girl child neglect. This empirical study has established beyond doubt that child abuse exists in India and the incidence is much higher than generally perceived. While the situation is alarming, it is important to take cognizance of the fact that the study was not done with the intention of creating fear and alarm. On the contrary, the purpose of the study was to establish that child abuse exists and also to provide the information base that will help government to formulate, legislation, schemes and interventions to deal with the problem. The study also throws up key areas for further research.

The primary responsibility of protecting children from abuse and neglect lies with the families or the primary caregivers. However, communities and civil society and all other stakeholders are also responsible for the care and protection of children. The overarching responsibility is that of the state and it is the state that has to create a protective environment and provide a safety net for children who fall into vulnerable and exploitative situations.

Based on the findings of the study, the following recommendations for addressing the issue of child abuse and girl child neglect are proposed:

## 8.1 GENERAL RECOMMENDATIONS

- 1) **Policy and Legislation:** The present National Policy on Children 1974 needs revision and there is a clear and established need for a separate National Child Protection Policy. In addition, every state should set up a State Commission for the Protection of Rights of the Child and formulate Plans of Action for Child Protection at the district and state levels.

There is also a clear and established need for a National Legislation to deal with child abuse. The proposed legislation should address all forms of sexual abuse including commercial sexual exploitation, child pornography and grooming for sexual purpose. It should also deal with physical abuse including corporal punishment and bullying, economic exploitation of children, trafficking of children and the sale and transfer of children. The legislation should also look at mechanisms of reporting and persons responsible for reporting. This must be seen in the context of the fact that more than 70% of the child respondents do not report the matter of sexual abuse to anyone. It has also very clearly emerged that

the largest percentage of abusers are persons within the family or persons in position of trust and authority. The legislation should address such issues also.

2) **Protocols:** In order to enhance the standards of care and build a protective environment for children in the country, there is a need to develop standard protocols on child protection mechanisms at the district, block and village levels, defining roles and responsibilities of each individual and agency. Such protocols should also lay down standards and procedures for effective child protection service delivery including preventive, statutory, care and rehabilitation services for children. An effective community-based monitoring mechanism needs to be put in place to ensure accountability at various levels. Monitoring should be based on indicators of performance such as quality of services and levels of child friendliness.

3) **Scheme on Child Protection:** So far child protection has been dealt with in a piecemeal and dilatory way with allocation of minimum resources reaching out to a miniscule numbers of children in difficult circumstances. The results of the study point to the need for a national scheme. Such a scheme should identify vulnerable families and children, prevent vulnerabilities and provide services to those in need. The scheme should strengthen statutory support services provided under the Juvenile Justice (Care and Protection of Children) Act 2000 for children in need of care and protection and children in conflict with law. With the allocation of adequate financial and human resources, the scheme should help create a protective environment for children through strong service delivery mechanisms, outreach services and effective interventions.

4) **Outreach and Support Services:** The study has revealed that the majority of abuse cases take place within the family environment, the perpetrators being close family relatives. A child who has been abused or continues to be in an abusive situation, needs a variety of services, including professional help in the form of trauma counseling, medical treatment, police intervention and legal support. Such a system should be established under the scheme on child protection. Further, the existing Childline service providing emergency outreach services to children in difficult circumstances should be expanded.

Migration and rapid urbanization have forced a very large number of children onto the streets. Such children survive by begging, working, scavenging, rag picking, etc. It is essential to provide outreach services to these children through bridge education, night shelters and vocational skills, so as to get them off the streets, reduce their vulnerability and enable them to sustain themselves.



5) **Tracking Missing Children:** Children go missing for a number of different reasons. Difficult and abuse situations at home often force children to run away; economic compulsions make them move to urban and semi-urban areas in search of a living; and sometimes they are trafficked for domestic work, other forms of labour or commercial sexual exploitation. Annually, large numbers of children go missing and there is little attempt to track them or trace them. Such children are most vulnerable to all forms of abuse and exploitation. Not only should they be tracked but existing mechanisms for their rescue, rehabilitation, repatriation and reintegration should be reviewed and strengthened while keeping in view the best interests of the child.

6) **Shared Responsibility:** Child protection is a shared responsibility, and for any intervention to be effective, there should be a synergy between efforts being made by different stakeholders to address the issues. There is a need to create a mechanism that will make such a synergy possible. These may



include child protection mechanisms at village, block, district and state levels which involve parents, elected representatives of urban and rural local bodies, teachers, anganwadi workers, medical practitioners, police and social workers and responsible members of public among others.

- 7) **Capacity Building:** All the above recommendations regarding formulation of a new policy, legislation, scheme and strengthening of the service delivery mechanism, assume the creation of a cadre of trained personnel, sensitized to child rights and protection of children. In order to create this cadre, in the first instance, schools of social work and universities should offer specialized courses on child rights, protection and counselling. Further, child rights and protection issues should be integrated into the curricula of administrative institutes, police training academies, law colleges, medical colleges, teacher training schools, etc. so that the professionals passing out of these institutions have both the sensitivity and the knowledge to deal with these issues.

Capacity enhancement and skill up-gradation of those who are already working in this sector are also essential. Further, there is a need to regularly up-grade the skills and capabilities of the civil society organizations.

Parents and caregivers are primarily responsible and accountable for the safety and security of the children in their care. The results of the study suggest that somewhere parents have not lived up to these expectations. Therefore, there is a need to enhance parenting skills, knowledge of the subject and sensitivity, which will help them to handle situations of child sexual abuse.

Life skill education of children to enhance their knowledge and capacity to deal with abuse is essential. It is proposed that this should become an integral part of the school curriculum.

- 8) **Gender Equity:** Equity is possible if social norms ensure that the girl child lives in a non-abusive environment in which she is cared for and respected. Discrimination of girls results in their lower enrollment in schools, higher levels of malnutrition, trafficking of girls for sexual exploitation, child marriage and their non-participation in decision-making in the family etc. These imbalances need to be addressed by bringing about attitudinal changes in people regarding the value of the girl child.

Empowerment of adolescent girls should be done by making them aware of their rights, orientating them on the subject of abuse, instilling life skills including knowledge of childbirth and child rearing practices, HIV & AIDS and personal hygiene among others. The adolescent girl component of ICDS should be strengthened.

Government, NGOs and civil society should make efforts to instill non-sexist norms and values through advocacy and communication strategies and campaigns using electronic, print and folk media and through open discourses on gender equity with involvement of public figures. Focus should be on elimination of discrimination and abuse of girls and on creating awareness of existing legislations.

- 9) **Advocacy and Awareness:** The media should be used to spread awareness on child rights. Debates and discussions with participation of children can be a regular feature on electronic media in order to enhance people's knowledge and sensitivity on child protection issues.

While media coverage of child protection issues is desirable, it is essential that the coverage is done in such a way that it prescribes to high ethical standards of reporting such as avoiding disclosure of the identity of the child victim to reduce the child's trauma and prevent re-victimization of the child. It is also essential to obtain informed consent of the child in cases of reporting. All these measures will protect the child from the stigma attached to abuse and prevent sensationalization of the issue. The Ministry of Information and Broadcasting and media self regulatory authorities should take necessary action to develop ethical standards for the media and to implement them.

- 10) **Research and Documentation:** The national study has thrown open various avenues of research which need to be undertaken in order to further strengthen some of the findings emanating from the study. These areas for research could include:
- ♦ Child Rights
  - ♦ Violence and its impact on children
  - ♦ Causes and impact of different forms of child abuse
  - ♦ Issues around children in conflict with the law
  - ♦ Corporal punishment in schools
  - ♦ Urban poverty and children
  - ♦ Working children with special reference to child domestic workers and children working in dhabas and tea kiosks etc. among others
  - ♦ Neglect of children
  - ♦ Gender discrimination
  - ♦ Orphans and the adoption system

Good practices in protection should be documented and shared to facilitate qualitative improvement at all levels.

- 11) **Child Protection Data Management System:** The biggest challenges in child protection are the creation of a database of all child protection services, linking of lateral services, creation of a knowledge base, and tracking of missing children, all of which have to be addressed at the grassroots level. The database, therefore, should be developed at the district level itself with upward and lateral linkages.
- 12) **Child Participation:** Children's voices need to be heard by everyone. All fora addressing issues of child rights should have adequate children's representation with the opportunity for them to express their views. For example, school curricula should be developed with the active participation of children; children should be involved in development of the district child protection plan, children should be involved in management of schools and institutions, etc.

## 8.2 SPECIFIC RECOMMENDATIONS:

Apart from the general recommendations, there are certain specific recommendations regarding different evidence groups, that emerged from the study as given below:

### 8.2.1 Children in schools

1. The study has indicated beyond doubt that schools as compared to other situations are the safest place for children and therefore efforts should be made to increase the enrolment and retention of children in school by adopting innovative, child friendly methods of teaching. Adequate infrastructure including sanitation facilities, keeping in the mind the special needs of the girl child, will encourage enrolment and retention of girl children in schools.
2. The high incidence of corporal punishment in schools is a clear indicator of the absence of use of positive disciplining techniques by teachers. Some state governments have banned corporal punishment in schools. However, corporal punishment continues unchecked. There is a need for formulating a central legislation banning corporal punishment and creating a system wherein such cases are not only reported but strict action taken against abusive teachers and principals.
3. Childrens' participation in meetings held by village education committees on issues dealing with school functioning, governance and maintenance of facilities at school, should be encouraged.

### 8.2.2 Children at work

1. There should be better coordination at national, state, district and block/ward levels for the following:
  - ♦ Rescuing children from banned occupations and their repatriation and mainstreaming into appropriate education streams.
  - ♦ Poverty alleviation schemes specifically targeting families of working children, repatriated working children and children at-risk of falling into child labour.
2. In the NCLP districts, children should be empowered by inclusion of knowledge on child protection issues and life-skills within the NCLP curriculum.
3. State level guidelines and protocols should be formulated for the rescue, repatriation and rehabilitation of child domestic workers.

### 8.2.3 Children in institutions

India continues to use institutionalization as a method of providing services to children in difficult circumstances. Although internationally it is now an established fact that institutionalization is not in the best interest of the child, yet, in countries like India, where the number of children in need of care and protection is very high and the non-institutional methods of care are not developed, the institutionalization of children will continue till alternatives are identified. In the light of this the following recommendations are made:

1. Juvenile Justice Boards, Child Welfare Committees and Special Juvenile Police Units should be set up in each district and manned by sensitive and trained personnel.
2. In existing institutions, standards of care should be established and maintained. Institutions under the Juvenile Justice (Care and Protection of Children) Act 2000 are corrective institutions. Children in conflict with the law in these institutions should be provided with all the opportunities to reform and develop into responsible citizens. The present state of the existing institutions leaves a lot to be desired.
3. The study reveals that often caregivers of the institutions are also abusers. This behaviour of the caregivers destroys the faith and trust of the child and completely alienates him/her from society itself. This should be prevented by strict monitoring and supervisions of homes, maintenance of detailed records of children, deinstitutionalization of children, wherever possible, and training and sensitization of caregivers in institutions.
4. Every home should have a management committee whose members, along with members of the community and civil society, should be involved in the efficient running of these institutions and prevention of abuse. Children should also be encouraged to participate in the management of the institutions.



All children have the right to live in safety and dignity in a protective and nurturing environment, both at home and in the community. This is possible by creating awareness of their rights, especially their right to protection, in parents and other stakeholders, putting in place laws to punish those who abuse and exploit children and taking appropriate action to strengthen accountability on the part of government and non-government agencies and the civil society.

For the first time, in India, an effort has been made to understand the extent and magnitude of different dimensions of abuse of children in the country with the hope that the findings will pave the way towards a better understanding of the factors leading to abuse of children and measures to prevent them, thus creating a such a caring and nurturing environment

# ANNEXURES



## Annexure-1

### DISTRICTS COVERED IN EACH STATE AND ZONAL ADVISORS

Zones	States	Districts	Zonal Advisors
North	Delhi	South-west	N. K. Shinghal
		Central	
	Rajasthan	Jaipur	
		Tonk	
Central	Madhya Pradesh	Bhopal	G. S. Bajpai
		Dhar	
	Uttar Pradesh	Lucknow	S. P. Srivastava
		Barabanki	
East	Bihar	Patna	Daisy Narain
		Sitamarhi	
	West Bengal	Kolkata	
		Purulia	
West	Gujarat	Ahmedabad	Nilima Mehta
		Kutch	
	Maharashtra	Mumbai	
		Solapur	
	Goa	North Goa	
		South Goa	
South	Andhra Pradesh	Hyderabad	Mary Venus Joseph
		Medak	
	Kerala	Ernakulam	
		Wayanad	
North East	Mizoram	Aizwal	Gayatri Gogoi
		Mamit	
	Assam	Kamrup	
		Darrang	

## Annexure-2

### THE CORE RESEARCH TEAM

1.	Dr. Loveleen Kacker, IAS Joint Secretary (Child Welfare) Ministry of Women & Child Development Government of India	Team Leader
2.	Mr. Amod Kanth, IPS General Secretary, Prayas	Team Leader
3.	Prof. M. Z. Khan	Technical Advisor
4.	Dr. Nadeem Mohsin	Project Director
5.	Ms. Saumya Shanker	Assistant Project Director
6.	Dr. Tamali Sengupta	Member
7.	Dr. Kiran Aggrawal	Member
8.	Ms. Anupam Kataria	Member
9.	Mr. Rajib Halder	Member

### THE RESEARCH SUPPORT TEAM

1.	Andal Damodaran, Co-convener, India Alliance for Child Rights
2.	Anu Dixit, Programme Officer, Child Protection Section, UNICEF
3.	Anuja Gupta, Director, RAHI
4.	Bharti Ali, Executive Secretary, HAQ Center for Child Rights
5.	N.K. Shinghal, Member Governing Body, Prayas
6.	Rajat Mitra, Clinical Psychologist, Director, Swanchetan
7.	Rita Panicker, Director, Butterflies
8.	Enakshi Ganguly Thukral, Executive Secretary, HAQ Center for Child Rights
9.	Gerry J. Pinto, Advisor, Butterflies
10.	Jitender Nagpal, Psychiatrist, VIMHANS
11.	Manabendra Nath Ray, Programme Coordinator, Save the Children
12.	R.M. Verma, Prayas
13.	Razia Ismail, Co-Convener, India Alliance for Child Rights

## Annexure-3

### LIST OF STATE PROJECT COORDINATORS & PROJECT ASSISTANTS

Sl.	State Project Coordinator	Project Assistant
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12.	<b>UTTAR PRADESH</b> Mr. Manoj Yadav, 83/H, City Station Road, District - Ghazipur-233001	Ms Deepti Srivastava, 110 / 234, Jawahar Nagar, Kanpur -208012
13.	<b>WEST BENGAL</b> Mr. Anindya Ghosh, Premendra Pally. P.O Rajpur, Kolkata 700014	Ms. Jayita Adhikary, 40, Hidaram Banerjee Lane, (near 2 Santosh Mitra Square) Kolkata - 700012,

## Annexure-4

### GUIDELINES FOR CONDUCTING FOCUS GROUP DISCUSSION WITH CHILDREN

#### General / Pre-session

1. Identification of the children should be done in a sensitive manner. The children can be told as much about the consultation/discussion as possible in line with their maturity and understanding of the situation. It is important to explain the objective and details of the consultation to the child as well as the parents prior to conducting the same.
2. Care should be taken to have children in the focus group discussion who are from similar age group, gender profile, and community.
3. Parents/children should be reminded about the date and time of the data collection session shortly before it is due to take place - where possible, through house-to-house visits.
4. The place/venue for conducting focus group discussions should be a neutral space, which does not arouse any anxieties/fears in any of the participants. It is always better to name the place and ask the participant if he/she is comfortable with holding the discussion meeting there.

