

“Formulating recommendations to David Sasson Industrial School on the choice of appropriate strategy to help the Juvenile residents”

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Chapter 1

INTRODUCTION

In welfare state, the major responsibility for setting up correctional institutions for promoting the physical, cultural and emotional growth of children rests primarily with the state and state only. When the family is disrupted and disintegrated, the children fall into antisocial ways and the need arises for keeping them in correctional institutions.

A correctional institution for youthful offenders is a place for care, treatment and social re-education of the juvenile who get into trouble with the law. In order to treat antisocial behavior, it becomes expedient to take the child out of his environment and place him in a correctional institution.

Such correctional institutions were pioneered by the voluntary organizations in the former State of Bombay. The *David Sassoon Industrial School*, Bombay (Mumbai), is a juvenile correctional institution managed by the *Children’s Aid Society*, a voluntary organization.

Statements of the problems

In 1832, David Sassoon (1792-1864) and his family arrived in Bombay (today Mumbai) after fleeing the persecutions of the ruler of Baghdad, Daud Pasha. This wealthy merchantman, who founded a dynasty known as the “Rothschilds of the East”, was also named the Prince of the Exilarch. David Sassoon began his sojourn in Bombay at 9 Tamarind Street (today non-existent) within the precincts of the city (the Fort walls were destroyed in 1862). He soon moved to Byculla’s bungalow Sans Souci, a former palace named Shin Sangoo, (today Massina Hospital); he also spent the summer months in his second home in Poona (today Pune). Sassoon managed his international enterprises from Bombay, including trade in cotton, jute and most significantly, opium. His commercial intuition and prowess, as well as the scope of his business enterprises, are well documented. At 1843, the start of this school of Juvenile by Dr.E.Buist, but it started operating fully after renamed as David Sasson at 1935 & in 1939; the school went along with the Children’s Aid Society. As the history declared, the first legislation on juvenile justice in India came in 1850 with the Apprentice Act 1850 which required that children between the ages of 10-18 convicted in courts to be provided vocational training as part of their rehabilitation process. This act was transplanted by the Reformatory Schools Act, 1897 subsequently provided that children up to age of 15 may be sent to reformatory cell, and later the Juvenile Justice Act 1986

provided a uniform mechanism of Juvenile Justice. This act was replaced by Juvenile Justice (Care and Protection) Act, 2000. On the light of that information, it can certainly said about the school, which started long before the 1897 and have the history of being one of the very oldest reformatory school in India and the history of Juvenile Justice in India as well. The school as per the last 50 years of Children Aid Societies data, worked magnificently till 1980's but having been neglect from various reason from internal and external affairs which are bounded with the school have certainly decreased it effectiveness in recent years. In this study with proper in field interview and survey and with comparing the collective data, the goal of this study/research is to analysis the problem and come up with the recommendation which can help the institute to gain its former glory as pioneer school of juveniles in India.

Research Questions

- Gather information on institutional activities, grant, and expenditures of the school.
- Examining the physical plant and daily programme to find the details of implications on the children.
- Detail discussion with the head of the institute and staff, teachers to discuss their thoughts on improvement wise implication on the DSIS.
- Get to in person interviews with the students to find out what are their expectations out of the school and also to determine how their daily training are helping.
- To find out the ratio of governmental grants availability and its possible up gradation to match yearly increasing expenditures. (Also compare the ratio of past grants with the current ones).

Aims and Objectives

- Analyzing the nature of the DSIS on the point of helping the juveniles and re-introduce them to society.
- Identifying the factors impacting DSIS in receiving the Government grant which are scheduled to be given but delayed over the years.
- Analyzing impacts of DSIS on juvenile delinquents based at the institute for further improvement.
- Providing recommendations to DSIS management in terms of increasing the level of effectiveness of organizational culture.

Scope of Study:

As the David Sasson Industrial School of Juvenile in Mumbai represents one of the long and oldest history of pre and post independent India, it's essential that this research would be constant reminder of its rich history. But as everything has its good and bad startup or the end

point, naturally it does have its own problems which making it go downward spiral way. In Mumbai the David Sasson foundations hold many importance aspects in last 150 years, but as the importance of the Sasson family still exists, the institute itself having many problems regarding better fundamental infrastructure of maintaining the safety and future prospects of the juveniles those are in this correctional institute in Mahim or in Martunga. The objective of the study is to present the role of David Sasson Industrial School in the correctional training for juvenile offenders and in promoting the recommendations of total well-being of them. Formulating these recommendations deals with the correctional facilities within the institute. The organizational and administrative set-up of the institution should be describe in proper manner and suggestions should be implemented wherever necessarily.

Conceptual Clarification

Juvenile: This refers to a young person who is under the age of eighteen years old.

Delinquency: This refers to any act of omission or misdemeanor committed by a juvenile, examples petty stealing, truancy, cheating in an examination, indecent dressing, insubordination Etc.

Juvenile delinquency: Juvenile delinquency refers to the violation of the criminal codes regulating the behavior of young persons in the society, Juvenile delinquency broadly defined refers to any act in violation of criminal law, committed by a person defined under law as a juvenile, which if had been committed by an adult will be treated as crime or criminal conduct (Alemika 1978; Muncie 1999).

Services: This refers to available administrations for juvenile delinquency acts; it includes all agency, organization, legal practitioners involved in rendering help and trying delinquent act.

Awareness: This refers to the state or level of consciousness of existing practice and knowledge of a thing etc.

Administration: This refers to the act of governing, the services render, duties assumed in conducting affairs.

Approved schools: This is an institute set up for the corrective training of juvenile offenders; it originated from England and took its name.

Remand home: This is otherwise known as center, it is a place of detention of such offender who are remanded or committed in custody for trial. A place for awaiting trial juvenile.

Borstal institute: This is a place where juvenile offender who were not less than sixteen years but under 21 year on the day of reprimand or adjudication are detained and subjected to such

training and instruction as will conduce to their reformation and prevention of delinquent acts usually not exceeding three years.

Juvenile court: This refers to a place where juvenile adjudication takes place.

Probation services: This refers to a technique of supervising and treating convicted offender outsider of penal institute. Alternatively, it a legal status created by order of the sentencing court as alternative to incarceration.

Knowledge: knowledge can be defined as the fact of knowing about something; general understanding or familiarity with a subject, place, situation etc.

Juvenile delinquent: This refers to a juvenile who has committed criminal act such as theft or violence.

Adolescence: This is the transitional period between childhood and adulthood. It is a period of multiple transition involving education, training employment and unemployment as well as transition from one living circumstance to another.

Adolescent: The person that is in the transitional period between childhood and adulthood.

The David Sasson Industrial School maintained a long history in India as the country's oldest Juvenile Correctional institute. It was first of its kind which basically started giving proper education to the juveniles with the normal school children altogether. Not only that the school also provides a unique atmosphere for the mentally deprived students as well. The school founded in the year 1897 and continued to thrive till 1990's but in recent time there a shortage of funding and many other problems raised, thus this research would amplified those scenarios to a positive manner as much possible.

Limitations of the study

There not a problem during the study beside the limited time constraints provided from the DSIS itself and very limited interaction with the staff and children. As this research contains detail survey structures and interview sessions in the ground of the school premises, thus the problem arises of protection the privacy to the public eyes.

Languages

Survey was conducted mainly English, though the demographic structure of the DSIS premises required Marathi language but the school provided one translator while conducting the interviews with inmates and institutional staff.

Educational backgrounds of the respondents

For children the basic educational background is primary education, and for staffs of the institutions are mainly on graduation level in average.

Chapter 2

Review of Literature

Media reports regularly on children's crimes. News of kids who steal money, grab money, house breakage, ride without a license on bikes, causing injuries, fighting, sexual harassment and even killing. Juvenile crime or crime is a challenging phenomenon, especially because it affects children. Every juvenile incident has its own impact, regardless of whether it is trivial or serious. This effect is focused on the type and degree of injury, age(s) of the victims, the profile of the victim, the public's reaction, and the family's shock and shame. The youth "casus" is a dynamic mixture of the young age of the child, the crime, the reaction of the family and community, the judicial investigation and the eventual result to guarantee justice.

In this field, literature is diverse and focuses on various aspects of the matter. A analysis of analytical analyses, empirical studies, reports and evaluations of states, national and international organizations shows the multifactorial and multi-dimensional nature of youth delinquency and crimes. Many studies have been carried out in areas such as:

- The characteristics of the individual child; age, sex, behavior, mental health component and its implications on delinquency or crime
- The environmental factors; family, school, neighborhood and community.
- Laws pertaining to juvenile crime and juvenile justice systems
- Rehabilitative measures and prevention of juvenile crime

Several hypotheses and theoretical insights were proposed and empirically checked that cover all of the above fields. Since many factors are involved in juvenile crime, several studies have concentrated on identifying key factors and the association between variables. A further area was lengthy / predictive studies that demonstrated the critical factors that make a child susceptible to delinquency. There is vast and enriching literature available. The use and analysis of suitable materials was a challenge.

Child Delinquents: Development, Intervention and Service needs

Rolf Loeber & David P. Farrington

Between 1980 and 1996 the number of arrests has increased considerably for offenders ages 12 and under. This increase is a cost to society in two ways: the cost of the crime and the cost of multiple agencies involved with these children. Several questions have developed due to this

increase: How does the juvenile justice system deal with child delinquents? Is child delinquency a predictor of serious, violent, and chronic offending? How early can we predict, and what are early warning signs? In an effort to develop answers for these questions and many more, Editors Rolf Loeber and David Farrington organized a study group on Very Young offenders comprising 39 experts on juvenile delinquency and child problem behavior. Over a two-year period of intense and collaborative work these individuals have produced the book *Child Delinquents: Development, Intervention, and Service Needs*. Presenting empirically derived insights, *Child Delinquents* is the definitive statement to date on the working knowledge of prevalence, development, risk and protective factors, and optimal intervention with preteen offenders. This book is an excellent source for a broad audience of researchers, scholars, psychiatry, and practitioners at the administrative level.

Community Problem Solving: The Delinquency Example

Irving A. Spergel

In this book the nature and values of community-based programming for delinquency prevention are examined. Historical continuities and underlying problems of interest group pressures and conflicts at the local level are discussed. The need for integration of local community efforts for prevention and control of delinquency is rose which was clearly described by the author.

The Juvenile Justice System: Delinquency, Processing & the Law

Dean J. Champion

This book provides a complete, in-depth overview of all phases of the contemporary juvenile justice system. It examines the nature of delinquency, classifications of juvenile offenders, alternative explanations for juvenile misconduct, juvenile courts and juvenile rights, and corrections. Chapter topics include: measuring delinquency: types of offenders and trends; intake and pre adjudicatory processing; prosecutorial decision making; nominal sanctions - warnings, diversion, and alternative dispute resolution; probation and intermediate punishments; and custodial sanctions and parole. For anyone interested in the United States criminal justice system as it relates to our country's youth.

- Clear description of juvenile justice processing through arrest, intake, adjudication, and disposition.
- Examination of the many dimensions of police-juvenile relations
- Description of classification systems for juveniles, including state-based risk assessment inventories
- Discussion of the jail removal initiative and deinstitutionalization of status offenses

- Comprehensive discussion of intermediate punishments for juveniles, including home confinement, electronic monitoring, and other community corrections alternatives
- Extensive review of the juvenile probation and parole revocation process
- Detailed portrayal of the latest blended sentencing statutes applicable to violent juvenile's Full complement of ancillaries, including instructor's manual, test bank, comprehensive glossary, up-to-date bibliography, discussion questions at chapter ends, and suggested readings.

Delinquency & Drifts

David Matza

The first C. Wright Mills Award-winning book, *Delinquency and Drift* has become a recognized classic in the fields of criminology and social problems. In it, Matza argues persuasively that delinquent thought and delinquent action are distorted reflections of the ideas and practices that pervade contemporary juvenile law and its administration. His ideas are as persuasive today as when they were first published twenty-five years ago. By example and illustration, Matza argues that the delinquent subculture is based on many of the same standards as the conventional social order, and that the delinquent's negation of the law is the result of his relations with an inconsistent and vulnerable legal code. Once the juvenile breaks his or her ties to the legal order, the drift to delinquency becomes relatively easy to justify. The author also maintains that being liberated from legal constraint does not necessarily lead to delinquency; that event depends on the will to commit crime. Because delinquency remains one of our most serious social problems, it is important to consider Matza's thesis that the drift toward delinquency is frequently aided by the unwitting support of society and the guardians of social order.

Explanation

The proposed study on David Sasson Industrial School, one does need to have good knowledge on the Juvenile Delinquency, how its starts in the society and how the family also responsible to promote it, and how the laws on India can prevent or rectify the situations. Above mentions books by the renowned authors are the pioneers of these factors of the study and those books allowed one to gain knowledge before drive in to one particular aspects of this research policies, that how this research or study can help the existing children in DSIS and what future plans are to be entertained in coming years.

Through this literature review involving such reports and studies, a basic idea with respect to the impact and extent of the issue at hand was formed that resulted in the creation of a detailed questionnaire consisting of relevant questions that was administered on the respondents.

Chapter 3**Research Methodology**

The essence of survey method can be explained as “questioning individuals on a topic or topics and then describing their responses”. In business studies survey method of primary data collection is used in order to test concepts, reflect attitude of people, establish the level of customer satisfaction, and conduct segmentation research and a set of other purposes. Survey method can be used in both, quantitative, as well as, qualitative studies.

Survey method pursues two main purposes:

1. Describing certain aspects or characteristics of population and/or
2. Testing hypotheses about nature of relationships within a population.

Survey method can be broadly divided into three categories: mail survey, telephone survey and personal interview.

Since the many of respondents are okay with survey and interview based method in this research, out of 50 interviews 30 are mostly comfortable with the scenarios given while the questioners presented.

Research Design

This was an explorative research design, relying on quantitative data collections and conducting interviews.

Universe of the Study

Takandas Kataria Marg, Mahalaxmi Sindhi Colony, Matunga West, Mumbai, Maharashtra

SAMPLING DESIGN

The research would be based on Non-probability sampling design in order to deliberately select the concerning items for the samples. For this research study one have to choose particular units of the people and therefore it won't be much problematic to get the data's from the verified sources for general viewing purposes.

Sampling Size**SAMPLE SIZE**

S.No	Individual	Numbers
1	Residential Juveniles of the DSIS	40
2	Staffs of DSIS	10
3	Visiting family members of the children	5
4	Group discussion	1

- Total numbers of proposed sample collection size would be 56.

Tools Used

A well-drawn questionnaire was administered on the target respondents, i.e., people from 10 to 18 years of age.

Though the interviews conducted manually without the help of any digital tools, but to find out the statistics of the study itself, all data's been converted through Microsoft Exel to find out proper statistics to help the study.

Chapter 4**HISTORY OF THE DAVID SASSOON INDUSTRIAL SCHOOL****Development of the David Sassoon Industrial School**

The origin of the *David Sassoon Industrial School* dates back to 1843 when Dr. Buistⁱ, an Englishman, formed the nucleus of a juvenile reformatory by establishing a Ragged School, an asylum for orphans and vagrants, at Sewri, Bombay (Mumbai). In 1857, it was recognized on a large scale, after a liberal grant from the late Mr. David Sassoon, a distinguished Jewish merchant of Bombay (Mumbai). The school was renamed as the *David Sassoonⁱⁱ Industrial School and Reformatory Institutions* and was shifted Chunam Kiln Lane, Off Lamington Road.

