

This Book highlights the level of safety and security of schools in Mizoram with regard to the physical infra-structure , the emotional and personal safety of students across the schools, the actual weight of bags carried by the students and measures to promote safety and security of schools in Mizoram.

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Henry Zodinliana Pachuau

SAFETY AND SECURITY OF SCHOOLS IN MIZORAM

MSCPCR, GOM

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Mizoram State Commission for
Protection of Child Rights,
Government of Mizoram
2020

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Mizoram State Commission for Protection of Child Rights,
Government of Mizoram

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PREFACE

Protection of children against all forms of threat has become one of the important indicators of a safe and secure society where the world of a child is no more restricted to the primary institution of the family but to a wider environment away from the home that can place him or her at risk.

The educational setting is known to be one of the major social institutions where one enters to socialize only to become a more established social being. As an agent of socialization, the school has replaced the roles of the family and community and has become an arena of knowledge and learning for the child to become a fellow of the world around. It would not be wrong to say that a child would have spent more time in the school than in any other form of settings or groups in today's society. As such, it becomes imperative to focus attention on how schools establish and manage themselves to carve out the future of the world, i.e. children. Therefore, the safety and security of where we place our children for most of their lives must be considered a research interest to raise questions and find prospective answers to create a more congenial environment for children.

Mizoram is one of the states in India that prides itself of being one of the highest literate States and this also confirm the positive roles played by schools in the region and their significance in the development of a country. This stride towards developing human resource has led to interest in the area of safety and security of schools in Mizoram and how such circumstances could lead a more progressive roles played by the schools and also lead to policy matters that could bring light to many unresolved questions about the quality of schools in Mizoram.

Keeping in mind the above points, this study was made to find out the level of safety with regards to the physical infra-structure of schools in Mizoram, the emotional and personal safety of students across the schools, explore the weight of bags carried by the students and suggest measures to promote safety and security of schools in Mizoram.

HENRY ZODINLIANA PACHUAU

FOREWORD

The Mizoram State Commission for Protection of Child Rights is pleased to publish its very first research documents titled 'Safety and Security of Schools in Mizoram'. There is a growing concern about the safety of children in schools - physically and mentally. Upon knowing this, MSCPCR felt the need to acquire reliable data/information to plan the best possible strategy in addressing the issues. The objectives of the research are to find out the level of safety in regards to physical infrastructure in schools and emotional and personal safety of students. It also looked into the weight of school bags. It also comes up with measures to promote the safety and security of children in schools. The research clearly depicts the strengths, weaknesses, opportunities and challenges faced by schools in the State about safety and security issues.

MSCPCR is grateful to the Department of Social Work, Mizoram University, and particularly to Dr. Henry Zodinlana, Department of Social Work for their willingness to conduct the research and render their expertise and other resources beneficial for the research. This work would not be possible without the support of the Education Department and the schools, particular the authorities, teachers and most important of all, the students. It is a great joy that the collective participation and effort have made this research possible and successful.

I convey my sincere gratitude to Dr. Julie Remsangpuii Fambawl, Member, MSCPCR, and i/c RTE Act for her immeasurable efforts and guidance in bringing the research project into reality. It is my heartfelt wish that this research report will be a useful tool for all the stakeholders especially those working in the

Education sectors. I also hope that this research will provide concrete information in developing policy/action plans in future for the improvement of safety and security of school children in the State.

**Sangzuali Vanchhawng
Chairperson,
Mizoram State Commission for
Protection of Child Rights,
Government of Mizoram**

Contents

| | Page nos. |
|--|------------------|
| Preface | iii |
| Foreword | v |
| Contents | vii |
| List of tables | viii |
| List of Abbreviations | xxiii |
| I Introduction | 1 |
| II Review of Literature | 7 |
| III Methodology | 26 |
| IV Physical Safety and Security Dimension | 30 |
| V Emotional and Ppersonal Safety Dimension | 159 |
| VI School Bags and Children | 254 |
| VII Qualitative Findings | 262 |
| VIII Conclusion | 269 |
| Appendices | xxv |

LIST OF TABLES

| | |
|----------|---|
| Table 1 | Physical Safety and Security of Schools |
| Table 2 | Overall School Building Safety and Security |
| Table 3 | Overall Item-Wise School Building Safety and Security of Schools |
| Table 4 | School Building Safety and Security of Govt. Primary Schools |
| Table 5 | Item-Wise Building Safety and Security of Govt. Primary Schools |
| Table 6 | Building Safety and Security of Govt. Middle School |
| Table 7 | Item-Wise Building Safety and Security of Govt. Middle Schools |
| Table 8 | Building Safety and Security of Govt. High Schools |
| Table 9 | Item-Wise Building Safety and Security of Govt. High Schools |
| Table 10 | Building Safety and Security of Govt. Higher Secondary Schools |
| Table 11 | Item-Wise Building Safety and Security of Govt. Higher Secondary Schools |
| Table 12 | Building Safety and Security of Private Schools offering Primary to High School Education |
| Table 13 | Item-Wise Building Safety and Security of Private Schools offering Primary to High School Education |
| Table 14 | Building Safety and Security of Private Schools offering High & Higher Secondary School Education |
| Table 15 | Item-Wise Building Safety and Security of Private Schools offering High & Higher Secondary School Education |
| Table 16 | School Building Safety and Security of Govt. Central Schools |
| Table 17 | Item-Wise School Building Safety and Security of Govt. Central Schools |

| | |
|----------|---|
| Table 18 | Overall Fire Safety Management of Schools |
| Table 19 | Overall Item-Wise Fire Safety Management of Schools |
| Table 20 | Fire Safety Management of Govt. Primary Schools |
| Table 21 | Item-Wise Fire Safety Management of Govt. Primary Schools |
| Table 22 | Fire Safety Management of Middle Schools |
| Table 23 | Item-Wise Fire Safety Management of Govt. Middle Schools |
| Table 24 | Fire Safety Management of High Schools |
| Table 25 | Item-Wise Fire Safety Management of High School |
| Table 26 | Fire Safety Management of Higher Secondary Schools |
| Table 27 | Items-Wise Fire safety Management of Higher Secondary Schools |
| Table 28 | Fire Safety Management of Private Schools offering Primary to High School Education |
| Table 29 | Item-Wise Fire Safety Management of Private Schools offering Primary to High School Education |
| Table 30 | Fire Safety Management of Private Schools offering High & Higher Secondary School Education |
| Table 31 | Item-Wise Fire Safety Management of Private Schools offering High & Higher Secondary School Education |
| Table 32 | Fire Safety Management of Govt. Central Schools |
| Table 33 | Item-Wise Fire Safety Management of Govt. Central Schools |
| Table 34 | Overall Earthquake Management of Schools |
| Table 35 | Overall Item-Wise Earthquake Management of Schools |
| Table 36 | Earthquake Management of Govt. Primary Schools |
| Table 37 | Item-Wise Earthquake Management of Govt. Primary Schools |

| | |
|----------|---|
| Table 38 | Earthquake Management of Govt. Middle Schools |
| Table 39 | Item-Wise Earthquake Management of Govt. Middle Schools |
| Table 40 | Earthquake Management of Govt. High Schools |
| Table 41 | Item-Wise Earthquake Management of Govt. High Schools |
| Table 42 | Earthquake Management of Govt. Higher Secondary Schools |
| Table 43 | Item-Wise Earthquake Management of Govt. Higher Secondary Schools |
| Table 44 | Earthquake Management of Private Schools Offering Primary to High School Education |
| Table 45 | Item-Wise Earthquake Management of Private Schools offering Primary to High School Education |
| Table 46 | Earthquake Management of Private Schools offering High School & Higher Secondary School Education |
| Table 47 | Item-Wise Earthquake Management of Private Schools offering High School & Higher Secondary School Education |
| Table 48 | Earthquake Management of Govt. Central Schools |
| Table 49 | Item-Wise Earthquake Management of Govt. Central Schools |
| Table 50 | Overall Flood, Cyclone & Landslide Management |
| Table 51 | Overall Item-Wise Flood, Cyclone & Landslide Management |
| Table 52 | Flood, Cyclone & Landslide Management of Govt. Primary Schools |
| Table 53 | Item-Wise Flood, Cyclone & Landslide management of Govt. Primary Schools |
| Table 54 | Flood, Cyclone & Landslide Management of Govt. Middle Schools |
| Table 55 | Item-Wise Flood, Cyclone & Landslide Management of Govt. Middle Schools |

| | |
|----------|--|
| Table 56 | Flood, Cyclone & Landslide Management of Govt. High Schools |
| Table 57 | Item-Wise Flood, Cyclone & Landslide Management of Govt. High Schools |
| Table 58 | Flood, Cyclone & Landslide Management of Govt. Higher Secondary Schools |
| Table 59 | Item-Wise Flood, Cyclone & Landslide Management of Govt. Higher Secondary Schools |
| Table 60 | Flood, Cyclone and Landslide Management of Private Schools offering Primary to High School Education |
| Table 61 | Item-Wise Flood, Cyclone & Landslide Management of Private Schools offering Primary to High School Education |
| Table 62 | Flood, Cyclone & Landslide Management of Private Schools offering High & Higher Secondary School Education |
| Table 63 | Item-Wise Flood, Cyclone & Landslide Management of Private Schools offering High & Higher Secondary School Education |
| Table 64 | Flood, Cyclone & Landslide Management of Govt. Central Schools |
| Table 65 | Item-Wise Flood, Cyclone & Landslide Management of Govt. Central Schools |
| Table 66 | Overall Electrical Safety of Schools |
| Table 67 | Overall Item-Wise Electrical Safety of Schools |
| Table 68 | Electrical Safety of Govt. Primary Schools |
| Table 69 | Item-Wise Electrical Safety of Govt. Primary Schools |
| Table 70 | Electrical Safety of Govt. Middle Schools |
| Table 71 | Item-Wise Electrical Safety of Govt. Middle Schools |
| Table 72 | Electrical Safety of Govt. High Schools |
| Table 73 | Item-Wise Electrical Safety of Govt. High Schools |

| | |
|----------|--|
| Table 74 | Electrical Safety of Govt. Higher Secondary Schools |
| Table 75 | Item-Wise Electrical Safety of Govt. Higher Secondary Schools |
| Table 76 | Electrical Safety of Private Schools offering Primary to High School Education |
| Table 77 | Item-Wise Electrical Safety of Private Schools offering Primary to High School Education |
| Table 78 | Electrical Safety of Private Schools offering High & Higher Secondary School Education |
| Table 79 | Item-Wise Electrical Safety of Private Schools offering High & Higher Secondary School Education |
| Table 80 | Electrical Safety of Govt. Central Schools |
| Table 81 | Item-Wise Electrical Safety of Govt. Central Schools |
| Table 82 | Overall Safety of Schools from Constructional Hazards |
| Table 83 | Overall Item-Wise Safety of Schools from Constructional Hazards |
| Table 84 | Safety from Constructional Hazards of Govt. Primary Schools |
| Table 85 | Item-Wise Safety from Constructional Hazards of Govt. Primary Schools |
| Table 86 | Safety from Constructional Hazards of Govt. Middle Schools |
| Table 87 | Item-Wise Safety from Constructional Hazards of Govt. Middle Schools |
| Table 88 | Safety from Constructional Hazards of Govt. High Schools |
| Table 89 | Item-Wise Safety from Constructional Hazards of Govt. High Schools |
| Table 90 | Safety from Constructional Hazards of Govt. Higher Secondary Schools |
| Table 91 | Item-wise Safety from Constructional Hazards of Govt. Higher Secondary Schools |

| | |
|-----------|---|
| Table 92 | Safety from Constructional Hazards of Private Schools offering Primary to High School Education |
| Table 93 | Items-Wise Safety from Constructional Hazards of Private Schools offering Primary to High School Education |
| Table 94 | Safety from Constructional Hazards of Private Schools offering High & Higher Secondary School Education |
| Table 95 | Item-wise Safety from Constructional Hazards of Private Schools offering High & Higher Secondary School Education |
| Table 96 | Safety from Constructional Hazards of Govt. Central Schools |
| Table 97 | Item-Wise Safety from Constructional Hazards of Govt. Central Schools |
| Table 98 | Overall School Safety in the Playground and Sports Activities |
| Table 99 | Overall Item-Wise Safety in the Playground and Sports Activities |
| Table 100 | Safety in the Playground and Sports Activities of Govt. Primary Schools |
| Table 101 | Item-Wise Safety in the Playground and Sports Activities of Govt. Primary Schools |
| Table 102 | Safety in the Playground and Sports Activities of Govt. Middle Schools |
| Table 103 | Item-Wise Safety in the Playground and Sports Activities of Govt. Middle Schools |
| Table 104 | Safety in the Playground and Sports Activities of Govt. High Schools |
| Table 105 | Item-Wise Safety in the Playground and Sports Activities of Govt. High Schools |
| Table 106 | Safety in the Playground and Sports Activities of Govt. Higher Secondary Schools |

| | |
|-----------|---|
| Table 107 | Item-Wise Safety in the Playground and Sports Activities of Govt. Higher Secondary Schools |
| Table 108 | Safety in the Playground and Sports Activities of Private Schools offering Primary to High School Education |
| Table 109 | Item-Wise Safety in the Playground and Sports Activities of Private Schools offering Primary to High School Education |
| Table 110 | Safety in the Playground and Sports Activities of Private Schools offering High & Higher Secondary School Education |
| Table 111 | Item-Wise Safety in the Playground and Sports Activities of Private Schools offering High & Higher Secondary School Education |
| Table 112 | Safety in the Playground and Sports Activities of Govt. Central Schools |
| Table 113 | Item-Wise Safety in the Playground and Sports Activities of Govt. Central Govt. Schools |
| Table 114 | Overall Water Safety of Schools |
| Table 115 | Overall Item-Wise Water Safety of Schools |
| Table 116 | Water Safety of Govt. Primary Schools |
| Table 117 | Item-Wise Water Safety of Govt. Primary Schools |
| Table 118 | Water Safety of Govt. Middle Schools |
| Table 119 | Item-Wise Water Safety of Govt. Middle Schools |
| Table 120 | Water Safety of Govt. High Schools |
| Table 121 | Item-Wise Water Safety of Govt. High Schools |
| Table 122 | Water safety of Govt. Higher Secondary Schools |
| Table 123 | Item-Wise Water Safety of Govt. Higher Secondary Schools |
| Table 124 | Water Safety of Private Schools offering Primary to High School Education |
| Table 125 | Item-Wise Water Safety of Private Schools offering Primary to High School Education |

| | |
|-----------|--|
| Table 126 | Water Safety of Private Schools offering High & Higher Secondary School Education |
| Table 127 | Item-Wise Water Safety of Private Schools offering High & Higher Secondary School Education |
| Table 128 | Water Safety of Govt. Central Schools |
| Table 129 | Item-Wise Water Safety of Govt. Central Schools |
| Table 130 | Overall Laboratory Safety of Schools |
| Table 131 | Overall Item-Wise Laboratory Safety of Schools |
| Table 132 | Laboratory Safety of Govt. Primary Schools |
| Table 133 | Item-Wise Laboratory Safety of Govt. Primary Schools |
| Table 134 | Laboratory Safety of Govt. Middle Schools |
| Table 135 | Item-Wise Laboratory Safety of Govt. Middle Schools |
| Table 136 | Laboratory Safety of Govt. High Schools |
| Table 137 | Item-Wise Laboratory Safety of Govt. High Schools |
| Table 138 | Laboratory Safety of Govt. Higher Secondary Schools |
| Table 139 | Item-Wise Laboratory Safety of Govt. Higher Secondary Schools |
| Table 140 | Laboratory Safety of Private Schools offering Primary to High School Education |
| Table 141 | Item-Wise Laboratory Safety of Private Schools offering Primary to High School Education |
| Table 142 | Laboratory Safety of Private Schools offering High & Higher Secondary School Education |
| Table 143 | Item-Wise Laboratory Safety of Private Schools offering High & Higher Secondary School Education |
| Table 144 | Laboratory Safety of Govt. Central Schools |
| Table 145 | Item-Wise Laboratory Safety of Govt. Central Schools |
| Table 146 | Overall Transport Management & Safety |
| Table 147 | Overall Item-Wise Transport Management & Safety |

| | |
|-----------|--|
| Table 148 | Transport Management & Safety of Govt. Primary Schools |
| Table 149 | Item -Wise Transport Management & Safety of Primary Schools |
| Table 150 | Transport Management & Safety of Govt. Middle Schools |
| Table 151 | Item -Wise Transport Management & Safety of Govt. Middle Schools |
| Table 152 | Transport Management and Safety of Govt. High Schools |
| Table 153 | Item-Wise Transport Management and Safety of Govt. High Schools |
| Table 154 | Transport Management and Safety of Govt. Higher Secondary Schools |
| Table 155 | Item-Wise Transport Management and Safety of Govt. Higher Secondary Schools |
| Table 156 | Transport Management and Safety of Private Schools offering Primary to High School Education |
| Table 157 | Item-Wise Transport Management and Safety of Private Schools offering Primary to High School Education |
| Table 158 | Transport Management and Safety of Private Schools offering High & Higher School Education |
| Table 159 | Item-Wise Transport Management and Safety of Private Schools offering High School & Higher Schools |
| Table 160 | Transport Management & Safety of Govt. Central School |
| Table 161 | Items-Wise Transport Management & Safety of Govt. Central School |
| Table 162 | Emotional and Personal Safety of Schools |
| Table 163 | Overall Trauma Management of Schools |
| Table 164 | Overall Item-Wise Trauma Management of Schools |
| Table 165 | Trauma Management of Govt. Primary Schools |

| | |
|-----------|--|
| Table 166 | Item-Wise Trauma Management of Govt. Primary Schools |
| Table 167 | Trauma Management of Govt. Middle Schools |
| Table 168 | Item-Wise Trauma Management of Govt. Middle Schools |
| Table 169 | Trauma Management of Govt. High Schools |
| Table 170 | Item-Wise Trauma Management of Govt. High Schools |
| Table 171 | Trauma Management of Govt. Higher Secondary Schools |
| Table 172 | Item-Wise Trauma Management of Govt. Higher Secondary Schools |
| Table 173 | Trauma Management of Private Schools offering Primary to High School Education |
| Table 174 | Item-Wise Trauma Management of Private Schools offering Primary to High School Education |
| Table 175 | Trauma Management of Private Schools offering High & Higher Secondary School Education |
| Table 176 | Item-Wise Trauma Management of Private Schools offering High & Higher Secondary Schools |
| Table 177 | Trauma Management of Govt. Central Schools |
| Table 178 | Item-Wise Trauma Management of Govt. Central Schools |
| Table 179 | Overall Safety of Children with Disabilities of Schools |
| Table 180 | Overall Item-Wise Safety of Children with Disabilities of Schools |
| Table 181 | Safety of Children with Disabilities of Govt. Primary Schools |
| Table 182 | Item-Wise Safety of Children with Disabilities of Govt. Primary Schools |
| Table 183 | Safety of Children with Disabilities of Govt. Middle Schools |

| | |
|-----------|---|
| Table 184 | Item-Wise Safety of Children with Disabilities of Govt. Middle Schools |
| Table 185 | Safety of Children with Disabilities of Govt. High Schools |
| Table 186 | Item-Wise of Safety of Children with Disabilities of Govt. High Schools |
| Table 187 | Safety of Children with Disabilities of Govt. Higher Secondary Schools |
| Table 188 | Item-Wise Safety of Children with Disabilities of Govt. Higher Secondary Schools |
| Table 189 | Safety of Children with Disabilities of Private Schools offering Primary to High School Education |
| Table 190 | Item-Wise Safety of Children with Disabilities of Private Schools offering Primary to High School Education |
| Table 191 | School Safety of Children with Disabilities of Private Schools offering High & Higher Secondary School Education |
| Table 192 | Item-Wise Safety of Children with Disabilities of Private Schools offering High & Higher Secondary School Education |
| Table 193 | Safety of Children with Disabilities of Govt. Central Schools |
| Table 194 | Item-Wise Safety of Children with Disabilities of Govt. Central Schools |
| Table 195 | Overall Health Safety & Security of Schools |
| Table 196 | Overall Item-Wise Health Safety & Security of Schools |
| Table 197 | Health Safety & Security of Govt. Primary Schools |
| Table 198 | Item-Wise Health Safety & Security of Govt. Primary Schools |
| Table 199 | Health Safety & Security of Govt. Middle Schools |
| Table 200 | Item-Wise Health Safety & Security of Govt. Middle Schools |

| | |
|-----------|---|
| Table 201 | Health Safety & Security of Govt. High Schools |
| Table 202 | Item-Wise Health Safety & Security of Govt. High Schools |
| Table 203 | Health Safety & Security of Govt. Higher Secondary Schools |
| Table 204 | Item-Wise Health Safety & Security of Govt. Higher Secondary Schools |
| Table 205 | Health Safety & Security of Private Schools offering Primary to High School Education |
| Table 206 | Item-Wise Health Safety & Security of Private Schools offering Primary to High School Education |
| Table 207 | Health Safety & Security of Private Schools offering High & Higher Secondary School Education |
| Table 208 | Item-Wise Health Safety & Security of Schools offering High & Higher Secondary School Education |
| Table 209 | Health Safety & Security of Govt. Central Schools |
| Table 210 | Item-Wise Health Safety & Security of Govt. Central Schools |
| Table 211 | Overall Sanitation & Hygiene of Schools |
| Table 212 | Overall Item-Wise Sanitation & Hygiene of Schools |
| Table 213 | Sanitation & Hygiene of Govt. Primary Schools |
| Table 214 | Item-Wise Sanitation & Hygiene of Govt. Primary Schools |
| Table 215 | Sanitation & Hygiene of Govt. Middle Schools |
| Table 216 | Item-Wise Sanitation & Hygiene of Govt. Middle Schools |
| Table 217 | Sanitation & Hygiene of Govt. High Schools |
| Table 218 | Item-Wise Sanitation & Hygiene of Govt. High Schools |
| Table 219 | Sanitation & Hygiene of Govt. Higher Secondary Schools |
| Table 220 | Item-Wise Sanitation & Hygiene of Govt. Higher Secondary Schools |

| | |
|-----------|---|
| Table 221 | Sanitation & Hygiene of Private Schools offering Primary to High School Education |
| Table 222 | Item-Wise Sanitation & Hygiene of Private Schools offering Primary to High School Education |
| Table 223 | Sanitation & Hygiene of Private Schools offering High & Higher Secondary School Education |
| Table 224 | Item-Wise Sanitation & Hygiene of Private Schools offering High & Higher Secondary Schools |
| Table 225 | Sanitation & Hygiene of Govt. Central Schools |
| Table 226 | Item-Wise Sanitation & Hygiene of Govt. Central Schools |
| Table 227 | Overall Safety of Children against Sexual Abuse of Schools |
| Table 228 | Overall Item-Wise Safety of Children against Sexual Abuse of Schools |
| Table 229 | Safety of Children against Sexual Abuse of Govt. Primary Schools |
| Table 230 | Item-Wise Safety of Children against Sexual Abuse of Govt. Primary Schools |
| Table 231 | Safety of Children against Sexual Abuse of Govt. Middle Schools |
| Table 232 | Item-Wise Safety of Children against Sexual Abuse of Govt. Middle Schools |
| Table 233 | Safety of Children against Sexual Abuse of Govt. High Schools |
| Table 234 | Item-Wise Safety of Children against Sexual Abuse of Govt. High Schools |
| Table 235 | Safety of Children against Sexual Abuse of Govt. Higher Secondary Schools |
| Table 236 | Item-Wise Safety of Children against Sexual Abuse of Govt. Higher Secondary Schools |
| Table 237 | Safety of Children against Sexual Abuse of Private Schools offering Primary to high Schools |

| | |
|-----------|--|
| Table 238 | Item-Wise Safety of Children against Sexual Abuse of Private Schools offering Primary to High School Education |
| Table 239 | Safety of Children against Sexual Abuse of Private Schools offering High & Higher Secondary School Education |
| Table 240 | Item wise Safety of Children against Sexual Abuse of Private Schools offering High and Higher Secondary School Education |
| Table 241 | Safety of Children against Sexual Abuse of Govt. Central Schools. |
| Table 242 | Item-Wise Safety of Children against Sexual Abuse of Govt. Central Schools |
| Table 243 | Overall Social & Emotional Safety of Schools |
| Table 244 | Overall Item-Wise Social & Emotional Safety of Schools |
| Table 245 | Social & Emotional Safety of Govt. Primary Schools |
| Table 246 | Item-Wise Social & Emotional Safety of Govt. Primary Schools |
| Table 247 | Social & Emotional Safety of Govt. Middle Schools |
| Table 248 | Item-Wise Social & Emotional Safety of Govt. Middle Schools |
| Table 249 | Social & Emotional Safety of Govt. High Schools |
| Table 250 | Item-Wise Social & Emotional Safety of Govt. High Schools |
| Table 251 | Social & Emotional Safety of Govt. Higher Secondary School |
| Table 252 | Item-Wise Social & Emotional Safety of Govt. Higher Secondary Schools |
| Table 253 | Social & Emotional Safety of Private Schools offering Primary to High School Education |
| Table 254 | Item-Wise Social & Emotional Safety of Private Schools offering Primary to High School Education |
| Table 255 | Social & Emotional Safety of Govt. School offering High & Higher Secondary School Education |

| | |
|-----------|--|
| Table 256 | Item-Wise Social & Emotional Safety of Private Schools offering High & Higher Secondary School Education |
| Table 257 | Social & Emotional Safety of Govt. Central Schools |
| Table 258 | Item-Wise Social & Emotional Safety of Govt. Central Schools |
| Table 259 | Overall Cyber Safety of Schools |
| Table 260 | Overall Item-Wise Cyber Safety of Schools |
| Table 261 | Cyber Safety of Govt. Primary Schools |
| Table 162 | Item-Wise Cyber Safety of Govt. Primary Schools |
| Table 263 | Cyber Safety of Govt. Middle Schools |
| Table 264 | Item-Wise Cyber Safety of Govt. Middle Schools |
| Table 265 | Cyber Safety of Govt. High Schools |
| Table 266 | Item-Wise Cyber Safety of Govt. High Schools. |
| Table 267 | Cyber Safety of Govt. Higher Secondary Schools |
| Table 268 | Cyber Safety of Govt. Higher Secondary Schools |
| Table 269 | Cyber Safety of Private Schools offering Primary to High School Education |
| Table 270 | Item-Wise Cyber Safety of Private Schools offering Primary to High Schools Education |
| Table 271 | Cyber safety of Private Schools offering High & Higher Secondary Schools Education |
| Table 272 | Item-Wise Cyber Safety of Private Schools offering High & Higher Secondary Schools Education |
| Table 273 | Cyber Safety of Govt. Central School |
| Table 274 | Item-Wise Cyber Safety of Govt. Central School |
| Table 275 | Weight of School Bags of Class 1 & 2 across Schools |
| Table 276 | Weight of School Bags of Class 3 & 4 across the Schools |
| Table 277 | Weight of School Bags of Class 5 to 7 across the Schools |
| Table 278 | Weight of School Bags of Class 8 & 9 across Schools |
| Table 279 | Weight of School Bags of Class 10 across Schools |

LIST OF ABBREVIATIONS

| | |
|--------|---|
| CAL | Computer Aided learning |
| CBSE | Central Board of School Education |
| CRT | Casual relieve teaching |
| DEC | Division for Early Childhood |
| DFID | Department for International Development |
| DRR | Disaster Risk Reduction |
| Govt. | Government |
| GOM | Government of Mizoram |
| HEFCE | Higher Education Funding Council for England |
| HFA | Hyogo Framework for Action |
| HS | High School |
| HSS | Higher Secondary School |
| ICT | Information and Communications Technology |
| JL | Joseph Lianchungnunga |
| KD | King David |
| Kgs. | Kilograms |
| KM | Khawpuia Memorial |
| KV | Kendra Vidyalaya |
| LIS | Library and Information Science |
| MS | Middle School |
| MSCPCR | Mizoram State Commission for Protection of Child Rights |
| Mt. | Mount |
| NAEYC | National Association for the Education of Young Children |
| NCC | National Cadet Corps |
| NCERT | National Council of Educational Research and Training |
| NCES | National Center for Education Statistics |
| NPDM | National Policy on Disaster Management |

| | |
|--------|---|
| NUS | National University of Singapore |
| OECD | Organization for Economic Cooperation and Development |
| PM | Primary School |
| RTE | Rights of Children to Free and Compulsory Education |
| SMC | School Management Committees |
| SSA | Sarva Shiksha Abhiyam |
| St. | Saint |
| UN | United Nations |
| UNICEF | United Nations International Children's Emergency Fund |
| WB | Whole Blood Donation |
| WHO | World Health Organization |

I

INTRODUCTION

1.1 International Scenario

According to UNICEF (2007), ‘the true measure of a nation’s standing is how well it attends to its children- their health and safety, their material security, their education and socialization and their sense of being loved, valued and included in families and societies to which they are born’.

Researchers investigating the impact of school facility condition on student learning and behaviour, as well as teacher turnover reported a positive relationship between facility condition and student achievement (O’Neill & Oates, 2001). On the other hand, poor conditions of school buildings effects learning and poorly managed schools lead to poor achievement (Buckley et al., 2004).

There are various documents that reveal the relationships between school building and academic outcomes (Earthman, 2002, 2004; Higgins et al., 2005; Lemasters, 1997; Schneider, 2002). Building features related to human comfort that have been shown to be related to student achievement include building age, climate control, indoor air quality, lighting, acoustical control, design classifications and overall impression (Uline&Tschannen-Moran, 2008).

According to Schneider (2002), the quality of physical building of school has also been related to student attitudes and behaviour, including vandalism, absenteeism, suspensions, disciplinary incidents, violence and smoking.

Research increasingly shows that there is a clear link between environmental quality of schools and educational performance (Berry, 2012; Marzano, 2003; Rutter et al., 1979; Wentzel & Watkins, 2002). According to the National Department of Education (2004) and Nel et al. (2012:14-24), the following barriers to learning can be identified:

- Pedagogical barriers that call for sufficient educator support to all learners, fair assessment procedures, flexible curricula, linking teaching to the preferred learning style needs of the learner, the tempo of teaching and the content that is taught.
- Medical barriers that call for attention to health problems, sensory impairments, physical impairments and cognitive impairments in the classroom.
- Socio-economic barriers that call for support to learners coming from backgrounds characterized by severe poverty, abuse, crime and violence.
- Systemic barriers that call for adequate school facilities, the availability of appropriate teaching and learning support material, mother-tongue instruction and proper attention to each learner.

1.2 National Scenario

Education in India has become a fundamental right for children between the ages of 6- 14 years. The Directive Principle of State Policy has also indicated the responsibility of the government to make provisions for Early Childhood Care and Education for children between 0-6 years. These developments have marked as important milestone to give primary attention to schools in India so as to bring about a safe and secure educational intuition where children spend most of their lives in.

According to the National Policy on Children (2013) “Every person below the age of eighteen years as a child and that childhood is an integral part of life with a value of own, and long term, sustainable, multi-sectoral, integrated and inclusive approach is necessary for the harmonious development and protection of our children”. The policy has identified survival, health, nutrition, education, development, protection (including from emergencies/ disasters) and participation as the undeniable rights of every child, and has also declared these as key priority areas.

The Directive Principles under article 39 also made explicit the principle that “...the tender age of children not be abused...childhood be protected against exploitation and against moral and material abandonment” and that “children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity” (Constitution of India 1950).

The First Five Year Plan (1951-56) focused attention on identifying health, nutrition and educational needs of women and children in post-war India, along with a comprehensive review of the resources available and necessary to meet these needs. Each successive five year plan has resulted in an increased availability of resources and facilities for meeting the needs of children, including the adoption of the National Policy for Children in 1974 that recognized children as the “nation’s supremely important asset”, while declaring in the State’s responsibility to provide for their needs (Rao, 2010).

The recent study on “Child Abuse: India 2007” highlights serious issues of child abuse in Indian context. The study reveals that male children are getting more abused since society does not have any protective outlook towards them compared to the female children, and moreover they are abused more inside the family by closer cousins. The world Report on Violence and Health (2002) also iterated the same issues by saying when abuse happens in family; children can rarely protest or report Indian Parliament has very

recently approved “The Protection of Children from Sexual Offences Bill 2011”, which is said to be gender neutral and the burden of proof confers on the accused. But mere paper legislation cannot bring a sea-change in the society. Without proper governance and upgrading of health and educational facilities, these problems cannot be tackled and without these parametric shifts no child development is feasible

The National Policy on Disaster Management (NPDM) 2009 highlights the need for structural as well as non-structural safety in schools and educational institutions. In the chapter on Techno-legal Regime, in section 6.4.1, the policy identifies school buildings as a national priority and enables provision for designing the school buildings/ hostels with earthquake resilient features and equip them with appropriate fire safety measures. In the chapter on capacity development under section 10.2.2, the policy also emphasized upon disaster management training in all educational institutions including schools. Section 10.5.1 makes a reference to the role of National Cadet Corps (NCC) and scouts and guides in schools and colleges for disaster management related work. Section 10.6.1 of NPDM discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education.

According to Supreme Courts Directive on School Safety Norms in India, “In a significant ruling, the supreme court ordered that no new Government or private school would be given affiliation if the building did not have fire safety measures and earthquake resistant structure.

The other directions to all the state governments are:

- a) All existing government and private schools shall install fire extinguisher equipments within a period of six months.

- b) School buildings are to be kept free from inflammable and toxic material or stored safety.
- c) Evaluation of structural aspect of the school building must be carried out periodically
- d) School staff must be well- trained to use the fire extinguisher equipment.

1.3 Mizoram Scenario

Hmingtea (2011) in his article “The first educational examination in Mizoram” shows that “the first formal education was started in 1894 by two British Chistian Missionaries at Aizawl. They taught only two select students whom they could trust for further teaching and their own evangelism. The fist Government school was started in 1897 at Aizawl. The first middle school opened in 1906, and secondary school in 1944. The first higher education institute Pachhung University College was started in 1958. The first university Mizoram University was established in 2001 by the University Grants Commission of India”

According to 1991 census, the literacy rate in Mizoram is 81.23 where male shares 84.06% and females 78.09%/ In literacy, Mizoram leads the highest number of male and female literates in North-East India where per capita budgeted expenditure on education is 400.81, the highest in North-East Region. Even though Mizoram is a remote area and economically backward, it is going through a process of rapid development which necessitates interaction through medium of English as well as teaching-learning English within the state (Sangluaii, 2010).

Chuaungo conducted a study on ‘School Education in Mizoram: An analytical study in 2014’ reported that the major weaknesses of school education in Mizoram are the structure of elementary education, weakness relating to preschool education, less number of working days, less involvement of SMC in the

preparation of school development plan, backwardness in ICT, lack of library facilities, too much dependence on written examination, back log of untrained teachers, schools not meeting RTE requirement, weakness of students in English and Mathematics, high fees but low quality education, weakness relating to computer aided learning (CAL)

1.4 Definition and Concepts

According to National Commission for Protection of Child Rights, “School Safety has been defined as creating safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psychosocial issue, disaster: natural and manmade, fire, transportation. Emotional safety is especially important because it is difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being”.