#### Beginning of Session

1. While waiting for everyone to arrive, researchers should play simple games through which children can be introduced to each other and in which newcomers can easily join in.
2. The researcher should allow sufficient time at the beginning of the session for the children to relax and become comfortable with each other and with you. More time will be needed if the children do not already know each other. The researcher should not start the first activity until he feels the environment is right.
3. Strategies that can help to create such an environment include:
  - playing interactive games
  - singing, dancing, acting, saying rhymes/poems
  - inviting children to sit the way they feel comfortable
  - choosing a name for the group
  - researchers behaving in a relaxed, informal and warm manner
  - researchers showing an interest in/familiarity with children's lives and local 'culture'.
4. The researcher should offer a snack at the beginning of the session in case any children are hungry.
5. The researcher should help children to agree on a simple set of ground rules which they themselves can enforce, e.g. about taking turns to speak, respecting when other children are speaking and what they say, not having side discussions, drinking water, going to the bathroom.
6. The researcher should briefly review information provided earlier about the study, i.e.:
  - subject matter of study
  - purpose / expected outcome of the study
  - importance of hearing from children
  - group + individual data collection sessions
  - participants' right to opt out of any part of study they do not wish to take part in.
7. The researcher should explain to children that, in addition to expressing their own views, they are being given the responsibility of speaking on behalf of other girls/boys like them, i.e. those in the same age/residence/socio-economic group.
8. The researcher should tell children that they will talk about experiences in their own lives as well as events in the lives of other children like them which they know about. Explain that they must be careful

not to say anything in the group that could cause problems for themselves or any other person later on.

9. The researcher should assure children that the information they provide will be used only for the purposes of the study, and that their identities will not be disclosed in any materials relating to the study that are produced.
10. The researcher should explain to children the purpose of recording children.
11. The researcher should seek their consent to the methods of recording and the way the data recorded will be used.
12. The researcher should carefully word each question before that question is addressed by the group.
13. After each question is answered, the researcher should carefully reflect back a summary of what you heard (the note taker may do this).
14. The researcher should ensure even participation. If one or two people are dominating the meeting, then call on others. He/She should consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, he/she should discuss with the group and ask for ideas about how the participation can be increased.

## Group work

### The researcher should:

1. Thoroughly master the procedures and questions in each activity. This will allow the researcher to work in a flexible way and to make the discussions seem natural.
2. Explain to children that it is important for everybody to express their opinion in the discussions. On some issues there will be agreement, on others there will be differences of opinion. Everyone's opinion will be recorded.
3. If one child talks about an important experience, the researcher should find out whether this is an individual experience or one shared by the whole group.
4. Explain each exercise briefly but clearly. Check at regular intervals whether the children have understood what they are meant to be doing.
5. Encourage all children to participate in each activity. Try to avoid a child dominating a group. Notice if children are feeling left out and take steps to include them. Techniques that can help a quiet or shy child to join in include:
  - making continuous eye contact with all children in group
  - using names of children when talking
  - seating children in circle
  - going round circle asking each child to say one thing in answer to a question.
6. Do not dominate group with questions - guide discussion.
7. Make sessions interesting, creative and child friendly.
8. If children's attention starts to wander, play a quick game (energizer) then return to activity. Also consider moving on and returning to activity later.
9. Allow time for breaks, recreation, play and refreshments as and when needed.
10. At the end of each exercise, review data provided with children and give them opportunity to modify/add new data.
11. If children are disruptive or misbehave, try to resolve situation with group rather than imposing any kind of discipline.
12. If a child becomes upset or disturbed during the session, the co-facilitator may take the child away from the group, and give comfort. The child should be encouraged to come back to the group when he/she is ready to do so. It should also be ascertained at this point of time if the child is in need of additional psychological support or therapy, and the tie-up for future can be done subsequently.
13. Probing should not be done to exact disclosure from any child. Any disclosure should be voluntary in nature.
14. Ensure that all activities in protocol are completed, even if done in a different order.

### **End of session**

1. At the end of the session the researcher should:
  - summarise what has happened / been said
  - thank children for participating
  - ask them how the session has been for them
  - let them know if/when you will see them again
2. End on a positive note

### **Analysis**

The facilitator and assistant should arrive at a short summary that is mutually agreeable. Field notes should capture information on:

1. Any changes in the list of questions
2. Participant characteristics
3. Descriptive phrases or words used by participants as they discussed the key question
4. Themes in the responses to the key questions
5. Sub-themes indicating a point of view held by participants with common characteristics
6. Description of participant enthusiasm
7. Consistency between participant comments and their reported behaviors
8. Body language
9. New avenues of questioning that should be considered in future: should questions be revised, eliminated, added, etc.
10. Overall mood of discussion

The process then continues by gathering together brief summary reports, tape recordings, list of questions, demographic information, and if available, transcripts of the discussion. All summaries should be read at one sitting. Notes should be made of potential trends and patterns. Each transcript should be read (if no transcripts, then one should listen to the tapes of the discussions). During the second reading though the transcripts, mark sections related to each question on question list.

### **When conducting analysis consideration should be given to five factors:**

1. **Words:** Actual words and meanings of the words should be determined. One might make frequency counts of commonly used words. Cluster similar concepts together.
2. **Context:** Examine the context of words by finding the triggering stimulus and then interpret the comment in light of that context.
3. **Internal consistency:** Trace a flow of conversation and note changes or even reverses of position after interaction with others.
4. **Specificity of responses:** Responses that are specific and based on experiences should be given more weight than responses that are vague and impersonal. Greater weight should be given to responses in first person rather than third person hypothetical answers.
5. **Find the big ideas:** Look for trends or ideas that cut across the entire discussion.

### **Reporting**

Once again, the objectives of the study should determine how and for whom the information needs to be reported. As a general rule, numbers and percentages are not appropriate for focus group research and should not be included in the report. Reporting should be descriptive and present the meaning of the data as opposed to a summary of data.

### **Summary of activities**

#### **Activity 1: Key places and people**

Finding out the main settings in the lives of boys/girls in urban/rural areas and learning about the key people in those settings.

**Activity 2: Behaviours children like**

Finding out about the kinds of behaviour of key people in girls' /boys' lives that they 'like' and exploring the immediate effects of these behaviours on them.

**Activity 3: Behaviours children dislike**

Finding out about the kinds of behaviour of key people in boys'/ girls' lives that they 'dislike'and exploring the immediate effects of these behaviours on them.

**Activity 4: Causes and consequences of disliked behaviours**

Introducing and helping children explore a range of issues related to 'disliked' behaviours through role play and discussion, including reasons for 'disliked' behaviours, effects of such behaviours, boys' /girls' coping and self-protective strategies, and support needed/provided.

**Activity 5: Justified/unjustified behaviours**

Exploring boys'/girls' perceptions of justification / lack of justification in relation to behaviours they 'dislike'.

**Activity 6: Coping and self-protective strategies**

Learning about strategies used by girls/boys that help them to cope with the effects of 'disliked' behaviours and avoid having to face such behaviours in the future.

**Activity 7: Sources of support**

Finding out which people boys/girls go to / do not go to for support when faced with behaviours they 'dislike'. Exploring why boys/girls go to / do not go to certain people for support.

**Activity 8: Stopping disliked behaviours**

Finding out boys' / girls' views regarding the need to stop the 'disliked' behaviours they have identified. Seeking ideas from girls/boys about action to stop 'disliked' behaviours and positive alternative behaviours

**Activity 1 : Key Places and People****Aims**

- To find out the main settings in the lives of boys/girls in urban/rural areas
- To learn about the key people in those settings (who are potential abusers of boys/girls).

**Procedure for Facilitator****1. Main settings in boys'/girls' lives**

Find out from the children which are the important places in the lives of girls/boys like them. Do this by asking about:

- places where boys/girls go often or spend a lot of time
- when they go to such places
- how much time they spend there
- what they do there

It may help to get them to think about where girls/boys are at different times of the day and on different days of the week.

When the children have finished listing these places, check with the group whether they are all important or whether any can be excluded. Write the names of the places agreed upon by the group on cards of the same colour and put them in a place where they are visible to the whole group, e.g. on a pin board.

## 2. Key people in boys' /girls' lives

Next, taking each setting in turn, get the children to identify the people (categories of people, not particular individuals) in each place who play an important role in relation to girls/boys. Ask the children which people in the settings they have listed:

- can tell boys/girls what to do
- have some kind of responsibility for them, or are trusted by them.
- The same people may appear in more than one setting. Explore why these people are important to girls/boys

First list the people identified in each setting on a flip chart. When this has been done, check with the group whether all the people listed are important or whether any can be excluded. It is important to limit the number of people identified in this exercise so that later activities do not become difficult to manage. Write the name of each category of person on cards of a colour different from that used in the first exercise and arrange them under the appropriate setting. While you are writing the cards for one setting, get the children to think about the key people in the next.

### **Materials required**

Coloured cards - different colours for places and categories of people  
Markers, Pin board and pins, Flip chart, Cassette recorder, Cassettes and spare batteries.

### **Information to be collected by Recorder**

List of important places in lives of girls/boys

List of people who play important role in relation to boys/girls in each of above places  
Reasons why places and people are important to girls/boys

## **Activity 2: Behaviours Children Like**

### **Aims**

- To find out about the kinds of behaviour of key people in girls' /boys' lives that they 'like'
- To explore the immediate effects of these behaviours on them.

### **Procedure for Facilitator**

Find out about the kinds of behaviour towards children of those categories of people identified in Activity 1 that boys/girls 'like'.

#### 1. Role play

Use a random and fun technique to divide the group into two. Ask each smaller group to act out a kind of behaviour of one of the people identified in the first activity that they 'like'. Encourage the two groups to choose behaviours that are different in nature. Tell the children that in the role play they will need to show the 'liked' behaviour and how it makes the child feel.

#### 2. Discussion

After both role plays have been performed, discuss the kinds of 'liked' behaviour that have been portrayed. Move from these specific examples to a general discussion of the kinds of behaviour that boys/girls 'like'. Working through the key people in each of the settings identified in Activity 1, get clear and detailed descriptions of specific behaviours by particular categories of people.

Explore with the children how girls/boys feel when people behave in these ways with them. Raise this issue at the end of the discussion regarding 'liked' behaviours in each setting.

### **Materials required**

Cards from Activity 1  
Cassette recorder  
Cassettes and spare batteries

**Information to be collected by Recorder**

Descriptive list of behaviours of key people in main settings of boys' /girls' lives that they 'like'. Description of immediate effects of 'liked' behaviours on girls/boys (especially feelings).

**Activity 3: Behaviours Children Dislike****Aims**

- To find out about the kinds of behaviour of key people in girls' /boys' lives that they 'dislike'
- To explore the immediate effects of these behaviours on them

**Procedure for Facilitator**

Find out about the kinds of behaviour towards children of those categories of people identified in Activity 1 that boys/girls 'dislike'. Explain that 'disliked' behaviours include:

- behaviours which physically hurt a child
- behaviours which emotionally upset a child
- touching a child in a way that he/she does not like, and
- neglecting a child in a way that makes her/him feel bad

Working systematically through the key people in each of the settings identified in Activity 1, get clear and detailed descriptions of specific 'disliked' behaviours by particular categories of people in each setting, including the circumstances surrounding the behaviour. Help the children to identify and describe a wide range of behaviours.

Explore with the children how girls/boys feel and react when faced with each of the behaviours described.

Create a set of cards (in a new colour) representing the 'disliked' behaviours identified in this activity. Each card should contain a separate 'disliked' behaviour and a note of the setting in which it occurs. Arrange these cards on the pin board under the appropriate setting.

**Materials Required**

Cards from Activity 1  
Coloured cards  
Markers  
Cassette recorder  
Cassettes and spare batteries

**Information to be collected by Recorder**

Descriptive list of behaviours of key people in main settings of girls'/ boys' lives that they 'dislike'. Description of immediate effects of 'disliked' behaviours on girls/boys (feelings and reactions).

**Activity 4: Causes and Consequences of Disliked Behaviours****Aim**

To introduce and help children explore a range of issues related to 'disliked' behaviours through role play and discussion, including reasons for 'disliked' behaviours, effects of such behaviours, boys' /girls' coping and self-protective strategies, and support needed/provided.

**Procedure for Facilitator**

This activity helps children to explore their perceptions and experiences of different issues related to behaviours they 'dislike' through role play and discussion. The main purpose of the activity is not to collect a large volume of data, but rather to open up topics for discussion in greater depth elsewhere.

**1. Role play**

Use a random and fun technique to divide the group into two. Ask each smaller group to depict through

role play one of the incidents of 'disliked' behaviour described in Activity 3. Encourage the two groups to choose behaviours that are different in nature, e.g. causing physical hurt, causing emotional upset, involving neglect. Explain to the children that in the role play they will need to show:

- before the incident - what happens
- the incident
- after the incident - what the child and other persons do, how the child feels, any support received by the child

Write these points on a flip chart to help the children remember them.

## 2. Discussion

After both role plays have been performed, discuss what has been portrayed. Start from the specific incidents depicted in the role plays, then broaden out the discussion to encompass a wide range of other 'disliked' behaviours (as identified in Activity 3). Focus on girls'/boys' perceptions/experiences regarding the following:

- the reasons for 'disliked' behaviours
- the immediate effects of such behaviours on boys/ girls
- longer-term effects on them
- strategies used by girls/boys that help them cope with the effects of such behaviours
- strategies used by girls/boys to avoid having to face such behaviours
- the kinds of support boys/girls need when faced with 'disliked' behaviours
- the kinds of support they receive.
- aim for a fairly brief discussion of the above issues, giving greater emphasis to those issues not covered in any other activity (asterisked).