It was only in 1911 that the School was moved to its present premises at 83, Lady Hardings Road, Mahim, and Bombay 16. When the school was reorganized, it was recognized as fit for the

ⁱDr. Buist (1795-1880), a philanthropist by name Dr.E.Buist started a nucleus of a Juvenile Reformatory called Ragged School in Sewree.For some time; the doctor managed the school from his personal funds

ⁱⁱ David Sassoon (1792-1864), was the treasurer of Baghdad between 1817 and 1829. He became the leader of the Jewish community in Bombay (now Mumbai) after Baghdadi Jews emigrated there.

reception and reformation of children and youthful offenders. The majority of admissions were under the Reformatory Schools *act* until the *Bombay (Mumbai) Children Act* was passed. Of late, the school dropped the words '*Reformatory Institution*' from its name and is now as the *David Sassoon Industrial School*.

The school was controlled by the Judicial Department, the Education Department and Home Department in succession. In 1927, the school became a major certified school, certified under section 34(2) of *Bombay (Mumbai) Children Act* (1924) as fir for receiving children and youthful offenders under the act.

In 1939, as the then Government of Bombay felt that the co-ordination between the management of the *David Sassoon Industrial School* and the *Children's aid Society* would lead to a healthy growth of the institution, it was put under the control of the *Children's Aid Society* and later complete amalgamation took place in 1947.

Now the *David Sassoon Industrial School* is a major certified school in Maharashtra State under the management of the *Children's Aid Society*. It caters wholly to boys committed under the *Bombay (Mumbai) Children Act* (1948). Children of higher age group and considered difficult are admitted to the school which is a walled institution. The program is designed for juveniles with an urban background.

The certified school as a correctional institution:

The common misconception about a certified school is that it is a juvenile jail where children are detained on court orders for long terms as a deterrent measure. Whereas the objective of the remand home is to study and diagnose the child's problem with the help of expert probation and clinical staff, the aim of the certified school is to provide a reconditioning center for bringing about attitudinal changes in the child and reconstruction of his personality. The traditional programs of a certified school are vocational training, education, physical training and recreation. But the modern techniques includes case work, group therapy, counseling, vocational guidance, psychological tests and psychiatric treatment. These help the child in his social adjustment and reorganization of behavior. The acquisition of skills, per se, is not the only objective of a correctional institution.

A certified school is a correctional institution to receive court committed children for their treatment and rehabilitation. A child is sent to an institution as a last resort when no other form of treatment such as admonition, release on probation, restoration of the child to his guardian, etc., are not desirable. It is accepted that an institution cannot be a substitute for a home though it offers opportunities for group life in a controlled environment which helps the child to learn acceptable modes of behavior. Ultimately, the certified school endeavors' to prepare children for successful living in their own house.

Statutory basis:

Section 4(d) of the *Bombay(Mumbai) Children Act (1948)*ⁱⁱⁱ defines certified school as an industrial school established or any other school or institution certified by the Government under section 25.^{iv}

Section 25(1) of the Act clearly states that, the government can establish and maintain industrial schools for the benefits of children and youthful offenders. It may certify any industrial school or educational institution not established under subsection (1) as fit for the reception of children or youthful offenders.

Commitment of children to certified school:

The Act provides for both preventive and remedial treatment. Its aim is to give protection to the following types of children:

Children,who have no homes.
Children,whose home conditions are uncongenial,.
Children,who are uncontrollable.
Children,who are violated.
Children,who are exposed to moral danger.
Children,who have no means of livelihood.
Delinquent children,who commit offences under various laws of the country.
Children,who are physically and mentally handicapped.

Chart A

All such types of boys and girls under sixteen years of age are taken charge of by the court. The penal element is eliminated and the interest of the child is the primary objectives of the program itself.

Prior to committal to a certified school, a child or a youthful offender is kept in a remand home where he or she is individually observed and studied by the probation officer so as to understand his personality background, psychological factors responsible for his antisocial behavior, and the needs of protection. He is then put up before the juvenile court which may release him on

ⁱⁱⁱAn Act to consolidate and amend the law for the custody, protection, treatment and rehabilitation of children and youthful offenders and for the trial of youthful offenders in the [State of Maharashtra].

^{iv}APPROVED CENTRES, APPROVED INSTITUTIONS, AND AFTER-CARE HOMES OR HOSTELS

(1) The State Government may establish and maintain industrial schools and other educational institutions for the reception of children and youthful offenders.

(2) The State Government may prescribe conditions under which any private industrial school or other educational institution may be recognized as an Approved Institution for the reception of children or youthful offenders.

(3) The State Government may establish and maintain or recognize any institution to be an After-care Home or Hostel for the Reception and Rehabilitation of children and youthful offenders during the period of their aftercare].

admonition or under the supervision of probation officer. If the court convinced that the child or youthful offender needs institutional treatment, then it may order his committal to a certified school.

Chapter 5

PHYSICAL PLANT

There is a vital relationship between physical plant of a correctional institution and its programs. The staff will be able to work efficiently if the design of the physical plant is adequate. If the architecture of the correctional institution is primarily designed to prevent escapes, the inmates will hardly respond to the reformatory policies of the institutions.

The ideally designed institutional plant must give attention not only to general location and overall plan but also to the hospital, the kitchen, the school, the workshop and the recreational facilities, if it is to promote with success a realistic program of inmate rehabilitation. It must also confirm to program requirements with respects to the type and population of inmates. In short, the physical plant of a juvenile correctional institution must be compatible with the philosophy of rehabilitation.

The purpose of the reformatory movement is to re-educate the youthful offenders during the period of institutionalization. Some delinquent children have an attitude of hostility towards authority which takes the form of aggressive behavior. Many of them are physically mature and have good stamina. Therefore, while planning a reformatory institution, the architect and the administrator must bear in mind the needs and characteristics of the group for whom the planning is being done. The plan should not be shortlisted to the needs of control and custody; rather, it should help in the treatment of the youthful offenders.

The *David Sassoon's Industrial School* is, mainly meant for the hardened type of youthful offenders from 12 to 18 years of age. Non-delinquent children above 12 years, who show unruly behavior, are also transferred from *Chabur Children's Home*^v to this facility.

Location:

The school was shifted to the present site on Lady Hardinge Road (TH Kataria Marg, now)^{vi}, Mahim, Bombay (Mumbai) at 1911 and working from that location till date. The place is easily

^vBased on the soundest principles that every child should be explored to grow up to earn a respectable member of the society with a clear conscience and ability to earn a living this Home was in fact the brainchild of late K. M. Munshi, who was the Home Member of Bombay State and took initiative in getting required land from the Government.

^{vi}The TH Kataria Marg in Matunga — connecting the 90-foot road in Matunga East to the Veer Sawarkar Marg in Dadar's Shivaji Park — has gone from being named after a Viceroy's daughter to a community leader.

accessible by railway as it is situated near the Matunga Road railway station^{vii}. One has to walk a very short distance, if he travels by bus or cab services to the institution. However, the school is situated in a very congested locality and there are many multi-storied private residential buildings all around the institution. It is situated on 2.5 acres of land and is surrounded by high walls.

Buildings:

At the right hand side of the main gate of the institution, outside the walls of institution, there is a concrete building for staff quarters. The superintendent has a separate bungalow inside the institution.

At the entrance, within the premises, there is one guard's room wherefrom all the entrants to the institution are checked. All keys belongs to dormitories, office rooms, etc., are also kept here under the care of the person on duty.

The sanctioned strength of this institution is 421 and the number of boys on roll as on April 1st, 2019 was 200. The main units are two-storied buildings. The ground floor of the first building accommodates the office of the *Children's Aid Society*, conference room, office of superintendent, and the office of the liaison officers. The ground floor of the second building is used as classrooms. Inmates are housed in big dormitories on the first and second floors of these two buildings.

Facing these two main buildings, there is an open space of 5,000 square feet, which serves as playground.

On each floor, there are two dormitories having an area of about 1207 square feet for each dormitory. All the dormitories have attached lavatories. Each dormitory has adjacent to it one store room with an area of 530 square feet and here each inmate keeps his belongings in separate boxes. In all there are eight dormitories in these two buildings.

Behind these buildings, there is a swimming pool which is not used all the time. The lavatories and bathing sections are in two different sheds. There are 25 lavatories and 6 taps are in working condition.

There is a small area separating the two buildings. The kitchen and bakery are located to the rear of the second building. The kitchen is quite spacious and is kept clean. All inmates except

^{vii}The Western Railway's (WR) Matunga Road station will become the city's second suburban railway station to be manned by an all-woman team starting March 8, International Women's Day. Matunga station on the Central Railway, the first railway station in the country to be run by an all-woman staff, has already entered the Limca Book of Records 2018 for the rare feat.

children, who are small, physically weak or sick, work in the kitchen by rotation. One dormitory will take charge of kitchen one day and daily 16 boys in total are required in the kitchen.

Liberal education is given on the ground floor of the second building. There are in all eight classes. All classes are held here except which is organized near the assembly shed.

Dispensary, hospital and assembly shed are at right angles to the second building. The assembly shed is used for prayer and other functions. This is also used as dining hall by the inmates at night. After the assembly shed, the various workshops- press, fitter shop, blacksmiths, carpentry shop, cane work shop, tailoring shop and weaving shop- are placed.

Again at right angle to these workshops, there is a series of rooms serving as storerooms of the institution and of various workshops.

The general layout of the *David Sassoon Industrial School* is not satisfactory mainly because central facilities are not readily available to the inmates. For example, there is no dining room attached to the kitchen. All food has to be carried to the assembly shed for lunch and to the dormitories in the night for dinner or they can eat dinner at shed also. This is a difficult especially in the rainy and cold season.

Chapter 6

FINANCIAL ADMINISTRATION

For successful administration of any institution, sound financial management is necessary. If the requirements of the institution are properly assessed and budget estimate made, the institution can run smoothly. All policy decisions require reliable financial data. Integrity of the management of an institution leads to a satisfactory financial administration.

The development of any institution depends on its financial resources. The *David Sassoon Industrial School* is part of the *Children's Aid Society*. It receive financial allotment from the society is receiving annual block grants from the *Government of Maharashtra* and also funds provide by the public.

Budgeting:

At the end of each financial year, the superintendent of the *David Sassoon Industrial School* sends the budget for the forthcoming financial year to the *Children's Aid Society*. Other units of the society also do the same. The central office of the *Children's Aid Society* prepares an estimate of income and expenditure for all institutions on the basis of these budgets. This budget is send to the governing body of *Children's Aid Society* and, after the approval, to the *Department of Social Welfare, Government of Maharashtra* for consideration. To meet the

financial commitments as shown in the budget, the *Department of Social Welfare, Maharashtra*, sanctions an amount in the form of grant-in-aid.

As this study would provide the significant structural changes of past and current budget allocations made by government, it will be describe in here by following heads –

1. Pay and Establishments-	<i>a. Pay of the staff</i> <i>b. Substitutes pay</i> <i>c. Leave salary</i>
2. Allowances and honoraria	<i>a. Travelling allowance</i> <i>b. House rent and compensatory allowance</i> <i>c. Dearness allowance</i> <i>d. Provident allowance</i> <i>e. Other allowance</i> <i>f. Honoraria</i>
3. Contingencies	<i>a. Dietary</i> <ul style="list-style-type: none"> • <u>Diet</u> • <u>Fuel</u> <i>b. Clothing</i> <ul style="list-style-type: none"> • <u>Clothing and bedding</u> • <u>Uniform to staff</u> <i>c. Medicine</i> <ul style="list-style-type: none"> • <u>Medicine, injections and drugs</u> • <u>Instruments</u> <i>d. Sanitation and electricity</i> <ul style="list-style-type: none"> • <u>Sanitation</u> • <u>Electricity</u> <i>e. Industry</i> <ul style="list-style-type: none"> • <u>Raw materials</u> • <u>General store</u> <i>d. Agriculture and livestock</i> <ul style="list-style-type: none"> • <u>Agriculture</u> • <u>Livestock</u> <i>e. Furniture and fixture</i> <ul style="list-style-type: none"> • <u>School</u> • <u>Kitchen</u> • <u>Workshop</u>

	<ul style="list-style-type: none"> • <u>Agriculture</u> • <u>Office</u> <i>f. Miscellaneous</i> • <u>Miscellaneous</u> • <u>Mark money</u> • <u>Postage and telegrams</u> • <u>Books and journals</u> • <u>Games and recreations</u> • <u>Telephone charges</u> • <u>Insurance charges</u> • <u>Rent and taxes</u> • <u>Motor bus expenses</u> • <u>Charges for transferring</u> • <u>Conveyance charges</u> <i>g. Stationery and printing</i>
4. Petty repairs to buildings	<ul style="list-style-type: none"> • <i>Building repairs cost per year.</i>

Chart B

The main heads of income of the Children's Aid

Society for the year 2018-19

MAIN HEADS OF INCOME	RUPEES
Grant-in-aid from the Government of Maharashtra	89,59,882.53
Mombay Municipal Corporation	20,00,000.00
Mombay Municipal Corporation Education Committee	8,013,45.00
Sir Ratan Tata Trust	2,000,00.00
Sir Dorabji Tata Trust	1,500,00.00
Central Social Welfare Board for M.D.C Home	2,000,00.00
British Women's Association	6,000,00.00
Donation in kind and cash	34,44,02.63
Ordinary Membership subscriptions	360.00
Interest on investments	15,481.99
Income from workshop and craft classes	71,527.62
Agricultural incomes	9,301.16
Sunday income	27,434.99
TOTAL	900,408,103

Chart C

The single largest item of income of Rs 89, 59,882.53 from the Government in the form of grant-in-aid constitutes 82 per cent of the total income. Other grants from the *Sir Ratan Tata Trust*, the *Municipal Corporation*, the *Central Social Welfare Board*, etc., account for Rs. 3,201,345 which is 4.6 per cent of the total income. Lastly, donations and subscriptions amounting to Rs. 344,762 is 2.9 per cent of the total income.

The distribution of expenditure of the *Children's Aid Society* for the year 2018-19 was as follows:

<u>Heads of Expenditure</u>	<u>Amount (Rs)</u>	<u>Per cent</u>
Pay and allowance of staff	5,45,7880.67	46.37
Dietary and fuel	3,45,7880.67	27.87
Clothing and bedding	66,1240.65	5.62
Medicine and instrument	11,1060.39	0.94
Industry (including tools and equipment)	45,6380.43	3.87
Agriculture, excluding livestock	7,3800.37	0.65
Stationary and printing	12,1650.59	1.08
Miscellaneous expenditure	85,1770.62	7.24
Repairs and work	3,5750.30	0.33
Depreciation and dead-stock	15,8210.83	1.34
Amount written off	14,6000.00	1.24
<u>TOTAL</u>	11,531,625.52	1.24

Chart D

Expenditure in the David Sassoon Industrial School during the study on different items is as follows:

Pay of Establishment	Rs. 58,5050.75
Allowance and honoraria (excluding provident fund)	Rs. 53,0600.94
Dietary including fuel	Rs. 91,5840.83
Clothing	Rs. 15,8560.76
Medicine and instruments	Rs. 2,81700.18
Sanitation and lighting	Rs. 11,2940.87
Industry (excluding tools and equipment)	Rs. 18,6860.67
Agriculture (including livestock)	Rs. 13,2850.75
Stationary and printing	Rs. 1,49200.00
Miscellaneous	Rs. 30,134.15
Repairs and tools	Rs. 14,680.00
<u>TOTAL</u>	Rs. 3,098,419.90

Chart E

Accounting procedure:

It is essential to record all the transactions of expenditure incurred out of the funds received from the Government and the public. All funds are to be used only for the purpose for which they were intended and accounts are maintained of all units run by it under different columns.