1.5 Objectives

- a) To find out the level of safety with regards to the physical infra-structure of schools in Mizoram
- b) To find out the level of emotional and personal safety of students across schools in Mizoram
- c) To explore the weight of bags carried by students across schools in Mizoram.
- d) To suggest measures to promote safety and security of schools in Aizawl, Mizoram.

II

REVIEW OF LITERATURE

This chapter covers various literature related to different dimensions of safety and security in schools. This will help in understanding the relevance and significant of the study.

2.1 Physical Safety

The National School Climate Canter (2007) identified five elements of school climate:

- a) Safety (e.g. rules and norms, physical security, social–emotional security);
- b) Teaching and learning (e.g. support for learning, social and civicLearning);
- c) Interpersonal relationships (e.g. respect for diversity, social support from adults, social support from peers);
- d) Institutional environment (e.g. school connectedness, engagement, physical surroundings); and
- e) Staff relationships (leadership, professional relationships).
These five elements require careful examination as stand-alone concepts and also as a whole in order to understand how each element interacts with others.

Rollison et al.2(013) states that students’ safety and well-being are improved by coordination and integration of programs and activities provided by schools, mental health agencies, law enforcement, and juvenile justice systems. In a study of the impact of various school safety measures, only having adults in hallways

resulted in a significant reduction in the odds of being physically bullied or having property vandalized (Blosnich&Bossarte, 2011).

The Yokohoma strategy, the Hyogo Framework for Action 2005-15, the UN decade on Education for Sustainable Development, the Millennium Development Goals and the 2006-2007 world campaign on disaster reduction entitled “Disaster Risk Reduction begins at school” and the global knowledge and education platform, etc., are various initiatives at global and regional levels for school safety.

A more recent review of research by Bailey (2009) sheds additional light on the relationship between student / teacher health and performance and school buildings. This research supported the research of Lemasters (1997) and other previous work (Weinstein, 1979; McGuffey, 1982). Bailey (2009) analyzed studies on the same relationship between school building condition and student achievement between the years 1997 and 2008. Bailey reviewed 157 separate studies and selected 54 studies for analysis, which specifically considered the relationship between building condition and student achievement. Bailey asserted that the sum of the reviewed research indicated that a positive relationship exists between the condition of the school and the health and performance of students and teachers. This relationship was expressed in the difference in achievement scores of students in buildings assessed as being in either good or poor condition. The difference in student scores ranged from 3% to 17% (Edwards, 1993; Cash, 1993; Earthman, Cash & Van Berkum, 1996; Hines, 1996; Phillips, 1997; Lanham, 1999; Crook, 2006; Bullock, 2007, O’Sullivan, 2006; Fuselier, 2008; Taylor, 2009).

Kennedy (2003) points out that school official must not only deal with the students in the prevention of misbehaviour and violence, but also on the physical nature of the school building. Along with behaviour, attendance and morale play large roles in school success. Killeen, Evans and Danko (2003) go as far as to promote the

inclusion of students in facility design in attempts to increase ownership and attendance. The impact of the physical environment on educators is not ignored in current research. It has been determined that the surroundings in which people function can greatly impact moods, satisfaction and self-worth (Ma & MacMillan, 1999).

A recent study by the American Society of Civil Engineers reports that 75 Percent of the nations' school buildings are inadequate (Kerr, 2003). This has occurred coincidentally while student performance for many of our nation's students has remained stagnant (U.S. Department of Education, 2003). The research is clear that a strong link exists between the school building and the learning process (Blair, 1998). Often cited researchers Earthman and Lemasters (1996) have pointed out that students surrounded by a safe, modern and environmentally controlled environment experience a positive effect on their learning.

As the nation focuses on slumping student success (No Child Left Behind Act, 2001) coupled with a growing body of research linking physical school environment with student achievement, the concern over decaying American schools is reaching an urgent status (Crampton, Thompson & Hagey, 2001). The undesirable condition of a majority of schools (U.S. General Accounting Office, 1995) is attributed by many scholars as a direct result of limited financial resources that are earmarked for infrastructure improvement and maintenance (Crampton & Thompson, 2002). The problem is certainly pertinent to Texas school districts. Crampton and Thompson (2002) report that Texas ranks fifth nationally in the amount of dollars needed to bring school infrastructure to acceptable conditions. A combination of aging buildings, rising enrolment and decreasing or stagnant financial resources are creating a recipe for disaster as far as the condition of school buildings are concerned (Brady, 2002).

In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on student achievement in a manner that controlled for socio-economic status of the students. Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with student achievement. Specifically, Cash (1993) found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall colour and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students.

Chan (1996) conducted a similar study of the impact of physical environment on student success. This study classified 165 Georgia schools into one of three categories: Modern Learning, Obsolete Learning, or Half Modern Learning Environment. Other than building age, differences in the three categories included lighting, colour schemes, air control and acoustic levels (Chan, 1996). As one might expect, Chan (1996) found student achievement to be highest in Modern Learning Environments and lowest in Obsolete Learning Environments. Chan (1996) concluded that technologies and adaptabilities of modern environments better equipped students for success and that to ignore that fact was to disregard the physical difficulties of learning.

The age of a building can influence many of the individual factors used in evaluating the condition of an educational facility (Earthman & Lemasters, 1996). Earthman and Lemasters (1996) noted that in each case of their study, age of the building had significant impact on student achievement and behavior. Furthermore, the study indicated that age was a surrogate for other variables of building condition such as lighting, temperature control, proper lighting, sound control, support facilities, laboratory condition and aesthetic values (Earthman & Lemasters, 1996).

According to the National Achievement Survey (2017), “30% teachers responded that the school building need significant repair. 10% teachers responded that there is a lack of adequate toilet facilities and 13% teachers responded that there is a lack of drinking water facilities”.

Contingency planning and preparedness is the centerpiece of any effective crisis response plan. This would include a school board policy mandating crisis intervention, identification, and definition of CRT members’ tasks and individual responsibilities in the preparedness and intervention process (Brock, et al., 2001; Pagliocca, & Nickerson, 2001). The primary task at this preparatory stage is the development, implementation, and dissemination of response protocols at both the district and building levels. An essential element of this process is the training of school and community personnel through the use of table top exercises utilizing crisis scenarios and role playing, simulations, and crisis drills (Brock et al, 2001; Pagliocca, & Nickerson, 2001; Klingman, 1996; Pitcher & Poland, 1992).

The National Assembly Resolution on safe schools 2008, GOP policies, the National Disaster Management Authority policy (2008) and Ministry of Education National Education Policy (2009) expressed that people of Pakistan desire safe schools for their children. Safe schools through their various funding and financial options as well as various bi-lateral and multi-lateral donors WB, DFID, UN, among others are promoting disaster risk reduction (DRR).

The Hyogo Framework for Action(HFA) 2005-2015; building the Resilience of a Nations and Communities to Disasters, adopted at the World Conference on Disaster Reduction underlines the importance of knowledge and education as one of its main five priorities. It draws attention to school children and youth with the aim of making the community at large more aware of the threat of hazards and become better prepared.

An analysis of the District Information System for Education (2011-12), Mizoram revealed that 156 (5.3%) schools in the state had no toilet at all. Out of these, 93 were either under the Department of Education or under the SSA. No surprise that the majority (89%) of such schools were rural schools.

According to Economic Survey Report (2016-17), Department of School Education. It reveals that classroom sizes of the existing schools are very small as compared to the classroom size, mentioned in SSA Framework. Most of the existing schools older than 20 years or more are having a problem on accommodating 40 children in Primary or 35 children in Upper Primary stage as per the RTE norms.

According to Right to Education Act 2009, “as per the act the school has to ensure hygienic kitchen for midday meals, safe drinking water facility, and separate toilets for boys and girls along with proper fencing, playground and a library with relevant books and teaching aid”.

In respect of children with disabilities which prevent them from accessing the school, the State Government/Local Authority will endeavour to make appropriate and safe transportation arrangements for them to attend school and complete elementary education.

Several studies have revealed that students with physical disabilities often have difficulties with participation in school activities (Eriksson, Welanders, & Granlund, 2007; Hemmingsson & Borell, 2000, 2002; Mancini, Coster, Trombly, & Heeren, 2000; Pivik, McComas, & LaFlamme, 2002; Prellwitz & Tamm, 2000; Schenker, Coster, & Parush, 2005). It is often difficult, however, to establish the extent to which the challenges that students encounter are related to individual factors or the inability of the environment to accommodate students' needs. Several environmental issues have been found to affect the participation of

students with physical disabilities (Hammal, Jarvis, & Colver, 2004; Hemmingsson & Borell, 2000, 2002; Hemmingsson, Borell, & Gustavsson, 1999, 2003; Law et al., 1999; Simeonsson, Carlson, Huntington, McMillen, & Brent, 2001). Although inclusion of students with disabilities has been advocated for years, the construction and architectural design of most school buildings is still aimed to fit the population of student without disabilities. Physical barriers most often noted include distances; heavy doors; steep ramps; and rough surfaces, such as uncut curbs and thresholds (Hemmingsson & Borell, 2000; Palisano et al., 2003; Tieman, Palisano, Gracely, Rosenbaum, et al., 2004). Settings characterized by unpredictable movement, speed, and distances typically create difficulties for students with physical disabilities (Palisano et al., 2003; Tieman, Palisano, Gracely, & Rosenbaum, 2004). Natural spaces are also a challenge in areas with uneven terrain and unstable weather conditions.

Despite international agreements on inclusion—such as the Salamanca Statement (U.N. Educational, Scientific, and Cultural Organization, 1994), which highlights the importance of providing education for all within the regular education system—the main hindrances to school participation are sometimes found in factors connected to rights and government administration.

Organizational issues affecting accessibility, such as failure to plan or seek advice about access when constructing or renovating school buildings, reveal the influence that institutional aspects may have on the physical environment (Lightfoot, Wright, & Sloper, 1999; Pivik et al., 2002). A successful inclusive school climate depends on a supportive school community and efforts by school staff regarding accommodation and instructional needs (Destefano, Shriner, & Lloyd, 2001; Flavell, 2001; Pivik et al., 2002). Cultural and attitudinal barriers may entail a lack of understanding by teachers and support staff and result in assigning assistance to

students instead of adapting or equalizing curriculum or settings (Giangreco & Broer, 2005).

Lalhmasai Chuaungo (2001) conducted a study on ‘An analytical study on pre-school in Mizoram’. It was found that majority of the pre-schools (60% of private and 58% of public) are not in accordance with the desired standards as they are located either just adjacent to the main road which is not safe from traffic or in the foothill down the main road or on top of the hill, not safe and not easily accessible to the children. At the same time, all the pre-schools except 34 percent of private pre-schools, are within 1 km, radius of the locality to which they are serving as specified by NCERT(1996).

According to the Mizoram Right of Children To Free And Compulsory Education Rules (2011), “in areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school, the State Government/ Local Authority shall locate the school in such a manner as to avoid such dangers, the reducing the limits specified under sub-rule (1)”.

2.2 Emotional and Personal Safety

While even one school shooting shocks the public consciousness, the statistics on school violence reveals a varied picture. For the school year July 1, 2004 through to June 30, 2005 there were approximately 54.9 million students enrolled in pre-K through to grade 12. In that same period there were 28 violent deaths (21 homicide and 7 suicides) which translates into a victimization rate of approximately one premature death (homicide or suicide) of school aged youth on school premises per 2 million enrolled students. During the same period students aged 12 to 18 years were victims of 107,000 serious violent crimes (rape, sexual assault, aggravated assault and robbery). This represents a victimization rate of 4 serious crimes per 1,000 students in school

during 2004 (Dinkes, Cataldi, Kena, & Baum, 2006) which is a decline from 6 serious crimes per 1,000 students at school in 2003 (DeVoe, Peter, Noonan, Synder, and Baum, 2005). However, in 2005, one percent of the students aged 12-18 reported violent victimization at school during the previous 6 months. During the same period, eight percent of the students in grades 9-12 during reported being threatened or injured with a weapon on school property.

According to Zulu et al. (2004, 173), the problem of school violence results from the learners' lack of respect for fellow human beings and insufficient conflict managing skills. These authors argue that learner' lack of self-esteem and lack of respect for their peers, their parents, school property and authorities is symptomatic of a deficient sense of ubuntu. Ubuntu in this context, depends on the cultural link between the parental home and the school.

There is no clear research evidence that the use of metal detectors, security cameras, or guards in schools is effective in preventing school violence (Addington, 2009; Borum, Cornell, Modzeleski, & Jimerson, 2010; Casella, 2006; Garcia, 2003). In fact, research has shown that their presence negatively impacts students' perceptions of safety and even increases fear among some students (Bachman, Randolph, & Brown, 2011; Schreck & Miller, 2003). In addition, studies suggest that restrictive school security measures have the potential to harm school learning environments (Beger, 2003; Phaneuf, 2009).

According to Smith and Sharp (2000, 91) and Cornell (2006, 130), bullying describes many types of behaviour, such as physical assault, threats and intimidation, verbal hostility, spreading rumours and ostracising peers. Where bullying takes place, the bully normally has more power than the victim, which means he/she benefits from greater strength and superior confidence. In some South African school this situation also occurs where some learners are much

older than the rest of the class, having far greater physical strength and life experience than their classmates. Due to learners' fear of confrontation with bullies, this form of violence is a significant factor contributing to learner absenteeism in South African school. Many victims of bullying are so traumatised and disempowered that, in therapy, they often express their desire to die rather than suffer humiliation and abuse (Nesser et al, 2003, 130; Smith 2003). It is obvious that such an experience cannot promote effective learning and teaching in any way.

According to Human Rights Watch (2001), the phenomenon of sexual relations between the teachers and Schoolgirls in sub Saharan was common even in the 1950s. Cases of sexual misconduct in schools were described by Caldwell-Barr (2010), Padayachee (2008) and Badenhorst (2011). Caldwell-Barr (2010) opines that the sexual abuse of learners by teachers at school is rife "with incidences of rape occurring during and after school hours".

Research supports the critical role of nurturing environments in fostering successful development and preventing psychological and behavioral problems. Such environments positively impact children and adolescents by minimizing their exposure to biologically and psychologically toxic events, reinforcing prosocial behaviors, limiting problem behaviors, and fostering psychological flexibility (Biglan, Flay, Embry, & Sandler, 2012).

Research has shown that the availability of caring adults at school and the fair and consistent enforcement of school discipline are associated with less bullying and victimization (Gregory et al., 2010).

School staff can earn the trust and cooperation of students when they use relationship building to prevent discipline problems. Research supports this approach to discipline, whereby adolescents' perceptions of school staff as trustworthy authority

figures foster cooperative behaviors and minimize defiant ones (Gregory & Ripski, 2008).

Research has shown that school mental health services are integral to student success because mental health directly affects the development and learning of children and adolescents (Fleming et al., 2005; Welsh, Parke, Widaman, & O'Neil, 2001).

School mental health services have been found to improve aspects of the school climate; reduce special education referrals (Bruns, Walrath, Glass-Siegel, & Weist, 2004); and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Shonkoff & Phillips, 2000).

Results from nearly 500 studies support the importance of having qualified professionals in schools: The impact of promotion and prevention interventions is at least two to three times higher when programs are implemented by qualified personnel who have expert knowledge of the relevant issues (Durlak & Dupre, 2008).

School staff rate the services provided by school psychologists as very important, including assessment, special education input, consultation, counseling, crisis intervention, and behavior management (Watkins, Crosby, & Pearson, 2007).

Positive school engagement plays an important role in promoting and enhancing school violence prevention efforts (Tillery, Varjas, Roach, Kuperminc, & Meyers, 2013).

Research emphasizes the need for improved interagency collaboration in the delivery of mental health and support services to students (Pires, Lazear, & Conlan 2008). Improvements in coordination and integration of activities can minimize duplication of services, preserve scarce resources, and better identify and serve students at risk for or already affected by violence and substance use (Rollison et al., 2013).

Learning styles refer to orientations towards approaching learning tasks and processing information in different ways (Grösser & De Waal, 2006). A broad understanding of learning styles will thus help educators to understand and support all learners throughout their learning processes, and thus foster a sense of intellectual security which can lead to better achievement of potential.

The Education White Paper 6 (2001) describes how the education and training system must be transformed to build a caring and humane society (Dunbar-Krige & Van der Merwe, 2010), how it must change to accommodate the full range of learning needs, and the mechanisms that should be put in place to achieve these needs (Department of Education, 2001).

Cryer (1994) examined the value and quality assessments of parents as child care consumers. The study revealed that in general, parents indicated high values for all aspects of care, with higher importance scores for items relating to interactions, health and safety than for curriculum and adults need related items.

Kaul and Sarkar (2009) feels on the other hand nutritional and educational care should be jointly required for successful development of the child. Comparing child development indices of different states for the years 1993, 1999 and 2006, they found that the states which had already reached higher levels of child development improved marginally, while states with very low based indicators (namely Bihar and Uttar Pradesh) improved faster. The nutritional impact on child development is also found to be some way connected to their school education.

Drez and Sen (2011) said that neglecting elementary education, health care and social security by Indian planners actually welcomed imbalanced development and non-inclusive growth. Some commentators opined that malaise of child labour and challenge of universal enrolment are to be skilfully handled by the planners.

Haneefa and Sumitha (2011) investigated the perception and use of social networking sites by the students of Calicut University, Kerala and reported that majority of the students were using social networking sites and maximum of them visited social networking sites twice a week. The students indicated that lack of security and privacy issue as major issues but they have positive attitudes towards social networking sites.

Noushia (2011) conducted a study to measure the use of Facebook in marketing awareness among the library science professional and found that Facebook worked as an effective tool for imparting information or knowledge and prove helpful in making awareness among Library and Information Science (LIS) Professionals of university libraries of U.P. Majority of the respondents were satisfied in the use of facebook to share experiences, views and participated in creating awareness.

Tariq (2012) have studied the impact of social media and social networks on education in the students of Pakistan. The study discovered that most of the users social networking sites have fake accounts and are underage users, and some of the people do not use social network because they do not have internet connections but they wish to use social network.

According to Simonson et al. (2000), he describes online learning tools as more effective than traditional classroom learning (using textbook for learning) because the availability of the online materials and 24 hours access to learning. Students are more likely to use this social media such as YouTube for their informal leaning. YouTube provides video for information and knowledge that extends beyond the limit of the classroom and textbook. It also provide tutorial and show the students clearly how some certain things are done through the video uploaded. The ease of accessing out of textbook information and the ease of sharing information and the availability of this online materials at one own time is the

other reasons why students preferred to use this social media as the tools for their informal learning.

A National Union of Students Survey (NUS Services Ltd 2013) reported that 20% of students said they had a mental health problem. There is also evidence that demand for mental health services at universities may be increasing (Storrie et al, 2010). Coursework deadlines, exams and balancing study with other demands headed the list of contributors to feelings of mental distress. Educational burnout among students has also been a topic of study. As far as we are aware studies on burnout have not been undertaken with UK students, but it is certainly a concern of some other countries such as China. However, the UK has seen a wave of interest in the general mental health of students (HEFCE 2015).

Another factor that may influence the physical activity and school performance link are mental health and wellness factors (Brown, Pearson, Braithwaite, Brown, & Biddle, 2013). The short-term effects of physical activity can be improved mood, attention, calmness, and a release of excess energy (Brown et al., 2013). Over long-term physical activity, a sense of competency, confidence, persistence, grit, and self-esteem may all improve as school children's mastery over the physical domain increase (Shriver et al., 2013). These improved wellness factors may generalize to academic performance in school and be another reason for the link between physical activity and school success (Hattie, 2013; Longet al., 2013).

The development and evaluation of many physical activity and nutrition programs is sufficient to be considered evidence-based (Bisset, Potvin, & Daniel, 2013). Effective interventions assist students in developing protective factors to overcome risk for school failure. That is, interventions that focus on the management of student diet, family and community support, teaching nutrition habits, promoting individualized regular physical activity, and that empower students to control these factors are effective in improving student

health and reducing obesity (Kwak et al., 2009; Pucher et al., 2013; Silveira et al., 2013). However, proving what works is the beginning of a scientifically supported practice and is only a proof-of-concept (Shaw, Verona Prevez, & Shah, 2014).

Low levels of physical fitness have been implicated in a host of mental health and academic problems (Erickson, Robinson, Haydel, Killen, 2000; Leatherdale, 2013). The links between physical fitness and adaptive problems are becoming especially salient as there is a well-known worldwide rise in the incidence of poor physical fitness and childhood obesity (Gortmakers et al., 2011). Although the relationship between physical fitness and nutrition are clearly cultural in nature, there is evidence that decreases in physical fitness and increases in obesity are occurring in North America, Australia, Africa, Europe, and Asia (Karayiannis, Yannakoulia, Terzidou, Sidossis, & Kokkevi, 2003; Langendijk et al., 2003; Troiano, Flegal, Kuczmarski, Campbell, & Johnson, 1995; Warraich, Javed, Faraz-ul-Haq, Khawaja, & Saleem, 2009). Low levels of physical fitness and obesity are risk factors for poor physical health, poor mental health, and poor academic performance (Busch et al., 2014). The challenge to meeting the rise in these important risk factors is to develop systemic methods of reducing risk factors and increasing protective factors (Cohen, Rai, Rehkopf, & Abrams, 2013; Daniels et al., 2005; Dehghean, Akhtar-Danesh, & Merchant, 2005). As school psychologists are expanding their role to build a host of protective factors to build resilience in school-aged children at the preventative (Tier 1), at risk (Tier 2), and clinical (Tier 3) levels, there is a need to provide evidence-based interventions with implementation support to improve nutrition, maintain healthy weight, and increase student physical fitness.

Increased media and legislative attention to school violence during the past several decades have resulted in a special focus on safety concerns within the school environment (Borum et al., 2010;

Mayer & Furlong, 2010). The safety of students continues to be a concern because of increasing low-level violence (e.g. bullying) in schools that are related to antisocial and aggressive behaviours among students (Alessandri et al., 2012; Jimerson et al., 2012). These types of behaviours occur largely because the school environment serves as a vehicle for them.

According to Ross et al. (2009), some bullying prevention programmes focus on specific, undesirable behaviours, regardless of intentionality, frequency of behaviour and power differentials. Furthermore, ‘some educators only see bullying as involving physical harm, but this is changing because of policies that are redefining bullying’ (Rigby, 2012, p. 398). These unclear understandings of bullying contribute to differences in the subjective perceptions of the school environment and individual experiences. A clear understanding of bullying needs to be developed by all members of the school community (i.e. school staff, principal, students, parents) in order to consistently and effectively implement bullying prevention policies and programmes (Rigby, 2012).

The WHO (2011) estimates that approximately 5.1 per cent of the population below 14 years of age have a disability, with this figure being slightly higher, at 6.4 percent overall, for Africa due to health and contextual conditions. OECD (1999) however, estimates that up to 20 per cent of learners will have a special educational need at some point in their school career. This would encompass a broader group of learners, some of whom may have a temporary learning difficulty caused by specific events or trauma in their lives. It must also be remembered that not all children with disabilities require any adaptations, special provision or support to participate in learning.

According to the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood

(DEC), “The desired results of inclusive experiences for children with disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential “ (DEC & NAEYC 2009). Having the opportunity to be appropriately educated in a regular classroom gives child the chance to feel “like other kids.” Unless all kids go freely and without judgment to a learning center or resource room whenever they need it, the trip to the special education room often has a stigma attached to it. Having the opportunity (in a well- supported and appropriately modified inclusive classroom) to achieve and interact and succeed 2 and fail like the others can really do a lot for a child’s sense of self-worth. Kids who do well in an inclusive environment feel more like they “own” the education they’ve been exposed to.

Research conducted in different parts of the world have found that teachers’ acceptance of inclusion may be promoted by educating them about the characteristics and behaviors of students with special needs (e.g., Carroll, 2003; Koay, Lim, Sim, & Elkins, 2006; Lanier & Lanier, 1996; Papadopoulou, Kokaridas, Papanikolaou, & Patsiaouras, 2004). However, numerous studies have indicated that regular education teachers feel that both pre-service and in-service education programs were inadequate in preparing them for teaching students with learning disabilities in regular classrooms (DeSimone & Parmar, 2006; Wilson, Loprete, & Slostad, 2000).

Al Khatib (2007) investigated the Jordanian regular education teachers’ knowledge of learning disabilities and whether this knowledge differed as a function of selected variables. The sample consisted of 405 regular classroom teachers teaching 1st to 6th grade students in 30 schools in three Jordanian districts. Teachers completed a 40-item test designed by the researcher, which had adequate psychometric properties. The results of the study revealed that teachers had a moderate level of knowledge of learning

disabilities. Female teachers were found to be significantly more knowledgeable than male teachers. Teachers' level of knowledge was unrelated to teachers' age, teaching experience, or academic qualifications.

Malusu & Kamau-Kang'ethe (2010) assessed the teacher awareness and intervention for pupils with Learning Disabilities in inclusive education in Makadara Division. The study concluded that teachers were aware of inclusive education in their schools, teachers had different interventions in place to ensure the success of inclusive education e.g. the use of corrective approaches, direct instructions, systematic phonics and using connectivity' with pupils' individual learning needs and that teachers were not professionally prepared to cope with pupils with learning disabilities in inclusive education.

Sharma & Samuel (2013) studied the awareness that teachers have about learning disability and the provisions made by the government and CBSE board. It was a cross sectional study with sample size of 100 teachers from private English medium schools in Ludhiana, Punjab. They concluded that although the teachers claimed to have knowledge regarding Learning disability but they only had a vague idea about it, only a few teachers were aware about the provisions provided by the government. Most of the teachers blamed the student's attitude and home environment for performing poorly in studies.

Various studies carried out to investigate the knowledge and awareness of teachers regarding learning disabilities found out that the success of inclusion of students with learning disabilities partially depends on teachers' awareness of these students' needs (Campbell, Gilmore, & Cuskelly, 2003; Lanier & Lanier, 1996; Papadopoulou, Kokaridas, Papanikolaou, & Patsiaouras, 2004).

In India around 13-14% of all school children suffer from learning disorders. These children are labelled as failures by the

society we live in but in reality it's not that these children who have failed but it is the education system that has failed, failed in recognizing and helping them. As teachers are the link between the children and education system, it's their level of understanding and awareness that sets the path for these children's future.

Neena Sawhney & Sneha Bansal (2014) conducted a study on 'Awareness of Learning Disabilities among Elementary School Teachers'. The study was conducted on 50 elementary teachers teaching in schools of Chandigarh. Majority of the teachers have only 50% knowledge about learning disabilities which is insufficient and inadequate as it cannot be enough to help them identify learning disabled in their class. Only 6% teacher's i.e. 3 out of 50 teachers achieved a score of 14 i.e. 70% knowledge of learning disabilities again a very small number of teachers reaching the highest score in medium level of awareness. Elementary education is the stage at which such students can benefit the most from intervention strategies if identified by the class teachers at the right time and that can be possible only if teachers have adequate awareness and knowledge of the same.

India Today Magazine (2014) has published that 'Mizoram teacher arrested for sexually abusing 32 students'. Police have arrested a primary school teacher for allegedly raping and sexually abusing 32 students. The report indicated that the teacher had either molested or rape 30 more girl students in the past three years in the same school. The victims are aged between 8 and 12 years and they did not report the abuse out of fear as the teacher had threatened them with dire consequences.

III

METHODOLOGY

The research was exploratory in design. It was conducted in Aizawl City within the Municipality area. Mixed methods i.e. quantitative, qualitative and participatory techniques of research were utilized for the study.

3.1 Source of Data Collection

Primary source of data included principals, headmasters, teachers and students of the schools and secondary source included government and non-government records and literature.

3.2 Sampling Procedure

A multi staged sampling procedure was utilized. In the first stage, Aizawl District was purposively selected based on its highest population among other Districts in Mizoram. In the second stage, Aizawl Municipality Area was selected for the field of study. In the next stage, list of all the schools and their enrollment based on gender within the Municipality area were collected from the Education Department, Government of Mizoram. The Schools were then clustered according to their location based on Electoral Constituencies within the Municipality area. Then, all the schools were divided into 4 zones each representing Aizawl North, Aizawl East, Aizawl West and Aizawl South. In the next stage, one primary school, one middle school, one high school and one higher secondary school representing the government with the highest enrollment of students from each zones they represent were selected to form the sample. Similarly, one private school offering both high and higher secondary school education and one private school

offering primary to high school education with the highest enrollment of students from each zones they represent were also selected to form the sample. Last but not the least, two Central Schools within Aizawl Municipality area were also selected purposively to form the sample. The list of the selected sample schools are as follows:

| Sl. No | Zone | Schools | | | | | | | Total |
|--------------|--------------|---|--|---|---|----------------------------------|---|---|-----------|
| | | Government Schools | | | | Private | | Central | |
| | | Primary | Middle | High | Higher | Primary to High | High & Higher | | |
| 1 | Aizawl North | Government (Govt.) Bawngkawn Primary School (PS) II | Government (Govt.) Bawngkawn Middle School (MS) II | Government (Govt.) Mizo High School (HS) Zarkawt | Government (Govt.) Mizo Higher Secondary School (HSS) Zarkawt | St Lawrence School, Ramthar Veng | Mt. Carmel Higher Secondary School (HSS), Chaltlang | - | 6 |
| 2 | Aizawl East | Government (Govt.) Chhinga Veng Primary School (PS) | Government (Govt.) Zuangtui Middle School (MS) | Government (Govt.) Zemabawk High School (HS) | Government (Govt.) Zemabawk Higher Secondary School(HSS) | KD Elementary School, SaronVeng | Modern English School, Dawrpui | Kendria Vidyalaya (KV) Puishpak, Falkland | 7 |
| 3 | Aizawl West | Chhinlung Academy (PS) Vaivakawn | Chhinlung Academy (MS) Vaivakawn | Government (Govt.) JL High School (HS) Khatla | Government (Govt.) KM Higher Secondary School (HSS), Dawrpui Vengthar | Helen Lowry School, Vaivakawn | Synod Higher Secondary School (HSS), Mission Veng | Kendria Vidyalaya (KV), MZU, Tanhril | 7 |
| 4 | Aizawl South | Government (Govt.) Primary School (PS) College Veng | Model School (MS) Upper Republic | Government (Govt.) Mamawii High School (HS), Mission Veng | Central Higher Secondary School (HSS), College Veng | Holy Trinity School, ITI Veng | St. Pauls Higher Secondary School (HSS), Tlangnuam | - | 6 |
| TOTAL | | | | | | | | | 26 |

To find out the weight of bags students carry, a total of 650 bags of students across the schools were weighted. 100 bags were weighted from Class 1 and 2, 130 bags from Class 3 and 4, 100 bags from Class 5 to 7, 180 bags from Class 8 and 9 and 140 bags from Class 10.

3.3 Tools of Data Collection

A structured interview schedule formed the tool for data collection. The tool was constructed based upon the manual on Safety and Security of Children in Schools developed by National Commission for Protection of Child Rights. The manual has 2 dimensions and each dimension have a number of sub-domains with various items on security and safety. The first dimension is Physical Safety that includes sub-domains on safety and security related to school building safety and security (38 items), fire safety management (15 items), earthquake management (7 items), flood/cyclone/landslide management (6 items), electrical safety (4 items), safety from constructional hazard (3 items), safety in the playground and sports activities (6 items), water safety (5 items), laboratory safety (7 items) and transport management and safety (14 items). The second dimension is Emotional and Personal Safety that includes sub-domains on safety and security related to trauma management (3 items), safety of children with disabilities (4 items), health safety and security (19 items), sanitation and hygiene (6 items), safety of children against sexual abuse (14 items), social and emotional safety (5 items) and cyber safety (6 items).

The safety and security of all the items within the sub-domains of the two (2) dimensions were measured based on answering Yes or No to safety indicators across the domains. The Yes was coded as 1 point (highest) and No was coded as 0 (lowest point). As such a 2 point scale where 1 indicates very high level of safety and security and 0 indicates very low level of safety and security was constructed. The scale was again statistically binned for analysis where 1 indicated very high level of safety and security, 0.60 to 0.99 indicated high level of safety and security, 0.40-0.59 indicated moderate level of safety and security, 0.39-.01 indicated low level of safety and security and 0.00 indicated very low level of safety and security.

To measure the weight of bags, the bags were weighted by a weighing machine in Kilograms (Kgs.). Students were selected based on the level of classes according to the guidelines of the government with respect to standard weights of schools bags to be carried by student of different classes. The classes were divided into Class 1 & 2, Class 3 & 4, Class 5 to Class 7, Class 8 & 9 and Class 10 across the schools.

Focus group discussions, in-depth interviews and participatory techniques were also conducted to get qualitative findings about safety and security issues from teachers and students.

3.4 Data Analysis

Data was analyzed by using Microsoft Excel and SPSS Package. Mean averages and simple percentages formed the findings of the study. Findings from focus group discussions, participatory techniques and in-depth interviews are also highlighted to understand the safety and security of the schools.

3.5 Ethical Consideration

Research ethics was maintained during the course of the study. The study is an officially recognized research undertaken by the Mizoram State Commission for Protection of Child Rights, Government of Mizoram in collaboration with the Department of Social Work, Mizoram University. However, as sensitive as it is with any research, informed consents were taken from the schools before the data collection. The objectives of the study were related to the school authorities and accordingly, data were collected from the teachers as well as the students after due consent of the same.

IV

PHYSICAL SAFETY AND SECURITY DIMENSION

This chapter shall include the result and discussion of the Physical Safety and Security Dimension. The Physical Safety and Security Dimension have 10 sub-domains each having their own items. The sub-domains include school building, fire safety management, earthquake management, flood/cyclone/landslide management, electrical safety, safety from constructional hazard, safety in the playground and sports activities, water safety, laboratory safety and transport management and safety.

Table 1: Physical Safety and Security of Schools

| Sl. No. | Sub-Domains | Total Mean |
|---------|---|-------------|
| 1 | Transport Management and Safety | 0.87 |
| 2 | Laboratory Safety | 0.76 |
| 3 | Electrical Safety | 0.73 |
| 4 | School Building Safety and Security | 0.72 |
| 5 | Water Safety | 0.65 |
| 6 | Earthquake Management | 0.51 |
| 7 | Flood, Cyclone and Landslide Management | 0.46 |
| 8 | Safety from Constructional Hazard | 0.43 |
| 9 | <i>Fire Safety Management</i> | <i>0.31</i> |
| 10 | <i>Safety in the Playground and Sports Activities</i> | <i>0.23</i> |

Source: Computed

Italics indicate low level in safety and security

Table 1 shows the distribution of the dimension of physical safety and security of the schools according to the sub-domains.

From the table, we see that the sub-domains such as transport management safety, laboratory safety, electrical safety, school building safety and security and water safety are under the high level (0.65-0.87) of safety and security scale while earthquake management, flood, cyclone and landslide management and safety from constructional hazard were under the moderate category (0.43-0.51) and fire safety management and safety in playground and sports activities were under the low level (0.23-0.31).