### **Materials Required.**

Cards describing 'disliked' behaviours from Activity 3  
Flipchart, markers, Cassette recorder, cassettes and spare batteries

### **Information to be collected by Recorder**

Brief description of incidents acted out in role plays

Notes regarding boys'/girls' perceptions/experiences of the reasons for and effects on boys/girls of 'disliked' behaviours, their coping and self-protective strategies, and support needed/received by them.

### **Activity 5: Justified/Unjustified Behaviours**

#### **Aim**

- To explore boys'/girls' perceptions of justification / lack of justification in relation to behaviours they 'dislike'.

#### **Procedure for Facilitator**

- Go through the cards describing 'disliked' behaviours from Activity 3 and ask the children to sort them into two categories: behaviours which are 'justified' and those which are 'unjustified' in boys'/girls' eyes. If children's categorisation differs depending on who is responsible for a particular behaviour, new cards (of a different colour) can be made to reflect this.
- Find out why, although they 'dislike' them, girls/boys are able to accept some behaviours but not others.

### **Materials required**

Cards describing 'disliked' behaviours from Activity 3  
Coloured cards, Markers, Cassette recorder, cassettes and spare batteries

### **Information to be collected by Recorder**

List of behaviours which boys/girls 'dislike' but consider 'justified', with supporting reasons List of



behaviours which boys/girls 'dislike' and consider 'unjustified', with supporting reasons.

### **Activity 6: Coping and Self-protective Strategies**

#### **Aims**

- To learn about strategies used by girls/boys to cope with the effects of 'disliked' behaviours
- To learn about strategies used by boys/girls to avoid having to face such behaviours in the future

#### **Procedure for Facilitator**

This activity looks at strategies used by girls/boys that help them lessen the negative effects of 'disliked' behaviours or avoid such behaviours altogether. Get the children to think about the 'disliked' behaviours identified in Activity 3. Then ask them whether, when faced with such behaviours, boys/girls do anything that helps them:

- cope with the effects of these behaviours, e.g. makes them feel better
- avoid having to face these behaviours in the future
- if so, what?
- Note whether other people play any role in these strategies.

#### **Materials Required**

Cards describing 'disliked' behaviours from Activity 3  
Cassette recorder, cassettes and spare batteries,

#### **Information to be collected by Recorder**

List of coping strategies used by girls/boys in relation to specific 'disliked' behaviours  
List of self-protective strategies used by girls/boys in relation to specific 'disliked' behaviours  
Description of role played by other people in these strategies.

### **Activity 7: Sources of Support**

#### **Aims**

- To find out which people boys/girls go to/ do not go to for support when faced with behaviours they 'dislike'
- To explore why boys/girls go / do not go to certain people for support.

#### **Procedure for Facilitator**

Support to children is most likely to be directed at helping them cope with the effects of 'disliked' behaviours or avoid such behaviours. Briefly review with the children the information from Activity 4 regarding the different kinds of support received by boys/girls when faced with behaviours they 'dislike'.

Take the children through the 'key people' cards from Activity 1, asking them first which people girls/boys do not go to for support when others behave with them in ways they 'dislike', and why they do not go to them. Remove these cards from the pin board.

The cards left on the pin board should represent the categories of people that boys/girls do go to for support when they face a 'disliked' behaviour. Ask the children whether there are any other people they would like to add. Write out new cards (of a different colour) for these people. Then work through all the cards on the pin board asking the following in relation to each person:

- are girls/boys more likely or less likely to go to this person for support?
- why do girls/boys go to her/him for support?

In relation to the second question, find out why boys/girls choose to go to certain people and what kinds of support these people provide.

#### **Materials Required**

Cards from Activity 1 listing key people in main settings of children's lives

Markers  
Coloured cards  
Cassette recorder  
Cassettes and spare batteries

**Information to be Collected by Recorder**

Lists of categories of people boys/girls go to / do not go for support to cope with effects of 'disliked' behaviours or to avoid such behaviours.

Sorting of people into those boys/girls are more/less likely to go to for support.

List of reasons why boys/girls go to / do not go to certain people for support.

**Activity 8: Stopping Disliked Behaviours**

**Aims**

- To find out boys'/girl' views regarding the need to stop the 'disliked' behaviours they have identified
- To seek ideas from girls/boys about action to stop 'disliked' behaviours and positive alternative behaviours.

**Procedure for Facilitator**

In this activity, children are given an opportunity to think and express their ideas about putting an end to the 'disliked' behaviours identified earlier in the session.

Start the activity by reminding the children about the objectives and expected outcome of the study.

1. Need to stop 'disliked' behaviours

Ask the children whether they think there is a need to stop people from behaving with boys/girls in the ways they have identified in Activity 3. Explore the reasons for their views. If they think these behaviours should be stopped, go on to the next exercise.

2. Action to stop 'disliked' behaviours

Of all the 'disliked' behaviours that girls/boys face at home, at school and in the workplace (as identified in Activity 3) ask the children which three behaviours in each place they would most like to see an end to. Allow time for the group to reach agreement on this. Explore why they have selected these behaviours.

In relation to each 'disliked' behaviour selected, seek the children's ideas on the following:

- what can be done to stop people from behaving in this way
- who can do this
- positive alternative behaviours.

Support the children to answer the last two questions through a discussion of the kinds of action that are likely to be effective in stopping the 'disliked' behaviours, and the people who could carry out such actions.

3. Positive behaviours with own children

Get the children to think forward to a time when they are grown up and married with children of their own. Ask them how they will behave with their own children.

**Materials required**

Cards describing 'disliked' behaviours from Activity 3  
Cassette recorder, cassettes and spare batteries

**Information to be Collected by Recorder**

Notes regarding boys' / girls' views about the need to stop the 'disliked' behaviours identified in Activity 3, with supporting reasons. List of three 'disliked' behaviours at home, at school and in workplace (from Activity 3) that girls/boys would most like to see an end to, with supporting reasons. In relation to the selected 'disliked' behaviours, actions to stop behaviours, people who can take action and suggested positive alternative behaviours. List of positive behaviours by boys/girls with their own children (when they grow up).

## ICE BREAKING EXERCISES: Games

### 1. Inter-mixing children by using numbers

This exercise is useful for thoroughly mixing up the participants who may number anywhere between ten and fifty. To begin this exercise, collect the group members at one spot, preferably a plain ground or inside a fairly large room.

- Make all the participants stand close to each other in the center of the room.
- Let anyone member function as the leader of the group.
- The leader explains to the members that they will be playing a game of numbers, i.e., the members will be expected to form small groups having the exact numbers called out by the leader.
- The members are also informed that any member who is unable to become a part of any group will be declared OUT. Similarly, a group, having members less or more than the number (that has been called out), will result in all the members of that group being declared OUT.
- All the members who are declared OUT stand away from the main group.
- The leader continues to call numbers at random, making the members become part of groups with different numbers. For this purpose, it is often very interesting to call the number ONE. This means that the leader wants everyone in the main group to stand alone without becoming a part of any group.
- This game can be played by using any number of players. For example, suppose we have a group of 40 children. One out of these gets elected as the leader, thus leaving 39 members in the group to play the game. The leader now starts calling the numbers. Suppose the leader calls out the number 19. This means that the main group can now re-form into two groups of 19 each ( $19 \times 2 = 38$ ), thus leaving one member who is OUT. Next, let us suppose that the leader now calls out the number five. It means that the remaining 38 members will have to re-group themselves into seven groups of five members each ( $7 \times 5 = 35$ ). This will result in three members getting OUT because they cannot be the part of any of the seven groups. The process continues till only two members are left in the middle who are declared as the winners. The winners are lustily cheered and greeted with clapping by all the remaining members. At times, the winners may also be given a reward in the form of a candy or piece of chocolate or some sweet.
- To get the best results from this game, speed is essential. Thus, the leader may rattle off numbers one after another giving short gaps of five to seven seconds only. Doing this results in making the members group and re-group themselves quickly in order to conform to the number called out by the leader. As a result, children start running from one group to another and / or pulling other children towards themselves to ensure that the requisite number of members in each group is attained.

Playing this game creates a lot of fun and laughter which results from a kind of horseplay that is necessary to quickly join groups of varying numbers. In the process, it is frequently observed that differences of sex, age, caste, religion & body size are frequently and easily forgotten, resulting in a freely mixing milieu that promotes harmony and a sense of camaraderie. This game is particularly useful for youngsters as it involves a lot of energy and free-mixing.

### 2. Testing one's memory with names to develop friendship

This game is frequently used to introduce the members in a group to each other by ensuring that the name of each member gets repeated a number of times. It can be played conveniently with any group having five to thirty members.

- To play this game, seat all the members around a table. The number of tables and chairs will need to be increased if the number of members in the group increases.
- In case tables & chairs or benches are not available, the members can sit in a circle either on a carpet or on a lawn or even a piece of ground that has been properly cleaned.
- After the members are seated, anyone member starts off the game by speaking out aloud his/her full name. This is followed by the next members seated on the right of the first member speaking out his/her name in full and then repeating the full name of the member who spoke first.
- The third member is now asked to tell his full name to the group. After he/she does so, he is expected

to repeat the names of the first two members loudly enough so that the entire group can hear their names. He then requests the members on his right to share their full names with a group. Subsequently, the very first member is asked to repeat the names of all the members who have spoken so far.

- In the above manner, each member of the group is expected to remember the names of all the members on his right as well as on his left and ultimately the names of all members in the group.
- Any member who correctly speaks out the names of all the members of the group gets a reward in the form of a candy and appreciation by the group.

This game not only encourages the members to remember each other's names but also to develop a friendly approach towards each other. The process becomes more amusing when the names of some members are found to be difficult to pronounce or are too long and, therefore, difficult to be remembered.

An amusing variation of this game is to make each speaker's name associated with some personnel features. For example, Ramesh Kumar Sharma may be wearing a red shirt. Similarly, other group members may have some unique features, which they may announce while speaking out their names. To illustrate, members of a group may speak out their names in the following manner:

- |                        |                            |
|------------------------|----------------------------|
| a. Ramesh Kumar Sharma | Red shirt                  |
| b. Sita Devi           | Painted nails              |
| c. Kailash Goyal       | Pen in the pocket          |
| d. Pankaj Kapoor       | Wears spectacles           |
| e. Kalyani Mehta       | Wears a bandage on the arm |
| f. Gurdeep Singh       | Wears a big wrist watch    |

Associating the group members' names with various objects is a fun-way to remember names. It also makes the participants more observant of each other and thus tends to bring them closer.

### **3. Identifying members with their unique features**

This game is particularly useful when total strangers comprise a group. It can also be used equally well with members who may be a little familiar with each others' faces while not knowing any other details.

#### **How to organize**

- Give a sheet of blank paper and a pen/pencil to each member.
- The leader should take a separate paper and write down the following questions, giving each question a serial number.
- The leader should inform the group that he will be putting a few questions to the group. He also informs the members that the answers to these questions are available among the members themselves and that the answer to every question will be the name of a group member. Therefore, all they need to do is to locate the correct answer. Whoever gets the maximum number of correct answers is the winner.

To illustrate, a few questions are given below:

1. Person with the longest (full) name
2. Person with the shortest (full) name
3. Person with the largest feet
4. Person with the smallest feet
5. Person with the longest hair
6. Person with the shortest/least hair
7. Person with the biggest handkerchief
8. Person with the smallest handkerchief
9. Person with the biggest smile
10. Person with the smallest teeth

The above questions are read out one by one by the leader while the members are requested to carefully note down each question. The group is then given a time limit of 5-10 minutes. When the leader says "GO", each member starts finding the answers to the questions by approaching every other member. Each member is strongly advised not to share his answers with others.

At the end of the time limit, the members are asked to indicate their answers. Each name which represents the correct answer is ticked off as correct. Every wrong answer is marked with a (X) cross. Evidently, completing this exercise involves the interaction of every member with every other member. While judging the correct answers, for example, names will need to be spelt out loudly; feet will need to be compared, handkerchiefs will be measured to find out the biggest and the smallest, and so on!

The persons getting the maximum correct answer is the winner. The winner is loudly acclaimed by the group and may be given a candy, sweet or chocolate as the price. This game can be played with countless variations and has a fantastic potential of creating an in-group feeling among the participant.

## **ICE BREAKING EXERCISES: Story Telling/Role Play**

### **1. The Naughty Child**

Funtoo studies in class IV. Though he works hard, he often finds his class fellow to be ahead of him. He also needs more time to understand whatever his teachers say in the classroom. As a result, most of the teachers scold him. One of the teachers, (Mr. Rajbir) scolds him practically everyday. At times, Mr. Rajbir also beats him-sometimes slapping him and, at other times, using a stick to hit him on his buttocks. This greatly annoys Funtoo but he feels helpless as no one listens to him. Instead, people appreciate Mr. Rajbir because he is popularly known to be a strict teacher who maintains good discipline in the classroom.

Funtoo and his classmates also often see that Mr. Rajbir pinches the students' cheeks. However, they do not protest as they think that no one will believe them. At times, Mr. Rajbir also pinches some of the boys not only on the cheeks but also on other parts of their body. The students often talk amongst themselves about the behaviour of Mr. Rajbir. However, no one protests because they think that doing this will only make Mr. Rajbir more angry on them. Therefore, they keep quiet.

#### **Questions:**

1. Do you agree with the manner in which Funtoo is treated in the classroom by Mr. Rajbir?  
Yes / No. Why?
2. You know that, in any class, there are some children who are naughty or who create problems because they interrupt the teacher by asking too many questions or by disturbing the class in various other ways. Such students need to be disciplined. If yes, should they be scolded or physically beaten?  
Yes / No. Why?

### **2. The loving teacher**

Mr. Chaudhary is a teacher in a co-educational primary school. He is very popular among the students because he tries his best to give 'individual attention' to all his students, particularly the girls. Whenever a student, especially a girl student, makes some mistakes or is found lagging behind the class, he makes it a point to call the student to his room in order to help.

In regard to the above, Mr. Chaudhary often hugs the child who visits his room. He then tries to make her feel comfortable. At times, he kisses the cheeks (even the lips on some cases) and 'lovingly' tells the child not to worry, as he is always there to help. He is particularly fond of some girls who are close to him. On various occasions, the students in Mr. Chaudhary's classes secretly discuss the 'goings on' among themselves. This issue particularly came up when one girl told another that Mr. Chaudhary's breath had a very foul smell. However, she also added that he was very sweet in his behaviour. This was corroborated by some other girls of the same class. One girl even mentioned that Mr. Chaudhary had tried to kiss her

and tried to show her with his hand 'how beautiful her figure was'. She remembered Mr. Chaudhary's statement, "having such a good figure, how can you make mistakes in calculating the figures in mathematics?"