The cash book is maintained by the accountant of the *Society* with day to day entries of receipts and disbursements.

All vouchers pertaining to the *David Sassoon Industrial School* are properly signed and checked by the Superintendent of the *David Sassoon Industrial School* and are kept in the file of

Ledger is also maintained by the *Children's Aid Society* to keep record of financial transactions of all units by separate heads of accounts. Ledger will show at a glance all items of expenditure incurred in each month under the different heads of expenditure.

Only petty cash book is maintained by the *Head Clark* of the *David Sassoon Industrial School*. Minor expenses such as postage, transport charges, etc., are paid through petty cash book account.

Again, the dead stock register is maintained individually by all the institutions which show the entry of various types of equipment and raw materials, both consumable and non-consumable, and issue to different branches during a particular period.

Financial control:

For successful financial administration, auditing of the accounts is necessary. It helped the highest authority to know the way money was utilized by the *Children's Aid Society* through its various units. Both internal and external auditing was carried out in the *Children's Aid Society*.

During the internal and external audit, the trial balance sheet, the statements of assets and liabilities, income and expenditure are prepared and approved by the auditors.

The auditors examined receipts and payments, income and expenditure and balance sheet.

Further, they commented on the method of maintenance of accounts and manner of expenditure. Auditors strictly scrutinized all books of accounts and then certified to these effects. Auditor did not play the part of checking only but they also helped to improve the method of accounting. At the end of the audit report, they gave some valuable suggestions for further improvement. They also pointed out the irregularities, which were rectified in the subsequent year thereafter.

Chapter 7

INSTITUTIONAL POPULATION

The David Sassoon Industrial School is a correctional in situation meant only for boys. Generally, boys from 12 to 16 years of age are admitted to this institution and they may remain there till they attain the age of eighteen years. Statistics regarding their age, religion, period of commitment, etc., are given below:

Analysis of inmate population in the year 2018-2019

1. (i) Number of boys on roll on 1st April 2019	421
Fresh admissions during the year.	158
Transferred from other institutions	8
Absconders readmitted	12
Total	592

Chart F

(ii) Released on license	74
Discharged on completion of full period	41
Transferred to other institutions	11
Absconded during the year	56
Died	1
Total number of boys on roll	183 (Total)
	409 (Till March 1 st 2019)

Chart G

2. (i) New cases according to religion:	No.
Hinduism	108
Islam	42
Christianity	15
Nava Buddhist	5
Sikhism	1
Total	171

Chart H

(ii) New cases according to the period of commitment:

Years	No.
1 to 2	9
2 to 3	49
3 to 4	41
4 to 5	30
5 to 6	37
6 to 7	4
7 to 8	1
Total	171

Chart I

(iii) New cases according to age:	No.
Years under 12	13
12 but under 15	108
15 but under 17	50
Total	171

Chart J

(iv) New cases according to physical and mental condition:	
Normal	165
Physically handicapped	1
Epileptic	5
Total	171

Chart K

(v) New cases according to committing authority:

Juvenile Court, Mumbai	157
Other Juvenile courts in the State	14
Total	171

Chart L

(vi) New cases according to charges:

Socially handicapped (destitute, homeless, wandering, etc.)	51
Uncontrollable + Juvenile offenders	83
Breach of supervision	23
Prohibition	14
Total	171

Chart M

(vii) According to States: India

Maharashtra	112
Madras	17
Gujarat	9
Andhra Pradesh	8
Madhya Pradesh	5
West Bengal	5
Mysore	4
Uttar Pradesh	4
Kerala	3
Assam	1
Delhi	1

Chart N

Pakistan	1
Nepal	1
Total	171

The data show that children from all over India, and even Nepal and Pakistan, are being attracted to the cosmopolitan city of Mumbai.

The bulk of referrals are from the Juvenile Court, Mumbai. About 44% of the total new entrants are under the category of juvenile offenders. The second largest group of 30% is the socially handicapped group. The remaining 28% of the new children are mentioned below:

Charge	Percent
Prohibition	13.5
Breach of supervision	8.0
Uncontrollable	4.5

Chart O

The majority of the children who are admitted during the year under study are between 12 to 15 years of age. It is the general policy of the institution to admit children over 12 years.

Figures also show that 5 epileptic children and 1 physically handicapped child were admitted to the school in the year 2018-19. They need specialized institutions with programmes more suitable to them.

Chapter 8

PERSONNEL

Good personnel help the institution to carry out a policy of treatment and rehabilitation. The programme of an institution is not the only factor for rehabilitating an offender, it is the personnel who rehabilitates and makes the programme of the institution effective. Competent personnel can create a harmonious atmosphere in the institution for carrying out this programme.

The staff members must have sufficient skill in dealing with children. The personnel should be able to understand the nature of the inmates who are confined in a place against their will. The children will feel themselves accepted if a desire to help them is marked among the personnel

Selection, training and work assignment of the personnel are essential for running an institution successfully. Some minimum standards must be observed while selecting personnel. They should be selected on the basis of merit. Persons who are interested in correctional service as their career are useful for institutional work.

Staff

The total authorized personnel of the David Sassoon Industrial School is 59, including five parts—time staff. The following table indicates the staff pattern of the institution,

1. Administrative ... (6)

1 Superintendent

1 Deputy Superintendent

1 Head clerk

3 Typist clerks

2. Educational and vocational ... (15)

6 Instructors

8 Teachers

1 Drawing teacher

3. Supervisory ... (2)

2 House masters

4. Custodial ... (23)

19 Attendants

3 Guides

1 Senior guide

5. Social service ... (2)

2 Liaison officers

6. Games and recreation ... (4)

1 Part-time band master

1 Part-time boxing teacher

1 Part-time physical training teacher

1 Part-time music teacher

7. Medical ... (2)

1 Part-time medical officer

1 Full-time compounder

8. Auxiliary ... (4)

2 sweepers

2 cooks

9. Consultant ... (1)

1 visiting psychiatrist

Scales of Pay:

Superintendent: Rs.45000-10-3320-EB-10-3500-15-4100

(plus permanent conveyance allowance of Rs. 5000/ per month.)

Deputy Superintendent: Rs. 38450-5-1700.10-2100-EB-10-250.5-2700.

Head clerk: Rs.27000-5.1600-EB-5-1805-6-2003-EB-6-2459

(Plus cash allowance of Rs, 9000/- per month.)

Typist clerk: Rs. 22000-5-180.

Fitter instructor: Rs. 11500-3-130-4-150 (plus washing allowance of Rs. 2550 per month.)

Smithy instructor: Rs. 11500-3-130-4-150 (plus washing allowance.)

Cane and bamboo instructor: Rs. 9700-3--115 (plus house rent, compensatory allowance and washing allowance.)

Tailoring instructor: Rs. 11000-3-130-E&-4-150 (plus house rent, compensatory allowance and washing allowance.)

Carpentry instructor - I: Rs. 12500-4.157-EE-4-165-5-195 (plus washing allowance.)

Carpentry instructor -- II: Rs. 10600-3-130-EB-4-150 (plus washing allowance.)

Teacher: Rs. 15000-3--130-EB--4-170 (plus house rent and compensatory allowance.)

Drawing teacher: Rs. 12500-4-157-EB-4-165-5-190.

House master: Rs. 11500-3-130-4-150 (plus washing allowance)

Attendant: Rs. 7200-1-82 (plus washing allowance.)

Guide: Rs. 7700-1--87-EB-1--92 (plus washing allowance.)

Senior guide: Rs. 10500-1-110 (plus washing allowance.)

Liaison officer: Rs. 14500-a-185-10.195-EB-10-245 (plus house rent, compensatory allowance and permanent conveyance allowance of Rs. 3000/- per month.)

Compounder: Rs. 10000.3--130.-E&-4-150 (plus special pay of Rs. 2000/- per month and washing allowance.)

Sweeper: Rs. 7200-1-82 (plus washing allowance.)

Cook: Rs. 15000.1--80-EB-1-85 (plus house rent, compensatory allowance and washing allowance.)

Part-time medical officer: Rs. 17000/- per month.

Part-time physical training teacher: Rs. 11000/- per month.

Part-time boxing teacher: Rs. 9500/- per month.

Part-time band master: Rs. 8500/- per month.

Part-time music teacher: Rs. 6750/ per month.

Except part-time staff, all others are getting dearness allowance according to government rules.

Qualification prescribed for Children's Aid Society for various posts

Superintendent	An arts degree with post-graduate degree or diploma in sociology or psychology or education or social work of a recognized university or institute. At least 3 years' administrative experience in a responsible position essential.
Deputy superintendent	An arts graduate with 3 years' office experience. A post-graduate degree or diploma in teaching will be essential.
Head Clerk	A matriculate with knowledge of accounts and 3 years of office experience. Graduate preferred.
Typist Clerk	A matriculate with 50 words' per minute typing speed and 2 years of office experience.
Carpentry Instructor	'A' grade certificate holder in carpentry from a recognized technical institute. Ability to give instructions to boys and 3 years of experience in an industrial workshop is essential. At least must have passed primary school leaving certificate examination.
Teacher	Full certificate holders from the primary teachers training college. Those with experience in craft instruction preferred.
Drawing Teacher	Certificate holder from J.J.School of Arts.
House Master	At least a matriculate or S.S.C. qualification essential, Knowledge of Hindi and foreign and Indian games and other recreational methods or craft necessary.

Senior Guide	At least VIIIth standard passed and from regional language. Good knowledge of Hindi is essential,
Liaison Officer	An arts degree with a post graduate degree or diploma in sociology or social work from a recognized university or institute. At least one year's experience in field work essential.

Chart P

Functions

The functions of the staff members are as follows:

Superintendent: He is responsible for the general administration of the institution and maintenance of discipline of its inmates. He tries to establish personal contact with the boys to acquaint him with their behavior and adjustment. He attends to their complaints and grievances and tries to redress them. He is in charge of the punishment book of the inmates. He supervises over the work of custodial staff, workshop instructors, teachers, medical officer and other members of the staff. He also supervises all the records, files and registers maintained by the office. He inspects the institution daily and sees that every inmate is provided with proper diet, clothing, bedding, etc. He looks into the progress of the inmates in both liberal education and vocational training. He prepares the annual report of the institution showing its progress in all aspects. He reports immediately to the Chief Officer when some unhappy incident like accidental death, escape, epidemic, etc. takes place in the institution.

Deputy Superintendent: He assists the superintendent in his daily work and takes charge of the home when the superintendent is out on duty or on casual leave.

Senior teacher: He is responsible for the preparation of time tables of all classes in the school. He maintains all the necessary school registers. He arranges examinations quarterly and annually. He handles the mark money register for the boys. He is to see that the work in the school is carried out -according to the syllabus prescribed. He informs the superintendent about the cases which may require psychological and psychiatric examinations and are found to be backward in studies. Further, he conducts orientation class for the newly admitted boys.

Workshop instructor: Different instructors are held responsible for the different workshops. Each instructor will supervise his workshop regarding production, quality of the articles manufactured, and the progress of the boys in that vocation. He prepares the boys for the examination conducted by the Board of Technical Education.

House master: He is the head of the custodial staff. He is assisted by a band of custodial staff designated as guides and attendants. He assumes overall supervision over the custodial staff. The whole custodial staff works in three shifts.

(i) Day: 8 a.m. to 4 p.m.

(ii) Evening: 4 p.m. to 12 midnights

(iii) Night: 12 midnights to 8 a.m.

He supervises the watching staff on day duty and occasionally on night duty. He is responsible for all the daily counts of the boys. He supervises all food supplied to the boys. He also looks after discipline among the boys.

Liaison officer: It is the duty of the Liaison officer to establish rapport with the inmates and to serve as a link between the boys and the administration. He interviews the boy on admission and helps him to settle down in the institution. He examines all the incoming and outgoing mail of the inmates. He also arranges the interview between an inmate and his guardian. When a boy is about to be released on license, he investigates into his home condition and presents his report before the license sub-committee. In the rehabilitation programme for the boy, he plays a major role, by helping him secure employment and, if destitute, his accommodation.

Medical officer: The medical officer is responsible for examining the boys on admission. He also examines everybody. Quarterly and records the weight of the inmates. If a child suffers from infectious or contagious disease, he is immediately isolated. When the medical officer finds that the disease cannot be cured within the institution, he sends the case promptly to outside hospitals. Children in need of special medical treatment are given due attention. All children are vaccinated against small pox and cholera. He also examines the food supplied to the boys from time to time and reports to the Superintendent if anything wrong is marked by him in cooking or in the food prepared for the boys.

Recruitment procedure and control of staff members

The Children's Aid Society has framed rules regarding recruitment, general conditions of service, and scales of pay, allowances, leave, provident fund and discipline of its employees.

The Society has laid down that the establishment shall consist of such administrative, executive, clerical, teaching, inferior and other staff as the Council of the Society may from time to time consider necessary subject to the sanction of the Government to increase or decrease in the establishment. No additional posts shall be created nor the scale of pay and rates of allowances of the existing posts revised without obtaining prior sanction of the Government to such posts and pay and allowances fixed for them.

The establishment of the Society is divided into four cadres of service. These services are divided into two broad categories of posts which are to be filled (i) by nomination only, and (ii) either by nomination or by promotion as stated below:

Category 1. (by nomination only)	Category II (by nomination or by promotion)
Class II Superintendent	N/A
Class III Typist clerk Workshop instructors Teachers House masters Liaison officers	Class III Deputy Superintendent Head clerk Drawing teacher Guides Carpentry instructor
Class IV Cooks Sweepers	Class IV Attendants

Chart Q

Regular procedure is adopted for appointment of the staff of cadres II, III and IV on the following basis.

1. Where the appointments are made by promotion from amongst the staff members, the seniority as well as merit will be taken into consideration.
2. Appointments otherwise than by promotion shall be subject to good character, physical fitness and age as required for the post.
3. In case of class II staff, the appointment is made by nomination only.
4. In case of class III staff, the appointment is made by direct recruitment or by promotion on the basis of seniority and merit.
5. Appointments to the posts in class IV service and to the posts with an initial pay of less than Rs. 5000/- in class III service, will be made by the Chairman of the Society.

Control of the staff members:

All transactions of the institution are to be kept in confidence by the employees. No employee can take part or assist any political movement in India which is subversive of the Government. To control the service conditions, the Bombay Civil Service conduct, discipline, and appeal rules are to be followed.

Children in correctional institutions need individualization. It is not possible for two liaison officers to help in effective treatment programme because they are assigned more cases than what they could cope up with. Again, it is felt that the effort of the liaison officers must be supplemented by the right approach and handling of the custodial staff.