4.1 School Building Safety and Security

The School Building Safety and Security was measured based upon 38 items that included maintenance of standard and norms of school as specified in section 19 of the RTE Act, electrical fittings in the classrooms and corridor, safety and security from electric shock or problem, safety and security from sparks or short circuit, safe and secure corridors and staircases, access restriction to any obstruction in corridors and staircase, water filter/purifier/RO system, safe and secure ceiling/wall/roof tiles or plaster, ventilated rooms, cross ventilated chemical laboratory, availability of First Aid kit, safe and secure from open wells/pond, restrictions to movement of students from open wells/ponds/rivers etc, safe and secure from swimming pool, safe and secure from dampness in wall, maintenance of toilets, safe and secure switch board/main switches, separate toilets for girls and boys, safe and secure water coolers and other electrical gadgets, classroom door and emergency doors, safe and secure from inflammable and toxic materials in schools, cross ventilation in classrooms and library, running water facility in all toilets, availability of lightning conductor, observation of National Building Code of India 2005, safe and secure from high voltage wires/cables/towers in the school premises, availability of fire extinguishers, arrangements for disposing waste materials, especially for any girls, CCTV monitoring system, installation of alarm system/centralized public announcement system, building safety certification by authorities, separate toilets for

children with disabilities , attendants for children in age group for 3-6 years to assist children, disability accessibility at different entry points, disability friendly premises, separate toilet blocks for children for 3 to 6 years of age, display of floor evacuation plan and lifts for children with disabilities.

This section shall cover the findings related to the overall school building safety and security and the item-wise school building safety and security across the schools.

Table 2: Overall School Building Safety and Security

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV MZU | 0.92 |
| 2 | KV Pushpak | 0.92 |
| 3 | Modern English School | 0.79 |
| 4 | Govt KM HSS | 0.79 |
| 5 | Govt. Mizo HS | 0.79 |
| 6 | Govt.Zemabawk HS | 0.79 |
| 7 | Helen Lowry School | 0.76 |
| 8 | Mt Carmel School | 0.74 |
| 9 | St Paul's HSS | 0.74 |
| 10 | St Lawrence School | 0.74 |
| 11 | Holy Trinity School | 0.74 |
| 12 | Govt. Mizo HSS | 0.71 |
| 13 | Govt. Central HSS | 0.71 |
| 14 | Govt.Bawngkawn MS II | 0.71 |
| 15 | Govt.Bawngkawn PS II | 0.71 |
| 16 | Synod HSS | 0.68 |
| 17 | Govt. JL HS | 0.68 |
| 18 | Govt. College Veng PS | 0.68 |
| 19 | KD Elementary School | 0.66 |
| 20 | Govt.Zemabawk HSS | 0.66 |
| 21 | Govt.Mamawii HS | 0.66 |

| | | |
|----|----------------------|-------------|
| 22 | Chhinlung Academy MS | 0.66 |
| 23 | Chhinlung Academy PS | 0.66 |
| 24 | Govt. Model School | 0.61 |
| 25 | Govt.Zuangtui MS | 0.58 |
| 26 | Govt.ChhingaVeng PS | 0.58 |
| | Total Average | 0.72 |

Source: Computed

Table 2 shows the distribution of the overall safety of school building across all the schools. The table shows that the overall building safety and security of schools was high (0.72).

Among the high category (0.61- 0.92), majority of the schools were included while a few of them were found to be moderate (0.58) in safety and security.

Table 3: Overall Item-Wise School Building Safety and Security of Schools

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Electrical fittings in the classrooms and corridor | 1.00 |
| 3 | Safety and security from electric shock or problem | 1.00 |
| 4 | Safety and security from sparks or short circuit | 1.00 |
| 5 | Safe and secure corridors and staircases | 1.00 |
| 6 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 7 | Water filter/purifier/RO system | 1.00 |
| 8 | Safe and secure ceiling/wall/roof tiles or plaster | 1.00 |
| 9 | Ventilated rooms | 1.00 |
| 10 | Cross ventilated chemical laboratory | 1.00 |
| 11 | Availability of First Aid kit | 1.00 |
| 12 | Safe and secure from open wells/pond | 1.00 |
| 13 | Restrictions to movement of students from open wells/ponds/rivers etc | 1.00 |

| | | |
|----|--|-------------|
| 14 | Safe and secure from swimming pool | 1.00 |
| 15 | Safe and secure from dampness in wall | 1.00 |
| 16 | Maintenance of toilets | 0.85 |
| 17 | Safe and secure switch board/main switches | 0.85 |
| 18 | Separate toilets for girls and boys | 0.85 |
| 19 | Safe and secure water coolers and other electrical gadgets | 0.85 |
| 20 | Classroom door and emergency doors | 0.85 |
| 21 | Safe and secure from inflammable and toxic materials in schools | 0.85 |
| 22 | Cross ventilation in classrooms and library | 0.81 |
| 23 | Running water facility in all toilets | 0.81 |
| 24 | Availability of lightening conductor | 0.70 |
| 25 | Observation of National Building Code of India 2005 | 0.70 |
| 26 | Safe and secure from high voltage wires/cables/towers in the school premises | 0.70 |
| 27 | Availability of fire extinguishers | 0.65 |
| 28 | Arrangements for disposing waste materials, especially for any girls | 0.62 |
| 29 | CCTV monitoring system | 0.58 |
| 30 | Installation of Alarm system/Centralized Public Announcement system | 0.54 |
| 31 | Building Safety certification by authorities | 0.42 |
| 32 | <i>Separate toilets for children with disabilities</i> | <i>0.30</i> |
| 33 | <i>Attendants for children in age group for 3-6 years to assist children</i> | <i>0.20</i> |
| 34 | <i>Disability accessibility at different entry points.</i> | <i>0.10</i> |
| 35 | <i>Disability Friendly premises</i> | <i>0.10</i> |
| 36 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.10</i> |
| 37 | <i>Display of floor evacuation plan</i> | <i>0.04</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.72 |

Source: Computed Italics indicate low and very low level in safety and security

Table 3 shows the distribution of building safety of all the schools according to the items. The overall finding indicated that the level of safety and security across the items was high (0.72)

The table shows that building safety and security was very high (1.0) in 15 items of the building safety and security sub-domain and was high (0.62-0.85) in 13 items while it was moderate (0.42-0.58) in 3 items only. Safety and security was low (0.04-0.30) in 6 items and very low (0.00) in 1 item under the sub-domain.

Table 4: School Building Safety and Security of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt.Bawngkawn PS II | 0.71 |
| 2 | Govt. College Veng PS | 0.68 |
| 3 | Chhinlung Academy PS | 0.66 |
| 4 | Govt.ChhingaVeng PS | 0.58 |
| | Total Average | 0.66 |

Source: Computed

Table 4 shows the distribution of building safety and security across government primary schools. The table shows that the overall building safety and security of government primary schools was high (0.66).

Majority of the primary schools fell under the high category (0.66 -0.71) in building safety and security while one of them was found to be moderate (0.58).

Table 5:Item-wise Building Safety and Security of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Electrical fittings in the classrooms and corridor | 1.00 |

| | | |
|----|--|------|
| 3 | Safe and secure switch board/main switches | 1.00 |
| 4 | Safe and secure water coolers and other electrical gadgets | 1.00 |
| 5 | Safety and security from electric shock or problem | 1.00 |
| 6 | Safety and security from sparks or short circuit | 1.00 |
| 7 | Corridors and staircases are clear of obstruction | 1.00 |
| 8 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 9 | Water filter/purifier/RO system | 1.00 |
| 10 | Separate toilets for girls and boys | 1.00 |
| 11 | Safe and secure ceiling/wall/roof tiles or plaster | 1.00 |
| 12 | Cross ventilation in classrooms and library | 1.00 |
| 13 | Ventilated rooms | 1.00 |
| 14 | Cross ventilated chemical laboratory | 1.00 |
| 15 | First Aid kit in place | 1.00 |
| 16 | Safe and secure from open wells/pond | 1.00 |
| 17 | Restrictions to movement of students from open wells/ponds/rivers etc | 1.00 |
| 18 | Safe and secure from swimming pool | 1.00 |
| 19 | Safe and secure from dampness in wall | 1.00 |
| 20 | Observation of National Building Code of India 2005 | 0.70 |
| 21 | Safe and secure from inflammable and toxic materials in schools | 0.70 |
| 22 | Classroom door and emergency doors | 0.70 |
| 23 | Safe and secure from high voltage wires/cables/towers in the school premises | 0.70 |
| 24 | Maintenance of toilets | 0.70 |
| 25 | Availability of lightening conductor | 0.70 |
| 26 | Building Safety certification by authorities | 0.40 |
| 27 | CCTV monitoring system | 0.40 |
| 28 | Running water facility in all toilets | 0.40 |

| | | |
|----|--|-------------|
| 29 | <i>Installation of Alarm system/Centralized Public Announcement system</i> | <i>0.15</i> |
| 30 | <i>Availability of fire extinguishers</i> | <i>0.15</i> |
| 31 | <i>Attendants for children in age group for 3-6 years to assist children</i> | <i>0.15</i> |
| 32 | <i>Disability Friendly premises</i> | <i>0.15</i> |
| 33 | <i>Disability accessibility at different entry points.</i> | <i>0.00</i> |
| 34 | <i>Display of floor evacuation plan</i> | <i>0.00</i> |
| 35 | <i>Separate toilets for children with disabilities</i> | <i>0.00</i> |
| 36 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.00</i> |
| 37 | <i>Arrangements for disposing waste materials, especially for any girls</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.66 |

Source: Computed Italics indicate low and very low level in safety and security

Table 5 represents the distribution of building safety and security among the government primary schools according to the items. The overall finding indicated that the level of building safety and security across the items was high (0.66).

Building safety and security was very high (1.00) in 19 items while it was high (0.70) in 6 items. There were 3 items that were moderate (0.40) and 4 items were low (0.15) in safety and security. Lastly, 6 items were under the very low category of safety and security within the sub-domain of building safety.

Table 6: Building Safety and Security of Govt. Middle School

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt. Bawngkawn MS II | 0.71 |
| 4 | Chhinlung Academy MS | 0.66 |
| 3 | Govt. Model School | 0.61 |
| 2 | Govt. Zuangtui MS | 0.58 |
| | Total Average | 0.64 |

Source: Computed

Table 6 shows the distribution of building safety and security sub-domain across government middle schools. The table shows that the overall building safety and security of government middle schools was high (0.64).

Majority of the government middle schools building's safety and security was high (0.71-0.61) while one school was moderate (0.58).

Table 7: Item-wise Building Safety and Security of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Installation of Alarm system/Centralized Public Announcement system | 1.00 |
| 3 | Electrical fittings in the classrooms and corridor | 1.00 |
| 4 | Safe and secure switch board/main switches | 1.00 |
| 5 | Safety and security from electric shock or problem | 1.00 |
| 6 | Sparks or Short circuit in past one week | 1.00 |
| 7 | Corridors and staircases are clear of obstruction | 1.00 |

| | | |
|----|--|-------------|
| 8 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 9 | Water filter/purifier/RO system | 1.00 |
| 10 | Separate toilets for girls and boys | 1.00 |
| 11 | Maintenance of toilets | 1.00 |
| 12 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 13 | Ventilated rooms | 1.00 |
| 14 | Cross ventilated chemical laboratory | 1.00 |
| 15 | First Aid kit in place | 1.00 |
| 16 | Safe and secure from Dampness in wall | 1.00 |
| 17 | Safe and secure from Open wells/pond | 1.00 |
| 18 | Restrictions to movement of students from open wells/ponds/rivers etc | 1.00 |
| 19 | Safe and secure from Swimming pool | 1.00 |
| 20 | Safe and secure Water coolers and other electrical gadgets | 0.70 |
| 21 | Classroom door and emergency doors | 0.70 |
| 22 | Running water facility in all toilets | 0.70 |
| 23 | Cross ventilation in classrooms and library | 0.70 |
| 24 | Observation of National Building Code of India 2005 | 0.45 |
| 25 | Building Safety certification by authorities | 0.45 |
| 26 | Safe and secure from Inflammable and toxic materials | 0.45 |
| 27 | Safe and secure from high voltage wires/cables/towers in the school premises | 0.45 |
| 28 | Availability of Lightning conductor | 0.45 |
| 29 | <i>Availability of Fire extinguishers</i> | <i>0.15</i> |
| 30 | <i>Separate toilets for children with disabilities</i> | <i>0.15</i> |
| 31 | <i>Arrangements for disposing waste materials, especially for any girls</i> | <i>0.15</i> |
| 32 | <i>Disability accessibility at different entry points.</i> | <i>0.00</i> |

| | | |
|----|--|-------------|
| 33 | <i>CCTV monitoring system</i> | <i>0.00</i> |
| 34 | <i>Floor evacuation plan displayed properly.</i> | <i>0.00</i> |
| 35 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.00</i> |
| 36 | <i>Attendants for children in age group for 3-6 years to assist children</i> | <i>0.00</i> |
| 37 | <i>Disability Friendly premises</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.64 |

Source: Computed Italics indicate low and very low level in safety and security

Table 7 shows the distribution of building safety and security of government middle schools according to the items. The overall finding indicated that the level of safety and security across the items were high (0.64).

Building safety and security was very high (1.00) in 19 items while it was high in 4 items (0.70). The table also shows that 5 items were moderate (0.45) in safety and security and 3 items come under low safety and security (0.15). The remaining 7 items were under the very low level of safety and security (0.00).

Table 8: Building Safety and Security of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HS | 0.79 |
| 2 | Govt. Mizo HS | 0.79 |
| 3 | Govt.Mamawii HS | 0.66 |
| 4 | Govt. JL HS | 0.68 |
| | Total Average | 0.73 |

Source: Computed

Table 8 shows the distribution of building safety and security sub-domain across government high schools. The overall building safety and security of government high schools was high (0.73).

All the government high schools fell under high category (0.64 – 0.72) in building safety and security.

Table 9: Item-wise Building Safety and Security of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Safe and secure from Inflammable and toxic materials | 1.00 |
| 3 | Electrical fittings in the classrooms and corridor | 1.00 |
| 4 | Safety and security from electric shock or problem | 1.00 |
| 5 | Sparks or Short circuit in past one week | 1.00 |
| 6 | Corridors and staircases are clear of obstruction | 1.00 |
| 7 | Classroom door and emergency doors | 1.00 |
| 8 | Availability of Fire extinguishers | 1.00 |
| 9 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 10 | Water filter/purifier/RO system | 1.00 |
| 11 | Running water facility in all toilets | 1.00 |
| 12 | Maintenance of toilets | 1.00 |
| 13 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 14 | Ventilated rooms | 1.00 |
| 15 | Cross ventilated chemical laboratory | 1.00 |
| 16 | Availability of First Aid kit | 1.00 |
| 17 | Safe and secure from Open wells/pond | 1.00 |
| 18 | Restrictions to movement of students from open wells/ponds/rivers etc | 1.00 |
| 19 | Safe and secure from Swimming pool | 1.00 |
| 20 | Safe and secure from Dampness in wall | 1.00 |
| 21 | Observation of National Building Code of India 2005 | 0.75 |

| | | |
|----|--|-------------|
| 22 | Installation of Alarm system/Centralized Public Announcement system | 0.75 |
| 23 | CCTV monitoring system | 0.75 |
| 24 | Safe and secure Switch Board/main switches | 0.75 |
| 25 | Safe and secure Water coolers and other electrical gadgets | 0.75 |
| 26 | Separate toilets for girls and boys | 0.75 |
| 27 | Arrangements for disposing waste materials, especially for any girls | 0.75 |
| 28 | Cross ventilation in classrooms and library | 0.75 |
| 29 | Building Safety certification by authorities | 0.45 |
| 30 | Safe and secure from high voltage wires/cables/towers in the school premises | 0.45 |
| 31 | Separate toilets for children with disabilities | 0.45 |
| 32 | Lightening conductor | 0.45 |
| 33 | <i>Disability accessibility at different entry points.</i> | <i>0.00</i> |
| 34 | <i>Floor evacuation plan displayed properly.</i> | <i>0.00</i> |
| 35 | <i>Disability Friendly premises</i> | <i>0.00</i> |
| 36 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.00</i> |
| 37 | <i>Attendants for children in age group for 3-6 years to assist children</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.73 |

Source: Computed Italics indicate very low level in safety and security

Table 9 indicates the distribution of building safety and security sub-domain of government high schools according to the items. The overall finding indicated that the level of safety and security across the items were high (0.73).

Building safety and security was found to be very high in 20 items (1.00) and 8 items came under the high category of safety and security (0.75). It also indicated that 4 items came under

moderate level of safety and security (0.45). Lastly, 6 items were under very low level of safety and security (0.00).

Table 10: Building Safety and Security of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. KM HSS | 0.79 |
| 2 | Govt. Mizo HSS | 0.71 |
| 3 | Govt. Central HSS | 0.71 |
| 4 | Govt. Zemabawk HSS | 0.66 |
| | Total Average | 0.72 |

Source: Computed

Table 10 shows the distribution of building safety and security of government higher secondary schools. The overall building safety and security of government higher secondary schools was high (0.72).

The building safety and security of all the government higher secondary schools were high (0.66 – 0.79).

Table 11: Item-wise Building Safety and Security of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Safe and secure from Inflammable and toxic materials | 1.00 |
| 3 | Electrical fittings in the classrooms and corridor | 1.00 |
| 4 | Safe and secure Switch Board/main switches | 1.00 |
| 5 | Safe and secure Water coolers and other electrical gadgets | 1.00 |

| | | |
|----|--|-------------|
| 6 | Safety and security from electric shock or problem | 1.00 |
| 7 | Sparks or Short circuit in past one week | 1.00 |
| 8 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 9 | Classroom door and emergency doors | 1.00 |
| 10 | Corridors and staircases are clear of obstruction | 1.00 |
| 11 | Water filter/purifier/RO system | 1.00 |
| 12 | Separate toilets for girls and boys | 1.00 |
| 13 | There is running water facility in all toilets | 1.00 |
| 14 | Maintenance of toilets | 1.00 |
| 15 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 16 | Ventilated rooms | 1.00 |
| 17 | Cross ventilated chemical laboratory | 1.00 |
| 18 | Availability of First Aid kit | 1.00 |
| 19 | Safe and secure from Open wells/pond | 1.00 |
| 20 | Restrictions to movement of students from open wells/ponds/rivers etc | 1.00 |
| 21 | Safe and secure from Swimming pool | 1.00 |
| 22 | Observation of National Building Code of India 2005 | 0.75 |
| 23 | CCTV monitoring system | 0.75 |
| 24 | Arrangements for disposing waste materials, especially for any girls | 0.75 |
| 25 | Cross ventilated classrooms and library | 0.75 |
| 26 | Lightening conductor | 0.75 |
| 27 | Disability accessibility at different entry points. | 0.50 |
| 28 | Availability of Fire extinguishers | 0.50 |
| 29 | Safe and secure from high voltage wires/cables/towers in the school premises | 0.50 |
| 30 | Separate toilets for children with disabilities | 0.50 |
| 31 | <i>Building Safety certification by authorities</i> | <i>0.25</i> |

| | | |
|----|--|-------------|
| 32 | <i>Installation of Alarm system/Centralized Public Announcement system</i> | <i>0.25</i> |
| 33 | <i>Floor evacuation plan displayed properly.</i> | <i>0.00</i> |
| 34 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.00</i> |
| 35 | <i>Attendants for children in age group for 3-6 years to assist children</i> | <i>0.00</i> |
| 36 | <i>Safe and secure from Dampness in wall</i> | <i>0.00</i> |
| 37 | <i>Disability Friendly premises</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.72 |

Source: Computed Italics indicate low and very low level in safety and security

Table 11 indicates distribution of building safety and security of government higher secondary school according to the items. The overall finding indicated that the level of safety and security across the items were high (0.72).

Building safety and security in higher secondary level was very high in 20 items (1.00) and was high in 5 items (0.75) in safety and security. It also shows that 4 items come under moderate level of safety and security (0.50) and 2 items were under low level of security (0.25) and 6 items came under very low level of safety and security (0.00).

Table 12: Building Safety and Security of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Helen Lowry School | 0.76 |
| 2 | St Lawrence School | 0.74 |
| 3 | Holy Trinity School | 0.74 |
| 4 | KD Elementary School | 0.66 |
| | Total Average | 0.73 |

Source: Computed

Table 12 shows the distribution of building safety and security across the private schools offering primary to high school education. The overall building safety and security of private schools offering primary to high school education was high (0.73).

The building safety of all the private schools offering primary to high school education was high (0.66-0.76).

Table 13: Item-wise Building Safety and Security of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Observation of National Building Code of India 2005 | 1.00 |
| 2 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 3 | Safe and secure from Inflammable and toxic materials | 1.00 |
| 4 | Electrical fittings in the classrooms and corridor | 1.00 |
| 5 | Safe and secure Switch Board/main switches | 1.00 |
| 6 | Safe and secure Water coolers and other electrical gadgets | 1.00 |
| 7 | Safety and security from electric shock or problem | 1.00 |
| 8 | Sparks or Short circuit in past one week | 1.00 |
| 9 | Corridors and staircases are clear of obstruction | 1.00 |
| 10 | Safe and secure from high voltage wires/cables/towers in the school premises | 1.00 |
| 11 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 12 | Water filter/purifier/RO system | 1.00 |
| 13 | Separate toilets for girls and boys | 1.00 |
| 14 | Maintenance of toilets | 1.00 |
| 15 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 16 | Rooms are properly illuminated with lightning | 1.00 |
| 17 | Cross ventilated chemical laboratory | 1.00 |

| | | |
|----|---|-------------|
| 18 | Lightening conductor | 1.00 |
| 19 | First Aid kit in place | 1.00 |
| 20 | Safe and secure from Open wells/pond | 1.00 |
| 21 | Restrictions to movement of students from open wells/ponds/rivers | 1.00 |
| 22 | Safe and secure from Swimming pool | 1.00 |
| 23 | Classroom door and emergency doors | 0.75 |
| 24 | Fire extinguishers are in place. | 0.75 |
| 25 | Arrangements for disposing waste materials, especially for any girls | 0.75 |
| 26 | Installation of Alarm system/Centralized Public Announcement system | 0.55 |
| 27 | CCTV monitoring system | 0.55 |
| 28 | Separate toilets for children with disabilities | 0.55 |
| 29 | Attendants for children in age group for 3-6 years to assist children | 0.55 |
| 30 | There is running water facility in all toilets | 0.55 |
| 31 | Cross ventilated classrooms and library | 0.55 |
| 32 | <i>Building Safety certification by authorities</i> | <i>0.25</i> |
| 33 | <i>Disability accessibility at different entry points.</i> | <i>0.00</i> |
| 34 | <i>Floor evacuation plan displayed properly.</i> | <i>0.00</i> |
| 35 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | <i>0.00</i> |
| 36 | <i>Safe and secure from dampness in wall</i> | <i>0.00</i> |
| 37 | <i>Disability Friendly premises</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.73 |

Source: Computed Italics indicate low and very low level in safety and security

Table 13 indicates the item-wise building safety and security of private schools offering primary to high school education. The overall finding indicated that the level of safety and security across the items was high (0.73).

Building safety and security was very high (1.00) in 22 items while it was high in 3 items in safety and security (0.75). The table

also shows that 6 items were under moderate level of security (0.55) and 1 item was under low level of safety and security. Lastly, 6 items come under very low level of safety and security (0.00).

Table 14: Building Safety and Security of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Modern English School | 0.79 |
| 2 | Mt Carmel School | 0.74 |
| 3 | St Paul's HSS | 0.74 |
| 4 | Synod HSS | 0.68 |
| | Total Average | 0.74 |

Source: Computed

Table 14 shows the distribution of building safety and security of private schools offering high and higher secondary school education. The overall building safety and security of private schools with high and higher secondary school education was high (0.74).

All the private schools offering high and higher secondary school education were found to be high (0.68 – 0.79) in building safety and security.

Table 15: Item-wise Building Safety and Security of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 2 | Electrical fittings in the classrooms and corridor | 1.00 |
| 3 | Safe and secure Switch Board/main switches | 1.00 |
| 4 | Safe and secure Water coolers and other electrical gadgets | 1.00 |

| | | |
|----|--|------|
| 5 | Safety and security from electric shock or problem | 1.00 |
| 6 | Sparks or Short circuit in past one week | 1.00 |
| 7 | Corridors and staircases are clear of obstruction | 1.00 |
| 8 | Classroom door and emergency doors clear of obstruction? | 1.00 |
| 9 | Fire extinguishers are in place. | 1.00 |
| 10 | Safe and secure from high voltage wires/cables/towers in the school premises | 1.00 |
| 11 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 12 | Water filter/purifier/RO system | 1.00 |
| 13 | Separate toilets for girls and boys | 1.00 |
| 14 | There is running water facility in all toilets | 1.00 |
| 15 | Maintenance of toilets | 1.00 |
| 16 | Arrangements for disposing waste materials, especially for any girls | 1.00 |
| 17 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 18 | Cross ventilated classrooms and library | 1.00 |
| 19 | Rooms are properly illuminated with lightning | 1.00 |
| 20 | Cross ventilated chemical laboratory | 1.00 |
| 21 | Lightening conductor | 1.00 |
| 22 | First Aid kit in place | 1.00 |
| 23 | Safe and secure from Open wells/pond | 1.00 |
| 24 | Restrictions to movement of students from open wells/ponds/rivers | 1.00 |
| 25 | Safe and secure from Swimming pool | 1.00 |
| 26 | Safe and secure from Inflammable and toxic materials | 0.75 |
| 27 | CCTV monitoring system | 0.75 |
| 28 | Observation of National Building Code of India 2005 | 0.50 |

| | | |
|----|--|-------------|
| 29 | <i>Building Safety certification by authorities</i> | 0.25 |
| 30 | <i>Installation of Alarm system/Centralized Public Announcement system</i> | 0.25 |
| 31 | <i>Separate toilet blocks for children for 3 to 6 years of age</i> | 0.25 |
| 32 | <i>Attendants for children in age group for 3-6 years to assist children</i> | 0.25 |
| 33 | <i>Disability accessibility at different entry points.</i> | 0.00 |
| 34 | <i>Floor evacuation plan displayed properly.</i> | 0.00 |
| 35 | <i>Separate toilets for children with disabilities</i> | 0.00 |
| 36 | <i>Safe and secure from dampness in wall</i> | 0.00 |
| 37 | <i>Disability Friendly premises</i> | 0.00 |
| 38 | <i>Lifts for children with disabilities.</i> | 0.00 |
| | Total Average | 0.74 |

Source: Computed Italics indicate low and very low level in safety and security

Table 15 indicates the item-wise building safety and security of private schools offering high school and higher secondary school education. The overall finding indicated that the level of building safety and security across the items were high (0.74).

Building safety and security was very high (1.00) in 25 items and 2 items were under high level (0.75) of safety and security The table also shows that 1 item was under moderate level of safety and security (0.50) and 4 items were low in safety and security (0.25) while there were 6 items under very low level of safety and security (0.00).

Table 16: School Building Safety and Security of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------------|-------------|
| 1 | Kendriya Vidyalaya, MZU | 0.92 |
| 2 | Kendriya Vidyalaya, Pushpak | 0.92 |
| | Total Average | 0.92 |

Source: Computed

Table 16 shows the distribution of building safety and security across the government central schools. The overall building safety and security of central schools was high (0.92).

The table shows that both the central schools were high (0.92) in building safety and security.

Table 17: Item-wise School Building Safety and Security of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Observation of National Building Code of India 2005 | 1.00 |
| 2 | Maintenance of standard and norms of school as specified in section 19 of the RTE Act | 1.00 |
| 3 | Building Safety certification by authorities | 1.00 |
| 4 | Safe and secure from Inflammable and toxic materials | 1.00 |
| 5 | Disability accessibility at different entry points. | 1.00 |
| 6 | Installation of Alarm system/Centralized Public Announcement system | 1.00 |
| 7 | CCTV monitoring system | 1.00 |
| 8 | Electrical fittings in the classrooms and corridor | 1.00 |
| 9 | Safe and secure Switch Board/main switches | 1.00 |
| 10 | Safe and secure Water coolers and other electrical gadgets | 1.00 |
| 11 | Safety and security from electric shock or problem | 1.00 |
| 12 | Sparks or Short circuit in past one week | 1.00 |
| 13 | Corridors and staircases are clear of obstruction | 1.00 |
| 14 | Classroom door and emergency doors clear of obstruction? | 1.00 |
| 15 | Fire extinguishers are in place. | 1.00 |

| | | |
|----|--|-------------|
| 16 | Safe and secure from high voltage wires/cables/towers in the school premises | 1.00 |
| 17 | Access restriction to any obstruction in corridors and staircase | 1.00 |
| 18 | Water filter/purifier/RO system | 1.00 |
| 19 | Separate toilets for girls and boys | 1.00 |
| 20 | Separate toilets for children with disabilities | 1.00 |
| 21 | Separate toilet blocks for children for 3 to 6 years of age | 1.00 |
| 22 | Attendants for children in age group for 3-6 years to assist children | 1.00 |
| 23 | There is running water facility in all toilets | 1.00 |
| 24 | Maintenance of toilets | 1.00 |
| 25 | Arrangements for disposing waste materials, especially for girls | 1.00 |
| 26 | Safe and secure Ceiling/wall/roof tiles or plaster | 1.00 |
| 27 | Cross ventilation in classrooms and library | 1.00 |
| 28 | Rooms are properly illuminated with lightning | 1.00 |
| 29 | Cross ventilated chemical laboratory | 1.00 |
| 30 | Lightening conductor | 1.00 |
| 31 | First Aid kit in place | 1.00 |
| 32 | Disable friendly premises | 1.00 |
| 33 | Safe and secure from open wells/pond | 1.00 |
| 34 | Restrictions to movement of students from open wells/ponds/rivers | 1.00 |
| 35 | Safe and secure from swimming pool | 1.00 |
| 36 | <i>Floor evacuation plan displayed properly.</i> | <i>0.00</i> |
| 37 | <i>Safe and secure from, dampness in wall</i> | <i>0.00</i> |
| 38 | <i>Lifts for children with disabilities.</i> | <i>0.00</i> |
| | Total Average | 0.92 |

Source: Computed

Italics indicate very low level in safety and security

Table 17 indicates the item-wise building safety and security of government central schools. The overall finding indicates that the level of safety and security across the items was high (0.92)

Building safety and security was very high (1.00) in 35 items and 3 items come under very low in safety and security (0.00).

4.2 Fire Safety Management

The Fire Safety Management was measured based upon 15 items that included safety from railway track, safety from cracks in school structure, mock drill training for crisis management, availability of trained disaster management group for initial response, emergency steps in place for fire safety management, NOC from Fire and Rescue Services Department, network with local disaster management authorities for training and retraining, adequacy of firefighting systems, availability of trained management team for initial fire hazard, safety from old or dilapidated buildings, network with local fire safety authorities for training and retraining, examination of local authorities in fire impact for the safety of student, relocation of school by authorities after fire impact, availability of fire safety certificate and updated fire safety certificate.

This section shall cover the findings related to the overall fire safety management and the item-wise fire safety management of the schools.

Table 18: Overall Fire Safety Management of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV Pushpak | 0.88 |
| 2 | Mt Carmel School | 0.44 |
| 3 | Modern English School | 0.44 |
| 4 | Govt Central HSS | 0.44 |
| 5 | Govt Bawngkawn MS II | 0.44 |
| 6 | Govt ChhingaVeng PS | 0.44 |

| | | |
|----|-----------------------|-------------|
| 7 | Synod HSS | 0.38 |
| 8 | St Lawrence School | 0.38 |
| 9 | Helen Lowry School | 0.38 |
| 10 | Govt Mizo HS | 0.38 |
| 11 | KV MZU | 0.33 |
| 12 | Govt JL HS | 0.31 |
| 13 | St Pauls HSS | 0.25 |
| 14 | Govt Zemabawk HSS | 0.25 |
| 15 | Govt Zuangtui MS | 0.25 |
| 16 | Govt Model School | 0.25 |
| 17 | Govt Bawngkawn PS II | 0.25 |
| 18 | KD Elemenatary School | 0.19 |
| 19 | Govt Mizo HSS | 0.19 |
| 20 | Govt KM HSS | 0.19 |
| 21 | Govt Zemabawk HS | 0.19 |
| 22 | Chhinlung Academy MS | 0.19 |
| 23 | Govt College Veng PS | 0.19 |
| 24 | Chhinlung Academy PS | 0.19 |
| 25 | Holy Trinity School | 0.13 |
| 26 | Govt Mamawii HS | 0.13 |
| | Total Average | 0.31 |

Table 18 shows the distribution of the overall fire safety management of the schools. The table shows that the overall fire safety management of schools was low (0.31).

The table shows that KV Pushpak was the only school with high (0.88) safety and security in fire safety management while 5 schools were found moderate (0.44) and 20 schools were under low (0.13 – 0.38) category of fire safety management.

Table 19: Overall Item-Wise Fire Safety Management of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | The school is safe from railway track | 1.00 |
| 2 | Safety from cracks in school structure | 0.91 |
| 3 | Safety from old or dilapidated buildings | 0.70 |
| 4 | Mock drill training for crisis management | 0.58 |
| 5 | <i>Availability of trained disaster management group for initial response</i> | <i>0.35</i> |
| 6 | <i>Network with local disaster management authorities for training and retraining</i> | <i>0.31</i> |
| 7 | <i>Emergency steps in place for fire safety management</i> | <i>0.25</i> |
| 8 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.25</i> |
| 9 | <i>Adequate firefighting systems</i> | <i>0.15</i> |
| 10 | <i>Network with local fire safety authorities for training and retraining</i> | <i>0.15</i> |
| 11 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.00</i> |
| 12 | <i>Examination of local authorities in fire impact for the safety of students</i> | <i>0.00</i> |
| 13 | <i>Relocation of school by authorities after fire impact</i> | <i>0.00</i> |
| 14 | <i>Availability of fire safety certificate</i> | <i>0.00</i> |
| 15 | <i>Updated fire safety certificate</i> | <i>0.00</i> |
| | Total Average | 0.31 |

Source: Computed Italics indicate low and very low level in safety and security

Table 19 shows the distribution of fire safety management of schools across the items. The overall fire safety management of schools was low (0.31).

Fire safety management of schools was very high in 1 item and 2 items were under high level (0.70-0.91) of safety and security. Only 1 item is under moderate level of safety and security (0.58) while 6 items were under low level of safety and security (0.15-0.35) and 5 items were found to be very low (0.00).

Table 20: Fire Safety Management of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt.Chhinga Veng PS | 0.44 |
| 2 | Govt.Bawngkawn PS II | 0.25 |
| 3 | Govt. College Veng PS | 0.19 |
| 4 | Chhinlung Academy PS | 0.19 |
| | Total Average | 0.27 |

Source: Computed

Table 20 shows the distribution of fire safety management across the government primary schools. The overall fire safety management of primary schools was low (0.27).

From the table, Govt. Chhinga Veng Primary School was moderate (0.44) while the rest were found to be low (0.19-0.25) in fire safety management.