Mr. Chaudhary's behaviour was also at times discussed by the boys in the classroom. In fact, he was frequently accused of favouring the girls more than the boys. When one student courageously mentioned to him, Mr. Chaudhary replied that it was indeed so. However, it was mainly because he believed that girls were neglected in their homes and outside and, therefore, needed more attention and care than the boys. So, often some girls even discussed amongst themselves about the manner in which Mr. Chaudhary at times fondled their bodies. The students were also aware of a somewhat similar approach on Mr. Chaudhary's part while interacting with boys who appeared more attractive or gurlish. No one, nevertheless, ever seemed to feel bad about Mr. Chaudhary's behaviour with the students mainly because he was always ready to give the students extra time and help whenever they needed. He was also lenient in giving them marks. As a result, no one ever thought of complaining against him.

#### **Questions:**

1. Do you approve of Mr. Chaudhary's behaviour with the students?  
Yes / No. Why?
2. The students were aware that teachers are not supposed to indulge in 'smooching'. Yet, they did not complain about Mr. Chaudhary. Why was it so?

#### **3. Role play on 'Gender-based' neglect**

Tell the students story about a poor family. In this story, the characters consist of the father, the mother, four daughters and a son. In order to make both ends meet, the father works as a vegetable seller while the mother cleans utensils in the houses of some families, in a near by colony. In this family, the girls, especially the youngest one, feels very upset about the manner in which the mother favours the son. Whether it comes to buying a new dress giving milk to the children or distributing sweets, it is the son who is always given the lion's share. At times, the girls in the family don't even get a full meal while the son gets his share or even more. If some daughter complains about the mistreatment, she is either ignored or gets slapped. This process of denying and abusing the daughters has been going on for years together. As a result, the son is growing up a pampered brat who 'always has his ways'. The father is unable to cope with the situation mainly because of his low and uncertain income. Frustrated with the situation, despite his meager income, the father resorts to drinking. On various occasions, he comes home drunk, beats the children and asks them to sleep. Because of the fear, the children pretend to sleep. Thereafter, believing that the children had gone to sleep, he tries to be intimate to his wife, who protests. As a result, she also often receives the beating.

The above happens in the family time and again. The mother, out of sheer frustration, abuses the girls and loudly expresses her wish that they were dead. The girls accept it all and tolerate the sufferings because they are convinced that 'being girls, it is their fate'

#### **Assignment for the group**

1. Ask the students to act out the above story.
2. Let two older students act out the roles of the father and the mother and others as the daughters and the son.
3. Enable the children who are participating in the play to spell out their reactions to the story. Further, ask the children whether they consider the behaviour of the mother as 'abusive'.
4. Ask all the children to share with the group similar other stories where the children may be abused by the parents in the form of 'neglect' and or physical beating.

## ICE BREAKING EXERCISES: Pictorial Methods

Pictorial method is proposed to be used for the purpose of drawing the viewers' attention to various body parts. This approach is meant to be used only in cases where the respondents may feel shy or hesitant in verbalizing some body parts that might have been alluded to/touched/ fondled by someone, interacting with them.

This material is essentially used for teaching human anatomy and psychology in schools for students of biology. Evidently, such material has a clear cut clinical appearance. By the same token, it is expected to be devoid of any sexual overtones.

## ETHICAL GUIDELINES FOR FOCUS GROUP DISCUSSIONS WITH CHILDREN

### Ethical Considerations

The basic ethical principle for researching with children is the child's right to be respected and kept free from abuse and exploitation.

### Rights of children are ensured by:

- a) Sampling and accessing children for research with due regard for privacy.
- b) Respecting, valuing and listening to children and their perspectives included in the research.
- c) Conducting research with the informed consent of caretakers and 'competent' children who are able to give their consent.
- d) Making children understand that they can withdraw from the project and review, withhold or modify information at any stage and that this won't be held against them.
- e) Making clear about the level of confidentiality to the child.
- f) Making sure that the research does not pose any risk/cost to the child.
- g) Reporting and acting on, after discussion with the child, any form of child abuse discovered during the research.
- h) Disseminating results, including media coverage, so that they portray children fairly and without reinforcing prejudices or stereotypes.
- i) Highlighting issues of discrimination or injustice that occur during the study.

### Children should be respected, valued, listened to and their perspectives included in the research

- Training should emphasize the importance of understanding children as individuals within the different contexts they live (including age, gender, disabilities, ethnicity, religion and cultural differences) and give workers the skills to listen/communicate with children, take their views and wishes seriously and not patronize them.
- The research should be designed and workers trained to view working with children as a process of co-operation and partnership. The research design should be flexible enough to respond to children's questions, comments and complaints, have a system for making and dealing with these comments and complaints which children know how to access. Children should be able to contact the project easily.

### The research should be conducted with the informed consent of caretakers and 'competent' children.

- If either the child or caretaker does not consent, the child cannot be included in the study. Gaining consent from caretakers and children themselves are pre-requisites for their involvement.
- A child's ability to give meaningful consent depends on 'competency'<sup>1</sup> rather than age. However, even when a child is not considered 'competent' a refusal or reluctance to participate should be taken seriously, even from very young children.

- Consent must be freely given by children and they must not be pressurized to participate.
- Both under and over informing prevents informed consent. Motives, objectives, methods (including the type of questions, the time, number and location of sessions), potential outcomes and dissemination strategies should be explained in appropriate language to the children. A child's understanding is influenced by the nature of the explanations. So researchers need to be trained how to explain clearly using appropriate visual aids and using clarifying questions where appropriate.
- Consent should be seen as an ongoing process that needs re-negotiating and clarifying at different ages and stages of the project. Actions and processes need to be transparent and when a new method, such as tape recording, is being used, consent need to be re-sought.

**Children should understand that they can withdraw from the discussion and review, withhold or modify information at any stage and that this won't be held against them.**

- At any time, children should have opportunities to discuss how they are finding the discussion and whether they are still happy to participate.
- Children should know that they don't have to answer any questions that they don't want to and should be reminded of this when questions are sensitive in nature. This can be facilitated by researchers rehearsing with the child ways of saying no, such as using a signal.
- Consent should be sought from the child before publishing or broadcasting large quotes and they should be given the opportunity to comment on and edit such quotes.

**The level of confidentiality should be made clear to the child.**

- The level of confidentiality given must reflect the local context and law. Children should know who will have access to information and how it will be disseminated. Staff need to be trained in the importance of confidentiality and in their legal obligations.
- The level of confidentiality needs to be made clear and explained in a way that children understand. Researchers should be trained not to promise to keep secrets and children should know that confidentiality may be breached and action taken if they disclose that they or another child is at danger of 'significant harm'. Children should know that this information will only be passed on after discussion with them and that it will only be given to the people who need to know.

**The research should not pose any risk/cost to the child.**

- The research should be designed to have a minimal risk to the children's health, safety or well being. Research has both immediate and long-term impacts and thus risks to children must be monitored over time.
- Risks include both physical and emotional harm or abuse<sup>2</sup>. Researchers should be trained and aware of the types of risk children suffer from and how to prevent/minimise/manage these risks.
- The content and language of the research needs to be sensitive to the needs and feelings of the child. The overall purpose of the research and of individual questions should be considered. The research should have positive implications. Children should not be asked unnecessary/useless questions and sensitive or intrusive questions should only be asked if absolutely essential. Children should be reminded that they can withhold information or terminate the interview at any point.
- A code of conduct<sup>3</sup> needs to be established and used to train workers in good fieldwork practices. They should be supervised and held accountable (disciplinary action should be clearly set out) for practices that discriminate against, abuse or exploit children.
- Children must be aware of their rights within the project and of what is acceptable and unacceptable. They should be encouraged to raise concerns and talk about their contact with the researchers.



**Any form of child abuse discovered during the research should be reported and acted on.**

- Child abuse should be discussed during training so that researchers are aware of the different types of child abuse and the concept of 'significant harm'.
- Training should ensure that workers understand their obligation to protect and support children who are abused or who are at risk of being abused. They must report all concerns about possible abuse; whether disclosed/alleged/observed and no matter who is involved. They should be trained to talk and deal appropriately with children who disclose abuse<sup>4</sup> and to make a report after consultation with the child; the views and wishes of the child should be taken seriously.
- The study managers and supervisors should be aware that researchers may be reluctant to report concerns of abuse. The reasons why<sup>5</sup> and ways to overcome this (e.g. anonymous reporting) and creating a culture of openness should be explored and reflected in the reporting system.
- Standards, expectations and formal procedures for reporting, recording and responding to reports of abuse/suspected abuse that reflect the local context and laws should be in place. Researchers should be trained to use this reporting system. A framework of action should be set up with links to appropriate local agencies and individuals.
- Staff at all levels need to take reports of abuse seriously and support staff making reports.

**The dissemination of results, including media coverage, should portray the children fairly and without reinforcing prejudices or stereotypes.**

- During dissemination, children should not be censored or misrepresented. They should not be spoken for, unless they have indicated that they would prefer this to speaking for themselves. Involving them in analysis and dissemination, as appropriate, reduces the risk of misrepresentation.
- Researchers should be aware of the implications of power relationships in research such as the potential for manipulating children's views.

**References:**

1. So you want to involve children in research: Save the Children, 2004
2. Research Protocol on Focus Group Discussions with Children, Developed by Govt. of Bangladesh/Save the Children Alliance and UNICEF
3. PA Handbook on Violence against Children, UNICEF, Draft March 2005
4. Protocol for Focus Group Discussions with Children on Child Sexual Abuse, Butterflies

**Notes:**

1. Competency is associated with understanding, wisdom and freedom/autonomy and involves making decisions that lead to a 'reasonable outcome'. Young children are often assumed incompetent, that is, incapable of cognitive complexity, morally immature and of having unstable and transient values. Clearly competency is affected by age but children, even those very young, have proven to be independent in many ways (e.g. working, heading families, coping with disability and understanding complex relationships) especially when things are framed in a terms they understand and relate to.
2. Examples of risk: Physical harm: workers may drop children during weighing, researchers may ask children to meet them in unsafe places or make an unsafe journey. Social harm: questions may be intrusive or result in the child feeling distress, anxiety, research may cause children to change their actions or living situations for example by running away. Research may change or challenge power dynamics. This could, for example, cause tension among or change expectations to family members. The power relationship between the researcher and the child may make a child feel uneasy.
3. Code of conduct. Save the Children's UK's code of conduct includes the following provisions: Workers should not: Spend excessive time alone with children. Take children home, especially if they will be alone with them. Physically assault children. Develop exploitative or abusive relationships with children.

Develop physical or sexual relationships with children. Act in a way that may place a child at risk of abuse. Use language, make suggestions or give advice which is inappropriate, offensive or abusive. Behave physically in an inappropriate or sexually provocative manner. Have children stay overnight unsupervised, or sleep in the same room or bed as a child. Do things for children of a personal nature that they could do for themselves. Condone/participate in behaviour that is illegal, safe or abusive. Act in ways intended to shame, humiliate, belittle or degrade children. Discriminate against or favour children to the exclusion of others.

- 4 If a child disclosed abuse the worker should be calm, caring and supportive. Let the child speak in their own way and let them know they are listening and taking them seriously. Reassure them they have done nothing wrong and that they will get a positive response and explain what is likely to happen. Act within the local context and law in terms of recording what they say and enquiring about details.
- 5 Abuse is a serious allegation and workers may think that they are mistaken, there is no real evidence, they won't be believed (especially if the person suspected has power) or the report may affect their work. They may be unsure of what will happen, reluctant to get involved in an investigations or action, fear reprisals or feel that the report will have a negative impact on the child or the person suspected.

## Annexure-5

### GUIDELINES FOR ONE-TO-ONE INTERACTION WITH CHILDREN

#### STAGE - A: OPENING THE INTERVIEW

##### PHASE -1: OBSERVATION & RAPPORT BUILDING

Purpose	Approach	To be Avoided	Additional Comments
<p>To assess the evidence of any physical abuse, which may be determined from external injuries.</p> <p>To settle the child and relieve anxiety.</p> <p>To supplement interviewers knowledge of the child.</p> <p>To explain reason for the interview. To encourage the child to speak the truth.</p>	<p>Observe the child with a smile.</p> <p>Keep a suitable distance from the child.</p> <p>Any topic which relaxes the child. Play may be needed.</p>	<p>Do not come very close to the child in the observation phase.</p> <p>Any mention of the alleged offence. Staring at or touching child at any time.</p>	<p>Introduce self and setting. Interview rules. This phase may need to be repeated several times in the interview. Never start without it.</p>

##### PHASE -2: FREE NARRATIVE ACCOUNT

Purpose	Approach	To be Avoided	Additional Comments
<p>To enable child to give an account in own words.</p>	<p>Provide opportunities to talk about alleged offence at child's pace. Use a form of "active learning". Use 'what happened next', 'what did you do', 'Tell me more about', and 'after that'.</p>	<p>Questions directed to events not mentioned by the child. Speaking as soon as the child appears to stop.</p>	<p>Be patient. If the child shows signs of abuse, do not show any emotion. If nothing related to the alleged offence is mentioned, consider moving to the next phase.</p>

##### PHASE -3: QUESTIONING

Purpose	Approach	To be Avoided	Additional Comments
<p>To find out more about alleged offence</p>	<p>Questions graduating from general to more specific.</p>	<p>Interrupting the child even to clarify language. Repeating a question too soon. Using difficult grammar or sentence construction. Asking more than 1 question at a time.</p>	<p>Consider in each stage of questioning whether it is in the best interests of the child and justice to proceed further.</p>

##### PHASE -4: OPEN ENDED QUESTIONS

Purpose	Approach	To be Avoided	Additional Comments
<p>Enable child to provide more information without pressure.</p>	<p>Use focused but non-leading questions.</p>	<p>Do not make quick movements, as it may distract the child, or ask judgemental questions.</p>	<p>Believe the child in what he says. May ask similar questions later to cross check the results.</p>

### STAGE - B: SPECIFIC YET NON LEADING QUESTIONS

Purpose	Approach	To be Avoided	Additional Comments
To extend and clarify information.	Use specific questions which may inevitably refer to disputed facts. Probe factual and linguistic inconsistencies gently.	Questions which require a 'yes' or a 'no' answer or allow only one of the possible two responses.	Use some paraphrasing - when, where, why, what

### STAGE - C: CLOSED QUESTIONS

Purpose	Approach	To be Avoided	Additional Comments
To encourage reticent child to speak.	Questions which allow a limited number of responses.		Consult with other interviewer before questioning further.

### STAGE - D: LEADING QUESTIONS

Purpose	Approach	To be Avoided	Additional Comments
To encourage reticent child to speak.	Questions can be used which imply answer or assume disputed facts.	Questions which require the same answer.	Avoid all directly leading questions. Revert to "neutral" mode as soon as possible, and in all cases in which answer seems evidentially relevant. Cross check discrepancies, hearsay questions and any ambiguous points.