The management of this institution feels the shortage of custodial staff. At present 19 attendants, 3 guides and one senior guide comprise the custodial staff. Two attendants are regularly working in the office as peons. One or two attendants remain absent or go to hospital or for any other purpose they are to go out. Practically 5 attendants are working daily in each shift. Work is divided in three shifts and five attendants and one guide work round the clock. Proper supervision is difficult by these five persons over inmates. It will not be out of place to mention that 56 cases of absconding have been reported in the year 2017-2018.

The post of workshop supervisor has been recently abolished due to shortage of funds. This is necessary for supervision and co-ordination of the workshop programme.

The shortage of clerical staff has also been felt. Out of three typists-clerks, one sits at the workshop site and looks after production. Another clerk is working as store-keeper. Only one clerk remains to handle the whole work of the office which becomes a difficult task,

Chapter 9

RECEPTION, CLASSIFICATION AND PROGRAMME

Many end complex factors are responsible for delinquency. So, correctional treatment cannot be of a single type of technique or service but varied and general.

Correctional institutions employ classification procedures in order to develop individualized treatment for inmates. Classification is a systematic study of an inmate which leads to an individualized programme covering custodial care, medical, psychological and psychiatric assistance, education, vocational training, etc., that is integrated harmoniously for wholesome personality development.

After following the progress of the inmate periodically, his programme, if necessary, may be altered, to give him a better treatment plan. Classification makes a co-ordinate approach towards the total problem, in an institution, classification will be related to age, need for education and vocational training, capability of work, potentialities of rehabilitation and also risk of escape. It not only makes for administrative convenience but also provides for the special needs of a particular group.

To understand the classification system at the David Sassoon Industrial School, it would be better if it is described from the point of admission of a child. A new child is brought to the School, along with the commitment warrant of the court, a copy of the judgment of the magistrate of the court, and a report of the probation officer of the remand home which throws light on the child's home situation, his economic and social background and other antecedents,

This report of the probation officer is studied by the superintendent, liaison officers, house masters and senior teacher carefully which helps them to understand the boy more systematically. After his name is taken down by the house master in the general admission register, he is assigned to one of the eight dormitories according to his age. He is examined by the medical officer within 24 hours of his arrival in the School.

If he is suffering from scabies or other infectious diseases, he is kept separately from other boys. There is no separate observation ward or quarantine section which is of help in orientation of newly admitted youthful offenders. But arrangements for observation are provided otherwise. A separate observation section is not practicable in the present situation where the incoming of new inmate is quite uncertain. It would also require more funds to run such an observation section.

The superintendent of the institution interviews the boy to get acquainted with the new entrant. But due to the heavy pressure of work, he cannot always interview the child soon after his arrival. And sometimes it takes even- a week to interview the new inmate, the liaison officer also interviews the new boy to obtain information which is to be entered in the face sheet and to open a new case record for the child, thus a proper estimation of the child is made.

The children who are admitted here are between 12 and 16 years at the time of admission but they are ordered to stay till they attain the age of 18 years. In this institution, there is no such distinction between delinquent and non-delinquent children. There is no such provision in the ***Bombay Children Act (1948)*** also. Here, all types of socially handicapped, destitute, homeless, neglected, uncontrollable and youthful offenders are kept together. From the financial point of views if it is too difficult to make a diversified programme and institutions for each category of boys, it would be better if separate institutions for delinquent and non-delinquent children are provided. After the child's admission,, he is placed in the orientation class from 8.45 a.m. to 11.45 p.m, which is conducted by the senior teacher. This orientation class is meant for helping him to adjust to the new routine and to fit him to the new situation again, in the afternoon; he attends craft classes from 1.15 p.m. to 4.15 p.m, for three continuous days, he attends one workshop. For one month he will work in different workshops (3 days in each workshop).

During this period his interest, attention and progress will be noted by different instructors of the workshops. In other words, his aptitude is judged. In this first month, he is also observed by the house masters, senior guide and other staff members.

After the child has completed his one-month programme, he is placed before the classification committee which reviews his progress and conduct report. The committee studies the remarks made by the various instructors and teachers. After studying the child, the committee plans a programme of training and treatment for him. Generally, the committee assigns tentatively, half-day liberal education and half-day vocational training. But sometimes assignments vary from whole day liberal education to whole day vocational training, depending on age, aptitude,

previous training, education, intelligence and health of every child and his rehabilitation plan. For example, the child who is committed for 5 years will be assigned whole day class, i.e., liberal education, in the first year, but the boy who is committed for a short term will be assigned whole day vocational training because of his age, interest and prospects of rehabilitation. Again the child who has passed the fifth standard before coming to the School, and is not fit for admission to an outside school, will be assigned whole day vocational training. The classification committee meets every month to consider the new cases and also the old ones for reclassification to meet the changing needs of the inmates. The committee gives due consideration to the wishes of the child and parents while formulating his treatment plan. His training is planned considering his future rehabilitative opportunities. The classification committee is formed of the key staff members with the superintendent as chairman. The members of the classification committee are as follows:

(i) Superintendent

(ii) Two liaison officers

(iii) Senior teacher

(iv) House master

(v) Workshop supervisor (recently this post was abolished)

The committee considers various factors such as social background, vacancies in various trades, the boy's family trade, if any, the reports from the different instructors about the boy's aptitude, interest, etc., after he has worked at all the crafts available in the institution. The committee met 16 times and considered 309 cases of boys during the year under study, for classification and reassignment.

Chapter 10

SERVICES AND PRIVILEGES

Food

The institution tries to provide nutritious and wholesome food to the inmates. The per capita expenditure on food requirements is about Rs. 3500/— per month. The regulated quota of food issued per day for each inmate is as follows:

Item	Quantity
Rice	95 grams
Wheat	70 grams
Pulses	55 grams
Usel	55 grams
Vegetables	125 grams
Kanji Stuff	30 grams
Sugar	27 grams
Oil	25 grams
Onion	25 grams
Milk	55 m.l
Massale	1 kg for 40 boys
Tamarind	1.75 kg for All boys

Chart R

The following is the schedule of meals:

Breakfast: Kanji (prepared from sego, wheat mung daal, rice, sugar or jiggery)

Lunch: 3 chapatis, 1 vati rice, 1 veti dal and usal or vegetables.

Dinner: 4 chapatis. 1 vati, end 1 vati vegetables.

Tea and bread are given to the boys as breakfast on Sundays. In order to make the meals attractive, papad and khicheri are given instead of rice for lunch on Thursdays and Saturdays. Only vegetarian food is supplied to the inmates. Sweet dish is added to the menu on religious, festival and national days. Meals is prepared by the boys under the supervision of a paid cook. Each dormitory takes its turn. Only younger and sick boys are excluded from this work. The food is served by the boys who did the cooking. The housemaster and senior guide watch the serving in order to ensure an impartial distribution of food. Cleaning work is done by the boys

themselves. All the food materials except vegetables are received from the various authorized dealers of the Children's Aid Society. Only vegetables are purchased by the store-keeper daily.

Clothing, bedding, personal care

According to a schedule, each boy is supplied with the following articles immediately upon his arrival at the institutions: (Chart S)

Items	Quantity issued per year
Shirts	3
Shorts	3
Banyans	2
Under wares	2
Towel	1
Woolen bendi	1(Once every year)
Carpet	1
Chaddar	1
Blanket	1

During the recreational hours, the boys remove their shirts and keep only their benians to prevent wear and tear of clothes. The same procedure is followed in the night. On festival days, boys are allowed to wear clothes not supplied by the institution. They wash their clothes themselves. All clothes are stitched in the institution itself.

Personal care:

Supplies for the personal care of the inmates issued per week are as follows:

Item	Quantity per week
Washing soap	10 bar soap for 10 boys
Toilet soap	5 Lifebuoy cake for 40 boys (thrice a week)
Hair oil	2 ltr for 20 boys

Chart T

Each inmate gets his hair cut once a month. A few boys have taken interest in barber’s work. They are paid Rs. 300/-per month as earned wages. This earned money is credited to their account in the office and they will get it at the time of their release. The School is providing all the equipment for barber’s work. This is a good training for those boys who want to continue in it as their occupation after release.

Medical service:

The medical section of the institution is manned by a part-time medical officer and a full time resident compounder-cum-male-nurse. There is also one ward boy who is selected from among the inmates. He is paid a nominal sum of Rs. 3000/- per month for his services which is kept in the office as his earned wages. The amount is given to him at the time of his release. A complete medical checkup of every newly admitted boy is carried out on admission and quarterly examination of all inmates is regularly done. Extra diet like milk, egg and medicines like shark liver oil, vitamin tablets, tonics, etc., are given to these boys who are found to be undernourished. If found necessary, boys are sent to outside hospitals for the medical advice of a specialist. All inmates are inoculated against typhoid and cholera and vaccinated against smallpox

This institution has its own hospital with 12 beds where boys having ordinary illness or in convalescent stage are kept. 262 patients were admitted in the school hospital during the year 2018-19, out of which only 30 were sent to outside hospital.

1622 patients were treated in the out-patient department of the School hospital for various minor ailments such as injuries, eye diseases, cough and cold, scabies, etc. Moreover, all the inmates were X-rayed with the co—operation of the Bharatiya Arogya Nidhi, Mumbai. It was found that none had any infection of the lungs. The hospital also gives free medical treatment to the members of the staff and their families excluding costly medicines.

Psychological and Psychiatric examinations:

Services of the visiting psychologist and psychiatrist have also helped in the diagnosis and treatment of some cases.

Whenever the liaison officer finds a particular boy showing signs of mental retardation or emotional conflict, he refers the case to the expert for investigation of that problem. In 2017-18, only 47 cases were referred to the visiting psychologist attached to the school who comes only once in a week. 29 cases were referred to the visiting psychiatrist.

Social services:

When a youthful offender enters a certified school, especially in a walled institution, his attitude towards the school may be fearful and suspicious.

In this situation, the liaison officer interviews the new entrant and helps him to understand the new surroundings and the programmes of the institution which have been planned for his welfare. He helps him to settle down slowly in the new environment by taking him into confidence and explaining to him the ways in which he can adjust himself to the institutional routine. He interprets the policy of the institution in a favorable way and acts as a liaison

between the inmate and authority. He helps the inmate to make best use of the opportunities available in the Institution. There are two liaison officers in the David Sassoon Industrial School. One of them is a lady. They keep in constant touch with the inmates and give them necessary help when required.

Privileges:**Visits of parents, guardians and relatives to the institution:**

The parents, guardians and relatives are allowed to see their wards in the institution on Saturdays from 12 noon to 2 p.m. The liaison officer arranges all these meetings. Some parents and relatives are visiting the boys regularly; it is difficult for the persons who are residing outside Bombay to visit their wards in the institution. Visits are helpful in the treatment programme of the institution. It is also useful from the point of view of rehabilitation.

Home visit or short leave: The inmates are allowed to go to their parents on short leave on festival days but not before the completion of six months of stay in the institution. Deposits are taken from the guardian who undertakes to return the boy in due time. The privilege of home visit facilitates the inmates to maintain contact with their families. Of course, there are a few lapses. 231 boys were allowed to go home on short leave out of which 9 did not return.

The Bombay Children Rule (22) provides for grant of leave. The manager of a certified school may, on sufficient cause being shown to his satisfaction, grant permission in writing to an inmate to absent himself for short period not exceeding 15 days in a year, exclusive of the time required for going to and returning from the destination, for the purpose of visiting parents or relatives. As far as possible, the previous consent of the Chief Inspector shall be obtained for granting leave exceeding a week at a time. Leave can be cancelled without giving any reason by the manager.

The Chief Inspector of Certified Schools, on the application of parents and recommended by the manager of the certified school, may in selected cases grant vacation leave up to six weeks excluding the days of journey.

Mail privilege:

The inmates are encouraged to write letters to their parents, guardians and near relatives. Each inmate is allowed to write at the cost of the School only once a month. The liaison officer reads the letters in order to verify that the letters have been written to the proper persons and nothing has been written in contravention of the rules of the institution. Such correspondence helps an inmate in strengthening his family ties. It also keeps him in touch with developments in the family.

Schedule of activities:

The daily activities of the institution are such that the boys are kept busy throughout the day. They rise at 6 a.m.

After toilet, they go out of the dormitories by 6.30 a.m. for an hour of physical training. At 8 a.m. the inmates take kenii as breakfast. All the inmates assemble from 8.30 to 8.45 a.m for prayer. Liberal education and vocational training are given in two shifts. Morning session is over at 11.45 a.m.

From 12 noon to 1 p.m., the boys take their lunch, followed by 15 minutes of relaxation. Afternoon session is from 1.15 to 4.15 p.m. Snacks are given to the boys at the end of the afternoon session.

The inmates enjoy various games like football, volleyball, lengri, hututu, khokho from 4.30 to 6.30 p.m. The housemaster on duty looks after the boys while they are busy with their games.

The boys return to the dormitory at 6.30 p.m. They are allowed to play indoor games or sing. Dinner starts at 8 p.m. and it takes about an hour. They go to bed at 19 p.m.

Daily Scheduled

Programme	Time
Waking up	6:00 a.m.
Physical training	6:30 a.m. to 7:30 a.m.,
Breakfast	8:00 a.m.
Prayer	8:30 a.m.
Classes or workshops	8:45 a.m.
Lunch	12 noon
Classes or workshops	1:15 p.m. to 4:15 p.m.
Afternoon snack	4:30 p.m.
Games and recreation	4:30 p.m. to 6:30 p.m.
Dinner	8:00 p.m.
Silence and sleep	9:00 p.m.

Chart U

Chapter 11**EDUCATION AND VOCATIONAL TRAINING**

If the educational programme of a correctional institution is interesting and constructive, it will stimulate the whole population. In a certified institution, there are children of various intellectual levels. Also, the educational programme in such institutions has to be planned and organized to meet the needs of teaching to the children.

In the David Sassoon Industrial School, instruction in liberal education is imparted to the children through regular classes in the school from standard I to V in Hindi and from I to III in Marathi.

During the year under study, there were 287 boys taking advantage of the educational programme, 214 in the Hindi section and 73 in the Marathi section, 66 boys did not attend school at all, as they were grown up and also had language difficulties. 68 boys were assigned to a whole day craft programme. The school programme is arranged in two sessions, 3 hours in the morning and 3 hours in the afternoon. The programme is manned by eight teachers, one drawing teacher and one part-time music teacher.

Examinations are conducted every three months and progress reports maintained properly. This is a regular school and it is recognized by the Mumbai Municipal Corporation Education Committee. The boys released from the school can get admission in the next higher class in schools outside.

The following table shows the distribution of students according to the various classes in the year 2018-19:

Standard	Hindi	Marathi	Total
I	68	27	95
II	44	26	70
III	60	20	80
IV	27	–	27
V	15	–	15
Total	214	73	287

Chart V

The following table gives the division of students according to the various age groups:

Age Group	Standard					Total
	I	II	III	IV	V	
12 but under 13	14	15	12	–	–	41
13 but under 14	12	12	12	–	8	44
14 but under 15	22	13	18	2	7	62
15 but under 16	25	14	18	14	–	71
16 but under 17	15	10	15	7	–	47
17 but under 18	7	6	5	4	–	22
	95	70	80	27	15	287

Chart W

The daily average on roll was 253.4. The authorities of the school place boys in the school programme according to the standard already achieved by them. Because these children have problems, the teachers in such schools have a much more difficult task than the teachers in outside schools. Boys are admitted to the school throughout the year and they take time to get adjusted. Besides, as they come to the institution from different parts of the country, they are also a multilingual group.