Table 21: Item-Wise Fire Safety Management of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from cracks in school structure | 1.00 |
| 2 | The school is safe from railway track | 1.00 |
| 3 | NOC from Fire and Rescue Services Department | 0.61 |
| 4 | Examination of local authorities in fire impact for the safety of students | 0.61 |
| 5 | Adequate firefighting systems | 0.45 |
| 6 | Safety from old or dilapidated buildings | 0.45 |

| | | |
|----|---|-------------|
| 7 | <i>Availability of trained management team for initial fire hazard management.</i> | 0.00 |
| 8 | <i>The school have a fire safety certificate</i> | 0.00 |
| 9 | <i>Availability of fire safety certificate</i> | 0.00 |
| 10 | <i>Updated fire safety certificate</i> | 0.00 |
| 11 | <i>Emergency steps in place for fire safety management</i> | 0.00 |
| 12 | <i>Network with local fire safety authorities for training and retraining</i> | 0.00 |
| 13 | <i>Relocation of school by authorities after fire impact</i> | 0.00 |
| 14 | <i>Availability of trained disaster management group for initial response</i> | 0.00 |
| 15 | <i>Network with local disaster management authorities for training and retraining</i> | 0.00 |
| | Total Average | 0.27 |

Source: Computed Italics indicate very low level in safety and security

Table 21 shows the distribution of fire safety management of schools of the government primary schools across the items. The table shows that the overall fire management of government primary schools was low (0.27)

Fire safety management was very high (1.00) in 2 item and 2 items were under high level (0.54- 0.61) while 2 items were under moderate level (0.45) respectively. Lastly, there are 9 items were under very low (0.00) level of safety in fire management.

Table 22: Fire Safety Management of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt. Bawngkawn MS II | 0.44 |
| 2 | Govt. Zuangtui MS | 0.25 |
| 3 | Govt. Model School | 0.25 |

| | | |
|---|----------------------|-------------|
| 4 | Chhinlung Academy MS | 0.19 |
| | Total Average | 0.28 |

Source: Computed

Table 22 shows the distribution of fire safety management across government middle schools. The overall fire safety management of middle schools was low (0.28)

According to the table, Govt. Bawngkawn Middle School II was under the moderate (0.44) category while the rest under low (0.19-0.25) category.

Table 23: Item-Wise Fire Safety Management of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Safety from cracks in school structure | 1.00 |
| 2 | The school is safe from railway track | 1.00 |
| 3 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.30</i> |
| 4 | <i>Examination of local authorities in fire impact for the safety of students</i> | <i>0.30</i> |
| 5 | <i>Safety from old or dilapidated buildings</i> | <i>0.30</i> |
| 6 | <i>Availability of trained disaster management group for initial response</i> | <i>0.25</i> |
| 7 | <i>Adequate firefighting systems</i> | <i>0.25</i> |
| 8 | <i>Emergency steps in place for fire safety management</i> | <i>0.25</i> |
| 9 | <i>Mock drill training for crisis management</i> | <i>0.25</i> |
| 10 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.25</i> |
| 11 | <i>The school have a fire safety certificate</i> | <i>0.00</i> |
| 12 | <i>Updated fire safety certificate</i> | <i>0.00</i> |

| | | |
|----|---|-------------|
| 13 | <i>Network with local fire safety authorities for training and retraining</i> | 0.00 |
| 14 | <i>Network with local disaster management authorities for training and retraining</i> | 0.00 |
| 15 | <i>Relocation of school by authorities after fire impact</i> | 0.00 |
| | Total Average | 0.27 |

Source: Computed Italics indicate low and very low level in safety and security

Table 23 shows the distribution of fire safety management of government middle schools according to the items. The table shows that the overall fire safety management of middle schools was low (0.27).

Fire safety management was found very high (1.00) in 2 items and were low (0.25-0.30) in 8 items. Lastly, 5 items were under very low level (0.00) in fire safety management.

Table 24: Fire Safety Management of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Mizo HS | 0.38 |
| 2 | Govt. JL HS | 0.31 |
| 3 | Govt. Zemabawk HS | 0.19 |
| 4 | Govt. Mamawii HS | 0.13 |
| | Total Average | 0.25 |

Source: Computed

Table 24 shows the distribution of safety management of schools across government high schools. The overall fire safety management of high schools was low (0.25)

According to the table, all the schools were under the low category (0.13 -0.38) of fire safety management.

Table 25: Item-Wise Fire Safety Management of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safety from cracks in school structure | 1.00 |
| 2 | The school is safe from railway track | 1.00 |
| 3 | Safety from old or dilapidated buildings | 1.00 |
| 4 | Examination of local authorities in fire impact for the safety of students | 0.50 |
| 5 | <i>Availability of trained disaster management group for initial response</i> | <i>0.25</i> |
| 6 | <i>Mock drill training for crisis management</i> | <i>0.00</i> |
| 7 | <i>Adequate firefighting systems</i> | <i>0.00</i> |
| 8 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.00</i> |
| 9 | <i>Network with local disaster management authorities for training and retraining</i> | <i>0.00</i> |
| 10 | <i>The school have a fire safety certificate</i> | <i>0.00</i> |
| 11 | <i>Updated fire safety certificate</i> | <i>0.00</i> |
| 12 | <i>Emergency steps in place for fire safety management</i> | <i>0.00</i> |
| 13 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.00</i> |
| 14 | <i>Network with local fire safety authorities for training and retraining</i> | <i>0.00</i> |
| 15 | <i>Relocation of school by authorities after fire impact</i> | <i>0.00</i> |
| | Total Average | 0.25 |

Source: Computed Italics indicate low and very low level in safety and security

Table 25 shows the distribution of fire safety management government high schools according to the items. The table shows that the overall fire safety management of high schools was low (0.25).

Fire safety management was very high (1.00) in 3 items while 1 item was under moderate level (0.50). The table also shows that 1 item was under low level (0.25) category while the remaining rest of the 10 items were under very low level (0.00) of fire safety management.

Table 26: Fire Safety Management of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Central HSS | 0.44 |
| 2 | Govt. Zemabawk HSS | 0.25 |
| 3 | Govt. Mizo HSS | 0.19 |
| 4 | Govt. KM HSS | 0.19 |
| | Total Average | 0.27 |

Source: Computed

Table 26 shows the distribution of overall fire safety management of government higher secondary schools. The overall fire safety management of higher secondary schools was found low (0.27)

According to the table, Govt. Central Higher Secondary School was in the moderate level (0.44) while the rest of the schools were in the low (0.19-0.25) category.

Table 27: Items-Wise Fire Safety Management of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Examination of local authorities in fire impact for the safety of students | 1.00 |
| 2 | The school is safe from railway track | 1.00 |
| 3 | Mock drill training for crisis management | 0.70 |
| 4 | Safety from cracks in school structure | 0.70 |
| 5 | Safety from old or dilapidated buildings | 0.42 |

| | | |
|----|---|-------------|
| 6 | <i>Emergency steps in place for fire safety management</i> | <i>0.05</i> |
| 7 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.05</i> |
| 8 | <i>Relocation of school by authorities after fire impact</i> | <i>0.05</i> |
| 9 | <i>Availability of trained disaster management group for initial response</i> | <i>0.05</i> |
| 10 | <i>Network with local disaster management authorities for training and retraining</i> | <i>0.05</i> |
| 11 | <i>The school have a fire safety certificate</i> | <i>0.00</i> |
| 12 | <i>Updated fire safety certificate</i> | <i>0.00</i> |
| 13 | <i>Adequate firefighting systems</i> | <i>0.00</i> |
| 14 | <i>Network with local fire safety authorities for training and retraining</i> | <i>0.00</i> |
| 15 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.00</i> |
| | Total Average | 0.27 |

Source: Computed Italics indicate low and very low level in safety and security

Table 27 shows the distribution of the overall fire safety management of government higher secondary schools. The overall fire management of higher secondary schools was low (0.27).

Fire safety management was very high (1.00) in 2 items and was found high (0.70) in 2 items respectively while 1 item was under moderate (0.42) category and 5 items were under low level (0.05). Lastly, another 5 items were under very low level (0.00) of fire safety management.

Table 28: Fire Safety Management of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | St Lawrence School | 0.38 |
| 2 | Helen Lowry School | 0.38 |
| 3 | KD Elementary School | 0.19 |
| 4 | Holy Trinity School | 0.13 |
| | Total Average | 0.27 |

Source: Computed

Table 28 shows the distribution of the overall fire safety management of private schools offering primary to high schools. The table shows that the overall fire safety management of primary to high schools was low (0.27)

According to the table, all the schools were low (0.13-0.38) in fire safety management.

Table 29: Item-Wise Fire Safety Management of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safety from cracks in school structure | 1.00 |
| 2 | Safety from old or dilapidated buildings | 1.00 |
| 3 | The school is safe from railway track | 1.00 |
| 4 | Mock drill training for crisis management | 0.75 |
| 5 | <i>Examination of local authorities in fire impact for the safety of students</i> | 0.25 |
| 6 | <i>Network with local fire safety authorities for training and retraining</i> | 0.00 |
| 7 | <i>Network with local disaster management authorities for training and retraining</i> | 0.00 |
| 8 | <i>Emergency steps in place for fire safety management</i> | 0.00 |

| | | |
|----|--|-------------|
| 9 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.00</i> |
| 10 | <i>The school have a fire safety certificate</i> | <i>0.00</i> |
| 11 | <i>Updated fire safety certificate</i> | <i>0.00</i> |
| 12 | <i>Adequate firefighting systems</i> | <i>0.00</i> |
| 13 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.00</i> |
| 14 | <i>Relocation of school by authorities after fire impact</i> | <i>0.00</i> |
| 15 | <i>Availability of trained disaster management group for initial response</i> | <i>0.00</i> |
| | Total Average | 0.27 |

Source: Computed Italics indicate low and very low level in safety and security

Table 29 shows the distribution of the fire safety management of private schools offering primary to high school education according to the items. From the table, the overall fire safety management was found to be low (0.27).

Fire safety management was very high (1.00) in 3 items and was high in 1 item while 1 item was low (0.25). Lastly, 10 items were under very low level (0.00) of fire safety management.

Table 30: Fire Safety Management of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.44 |
| 2 | Modern English School | 0.44 |
| 3 | Synod HSS | 0.38 |
| 4 | St. Paul's HSS | 0.25 |
| | Total Average | 0.38 |

Source: Computed

Table 30 shows the distribution of fire safety management of private schools offering high and higher secondary school education.

The overall fire safety management of private schools offering high and higher secondary school education was Low (0.38).

According to the table, two schools namely Mt. Carmel School and Modern English School were found moderate (0.44) in fire safety management while the other two namely Synod HSS and St. Paul's HSS were found low (0.25-0.38).

Table 31: Item-Wise Fire Safety Management of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from cracks in school structure | 1.00 |
| 2 | Examination of local authorities in fire impact for the safety of students | 1.00 |
| 3 | The school is safe from railway track | 1.00 |
| 4 | Safety from old or dilapidated buildings | 1.00 |
| 5 | Mock drill training for crisis management | 0.42 |
| 6 | Availability of trained disaster management group for initial response | 0.42 |
| 7 | Network with local disaster management authorities for training and retraining | 0.42 |
| 8 | Network with local fire safety authorities for training and retraining | 0.42 |
| 9 | <i>Emergency steps in place for fire safety management</i> | <i>0.00</i> |
| 10 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.00</i> |
| 11 | <i>The school have a fire safety certificate</i> | <i>0.00</i> |
| 12 | <i>Updated fire safety certificate</i> | <i>0.00</i> |
| 13 | <i>Adequate firefighting systems</i> | <i>0.00</i> |
| 14 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.00</i> |

| | | |
|----|--|-------------|
| 15 | <i>Relocation of school by authorities after fire impact</i> | <i>0.00</i> |
| | Total Average | 0.38 |

Source: Computed Italics indicate very low level in safety and security

Table 31 shows the distribution of fire safety management of private schools offering high and higher secondary school education. The overall fire safety management across the items was low (0.38).

Fire safety management was found very high (1.00) while another 4 items were under the moderate (0.42) category. The remaining 7 items were under very low level (0.00) of fire safety management.

Table 32: Fire Safety Management of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV Pushpak | 0.88 |
| 2 | KV MZU | 0.33 |
| | Total Average | 0.61 |

Source: Computed

Table 32 shows the distribution of fire safety management of government central schools. The table shows that the overall fire safety management of government central schools was high (0.61).

According to the table, KV Pushpa was at the very high (0.88) category while KV MZU was found in the low (0.33) category in fire safety management.

Table 33: Item wise Fire Safety Management of Govt. Central Schools

| | | |
|----|---|-------------|
| 1 | Mock drill training for crisis management | 1.00 |
| 2 | Emergency steps in place for fire safety management | 1.00 |
| 3 | Safety from cracks in school structure | 1.00 |
| 4 | Examination of local authorities in fire impact for the safety of students | 1.00 |
| 5 | Relocation of school by authorities after fire impact | 1.00 |
| 6 | The school is safe from railway track | 1.00 |
| 7 | Safety from old or dilapidated buildings | 1.00 |
| 8 | <i>The school have a fire safety certificate</i> | <i>0.27</i> |
| 9 | <i>Updated fire safety certificate</i> | <i>0.27</i> |
| 10 | <i>Adequate firefighting systems</i> | <i>0.27</i> |
| 11 | <i>Availability of trained management team for initial fire hazard management.</i> | <i>0.27</i> |
| 12 | <i>Network with local fire safety authorities for training and retraining</i> | <i>0.27</i> |
| 13 | <i>NOC from Fire and Rescue Services Department</i> | <i>0.27</i> |
| 14 | <i>Availability of trained disaster management group for initial response</i> | <i>0.27</i> |
| 15 | <i>Network with local disaster management authorities for training and retraining</i> | <i>0.27</i> |
| | Total Average | 0.61 |

Source: Computed Italics indicate low and very low level in safety and security

Table 33 shows the distribution of fire safety management of government central schools across the items. The overall fire safety management across the items was high (0.61).

The table shows that fire safety management was very high (1.00) in 7 items and was low (0.27) in 8 items.

4.3 Earthquake Management

The safety and security of school with respect to Earthquake Management of the schools was measured base upon 7 Items that included trained staff for initial response with respect to disaster management, safe school building from earthquake, observation of periodic earthquake drills as per NDMA guidelines, disaster preparedness, network with the local disaster management authorities for training and retraining, construction of the building for earthquake safety and safety from earthquake zone.

This section shall highlight the findings related to the overall safety and security with respect to earthquake management and the item-wise earthquake management across the schools.

Table 34: Overall Earthquake Management of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV Pushpak | 0.86 |
| 2 | Govt. Mizo HS | 0.86 |
| 3 | KV MZU | 0.71 |
| 4 | Mt Carmel School | 0.71 |
| 5 | St Pauls HSS | 0.71 |
| 6 | Modern English School | 0.71 |
| 7 | Govt. KM HSS | 0.71 |
| 8 | Govt.Mamawii HS | 0.71 |
| 9 | Synod HSS | 0.57 |
| 10 | Govt. Mizo HSS | 0.57 |
| 11 | Govt. Central HSS | 0.57 |
| 12 | Govt.Zemabawk HS | 0.57 |
| 13 | Chhinlung Academy MS | 0.57 |
| 14 | Govt.ChhingaVeng PS | 0.57 |
| 15 | St Lawrence School | 0.43 |
| 16 | Govt. JL HS | 0.43 |

| | | |
|----|-----------------------|-------------|
| 17 | Govt.Bawngkawn MS II | 0.43 |
| 18 | Govt.Bawngkawn PS II | 0.43 |
| 19 | Govt. College Veng PS | 0.43 |
| 20 | Chhinlung Academy PS | 0.43 |
| 21 | Helen Lowry School | 0.29 |
| 22 | Govt.Zemabawk HSS | 0.29 |
| 23 | Govt.Zuangtui MS | 0.29 |
| 24 | Holy Trinity School | 0.14 |
| 25 | KD Elementary School | 0.14 |
| 26 | Govt. Model School | 0.00 |
| | Total Average | 0.51 |

Source: Computed

Table 34 shows the distribution of the overall earthquake management across the schools. The overall earthquake management of schools was moderate (0.51).

The table shows that 8 schools were among the high category (0.71-0.86) while 12 schools were found moderate (0.43-0.57). There were five schools that were low (0.14-0.29) in earthquake management and 1 school that was very low (0.00).

Table 35: Overall Item-Wise Earthquake Management of Schools

| Sl. No | Items | Total Mean |
|--------|--|------------|
| 1 | Trained staff for initial response with respect to disaster management | 0.81 |
| 2 | Safe school building from earthquake | 0.77 |
| 3 | Observation of periodic earthquake drills as per NDMA guidelines | 0.73 |
| 4 | Disaster preparedness | 0.54 |
| 5 | Network with the local disaster management authorities for training and retraining | 0.46 |

| | | |
|---|---|-------------|
| 6 | <i>Construction of the building for earthquake safety</i> | 0.23 |
| 7 | <i>Safety from earthquake zone</i> | 0.00 |
| | Total Average | 0.51 |

Source: Computed Italics indicate low and very low level in safety and security

Table 35 shows the distribution of the overall earthquake management of schools according to the items. The overall item-wise earthquake management of schools was moderate (0.51).

Earthquake management of schools was high (0.73-0.81) in 3 items while it was moderate in 2 items (0.46-0.54). Earthquake management was low in 1 item (0.23) and was also very low in 1 item (0.00).

Table 36: Earthquake Management of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt Chhinga Veng PS | 0.57 |
| 2 | Govt Bawngkawn PS II | 0.43 |
| 3 | Govt College Veng PS | 0.43 |
| 4 | Chhinlung Academy PS | 0.43 |
| | Total Average | 0.47 |

Source: Computed

Table 36 shows the distribution of earthquake management of government primary schools. The table shows that the overall earthquake management of government primary schools was moderate (0.47).

From the table, all the government primary schools are in the moderate (0.43 – 0.57) category in earthquake management.

Table 37: Item-Wise Earthquake Management of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Trained staff for initial response with respect to disaster management | 1.00 |
| 2 | Safe school building from earthquake | 0.75 |
| 3 | Observation of periodic earthquake drills as per NDMA guidelines | 0.75 |
| 4 | Disaster preparedness | 0.50 |
| 5 | <i>Network with the local disaster management authorities for training and retraining</i> | 0.27 |
| 6 | <i>Safety from earthquake zone</i> | 0.00 |
| 7 | <i>Construction of the building for earthquake safety</i> | 0.00 |
| | Total Average | 0.47 |

Source: Computed

Italics indicate low and very low level in safety and security

Table 37 shows the distribution of earthquake management of government primary schools according to the items. The overall earthquake management of government primary schools was moderate (0.47).

Earthquake management was very high (1.00) in 1 item and was high (0.75) in 2 items. The table also shows that 1 item was under moderate (0.50) level and 1 item was under low level (0.27). However, 2 items were under very low level of earthquake management (0.00).

Table 38: Earthquake Management of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Chhinlung Academy MS | 0.57 |
| 2 | Govt. Bawngkawn MS II | 0.43 |
| 3 | Govt. Zuangtui MS | 0.29 |
| 4 | Govt. Model School | 0.00 |
| | Total Average | 0.32 |

Source: Computed

Table 38 shows the distribution of earthquake management across the government middle schools. The overall earthquake management of government middle was low (0.32).

The table shows that Chhinlung Academy MS and Govt. Bawngkawn MS-II were at the moderate (0.43 – 0.57) category of earthquake management while Govt. Zuangtui MS was at the low (0.29) category and Govt. Model School was at very low (0.00) category.

Table 39: Item-Wise Earthquake Management of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Trained staff for initial response with respect to disaster management | 0.75 |
| 2 | Observation of periodic earthquake drills as per NDMA guidelines | 0.75 |
| 3 | Safe school building from earthquake | 0.50 |
| 4 | <i>Disaster preparedness</i> | <i>0.25</i> |
| 5 | <i>Safety from earthquake zone</i> | <i>0.00</i> |
| 6 | <i>Construction of the building for earthquake safety</i> | <i>0.00</i> |
| 7 | <i>Network with the local disaster management authorities for training and retraining</i> | <i>0.00</i> |
| | Total Average | 0.32 |

Source: Computed Italics indicate low and very low level in safety and security

Table 39 shows the distribution of earthquake management of government middle schools according to the items. The overall item-wise earthquake management of government middle schools was low (0.32).

Earthquake management level was high (0.75) in 2 items and was moderate (0.50) in 1 item. The table further shows that only 1 item was under low level (0.25) of earthquake management and 3 items were under very low level (0.00) of earthquake management.

Table 40: Earthquake Management of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Mizo HS | 0.86 |
| 2 | Govt. Mamawii HS | 0.71 |
| 3 | Govt. Zemabawk HS | 0.57 |
| 4 | Govt. JL HS | 0.43 |
| | Total Average | 0.64 |

Source: Computed

Table 40 shows the distribution of earthquake management across the government high schools. The table indicates that overall earthquake management of government high schools was high (0.64).

The table also shows that Govt. Mizo HS and Govt. Mamawii HS were found to be in the high (0.71 – 0.86) category of earthquake management while Govt. Zemabawk HS and Govt. JL HS were at the moderate category (0.43 – 0.57).

Table 41: Item-Wise Earthquake Management of Govt. High Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Trained staff for initial response with respect to disaster management | 1.00 |
| 2 | Safe school building from earthquake | 0.75 |
| 3 | Disaster preparedness | 0.75 |
| 4 | Observation of periodic earthquake drills as per NDMA guidelines | 0.75 |
| 5 | Construction of the building for earthquake safety | 0.75 |
| 6 | Network with the local disaster management authorities for training and retraining | 0.50 |
| 7 | <i>Safety from earthquake zone</i> | <i>0.00</i> |
| | Total Average | 0.64 |

Source: Computed Italics indicate very low level in safety and security

Table 41 shows the distribution of earthquake management of government high schools according to the items. The overall item-wise earthquake management of government high schools was high (0.64).

The table highlights that the earthquake management was very high (1.00) in 1 item while it was high (0.75) in 4 items and was moderate (0.50) in 1 item and 1 item was under very low (0.00) category.

Table 42: Earthquake Management of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|------------------|------------|
| 1 | Govt KM HSS | 0.71 |
| 2 | Govt Mizo HSS | 0.57 |
| 3 | Govt Central HSS | 0.57 |

| | | |
|---|----------------------|-------------|
| 4 | Govt Zemabawk HSS | 0.29 |
| | Total Average | 0.54 |

Source: Computed

Table 42 shows the distribution of earthquake management according to the government higher secondary schools. The overall earthquake management of government higher secondary schools was moderate (0.54).

The table shows that Govt KM HSS was at a high (0.71) category of earthquake management while Govt. Mizo HSS and Govt. Central HSS were in the moderate (0.57) category. Lastly, Govt. Zemabawk HSS was at low (0.29) category of earthquake management.

Table 43: Item-Wise Earthquake Management of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Trained staff for initial response with respect to disaster management | 1.00 |
| 2 | Observation of periodic earthquake drills as per NDMA guidelines | 1.00 |
| 3 | Safe school building from earthquake | 0.50 |
| 4 | Disaster preparedness | 0.50 |
| 5 | Network with the local disaster management authorities for training and retraining | 0.50 |
| 6 | <i>Construction of the building for earthquake safety</i> | <i>0.25</i> |
| 7 | <i>Safety from earthquake zone</i> | <i>0.00</i> |
| | Total Average | 0.54 |

Source: Computed

Italics indicate low and very low level in safety and security

Table 43 shows the distribution of higher secondary schools according to the overall item-wise earthquake management across

all the dimensions. The overall item-wise earthquake management of high schools in Aizawl was high (0.54).

Earthquake management in the level of higher secondary schools were very high (1.00) in 2 items while it was moderate (0.50) in 3 items. The table shows that 1 item was under low level (0.25) of earthquake management and 1 item was under very low level (0.00).s

Table 44: Earthquake Management of Private Schools Offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | St Lawrence School | 0.43 |
| 2 | Helen Lowry School | 0.29 |
| 3 | Holy Trinity School | 0.14 |
| 4 | KD Elementary School | 0.14 |
| | Total Average | 0.25 |

Source: Computed

Table 44 shows the distribution of the overall earthquake management of private schools offering primary to high school education. From the table, the overall earthquake management was low (0.25).

The table also shows that St. Lawrence School was at the moderate (0.43) category of earthquake management. The other 3 school were under the low (0.14 – 0.29) category in the earthquake management.

Table 45: Item-Wise Earthquake Management of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|--------------------------------------|-------------|
| 1 | Safe school building from earthquake | 1.00 |
| 2 | <i>Disaster preparedness</i> | <i>0.25</i> |

| | | |
|---|---|-------------|
| 3 | <i>Observation of periodic earthquake drills as per NDMA guidelines</i> | 0.25 |
| 4 | <i>Network with the local disaster management authorities for training and retraining</i> | 0.25 |
| 5 | <i>Construction of the building for earthquake safety</i> | 0.00 |
| 6 | <i>Trained staff for initial response with respect to disaster management</i> | 0.00 |
| 7 | <i>Safety from earthquake zone</i> | 0.00 |
| | Total Average | 0.25 |

Source: Computed Italics indicate low and very low level in safety and security

Table 45 shows the distribution of earthquake management of private schools offering primary to high school education according to the items. The overall earthquake management was low (0.25).

From the table, the earthquake management was very high (1.00) in 1 item only while 3 item were in the low level (0.25) and another 3 items were in the very low level (0.00).

Table 46: Earthquake Management of Private Schools offering High School & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.71 |
| 2 | St Pauls HSS | 0.71 |
| 3 | Modern English School | 0.71 |
| 4 | Synod HSS | 0.57 |
| | Total Average | 0.68 |

Source: Computed

Table 46 shows the distribution of earthquake management of private schools offering high and higher secondary school education. The overall earthquake management was high (0.68).

The table shows that most of the high schools were under high (0.71) category in earthquake management while 1 school was under the moderate (0.57) category.

Table 47: Item-Wise Earthquake Management of Private Schools offering High School & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Network with the local disaster management authorities for training and retraining | 1.00 |
| 2 | Safe school building from earthquake | 1.00 |
| 3 | Trained staff for initial response w.r.to disaster management | 1.00 |
| 4 | Disaster preparedness | 0.75 |
| 5 | Observation of periodic earthquake drills as per NDMA guidelines | 0.75 |
| 6 | <i>Construction of the building for earthquake safety</i> | <i>0.25</i> |
| 7 | <i>Safety from earthquake zone</i> | <i>0.00</i> |
| | Total Average | 0.68 |
| 7 | <i>Safety from earthquake zone</i> | <i>0</i> |
| | Total Average | 0.68 |

Source: Computed Italics indicate low and very low level in safety and security

Table 47 shows the distribution of the overall item-wise earthquake management of private schools offering high and higher secondary school education. The overall findings show that the schools were high (0.68) in earthquake management.

Earthquake management was very high (1.00) in 3 items while it was high (0.75) in 2 item. Earthquake management was low (0.25) in 1 item and also very low (0.00) in 1 item.

Table 48: Earthquake Management of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | KV Pushpak | 0.86 |
| 2 | KV MZU | 0.71 |
| | Total Average | 0.79 |

Source: Computed

Table 48 shows the distribution of earthquake management of government central schools. The overall earthquake management of the schools was high (0.79).

The table show that all the government central schools were at the high (0.71-0.86) category of earthquake management.

Table 49: Item-Wise Earthquake Management of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Network with the local disaster management authorities for training and retraining | 1.00 |
| 2 | Safe school building from earthquake | 1.00 |
| 3 | Disaster preparedness | 1.00 |
| 4 | Observation of periodic earthquake drills as per NDMA guidelines | 1.00 |
| 5 | Trained staff for initial response w.r.to disaster management | 1.00 |
| 6 | Construction of the building for earthquake safety | 0.50 |
| 7 | <i>Safety from earthquake zone</i> | <i>0.00</i> |
| | Total Average | 0.79 |

Source: Computed Italics indicate very low level in safety and security

Table 49 shows the distribution of the overall item-wise earthquake management of government central schools. The overall item-wise earthquake management was high (0.79).

The table shows that the earthquake management was very high (1.00) in 5 items while it was moderate (0.50) in 1 item and very low (0.00) in 1 item.

4.4 Flood, Cyclone and Landslide Management

The safety and security related to the Flood, Cyclone and Landslide Management was measured based upon 6 items that included safety from sea, availability of transport mechanism for emergency, safety from industry or chemical factory producing fatal chemical products, adequacy of measures to evacuate children, availability of contingency plan to deal with natural disasters and safety from landslide.

This section shall highlight the findings related to the overall flood, cyclone and landslide management and the item-wise flood, cyclone and landslide management of the schools.

Table 50: Overall Flood, Cyclone & Landslide Management

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | KV MZU | 0.64 |
| 2 | Mt. Carmel School | 0.64 |
| 3 | Modern English School | 0.64 |
| 4 | Govt. KM HSS | 0.64 |
| 5 | Govt. Bawngkawn MS II | 0.64 |
| 6 | KV Pushpak | 0.55 |
| 7 | Synod HSS | 0.55 |
| 8 | St. Lawrence School | 0.55 |
| 9 | Chhinlung Academy MS | 0.55 |
| 10 | Chhinlung Academy PS | 0.55 |
| 11 | St. Pauls HSS | 0.45 |
| 12 | Holy Trinity School | 0.45 |
| 13 | Govt. Mizo HSS | 0.45 |
| 14 | Govt. Mamawii HS | 0.45 |

| | | |
|----|-----------------------|-------------|
| 15 | Govt. Mizo HS | 0.45 |
| 16 | KD Elemenatary School | 0.36 |
| 17 | Helen Lowry School | 0.36 |
| 18 | Govt.Zemabawk HSS | 0.36 |
| 19 | Govt. Central HSS | 0.36 |
| 20 | Govt.Zemabawk HS | 0.36 |
| 21 | Govt. JL HS | 0.36 |
| 22 | Govt.Zuangtui MS | 0.36 |
| 23 | Govt. Model School | 0.36 |
| 24 | Govt. College Veng PS | 0.36 |
| 25 | Govt.Chhinga Veng PS | 0.36 |
| 26 | Govt.Bawngkawn PS II | 0.27 |
| | Total Average | 0.46 |

Source: Computed

Table 50 shows the distribution of flood, cyclone and landslide management according to the schools. The overall flood, cyclone and earthquake management of schools was found to be moderate (0.46).

The table shows that 5 schools were among the high (0.64) category, while 10 schools were in the moderate level (0.45-0.55) and 11 schools were found to be in the low level (0.36-0.27) of flood, landslide and cyclone management.

Table 51: Overall Item-Wise Flood, Cyclone & Landslide management

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | <i>Availability of transport mechanism for emergency</i> | 0.30 |
| 4 | <i>Adequacy of measures to evacuate children</i> | 0.30 |

| | | |
|---|--|-------------|
| 5 | <i>Safety from landslide</i> | 0.30 |
| 6 | <i>Availability of contingency plan to deal with natural disasters</i> | 0.08 |
| | Total Average | 0.46 |

Source: Computed Italics indicate low and very low level in safety and security

Table 51 shows the distribution of flood, cyclone and landslide management according to the overall items. The overall flood, cyclone and earthquake management across the items was moderate (0.46).

The table shows that flood, cyclone and landslide management was very high (1.00) in 2 items and was low in the 4 remaining items.

Table 52: Flood, Cyclone & Landslide Management of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Chhinlung Academy PS | 0.55 |
| 2 | Govt. College Veng PS | 0.36 |
| 3 | Govt.ChhingaVeng PS | 0.36 |
| 4 | Govt.Bawngkawn PS II | 0.27 |
| | Total Average | 0.39 |

Source: Computed

Table 52 shows the distribution of flood, cyclone and landslide management of government primary schools. The table shows that the flood, cyclone and landslide management of government primary schools was low (0.39).

According to the table, Chhinlung Academy PS was at the moderate (0.55) category in flood, cyclone and landslide management while the remaining schools were in the low (0.27-0.36) category in the flood, cyclone and landslide management.

Table 53: Item-Wise Flood, Cyclone & Landslide management of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | <i>Adequacy measures to evacuate children,</i> | <i>0.17</i> |
| 4 | <i>Safety from landslide</i> | <i>0.17</i> |
| 5 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.00</i> |
| 6 | <i>Availability of transport mechanism for emergency</i> | <i>0.00</i> |
| | Total Average | 0.39 |

Source: Computed Italics indicate low and very low level in safety and security

Table 53 shows the distribution of flood, cyclone and landslide management among the government primary schools according to the items. From the table, the overall flood, cyclone and earthquake management of government primary schools was low (0.39).

Flood, cyclone and landslide management was very high (1.00) in 2 items, while 2 items were under low level (0.17) and another 2 items were under very low level (0.00) of flood, cyclone and landslide management.

Table 54: Flood, Cyclone & Landslide Management of Govt. Middle schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Bawngkawn MS II | 0.64 |
| 2 | Chhinlung Academy MS | 0.55 |
| 3 | Govt.Zuangtui MS | 0.36 |
| 4 | Govt. Model School | 0.36 |
| | Total Average | 0.48 |

Source: Computed

Table 54 shows the distribution of the overall flood, cyclone and landslide management across the government middle schools. The overall flood, cyclone and landslide management was moderate (0.48).

According to the table, Govt. Banwngkawn MS II was in the high category (0.64) while the rest of the schools were in the moderate level (0.36-0.55).

Table 55: Item-Wise Flood, Cyclone & Landslide Management of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | Adequacy measures to evacuate children, | 0.45 |
| 4 | Safety from landslide | 0.45 |
| 5 | <i>Availability of contingency plan to deal with natural disasters</i> | 0.00 |
| 6 | <i>Availability of transport mechanism for emergency</i> | 0.00 |
| | Total Average | 0.48 |

Source: Computed

Italics indicate very low level in safety and security

Table 55 indicates the distribution of flood, cyclone and landslide management of government middle schools according to the items. The overall flood, cyclone and earthquake management of government middle schools was moderate. (0.48).

Flood, cyclone and landslide management was very high (1.00) in 2 items and was moderate in 2 item (0.45) while it was very low (0.00) in 2 items.

Table 56: Flood, Cyclone & Landslide Management of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Mamawii HS | 0.45 |
| 2 | Govt. Mizo HS | 0.45 |
| 3 | Govt.Zemabawk HS | 0.36 |
| 4 | Govt. JL HS | 0.36 |
| | Total Average | 0.40 |

Source: Computed

Table 56 highlights the distribution of flood, cyclone and landslide management among government high schools. The overall flood, cyclone and landslide management was moderate (0.40).

According to the table, all the government high schools were in the moderate (0.36-0.45) category in the flood, cyclone and landslide management.

Table 57: Item-Wise Flood, Cyclone & Landslide Management of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | <i>Adequacy measures to evacuate children,</i> | <i>0.20</i> |
| 4 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.20</i> |
| 5 | <i>Availability of transport mechanism for emergency</i> | <i>0.00</i> |
| 6 | <i>Safety from landslide</i> | <i>0.00</i> |
| | Total Average | 0.40 |

Source: Computed Italics indicate low and very low level in safety and security

Table 57 shows the distribution of flood, cyclone and landslide management of government high schools according to the items. From the table, the overall flood, cyclone and earthquake management of government high schools was moderate (0.40)

Flood, cyclone and landslide management was very high (1.00) in 2 items while it was low in 2 items (0.20) and very low (0.00) in 2 items.