### STAGE - E: CLOSING THE INTERVIEW

Purpose	Approach	To be Avoided	Additional Comments
To ensure the child has understood the interview and is not distressed.	Go over relevant evidence in child's language. Revert to rapport topics. Thank child and allow the child to ask questions.	Summarizing in adult language. Do not promise the child an escape from the abusive situation.	Never stop without it. Give child or accompanying adult, contact name and number.

- Its always advisable to have two people present, one as interviewer and the other as observer.
- Do not record in front of the child.
- Never use "Why didn't you" as it seems to blame the child.

**EXAMPLES OF GOOD PRACTICES IN INTERVIEWING**

	<b>DON'T ASK</b>	<b>CAN ASK</b>
Must not contain the answer	Did it happen at your house? Was your mom there? Did he tell you not to tell anyone?	Where did it happen? Who was there? What was said to you?
Must not contain a choice of answers	Was he wearing pants or shorts? Were you sitting up or lying down? Were you scared, angry or sad?	Tell me what he looked like? Where were you in the room? How did you feel?
Must not name the suspected offender before the child has identified the person.	Was it your dad who touched you? Did you babysitter tell you to keep this a secret? We've been told you are having a problem with your uncle?	Who touched you? Has anyone asked you to keep a secret? Do you know why you are here?
Must not contain explicit details of the alleged offense	Did he make you rub his penis up and down? Did white stuff come out of his penis? Which finger did he use to hurt you?	What did he do next? Then what happened? What was it that hurt you?
Must not contain the interviewers assumptions	We are going to ask you some questions as to what happened to you. What kind of car did you go in? Where was the bed in the room? Tell me about your mom's house.	How did you get there?  Can you tell me what was in the room? Tell me about where your mom lives.

Source: Indian Council for child welfare, Chennai

## Annexure-6

### ETHICAL GUIDELINES

**Four well-known moral principles constitute the basis for ethics in research. They are:**

1. The Principle of Non-maleficence: Research must not cause harm to the participants in particular and to people in general.
2. The Principle of Beneficence: Research should also make a positive contribution towards the welfare of people.
3. The Principle of Autonomy: Research must respect and protect the rights and dignity of participants.
4. The Principle of Justice: The benefits and risks of research should be fairly distributed among people.

The following ethical guidelines should be kept in mind while conducting any research involving children.

1. There is an inherent imbalance of power between an adult researcher and a child. Thought must be given as to how to mitigate this; for example, by informing the child of her or his rights, and by always demonstrating respect for children's views.
2. In case of studies on child abuse, one has to consider whether participation might increase a child's vulnerability.
3. It will also be necessary to assess the context in which one is working, in terms of what options exist for help and support to children in abusive situations.
4. Covert research, where participants do not know that they are being observed or having their words recorded, is unacceptable. One of the many reasons for this is that a researcher may not know what risks he/she may expose research 'subjects' to, if children are not consulted about their participation.
5. All attempts should be made to minimize distress caused to children. While privacy may be valuable, it can make children feel safer to be interviewed along with a friend, or to work in groups.
6. Further victimization of the child should be avoided. For example, children who have been violated/abused in any obvious way, should not be singled out. Also, children who are victims of violence and abuse should not be repeatedly interviewed (researchers, police, medical staff, psychologist, social workers, journalists).
7. Researchers also need to arrange for individual children to have access to further skilled support afterwards, if required, and this should be negotiated with local organisations.
8. While children may want to tell about their experiences of abuse, recalling the details may well cause them pain. Researchers need to be ready to respond appropriately during interviews. They should think about how they would react if told of shocking experiences. It may be useful to ask children how they have felt to talk about something pleasant at the end of an interview, so that children are not left focused on abusive experiences with no time to adjust.
9. Situations where one adult and one child are in a closed room should be avoided.
10. No participant should be made to participate without having first given informed consent.
11. It will be important to explain both how the research process will be conducted, and what use the research will be put to when it is completed. The researcher needs to positively 'sell' his/her research to the adults and children in the community. There will be resistance to addressing the issue. Alliances will need to be made with local organisations that wish to open up these issues for discussion.
12. It is essential that the identities of respondents be protected.
13. One needs to take care never to write respondents' names on the same sheet as the data they give, and to keep data in a secure place.
14. Confidentiality should be observed.

15. It will be best that women researchers work with girls and women, and that men researchers work with boys and men.
16. Any kind of psychosocial support to the respondents, as and when required, should be provided.

### Child Protection Code of Conduct

#### **DON'TS:**

- Have any expectations about helping to heal the child.
- Hit or otherwise physically assault or physically abuse children
- Develop physical/sexual relationship with children
- Develop relationships with children which could in any way be deemed exploitative or abusive
- Behave physically in a manner which is inappropriate or sexually provocative
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others.
- Spend excessive time alone with children away from others.
- This is not an exhaustive or exclusive list. The principle is that the researcher should avoid actions or behaviour, which may be construed as poor practice or potentially abusive.

#### **DO'S:**

- Plan and organize the work and the workplace so as to minimize risks
- As far as possible, be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

### Checklist

- Assess the risks of harm to participants through your research, and plan to minimize these.
- Ensure that all participants give informed consent to their involvement.
- Seek the informed consent of children, ensuring that children know that they can withdraw their consent at any point.
- Be prepared to deal with any distress children may express during the research process.
- Make arrangements for further ongoing support to individual children who need it.
- Seek consent from parents and caretakers.
- Ensure that information about the research is given in such a way that it is understandable and attractive to children, and includes information about their rights as respondents, and about how the data they provide will be handled.
- Discuss how you would handle situations where risk of serious harm to respondents is disclosed.
- Make sure that both girls and boys participate fully in your research.
- Consider how to include the voices of children who face discrimination.
- Give feedback to respondents' communities on the findings of the research, in an appropriate form.

### Sources:

1. So You Want To Involve Children In Research? A toolkit supporting Children's meaningful and ethical participation in research relating to violence against children; Save the Children, 2004.
2. Researching Violence against Children using Participatory Assessments: A Handbook; UNICEF, March 2005.
3. Ethical Guidelines for Social Science Research in Health: National Committee for Ethics in Social Science Research; Indian Council of Medical Research.



## Annexure- 7

### CONSENT FORMS

#### Consent form for parents/guardian

I have read the Information Sheet concerning this project and understand what it is about. I have also read a copy of my child's information sheet and consent form. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. My child's participation in the project is entirely voluntary;
2. I am free to withdraw my child from the project at any time without any disadvantage to my child;
3. I understand that the research data on my child [(audio tapes and transcript) will be retained in secure storage for five years, after which time it will be destroyed, and that all personal information (names and consent forms) will be destroyed at the end of the study;
4. I understand that my child will be part of a group discussion with other children.
5. I understand that my child will not be interviewed without my child's consent;
6. I understand that only, the interviewer, his/her supervisor and the person who types the transcripts will have access to the personal information of my child. I am aware that only the interviewer, his/her supervisor will have further access to the personal information of my child once the transcript is made;
7. I understand that the results of the project may be published but my anonymity and my child's anonymity will be preserved;
8. I understand that I have access to the interviewer and his/her supervisor should I need to discuss this project with him/her or discuss any issues that may arise from this project for myself or my child.

I give consent for my child to take part in this project.

.....

(Date).....

Signature of parent or guardian

### Consent form for Principal/Teacher

I have read the Information Sheet concerning this project and understand what it is about. I have also read a copy of the child's information sheet and consent form. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. The child's participation in the project is entirely voluntary;
2. I am free to withdraw the child from the project at any time without any disadvantage to my child;
3. I understand that the research data on the child (audio tapes and transcript) will be retained in secure storage for five years, after which time it will be destroyed, and that all personal information (names and consent forms) will be destroyed at the end of the study;
4. I understand that the child will be part of a group discussion with other children.
5. I give my consent for the researcher to notify the Social Workers (names) at our school should the child disclose personal experiences during or after the discussion of a nature that the researcher believes may be harmful to the child;
6. I understand that the child will not be interviewed without the child's consent;
7. I understand that only the interviewer, his/her supervisor and the person who types the transcripts will have access to the personal information of the child. I am aware that only the interviewer, his/her supervisor will have further access to the personal information of the child once the transcript is made;
8. I understand that the results of the project may be published but my anonymity and the child's anonymity will be preserved;
9. I understand that I have access to the interviewer and his/her supervisor should I need to discuss this project with him/her or discuss any issues that may arise from this project for myself or the child.

I give consent for my child to take part in this project.

.....

(Date).....

Signature of parent or guardian

<b>Informed consent form for Children</b>		
	Yes	No
I understand why this research is being done and what kind of questions I will be asked.		
I understand that my participation is voluntary: If I do not want to answer questions or if I do not want to answer questions or if I do not want to take part in the research anymore, I can stop any time and nobody will be angry.		
I agree that my answers will be written down and recorded on tape		
I agree to my answers being used in a report, which will be published		
Nobody can find out what I said, because my name will not be recorded or written down or appear anywhere in the report.		
I want to take part in meetings with other children about child abuse and talk to researchers.		
<p>My name is (optional): _____</p> <p>Date: _____</p> <p>Place: _____</p> <p>If I have further questions or if I am worried about something, I can always talk to (Contact person, contact details).</p>		

## Annexure-8

**CONFIDENTIAL**

### MWCD (GOI), UNICEF, SAVE THE CHILDREN & PRAYAS PROJECT NATIONAL LEVEL STUDY ON CHILD ABUSE SCHEDULE (FOR CHILDREN)

We are from Prayas Institute of Juvenile Justice, New Delhi. We are studying the situation and difficulties faced by our children in the country. It is important that information on children's background, health and other childhood experiences is gathered. This will greatly help in having programmes and schemes for their betterment and all-round development.

In this connection, we are meeting and talking to those children who are smart and have rich experience.

Towards this, we have a few items on which we wish to have your views. It will take only about 25 minutes. The information we gather will be treated as confidential and will be used only for study purposes.

We thank you for all the help and cooperation in advance.

Respondent number:                    --- --- ---

Name of the State:                    --- --- --- --- --- --- ---                    1

Name of the District:                --- --- --- --- --- --- ---                    2

1	<b>PERSONAL DETAILS</b>	
1.1	Name of the child:                --- --- --- --- --- --- --- --- ---	
1.2	Gender:                                1 Male                                2 Female	3 <input type="checkbox"/>
1.3	Your age, please?                --- --- --- (In completed years)	4 <input type="checkbox"/>
1.4	Marital status: 1 Unmarried    2 Married    3 Divorced/separated	5 <input type="checkbox"/>
	If married, age at marriage:    --- --- --- (In completed years)	6 <input type="checkbox"/>
1.5	Religion: 1 Christian    2 Hindu    3 Muslim    4 Sikh    5 Others	7 <input type="checkbox"/>
1.6	Caste (only for Hindus): 1 SC            2 ST            3 OBC            4 Others	8 <input type="checkbox"/>
1.7	Your mother tongue ( Assamese, Hindi, Mizo, Tamil, etc.): --- --- ---	9 <input type="checkbox"/>

1.8	Your present place of living (where you usually sleep at night):	
	1 With family / parents	
	2 With other family members / relatives	
	3 With friends	
	4 With employer(s)	
	5 On the street / footpath	
	6 Any other (specify) --- --- ---	10 <input type="checkbox"/>
	If not living with family / parents, please mention reasons. --- --- ---	11 <input type="checkbox"/>
1.9	Did you ever go to school?      1 Yes      2 No	12 <input type="checkbox"/>
	If yes, please mention the type of school: 1 Govt. School    2 Pub. School    3 NGO-School    4 Others	13 <input type="checkbox"/>
	If yes, up to which class did you study at the school? --- --- --- class / standard	14 <input type="checkbox"/>
<b>2</b>	<b><i>GENDER DIFFERENCES</i></b>	
	Instructions for the Researcher: This section is meant only for girl-child. Should the respondent be male, go to Q 3.1.	
2.1	Is it a matter of advantage or disadvantage to be a girl in the family setting? 1 Of advantage    2 Can't say    3 Of disadvantage	15 <input type="checkbox"/>
2.2	Do you sometimes wish that you were a boy? 1 Yes    2 No	16 <input type="checkbox"/>
2.3	Do you have any brother or brothers? 1 Yes 2 No    [Skip Q 2.4 to Q2.9]    ? Go to Q. 2.10    ?	17 <input type="checkbox"/>
2.4	Generally, do you get same amount of attention and love from your father and mother as your brother(s) do? 1 Yes    2 No	18 <input type="checkbox"/>
2.5	Do you get same amount of food as your brother(s) do? 1 Yes    2 No	19 <input type="checkbox"/>
2.6	Are you asked to do household work (cleaning/dusting of house, drawing of water, etc.) whereas your brother(s) are not? 1 Yes    2 No	20 <input type="checkbox"/>
2.7	Are you asked to look after and mind your younger brother or sister? 1 Yes    2 No	21 <input type="checkbox"/>
	If yes, usually for how many hours a day? --- --- --- (hours, approximately)	22 <input type="checkbox"/>

2.8	Do your brothers dominate and order you in play activities? 1 Yes      2 No	23 <input type="checkbox"/>
2.9	Do your brothers physically tease / punish you in day-to-day activities? 1 Yes      2 No	24 <input type="checkbox"/>
	If yes, do your parents take your side to prevent teasing / punishment? 1 Yes      2 No	25 <input type="checkbox"/>
2.10	<i>Instructions for the Researcher:</i> Check the status of the child you are interacting with. If the child is: 1 Child in family environment, not going to school, go to Q. 3.1 2 Child in school, go to Q. 4.1 3 Child in work (shop, factory or other places), go to Q. 5.1 4 Child on the street, go to Q. 6.1 5 Child in institutional care, go to Q. 7.1	26 <input type="checkbox"/>
<b>3</b>	<b><i>CHILD IN FAMILY ENVIRONMENT (NOT GOING TO SCHOOL)</i></b>	
3.1	At present, are your father and mother living together? 1 Yes      2 No	27 <input type="checkbox"/>
	If no, please mention reasons (as to why they are not living together). -----	28 <input type="checkbox"/>
3.2	Let us know about your father's education. He is - 1 Illiterate 2 Literate but no schooling 3 Up to 5th class 4 Up to 8th class 5 Up to 10th class 6 Up to 12th class 7 Graduate and above	29 <input type="checkbox"/>
3.3	Sometimes people enjoy taking alcohol or other drugs. In your knowledge, does your father touch or use any of these intoxicants? 1 Yes      2 No	30 <input type="checkbox"/>
	If yes, what is it? 1 Alcohol 2 Bhang / ganja / charas 3 Heroin / smack / brown sugar 4 Any other ----	31 <input type="checkbox"/>
3.4	And your father's occupation. He is - 1 Unemployed 2 Daily-wage worker / rickshaw-puller 3 Artisan (electrician, auto-repairer, etc.) 4 Shop-keeper 5 Private service 6 Government service 7 Any other ----	32 <input type="checkbox"/>