The authorities generally take care to provide every child an opportunity for education. The school programme is arranged in two sessions.

The morning session is from 8.45 a.m. to 11.45 a.m and the afternoon session is from 1.15 p.m. to 4.15 p.m. On Saturdays the school closes at 11.45 a.m. Training in singing is imparted to all children and each class gets chance once a week. Textbooks, slates and pencils are supplied by the school. The institution spent Rs. 35000/- in the year 2018-19 for purchasing textbooks.

Psychological and psychiatric services are extended to those children who are having scholastic backward-ness or any other emotional problem.

Classrooms:

It has been mentioned that the school is held in two sessions and in no session there is any class with more than 30 students. The largest classroom is 31'.10" x 17'.10" and the smallest one is 25'.6" x 12'.6". There are eight class rooms which are adequately lighted, ventilated and properly furnished.

Staff:

There are eight teachers, one part-time drawing teacher and one part-time music teacher. All the teachers have necessary qualifications for teaching in a primary school. Out of these ten teachers, four are S.S.C. passed. These teachers always take interest in boys in their classes.

Library:

In this institution, there is a central library with 765 books on adventure, autobiography, mythology, stories, etc. To encourage reading, 50 books are kept in cases in each dormitory and these books are exchanged between the dormitories. The collection of books is old and no book was purchased for the library during the past three years.

The Maharashtra, State Women's Council is sending 100 books in Hindi, English and Marathi under "Hamper Library Service" and the boys read these books under supervision.

Only two Marathi daily newspapers are purchased for the inmates. Important news is written on the black-board daily. Two issues of a handwritten magazine -- **Chal Che Re Nev Jevan** were prepared by the inmates during the year 1964-65 and still in effect in the year 2018-19.

All the major religious festivals are observed and inmates join these festivals irrespective of caste and creed. In the class, instructions are given for citizenship training also.

In a correctional institution, every part of the institution's programme must be educative. It must impart such education which has value in practical life and must be related to community life. Although the school authorities are making good effort to keep the school programme lively, yet it is confined to the municipal curriculum only.

Vocational training:

The education and vocational training programme in a correctional institution are meant to equip the boys with the content of education and skills in line with the normal schools of the community and to equip the youngsters for absorption in the society.

Vocational training helps these children to acquire skill for their future life. Certified schools are meant for the training and treatment of the children committed under the provisions of the Bombay Children Act. These children are imparted training so as to enable them to rehabilitate themselves in the community. The purpose of giving them liberal education and craft training is to equip them to stand on their own feet when they would go out of the institution. Vocational training, if properly organized and directed, has a great therapeutic value.

The David Sassoon Industrial School imparts training in the following locations:

- (i) Blacksmith
- (ii) Wood turning and lacquering
- (iii) Carpentry
- (iv) Cane work
- (v) Tailoring and cutting
- (vi) Drawing and painting
- (vii) Power loom weaving
- (viii) Printing and bookbinding
- (ix) Bakery
- (x) Fitter work and tinsmith

The first six trades are recognized by the Director of Technical Education, Maharashtra State.

Out of the total population of 409 boys on the last day of the year under study, as many as 371 were engaged in various craft classes mentioned above including 68 boys working for the whole day in the same or different crafts. The School has its qualified instructors in each craft section, and the boys are assigned work by aptitude test. The classification committee assigns the new inmates suitable trades after due consideration.

The working hours of the workshops are follows:

8:45 a.m. to 11:45 a.m.

1:15 p.m. to 4:15 p.m.

The boy who attends liberal education class in the morning shift attends craft class in the afternoon shift and vice versa. There are a few boys who work in the workshops for the whole day. They are from those who have completed school education.

The School prepares the boys for technical examinations conducted by the Director of Technical Education, Maharashtra State. Those boys who cannot fulfill the eligibility standards of the Technical Education Department are examined departmentally every year and certificates are issued to them. For the various Government Technical Examinations held in April 2017, 68 boys appeared out of whom 59 were successful. For the departmental examination, 89 boys appeared and only 72 were successful.

To make him a good worker, habits of industry must be inculcated in the trainee. The whole programme provides him opportunities of working on regular time schedule, learning to exercise care in the use of tools and materials and in maintaining standards of production and quality.

Boys are not given any remuneration for their work in the various workshops. But mark-money is given considering his conduct and progress in the class and workshop.

Three groups of five to seven boys each in the bakery, the press and the power loom weaving section are earning Rs. 1500/- per day per head as these workshops are leased out to outside businessmen. The Children's Aid Society also earns Rs. 11250 /-.from each workshop. Boys working in these sections earn about Rs. 1500/- each per month and their money is credited to their personal account as earned wages.

A few boys are also working in the office, store, hospital and hair cutting section. They are getting Rs. 750/- per month and this money too is credited to their personal account as earned wages, and paid to them at the time of release. Each boy working in the hair cutting section gets one Lifebuoy soap and one piece of washing soap per month.

To give boys practical training, outside orders are taken in all workshops, especially in the carpentry section. This section received a big order for various items of furniture from the Mumbai Municipal Corporation in the year 2017-18. During the year, total earnings from the various workshops were Rs. 3, 270, 00.34/-

Chapter 12

RECREATION AND CULTURAL PROGRAMME

In juvenile correctional institutions, a well-planned indoor and outdoor recreational programme receives special attention. It has a beneficial effect on the physical and mental health of the inmates. Further, it helps in character formation and leadership training. Recreation provides scope for satisfying the craving to be part of a group and facilitates recognition. Such activities help to modify behavior and enable the youngster gain self-understanding. Programmes of this type are also utilized to inculcate good discipline and observance of rules of the institution. Recreation is thus a part of the treatment programme.

Physical training and sports:

Physical training is an important programme with one part-time physical instructor giving regular physical training class for one hour daily in the morning. In the evening, boys play mostly football & volleyball. On Sundays and holidays, matches are arranged between the dormitories within the school compound. They also play cricket on these days. Several matches are also played with outside teams as well as with the staff of the institution.

For indoor games, boys are provided with carom, snake and ladder, draft boards, etc. Intramural competitions are held in singing, drawing, dramatics, etc. Annual sports meet is held when about 75 per cent of the inmates participate in various games and track events. The boys of the School are also encouraged to take part in outside tournaments. In the year 2016-17, 5 boys won championships in boxing in the Maharashtra State Amateur Boxing Tournament held at the Brabourne Stadium.

Band

The School has its own organized and trained band party with all equipment. The band activity is under the guidance of a part-time band master who has about 35 boys in his charge. The School band plays on all festival days in the institution premises. Sometimes the band is also sent out to play music on ceremonial occasions. It is also a good source of income to the School, giving both training and recreation to the boys.

Cultural activities:

Several functions having social, national and religious importance are observed in the School. During the year under study, six full-length films on social and historical themes were arranged. Information newsreels of educational importance were also shown to the boys. One show of acrobatic feats and three of magic were also arranged for the benefit of the boys.

Annually, the boys are taken out for picnic. In the year 2017-18, all the boys were taken out for a whole day outing to the picnic spot at Goregaon in groups of 100 on four consecutive days.

The expenses were met from a donation of Rs. 50,000/- from the Maharashtra State Women's Council. In addition, on national days, all boys went out for prabhat ferrie led by the School band.

Chapter 13

RELEASE PROCEDURE

The David Sassoon Industrial School is a correctional in situation for children which imparts training and treatment with a view to their future rehabilitation. Here institutionalization is a means to treatment and not an end itself. The end is the welfare and rehabilitation of children. The success of a correctional in situation can be measured by the return of these children as useful members of society.

The releases of children from the David Sassoon Industrial School are of three kinds:

(i) Automatic release on expiration of the commitment period.

(ii) Unconditional release.

(iii) Release on license

Regarding unconditional release, subsection (i) of section 97 of the Bombay Children Act provides that the state government may at any time order a child or youthful offender to be discharged from a certified school or fit person institution either absolutely or on such conditions as the state government approves. This section is applicable only for some specific reason and specific condition. Release on license is important in the rehabilitation of the child which is the ultimate aim of institutional training. The youthful offender can be reclaimed into society by assisting and controlling him through skilled supervision. Section 92(1) of the Bombay Children Act provides that the Chief Inspector of Certified Schools may, at any time after the expiration of six months from the commencement of the detention of a child in a certified school or fit person institution on the recommendation of the visitors or managers of the certified school or fit person institution, or on application by a parent or other relation- or guardian, reinforced by local inquiries made through the Maharashtra State Probation and After-care Association or otherwise, release such child from the school or institution, and grant him a written license in the prescribed form and on the prescribed condition permitting him to live under the supervision and authority of such responsible person or society willing to take charge of the child and approved by the Chief Inspector.

The preparation for release begins from the day the child enters the institution. It is a continuing process until the final day of release on license. Co-ordinate effort and co-operation from all members of the staff is necessary for planning the release on license of a child. The aim of license is to make the child a self-supporting, law abiding citizen in the community.

The David Sassoon Industrial School has a license subcommittee to review periodically, usually every three months, the case of children who have completed two-thirds of their periods of detention and to recommend their cases for release on license to the Chief Inspector of Certified Schools.

Before sending a child to the license sub-committee, a license conference is held among the superintendent, liaison officers, class teacher and other staff concerned.

The liaison officer makes a pre-license enquiry regarding the home condition and prospects of employment before a child is recommended for release on license. He takes the help of parents, police, prospective employer, etc., before making his report. In this license conference, the child is evaluated and the report of the conference is noted in the child's file. The superintendent submits the findings of the conference to the chief officer of the Children Aid Society who circulates this report among the members of the license subcommittee.

The license subcommittee examines the conduct and progress of the child. It sends its recommendation to the Divisional Social Welfare Officer, Bombay. The Divisional Social Welfare Officer writes to the Secretary, Maharashtra State Probation and After-care Association, Poona, to cause an enquiry with a copy to the Chief Officer of the Association, Mumbai. The Maharashtra State Probation and After-care Association, Bombay, makes further enquiries regarding the child and appoints a suitable probation officer to supervise the child.

This enquiry report goes to the Secretary of the Association, Poona, and with a copy to the Divisional Social Welfare, Mumbai, who, after studying the case, recommends to the Chief Inspector of Certified schools the release of the child on license. It is then that the Chief Inspector of Certified Schools issues the release order of the child.

The child is ordinarily released to his home, or if he has no home, to an after-care hostel, and he remains under the supervision of a probation officer appointed by the Maharashtra State Probation and After-care Association.

The probation officer helps the licensee to secure employment and to maintain satisfactory conduct during the license period. This procedure helps the licensee to settle down in life before the period of commitment expires. Subsection (2) of section 92 provides that any license granted under subsection (i) shall be in force until revoked or forfeited by the breach of any of the conditions on which it was granted.

The license subcommittee consists of eleven members and is appointed by the Governing Council of the Children's Aid Society. The chief officer of the Society acts as the secretary and convener of the meetings of the license subcommittee. The members are as follows:

1. Chairman, Children's Aid Society.
2. Commissioner of Police, Mumbai.
3. Divisional Social Welfare Officer, Bombay.
4. Presidency Magistrate, Juvenile Court, Bombay.
5. Honorary Secretary, Children's Aid Society.
6. One ordinary member of the Children's Aid Society.
7. Chief Officer.
8. Three members of the Governing Council, Children's Aid Society.

The probation officer and the committing court are all informed of the release of the boy. His mark-money is remitted to the probation officer end, in case of automatic release, to the boy

himself. The school leaving certificate and other certificates and prizes too are given over to the child on his departure. Before release, he is oriented to the situation in the outside world. He is explained the conditions of the release order. Lastly, he is given a hearty send off.

The releases of children from the David Sassoon Industrial School in 2018-19 are as follows:

Released on license -----74
Released unconditionally -----nil
Discharged on completion of full period-----41

Chapter 14

REPORTS OF INTERVIEWS CONDUCTED WITHIN THE INSTITUTION

This research has been conducted with qualitative research interview method and also with the basis of survey research. All the qualitative data that was required for this research was collected from 30 people aged between 10-18 for students and 25-65 for staffs. The two questionnaires (Annexure A) used for the purpose was detailed and intensive, consisting of total 100 questions that aimed at understanding the thought and processes of the daily life in the David Sassoon Industrial School from students and staff separately to find out the lesser outcome of the institutional problems, whether the problem originate from students or from the administration staffs itself.

For the ease in analyses, the results would now be presented in two parts.

Part 1

First the charts are provided as per the statistics collected by interviewing total of 25 numbers of students where the main target was 40 due to time constraint.

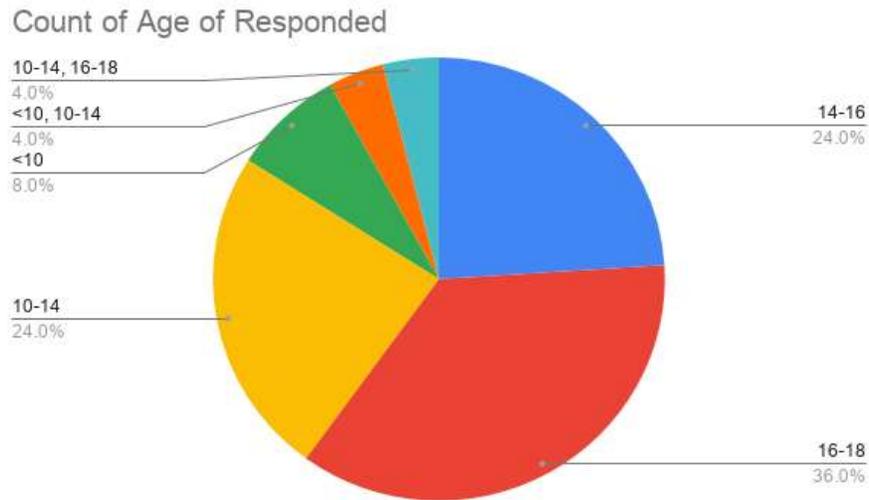


Figure 1 to show the age of respondent during the interviewing schedule.