Table 58: Flood, Cyclone & Landslide Management of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. KM HSS | 0.64 |
| 2 | Govt. Mizo HSS | 0.45 |
| 3 | Govt. Zemabawk HSS | 0.36 |
| 4 | Govt. Central HSS | 0.36 |
| | Total Average | 0.45 |

Source: Computed

Table 58 shows the distribution of flood, cyclone and landslide management among government higher secondary schools. The overall flood, cyclone and earthquake management of government higher secondary schools was moderate (0.45).

According to the table, Govt. KM HSS was in the high (0.64) category while the Govt. Mizo HSS was in the moderate level (0.45) and the remaining schools were in the low level (0.36) of the flood, cyclone and landslide management.

Table 59: Item-Wise Flood, Cyclone & Landslide Management of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | <i>Adequacy measures to evacuate children,</i> | <i>0.35</i> |
| 4 | <i>Safety from landslides</i> | <i>0.35</i> |
| 5 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.00</i> |
| 6 | <i>Availability of transport mechanism for emergency</i> | <i>0.00</i> |
| | Total Average | 0.45 |

Source: Computed Italics indicate low and very low level in safety and security

Table 59 shows the distribution of flood, cyclone and landslide management of government higher secondary schools according to the items. The overall flood, cyclone and earthquake management was moderate (0.45).

Flood, cyclone and landslide management of government higher secondary schools was very high (1.00) in 2 items while it was low (0.35) in 2 items and very low in 2 other items (0.00).

Table 60: Flood, Cyclone and Landslide Management of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | St. Lawrence School | 0.55 |
| 2 | Holy Trinity School | 0.45 |
| 3 | KD Elementary School | 0.36 |
| 4 | Helen Lowry School | 0.36 |
| | Total Average | 0.43 |

Source: Computed

Table 60 shows the distribution of the overall flood, cyclone and landslide management among private schools offering primary to high school education. The overall flood, cyclone and earthquake management was moderate (0.43).

According to the table, St. Lawrence School and Holy Trinity School were at the moderate (0.45-0.55) category while the remaining schools were in the low level (0.36) of the management.

Table 61: Item-Wise Flood, Cyclone & Landslide Management of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | Availability of transport mechanism for emergency | 0.45 |
| 4 | <i>Adequacy measures to evacuate children,</i> | <i>0.15</i> |
| 5 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.00</i> |
| 6 | <i>Safety from landslide</i> | <i>0.00</i> |
| | Total Average | 0.43 |

Source: Computed Italics indicate low and very low level in safety and security

Table 61 shows the distribution of overall item-wise flood, cyclone and landslide management private schools offering primary to high school education. The overall flood, cyclone and landslide management was found to be moderate (0.43).

Floods, cyclone and landslide management was very high (1.00) in 2 items while it was moderate (0.45) in 1 item and low (0.15) in 1 item respectively. Lastly it was very low (0.00) in 2 items.

Table 62: Flood, Cyclone & Landslide Management of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.64 |
| 2 | Modern English School | 0.64 |
| 3 | Synod HSS | 0.55 |
| 4 | St Paul's HSS | 0.45 |
| | Total Average | 0.57 |

Source: Computed

Table 62 indicates the distribution of the overall flood, cyclone and landslide management across the private schools offering high and higher secondary school education. The table shows that the overall flood, cyclone and landslide management of private schools offering high and higher secondary school education was moderate (0.57).

According to the table, Mt. Carmel School and Modern English School were among the high category (0.64) category while the remaining schools were moderate (0.45-0.55) in flood, cyclone and landslide management.

Table 63: Item-Wise Flood, Cyclone & Landslide Management of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from sea | 1.00 |
| 2 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 3 | Availability of transport mechanism for emergency | 0.60 |
| 4 | Adequacy measures to evacuate children, | 0.60 |
| 5 | <i>Safety from landslides</i> | <i>0.20</i> |
| 6 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.00</i> |
| | Total Average | 0.57 |

Source: Computed Italics indicate low and very low level in safety and security

Table 63 shows the distribution of the overall item-wise flood, cyclone and landslide management of private schools offering high and higher secondary school education. From the table, the overall flood, cyclone and landslide management of was moderate (0.57)

Flood, cyclone and landslide management was very high (1.00) in 2 items while it was high (0.60) in 2 items and low (0.20) in 1 item. It was also very low (0.00) in 1 item.

Table 64: Flood, Cyclone & Landslide Management of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 0.64 |
| 2 | KV Pushpak | 0.55 |
| | Total Average | 0.60 |

Source: Computed

Table 64 shows the distribution of the overall flood, cyclone and landslide management across the government central schools. The overall flood, cyclone and earthquake management was high (0.60).

The table shows that all one government central school was in the high (0.64) category while the other was in the moderate (0.55) level in flood, cyclone and earthquake management

Table 65:Item-Wise Flood, Cyclone & Landslide Management of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safety from sea | 1.00 |
| 2 | Availability of transport mechanism for emergency | 1.00 |
| 3 | Safety from industry or chemical factory producing fatal chemical products | 1.00 |
| 4 | <i>Adequacy measures to evacuate children,</i> | <i>0.30</i> |
| 5 | <i>Safety from landslide</i> | <i>0.30</i> |
| 6 | <i>Availability of contingency plan to deal with natural disasters</i> | <i>0.00</i> |
| | Total Average | 0.60 |

Source: Computed Italics indicate low and very low level in safety and security

Table 65 shows the distribution of flood, cyclone and landslide management of government central schools according to the items. From the table, the overall flood, cyclone and landslide management was high (0.60).

Flood, cyclone and landslide management was very high (1.00) in 3 items. And was low in 2 items (0.30) while it was very low (0.00) in 1 item.

4.5 Electrical Safety

The Electrical Safety was measured based upon 4 items that included safe electrical system, ensuring limited access to electrical installation only to those who required, safety from live wires and display of warning signs near electric poles.

This section shall include the findings related to the overall electrical safety and the item-wise electrical safety of the schools.

Table 66: Overall Electrical Safety of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV MZU | 0.75 |
| 2 | Mt Carmel School | 0.75 |
| 3 | Modern English School | 0.75 |
| 4 | Govt KM HSS | 0.75 |
| 5 | Govt Bawngkawn MS II | 0.75 |
| 6 | KV Pushpak | 0.75 |
| 7 | Synod HSS | 0.75 |
| 8 | St Lawrence School | 0.75 |
| 9 | Chhinlung Academy MS | 0.75 |
| 10 | Chhinlung Academy PS | 0.75 |
| 11 | St Pauls HSS | 0.75 |
| 12 | Holy Trinity School | 0.75 |
| 13 | Govt Mizo HSS | 0.75 |
| 14 | Govt Mamawii HS | 0.75 |
| 15 | Govt Mizo HS | 0.75 |
| 16 | KD Elemenatary School | 0.75 |
| 17 | Helen Lowry School | 0.75 |
| 18 | Govt Zemabawk HSS | 0.75 |
| 29 | Govt Central HSS | 0.75 |
| 20 | Govt Zemabawk HS | 0.75 |
| 21 | Govt JL HS | 0.75 |
| 22 | Govt Model School | 0.75 |
| 23 | Govt College Veng PS | 0.75 |
| 24 | Govt ChhingaVeng PS | 0.75 |
| 25 | Govt Zuangtui MS | 0.5 |
| 26 | Govt Bawngkawn PS II | 0.5 |
| | Total Average | 0.73 |

Source: Computed

Table 66 shows the distribution the overall electrical safety across the schools. The table shows that the overall electrical safety of the schools was high (0.73).

Majority of the schools i.e 24 schools belong to high level (0.75) in electrical safety while 2 schools were found to be in the moderate level (0.50).

Table 67: Overall Item-Wise Electrical Safety of Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 0.96 |
| 3 | Safety from live wires | 0.96 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.73 |

Source: Computed Italics indicate very low level in safety and security

Table 67 shows the distribution of schools according to the overall item-wise electrical safety. The overall electrical safety of schools was high (0.73).

Electrical safety was very high (1.00) in 1 item and high (0.96) in 2 items while it was very low (0.00) in 1 item.

Table 68: Electrical Safety of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Chhinlung Academy PS | 0.75 |
| 2 | Govt College Veng PS | 0.75 |
| 3 | Govt ChhingaVeng PS | 0.75 |
| 4 | Govt Bawngkawn PS II | 0.50 |
| | Total Average | 0.69 |

Source: Computed

Table 68 shows the distribution of government primary schools according to the overall electrical safety. The overall electrical safety of the schools was high (0.69).

The table shows that 3 schools were in the high (0.75) category while 1 school was in the moderate category of electrical safety.

Table 69: Item-Wise Electrical Safety of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 0.75 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.69 |

Source: Computed Italics indicate very low level in safety and security

Table 69 shows the distribution of the overall electrical safety of government primary schools according to the items. The overall electrical safety across the items was high (0.69).

The table shows that the electrical safety was very high (1.00) in 2 items and 1 item fell under the high level (0.75) while 1 item was under very low category (0.00).

Table 70: Electrical Safety of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt. Bawngkawn MS II | 0.75 |
| 2 | Chhinlung Academy MS | 0.75 |
| 3 | Govt. Model School | 0.75 |
| 4 | Govt. Zuangtui MS | 0.50 |
| | Total Average | 0.69 |

Source: Computed

Table 70 shows the distribution of the electrical safety across the government middle schools. From the table, the overall electrical safety was high (0.69).

The table shows that 3 middle schools were in the high (0.75) category while 1 school was found to be in the moderate (0.50) category of electrical safety.

Table 71: Item-Wise Electrical Safety of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Safety from live wires | 1.00 |
| 3 | Ensure limited access to electrical installation only to those who required | 0.75 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.69 |

Source: Computed Italics indicate very low level in safety and security

Table 71 shows the distribution of electrical safety of government middle schools according to the items. The overall item-wise electrical safety of middle schools was high (0.69).

The electrical safety was very high (1.00) in 2 items falls and 1 item fell under the high level (0.75) while 1 item fell under the very low category (0.00).

Table 72: Electrical Safety of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Mamawii HS | 0.75 |
| 2 | Govt. Mizo HS | 0.75 |
| 3 | Govt.Zemabawk HS | 0.75 |
| 4 | Govt. JL HS | 0.75 |
| | Total Average | 0.75 |

Source: Computed

Table 72 shows the distribution of electrical safety across the government high schools. From the table, the overall electrical safety of government high schools was high (0.75).

The table also highlights that all the government high schools were high (0.75) in the electrical safety domain.

Table 73: Item-Wise Electrical Safety of Govt. High Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 1.00 |
| 4 | <i>Display of warning signs near electric poles</i> | 0.00 |
| | Total Average | 0.75 |

Source: Computed

Italics indicate very low level in safety and security

Table 73 indicates the distribution of electrical safety of government high schools according to the items. The overall electrical safety was found high (0.75).

Electrical safety of was very high (1.00) in 3 items while 1 item fell under very low category (0.00).

Table 74: Electrical Safety of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. KM HSS | 0.75 |
| 2 | Govt. Mizo HSS | 0.75 |
| 3 | Govt. Zemabawk HSS | 0.75 |
| 4 | Govt. Central HSS | 0.75 |
| | Total Average | 0.75 |

Source: Computed

Table 74 shows the distribution of Government Higher Secondary schools according to the overall electrical safety of schools across all the dimensions. The overall electrical safety of Higher Secondary schools in Aizawl was high (0.75).

The table shows that all the higher secondary schools are in the high (0.75) category in electrical safety.

Table 75: Item-Wise Electrical Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 1.00 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.75 |

Source: Computed Italics indicate very low level in safety and security

Table 75 shows the distribution of electrical safety of government higher secondary schools according to the items. The table indicates that the overall electrical safety was high across the items (0.75).

Electrical safety was found very high (1.00) in 3 items while 1 item was in the very low category (0.00).

Table 76: Electrical Safety of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | St. Lawrence School | 0.75 |
| 2 | Holy Trinity School | 0.75 |
| 3 | KD Elementary School | 0.75 |
| 4 | Helen Lowry School | 0.75 |
| | Total Average | 0.75 |

Source: Computed

Table 76 shows the distribution of electrical safety across the private schools offering primary to high school education. The table shows that the overall electrical safety of private schools offering primary to high school education was high (0.75).

The table shows that all the schools are under high (0.75) category in the electrical safety.

Table 77: Item-Wise Electrical Safety of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 1.00 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.75 |

Source: Computed Italics indicate very low level in safety and security

Table 77 shows the distribution of the item-wise electrical safety of private schools offering primary to high school education. The table shows that the overall electrical safety was high (0.75).

Electrical safety was very high (1.00) in 3 items and was very low (0.00) in 1 item.

Table 78: Electrical Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Mt Carmel School | 0.75 |
| 2 | Modern English School | 0.75 |
| 3 | Synod HSS | 0.75 |
| 4 | St Pauls HSS | 0.75 |
| | Total Average | 0.75 |

Source: Computed

Table 78 shows the distribution of electrical safety among the private schools offering high & higher secondary school education. The overall electrical safety was found to be high (0.75).

The table shows that all the schools are under high (0.75) category in the electrical safety domain.

Table 79: Item-Wise Electrical Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 1.00 |
| 4 | Display of warning signs near electric poles | 0.00 |
| | Total Average | 0.75 |

Source: Computed *Italics indicate very low level in safety and security*

Table 79 shows the distribution of electrical safety of private schools offering high and higher secondary school education according to the items. From the table, the overall electrical safety was high (0.75).

Electrical safety was very high (1.00) in 3 items while it was very low (0.00) in 1 item.

Table 80: Electrical Safety of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 0.75 |
| 2 | KV Pushpak | 0.75 |
| | Total Average | 0.75 |

Source: Computed

Table 80 shows the distribution of electrical safety of government central schools. The overall electrical safety of the schools was high (0.75)

The table also shows that both the schools were in the high (0.75) category of the electrical safety.

Table 81: Item-wise Electrical Safety of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe electrical system | 1.00 |
| 2 | Ensure limited access to electrical installation only to those who required | 1.00 |
| 3 | Safety from live wires | 1.00 |
| 4 | <i>Display of warning signs near electric poles</i> | <i>0.00</i> |
| | Total Average | 0.75 |

Source: Computed Italics indicate very low level in safety and security

Table 81 shows the distribution of electrical safety of government central schools according to the items. The table indicates that the overall electrical safety was high (0.75).

Electrical safety was very high (1.00) in 3 items while 1 item fell under the very low category (0.00).

4.6 Safety from Constructional Hazards

The sub-domain of Safety from Constructional Hazard was measured based upon 3 items such as permission sought from authorities for any construction, availability of barricades and signboards in the construction area prohibiting the movement and safe water storage sources for any construction.

This section shall cover the findings related to the overall safety from constructional hazards and the item-wise safety from constructional hazards of the schools.

Table 82: Overall Safety of Schools from Constructional Hazards

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Synod HSS | 1.00 |
| 2 | KV MZU | 1.00 |
| 3 | Mt. Carmel School | 0.67 |
| 4 | St Pauls HSS | 0.67 |
| 5 | Govt. Central HSS | 0.67 |
| 6 | Govt. Mizo HS | 0.67 |
| 7 | Govt. Model School | 0.33 |
| 8 | Chhinlung Academy MS | 0.33 |
| 9 | Chhinlung Academy PS | 0.33 |
| 10 | KV Pushpak | 0.33 |
| 11 | Modern English School | 0.33 |
| 12 | St. Lawrence School | 0.33 |
| 13 | Holy Trinity School | 0.33 |
| 14 | KD Elementary School | 0.33 |
| 15 | Helen Lowry School | 0.33 |
| 16 | Govt.Zemabawk HSS | 0.33 |
| 17 | Govt. Mizo HSS | 0.33 |
| 18 | Govt. KM HSS | 0.33 |
| 19 | Govt.Mamawii HS | 0.33 |
| 20 | Govt.Zemabawk HS | 0.33 |
| 21 | Govt. JL HS | 0.33 |
| 22 | Govt.Bawngkawn MS II | 0.33 |
| 23 | Govt.Zuangtui MS | 0.33 |
| 24 | Govt.Bawngkawn PS II | 0.33 |
| 25 | Govt. College Veng PS | 0.33 |
| 26 | Govt.ChhingaVeng PS | 0.33 |
| | Total Average | 0.43 |

Source: Computed

Table 82 shows the distribution of the overall safety from constructional hazards across the schools. From the table, the overall safety from constructional hazard of the schools was moderate (0.43).

The table shows that majority of the school belongs to low level of safety (0.33) in terms constructional hazards, while 6 schools are high in such areas.

Table 83: Overall Item-Wise Safety of Schools from Constructional Hazards

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | <i>Safe water storage sources for any construction</i> | <i>0.20</i> |
| 3 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | <i>0.08</i> |
| | Total Average | 0.43 |

Source: Computed

Italics indicate low level in safety and security

Table 83 shows the distribution of safety of schools from constructional hazards according to the items. The safety from constructional hazard across the items was moderate (0.43).

The table shows that the safety of schools from constructional hazard was very high (1.00) in 1 item while it was low (0.08-0.20) in 2 items.

Table 84: Safety from Constructional Hazards of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Chhinlung Academy PS | 0.33 |
| 2 | Govt Bawngkawn PS II | 0.33 |
| 3 | Govt College Veng PS | 0.33 |
| 4 | Govt ChhingaVeng PS | 0.33 |
| | Total Average | 0.33 |

Source: Computed

Table 84 shows the distribution of safety from constructional hazards among the government primary schools. The table highlights that the overall safety of the schools from constructional hazards was low (0.33).

Further, the table also shows that all the government primary schools were low (0.33) in safety from constructional hazard.

Table 85: Item-Wise Safety from Constructional Hazards of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | 0.00 |
| 3 | <i>Safe water storage sources for any construction</i> | 0.00 |
| | Total Average | 0.33 |

Source: Computed

Italics indicate very low level in safety and security

Table 85 shows the distribution of safety from constructional hazards of government primary schools according to the items and the overall item-wise safety from constructional hazards of government primary schools was low (0.33).

The table indicates that the safety from constructional hazard was very high in 1 item (1.00) while it was very low (0.00) in 2 items.

Table 86: Safety from Constructional Hazards of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt Model School | 0.33 |
| 2 | Chhinlung Academy MS | 0.33 |

| | | |
|---|----------------------|-------------|
| 3 | Govt Bawngkawn MS II | 0.33 |
| 4 | Govt Zuangtui MS | 0.33 |
| | Total Average | 0.33 |

Source: Computed

Table 86 shows the distribution of safety from constructional hazards among the government middle schools. The table shows that the overall safety of the schools from constructional hazards was low (0.33).

From the table, all the government primary schools fell under the low (0.33) category in safety from constructional hazard.

Table 87: Item-wise Safety from Constructional Hazards of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | <i>0.00</i> |
| 3 | <i>Safe water storage sources for any construction</i> | <i>0.00</i> |
| | Total Average | 0.33 |

Source: Computed

Italics indicate very low level in safety and security

Table 87 shows the distribution of safety from constructional hazards of government middle schools according to the item. The overall item-wise safety from constructional hazards of government middle schools was low (0.33)

The table also shows that the safety from constructional hazard was very high (1.00) in 1 items and very low (0.00) in 2 items.

Table 88: Safety from Constructional Hazards of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Mizo HS | 0.67 |
| 2 | Govt.Mamawii HS | 0.33 |
| 3 | Govt.Zemabawk HS | 0.33 |
| 4 | Govt. JL HS | 0.33 |
| | Total Average | 0.42 |

Source: Computed

Table 88 shows the distribution of safety from constructional hazards of government high schools. The table shows that the overall safety from constructional hazards was moderate (0.42).

Among the high schools, Govt. Mizo HS was in the high (0.67) category, and the rest were at low (0.33) category in the safety of constructional hazards.

Table 89: Item-Wise Safety from Constructional Hazards of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | <i>0.25</i> |
| 3 | <i>Safe water storage sources for any construction</i> | <i>0.00</i> |
| | Total Average | 0.42 |

Source: Computed Italics indicate low and very low level in safety and security

Table 89 shows the distribution of safety from constructional hazards of government high schools according to the items. The overall safety from constructional hazards of government high schools was found to be moderate (0.42).

The table indicates that safety from constructional hazards was very high (1.00) in 1 of the items while it was low (0.25) in 1 item and was very low (0.00) in 1 item.

Table 90: Safety from Constructional Hazards of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. Central HSS | 0.67 |
| 2 | Govt. Zemabawk HSS | 0.33 |
| 3 | Govt. Mizo HSS | 0.33 |
| 4 | Govt. KM HSS | 0.33 |
| | Total Average | 0.42 |

Source: Computed

Table 90 highlights the distribution of safety from constructional hazards of government higher secondary schools. The table shows that the overall safety from constructional hazards was moderate (0.42).

Among the schools, Govt. Central HSS was in the high (0.67) category, and the rest were at low (0.33) category in the safety of constructional hazards.

Table 91: Item-wise Safety from Constructional Hazards of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | 0.25 |
| 3 | <i>Safe water storage sources for any construction</i> | 0.00 |
| | Total Average | 0.42 |

Source: Computed Italics indicate low and very low level in safety and security

Table 91 indicates the distribution of safety from constructional hazards of government higher secondary schools according to the items. The overall safety from constructional hazards was found to be moderate (0.42).

The table also shows that safety from constructional hazards was very high (1.00) in 1 of the items while it was low (0.25) in 1 item and was very low (0.00) in 1 item.

Table 92: Safety from Constructional Hazards of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | St Lawrence School | 0.33 |
| 2 | Holy Trinity School | 0.33 |
| 3 | KD Elementary School | 0.33 |
| 4 | Helen Lowry School | 0.33 |
| | Total Average | 0.33 |

Source: Computed

Table 92 shows the distribution of safety from constructional hazards among the private schools offering primary to high school education. The table shows that the overall safety of the schools from constructional hazards was low (0.33).

From the table, all the schools fell under the low (0.33) category in safety from constructional hazard.

Table 93: Items-Wise Safety from Constructional Hazards of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Permission sought from authorities for any construction | 1.00 |

| | | |
|---|--|-------------|
| 2 | <i>Availability of barricades and signboards in the construction area prohibiting the movement</i> | 0.00 |
| 3 | <i>Safe water storage sources for any construction</i> | 0.00 |
| | Total Average | 0.33 |

Source: Computed Italics indicate very low level in safety and security

Table 93 highlights the distribution of safety from constructional hazards of private schools offering primary to high school education according to the items. The overall item-wise safety from constructional hazards was low (0.33)

The table also shows that the safety from constructional hazard was very high (1.00) in 1 items and very low (0.00) in 2 items.

Table 94: Safety from Constructional Hazards of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Synod HSS | 1.00 |
| 2 | Mt Carmel School | 0.67 |
| 3 | St Pauls HSS | 0.67 |
| 4 | Modern English School | 0.33 |
| | Total Average | 0.67 |

Source: Computed

Table 94 shows the distribution of safety from constructional hazards of private schools offering high and higher secondary school education. The overall safety from constructional hazards was found to be high (0.67).

Among the high school, Synod HSS was in the very high (1.00) category while Mt. Carmel School and St. Pauls HSS were in the high (0.67) category and Modern English School was in the low (0.33) category.

Table 95: Item-wise Safety from Constructional Hazards of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | Availability of barricades and signboards in the construction area prohibiting the movement | 0.75 |
| 3 | <i>Safe water storage sources for any construction</i> | <i>0.25</i> |
| | Total Average | 0.67 |

Source: Computed

Italics indicate low level in safety and security

Table 95 shows the distribution of item-wise safety from constructional hazards of private schools offering high and higher secondary school education. From the table, the overall safety from constructional hazards was high (0.67).

The table also shows that safety from constructional hazards were very high (1.00) in 1 item while it was high (0.75) in 1 item and low in 1 item (0.25).

Table 96: Safety from Constructional Hazards of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 0.33 |
| | Total Average | 0.67 |

Source: Computed

Table 96 indicates the distribution of safety from constructional hazards of government central schools. The overall safety from constructional hazards of the government central schools was high (0.67).

The table shows that KV MZU was at a very high (1.00) category while KV Pushpak was at a low (0.33) category in the safety from constructional hazards.

Table 97: Item-Wise Safety from Constructional Hazards of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Permission sought from authorities for any construction | 1.00 |
| 2 | Availability of barricades and signboards in the construction area prohibiting the movement | 0.50 |
| 3 | Safe water storage sources for any construction | 0.50 |
| | Total Average | 0.67 |

Source: Computed

Table 97 shows the distribution of safety from constructional hazards of government central schools according to the items. From the table, the overall item-wise safety from constructional hazards was high (0.67).

Safety from constructional hazards was very high in 1 item (1.00) while the table shows that it was moderate in 2 items (0.50).

4.7 Safety in the Playground and Sports Activities

This domain was measured based upon 6 items such as safe school playground, availability of Sports specific standard safety equipment, qualified or trained coach, police verification of the staff employed for sports activities, observation of guidelines and norms and standards by Sports Authority of India (SAI) and NOC from the competent authority before starting sports facilities.

This section shall highlight the findings related to the overall safety in the playground and sports activities of the schools and the item-wise safety of the schools.

Table 98: Overall School Safety in the Playground and Sports Activities

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV Pushpak | 0.67 |
| 2 | KV MZU | 0.50 |
| 3 | Govt KM HSS | 0.50 |
| 4 | Mt Carmel School | 0.33 |
| 5 | St Pauls HSS | 0.33 |
| 6 | Synod HSS | 0.33 |
| 7 | Govt Mizo HSS | 0.33 |
| 8 | Govt Mizo HS | 0.33 |
| 9 | Govt Zemabawk HS | 0.33 |
| 10 | Holy Trinity School | 0.17 |
| 11 | Helen Lowry School | 0.17 |
| 12 | Govt Zemabawk HSS | 0.17 |
| 13 | Govt Central HSS | 0.17 |
| 14 | Govt Mamawii HS | 0.17 |
| 15 | Govt JL HS | 0.17 |
| 16 | Govt Bawngkawn MS II | 0.17 |
| 17 | Govt Zuangtui MS | 0.17 |
| 18 | Chhinlung Academy MS | 0.17 |
| 19 | Govt Bawngkawn PS II | 0.17 |
| 20 | Govt College Veng PS | 0.17 |
| 21 | Govt ChhingaVeng PS | 0.17 |
| 22 | Chhinlung Academy PS | 0.17 |
| 23 | Modern English School | 0.00 |
| 24 | St Lawrence School | 0.00 |
| 25 | KD Elementary School | 0.00 |
| 26 | Govt Model School | 0.00 |
| | Total Average | 0.23 |

Source: Computed

Table 98 shows the distribution of the overall safety in the playground and sports activities of the schools. The table shows that the overall safety in the playground and sports activities of the schools was low (0.23).

Further, we also see that KV Pushpak was the only school with high (0.67) safety in the playground and sports activities followed by only 2 schools that were moderate (0.50) in safety. There were 19 schools that came under the low category (0.17-0.33) while 4 schools were very low in safety in the playground and sports activities.

Table 99: Overall Item-Wise Safety in the Playground and Sports Activities

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe school playground | 0.81 |
| 2 | <i>Availability of Sports specific standard safety equipment</i> | <i>0.35</i> |
| 3 | <i>Qualified or trained Coach</i> | <i>0.15</i> |
| 4 | <i>Police verification of the staff employed for sports activities</i> | <i>0.04</i> |
| 5 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | <i>0.00</i> |
| 6 | <i>NOC from the competent authority before starting sports facilities</i> | <i>0.00</i> |
| | Total Average | 0.23 |

Source: Computed Italics indicate low and very low level in safety and security

Table 99 shows the distribution of schools according to the overall item-wise safety in playground and sports activities. The overall item-wise safety in playground and sports activities of the schools was low (0.23).

School safety in the playground and sports activities was very high (0.81) in 1 item while it was low in 3 items (0.04-0.35)

and very low in 2 items (0.00) in safety in the playgrounds and sports activities.

Table 100: Safety in the Playground and Sports Activities of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt Bawngkawn PS II | 0.17 |
| 2 | Govt College Veng PS | 0.17 |
| 3 | Govt Chhinga Veng PS | 0.17 |
| 4 | Chhinlung Academy PS | 0.17 |
| | Total Average | 0.17 |

Source: Computed

Table 100 shows the distribution of the overall safety in the playground and sports activities of government primary schools. The overall safety in the playground and sports activities of the government primary schools was low (0.17).

The table also shows that all the schools were low (0.17) in safety in the playground and sports activities.

Table 101: Item-Wise Safety in the Playground and Sports Activities of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe school playground | 1.00 |
| 2 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | 0.00 |
| 3 | <i>NOC from the competent authority before starting sports facilities</i> | 0.00 |
| 4 | <i>Police verification of the staff employed for sports activities</i> | 0.00 |

| | | |
|---|--|-------------|
| 5 | <i>Qualified or trained Coach</i> | <i>0.00</i> |
| 6 | <i>Availability of Sports specific standard safety equipment</i> | <i>0.00</i> |
| | Total Average | 0.17 |

Source: Computed Italics indicate very low level in safety and security

Table 101 highlights the distribution of safety in the playground and sports activities of government primary schools according to the items. The overall item-wise safety in the playground and sports activities was low (0.17).

School safety in the playground and sports activities was very high (1.00) in 1 item (1.00) while it was very low (0.00) in the rest of the 5 items.

Table 102: Safety in the Playground and Sports Activities of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt.Bawngkawn MS II | 0.17 |
| 2 | Govt.Zuangtui MS | 0.17 |
| 3 | Chhinlung Academy MS | 0.17 |
| 4 | Govt. Model School | 0.00 |
| | Total Average | 0.13 |

Source: Computed

Table 102 shows the distribution of the overall safety in the playground and sports activities of the government middle schools. The overall safety in the playground and sports activities of the schools was low (0.13).

According to the table, 3 schools were in the low (0.17) category while 1 school was in the very low (0.00) category in the safety in the playground and sports activities.

Table 103: Item-Wise Safety in the Playground and Sports Activities of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe school playground | 0.75 |
| 2 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | 0.00 |
| 3 | <i>NOC from the competent authority before starting sports facilities</i> | 0.00 |
| 4 | <i>Police verification of the staff employed for sports activities</i> | 0.00 |
| 5 | <i>Qualified or trained Coach</i> | 0.00 |
| 6 | <i>Availability of Sports specific standard safety equipment</i> | 0.00 |
| | Total Average | 0.13 |

Source: Computed Italics indicate very low level in safety and security

Table 103 shows the distribution of safety in the playground and sports activities of government middle schools according to the items. The overall item-wise safety in playground and sports activities of government middle schools was low (0.13)

Safety in the playground and sports activities was high (0.75) in 1 item, whereas it was very low (0.00) in the 5 other items.

Table 104: Safety in the Playground and Sports Activities of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt Mizo HS | 0.33 |
| 2 | Govt Zemabawk HS | 0.33 |
| 3 | Govt Mamawii HS | 0.17 |
| 4 | Govt JL HS | 0.17 |
| | Total Average | 0.25 |

Source: Computed

Table 104 shows the distribution of safety in the playground and sports activities across the government high schools. The table indicates that the overall safety in playground and sports activities was low (0.25).

The table also shows that all the schools were in the low (0.17- 0.33) category.

Table 105: Item-Wise Safety in the Playground and Sports Activities of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe school playground | 1.00 |
| 2 | Availability of Sports specific standard safety equipment | 0.50 |
| 3 | <i>NOC from the competent authority before starting sports facilities</i> | <i>0.00</i> |
| 4 | <i>Police verification of the staff employed for sports activities</i> | <i>0.00</i> |
| 5 | <i>Qualified or trained Coach</i> | <i>0.00</i> |
| 6 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | <i>0.00</i> |
| | Total Average | 0.25 |

Source: Computed Italics indicate very low level in safety and security

Table 105 highlights the distribution of safety in the playground and sports activities of government high schools according to the items. The overall item-wise safety in the playground and sports activities the schools was found to be low (0.25).

From the table, school safety in the playground and sports activities was very high (1.00) in 1 item while it was moderate (0.50) in 1 item and very low (0.00) in the rest of the 5 items.

Table 106: Safety in the Playground and Sports Activities of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt KM HSS | 0.50 |
| 2 | Govt Mizo HSS | 0.33 |
| 3 | Govt Zemabawk HSS | 0.17 |
| 4 | Govt Central HSS | 0.17 |
| | Total Average | 0.29 |

Source: Computed

Table 106 shows the distribution of safety in playground and sports activities across the government higher secondary schools. From the table, the safety in the playground and sports activities of the schools was moderate (0.29).

The table also shows that Govt. KM HSS was in the moderate (0.50) category while the rest belonged to the low (0.17-0.33) category of safety in the playground and sports activities.

Table 107: Item-Wise Safety in the Playground and Sports Activities of Govt. Higher Secondary Schools

| Sl. No | Items | Total Mean |
|--------|---|------------|
| 1 | Availability of Sports specific standard safety equipment | 0.75 |
| 2 | Safe school playground | 0.75 |
| 3 | <i>Qualified or trained Coach</i> | 0.25 |
| 4 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | 0.00 |
| 5 | <i>NOC from the competent authority before starting sports facilities</i> | 0.00 |

| | | |
|---|--|-------------|
| 6 | <i>Police verification of the staff employed for sports activities</i> | 0.00 |
| | Total Average | 0.29 |

Source: Computed Italics indicate low and very low level in safety and security

Table 107 indicates the distribution of the overall item-wise safety in the playground and sports activities of government higher secondary schools. The overall item-wise safety in the playground and sports activities was low (0.29).

Safety in the playground and sports activities was high (0.75) in 2 items while it was low in 1 item (0.25) and was also very low (0.00) in 3 items.

Table 108: Safety in the Playground and Sports Activities of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Holy Trinity School | 0.17 |
| 2 | Helen Lowry School | 0.17 |
| 3 | St Lawrence School | 0.00 |
| 4 | KD Elementary School | 0.00 |
| | Total Average | 0.09 |

Source: Computed

Table 108 shows the distribution of safety in the playground and sports activities among private schools offering primary to high school education. From the table, the safety in the playground and sports activities across the schools was low (0.09).

The table also indicates that 2 schools were in low (0.17) category while the other 2 schools were very low (0.00) in safety in the playground and sports activities.

Table 109: Item-Wise Safety in the Playground and Sports Activities of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe school playground | 0.55 |
| 2 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | 0.00 |
| 3 | <i>NOC from the competent authority before starting sports facilities</i> | 0.00 |
| 4 | <i>Police verification of the staff employed for sports activities</i> | 0.00 |
| 5 | <i>Qualified or trained Coach</i> | 0.00 |
| 6 | <i>Availability of Sports specific standard safety equipment</i> | 0.00 |
| | Total Average | 0.09 |

Source: Computed Italics indicate very low level in safety and security

Table 109 shows the distribution of safety in the playground and sports activities of private schools offering primary to high school education according to the items. From the table, the overall item-wise safety in the playground and sports activities of the schools was low (0.09)

Safety in the playground and sports activities was moderate (0.55) in 1 item whereas was very low (0.00) in the other 5 items of the domain.