3.5	Can you give us an idea, how much does your father usually earn in a month? Monthly income Rs. --- --- --- ---	33 <input type="checkbox"/>
3.6	Let us know about your mother's education. She is -	
	1 Illiterate	
	2 Literate but no schooling	
	3 Up to 5th class	
	4 Up to 8th class	
	5 Up to 10th class	
	6 Up to 12th class	
	7 Graduate and above	34 <input type="checkbox"/>
3.7	And your mother's occupation. She is -	
	1 Housewife	
	2 Daily-wage worker	
	3 Artisan (tailoring, bidi-rolling, etc.)	
	4 Shop-keeper	
	5 Private service	
	6 Government service	
	7 Any other --- --- --- ---	35 <input type="checkbox"/>
3.8	Can you give us an idea, how much does your mother usually earn in a month? Monthly income Rs. --- --- --- ---	36 <input type="checkbox"/>
3.9	At present, how many persons / members are there in your family or household? --- --- --- members	37 <input type="checkbox"/>
3.10	At present, are your grand-parents also living in your family or household? 1 Yes 2 No	38 <input type="checkbox"/>
	Instructions for the Researcher: ? Go to Q. 8.1 ?	
<b>4</b>	<b>CHILD IN SCHOOL</b>	
4.1	Instructions for the Researcher: Please do not ask, but code: The status of the school the child is at present studying -	
	1 Municipal / Zila Parishad school	
	2 State government school	
	3 Public school	
	4 Charitable society (NGO) school	
	5 Any other	39 <input type="checkbox"/>

4.2	For how many years have you been studying in this school? --- --- (years)	40 <input type="checkbox"/>
4.3	Most schools offer such facilities as good building, garden, playground or teaching. What is it that you like most in your school? ----- -----	41 <input type="checkbox"/>
4.4	Sometimes a school has a few bully or dada students who tease other students. Does your class or school have such bullies or dadas? 1 No 2 Yes	42 <input type="checkbox"/>
4.5	Has a bully or dada student teased you too during last one month in the school? 1 Yes 2 No	43 <input type="checkbox"/>
	If yes, please give details: ----- -----	
4.6	Sometimes students' conduct makes teachers angry, and students are punished or even beaten. Does this happen in this school? 1 No 2 Yes	44 <input type="checkbox"/>
	Has this happened with you, also, during last six months? 1 No 2 Yes	
	If yes, when did it happen? 2 During last one month	
	3 During last six months	
	4 During last twelve months or more	
	9 NA / DK	45 <input type="checkbox"/>
	Instructions for the Researcher: ? Go to Q. 8.1 ?	
<b>5</b>	<b>CHILD IN WORK</b>	
5.1	Alright! So you are working. Let us see, what is the nature of work you are doing at present:	
	1 Agricultural (daily wage) work	
	2 Domestic help / servant	
	3 Tea kiosk / restaurant help	
	4 Shop / sales assistant	
	5 Bidi-rolling	
	6 Construction worker	
	7 Artisan Shop (barber, auto-repairer, etc.)	
	8 Rice-, oil-, or floor-mill helper	
	9 Lock-, carpet- or agarbatti-making	



	10 Embroidery, zari, etc.	
	11 Any other (specify) --- --- --- ---	46 <input type="checkbox"/>
5.2	For how long have you been doing this work? --- --- (months)	47 <input type="checkbox"/>
5.3	Can you recall and tell us who had initially suggested you this work?	
	1 Father / mother	
	2 Other relatives	
	3 Neighbours / friends	
	4 Any other (specify) --- --- --- ---	48 <input type="checkbox"/>
5.4	Nature of the place where you work:	
	1 Home / parents' house	
	2 Road-side shop	
	3 Regular built-up shop or workshop	
	4 Any other (specify) --- --- --- ---	49 <input type="checkbox"/>
5.5	Details of facilities for workers at your work place:	
	(a) Shade / protection from sun      1 Yes      2 No	50 <input type="checkbox"/>
	(b) Drinking water                      1 Yes      2 No	51 <input type="checkbox"/>
	(c) Toilet / bath-room                  1 Yes      2 No	52 <input type="checkbox"/>
	(d) Electric lights & fans                1 Yes      2 No	53 <input type="checkbox"/>
	(e) Medical facilities                    1 Yes      2 No	54 <input type="checkbox"/>
5.6	For how many days a week you work?	
	1 Five days or less per week	
	2 Six days a week	
	3 Seven days a week	55 <input type="checkbox"/>
5.7	Generally, what are your working hours? From --- --- o'clock in the morning to --- --- o'clock in the evening Not to be asked, but to be calculated and coded: Total number of working hours per week --- --- (hours)	56 <input type="checkbox"/>
5.8	Are you paid for the work you do at your work place? 1 No .. .. [Ask Q. (a)] 2 Yes .. .. [Ask Q. (b)] (a) If no, are you provided food, etc.? 1 Yes      2 No	57 <input type="checkbox"/>
		58 <input type="checkbox"/>

	If yes, please give details: --- --- --- --- --- ---	
	(b) If yes, is it daily, weekly or monthly? 1 Daily      2 Weekly      3 Monthly	59 <input type="checkbox"/>
	If yes, how much is it? Rs. --- --- --- (rupees per month)	60 <input type="checkbox"/>
	If yes, how do you spend the money you get for working? 1 Give it to parents 2 Give it to others in the family 3 Spend it on clothes, food, cinema, etc. 4 Save with bank or post-office 5 Any other mode (specify) --- --- --- ---	61 <input type="checkbox"/>
5.9	Taken together, do you like the work / job you are doing right now? 1 No      2 Yes	62 <input type="checkbox"/>
	Whether yes or no, please give reasons: --- --- --- --- --- ---	
	Instructions for the Researcher:                      ? Go to Q. 8.1      ?	
<b>6</b>	<b><i>CHILD ON THE STREET</i></b>	
6.1	Does your family (father, mother, brothers and sisters) also live on the street? 1 No      2 Yes	63 <input type="checkbox"/>
6.2	During night hours, do you sleep with your father and mother? 1 No      2 Yes	64 <input type="checkbox"/>
	If no, with whom do you sleep? Please give details: --- --- --- --- --- ---	
6.3	Usually where do you sleep in the night? 1 On the footpath 2 In the night shelter 3 Any other place (specify) --- --- --- --- --- ---	65 <input type="checkbox"/>
6.4	From where do you take water to drink? 1 Municipal tap 2 Dug-well 3 Hand-pump 4 Any other source (specify) --- --- --- --- --- ---	66 <input type="checkbox"/>
6.5	To which place, do you usually go for defecation? 1 Railway-line 2 Road-side ditches 3 Public toilet	

	4 Pay-and-use toilet	
	5 Any other (specify) --- --- --- --- ---	67 <input type="checkbox"/>
6.6	And to which place, do you usually go for washing / taking bath?	
	1 Pond / lake / river	
	2 Municipal tap	
	3 Pay-and-use bath-room	
	4 Any other (specify) --- --- --- --- ---	68 <input type="checkbox"/>
6.7	Now let us talk about food. Usually who provides you your meals?	
	1 Father / mother	
	2 You yourself buy it	
	3 NGO / Society	
	4 Religious organisation (Gurudwara, etc.)	
	5 Any other (specify) --- --- --- --- ---	69 <input type="checkbox"/>
6.8	Where do you keep your clothes and other belongings?	
	1 With father / mother	
	2 With friends	
	3 With employer(s)	
	4 Any other (specify) --- --- --- --- ---	70 <input type="checkbox"/>
	Instructions for the Researcher:                    ? Go to Q. 8.1 ?	
<b>7</b>	<b>CHILD IN INSTITUTIONAL CARE</b>	
7.1	Instructions to the Researcher: Please do not ask, but code on the basis of official information. The status of the institution in which the child is at present living is -	
	1 Shelter Home	
	2 Children Home	
	3 Observation Home	
	4 Special Home	
	5 Any other (specify) --- --- --- --- ---	71 <input type="checkbox"/>
7.2	In the Home, is the room you live / sleep congested?	
	1 Congested                    2 Not congested	72 <input type="checkbox"/>
	If congested, please give details: --- --- --- --- ---	
7.3	Do you have proper cot, sheet, etc. to sleep on?	
	1 Yes                    2 No	73 <input type="checkbox"/>
	If no, please give details: --- --- --- --- ---	

7.4	Is toilet and washing arrangement in the Home satisfactory? 1 Yes      2 No	74 <input type="checkbox"/>
	If no, please give details: --- --- --- --- --- --- --- --- --- --- ---	
7.5	Is breakfast you get is generally satisfactory? 1 Yes      2 No	75 <input type="checkbox"/>
	If no, please give details: --- --- --- --- --- --- --- --- --- --- ---	
7.6	Likewise, are lunch and dinner to your liking? 1 Yes      2 No	76 <input type="checkbox"/>
	If no, please give details: --- --- --- --- --- --- --- --- --- --- ---	
7.7	Does the Home have a whole-time doctor or part-time doctor, or children have to go civil hospital outside? 1 Whole-time doctor    2 Part-time doctor    3 Outside doctor	77 <input type="checkbox"/>
7.8	Is the medical care arrangement for the children in the Home satisfactory? 1 Yes      2 No	78 <input type="checkbox"/>
	If no, please give details: --- --- --- --- --- --- --- --- --- --- ---	
7.9	Does the Home have a regular arrangement for providing children literacy and education? 1 No      2 Yes	79 <input type="checkbox"/>
	Is this arrangement for providing education to children satisfactory? 1 Yes      2 No	80 <input type="checkbox"/>
	If no, please give details: --- --- --- --- --- --- --- --- --- --- ---	
7.10	Does the Home have regular services of a counsellor for children? 1 No      2 Yes	
	Are these counseling services satisfactory? 2 No      3 Yes	81 <input type="checkbox"/>
7.11	Sometimes children's conduct makes the Home staff angry, and children are punished or beaten. Does this happen in this Home? 1 No      2 Yes	82 <input type="checkbox"/>
	Has this happened during last one month with you, also? 1 Yes      2 No	83 <input type="checkbox"/>
	If yes, please give details: --- --- --- --- --- --- --- --- --- --- ---	
<b>8</b>	<b>PHYSICAL ABUSE</b> Sometimes, a child behaves in a way which is not liked by mother, father or other elderly persons in the family. They may scold, push or even beat the child. How about you?	

8.1	During last 12 months, have you been beaten by a family member? 1 Yes      2 No	84 <input type="checkbox"/>
	(a) If yes, by whom (you have been beaten most frequently) ? 1 Mother 2 Father 3 Others (specify) --- --- --- ---	85 <input type="checkbox"/>
	(b) If yes, which was the most common method used? 1 Slap / blow / kick 2 Stave / stick / danda 3 Any other (specify) --- --- --- ---	86 <input type="checkbox"/>
	(c) If yes, main cause / reason? --- --- --- --- --- --- --- --- --- ---	
	(d) If yes, did this beating result in swelling or bleeding? 1 No      2 Yes	87 <input type="checkbox"/>
	(e) If yes, would you say that you are / were beaten regularly? 1 No, only occasionally 2 Yes, regularly	88 <input type="checkbox"/>
	Similarly, while dealing with other persons, a child's behaviour may not be liked by others. They may scold, push or even beat the child.	
8.2	During last 12 months, have you been beaten by others? 1 Yes      2 No	89 <input type="checkbox"/>
	(a) If yes, by whom (you have been beaten most frequently)? 1 Teachers 2 Employer 3 NGO worker 4 Care-givers 5 Any other (specify) --- --- --- ---	90 <input type="checkbox"/>
	(b) If yes, what was the method used? 1 Slap / blow 2 Kick 3 Stave / danda 4 Any other (specify) --- --- --- ---	91 <input type="checkbox"/>
	(c) If yes, main cause / reason? --- --- --- --- --- --- --- --- --- ---	

	(d) If yes, did this beating result in swelling or bleeding? 1 No 2 Yes	92 <input type="checkbox"/>
	(e) If yes, were you treated by a doctor? 1 No 2 Yes	93 <input type="checkbox"/>
	(f) If yes, the nature of treatment? --- --- --- --- --- --- --- --- --- ---	
	(g) If yes, did you tell or report this matter to anyone? 1 No 2 Yes	94 <input type="checkbox"/>
	(h) If yes, to whom did you report this matter? 1 Father / mother / others in the family 2 Neighbours / village leaders 3 Police 4 Any other (specify) --- --- --- ---	95 <input type="checkbox"/>
	(i) If yes, please describe the result or outcome? --- --- --- --- --- --- --- --- --- ---	
<b>9</b>	<b>EMOTIONAL ABUSE</b>	
9.1	In your family, have you ever been shouted at and humiliated? 1 Yes 2 No	96 <input type="checkbox"/>
	(a) If yes, who was the person who mostly meted out such treatment during last six months? 1 Mother 2 Father 3 Brother / sister 4 Others	97 <input type="checkbox"/>
	(b) If yes, during last six months, how many times did it happen? --- --- (times)	98 <input type="checkbox"/>
	(c) If yes, please describe one such occasion which you clearly remember: --- --- --- --- --- --- --- --- --- ---	
9.2	Have you ever been upset / angry on being compared with and rated lower than other children, by your father or mother? 1 Yes 2 No	99 <input type="checkbox"/>
	(a) If yes, during last six months, how many times did it happen? --- --- (times)	100 <input type="checkbox"/>
	(b) If yes, please describe one such occasion which you clearly remember: --- --- --- --- --- --- --- --- --- ---	
9.3	In your family, have ever been treated harshly, in favour of other children? 1 Yes 2 No	101 <input type="checkbox"/>
	(a) If yes, who was the person meting out such treatment? 1 Mother 2 Father 3 Brother / sister 4 Others	102 <input type="checkbox"/>

	(b) If yes, during last six months, how many times did it happen? --- --- (times)	103 <input type="checkbox"/>
	(c) If yes, please describe one such occasion which you clearly remember: -----	
<b>10</b>	<b><i>SUBSTANCE ABUSE</i></b>	
10.1	During festivals and other occasions, some people like to sit with friends and enjoy taking alcohol or other drugs. Have you ever touched or tasted any of these things? 1 Yes 2 No	104 <input type="checkbox"/>
	(a) If yes, what is it? 1 Alcohol	
	2 Bhang / ganja / charas	
	3 Heroin / smack / brown sugar	
	4 Any other (specify) --- --- --- ---	105 <input type="checkbox"/>
	(b) If yes, can you recall, who had suggested the first use of alcohol / drug?	
	1 Father / mother / uncle	
	2 Brother / sister / cousin	
	3 Other relatives / friends	
	4 Any other (specify) --- --- --- ---	106 <input type="checkbox"/>
	If yes, during last one month, how many times have you used alcohol / drug? --- --- --- (times during the preceding month)	
10.2	Talking about alcohol and drugs, has anyone ever asked you to carry these things to some other place and to deliver these to some person? 1 Yes 2 No	107 <input type="checkbox"/>
	If yes, what is it? 1 Alcohol	
	2 Bhang / ganja / charas	
	3 Heroin / smack / brown sugar	
	4 Any other --- --- --- ---	108 <input type="checkbox"/>
	If yes, did you get any money for doing this? 1 Yes 2 No	109 <input type="checkbox"/>
	If yes, how much money did you get? Rs. --- --- ---	110 <input type="checkbox"/>
<b>11</b>	<b><i>SEXUAL ABUSE</i></b>  Instructions to the Researcher: You may need to carry a diagram to make the child understand what human body means. Ask the child to point out the parts of the body that the child is not comfortable at being touched. Given below are three illustrative stories. You may narrate these stories, one by one, and explain the situation to the child, and then ascertain child's views.	