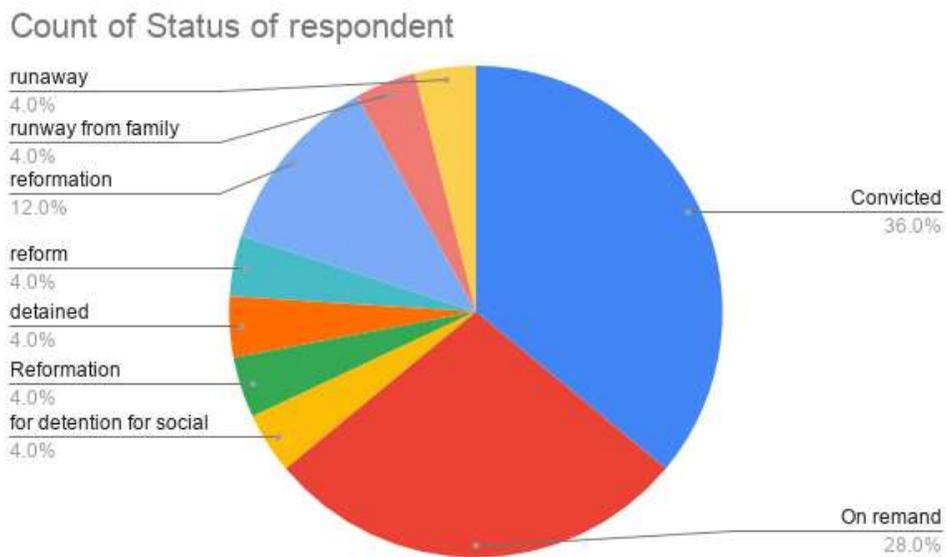


Figure 2, to display the status of respondents whom are within the correctional institute

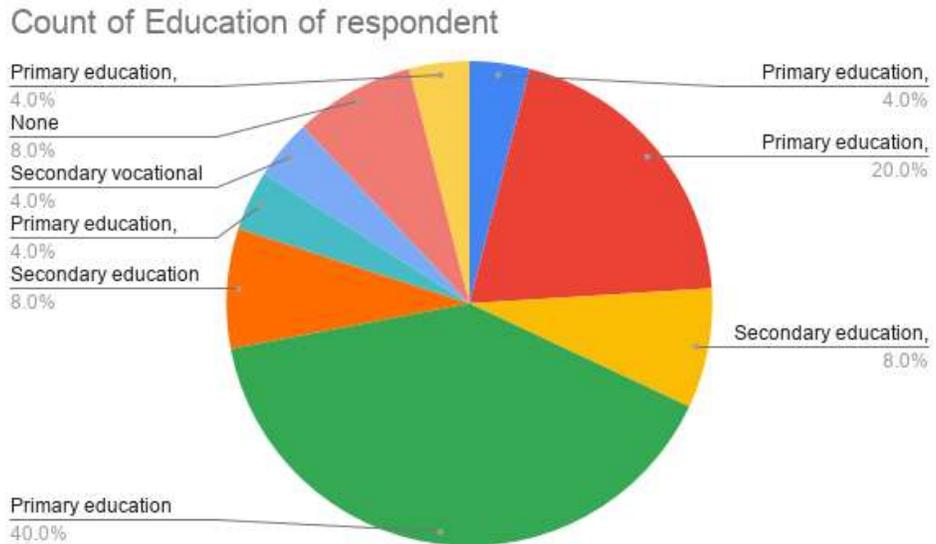


Figure 3, to display the inmate’s education background after admitting to DSIS

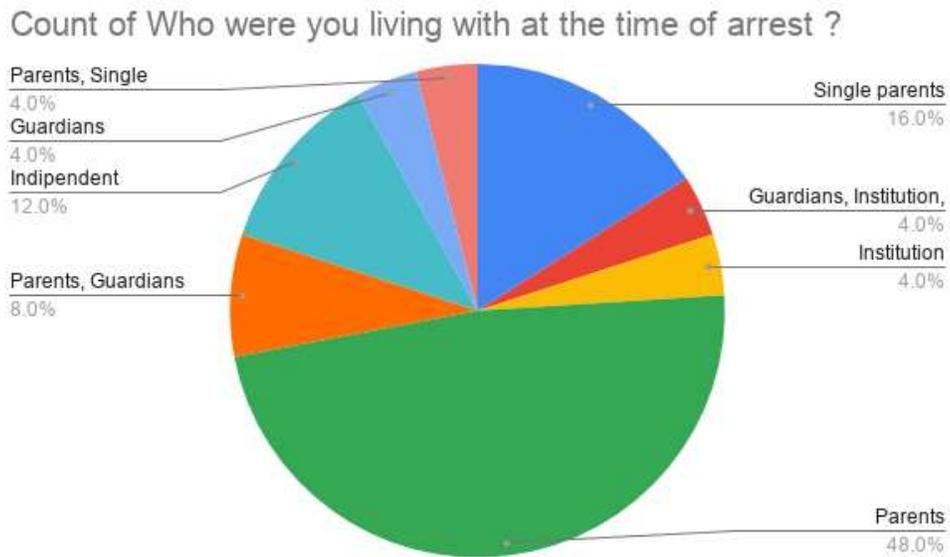
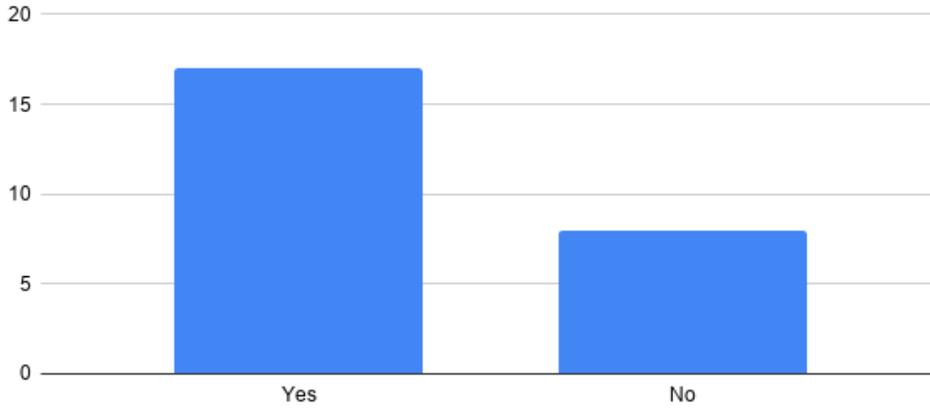


Figure 4, of the past living conditions before orientation to DSIS

Count of Where you offered legal assistance while in the police custody ?



Count of Where you offered legal assistance while in the police custody ?

Figure 5, shows the status of getting availability of legal assistance

Count of In your opinion, does the dormitory you are currently staying has enough space for the number of persons in the

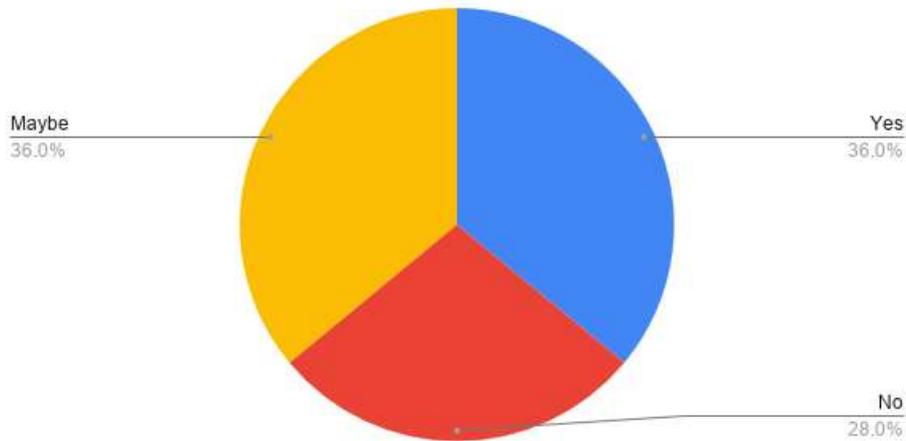


Figure 6

Count of Are you provided with proper clothing?

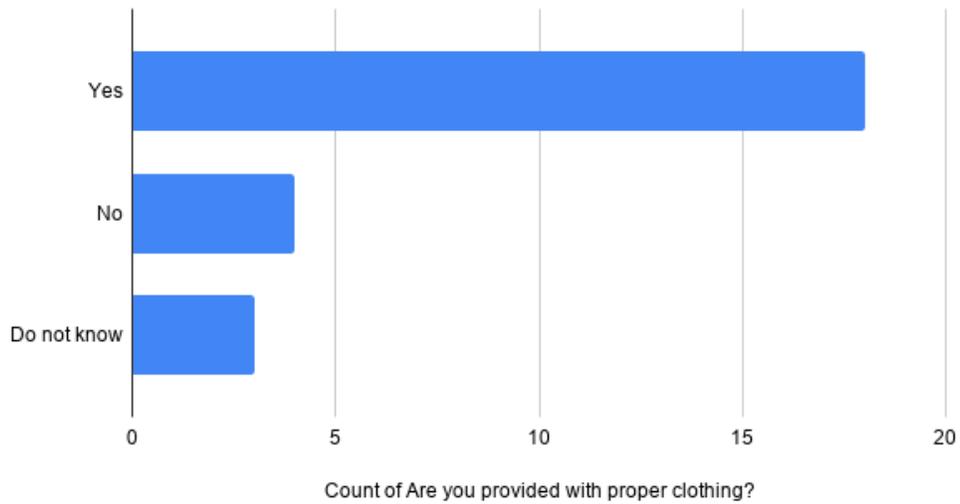


Figure 7

Count of How many meals are provided per day?

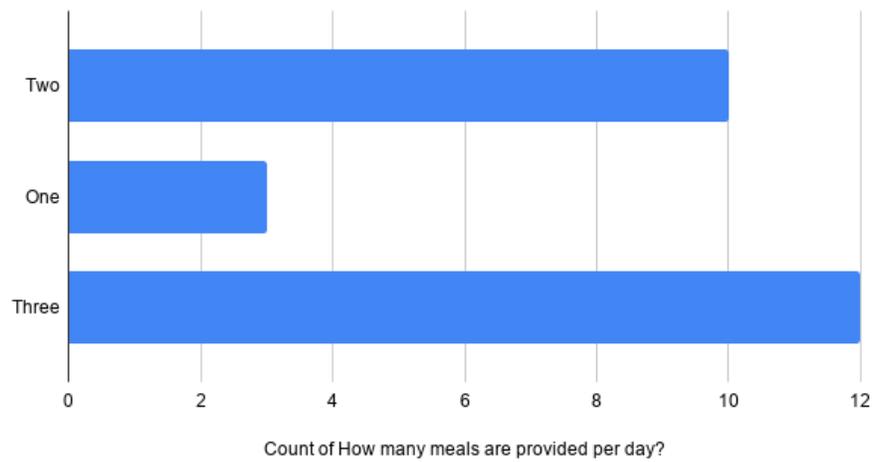


Figure 8

Count of Is there any education or training program in the school?

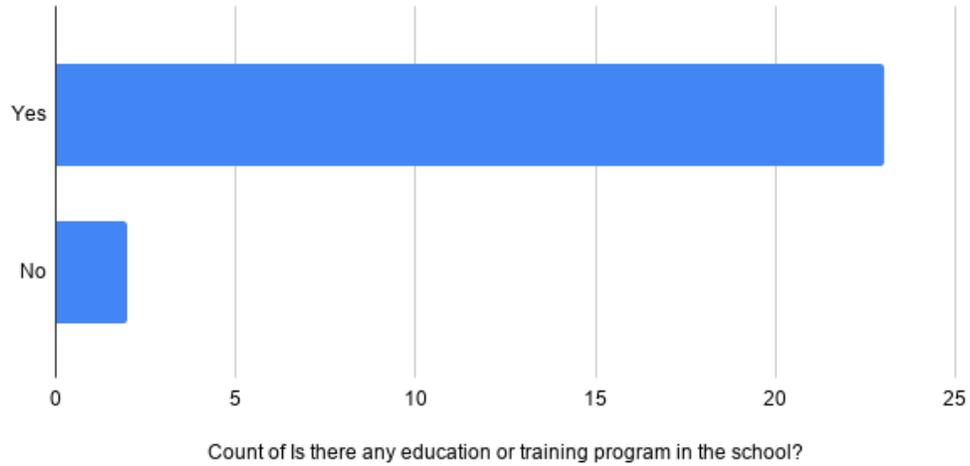
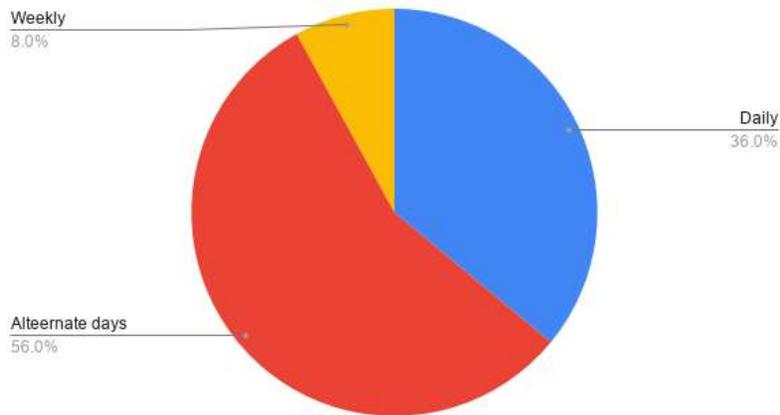
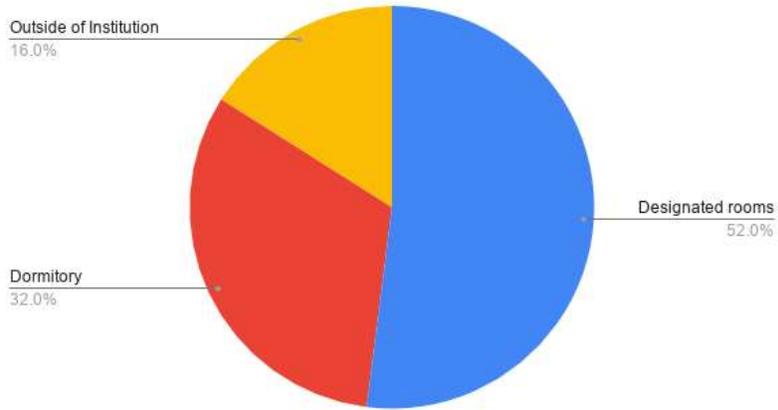


Figure 9

Count of What are the frequency of the classes?



Count of Where does the classes/training take place?



Count of Who are the teachers or trainers?

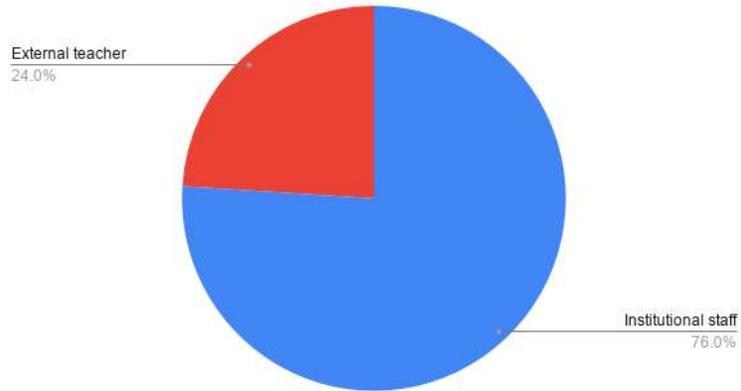


Figure 10, 11, 12

Count of What are the other means of communication with the outside words?