Table 110: Safety in the Playground and Sports Activities of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|------------------|-------------------|
| 1 | Mt Carmel School | 0.33 |

| | | |
|---|-----------------------|-------------|
| 2 | St Pauls HSS | 0.33 |
| 3 | Synod HSS | 0.33 |
| 4 | Modern English School | 0.00 |
| | Total Average | 0.25 |

Source: Computed

Table 110 highlights the distribution of safety in the playground and sports activities among the private schools offering high and higher secondary school education. The overall safety in the playground and sports activities of the schools was low (0.25).

The table indicates that 3 schools were in the low (0.33) category while Modern English School was at the very low (0.00) category in safety in the playground and sports activities.

Table 111: Item-Wise Safety in the Playground and Sports Activities of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Safe school playground | 0.75 |
| 2 | Availability of Sports specific standard safety equipment | 0.50 |
| 3 | <i>Qualified or trained Coach</i> | <i>0.25</i> |
| 4 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | <i>0.00</i> |
| 5 | <i>NOC from the competent authority before starting sports facilities</i> | <i>0.00</i> |
| 6 | <i>Police verification of the staff employed for sports activities</i> | <i>0.00</i> |
| | Total Average | 0.25 |

Source: Computed Italics indicate low and very low level in safety and security

Table 111 shows the distribution of safety in the playground and sports activities among the private schools offering high and

higher secondary school education according to the items. The overall item-wise safety in the playground and sports activities of the school was low (0.25).

From the table, the school safety in the playground and sports activities was high (0.75) in 1 item and was moderate (0.50) in 1 item while 3 items were in the very low (0.00) category.

Table 112: Safety in the Playground and Sports Activities of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV Pushpak | 0.67 |
| 2 | KV MZU | 0.50 |
| | Total Average | 0.59 |

Source: Computed

Table 112 indicates the distribution of safety in the playground and sports activities among the government central schools. The overall safety in the playground and sports activities of the schools was moderate (0.59).

The table also shows that KV Pushpak was in the high (0.67) category of safety in the playground and sports activities while KV MZU was in the moderate (0.50) category.

Table 113: Item-Wise Safety in the Playground and Sports Activities of Govt. Central Govt. Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Availability of Sports specific standard safety equipment | 1.00 |
| 2 | Qualified or trained Coach | 1.00 |

| | | |
|---|---|-------------|
| 3 | Safe school playground | 1.00 |
| 4 | Police verification of the staff employed for sports activities | 0.56 |
| 5 | <i>NOC from the competent authority before starting sports facilities</i> | <i>0.00</i> |
| 6 | <i>Observation of guidelines and norms and standards by Sports Authority of India (SAI)</i> | <i>0.00</i> |
| | Total Average | 0.59 |

Source: Computed

Italics indicate very low level in safety and security

Table 113 shows the distribution of safety in the playground and sports activities among the government central schools according to the items. The overall item-wise safety in the playground and sports activities of the schools was moderate (0.59).

Safety in the playground and sports activities was very high (1.00) in 3 item while it was moderate (0.56) in 1 of the item and was very low (0.00) in 2 of the items.

4.8 Water Safety

The Water Safety domain was measured based upon 5 items such as well protected water source, periodical testing of water by local authorities, safe potable water, availability and accessibility of water management system in the event of fire and possession of safety certificate for drinking water.

This section shall include the findings related to the overall water safety and the item-wise water safety of the schools.

Table 114: Overall Water Safety of Schools

| Sl. No. | Schools | Total Mean |
|---------|--------------|------------|
| 1 | KV Pushpak | 1.00 |
| 2 | Govt. KM HSS | 0.80 |

| | | |
|----|-----------------------|-------------|
| 3 | Govt. Central HSS | 0.80 |
| 4 | Govt.Mamawii HS | 0.80 |
| 5 | Govt. Mizo HS | 0.80 |
| 6 | Govt. JL HS | 0.80 |
| 7 | KV MZU | 0.60 |
| 8 | Mt Carmel School | 0.60 |
| 9 | St. Paul's HSS | 0.60 |
| 10 | Synod HSS | 0.60 |
| 11 | Modern English School | 0.60 |
| 12 | St. Lawrence School | 0.60 |
| 13 | Holy Trinity School | 0.60 |
| 14 | KD Elementary School | 0.60 |
| 15 | Helen Lowry School | 0.60 |
| 16 | Govt.Zemabawk HSS | 0.60 |
| 17 | Govt. Mizo HSS | 0.60 |
| 18 | Govt.Zemabawk HS | 0.60 |
| 19 | Govt.Bawngkawn MS II | 0.60 |
| 20 | Govt.Zuangtui MS | 0.60 |
| 21 | Govt. Model School | 0.60 |
| 22 | Chhinlung Academy MS | 0.60 |
| 23 | Govt.Bawngkawn PS II | 0.60 |
| 24 | Govt. College Veng PS | 0.60 |
| 25 | Govt.Chhinga Veng PS | 0.60 |
| 26 | Chhinlung Academy PS | 0.60 |
| | Total Average | 0.65 |

Source: Computed

Table 114 shows the distribution of water safety across the schools. The table shows that the overall water safety of schools was high (0.65).

Only 1 school was in the very high (1.00) category of water safety followed by the rest 25 schools that fell under the high (0.60-0.80) category.

Table 115: Overall Item-Wise Water Safety of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Availability and accessibility of water management system in the event of fire</i> | <i>0.19</i> |
| 5 | <i>Possession of safety certificate for drinking water</i> | <i>0.08</i> |
| | Total Average | 0.65 |

Source: Computed Italics indicate low level in safety and security

Table 115 shows the distribution of water safety of the schools according to the items.. The overall item-wise water safety of the schools was high (0.65).

Further, the water safety of schools was very high (1.00) in 3 items while it was low (0.08-0.19) in 2 items.

Table 116: Water Safety of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt.Bawngkawn PS II | 0.60 |
| 2 | Govt. College Veng PS | 0.60 |
| 3 | Govt.ChhingaVeng PS | 0.60 |
| 4 | Chhinlung Academy PS | 0.60 |
| | Total Average | 0.60 |

Source: Computed

Table 116 shows the distribution of water safety among the government primary schools. From the table, the overall water safety of the schools was high (0.60).

The table also highlights that all the schools were at high (0.60) in water safety domain.

Table 117: Item-Wise Water Safety of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Possession of safety certificate for drinking water</i> | <i>0.00</i> |
| 5 | <i>Availability and accessibility of water management system in the event of fire</i> | <i>0.00</i> |
| | Total Average | 0.60 |

Source: Computed Italics indicate very low level in safety and security

Table 117 shows the distribution of water safety among the government primary schools according to the items. The overall item-wise water safety of the schools was high (0.60).

Water safety was very high (1.00) in 3 items while the other 2 item on the other hand were very low (0.00).

Table 118: Water Safety of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt.Bawngkawn MS II | 0.60 |
| 2 | Govt.Zuangtui MS | 0.60 |
| 3 | Govt. Model School | 0.60 |
| 4 | Chhinlung Academy MS | 0.60 |
| | Total | 0.60 |

Source: Computed

Table 118 shows the distribution of water safety among the government middle schools. The overall water safety of the schools was found to be high (0.60).

The table also highlights that all the schools were high (0.60) in water safety.

Table 119: Item-Wise Water Safety of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Possession of safety certificate for drinking water</i> | 0.00 |
| 5 | <i>Availability and accessibility of water management system in the event of fire</i> | 0.00 |
| | Total Average | 0.60 |

Source: Computed Italics indicate very low level in safety and security

Table 119 shows the distribution of water safety among the government middle schools according to the items. The overall item-wise water safety of the schools was high (0.60).

From the table, water safety was very high (1.00) in 3 items while the other 2 items were very low (0.00).

Table 120: Water Safety of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. Mamawii HS | 0.80 |
| 2 | Govt. Mizo HS | 0.80 |
| 3 | Govt. JL HS | 0.80 |
| 4 | Govt. Zemabawk HS | 0.60 |
| | Total Average | 0.75 |

Source: Computed

Table 120 indicates the distribution of water safety among the government high schools. The overall water safety of the government high schools was high (0.75).

The table also highlights that all the schools were high (0.60-0.80) in water safety.

Table 121: Item-Wise Water Safety of Govt. High Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | Availability and accessibility of water management system in the event of fire | 0.75 |
| 5 | <i>Possession of safety certificate for drinking water</i> | 0.00 |
| | Total Average | 0.75 |

Source: Computed Italics indicate very low level in safety and security

Table 121 shows the distribution of water safety of government high schools according to the items. The overall item-wise water safety of the schools was high (0.75)

From the table, water safety was very high (1.00) in 3 items while it was high in 1 item (0.75) and very low (0.00) in 1 item.

Table 122: Water safety of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. KM HSS | 0.80 |
| 2 | Govt. Central HSS | 0.80 |
| 3 | Govt. Zemabawk HSS | 0.60 |
| 4 | Govt. Mizo HSS | 0.60 |
| | Total Average | 0.70 |

Source: Computed

Table 122 shows the distribution of water safety among the government higher secondary schools. The table indicates that the overall water safety of the schools was high (0.70).

The table also highlights that all the schools were high (0.60-0.80) in water safety domain.

Table 123: Item-Wise Water Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Possession of safety certificate for drinking water</i> | <i>0.25</i> |
| 5 | <i>Availability and accessibility of water management system in the event of fire</i> | <i>0.25</i> |
| | Total Average | 0.70 |

Source: Computed Italics indicate very low level in safety and security

Table 123 shows the distribution of water safety of government higher secondary schools according to the items. The study shows that the overall item-wise water safety of the schools was high (0.70).

Further, the water safety was very high (1.00) in 3 item while it was low (0.25) in 2 items.

**Table 124: Water Safety of Private Schools offering
Primary to High School Education**

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | St Lawrence School | 0.6 |
| 2 | Holy Trinity School | 0.6 |
| 3 | KD Elementary School | 0.6 |
| 4 | Helen Lowry School | 0.6 |
| | Total Average | 0.6 |

Source: Computed

Table 124 shows the distribution of water safety among the private schools offering primary to high school education. The table reveals that the overall water safety of the schools was high (0.60).

The table also highlights that all the schools were high (0.60) in water safety.

**Table 125: Item-Wise Water Safety of Private Schools
offering Primary to High School Education**

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Possession of safety certificate for drinking water</i> | <i>0.00</i> |
| 5 | <i>Availability and accessibility of water management system in the event of fire</i> | <i>0.00</i> |
| | Total Average | 0.60 |

Source: Computed

Italics indicate very low level in safety and security

Table 125 shows the distribution of water safety of private schools offering primary to high school education according to the

items. The table shows that overall item-wise water safety of the schools was high (0.60)

From the table, water safety was very high (1.00) in 3 items while it was very low (0.00) in 2 items.

Table 126: Water Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Mt Carmel School | 0.60 |
| 2 | St Pauls HSS | 0.60 |
| 3 | Synod HSS | 0.60 |
| 4 | Modern English School | 0.60 |
| | Total Average | 0.60 |

Source: Computed

Table 126 shows the distribution of water safety among the private schools offering high and higher secondary school education. The table indicates that the water safety of the schools was high (0.60).

The table also reveals that all the schools were high (0.60) in the water safety domain.

Table 127: Item-Wise Water Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |
| 4 | <i>Possession of safety certificate for drinking water</i> | <i>0.00</i> |

| | | |
|---|---|-------------|
| 5 | <i>Availability and accessibility of water management system in the event of fire</i> | <i>0.00</i> |
| | Total Average | 0.60 |

Source: Computed Italics indicate very low level in safety and security

Table 127 shows the distribution water safety of the private schools offering high and higher secondary school education according to the items. The item-wise water safety of the schools was high (0.60).

Water safety was found as very high (1.00) in 3 items while it was very low (0.00) in 2 items.

Table 128: Water Safety of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | KV Pushpak | 1.00 |
| 2 | KV MZU | 0.60 |
| | Total Average | 0.80 |

Source: Computed

Table 128 highlights the distribution of water safety among the government central schools. The overall water safety of government central schools was found to be high (0.80).

The table also highlights that KV Pushpak was in the very high (1.00) category while KV MZU was high (0.60) in the water safety domain.

Table 129: Item-Wise Water Safety of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Well protected water source | 1.00 |
| 2 | Periodical testing of water by local authorities | 1.00 |
| 3 | Safe potable water | 1.00 |

| | | |
|---|--|-------------|
| 4 | Possession of safety certificate for drinking water | 0.50 |
| 5 | Availability and accessibility of water management system in the event of fire | 0.50 |
| | Total Average | 0.80 |

Source: Computed

Table 129 shows the distribution of water safety of the government central schools according to the items. The table indicates that the overall item-wise water safety of the schools was high (0.80)

The water safety was very high (1.00) in 3 items while it was moderate (0.50) in 2 items.

4.9 Laboratory Safety

The Laboratory Safety of the schools was measured based upon 7 items that included safe storage of chemicals and instruments, cross ventilated facility, proper positioning of laboratories, free mobility in case of an emergency, availability of first aid box, trained staff to meet emergency in laboratory and display of first aid procedures.

This section shall highlight the findings related to the overall laboratory safety and the item-wise laboratory safety of the schools.

Table 130: Overall Laboratory Safety of Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | Govt.Zemabawk HSS | 1.00 |
| 2 | Govt.Zuangtui MS | 1.00 |
| 3 | Govt. Model School | 1.00 |
| 4 | Chhinlung Academy MS | 1.00 |
| 5 | Govt.Bawngkawn PS II | 1.00 |
| 6 | Govt. College Veng PS | 1.00 |
| 7 | Govt.ChhingaVeng PS | 1.00 |

| | | |
|----|-----------------------|-------------|
| 8 | Govt. Mizo HS | 1.00 |
| 9 | Chhinlung Academy PS | 1.00 |
| 10 | KV MZU | 0.86 |
| 11 | Modern English School | 0.86 |
| 12 | Helen Lowry School | 0.86 |
| 13 | Govt. KM HSS | 0.86 |
| 14 | KV Pushpak | 0.71 |
| 15 | Mt Carmel School | 0.71 |
| 16 | St Pauls HSS | 0.57 |
| 17 | Synod HSS | 0.57 |
| 18 | Holy Trinity School | 0.57 |
| 19 | Govt. Mizo HSS | 0.57 |
| 20 | Govt. Central HSS | 0.57 |
| 21 | Govt.Mamawii HS | 0.57 |
| 22 | Govt.Zemabawk HS | 0.57 |
| 23 | Govt. JL HS | 0.57 |
| 24 | Govt.Bawngkawn MS II | 0.57 |
| 25 | St Lawrence School | 0.43 |
| 26 | KD Elementary School | 0.43 |
| | Total Average | 0.76 |

Source: Computed

Table 130 shows the distribution of laboratory safety across the schools. The overall laboratory safety of the schools found to be high (0.76).

From the table, the laboratory safety was very high (1.00) in 9 schools while it was high (0.71-0.86) in 6 schools and was moderate (0.43-0.57) in 11 schools.

Table 131: Overall Item-Wise Laboratory Safety of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Safe storage of chemicals and instruments | 0.96 |
| 2 | Cross ventilated facility | 0.96 |
| 3 | Proper positioning of laboratories | 0.96 |
| 4 | Free mobility in case of an emergency | 0.96 |
| 5 | Availability of first aid box | 0.55 |
| 6 | Trained staff to meet emergency in laboratory | 0.55 |
| 7 | <i>Display of first aid procedures</i> | <i>0.38</i> |
| | Total Average | 0.72 |

Source: Computed Italics indicate low level in safety and security

Table 131 shows the distribution of the overall item-wise laboratory safety. The table highlights that the overall item-wise laboratory safety of all the schools was high (0.72).

Laboratory safety was high (0.96) in 4 items while it was moderate (0.55) in 2 items and was low (0.38) in 1 item.

Table 132: Laboratory Safety of Govt. Primary schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt.Bawngkawn PS II | 1.00 |
| 2 | Govt. College Veng PS | 1.00 |
| 3 | Govt.ChhingaVeng PS | 1.00 |
| 4 | Chhinlung Academy PS | 1.00 |
| | Total Average | 1.00 |

Source: Computed

Table 132 shows the distribution of laboratory safety of government primary schools according. The overall water safety of government primary schools was very high (1.00).

The table highlights that all the primary schools were high (1.00) in laboratory safety domain.

Table 133: Item-Wise Laboratory Safety of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Proper positioning of laboratories | 1.00 |
| 2 | Free mobility in case of an emergency | 1.00 |
| 3 | Safe storage of chemicals and instruments | 1.00 |
| 4 | Availability of first aid box | 1.00 |
| 5 | Cross ventilated facility | 1.00 |
| 6 | Display of first aid procedures | 1.00 |
| 7 | Trained staff to meet emergency in laboratory | 1.00 |
| | Total Average | 1.00 |

Source: Computed

Table 133 shows the distribution of laboratory safety of the government primary school according to the items. The study reveals that the overall item-wise laboratory safety of the schools was very high (1.00).

Laboratory safety of was very high (1.00) in all the items of the domain.

Table 134: Laboratory Safety of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zuangtui MS | 1.00 |
| 2 | Govt. Model School | 1.00 |
| 3 | Chhinlung Academy MS | 1.00 |
| 4 | Govt.Bawngkawn MS II | 0.57 |
| | Total Average | 0.89 |

Source: Computed

Table 134 shows the distribution of laboratory safety among the government middle schools. The overall water safety of government middle schools was high (0.89).

The table also indicates that 3 school were in the very high (1.00) category while Govt. Bawngkawn MS-II was high (0.57) in laboratory safety.

Table 135: Item-Wise Laboratory Safety of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Proper positioning of laboratories | 1.00 |
| 2 | Free mobility in case of an emergency | 1.00 |
| 3 | Safe storage of chemicals and instruments | 1.00 |
| 4 | Cross ventilated facility | 1.00 |
| 5 | Availability of first aid box | 0.75 |
| 6 | Display of first aid procedures | 0.75 |
| 7 | Trained staff to meet emergency in laboratory | 0.75 |
| | Total Average | 0.89 |

Source: Computed

Table 135 shows the distribution of laboratory safety of government middle schools according to the items.. The overall

findings indicate that the water safety of government middle schools was high (0.89).

Laboratory safety was very high (1.00) in 4 items while it was high (0.75) in 3 items.

Table 136: Laboratory Safety of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Mamawii HS | 0.57 |
| 2 | Govt.Zemabawk HS | 0.57 |
| 3 | Govt. JL HS | 0.57 |
| 4 | Govt. Mizo HS | 0.00 |
| | Total Average | 0.43 |

Source: Computed

Table 136 shows the distribution of laboratory safety among the government high schools. From the table, the overall water safety was moderate (0.43).

The table shows that 3 schools were in the moderate (0.57) category whereas Govt. Mizo HS was in the very low (0.00) category in laboratory safety.

Table 137: Item-Wise Laboratory Safety of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Proper positioning of laboratories | 0.75 |
| 2 | Free mobility in case of an emergency | 0.75 |
| 3 | Safe storage of chemicals and instruments | 0.75 |
| 4 | Cross ventilated facility | 0.75 |
| 5 | <i>Availability of first aid box</i> | 0.00 |
| 6 | <i>Display of first aid procedures</i> | 0.00 |
| 7 | <i>Trained staff to meet emergency in laboratory</i> | 0.00 |
| | Total | 0.43 |

Source: Computed

Italics indicate very low level in safety and security

Table 137 shows the distribution of laboratory safety of government high schools according to the items. The overall item-wise water safety of government high schools was moderate (0.43).

The table shows that laboratory safety was high (0.75) in 4 items and very low (0.00) in the rest of the 3 items.

Table 138: Laboratory Safety of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Zemabawk HSS | 1.00 |
| 2 | Govt. KM HSS | 0.86 |
| 3 | Govt. Mizo HSS | 0.57 |
| 4 | Govt. Central HSS | 0.57 |
| | Total Average | 0.75 |

Source: Computed

Table 138 shows the distribution of laboratory safety of government higher secondary schools. The findings indicate that the laboratory safety was high (0.75).

The table also shows that Govt. Zemabawk HSS was in the very high (1.00) category whereas Govt. KM HSS was in the high (0.86) category while 2 schools were moderate (0.57) in laboratory safety.

Table 139: Item-Wise Laboratory Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Proper positioning of laboratories | 1.00 |
| 2 | Free mobility in case of an emergency | 1.00 |
| 3 | Safe storage of chemicals and instruments | 1.00 |
| 4 | Cross ventilated facility | 1.00 |
| 5 | Availability of first aid box | 0.50 |
| 6 | Display of first aid procedures | 0.50 |
| 7 | <i>Trained staff to meet emergency in laboratory</i> | <i>0.25</i> |
| | Total Average | 0.75 |

Source: Computed

Italics indicate low level in safety and security

Table 139 shows the distribution of laboratory safety of government higher secondary schools according to the items. The overall item-wise water safety of the government higher secondary schools was high (0.75).

Laboratory safety was also found to be very high (1.00) in 4 items while it was moderate (0.50) in 2 items and was low (0.25) in 1 item.

Table 140: Laboratory Safety of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Helen Lowry School | 0.86 |
| 2 | Holy Trinity School | 0.57 |
| 3 | St Lawrence School | 0.43 |
| 4 | KD Elementary School | 0.43 |
| | Total Average | 0.57 |

Source: Computed

Table 140 shows the distribution of laboratory safety of private schools offering primary to high school education. The overall water safety of the schools was moderate (0.57).

The table further shows that Helen Lowry School was in the high (0.86) category while the rest were in the moderate category (0.43-0.57) of the laboratory safety domain.

Table 141: Item-wise Laboratory Safety of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Safe storage of chemicals and instruments | 1.00 |
| 2 | Cross ventilated facility | 1.00 |
| 3 | Proper positioning of laboratories | 0.75 |
| 4 | Free mobility in case of an emergency | 0.75 |
| 5 | <i>Availability of first aid box</i> | <i>0.25</i> |
| 6 | <i>Display of first aid procedures</i> | <i>0.25</i> |
| 7 | <i>Trained staff to meet emergency in laboratory</i> | <i>0.00</i> |
| | Total Average | 0.57 |

Source: Computed Italics indicate low and very low level in safety and security

Table 141 shows the distribution of laboratory safety of private schools offering primary to high school education according to the items. The overall item-wise water safety of the schools was moderate (0.57).

Laboratory safety was found to be very high (1.00) in 2 items while it was moderate (0.75) in 2 items, low (0.25) in 2 items and very low (0.00) in 1 item.

Table 142: Laboratory Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Modern English School | 0.86 |
| 2 | Mt Carmel School | 0.71 |
| 3 | St Paul's HSS | 0.57 |
| 4 | Synod HSS | 0.57 |
| | Total Average | 0.68 |

Source: Computed

Table 142 shows the distribution of laboratory safety among the private schools offering high and higher secondary school education. From the table, the overall water safety of the schools was high (0.68).

The table also shows that 2 schools were high (0.71-0.86) and 2 other schools were moderate (0.57) in laboratory safety domain.

Table 143: Item-wise Laboratory Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Proper positioning of laboratories | 1.00 |
| 2 | Free mobility in case of an emergency | 1.00 |
| 3 | Safe storage of chemicals and instruments | 1.00 |
| 4 | Cross ventilated facility | 1.00 |
| 5 | Trained staff to meet emergency in laboratory | 0.50 |
| 6 | <i>Availability of first aid box</i> | <i>0.25</i> |
| 7 | <i>Display of first aid procedures</i> | <i>0.00</i> |
| | Total Average | 0.68 |

Source: Computed Italics indicate low and very low level in safety and security

Table 143 shows the distribution of laboratory safety of private schools offering high and higher secondary school education according to the items. The overall item-wise water safety of the schools was high (0.68).

Laboratory safety of was found to be very high (1.00) in 4 items and was moderate (0.50) in 1 item while it was low (0.25) in 1 item and very low (0.00) in 1 item.

Table 144: Laboratory Safety of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------|-------------------|
| 1 | KV MZU | 0.86 |
| 2 | KV Pushpak | 0.71 |
| | Total | 0.79 |

Source: Computed

Table 144 shows the distribution of laboratory safety among government central schools. The overall water safety of the schools was high (0.79).

The table shows that both schools were high (0.71-0.86) in laboratory safety.

Table 145: Item-Wise Laboratory Safety of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Proper positioning of laboratories | 1.00 |
| 2 | Free mobility in case of an emergency | 1.00 |
| 3 | Safe storage of chemicals and instruments | 1.00 |
| 4 | Crossventilated facility | 1.00 |
| 5 | Trained staff to meet emergency in laboratory | 1.00 |
| 6 | Availability of first aid box | 0.50 |
| 7 | <i>Display of first aid procedures</i> | <i>0.00</i> |
| | Total Average | 0.79 |

Source: Computed

Italics indicate very low level in safety and security

Table 145 shows the distribution of laboratory safety of government central schools according to the items. The table shows that the overall water safety of the schools was high (0.79).

Further, laboratory safety was very high (1.00) in 5 items while it was moderate (0.50) in 1 item and was very low (0.00) in 1 item.

4.10 Transport Management and Safety

The Transport Management and Safety was measured based upon 14 items that included trained school bus drivers, first aid box in the school bus, observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways, police verification of bus driver before appointment, possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act, 2015, ensuring students of caution to keep a safe distance before starting the bus, training of students to maintain orderliness in buses, awareness of students in traffic rules, availability of fire extinguishers

in the school bus, availability of students feedback system with regard to transport facility, driver/conductor etc., disability friendly bus, ownership or rent of school bus, escorting children till their stop after de-boarding the bus and delegation of teachers for transport management.

This section shall highlight the findings related to the overall transport management and safety of the schools and their item-wise safety.

Table 146: Overall Transport Management & Safety

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV Pushpak | 0.93 |
| 2 | St Pauls HSS | 0.93 |
| 3 | Synod HSS | 0.93 |
| 4 | Modern English School | 0.93 |
| 5 | St Lawrence School | 0.93 |
| 6 | Holy Trinity School | 0.93 |
| 7 | KD Elemenatary School | 0.93 |
| 8 | Govt.Zemabawk HSS | 0.93 |
| 9 | Govt. Mizo HSS | 0.93 |
| 10 | Govt. KM HSS | 0.93 |
| 11 | Govt.Mamawii HS | 0.93 |
| 12 | Govt.Zemabawk HS | 0.93 |
| 13 | Govt. JL HS | 0.93 |
| 14 | Govt.Bawngkawn MS II | 0.93 |
| 15 | Govt.Zuangtui MS | 0.93 |
| 16 | Govt. Model School | 0.93 |
| 17 | Govt. Central HSS | 0.86 |
| 18 | Chhinlung Academy MS | 0.86 |

| | | |
|----|-----------------------|-------------|
| 19 | Govt.Bawngkawn PS II | 0.86 |
| 20 | Govt. College Veng PS | 0.86 |
| 21 | Govt.ChhingaVeng PS | 0.86 |
| 22 | Chhinlung Academy PS | 0.86 |
| 23 | Govt. Mizo HS | 0.79 |
| 24 | Helen Lowry School | 0.71 |
| 25 | Mt Carmel School | 0.64 |
| 26 | KV MZU | 0.5 |
| | Total Average | 0.87 |

Source: Computed

Table 146 shows the distribution of transport management and safety of the schools. The table indicates that the transport management and safety of schools in was high (0.87).

Almost all the schools fell under the high (0.64-0.93) category in transport management and safety while only 1 school belonged to the moderate (0.50) level of safety.

Table 147: Overall Item-Wise Transport Management & Safety

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Trained school bus drivers | 1 |
| 2 | First aid box in the school bus | 1 |
| 3 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 0.96 |
| 4 | Police verification of bus driver before appointment | 0.96 |
| 5 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 0.96 |

| | | |
|----|---|-------------|
| 6 | Ensuring students of caution to keep a safe distance before starting the bus | 0.96 |
| 7 | Training of students to maintain orderliness in buses | 0.96 |
| 8 | Awareness of students in traffic rules | 0.92 |
| 9 | Availability of Fire extinguishers in the school bus | 0.92 |
| 10 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 0.92 |
| 11 | Disability friendly bus | 0.88 |
| 12 | Ownership or rent of school bus | 0.81 |
| 13 | Escorting children till their stop after de-boarding the bus | 0.81 |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.12</i> |
| | Total Average | 0.87 |

Source: Computed

Italics indicate low in safety and security

Table 147 shows the distribution of transport management and safety schools according to the items. The overall item-wise transport management and safety of schools was high (0.87).

The table also shows that the transport management and safety of schools were very high (1.00) in 2 item and was also high (0.81-0.96) in 11 items while it was low (0.12) in 1 item.

Table 148: Transport Management & Safety of Govt. Primary Schools

| Sl. No | School | Total Mean |
|--------|-----------------------|-------------|
| 1 | Govt. Bawngkawn PS II | 0.86 |
| 2 | Govt. College Veng PS | 0.86 |
| 3 | Govt. Chhinga Veng PS | 0.86 |
| 4 | Chhinlung Academy PS | 0.86 |
| | Total Average | 0.86 |

Source: Computed

Table 148 shows the distribution of transport management and safety among the government primary schools. From the table, the overall transport management and safety of government primary schools was high (0.86).

The table also shows that transport management and safety all was high (0.86) in all the items of the domain.

Table 149: Item wise Transport Management & Safety of Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 2 | Trained school bus drivers | 1.00 |
| 3 | Police verification of bus driver before appointment | 1.00 |
| 4 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |
| 5 | Ensuring students ofcaution to keep a safe distance before starting the bus | 1.00 |
| 6 | Training of students to maintain orderliness in buses | 1.00 |
| 7 | Awareness of students in traffic rules | 1.00 |
| 8 | Availability of Fire extinguishers in the school bus | 1.00 |
| 9 | Disability friendly bus | 1.00 |
| 10 | First aid box in the school bus | 1.00 |
| 11 | Availability ofstudents feedback system with regard to transport facility, driver/conductor etc. | 1.00 |
| 12 | Escorting children till their stop after de-boarding the bus | 1.00 |

| | | |
|----|--|-------------|
| 13 | <i>Ownership or rent of school bus</i> | <i>0.00</i> |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.00</i> |
| | Total Average | 0.86 |

Source: Computed Italics indicate very low in safety and security

Table 149 shows the distribution of the item-wise transport management and safety across government primary schools. The table shows that the transport management and safety of the schools was high (0.86).

The transport management and safety was very high (1.00) in 12 items while it was very low (0.00) in 2 items.

Table 150: Transport Management & Safety of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt. Bawngkawn MS II | 0.93 |
| 2 | Govt. Zuangtui MS | 0.93 |
| 3 | Govt. Model School | 0.93 |
| 4 | Chhinlung Academy MS | 0.86 |
| | Total Average | 0.91 |

Source: Computed

Table 150 highlights the distribution of transport management and safety among the government middle schools. The table shows that the overall transport management and safety of government middle schools was high (0.91).

The table also shows that all the schools were high (0.86 – 0.93) in transport management and safety.

**Table 151: Item -Wise Transport Management & Safety
of Govt. Middle Schools**

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 2 | Trained school bus drivers | 1.00 |
| 3 | Police verification of bus driver before appointment | 1.00 |
| 4 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |
| 5 | Ensuring students of caution to keep a safe distance before starting the bus | 1.00 |
| 6 | Training of students to maintain orderliness in buses | 1.00 |
| 7 | Awareness of students in traffic rules | 1.00 |
| 8 | Availability of Fire extinguishers in the school bus | 1.00 |
| 9 | Disability friendly bus | 1.00 |
| 10 | First aid box in the school bus | 1.00 |
| 11 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 1.00 |
| 12 | The teacher or attendant escort the children till their stop after de-boarding the bus | 1.00 |
| 13 | Ownership or rent of school bus | 0.75 |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.00</i> |
| | Total Average | 0.91 |

Source: Computed

Italics indicate very low in safety and security

Table 151 shows the distribution of transport management and safety government middle schools according to the items. The overall item-wise transport management and safety of the schools was high (0.91).

Transport management and safety was very high (1.00) in 12 items while it was high (0.75) in 1 item and very low (0.00) in 1 item.

Table 152: Transport Management and Safety of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt.Mamawii HS | 0.93 |
| 2 | Govt.Zemabawk HS | 0.93 |
| 3 | Govt. JL HS | 0.93 |
| 4 | Govt. Mizo HS | 0.79 |
| | Total Average | 0.90 |

Source: Computed

Table 152 shows the distribution of transport management and safety of government high schools. From the table, the overall transport management and safety of the government high schools was high (0.90).

The table also shows that all the schools were high (0.79-0.93) in transport management and safety.

Table 153: Item-Wise Transport Management and Safety of Govt. High Schools

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Ownership or rent of school bus | 1.00 |
| 2 | Trained school bus drivers | 1.00 |
| 3 | Police verification of bus driver before appointment | 1.00 |

| | | |
|----|--|-------------|
| 4 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |
| 5 | Ensuring students of caution to keep a safe distance before starting the bus | 1.00 |
| 6 | Training of students to maintain orderliness in buses | 1.00 |
| 7 | Awareness of students in traffic rules | 1.00 |
| 8 | Availability of Fire extinguishers in the school bus | 1.00 |
| 9 | Disability friendly bus | 1.00 |
| 10 | First aid box in the school bus | 1.00 |
| 11 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 1.00 |
| 12 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 0.80 |
| 13 | The teacher or attendant escort the children till their stop after de-boarding the bus | 0.80 |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.00</i> |
| | Total Average | 0.90 |

Source: Computed ` Italics indicate very low in safety and security

Table 153 indicates the distribution of transport management and safety of government high schools according to the items. The overall item-wise transport management and safety was high (0.90).

Transport management and safety was very high (1.00) in 11 items while it was high (0.80) in 2 items and was very low (0.00) in 1 item.

Table 154: Transport Management and Safety of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HSS | 0.93 |
| 2 | Govt. Mizo HSS | 0.93 |
| 3 | Govt. KM HSS | 0.93 |
| 4 | Govt. Central HSS | 0.86 |
| | Total Average | 0.91 |

Source: Computed

Table 154 shows the distribution of transport management and safety among the government higher secondary schools. The overall transport management and safety of the schools was high (0.91).

The table also shows that transport management and safety of all the schools was high (0.86 – 0.93) in all the items of the domain.