	<p><b>Story One:</b>                  Vimal was traveling in a crowded bus, a seat fell vacant and Vimal sat down. Soon a man came and stood close to Vimal. He started rubbing his private parts on Vimal's shoulder. When Vimal protested, the man said that this often happens in crowded buses.</p>	
11.1	<p>Has this ever happened to you while traveling in crowded buses?                  1 No            2 Yes</p>	111 <input type="checkbox"/>
	<p>If yes, what did you do afterwards?</p> <p>1 Kept quiet / ignored it</p>	
	<p>2 Reported it to the bus-conductor</p>	
	<p>3 Shared it with brothers / sisters</p>	
	<p>4 Told parents</p>	
	<p>5 Any other (specify) --- --- --- ---</p>	112 <input type="checkbox"/>
	<p><b>Story Two:</b>                  Kamal is very happy on the prospects of visiting Delhi to attend an uncle's wedding. So many people are around: relatives and friends. Everyone eats together, sleeps in the same room and shares jokes. One evening, while the sangeet is going on, Kamal is called by an uncle, and offered an ice cream. The uncle watches Kamal lick the ice-cream, and then he tries to lick the same ice-cream on the pretext of showing Kamal how to fully enjoy the ice-cream. After a while, the uncle kisses on the lips and touches Kamal all over the body. Kamal feels confused but somehow manages to run away. At night, Kamal suddenly wakes up to find the uncle lying side by side and trying to fondle Kamal. With great difficulty, Kamal could separate and move away.</p>	
11.2	<p>Has this ever happened to you during marriage or other ceremonies?                  1 No            2 Yes</p>	113 <input type="checkbox"/>
	<p>If yes, what did you do afterwards?</p> <p>1 Kept quiet</p>	
	<p>2 Ignored or avoided the person</p>	
	<p>3 Shared it with brothers / sisters</p>	
	<p>4 Told parents</p>	
	<p>5 Any other (specify) --- --- --- ---</p>	114 <input type="checkbox"/>
	<p><b>Story Three:</b>                  Raj was 8 years old. One of the uncles would frequently visit Raj's house and often bring gifts for Raj. It was interesting that the uncle would talk to Raj's parents, but always stare at Raj. One day Raj's parents were not at home when the uncle dropped in. He showed Raj some dirty pictures and then said that he had some sweets for Raj. Then he took Raj to a room and bolted it from inside. He told Raj that the sweets would be given only when Raj helped the uncle to do something. The uncle made Raj take off clothes and took Raj's photographs.</p>	



	After that, he touched Raj's private body parts and did something which hurt. Raj was in a lot of pain and felt blood coming from the place where the uncle had hurt.	
11.3	This is a strange story. How do you feel? --- --- --- --- --- --- --- --- ---	
11.4	Has anyone shown you such dirty pictures? 1 No            2 Yes	115 <input type="checkbox"/>
	(a) If yes, who was the person (showing you dirty pictures)?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	116 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	117 <input type="checkbox"/>
11.5	Has anyone tried to photograph you in the nude, without clothes? 1 No            2 Yes	118 <input type="checkbox"/>
	(a) If yes, who was the person (photographing you in the nude)?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	119 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	120 <input type="checkbox"/>

11.6	Has anyone tried to kiss you forcefully? 1 No      2 Yes	121 <input type="checkbox"/>
	(a) If yes, who was the person (trying to kiss you forcefully)?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	122 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	123 <input type="checkbox"/>
11.7	Has anyone made you to touch his / her private body parts? 1 No      2 Yes	124 <input type="checkbox"/>
	(a) If yes, who was the person?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	125 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to police	
	5 Any other (specify) --- --- --- ---	126 <input type="checkbox"/>
11.8	Has anyone shown you his / her private body parts? 1 No      2 Yes	127 <input type="checkbox"/>
	(a) If yes, who was the person?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	

	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	128 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	129 <input type="checkbox"/>
11.9	Has anyone made you to show your private body parts? 1 No      2 Yes	130 <input type="checkbox"/>
	(a) If yes, who was the person?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	131 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	
	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	132 <input type="checkbox"/>
11.10	Has anyone ever hurt you the way Raj was in Story Three? 1 No      2 Yes	133 <input type="checkbox"/>
	(a) If yes, who was the person?	
	1 Brother / sister	
	2 Cousin	
	3 Friend / class fellow	
	4 Uncle / Neighbour	
	5 Employer	
	6 Any other (specify) --- --- --- ---	134 <input type="checkbox"/>
	(b) If yes, what did you do afterwards?	
	1 Kept quiet / ignored it	

	2 Shared it with brothers / sisters	
	3 Told parents	
	4 Reported it to the police	
	5 Any other (specify) --- --- --- ---	135 <input type="checkbox"/>

**Thank you**

Date: --- --- ---

Name of the Researcher

## Annexure-9

**CONFIDENTIAL**

### MWCD (GOI), UNICEF, SAVE THE CHILDREN & PRAYAS PROJECT NATIONAL LEVEL STUDY ON CHILD ABUSE SCHEDULE (FOR YOUNG ADULTS)

We are from Prayas Institute of Juvenile Justice, New Delhi. We are studying the situation and difficulties faced by our children in the country. It is important that information on children's background, health and other childhood experiences is gathered. This will greatly help in having programmes and schemes for their betterment and all-round development.

In this connection, we are meeting and talking to those young persons who are smart and have rich experience. Indeed, they are likely to provide highly useful information.

Towards this, we have a few items on which we wish to have your views. It will take only about 20 minutes. The information we gather will be treated as confidential and will be used only for study purposes.

We thank you for all the help and cooperation in advance.

Respondent number:    --- --- ---

Name of the State:    --- --- ---    1

Name of the District:    --- --- ---    2

1	<b><i>PERSONAL DETAILS</i></b>	
1.1	Name:    --- --- --- --- --- --- --- --- ---	
1.2	Gender:                    1 Male            2 Female	3 <input type="checkbox"/>
1.3	Your age, please?    --- --- --- (In completed years)	4 <input type="checkbox"/>
1.4	Religion: 1 Christian    2 Hindu    3 Muslim    4 Sikh    5 Others	5 <input type="checkbox"/>

1.5	Caste (only for Hindus): 1 SC            2 ST            3 OBC            4 Others	6 <input type="checkbox"/>
1.6	Your mother tongue ( Assami, Hindi, Mizo, Tamil, etc.): --- --- --- ---	7 <input type="checkbox"/>
1.7	Marital status: 1 Unmarried    2 Married    3 Divorced/separated	8 <input type="checkbox"/>
	If married, divorced or separated, do you have children?	
	1 No            2 Yes	
	If yes, how many children do you have?    --- --- (children)	9 <input type="checkbox"/>
1.8	Do you think that some amount of physical punishment is necessary to develop proper behaviour in children?	
	1 Agree            2 No opinion            2 Disagree	11 <input type="checkbox"/>
1.9	In your opinion, what is the most suitable form of punishment for having discipline and good conduct among children?	
	1 Scolding / shouting	
	2 Locking up the child in a room	
	3 Denying food	
	4 Slapping / beating with stick	
	5 Any other --- --- --- ---	12 <input type="checkbox"/>
1.10	Taken together, how many members are there in your family? --- --- (members)	13 <input type="checkbox"/>
1.11	Some families face financial difficulties. Do you think that children from such family groups may work as domestic help or daily-wage worker?	
	1 Yes            2 Can't say            2 No	14 <input type="checkbox"/>
<b>2</b>	<b><i>EDUCATIONAL STATUS</i></b>	
2.1	Did you go to school? 1 No            2 Yes	
	If yes, up to what level did you do schooling / education?	
	2 Up to 5th class	
	3 Up to 8th class	
	4 Up to 10th class	

	5 Up to 12th class	
	6 Graduation	
	7 Post-graduation and above	15 <input type="checkbox"/>
2.2	Early in age, have you been able to attend a school of your liking? 1 No 2 Yes	16 <input type="checkbox"/>
	If no, what was the main reason for this inability? ----- (main reason)	17 <input type="checkbox"/>
2.3	Similarly, could you participate in a sport of your choice or liking? 1 No 2 Yes	18 <input type="checkbox"/>
	If no, what was the main reason for this inability? ----- (main reason)	19 <input type="checkbox"/>
<b>3</b>	<b><i>OCCUPATION &amp; INCOME</i></b>	
3.1	Are you at present engaged in any income-generating work? 1 No 2 Yes	20 <input type="checkbox"/>
	If yes, what kind of work are you at present doing?	
	1 Daily-wage worker / rickshaw-puller	
	2 Artisan (electrician, auto-repairer, etc.)	
	3 Shop-keeper	
	4 Private service	
	5 Government service	
	6 Any other -----	21 <input type="checkbox"/>
3.2	Can you give us an idea, how much do you usually earn in a month? Monthly income, Rs. -----	22 <input type="checkbox"/>
<b>4</b>	<b><i>EXPERIENCE-SHARING: NEGLECT</i></b>	
	Instructions for the Researcher: Q 4.1, 4.2 and 4.3 are meant for girls. If the respondent happens to be a male young adult, ? Go to Q. 4.4 ?	

4.1	Is it a matter of advantage or disadvantage to be a girl in the family setting? 1 Of advantage      2 Can't say      3 Of disadvantage	23 <input type="checkbox"/>
4.2	In the family setting, were you reminded of being a girl? 1 Always              2 Sometimes      3 Never	24 <input type="checkbox"/>
4.3	Do you have any brother or brothers? 1 No              2 Yes	25 <input type="checkbox"/>
	Instructions: Ask all 'young adults'.	
4.4	In comparison with your brothers and sisters, did you get less attention from your father and mother? 1 No              2 Yes	26 <input type="checkbox"/>
4.5	Similarly, did your father and mother appreciate you less (when you do/did something good) than your brothers and sisters? 1 No              2 Yes	27 <input type="checkbox"/>
4.6	As compared with your brothers and sisters, were you given less food? 1 No              2 Yes	28 <input type="checkbox"/>
4.7	Have your father, mother or other family members ever asked you to leave tasty food items for your brother or sister? 1 No              2 Yes	29 <input type="checkbox"/>
4.8	In day-to-day life, did family members do fault-finding more in your activities than that of your brothers and sisters? 1 No              2 Yes	30 <input type="checkbox"/>
4.9	Likewise, in daily life, were you asked to do household work more often than your brothers and sisters? 1 No              2 Yes	31 <input type="checkbox"/>
	If yes, how much time a day did you spend on this? --- --- (hours)	32 <input type="checkbox"/>
4.10	In daily life, are you asked to look after your baby brother or sister? 1 No              2 Yes	33 <input type="checkbox"/>



	If yes, how much time a day do you spend on this? --- --- (hours)	34 <input type="checkbox"/>
<b>5</b>	<b><i>EXPERIENCE-SHARING: EMOTIONAL ABUSE</i></b>	
	We are referring to your childhood. Please recall your early days and answer a few questions.	
5.1	When you were a child, did anyone call you budhu or idiot? 1 Yes      2 No	35 <input type="checkbox"/>
5.2	Did anyone mock at your physical appearance, face or body? 1 Yes      2 No	36 <input type="checkbox"/>
5.3	Similarly, did anyone call you ganwar, jahil or pagal? 1 Yes      2 No	37 <input type="checkbox"/>
5.4	Did anyone call you by foul or dirty names? 1 Yes      2 No	38 <input type="checkbox"/>
5.5	Likewise, when you were young, would elderly family members blame you even for those things that were not your fault? 1 Yes      2 No	39 <input type="checkbox"/>
	If yes, please mention a happening that you can easily recall: -----	
5.6	In the Mohalla, village or school, were you ever called or referred derisively by the name of your caste? 1 Yes      2 No	40 <input type="checkbox"/>
	If yes, please mention a happening that you can easily recall: -----	
5.7	When you were young, did anyone belittle or humiliate you without any cause or justification? 1 Yes      2 No	41 <input type="checkbox"/>
	If yes, please mention a happening that you can easily recall: -----	

<b>6</b>	<b>EXPERIENCE-SHARING: PHYSICAL ABUSE</b>	
6.1	When you were a young child, did anyone beat or physically hurt you?	
	1 Yes      2 No	42 <input type="checkbox"/>
	(a) If yes, please describe an incidence that you can easily recall? ----- -----	
	(b) If yes, who beat or physically hurt you most frequently?	
	1 Mother	
	2 Father	
	3 Brother / sister	
	4 Other family relative	
	5 Neighbourhood / school friend	
	6 School teacher	
	7 Police-man	
	8 Some unknown person	
	9 Any other (specify) --- --- ---	43 <input type="checkbox"/>
	(c) If yes, which was the most common method used?	
	1 Pushed	
	2 Slapped	
	3 Kicked	
	4 Beat with stick	
	5 Hurt with sharp-edged weapon	
	6 Any other (specify) --- --- ---	44 <input type="checkbox"/>
	(d) If yes, did this incident require medical treatment, for example, plaster, stitches, etc.?	
	1 Yes      2 No	45 <input type="checkbox"/>
	(e) If yes, did this mishap leave any marks on your body?	
	1 Yes      2 No	46 <input type="checkbox"/>
	[If yes, the researcher may request for looking at it.]	
6.2	Has this kind of beating or physical hurt to you taken place once, severally or frequently?	
	1 Once      2 Severally      3 Frequently	47 <input type="checkbox"/>