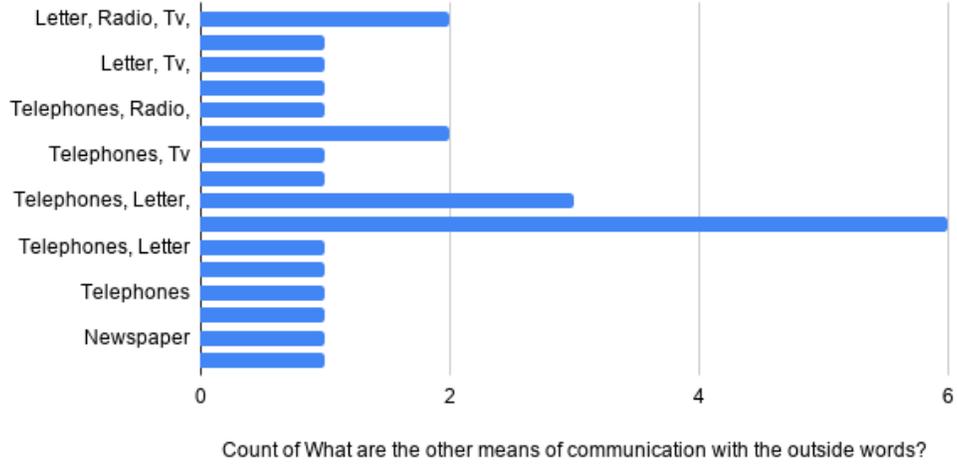


Figure 13

Count of Are you able to communicate freely with yours legal counsel?

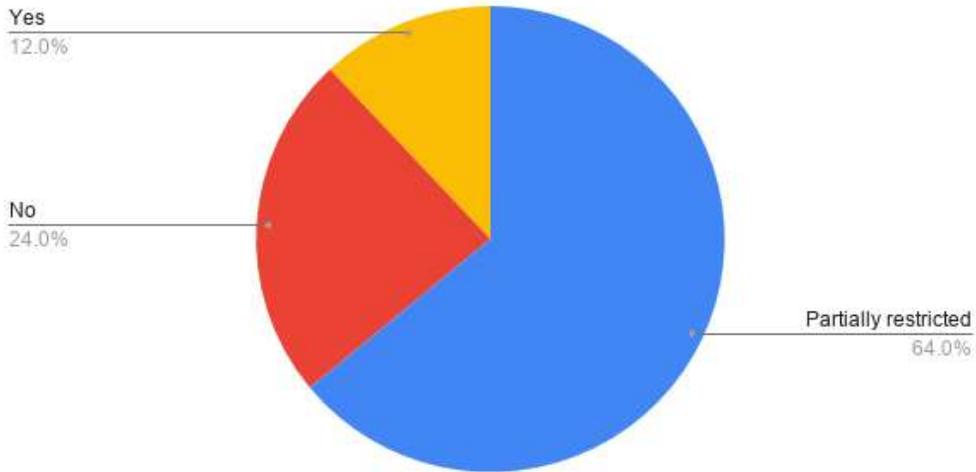


Figure 14

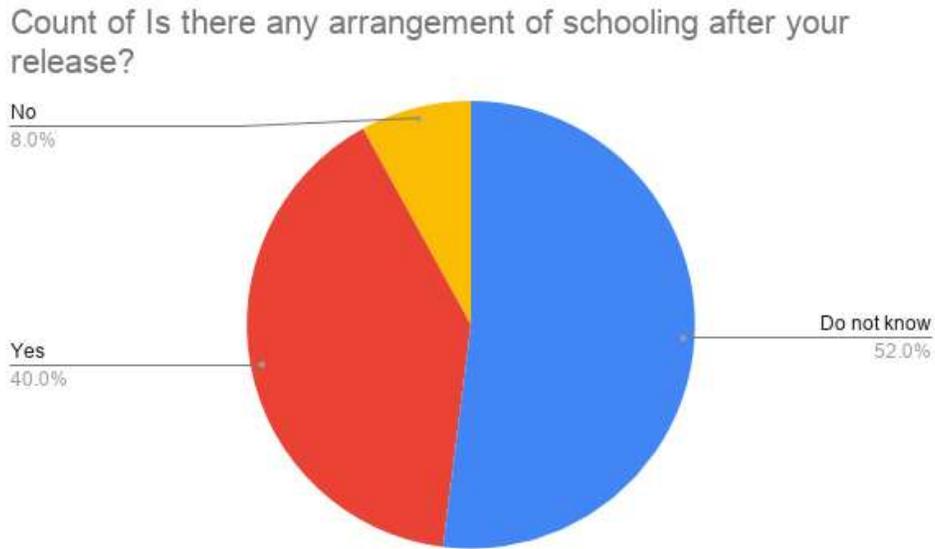


Figure 15

As per the interviews conducted with the 25 children's it was clear that though the highest numbers are based on the what actually happening in the day to day life in DSIS but since though less there are some negative comments from the students as well. These interviews are taken with the presence of a staff member of DSIS for translating the Marathi dialect to English.

Most of the children answered the questions with negativity and they don't have the minimum knowledge of how to process with their lives in DSIS. They are just thankful and only care about food and lodging, since they come from the very lower background so there not much of complaints.

Part 2

This phase of interviews contains the limited conversations with staff members of DSIS, though the target ratio was to conduct 10 interviews with the staffs existing in the school but only 5 staffs were allowed to participate from the Superintendent office.

The statistics of their conversations are as follows:

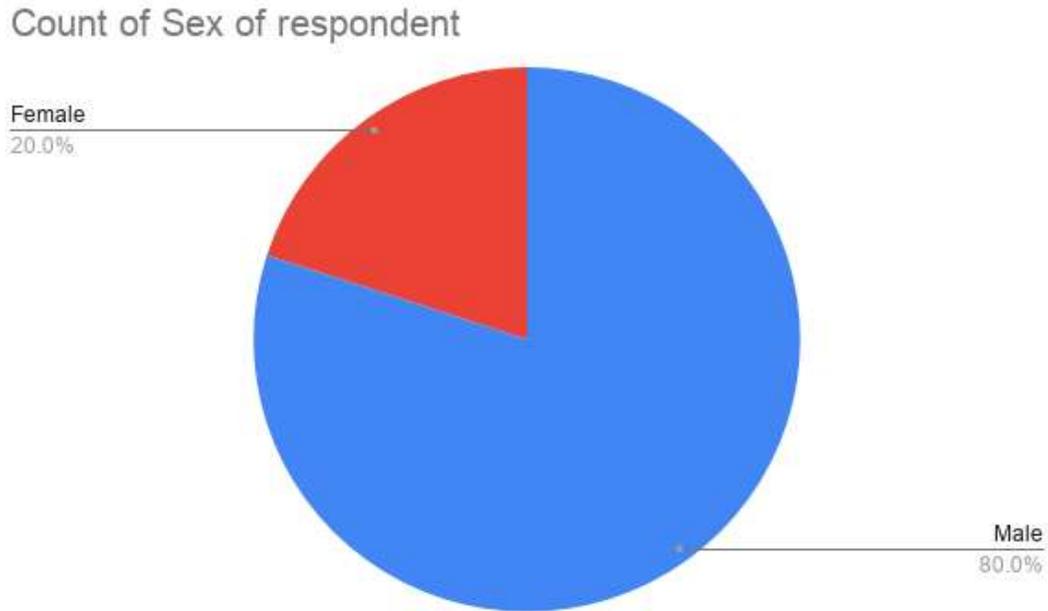


Figure 16

Here it may observe that out of 5 staffs 2 were females and the ratio does held a good position itself within the institution.

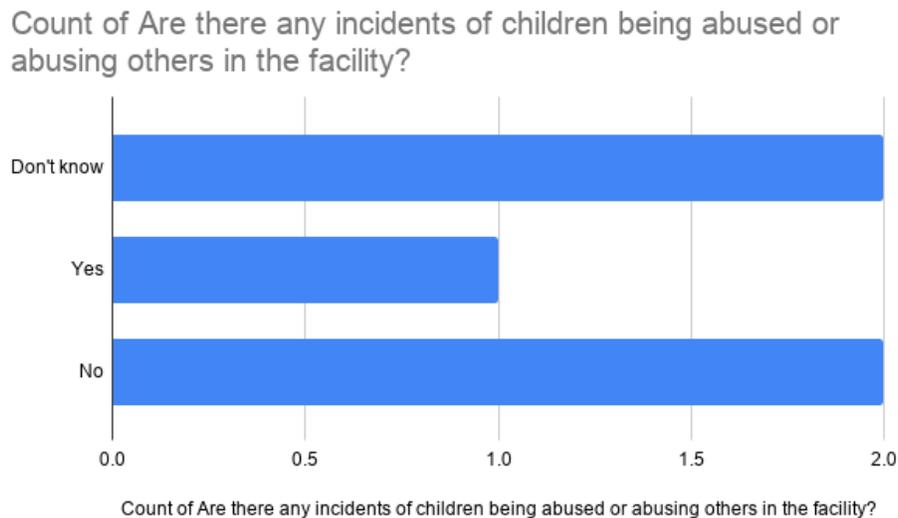


Figure 17

It may observe in this scenario that staffs are adamant on denying the abuse cases with in the institution itself.

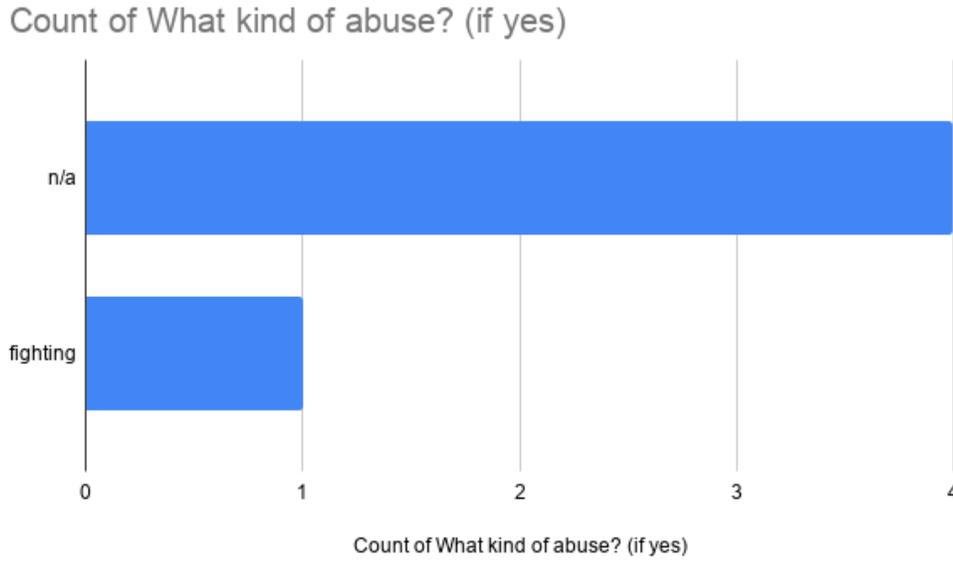


Figure 18

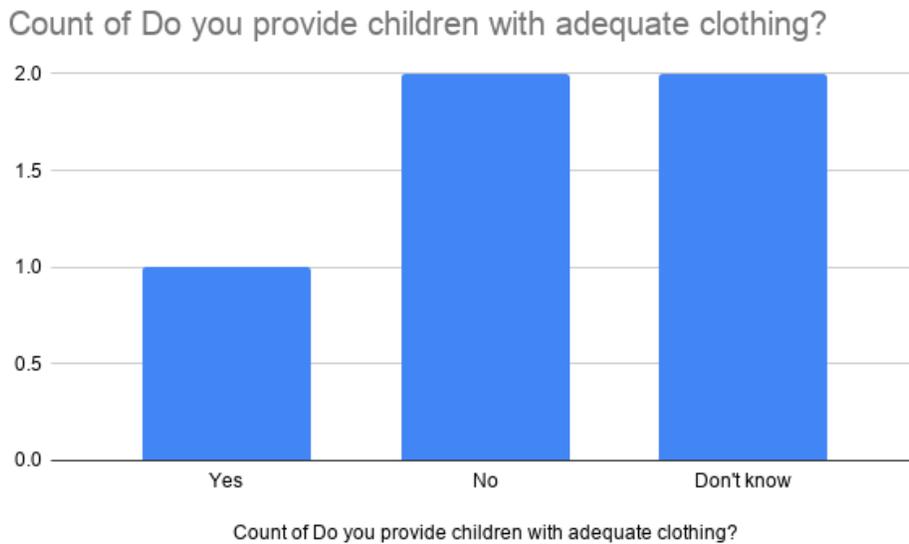


Figure 19

Count of In your opinion, do the dormitories have enough space for the number of children in the room?

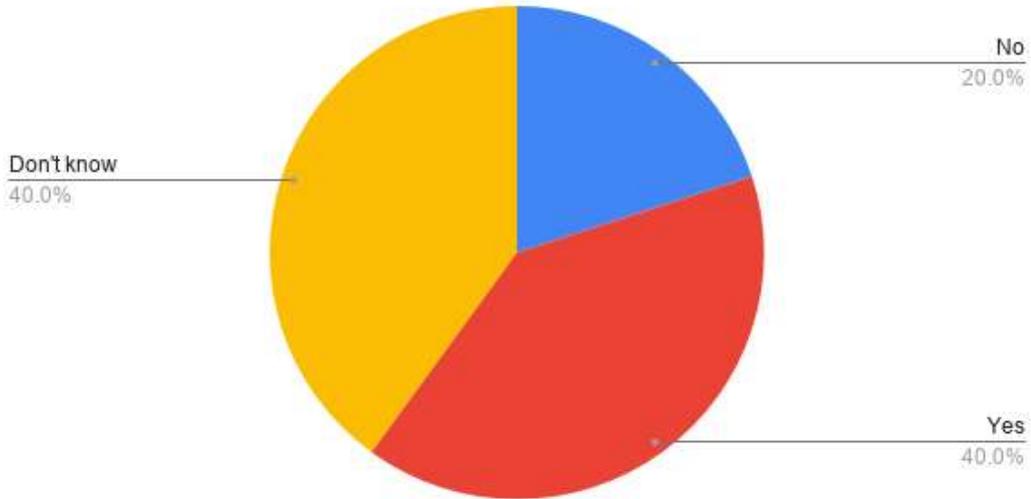


Figure 20

Count of How many meals are provided for the children per day?

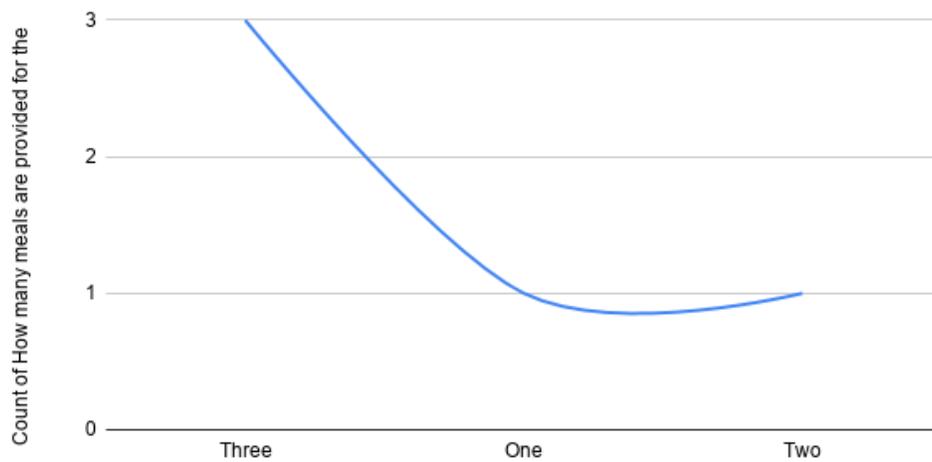


Figure 21

Count of Do sick children provided with special diet?