Table 155: Item-Wise Transport Management and Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Ownership or rent of school bus | 1.00 |
| 2 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 3 | Trained school bus drivers | 1.00 |
| 4 | Police verification of bus driver before appointment | 1.00 |
| 5 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |

| | | |
|----|---|-------------|
| 6 | Ensuring students of caution to keep a safe distance before starting the bus | 1.00 |
| 7 | Training of students to maintain orderliness in buses | 1.00 |
| 8 | Awareness of students in traffic rules | 1.00 |
| 9 | Availability of Fire extinguishers in the school bus | 1.00 |
| 10 | Disability friendly bus | 1.00 |
| 11 | First aid box in the school bus | 1.00 |
| 12 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 1.00 |
| 13 | The teacher or attendant escort the children till their stop after de-boarding the bus | 0.75 |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.00</i> |
| | Total Average | 0.91 |

Source: Computed

Italics indicate very low in safety and security

Table 155 shows the distribution of transport management and safety of government higher secondary schools according to the items. From the table, the overall item-wise transport management and safety of the schools was high (0.91).

Further, the table also shows that the transport management and safety was very high (1.00) in 12 items while it was high (0.75) in 1 item and low (0.00) in 1 item.

Table 156: Transport Management and Safety of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | St Lawrence School | 0.93 |
| 2 | Holy Trinity School | 0.93 |
| 3 | KD Elementary School | 0.93 |
| 4 | Helen Lowry School | 0.71 |
| | Total Average | 0.88 |

Source: Computed

Table 156 shows the distribution of transport management and safety among private schools offering primary to high school education. The overall transport management and safety was found to be high (0.88).

The table also shows that all the schools were at high (0.71-0.93) category in transport management and safety.

Table 157: Item-Wise Transport Management and Safety of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Ownership or rent of school bus | 1.00 |
| 2 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 3 | Trained school bus drivers | 1.00 |
| 4 | Police verification of bus driver before appointment | 1.00 |
| 5 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |
| 6 | Ensuring students of caution to keep a safe distance before starting the bus | 1.00 |
| 7 | Availability of Fire extinguishers in the school bus | 1.00 |
| 8 | First aid box in the school bus | 1.00 |
| 9 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 1.00 |
| 10 | Training of students to maintain orderliness in buses | 0.75 |
| 11 | Awareness of students in traffic rules | 0.75 |
| 12 | Disability friendly bus | 0.75 |

| | | |
|----|--|-------------|
| 13 | The teacher or attendant escort the children till their stop after de-boarding the bus | 0.75 |
| 14 | <i>Delegation of teachers for transport management</i> | <i>0.25</i> |
| | Total Average | 0.88 |

Source: Computed

Italics indicate low in safety and security

Table 157 highlights the distribution of transport management and safety of private schools offering primary to high school education according to the items. The overall item-wise transport management and safety of the schools was high (0.88).

Transport management and safety was very high (1.00) in 9 items while it was high (0.75) in 4 items and very low (0.00) in 1 item.

Table 158: Transport Management and Safety of Private Schools offering High & Higher School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | St. Paul's HSS | 0.93 |
| 2 | Synod HSS | 0.93 |
| 3 | Modern English School | 0.93 |
| 4 | Mt Carmel School | 0.64 |
| | Total Average | 0.86 |

Source: Computed

Table 158 shows the distribution of transport management and safety across the private schools offering high and higher secondary school education. The table highlights that the overall transport management and safety of the schools was high (0.86).

The table also shows that all the schools were at high (0.64-0.93) category in transport management and safety.

Table 159: Item-Wise Transport Management and Safety of Private Schools offering High School & Higher Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Ownership or rent of school bus | 1.00 |
| 2 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 3 | Trained school bus drivers | 1.00 |
| 4 | Police verification of bus driver before appointment | 1.00 |
| 5 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 1.00 |
| 6 | Training of students to maintain orderliness in buses | 1.00 |
| 7 | Awareness of students in traffic rules | 1.00 |
| 8 | First aid box in the school bus | 1.00 |
| 9 | Ensuring students of caution to keep a safe distance before starting the bus | 0.75 |
| 10 | Availability of Fire extinguishers in the school bus | 0.75 |
| 11 | Disability friendly bus | 0.75 |
| 12 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 0.75 |
| 13 | The teacher or attendant escort the children till their stop after de-boarding the bus | 0.75 |
| 14 | <i>Delegation of teachers for transport management</i> | 0.25 |
| | Total Average | 0.86 |

Source: Computed

Italics indicate low in safety and security

Table 159 shows the distribution of transport management and safety of private schools offering high and higher secondary school education according to the items. The overall item-wise transport management and safety of the schools was high (0.86).

The table also shows that the transport management and safety was very high (1.00) in 8 items while it was high (0.75) in 5 items and low (0.25) in 1 item.

Table 160: Transport Management & Safety of Govt. Central School

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | KV Pushpak | 0.93 |
| 2 | KV MZU | 0.50 |
| | Total Average | 0.71 |

Source: Computed

Table 160 highlights the distribution of transport management and safety among government central schools. The table shows that the transport management and safety of the schools was high (0.72).

The table also shows that KV Pushpak was in the high (0.93) category while KV MZU was high (0.50) in transport management and safety.

Table 161: Items-Wise Transport Management & Safety of Govt. Central School

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Ownership or rent of school bus | 1.00 |
| 2 | Observation of rules and regulations by the local transport authorities and guidelines by Ministry of Road Transport and Highways. | 1.00 |
| 3 | Trained school bus drivers | 1.00 |

| | | |
|----|--|-------------|
| 4 | Ensuring students of caution to keep a safe distance before starting the bus | 1.00 |
| 5 | Training of students to maintain orderliness in buses | 1.00 |
| 6 | First aid box in the school bus | 1.00 |
| 7 | Delegation of teachers for transport management | 0.50 |
| 8 | Police verification of bus driver before appointment | 0.50 |
| 9 | Possession of signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act,2015 | 0.50 |
| 10 | Awareness of students in traffic rules | 0.50 |
| 11 | Availability of Fire extinguishers in the school bus | 0.50 |
| 12 | Disability friendly bus | 0.50 |
| 13 | Availability of students feedback system with regard to transport facility, driver/conductor etc. | 0.50 |
| 14 | The teacher or attendant escort the children till their stop after de-boarding the bus | 0.50 |
| | Total Average | 0.71 |

Source: Computed

Table 161 shows the distribution of transport management and safety of government central schools according to the items. The table shows that the overall item-wise transport management and safety of the schools was high (0.71).

Further, the transport management and safety was very high (1.00) in 6 items while it was moderate (0.50) in the rest of the 8 items.

V

EMOTIONAL AND PERSONAL SAFETY DIMENSION

This chapter shall highlight the result and discussion of the Emotional and Personal Safety Dimension. The Emotional and Personal Safety Dimension have 7 sub-domains, each having their own items. The sub-domains include trauma management, safety of children with disabilities, health safety and security, sanitation and hygiene, safety of children against sexual abuse, social and emotional safety and cyber safety.

Table 162: Emotional and Personal Safety of Schools

| Sl. No. | Sub-Domains | Total Mean |
|----------------|---|-------------------|
| 1 | Sanitation and Hygiene | 0.80 |
| 2 | Cyber Safety | 0.66 |
| 3 | Trauma Management | 0.60 |
| 4 | Social and Emotional Safety | 0.59 |
| 5 | Health Safety and Security | 0.57 |
| 6 | Safety of Children against Sexual Abuse | 0.41 |
| 7 | Safety of Children with Disabilities | 0.41 |

Source: Computed

Italics indicate low level in safety and security

Table 162 shows the distribution of the dimension of emotional and personal safety of the schools according to the sub-domains.

The table shows that the domains of sanitation and hygiene, cyber safety and trauma management were in the high level (0.60-0.80) of safety and security scale while the rest of the domains such as social and emotional safety, health safety, safety of children

against sexual abuse and safety of children with disabilities were in the moderate level (0.41-0.59) of the scale.

5.1 Trauma Management

The Trauma Management of the schools was measured based upon 3 items such as awareness of the telephone number of the hospitals, ambulance and the fire stations, availability of contacts for trauma management and availability of trauma management team for accident or disaster.

This section shall cover the findings related to the overall trauma management of the schools and its item-wise trauma management.

Table 163: Overall Trauma Management of Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | KV MZU | 1.00 |
| 2 | Modern English School | 1.00 |
| 3 | Govt.Zemabawk HS | 1.00 |
| 4 | KV Pushpak | 0.67 |
| 5 | Mt Carmel School | 0.67 |
| 6 | St. Paul's HSS | 0.67 |
| 7 | Synod HSS | 0.67 |
| 8 | Holy Trinity School | 0.67 |
| 9 | Helen Lowry School | 0.67 |
| 10 | Govt.Zemabawk HSS | 0.67 |
| 11 | Govt.Mizo HSS | 0.67 |
| 12 | Govt. KM HSS | 0.67 |
| 13 | Govt. Central HSS | 0.67 |
| 14 | Govt.Mamawii HS | 0.67 |
| 15 | Govt.Bawngkawn MS II | 0.67 |
| 16 | Govt.Zuangtui MS | 0.67 |

| | | |
|----|-----------------------|-------------|
| 17 | Govt.Bawngkawn PS II | 0.67 |
| 18 | Govt. College Veng PS | 0.67 |
| 19 | Govt.ChhingaVeng PS | 0.67 |
| 20 | St Lawrence School | 0.33 |
| 21 | KD Elementary School | 0.33 |
| 22 | Govt.Mizo HS | 0.33 |
| 23 | Govt. JL HS | 0.33 |
| 24 | Chhinlung Academy MS | 0.33 |
| 25 | Chhinlung Academy PS | 0.33 |
| 26 | Govt. Model School | 0.00 |
| | Total Average | 0.60 |

Source: Computed

Table 163 highlights the distribution of the overall trauma management of all the schools. The table shows that the overall trauma management of the schools was high (0.60).

Further, the table shows that 3 schools was among the very high (1.00) category in trauma management while 16 schools were in the high (0.67) category. There were 6 schools that belonged to the low category and only 1 school was very low (0.00).

Table 164: Overall Item-Wise Trauma Management of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 0.96 |
| 2 | Availability of contacts for trauma management | 0.73 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | <i>0.12</i> |
| | Total Average | 0.60 |

Source: Computed

Italics indicate low level in safety and security

Table 164 shows the distribution of trauma management of schools according to the items. The table shows that the overall item-wise trauma management of the schools was high (0.60).

The trauma management of the schools was high (0.73-0.96) in two items while it was low (0.12) in 1 item.

Table 165: Trauma Management of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt Bawngkawn PS II | 0.67 |
| 2 | Govt College Veng PS | 0.67 |
| 3 | GovtChhingaVeng PS | 0.67 |
| 4 | Chhinlung Academy PS | 0.33 |
| | Total Average | 0.59 |

Source: Computed

Table 165 shows the distribution of trauma management across government primary schools. The table shows that the overall trauma management of government primary schools was moderate (0.59).

Majority of the primary schools fell under the high category (0.66 -0.71) in building safety and security while one of them was found to be moderate (0.58).

Table 166: Item-Wise Trauma Management of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |
| 2 | Availability of contacts for trauma management | 0.77 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | <i>0.00</i> |
| | Total Average | 0.59 |

Source: Computed

Italics indicate very low level in safety and security

Table 166 shows the distribution of trauma management of government primary schools according to the items. The overall item-wise trauma management of the schools was moderate (0.59).

Trauma Management was very high (1.00) in 1 item while it was high (0.77) in 1 item and was very low (0.00) in 1 item.

Table 167: Trauma Management of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt.Bawngkawn MS II | 0.67 |
| 2 | Govt.Zuangtui MS | 0.67 |
| 3 | Chhinlung Academy MS | 0.33 |
| 4 | Govt. Model School | 0.00 |
| | Total Average | 0.42 |

Source: Computed

Table 167 shows the distribution of trauma management domain across government middle schools. The table shows that the overall trauma management of government middle schools was moderate (0.42).

There were 2 schools that were high (0.67) in trauma management and 1 school was low (0.33) while 1 school was very low (0.00).

Table 168: Item-Wise Trauma Management of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 0.75 |
| 2 | Availability of contacts for trauma management | 0.50 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | <i>0.00</i> |
| | Total Average | 0.42 |

Source: Computed

Italics indicate very low level in safety and security

Table 168 shows the distribution of trauma management of government middle schools according to the items. The overall item-wise trauma management of the schools was moderate (0.42).

Trauma management was high (0.75) in 1 item while it was moderate (0.50) in 1 item and was very low (0.00) in 1 item.

Table 169: Trauma Management of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. Zemabawk HS | 1.00 |
| 2 | Govt. Mamawii HS | 0.67 |
| 3 | Govt. Mizo HS | 0.33 |
| 4 | Govt. JL HS | 0.33 |
| | Total Average | 0.58 |

Source: Computed

Table 169 shows the distribution of trauma management according to the government high schools. The overall trauma management was moderate (0.58).

The table also highlights that Govt. Zemabawk HS was at very high (1.00) category while Govt. Mamawii HS was at the high (0.60) category. Among the moderate (0.33) category in trauma management were Govt. Mizo HS and Govt. JL HS.

Table 170: Item-Wise Trauma Management of Govt. High schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |
| 2 | Availability of contacts for trauma management | 0.50 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | 0.25 |
| | Total Average | 0.58 |

Source: Computed

Italics indicate low level in safety and security

Table 170 shows the distribution of trauma management of government high schools according to the items. The item-wise trauma management of the government high schools was found to be moderate (0.58).

Trauma management was very high (1.00) in 1 item while it was moderate (0.50) in 1 item and low (0.00) in 1 item of the domain.

Table 171: Trauma Management of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HSS | 0.67 |
| 2 | Govt.Mizo HSS | 0.67 |
| 3 | Govt. KM HSS | 0.67 |
| 4 | Govt. Central HSS | 0.67 |
| | Total Average | 0.67 |

Source: Computed

Table 171 shows the distribution of trauma management across the government higher secondary schools. The overall trauma management of the school was high (0.67).

The table also highlights that all the schools were in the high (0.67) category of trauma management.

Table 172: Item-Wise Trauma Management of Govt. Higher Secondary Schools

| Sl. No | Item | Total Mean |
|---------------|---|-------------------|
| 1 | Availability of contacts for trauma management | 1.00 |
| 2 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |

| | | |
|---|--|-------------|
| 3 | <i>Availability of trauma management team for accident or disaster</i> | 0.00 |
| | Total Average | 0.67 |

Source: Computed Italics indicate very low level in safety and security

Table 172 shows the distribution of trauma management of the government higher secondary Schools according to the items. The overall item-wise trauma management of the schools was high (0.67) .

The table also shows that the trauma management was very high (1.00) in 2 items while 1 item comes under very low level (0.00) of trauma management.

Table 173: Trauma Management of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Holy Trinity School | 0.67 |
| 2 | Helen Lowry School | 0.67 |
| 3 | St Lawrence School | 0.33 |
| 4 | KD Elementary School | 0.33 |
| | Total Average | 0.50 |

Source: Computed

Table 173 shows the distribution of trauma management of private schools offering primary to high school education. The trauma management of the schools was found as moderate (0.50).

Among the high (0.67) category in trauma management were Holy Trinity School and Helen Lowry School while St. Lawrence School and KD Elementary School were in the moderate (0.33) category in trauma management.

Table 174: Item-wise Trauma Management of Primary to High schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |
| 2 | Availability of contacts for trauma management | 0.50 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | <i>0.00</i> |
| | Total Average | 0.50 |

Source: Computed Italics indicate very low level in safety and security

Table 174 shows the distribution of the item-wise trauma management of private schools offering primary to high school education. The findings indicate that the overall item-wise trauma management of the schools was moderate (0.50).

The table also shows that the trauma management was very high (1.00) in 1 item while 1 item came under moderate level (0.50) in trauma management and 1 item fell under very low level (0.00).

Table 175: Trauma Management of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Modern English School | 1.00 |
| 2 | Mt Carmel School | 0.67 |
| 3 | St Paul's HSS | 0.67 |
| 4 | Synod HSS | 0.67 |
| | Total Average | 0.75 |

Source: Computed

Table 175 shows the distribution of trauma management of private schools offering high and higher secondary school education. The overall trauma management of the schools was high (0.75).

From the table, Modern English School was in the very high (1.00) category while the rest of the schools was in the high (0.67) category in trauma management.

Table 176: Item-wise Trauma Management of Private Schools offering High & Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Availability of contacts for trauma management | 1.00 |
| 2 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |
| 3 | <i>Availability of trauma management team for accident or disaster</i> | <i>0.25</i> |
| | Total Average | 0.75 |

Source: Computed Italics indicate very low level in safety and security

Table 176 shows the distribution of the item-wise trauma management of private schools offering high and higher secondary school education. The overall item-wise trauma management was high (0.75).

The table also indicates that the trauma management was very high (1.00) in 2 items while 1 item was in the low (0.25) level.

Table 177: Trauma Management of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 0.67 |
| | Total Average | 0.84 |

Source: Computed

Table 177 shows the distribution of trauma management of government central schools. The overall trauma management of the schools was high (0.84).

The table also highlights that KV MZU was in the very high (1.00) category while KV Pushpak was in the high (0.67) category in trauma management.

Table 178: Item-Wise Trauma Management of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Availability of contacts for trauma management | 1.00 |
| 2 | Awareness of the telephone number of the hospitals, ambulance and the fire stations | 1.00 |
| 3 | Availability of trauma management team for accident or disaster | 0.53 |
| | Total | 0.84 |

Source: Computed

Table 178 shows the distribution of the item-wise trauma management of government central schools. The table shows that the item-wise trauma management of the schools was high (0.84).

Trauma management was very high (1.00) in 2 items while 1 item comes under moderate (0.53) level of trauma management.

5.2 Safety of Children with Disabilities

The Safety of Children with Disabilities in the schools was measured based upon 4 items that included awareness of teachers and students on the rights of students who are differently abled, presence of designated official solely responsible for the needs of children with disabilities, presence of attendant for children with disabilities in toilets and disability friendly premises.

This section shall discuss the findings related to the overall safety of children with disabilities in the schools and its item-wise safety of children with disabilities.

Table 179: Overall Safety of Children with Disabilities of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV MZU | 0.86 |
| 2 | KV Pushpak | 0.86 |
| 3 | Modern English School | 0.79 |
| 4 | St Lawrence School | 0.71 |
| 5 | Govt.Chhinga Veng PS | 0.71 |
| 6 | St Pauls HSS | 0.64 |
| 7 | Synod HSS | 0.64 |
| 8 | Govt.Bawngkawn MS II | 0.64 |
| 9 | Mt Carmel School | 0.57 |
| 10 | Helen Lowry School | 0.50 |
| 11 | Govt.Mizo HSS | 0.50 |
| 12 | Govt.Zemabawk HS | 0.50 |
| 13 | Govt.Bawngkawn PS II | 0.43 |
| 14 | Govt.Zemabawk HSS | 0.36 |
| 15 | Chhinlung Academy PS | 0.36 |
| 16 | Govt. JL HS | 0.29 |
| 17 | Govt. Model School | 0.29 |
| 18 | Chhinlung Academy MS | 0.29 |
| 19 | Govt.Mamawii HS | 0.21 |
| 20 | Govt. College Veng PS | 0.21 |
| 21 | Govt.Mizo HS | 0.14 |
| 22 | KD Elementary School | 0.07 |
| 23 | Govt. Central HSS | 0.07 |
| 24 | Govt.Zuangtui MS | 0.07 |
| 25 | Holy Trinity School | 0.00 |
| 26 | Govt. KM HSS | 0.00 |
| | Total Average | 0.41 |

Source: Computed

Table 179 shows the distribution safety of children with disabilities across the schools. The overall safety of children with disabilities of schools was moderate (0.41).

The table also shows that safety of children with disabilities was high (0.64-0.86) 8 schools while it was moderate (0.43-0.57) in 5 schools and low (0.07-0.36) in 11 schools very low (0.00) in 2 schools.

Table 180: Overall Item-Wise Safety of Children with Disabilities of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 0.73 |
| 2 | Presence of designated official solely responsible for the needs of children with disabilities. | 0.42 |
| 3 | <i>Presence of attendant for children with disabilities in toilets</i> | 0.38 |
| 4 | <i>Disability friendly premises</i> | 0.12 |
| | Total Average | 0.41 |

Source: Computed

Italics indicate low level in safety and security

Table 180 shows the distribution of children with disabilities of the schools according to the overall items. The overall item-wise safety of children with disabilities of the schools was moderate (0.41).

Safety of children with disability was high (0.73) in 1 item while 1 item came under moderate level (0.43) and 2 items fell under the low level (0.12-0.38) in safety of children with disabilities.

**Table 181: Safety of Children with Disabilities of
Govt. Primary Schools**

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt.Chhinga Veng PS | 0.75 |
| 2 | Govt.Bawngkawn PS II | 0.50 |
| 3 | Govt. College Veng PS | 0.25 |
| 4 | Chhinlung Academy PS | 0.00 |
| | Total Average | 0.38 |

Source: Computed

Table 181 shows the distribution of children with disabilities across the government primary schools. The table shows that the safety of children with disabilities of the schools was low (0.38).

The table also highlights that Govt. Chhinga Veng PS was high (0.75) in safety of children with disabilities while Govt. Bawngkawn PS-II was moderate (0.50). Govt. College Veng PS was low (0.25) in the safety while Chhinlung Academy PS was very low (0.00).

**Table 182: Item-Wise Safety of Children with Disabilities
of Govt. Primary Schools**

| Sl. No | Items | Total Mean |
|---------------|--|-------------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 0.75 |
| 2 | Presence of designated official solely responsible for the needs of children with disabilities | 0.50 |
| 3 | <i>Presence of attendant for children with disabilities in toilets</i> | <i>0.25</i> |
| 4 | <i>Disability friendly premises</i> | <i>0.00</i> |
| | Total Average | 0.38 |

Source: Computed Italics indicate low and very low level in safety and security

Table 182 indicates the item-wise distribution of safety of children with disabilities of government primary schools. The findings indicate that the safety of children with disabilities of the schools was low (0.38).

Safety of children with disability was high (0.75) in 1 item while it was moderate (0.50) in 1 item. Safety of children with disability was low (0.25) in 1 item while 1 item came under the very low level (0.00).

Table 183: Safety of Children with Disabilities of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Bawngkawn MS II | 0.75 |
| 2 | Govt. Model School | 0.25 |
| 3 | Govt.Zuangtui MS | 0.00 |
| 4 | Chhinlung Academy MS | 0.00 |
| | Total Average | 0.25 |

Source: Computed

Table 183 shows the distribution of safety of children with disabilities among the government middle schools. The table shows that the safety of children with disabilities of the schools was low (0.25).

The table also highlights that Govt. Bawngkawn MS-II was high (0.75) in safety of children with disabilities while it was low (0.25) in Govt. Model School PS. The rest of the schools were very low (0.00) in the safety domain.

Table 184: Item-Wise Safety of Children with Disabilities of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Presence of designated official solely responsible for the needs of children with disabilities | 0.50 |
| 2 | <i>Presence of attendant for children with disabilities in toilets</i> | <i>0.25</i> |
| 3 | <i>Awareness of teachers and students on the rights of students who are differently abled</i> | <i>0.25</i> |
| 4 | <i>Disability friendly premises</i> | <i>0.00</i> |
| | Total Average | 0.25 |

Source: Computed Italics indicate low and very low level in safety and security

Table 184 shows the distribution of safety of children with disabilities of government middle schools according to the items. The safety of children with disabilities was low (0.25).

Safety of children with disabilities was moderate (0.50) in 1 item while 2 items came under low level (0.25) and 1 item fell under very low level (0.00).

Table 185: Safety of Children with Disabilities of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HS | 1.00 |
| 2 | Govt.Mamawii HS | 0.75 |
| 3 | Govt.Mizo HS | 0.25 |
| 4 | Govt. JL HS | 0.00 |
| | Total Average | 0.50 |

Source: Computed

Table 185 shows the distribution of safety of children with disabilities of government high schools. The overall safety of children with disabilities of the schools was moderate (0.50).

The table also highlights that Govt. Zemabawk HS was at very high (1.00) category in safety of children with disabilities while Govt. Mamawii HS fell under the high (0.75) category and Govt. Mizo HS was in the low (0.25) category and Govt. JL HS was in the very low (0.00) category.

Table 186: Item-Wise of Safety of Children with Disabilities of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 0.75 |
| 2 | Presence of designated official solely responsible for the needs of children with disabilities | 0.50 |
| 3 | Presence of attendant for children with disabilities in toilets | 0.50 |
| 4 | <i>Disability friendly premises</i> | <i>0.25</i> |
| | Total Average | 0.50 |

Source: Computed

Italics indicate low level in safety and security

Table 186 shows the distribution of item-wise safety of children with disabilities of government high schools. The overall item-wise safety of children with disabilities of the schools was moderate (0.50).

The table shows that safety of children with disabilities was high (0.75) in 1 item while 2 items were under moderate level of safety and 1 item was under the low level (0.25).

**Table187: Safety of Children with Disabilities of
Govt. Higher Secondary Schools**

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HSS | 0.75 |
| 2 | Govt. Central HSS | 0.75 |
| 3 | Govt.Mizo HSS | 0.50 |
| 4 | Govt. KM HSS | 0.25 |
| | Total Average | 0.56 |

Source: Computed

Table 187 shows the distribution of safety of children with disabilities according to the government higher secondary schools. The table shows that the safety of children with disabilities of the schools was moderate (0.56).

Further, 2 schools were in the high (0.75) category of safety followed by 1 school that was moderate (0.50) and 1 school that fell in the low category of safety

**Table 188: Item-Wise safety of Children with Disabilities
of Govt. Higher Secondary Schools**

| Sl. No | Items | Total Mean |
|---------------|--|-------------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 1.00 |
| 2 | Presence of designated official solely responsible for the needs of children with disabilities | 0.75 |
| 3 | Presence of attendant for children with disabilities in toilets | 0.50 |
| 4 | <i>Disability friendly premises</i> | <i>0.00</i> |
| | Total Average | 0.56 |

Source: Computed

Italics indicate very low level in safety and security

Table 188 reveals the distribution of the item-wise safety of children with disabilities of the government higher secondary schools. The overall item-wise safety of children with disabilities of the schools was moderate (0.56).

Safety of children with disabilities was very high (1.00) in 1 item while it was high (0.75) in 1 item, moderate (0.50) in 1 item and very low (0.00) in 1 item as the table shows.

Table 189: Safety of Children with Disabilities of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Helen Lowry School | 0.50 |
| 2 | St Lawrence School | 0.25 |
| 3 | Holy Trinity School | 0.25 |
| 4 | KD Elementary School | 0.00 |
| | Total Average | 0.25 |

Source: Computed

Table 189 shows the distribution of safety of children with disabilities among the private schools offering primary to high school education. The safety of children with disabilities of the schools was low (0.25).

The table also highlights that Helen Lowry School was in the moderate (0.50) category in safety of children with disabilities while 2 schools were low (0.25) and 1 school was very low (0.00).

Table 190: Item-Wise Safety of Children with Disabilities of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 0.75 |

| | | |
|---|---|-------------|
| 2 | <i>Presence of designated official solely responsible for the needs of children with disabilities</i> | 0.25 |
| 3 | <i>Disability friendly premises</i> | 0.00 |
| 4 | <i>Presence of attendant for children with disabilities in toilets.</i> | 0.00 |
| | Total Average | 0.25 |

Source: Computed Italics indicate low and very low level in safety and security

Table 190 shows the distribution of item-wise safety of children with disabilities of private schools offering primary to high school education. The findings indicate that the safety of children with disabilities of the schools was low (0.25).

Further, the safety of children with disabilities was high (0.75) in 1 item while it was low (0.25) in 1 items and very low (0.00) in 2 items.

Table 191: School Safety of Children with Disabilities of Private Schools offering High & Higher Secondary School Educatio

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Modern English School | 0.75 |
| 2 | Mt Carmel School | 0.50 |
| 3 | St Paul's HSS | 0.50 |
| 4 | Synod HSS | 0.25 |
| | Total Average | 0.50 |

Source: Computed

Table 191 indicates the distribution of safety of children with disabilities across the private schools offering high and higher secondary school education. From the table, the safety of children with disabilities of the schools was moderate (0.50).

The table also shows that safety was high (0.75) in Modern English School while Mt Carmel School and St. Paul's HSS were moderate (0.50) and Synod HSS was low (0.25).

Table 192: Item-Wise Safety of Children with Disabilities of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Awareness of teachers and students on the rights of students who are differently abled | 1.00 |
| 2 | Presence of attendant for children with disabilities in toilets | 0.75 |
| 3 | <i>Presence of designated official solely responsible for the needs of children with disabilities</i> | <i>0.25</i> |
| 4 | <i>Disability friendly premises</i> | <i>0.00</i> |
| | Total Average | 0.50 |

Source: Computed Italics indicate low and very low level in safety and security

Table 192 shows the distribution of safety of children with disabilities of private schools offering high and higher secondary school education according to the items. The overall item-wise safety of the schools was moderate (0.50).

Safety of children with disabilities was very high (1.00) in 1 item while it was high (0.75) in 1 item, low (0.25) in 1 item and was very low (0.00) in 1 item as well.

Table 193: Safety of Children with Disabilities of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 0.50 |
| 2 | KV Pushpak | 0.50 |
| | Total Average | 0.50 |

Source: Computed

Table 193 shows the distribution of safety of children with disabilities among the government central schools. The overall safety of children with disabilities of the schools was moderate (0.50).

The table also highlights that both the schools- were moderate (0.50) in safety of children with disabilities.

Table 194: Item-Wise Safety of Children with Disabilities of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Disability friendly premises | 1.00 |
| 2 | Presence of attendant for children with disabilities in toilets | 0.50 |
| 3 | Awareness of teachers and students on the rights of students who are differently abled | 0.50 |
| 4 | <i>Presence of designated official solely responsible for the needs of children with disabilities</i> | <i>0.00</i> |
| | Total Average | 0.50 |

Source: Computed Italics indicate low and very low level in safety and security

Table 194 shows the distribution of the item-wise safety of children with disabilities of government central schools. The result shows that the safety of children with disabilities of the schools was moderate (0.50).

Safety of children with disabilities was very high (1.00) in 1 item while 2 items fell under the moderate (0.50) level of safety and 1 item was under the very low level (0.00).

5.3 Health Safety and Security

The Health Safety and Security was measured based upon 19 items that included availability of basic medicine kit/first-aid box, regularity of health check-ups as prescribed by the Education Department, communication of parents about child's health issues to the school, availability of doctor-on-call for emergency, imparting Health Education to students, safety of children from gas stove, proper storage and hygienic food products, maintenance and regular check of gas stoves with ISI mark, clean and hygienic kitchen/canteen, presence of teachers during meals and observation of eating habits, maintenance of medical records of students with special health problems, training of teachers and key staff on first aid/CPR/counseling/special education, availability of separate kitchen with store facility for the mid-day meal program, maintenance and periodic check of Individual Child Health Card/File, display of First-Aid protocols for common injuries, availability and display of contact numbers for emergency medical care, network with nearest hospital, equipped medical room to handle medical emergencies and presence of dietician/meal planner for mid-day meals.

This section shall cover the findings related to the overall health safety and security and its item-wise safety and security of the schools.

Table 195: Overall Health Safety & Security of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-------------------|-------------------|
| 1 | KV Pushpak | 0.89 |
| 2 | KV MZU | 0.80 |
| 3 | Govt. Central HSS | 0.79 |

| | | |
|----|-----------------------|-------------|
| 4 | Chhinlung Academy MS | 0.79 |
| 5 | Govt.ChhingaVeng PS | 0.74 |
| 6 | Mt Carmel School | 0.68 |
| 7 | Modern English School | 0.68 |
| 8 | Chhinlung Academy PS | 0.68 |
| 9 | St Paul's HSS | 0.63 |
| 10 | Helen Lowry School | 0.63 |
| 11 | Govt.Bawngkawn MS II | 0.63 |
| 12 | Govt.Bawngkawn PS II | 0.63 |
| 13 | Govt. College Veng PS | 0.63 |
| 14 | Govt. KM HSS | 0.58 |
| 15 | Govt.Zuangtui MS | 0.58 |
| 16 | Govt.Mizo HSS | 0.53 |
| 17 | Govt. Model School | 0.53 |
| 18 | Synod HSS | 0.47 |
| 19 | St Lawrence School | 0.47 |
| 20 | Holy Trinity School | 0.47 |
| 21 | Govt.Zemabawk HS | 0.42 |
| 22 | KD Elemenatary School | 0.37 |
| 23 | Govt.Mamawii HS | 0.37 |
| 24 | Govt.Mizo HS | 0.32 |
| 25 | Govt.Zemabawk HSS | 0.21 |
| 26 | Govt. JL HS | 0.21 |
| | Total Average | 0.57 |

Source: Computed

Table 195 shows the overall the health safety and security distribution of the schools. The table indicates that the overall health of the schools was moderate (0.57).

The tables also shows that 13 schools were high (0.63-0.89) in health safety and security while 8 schools were in the moderate level (0.42-0.58) and 5 schools fell under the low (0.21-0.37) level of safety and security.

Table196: Overall Item-Wise Health Safety & Security of Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Availability of basic medicine kit/first- aid box | 0.96 |
| 2 | Regularity of health check-ups as prescribed by the Education Department. | 0.92 |
| 3 | Communication of parents about child's health issues to the school | 0.92 |
| 4 | Availability of doctor-on-call for emergency | 0.85 |
| 5 | Imparting Health Education to students | 0.81 |
| 6 | Safety of children from gas stove | 0.80 |
| 7 | Proper storage and hygienic food products | 0.72 |
| 8 | Maintenance and regular check of gas stoves with ISI mark | 0.72 |
| 9 | Clean and hygienic kitchen/canteen | 0.64 |
| 10 | Presence of teachers during meals and observation of eating habits | 0.63 |
| 11 | Maintenance of medical records of students with special health problems | 0.50 |
| 12 | Training of teachers and key staff on first aid/CPR/counseling/special education | 0.46 |
| 13 | Availability of separate kitchen with store facility for the mid-day meal program. | 0.46 |
| 14 | Maintenance and periodic check of Individual Child Health Card/File | 0.42 |
| 15 | <i>Display of First -Aid protocols for common injuries</i> | <i>0.35</i> |
| 16 | <i>Availability and display of contact numbers for emergency medical care</i> | <i>0.23</i> |
| 17 | <i>Network with nearest hospital</i> | <i>0.19</i> |
| 18 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.12</i> |

| | | |
|----|---|-------------|
| 19 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.12</i> |
| | Total Average | 0.57 |

Source: Computed

Italics indicate low level in safety and security

Table 196 shows the distribution of the health safety and security of the schools according to the items. The table shows that the overall health safety and security of the schools was moderate (0.57).

The health safety and security of schools was high (0.63-0.96) in 10 items while 4 items were under the moderate level (0.42- 0.50) and it was low (0.12-0.35) in 5 items.

Table 197: Health Safety & Security of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt.Chhinga Veng PS | 0.74 |
| 2 | Chhinlung Academy PS | 0.68 |
| 3 | Govt.Bawngkawn PS II | 0.63 |
| 4 | Govt. College Veng PS | 0.63 |
| | Total Average | 0.67 |

Source: Computed

Table 197 shows the distribution of the health safety and security across the government primary schools. The table shows that the health safety and security of the schools was high (0.67).

Further, the table also indicates that all the schools were in high in health safety and security.