	If severally or frequently, till what age did this happen? --- --- (years of age)	48 <input type="checkbox"/>
<b>7</b>	<b><i>EXPERIENCE-SHARING: SUBSTANCE ABUSE</i></b>	
7.1	During festivals and other occasions, some people like to sit with friends and enjoy taking alcohol or other drugs. When you were young, did you ever touch or use any intoxicant?  1 No ? Go to Q. 8.1 ? 2 Yes	49 <input type="checkbox"/>
	(a) If yes, what was the intoxicant?  1 Alcohol 2 Bhang / ganja / charas 3 Heroin / smack / brown sugar 4 Any other (specify) --- --- --- ---	50 <input type="checkbox"/>
	(b) If yes, can you recall, who had suggested the first use of alcohol / drug?  1 Father / mother / uncle 2 Brother / sister / cousin 3 Other relatives / friends 4 Any other (specify) --- --- --- ---	51 <input type="checkbox"/>
7.2	Could you recall the situation when you used the intoxicating substance for the first time? What was the main reason for doing this?  1 Suggestion from family members 2 Pressure of friends / peer group 3 Curiosity / Urge to have experience 4 Enjoyment / fun 5 Celebration / occasion 6 Any other (specify) --- --- --- ---	52 <input type="checkbox"/>
7.3	How old were you when you used the intoxicant for the first time? --- --- (years of age)	53 <input type="checkbox"/>
7.4	How often would you take this intoxicant?  1 Daily 2 Once a week 3 Once in fifteen days	

	4 Once a month or longer	54 <input type="checkbox"/>
7.5	And where from would you get this substance / intoxicant for your use?	
	1 From family members	
	2 From neighbourhood friends	
	3 From school friends	
	4 From neighbourhood vendors	
	5 From vendors outside the school	
	6 Any other (specify) --- --- --- ---	55 <input type="checkbox"/>
7.6	For buying your favourite intoxicant / drug, from where did you get money?	
	1 From parents / family members	
	2 From friends	
	3 By borrowing from relatives and friends	
	4 By doing paid work and earning money	
	5 Any other (specify) --- --- --- ---	56 <input type="checkbox"/>
7.7	Did anyone ask you to carry and deliver alcohol bottles or drug packets to other places in the town?	
	1 Yes      2 No	57 <input type="checkbox"/>
	If yes, did you do this?	
	1 No	
	2 Yes, one or two times	
	3 Yes, 3 to 10 times	
	4 Yes, 10 times or more	58 <input type="checkbox"/>
7.8	Let us know whether you still use this intoxicant?	
	1 Yes      2 No	59 <input type="checkbox"/>
	If no, how were you able to stop / give up this habit?	
	1 Self-determination / will power	
	2 Friends' persuasion	
	3 Parents' advice / guidance	
	4 School teachers' advice / guidance	
	5 Following de-addiction treatment	
	6 Any other (specify) --- --- --- ---	60 <input type="checkbox"/>

<b>8</b>	<b>EXPERIENCE-SHARING: SEXUAL ABUSE</b>	
8.1	When you were young, did anyone make a dirty remark at you (your face, body, body-parts, etc.)? 1 Yes      2 No	61 <input type="checkbox"/>
8.2	When you were young, did anyone make an obscene gesture before you? 1 Yes      2 No	62 <input type="checkbox"/>
8.3	Similarly, when you were young, did anyone try to show naked or dirty pictures to you? 1 Yes      2 No	63 <input type="checkbox"/>
8.4	Did anyone ever expose his or her private parts to you? 1 Yes      2 No	64 <input type="checkbox"/>
8.5	Conversely, did anyone ever force you to expose your private parts to him / her? 1 Yes      2 No	65 <input type="checkbox"/>
8.6	When you were young, did anyone try to forcefully kiss you? 1 Yes      2 No	66 <input type="checkbox"/>
	(a) If yes, did you tell about this to your father or mother? 1 Yes      2 No	67 <input type="checkbox"/>
	(b) If no, why?	
	1 Out of shame	
	2 Fear, they would be angry	
	3 Thought it to be un-important	
	4 Any other (specify) --- --- --- ---	68 <input type="checkbox"/>
	(c) If yes, what did your father or mother do?	
	1 Disbelieved you	
	2 Kept quiet	
	3 Told you not to tell anyone	
	4 Scolded you for being careless	
	5 Any other (specify) --- --- --- ---	69 <input type="checkbox"/>
8.7	When you were young, did anyone touch or tried to touch your private body parts? 1 Yes      2 No	70 <input type="checkbox"/>

8.8	Likewise, did anyone force you to touch his or her private body parts? 1 Yes      2 No	71 □
8.9	When you were a young child, did any grown-up person put any object inside your anus or vagina? 1 Yes      2 No	72 □
8.10	Did any grown-up man put or forced his private organ inside your mouth, anus or vagina? 1 Yes      2 No	73 □
	(a) If yes, who was the person who did this with you for the first time?	
	1 Father	
	2 Brother	
	3 Cousin	
	4 Friend	
	5 Care-giver	
	6 Teacher	
	7 Unknown person	
	8 Any other (specify) --- --- --- ---	74 □
	(b) If yes, did you tell anyone about this? 1 Yes      2 No	75 □
	(c) If yes, to whom did you share this for the first time?	
	1 Brother	
	2 Sister	
	3 Friend	
	4 Teacher	
	5 Police	
	6 Any other (specify) --- --- --- ---	76 □
	(d) If no, then what did you do?	
	1 Kept quiet	
	2 Felt guilty	
	3 Avoided meeting the person (doing this)	
	4 Any other (specify) --- --- --- ---	77 □
	(e) If yes, did this happen afterwards also? 1 Yes      2 No	78 □

	(f) If yes, till what age (of yours) did it happen? --- --- (years of age)	79 <input type="checkbox"/>
	Check R's response in Q. 8.10(c) with reference to 'police', then ask Q. 8.11 and 8.12:	
8.11	If the matter was not reported to the police, did anyone stop you from this? 1 Yes      2 No	80 <input type="checkbox"/>
	If yes, who stopped you from reporting the matter to the police?	
	1 Parents	
	2 Brothers / sisters	
	3 Relatives / friends	
	4 Any other (specify) --- --- --- ---	81 <input type="checkbox"/>
8.12	If the matter was reported to police, then what action did the police take into the matter?	
	1 Police registered the case / FIR lodged	
	2 Police was unhelpful	
	3 Police harassed you and others	
	4 Any other (specify) --- --- --- ---	82 <input type="checkbox"/>
	Check R's response in Q. 8.10. If it is 'yes', ask Q. 8.13 to 8.15:	
8.13	What kind of feeling did you have after this experience?	
	1 No feeling	
	2 Shame / guilt	
	3 Fear / frustration	
	4 Any other (specify) --- --- --- ---	83 <input type="checkbox"/>
8.14	And what kind of feeling do you have now on what happened a long while ago?	
	1 No feeling	
	2 Shame / guilt	
	3 Fear / frustration	
	4 Any other (specify) --- --- --- ---	84 <input type="checkbox"/>
8.15	Are you still in touch with the person with whom you had this experience? 1 Yes      2 No	85 <input type="checkbox"/>

	<p>If yes, what are your feelings now about this person?</p> <p>1 Can't say / Don't know</p> <p>2 Hate</p> <p>3 Anger</p> <p>4 Fear</p> <p>5 Any other (specify) --- --- ---</p>	86 <input type="checkbox"/>
<b>9</b>	<p><b>CHILD ABUSE &amp; CHILD ABUSER</b></p> <p>Indeed, there are several forms of child abuse. We are keen to have your views on how to deal with child-abusers?</p>	
9.1	<p>How to deal with those responsible for child neglect? --- --- ---</p> <p>-----</p>	87 <input type="checkbox"/>
	<p>And who to deal with the cases of child neglect?</p> <p>-----</p> <p>-----</p> <p>-----</p>	88 <input type="checkbox"/>
9.2	<p>How to deal with those responsible for the emotional abuse of the children? --- --- ---</p> <p>-----</p> <p>-----</p>	89 <input type="checkbox"/>
	<p>Who to deal with the cases of emotional abuse of children?--- --- ---</p> <p>-----</p> <p>-----</p>	90 <input type="checkbox"/>
9.3	<p>How to deal with those responsible for the physical abuse of the children: --- --- ---</p> <p>-----</p> <p>-----</p>	91 <input type="checkbox"/>
	<p>Who to deal with the cases of physical abuse? --- --- ---</p> <p>-----</p> <p>-----</p>	92 <input type="checkbox"/>
9.4	<p>How to deal with those responsible for substance abuse among the children? --- --- ---</p> <p>-----</p> <p>-----</p>	93 <input type="checkbox"/>



	Who to deal with the cases of substance abuse among children? --- --- --- --- --- ---	94 <input type="checkbox"/>
9.5	How to deal with those responsible for sexual abuse of the children? --- --- --- --- --- ---	95 <input type="checkbox"/>
	Who to deal with the cases of sexual abuse of children? --- --- --- --- ---	96 <input type="checkbox"/>

**Thank you**

Date: --- --- ---

Name of the Researcher

# Annexure-10

**CONFIDENTIAL**

## MWCD (GOI), UNICEF, SAVE THE CHILDREN & PRAYAS PROJECT NATIONAL LEVEL STUDY ON CHILD ABUSE SCHEDULE (FOR STAKEHOLDERS)

We are from Prayas Institute of Juvenile Justice, New Delhi. We are studying the situation and difficulties faced by our children in the country. It is important that information on children's background, health and other childhood experiences is gathered. This will greatly help in having programmes and schemes for their betterment and all-round development.

In this connection, we are meeting and talking to those persons who have rich experience and who can provide useful information.

Towards this, we have a few items on which we wish to have your views. It will take only about 15 minutes. The information we gather will be treated as confidential and will be used only for study purposes.

We thank you for all the help and cooperation in advance.

Respondent number: --- --- ---

Name of the State: --- --- --- --- --- 1

Name of the District: --- --- --- --- --- 2

1	<b>PERSONAL DETAILS</b>	
1.1	Name: --- --- --- --- ---	
1.2	Gender:                    1 Male                    2 Female	3 <input type="checkbox"/>
1.3	Your age, please?        --- --- --- (In completed years)	4 <input type="checkbox"/>
1.4	Religion: 1 Christian    2 Hindu    3 Muslim    4 Sikh    5 Others	5 <input type="checkbox"/>

1.5	Caste (only for Hindus): 1 SC            2 ST            3 OBC            4 Others	6 <input type="checkbox"/>
1.6	Your mother tongue ( Assami, Hindi, Mizo, Tamil, etc.): --- --- --- ---	7 <input type="checkbox"/>
1.7	Marital status: 1 Unmarried    2 Married    3 Divorced/separated	8 <input type="checkbox"/>
	If married, divorced or separated, do you have children?	
	1 No            2 Yes	9 <input type="checkbox"/>
	If yes, how many children do you have?    --- --- (children)	10 <input type="checkbox"/>
1.8	Taken together, how many members are there in your family? --- --- (members)	10 <input type="checkbox"/>
2	<b>EDUCATIONAL STATUS</b>	
2.1	Did you go to school?	
	1 No            2 Yes	
	If yes, up to what level did you do schooling / education?	
	2 Up to 5th class	
	3 Up to 8th class	
	4 Up to 10th class	
	5 Up to 12th class	
	6 Graduation	
	7 Post-graduation and above	11 <input type="checkbox"/>
3	<b>OCCUPATION &amp; INCOME</b>	
3.1	Are you at present engaged in any income-generating work?	
	1 No            2 Yes	12 <input type="checkbox"/>
	If yes, what kind of work are you at present doing?	
	1 Daily-wage worker / rickshaw-puller	
	2 Artisan (electrician, auto-repairer, etc.)	
	3 Shop-keeper	
	4 Private service	
	5 Government service	
	6 Any other --- --- --- ---	13 <input type="checkbox"/>

3.2	Can you give us an idea, how much do you usually earn in a month? Monthly income, Rs. --- --- --- ---	14 <input type="checkbox"/>
4	<b>PERSPECTIVE ON CHILD ABUSE</b>	
4.1	Now-a-days we have families in which both father and mother work. Are they able to pay sufficient attention and devote sufficient time to the upbringing of their children? 1 Yes      2 No	15 <input type="checkbox"/>
	If no, how could they compensate for not spending sufficient time with their children? 1 No need to compensate 2 Compensate by giving them gifts 3 Compensate by giving them extra money 4 Any other --- --- --- ---	16 <input type="checkbox"/>
4.2	Do you think that some amount of physical punishment is necessary to develop proper behaviour in children? 1 Agree      2 No opinion      2 Disagree	17 <input type="checkbox"/>
4.3	In your opinion, what is the most suitable form of punishment for having discipline and good conduct among children? 1 Scolding / shouting 2 Locking up the child in a room 3 Denying food 4 Slapping / beating with stick 5 Any other --- --- --- ---	18 <input type="checkbox"/>
4.4	Some families face financial difficulties. Do you think that children from such families may work as domestic help or daily-wage worker? 1 Yes      2 Can't say      2 No	19 <input type="checkbox"/>
4.5	There are reports from some places that grown-ups sodomise children. Do you think that children in this area too are sodomised? 1 Yes      2 Can't say      2 No	20 <input type="checkbox"/>
4.6	There are several other forms of child abuse, also. We are keen to have your views on how to deal with child-abusers?	

	Those responsible for neglect: -----	
	-----	
	-----	21 <input type="checkbox"/>
	And who to deal with the cases of neglect (family, mohalla fellows, village people, NGOs, police, etc.): -----	
	-----	
	-----	22 <input type="checkbox"/>
	Those responsible for emotional abuse: -----	
	-----	
	-----	23 <input type="checkbox"/>
	Who to deal with the cases of emotional abuse (family, mohalla fellows, village people, NGOs, police, etc.): -----	
	-----	
	-----	24 <input type="checkbox"/>
	Those responsible for physical abuse: -----	
	-----	
	-----	25 <input type="checkbox"/>
	Who to deal with the cases of physical abuse (family, mohalla fellows, village people, NGOs, police, etc.): -----	
	-----	
	-----	26 <input type="checkbox"/>
	Those responsible for substance abuse: -----	
	-----	
	-----	27 <input type="checkbox"/>
	And who to deal with the cases of substance abuse (family, mohalla fellows, village people, NGOs, police, etc.): -----	
	-----	
	-----	28 <input type="checkbox"/>
	Those responsible for sexual abuse: -----	
	-----	
	-----	29 <input type="checkbox"/>
	And who deal with the cases of sexual abuse (family, mohalla fellows, village people, NGOs, police, etc.): -----	
	-----	
	-----	30 <input type="checkbox"/>
<b>Thank you</b>		
Date: -----	Name of the Researcher	

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सत्यमेव जयते