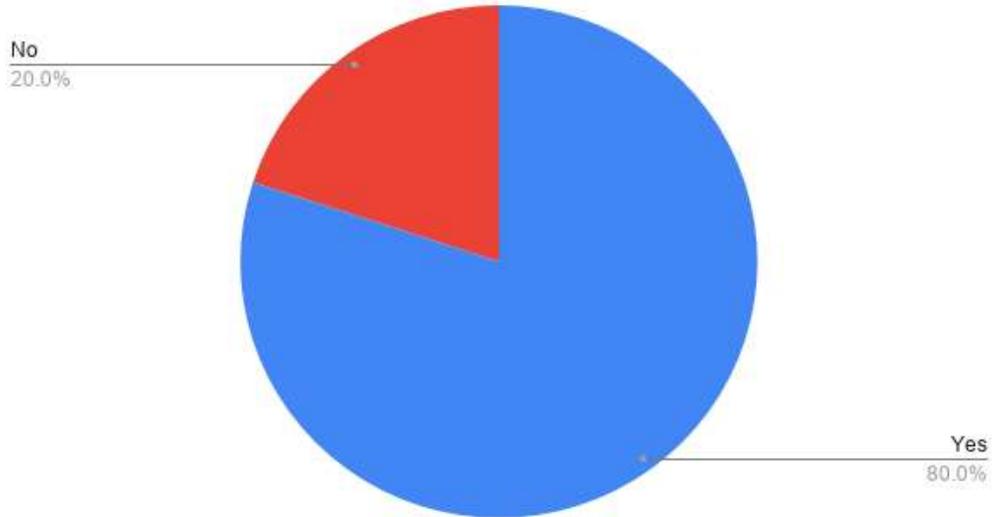


Figure 22

Count of Are the children able to communicate freely with their legal counsel?

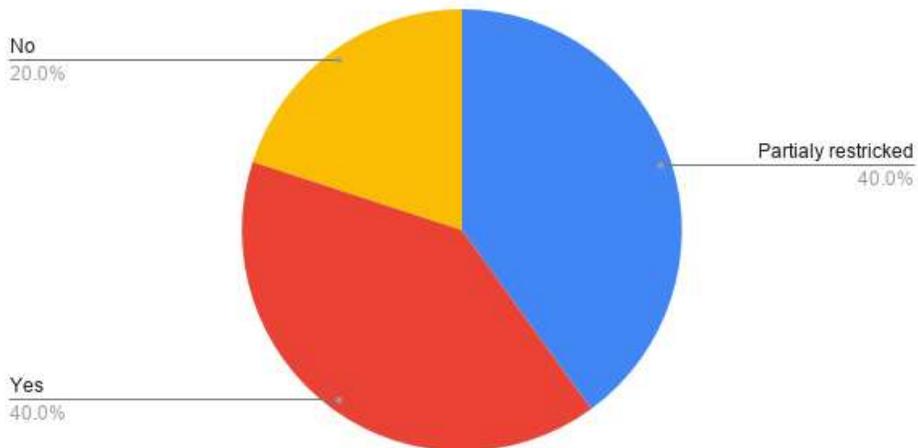


Figure 23

Count of Are their religious serves in the institution?

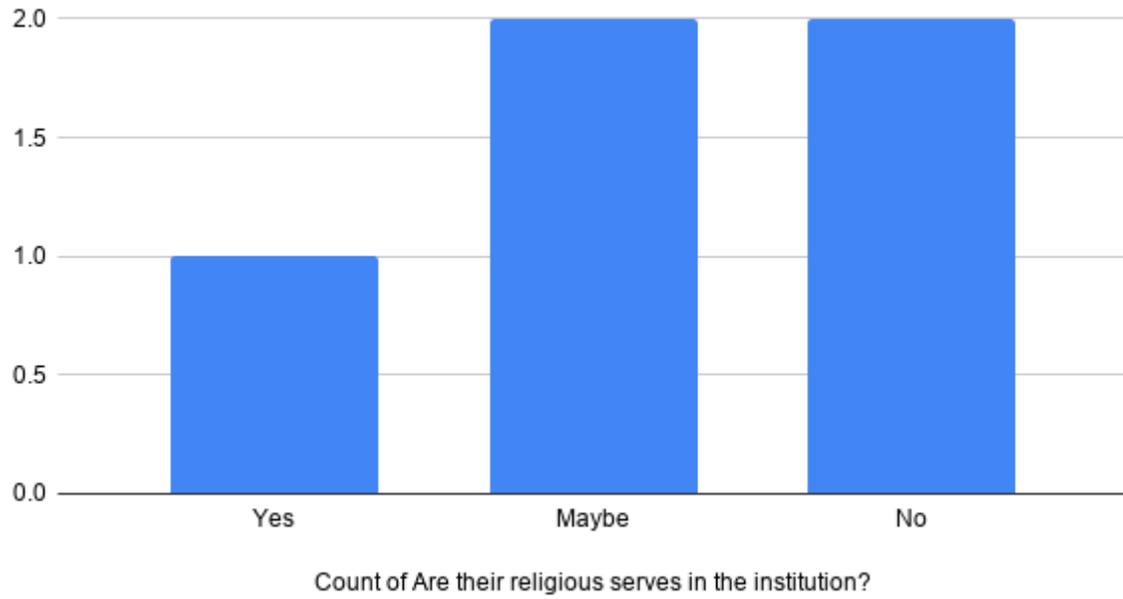


Figure 24

Count of Do the children have access to medical care and services?

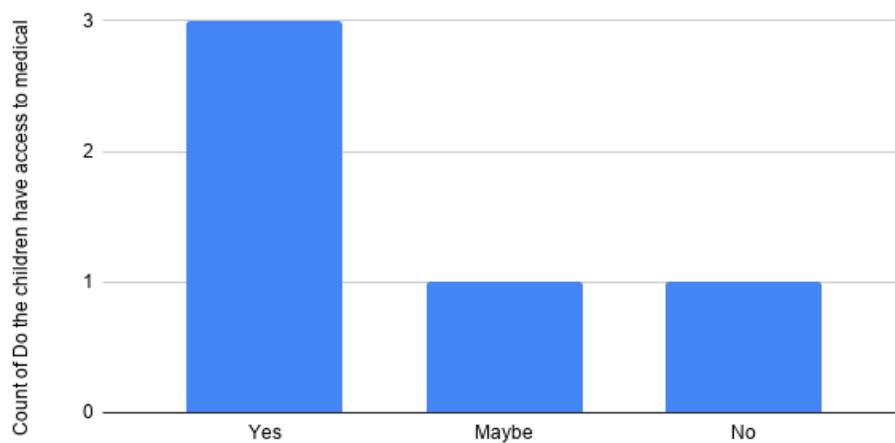


Figure 25

Count of Is there specific care for children with mental and psychological needs?

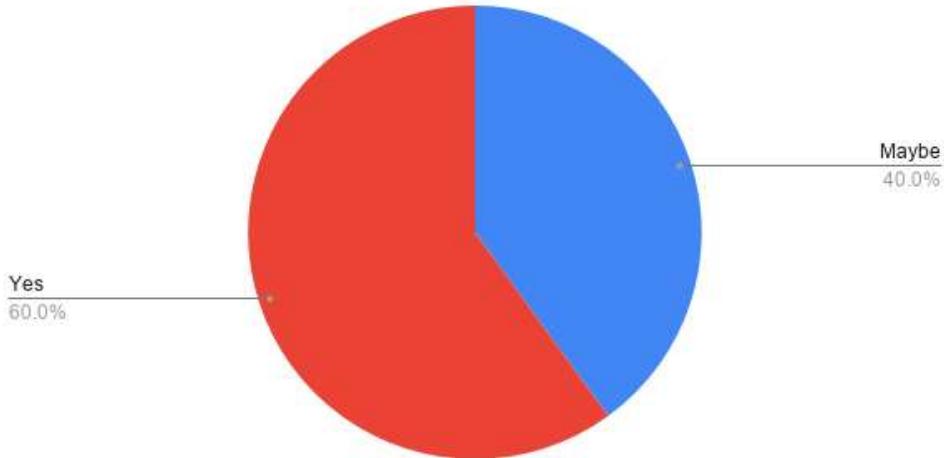


Figure 26

Count of What is the ratio of the staff to the children?

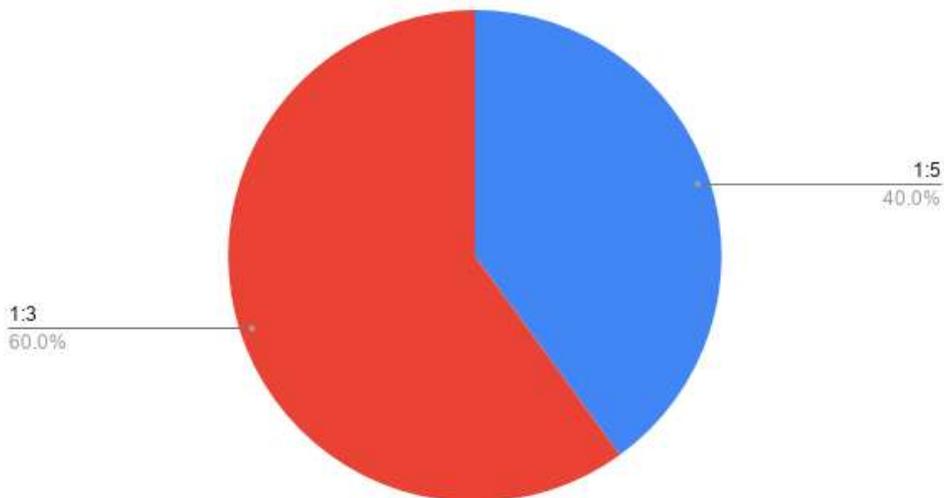


Figure 27

Though as per JJ Act 2000 mentioned the student teacher ratio of a correctional institution should maintain 7:1 ratio but here the ratio varies based on the interview of staff with 3:1 to 5:1. It also been observed that staffs are not aware on the need of psychological care of the children

and also the medical care services. Religious services in the premises of the institution have the most negative impact during the short briefing. Out of 44 questions (Appendix B) most of them are signed as not applicable by the staff. So it be said that the intense of the proper answers were not there properly.

- Though the initial sample tools mentioned about conducting interviews of students family members if given chances but it was not possible at the time of the visiting. Also the group discussion session was cancelled by the authorities of David Sasson Industrial School.

Chapter 15

CONCLUSION

All children need love, security, care and guidance from parents. They need close ties with the members of the community. Their growth, health, education, recreation, etc., cannot be neglected.

The children who stay, in an institution will have all the needs that normal children will have along with the problems which have brought them to the institution. Generally, children who come to the correctional institution are deprived of some of these essentials. It is true that a true parent-child relationship cannot be provided in an institution. But all enlightened correctional institutions try to make the life of the children natural and normal.

The David Sassoon Industrial School is a pioneer institution in India for the care and correction of children coming into conflict with the law. The institution has rendered its services in the field of juvenile corrections for decades and is now trying its best to make the life of inmates as normal as possible. Still some difficulties have been observed in the day to day functioning of the institution.

The School has eight dormitories in two buildings. The physical plant does not provide for a dining room connected to the main building which causes difficulty especially at dinner time. In the year 2018-19, 171 boys were admitted to the School including 75 boy's youthful offenders. Thus 44 per cent of the new admissions fall under the category of youthful offenders.

Others were admitted as socially handicapped, uncontrollable, prohibition cases and breach of supervision cases. Even one physically handicapped child and five epileptic children were present in the institution. From the financial point of view, if it is difficult to make diversified programmes and separate institutions for each category of children, it would be better to provide at least separate institutions for delinquent and non-delinquent children.

It has been observed that after admission the child is sent straightway to the dormitory. In a major institution like the David Sassoon Industrial School, there should be some provision for an orientation unit for the new entrants. It is necessary to keep the new entrants separately under observation for one month. This is essential not only as a medical precaution but also as a programme of reception and classification. There should be a cottage or dormitory as receiving centre for the new entrants so that the new boys may be oriented by the staff members only and not by other inmates of the institution. At present, the new boys attend orientation class for one month but it is meant to help them to adjust with the institutional routine.

Children in correctional institutions need individualization. It is not possible for two liaison officers to help effectively in the treatment programme. They are assigned more cases than they can cope up with.

The ratio of the inmates to staff is 7:1. This indicates a satisfactory attempt on the part of the authorities to meet the needs of the children of this institution.

But some difficulties in a few areas have been felt which need attention, it is evident that there is shortage of staff in the office. Recently, the post of workshop supervisor was abolished. For the supervision and coordination of the different workshops, this post may again be revived.

The services and amenities which the children of this institution receive are satisfactory. A few areas, however, need attention. Mainly there has been too much complaint on food quality which certainly not up to the mark. They have to rearrange the food menu and provide least good for taste palate.

At present there are only six taps which are not sufficient for bathing by four hundred and twenty boys. There is a good arrangement of washing the clothes of the inmates in the institution. In addition, each boy is given a small piece of soap every week for washing their underwear's, benian etc. But soap for bath is not given daily to the boys. They get Lifebuoy soap for bathing thrice a week only. Forty boys take bath with one soap which seems insufficient.

The liberal education programme is fairly well-organized. It was found from this study that, out of 421 inmates, only one boy was sent to class VI in an outside school in the year 2017-18. Boys with good behavior and progress are sent to outside school if they wish to prosecute further studies. This is a happy trend in the field of juvenile correction and it is worth taking risks. The boys may be encouraged to avail of this opportunity.

The library of the school has 765 books out of which 100 books are meant for teachers only. Of the remaining 665 books, some are old and out-of-date. To create an interest in the library, pictorial books, cartoon magazines, etc., should be made available. The main handicap is that

there is no separate room where boys can sit and use library materials. One room may be earmarked for this purpose.

To stimulate interest in different trades, boys may be taken out in small batches on vocational sightseeing trips to factories, workshops, etc.

Such visits will serve as practical vocational guidance. Again, contacts with the outside world will help the inmates to adjust themselves to the normal life in the community. Ex-cursions and participation in matches with the clubs of the community are provided by the David Sassoon Industrial School. More such functions are necessary and more inmates encouraged taking part in such healthy activities.

The boys may be given employment in the community as part of the rehabilitation programme. They may also work as apprentices where they may be absorbed after release from the institution.

A correctional institution is not merely a place which provides only shelter and custody. Rather it provides care and treatment and promotes the constructive growth of the child. A child is sent to a correctional institution when no other suitable care is available for him in the community. His needs and problems are properly looked after in the institution. The treatment and rehabilitative programmes endeavor to re-educate and mould the life of the child so as to enable him to be a self-supporting citizen.

Suggestions

1. The school immediately should rearrange its cooking division, since as per the interviews 80% of students, inmates are not satisfied with the quality of foods in daily basis.
2. The menu of the daily foods are almost same every day, as per the interviews and visit to the every corners of the physical plant of the school there should be least a numbers of variations of food menus in every other week.
3. Medical facilities are there, but there are some problems on providing basic amenities to the inmates.
4. The dormitory should be cleaner and rearrange for only 4 seated basis, which currently using as 6 seated room.
5. The clothing's are not provided based on season in most of the cases, the institute authority have to prioritize this problem as soon as possible.
6. In the school there is a little shortage of learning materials, which should be provided immediately.