Table 198: Item-Wise Health Safety & Security of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Maintenance of medical records of students with special health problems | 1.00 |
| 2 | Regularity of health check-ups as prescribed by the Education Department | 1.00 |
| 3 | Communication of parents about child's health issues to the school | 1.00 |
| 4 | Availability of basic medicine kit/first- aid box. | 1.00 |
| 5 | Availability of separate kitchen with store facility for the mid-day meal program. | 1.00 |
| 6 | Clean and hygienic kitchen/canteen | 1.00 |
| 7 | Proper storage and hygienic food products | 1.00 |
| 8 | Maintenance and regular check of gas stoves with ISI mark | 1.00 |
| 9 | Safety of children from gas stove | 1.00 |
| 10 | Presence of teachers during meals and observation of eating habits | 1.00 |
| 11 | Availability of doctor-on-call for emergency | 0.75 |
| 12 | Imparting Health Education to students | 0.75 |
| 13 | Maintenance and periodic check of Individual Child Health Card/File | 0.50 |
| 14 | Training of teachers and key staff on first aid/CPR/counseling/special education | 0.50 |
| 15 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.25</i> |
| 16 | <i>Network with nearest hospital</i> | <i>0.00</i> |
| 17 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.00</i> |

| | | |
|----|---|-------------|
| 18 | <i>Display of First -Aid protocols for common injuries</i> | <i>0.00</i> |
| 19 | <i>Availability and display of contact numbers for emergency medical care</i> | <i>0.00</i> |
| | Total Average | 0.67 |

Source: Computed Italics indicate low and very low level in safety and security

Table 198 shows the distribution of health safety and security of the government primary schools according to the items. The table also shows that the overall item-wise health safety and security of the schools was high (0.67).

The health safety and security was very high (1.00) in 10 items while it was high (0.75) in 2 items and moderate (0.50) in 2 items respectively. Further, the safety and security was low (0.25) in 1 item and very low (0.00) in 4 items.

Table 199: Health Safety & Security of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Chhinlung Academy MS | 0.79 |
| 2 | Govt. Bawngkawn MS II | 0.63 |
| 3 | Govt. Zuangtui MS | 0.58 |
| 4 | Govt. Model School | 0.53 |
| | Total Average | 0.63 |

Source: Computed

Table 199 shows the distribution of health safety and security according to the government middle schools. The table shows that the health safety and security was high (0.63).

The table also indicates that 2 schools were high (0.63-0.79) in health safety and security while 2 schools were moderate (0.53-0.58).

**Table 200: Item-Wise Health Safety & Security of Govt.
Middle Schools**

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Regularity of health check-ups as prescribed by the Education Department | 1.00 |
| 2 | Availability of basic medicine kit/first- aid box | 1.00 |
| 3 | Availability of separate kitchen with store facility for the mid-day meal program | 1.00 |
| 4 | Clean and hygienic kitchen/canteen | 1.00 |
| 5 | Proper storage and hygienic food products | 1.00 |
| 6 | Maintenance and regular check of gas stoves with ISI mark | 1.00 |
| 7 | Safety of children from gas stove | 1.00 |
| 8 | Presence of teachers during meals and observation of eating habits | 1.00 |
| 9 | Availability of doctor-on-call for emergency | 0.75 |
| 10 | Communication of parents about child's health issues to the school | 0.75 |
| 11 | Imparting Health Education to students | 0.75 |
| 12 | Maintenance and periodic check of Individual Child Health Card/File | 0.50 |
| 13 | Training of teachers and key staff on first aid/CPR/counseling/special education | 0.50 |
| 14 | <i>Maintenance of medical records of students with special health problems</i> | <i>0.25</i> |
| 15 | <i>Availability and display of contact numbers for emergency medical care</i> | <i>0.25</i> |
| 16 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.25</i> |
| 17 | <i>Network with nearest hospital</i> | <i>0.00</i> |

| | | |
|----|--|-------------|
| 18 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.00</i> |
| 19 | <i>Display of First -Aid protocols for common injuries</i> | <i>0.00</i> |
| | Total Average | 0.63 |

Source: Computed Italics indicate low and very low level in safety and security

Table 200 shows the distribution of health safety and security of government middle schools according to the items. The table shows that the health safety and security of the schools was high (0.63).

The health safety and security was very high (1.00) in 8 items while it was high (0.75) in 3 items and moderate (0.50) in 2 items, low (0.25) in 3 items and very low (0.00) in 3 items respectively.

Table 201: Health Safety & Security of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HS | 0.42 |
| 2 | Govt.Mamawii HS | 0.37 |
| 3 | Govt.Mizo HS | 0.32 |
| 4 | Govt. JL HS | 0.21 |
| | Total Average | 0.33 |

Source: Computed

Table 201 shows the distribution of health safety and security across the government high schools. From the table the health safety and security of the schools was low (0.33).

The table also indicates that health safety and security was moderate (0.42) in 1 school while it was low (0.21-0.32) in the rest of the schools.

Table 202: Item-Wise Health Safety & Security of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Availability of doctor-on-call for emergency | 1.00 |
| 2 | Regularity of health check-ups as prescribed by the Education Department | 1.00 |
| 3 | Communication of parents about child's health issues to the school | 0.75 |
| 4 | Availability of basic medicine kit/first- aid box | 0.75 |
| 5 | Network with nearest hospital | 0.50 |
| 6 | Display of First -Aid protocols for common injuries | 0.50 |
| 7 | Imparting Health Education to students | 0.50 |
| 8 | <i>Maintenance of medical records of students with special health problems</i> | 0.25 |
| 9 | <i>Maintenance and periodic check of Individual Child Health Card/File</i> | 0.25 |
| 10 | <i>Equipped medical room to handle medical emergencies</i> | 0.25 |
| 11 | <i>Availability and display of contact numbers for emergency medical care</i> | 0.25 |
| 12 | <i>Training of teachers and key staff on first aid/CPR/counseling/special education</i> | 0.25 |
| 13 | <i>Presence of dietician/meal planner for mid-day meals</i> | 0.00 |
| 14 | <i>Availability of separate kitchen with store facility for the mid-day meal program</i> | 0.00 |
| 15 | <i>Clean and hygienic kitchen/canteen</i> | 0.00 |
| 16 | <i>Proper storage and hygienic food products</i> | 0.00 |
| 17 | <i>Maintenance and regular check of gas stoves with ISI mark</i> | 0.00 |
| 18 | <i>Safety of children from gas stove</i> | 0.00 |

| | | |
|----|---|-------------|
| 19 | <i>Presence of teachers during meals and observation of eating habits</i> | <i>0.00</i> |
| | Total Average | 0.33 |

Source: Computed Italics indicate low and very low level in safety and security

Table 202 shows the distribution of health safety and security of government high schools according to the items. The table reveals that the item-wise health safety and security of the schools was low (0.33).

The health safety and security was very high (1.00) in 2 of the items while 2 item falls under the high (0.75) level and 3 items were under the moderate (0.50) level. It further shows that 5 items were under low level (0.25) in health safety and security and 7 items were in the very low (0.00) category.

Table 203: Health Safety & Security of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Central HSS | 0.79 |
| 2 | Govt. KM HSS | 0.58 |
| 3 | Govt. Mizo HSS | 0.53 |
| 4 | Govt. Zembawak HSS | 0.21 |
| | Total Average | 0.53 |

Source: Computed

Table 203 shows the distribution of health safety & security across the government higher secondary schools. The table shows that the health safety and security of the schools was moderate (0.53).

The table also indicates that Govt. Central HSS was high (0.79) in health safety and security while Govt. KM HSS and Govt. Mizo HSS were in the moderate (0.53-0.58) category and Govt. Zembawak HSS was found to be low (0.21).

**Table 204: Item-Wise Health Safety & Security of Govt.
Higher Secondary Schools**

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Communication of parents about child's health issues to the school | 1.00 |
| 2 | Availability of basic medicine kit/first- aid box | 1.00 |
| 3 | Regularity of health check-ups as prescribed by the Education Department | 0.75 |
| 4 | Display of First -Aid protocols for common injuries | 0.75 |
| 5 | Imparting Health Education to students | 0.75 |
| 6 | Availability of separate kitchen with store facility for the mid-day meal program | 0.75 |
| 7 | Clean and hygienic kitchen/canteen | 0.75 |
| 8 | Proper storage and hygienic food products | 0.75 |
| 9 | Maintenance and regular check of gas stoves with ISI mark | 0.75 |
| 10 | Safety of children from gas stove | 0.75 |
| 11 | Availability of doctor-on-call for emergency | 0.75 |
| 12 | <i>Maintenance of medical records of students with special health problems</i> | 0.25 |
| 13 | <i>Maintenance and periodic check of Individual Child Health Card/File</i> | 0.25 |
| 14 | <i>Availability and display of contact numbers for emergency medical care.</i> | 0.25 |
| 15 | <i>Training of teachers and key staff on first aid/CPR/counseling/special education</i> | 0.25 |
| 16 | <i>Presence of dietician/meal planner for mid-day meals</i> | 0.20 |

| | | |
|----|---|-------------|
| 17 | <i>Presence of teachers during meals and observation of eating habits</i> | <i>0.20</i> |
| 18 | <i>Network with nearest hospital</i> | <i>0.00</i> |
| 19 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.00</i> |
| | Total Average | 0.53 |

Source: Computed Italics indicate low and very low level in safety and security

Table 204 highlights the item-wise distribution of health safety and security of the government higher secondary. The table shows that the health safety and security of the schools was moderate (0.53).

The health safety and security was found to be very high (1.00) in 2 items while it was high (0.75) in 9 items, low (0.20-0.25) in 6 items and very low (0.00) in 2 items.

Table 205: Health Safety & Security of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Helen Lowry School | 0.63 |
| 2 | St Lawrence School | 0.47 |
| 3 | Holy Trinity School | 0.47 |
| 4 | KD Elementary School | 0.37 |
| | Total Average | 0.49 |

Source: Computed

Table 205 shows the distribution of health safety and security among private schools offering primary to high school education. From the table, the health safety and security of the schools was moderate (0.49).

Among the schools, Helen Lowry School was high (0.63) in health safety and security while it was moderate (0.37-0.47) in the rest of the remaining schools.

Table 206: Item-Wise Health Safety & Security of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Availability of doctor-on-call for emergency | 1.00 |
| 2 | Communication of parents about child's health issues to the school | 1.00 |
| 3 | Availability of basic medicine kit/first- aid box | 1.00 |
| 4 | Imparting Health Education to students | 1.00 |
| 5 | Safety of children from gas stove | 1.00 |
| 6 | Regularity of health check-ups as prescribed by the Education Department | 0.75 |
| 7 | Maintenance of medical records of students with special health problems | 0.50 |
| 8 | Display of First -Aid protocols for common injuries | 0.50 |
| 9 | Training of teachers and key staff on first aid/CPR/counseling/special education | 0.50 |
| 10 | Proper storage and hygienic food products | 0.50 |
| 11 | Maintenance and regular check of gas stoves with ISI mark | 0.50 |
| 12 | <i>Network with nearest hospital</i> | <i>0.25</i> |
| 13 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.25</i> |
| 14 | <i>Availability and display of contact numbers for emergency medical care.</i> | <i>0.25</i> |
| 15 | <i>Presence of teachers during meals and observation of eating habits</i> | <i>0.25</i> |
| 16 | <i>Maintenance and periodic check of Individual Child Health Card/File</i> | <i>0.00</i> |

| | | |
|----|--|-------------|
| 17 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.00</i> |
| 18 | <i>Availability of separate kitchen with store facility for the mid-day meal program</i> | <i>0.00</i> |
| 19 | <i>Clean and hygienic kitchen/canteen</i> | <i>0.00</i> |
| | Total Average | 0.49 |

Source: Computed Italics indicate low and very low level in safety and security

Table 206 highlights the distribution of health safety and security of private schools offering primary to high school education according to the items. The table shows that the item-wise health safety and security of the schools was moderate (0.49).

The health safety and security was very high (1.00) in 5 items while it was high (0.75) in 1 item, moderate (0.50) in 5 items low (0.25) in 4 items and very low (0.00) in 3 items.

Table 207: Health Safety & Security of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.68 |
| 2 | Modern English School | 0.68 |
| 3 | St Paul's HSS | 0.63 |
| 4 | Synod HSS | 0.47 |
| | Total Average | 0.62 |

Source: Computed

Table 207 shows the distribution of health safety and security of private schools offering high and higher secondary school education. The result shows that the health safety and security of the schools was high (0.62).

From the table, we see that 3 schools were high (0.63-0.68) in health safety and security while 1 school was moderate (0.47).

Table 208: Item-Wise Health Safety & Security of Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Availability of doctor-on-call for emergency | 1.00 |
| 2 | Regularity of health check-ups as prescribed by the Education Department | 1.00 |
| 3 | Communication of parents about child's health issues to the school | 1.00 |
| 4 | Availability of basic medicine kit/first- aid box | 1.00 |
| 5 | Imparting Health Education to students | 1.00 |
| 6 | Clean and hygienic kitchen/canteen | 1.00 |
| 7 | Proper storage and hygienic food products | 1.00 |
| 8 | Maintenance and regular check of gas stoves with ISI mark | 1.00 |
| 9 | Safety of children from gas stove | 1.00 |
| 10 | Maintenance and periodic check of Individual Child Health Card/File | 0.75 |
| 11 | Presence of teachers during meals and observation of eating habits | 0.75 |
| 12 | Maintenance of medical records of students with special health problems | 0.50 |
| 13 | Training of teachers and key staff on first aid/CPR/counseling/special education | 0.50 |
| 14 | <i>Availability of separate kitchen with store facility for the mid-day meal program</i> | <i>0.25</i> |
| 15 | <i>Network with nearest hospital</i> | <i>0.00</i> |
| 16 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.00</i> |
| 17 | <i>Display of First -Aid protocols for common injuries</i> | <i>0.00</i> |

| | | |
|----|--|-------------|
| 18 | <i>Availability and display of contact numbers for emergency medical care.</i> | <i>0.00</i> |
| 19 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.00</i> |
| | Total Average | 0.62 |

Source: Computed Italics indicate low and very low level in safety and security

Table 208 shows the item-wise distribution of health safety and security of private schools offering high and higher secondary school education. The table shows that the health safety and security of the schools was high (0.62).

Further, the health safety and security was very high (1.00) in 9 items while it was high (0.75) in 2 items, moderate (0.50) in 2 items, low (0.25) in 1 item and very low (0.00) in 5 items.

Table 209: Health Safety & Security of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | KV Pushpak | 0.89 |
| 2 | KV MZU | 0.8 |
| | Total Average | 0.85 |

Source: Computed

Table 209 shows the distribution of health safety and security across the government central schools. The table highlights that the health safety and security of the schools was high (0.85).

The table also indicates that both the schools were very high (0.80 0.89) in health safety and security.

Table 210: Item-Wise Health Safety & Security of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Maintenance of medical records of students with special health problems | 1.00 |
| 2 | Availability of doctor-on-call for emergency | 1.00 |
| 3 | Regularity of health check-ups as prescribed by the Education Department | 1.00 |
| 4 | Maintenance and periodic check of Individual Child Health Card/File | 1.00 |
| 5 | Communication of parents about child's health issues to the school | 1.00 |
| 6 | Network with nearest hospital | 1.00 |
| 7 | Availability of basic medicine kit/first- aid box | 1.00 |
| 8 | Display of First -Aid protocols for common injuries | 1.00 |
| 9 | Availability and display of contact numbers for emergency medical care. | 1.00 |
| 10 | Training of teachers and key staff on first aid/CPR/counseling/special education | 1.00 |
| 11 | Imparting Health Education to students | 1.00 |
| 12 | Clean and hygienic kitchen/canteen | 1.00 |
| 13 | Proper storage and hygienic food products | 1.00 |
| 14 | Maintenance and regular check of gas stoves with ISI mark | 1.00 |
| 15 | Safety of children from gas stove | 1.00 |
| 16 | Presence of teachers during meals and observation of eating habits | 1.00 |
| 17 | <i>Equipped medical room to handle medical emergencies</i> | <i>0.15</i> |

| | | |
|----|--|-------------|
| 18 | <i>Presence of dietician/meal planner for mid-day meals</i> | <i>0.00</i> |
| 19 | <i>Availability of separate kitchen with store facility for the mid-day meal program</i> | <i>0.00</i> |
| | Total Average | 0.85 |

Source: Computed Italics indicate low and very low level in safety and security

Table 210 shows the distribution of health safety and security of government central schools according to the items. The table shows that the health safety and security of the schools was high (0.85).

From the table, the health safety and security was very high (1.00) in 16 items while it was low (0.15) in 1 item and very low (0.00) in 2 items.

5.4 Sanitation and Hygiene

The domain of Sanitation and Hygiene was measured based upon 6 items such as child friendly latches in toilets and doors, separate toilets for boys and girls, integration of education in hygiene, regular inspections of water and sanitation facilities, regular hand washing session and availability of toilets for children with specific needs.

This section will cover the findings related to the sanitation and hygiene of the schools.

Table 211: Overall Sanitation & Hygiene of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 1.00 |
| 3 | Govt.Zemabawk HSS | 1.00 |
| 4 | Govt.Zuangtui MS | 1.00 |
| 5 | Govt. College Veng PS | 1.00 |

| | | |
|----|-----------------------|-------------|
| 6 | Mt Carmel School | 0.83 |
| 7 | Modern English School | 0.83 |
| 8 | St Lawrence School | 0.83 |
| 9 | Holy Trinity School | 0.83 |
| 10 | Govt.Mizo HSS | 0.83 |
| 11 | Govt. Central HSS | 0.83 |
| 12 | Govt.Zemabawk HS | 0.83 |
| 13 | Govt. JL HS | 0.83 |
| 14 | Govt.Bawngkawn MS II | 0.83 |
| 15 | Govt. Model School | 0.83 |
| 16 | Chhinlung Academy MS | 0.83 |
| 17 | Govt.Bawngkawn PS II | 0.83 |
| 18 | Govt.ChhingaVeng PS | 0.83 |
| 19 | Chhinlung Academy PS | 0.83 |
| 20 | St Paul's HSS | 0.67 |
| 21 | Synod HSS | 0.67 |
| 22 | KD Elementary School | 0.67 |
| 23 | Helen Lowry School | 0.67 |
| 24 | Govt. KM HSS | 0.67 |
| 25 | Govt.Mamawii HS | 0.50 |
| 26 | Govt.Mizo HS | 0.33 |
| | Total Average | 0.80 |

Source: Computed

Table 211 shows the overall distribution of sanitation and hygiene of the schools. The table reveals that of the hygiene and sanitation of the schools was high (0.80)

Among the very high (1.00) in sanitation and hygiene domain, there were 5 schools while 19 school were in the high (0.67-0.83) category and 1 school was in the moderate (0.50) category. There was also 1 school in the low (0.33) level of sanitation and hygiene.

Table 212: Overall Item-Wise Sanitation & Hygiene of Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Child friendly latches in toilets and doors | 1.00 |
| 2 | Separate toilets for boys and girls | 0.96 |
| 3 | Integration of education in hygiene | 0.96 |
| 4 | Regular inspections of water and sanitation facilities | 0.85 |
| 5 | Regular hand washing session | 0.69 |
| 6 | <i>Availability of toilets for children with specific needs</i> | <i>0.35</i> |
| | Total Average | 0.80 |

Source: Computed

Italics indicate low level in safety and security

Table 212 shows the distribution of sanitation and hygiene of the schools according to the items. The table shows that sanitation and hygiene of the schools was high (0.80).

Sanitation and hygiene of the schools was very high (1.00) in 1 item while 4 items fell under high level (0.69-0.96) and 1 item was in the low (0.35) category of sanitation and hygiene domain.

Table 213: Sanitation & Hygiene of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt. College Veng PS | 1.00 |
| 2 | Govt. Bawngkawn PS II | 0.83 |
| 3 | Govt. Chhinga Veng PS | 0.83 |
| 4 | Chhinlung Academy PS | 0.83 |
| | Total Average | 0.87 |

Source: Computed

Table 213 shows the distribution of sanitation and hygiene among government primary schools. The table shows that sanitation and hygiene of the schools was high (0.87).

The table also indicates that all the schools were at very high (0.83-1.00) category of sanitation and hygiene.

Table 214: Item-Wise Sanitation & Hygiene of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Child friendly latches in toilets and doors | 1.00 |
| 3 | Regular hand washing session | 1.00 |
| 4 | Regular inspections of water and sanitation facilities | 1.00 |
| 5 | Integration of education in hygiene | 1.00 |
| 6 | <i>Availability of toilets for children with specific needs</i> | <i>0.20</i> |
| | Total Average | 0.87 |

Source: Computed

Italics indicate low level in safety and security

Table 214 shows the distribution of item-wise sanitation and hygiene of government primary schools. The table shows that sanitation and hygiene of the schools was high (0.87).

Sanitation and hygiene was very high (1.00) in 5 items while it was low (0.20) in 1 item.

Table 215: Sanitation & Hygiene of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|---------|---------------------|------------|
| 1 | GovtZuangtui MS | 1.00 |
| 2 | GovtBawngkawn MS II | 0.83 |

| | | |
|---|----------------------|-------------|
| 3 | Govt Model School | 0.83 |
| 4 | Chhinlung Academy MS | 0.83 |
| | Total Average | 0.87 |

Source: Computed

Table 215 indicates the distribution of sanitation and hygiene across the government middle schools. The sanitation and hygiene of the schools was found to be high (0.87).

The table also indicates that Govt. Zuangtui MS was very high (1.00) in sanitation and hygiene while it was high(0.83) in the rest of the schools.

Table 216: Item-Wise Sanitation & Hygiene of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Child friendly latches in toilets and doors | 1.00 |
| 3 | Regular hand washing session | 1.00 |
| 4 | Regular inspections of water and sanitation facilities | 1.00 |
| 5 | Integration of education in hygiene | 1.00 |
| 6 | <i>Availability of toilets for children with specific needs</i> | 0.20 |
| | Total Average | 0.87 |

Source: Computed

Italics indicate low level in safety and security

Table 216 shows the distribution of sanitation and hygiene of government middle schools according to the items of the domain. The table shows that sanitation and hygiene of the government middle schools was high (0.87).

Sanitation and hygiene was very high (1.00) in 5 items while it was low (0.20) in 1 item.

Table 217: Sanitation & Hygiene of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Zemabawk HS | 0.83 |
| 2 | Govt. JL HS | 0.83 |
| 3 | Govt.Mamawii HS | 0.50 |
| 4 | Govt.Mizo HS | 0.33 |
| | Total Average | 0.62 |

Source: Computed

Table 217 shows the distribution sanitation and hygiene across the government high schools. The table shows that sanitation and hygiene of the schools was high (0.62).

The table also indicates that schools like Govt. Zemabawk HS and Govt. JL HS were in the very high (0.83) category of sanitation and hygiene while Govt. Mamawii HS was in the moderate (0.50) category and GovtMizo HS was in the low(0.33) category.

Table 218: Item-Wise Sanitation & Hygiene of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Child friendly latches in toilets and doors | 1.00 |
| 2 | Separate toilets for boys and girls | 0.75 |
| 3 | Integration of education in hygiene | 0.75 |
| 4 | Regular hand washing session | 0.50 |
| 5 | Regular inspections of water and sanitation facilities | 0.50 |
| 6 | <i>Availability of toilets for children with specific needs</i> | <i>0.20</i> |
| | Total Average | 0.62 |

Source: Computed

Italics indicate low level in safety and security

Table 218 shows the distribution of sanitation and hygiene of government high schools according to the items of the domain. The table shows that the item-wise sanitation and hygiene of the schools was high (0.62).

Sanitation and hygiene was very high (1.00) in 1 item while 2 items came under the high level (0.75), 2 items under the moderate (0.50) level and 1 item under the low (0.00) level.

Table 219: Sanitation & Hygiene of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. Zemabawk HSS | 1.00 |
| 2 | Govt. Mizo HSS | 0.83 |
| 3 | Govt. Central HSS | 0.83 |
| 4 | Govt. KM HSS | 0.67 |
| | Total Average | 0.83 |

Source: Computed

Table 219 shows the distribution of sanitation and hygiene among the government higher secondary schools. The table shows that sanitation and hygiene of the government higher secondary schools was high (0.83).

The table also indicates that Govt. Zembawk HSS was very high (1.00) in sanitation and hygiene followed by Govt. Mizo HSS, Govt. Central HSS and Govt. KM HSS that fell under the high (0.67-0.83) category.

Table 220: Item-Wise Sanitation & Hygiene of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Child friendly latches in toilets and doors | 1.00 |

| | | |
|---|--|-------------|
| 3 | Regular inspections of water and sanitation facilities | 1.00 |
| 4 | Integration of education in hygiene | 1.00 |
| 5 | Availability of toilets for children with specific needs | 0.50 |
| 6 | Regular hand washing session | 0.50 |
| | Total Average | 0.83 |

Source: Computed

Table 220 shows the item-wise distribution of sanitation and hygiene of the government higher secondary schools. The table shows that the item-wise sanitation and hygiene of the schools was high (0.83).

Sanitation and hygiene was very high (1.00) in 4 items while 2 items fell under the moderate (0.50) level.

Table 221: Sanitation & Hygiene of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | St Lawrence School | 0.83 |
| 2 | Holy Trinity School | 0.83 |
| 3 | KD Elementary School | 0.67 |
| 4 | Helen Lowry School | 0.67 |
| | Total Average | 0.75 |

Source: Computed

Table 221 shows the distribution of sanitation and hygiene across the private schools offering primary to high school education. The table indicates that the sanitation and hygiene of the schools was high (0.75).

The table also indicates that St. Lawrence School and Holy Trinity School were in the very high (0.83) category of sanitation

and hygiene while KD Elementary School and Helen Lowry School were in the high (0.67) category.

Table 222: Item-Wise Sanitation & Hygiene of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Child friendly latches in toilets and doors | 1.00 |
| 3 | Integration of education in hygiene | 1.00 |
| 4 | Availability of toilets for children with specific needs | 0.50 |
| 5 | Regular hand washing session | 0.50 |
| 6 | Regular inspections of water and sanitation facilities | 0.50 |
| | Total Average | 0.75 |

Source: Computed

Table 222 shows the distribution of sanitation and hygiene of private schools offering primary to high schools according to the items. The table shows that the sanitation and hygiene of the schools was high (0.75).

Sanitation and hygiene was very high (1.00) in 3 items while it was moderate (0.50) in 3 other items of the domain.

Table 223: Sanitation & Hygiene of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.83 |
| 2 | Modern English School | 0.83 |
| 3 | St Pauls HSS | 0.67 |

| | | |
|---|----------------------|-------------|
| 4 | Synod HSS | 0.67 |
| | Total Average | 0.75 |

Source: Computed

Table 223 shows the distribution of sanitation and hygiene among the private schools offering high and higher secondary schools. The table shows that sanitation and hygiene of the schools was high (0.75).

The table also indicates that Mt Carmel School and Modern English School were very high (0.83) in hygiene and sanitation while St. Paul's HSS and Synod HSS were high (0.67).

Table 224: Item-Wise Sanitation & Hygiene of Private Schools offering High & Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|---|-------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Child friendly latches in toilets and doors | 1.00 |
| 3 | Regular inspections of water and sanitation facilities | 1.00 |
| 4 | Integration of education in hygiene | 1.00 |
| 5 | Regular hand washing session | 0.50 |
| 6 | <i>Availability of toilets for children with specific needs</i> | <i>0.00</i> |
| | Total Average | 0.75 |

Source: Computed

Italics indicate very low level in safety and security

Table 224 shows the item-wise distribution of sanitation and hygiene of private schools offering high and higher secondary schools. The table shows that the item-wise sanitation and hygiene of the schools was high (0.75).

Sanitation and hygiene found to be high (1.00) in 4 items while it was moderate (0.50) in 1 item and was very low (0.00) in 1 item.

Table 225: Sanitation & Hygiene of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 1.00 |
| | Total Average | 1.00 |

Source: Computed

Table 225 shows the distribution of sanitation and hygiene among government central schools. The table shows that the sanitation and hygiene of the central schools was very high(1.00).

The table also indicates that both the schools i.e. KV MZU and KV Pushpak were very high (1.00) in sanitation and hygiene.

Table 226: Item-Wise Sanitation & Hygiene of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Separate toilets for boys and girls | 1.00 |
| 2 | Availability of toilets for children with specific needs | 1.00 |
| 3 | Child friendly latches in toilets and doors | 1.00 |
| 4 | Regular hand washing session | 1.00 |
| 5 | Regular inspections of water and sanitation facilities | 1.00 |
| 6 | Integration of education in hygiene | 1.00 |
| | Total Average | 1.00 |

Source: Computed

Table 226 shows the item-wise distribution of sanitation and hygiene of government central schools. The table shows that the item-wise sanitation and hygiene of the central schools was very high (1.00).

Sanitation and hygiene was very high (1.00) in all the items.

5.5 Safety of Children against Sexual Abuse

The Safety of Children against Sexual Abuse if the school was measured based upon 14 items such as awareness of children on prevention of child sexual abuse, regular orientation on good touch and bad touch, organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012, availability of Children’s Forums or Clubs for promotion of participation and free expression, awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws, training of all teaching and non-teaching staff on signs of child abuse, availability of reporting procedures in case a student is abuse by any school personnel, regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting mechanisms, availability of grievance committee on Child Sexual Abuse (CSA), observance of verification protocol and procedure in recruitment process of school staffs and teachers, training of staffs and teachers on child rights, child safety and child development, child abuse and related issues, display of Child Safety Posters, availability of books/reading materials on child safety and protection in the school library and availability of qualified Child Counselors/Psychologist during mental health related emergencies.

This section shall cover the findings related to the safety of children against child sexual abuse among the schools.

Table 227: Overall Safety of Children against Sexual Abuse of Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | KV MZU | 0.86 |
| 2 | KV Pushpak | 0.86 |
| 3 | Modern English School | 0.79 |
| 4 | St Lawrence School | 0.71 |

| | | |
|----|-----------------------|-------------|
| 5 | Govt.ChhingaVeng PS | 0.71 |
| 6 | St Pauls HSS | 0.64 |
| 7 | Synod HSS | 0.64 |
| 8 | Govt.Bawngkawn MS II | 0.64 |
| 9 | Mt Carmel School | 0.57 |
| 10 | Helen Lowry School | 0.50 |
| 11 | Govt.Mizo HSS | 0.50 |
| 12 | Govt.Zemabawk HS | 0.50 |
| 13 | Govt.Bawngkawn PS II | 0.43 |
| 14 | Govt.Zemabawk HSS | 0.36 |
| 15 | Chhinlung Academy PS | 0.36 |
| 16 | Govt. JL HS | 0.29 |
| 17 | Govt. Model School | 0.29 |
| 18 | Chhinlung Academy MS | 0.29 |
| 19 | Govt.Mamawii HS | 0.21 |
| 20 | Govt .College Veng PS | 0.21 |
| 21 | Govt.Mizo HS | 0.14 |
| 22 | KD Elemenatary School | 0.07 |
| 23 | Govt. Central HSS | 0.07 |
| 24 | Govt.Zuangtui MS | 0.07 |
| 25 | Holy Trinity School | 0.00 |
| 26 | Govt .KM HSS | 0.00 |
| | Total Average | 0.41 |

Source: Computed

Table 227 shows the distribution of safety of children against sexual abuse among the schools. The table shows that the safety of children against sexual abuse of the schools was moderate (0.41).

The table also shows that 8 schools belong to high level (0.64-0.86) of safety of children against sexual abuse while 5 schools belonged to the moderate level (0.43-0.57) and 11 schools were low (0.07-0.36) the safety. Further, there were 2 schools that fell under the very low (0.00) category.

Table 228: Overall Item-Wise Safety of Children against Sexual Abuse of Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Awareness of children on prevention of child sexual abuse | 0.77 |
| 2 | Regular orientation on good touch and bad touch | 0.73 |
| 3 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 0.62 |
| 4 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 0.58 |
| 5 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 0.54 |
| 6 | Training of all teaching and non-teaching staff on signs of child abuse | 0.46 |
| 7 | Availability of reporting procedures in case a student is abuse by any school personnel | 0.46 |
| 8 | Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting mechanisms | 0.42 |
| 9 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | <i>0.23</i> |
| 10 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | <i>0.19</i> |
| 11 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | <i>0.18</i> |
| 12 | <i>Display of Child Safety Posters</i> | <i>0.18</i> |

| | | |
|----|---|-------------|
| 13 | <i>Availability of books/reading materials on child safety and protection in the school library</i> | <i>0.18</i> |
| 14 | <i>Availability of qualified Social Worker/ Child Counselors/Psychologist during mental health related emergencies.</i> | <i>0.18</i> |
| | Total Average | 0.41 |

Source: Computed Italics indicate low level in safety and security

Table 228 shows the distribution of children against sexual abuse of the schools according to the items of the domain. The table shows that the item-wise safety of children against sexual abuse of the schools was moderate (0.41).

Safety of children against sexual abuse was high (0.62-0.77) in 3 items while it was moderate (0.42-0.58) and low (0.18-0.23) in 6 items.

Table 229: Safety of Children against Sexual Abuse of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt. Chhinga Veng PS | 0.71 |
| 2 | Govt. Bawngkawn PS II | 0.43 |
| 3 | Chhinlung Academy PS | 0.36 |
| 4 | Govt. College Veng PS | 0.21 |
| | Total Average | 0.43 |

Source: Computed

Table 229 shows the distribution of safety of children against sexual abuse among the government primary schools. The table shows that safety of children against sexual abuse was moderate (0.43).

The table also highlights that Govt Chhinga Veng PS was in the high (0.71) category in safety of children against sexual abuse while the rest of the schools were in the moderate (0.21 – 0.43) category.

Table 230: Item-Wise Safety of Children against Sexual Abuse of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Regular orientation on good touch and bad touch | 1.00 |
| 2 | Awareness of children on prevention of child sexual abuse | 1.00 |
| 3 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 1.00 |
| 4 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 0.75 |
| 5 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 0.50 |
| 6 | Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms | 0.50 |
| 7 | Availability of books/reading materials on child safety and protection in the school library | 0.50 |
| 8 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.25 |
| 9 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | 0.25 |
| 10 | <i>Availability of reporting procedures in case a student is abuse by any school personnel</i> | 0.25 |
| 11 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | 0.00 |

| | | |
|----|---|-------------|
| 12 | <i>Training of all teaching and non-teaching staff on signs of child abuse</i> | <i>0.00</i> |
| 13 | <i>Display of Child Safety Posters</i> | <i>0.00</i> |
| 14 | <i>Availability of qualified Social Worker/ Child Counselors/Psychologist during mental health related emergencies.</i> | <i>0.00</i> |
| | Total Average | 0.43 |

Source: Computed Italics indicate low and very low level in safety and security

Table 230 shows the item-wise distribution of safety of children against sexual abuse of the government primary schools. The table shows that safety of children against sexual abuse was moderate (0.43).

Safety of children against primary schools was very high (1.00) in 3 items and was high (0.75) in 1 item. Further, safety was found to be moderate (0.50) in 3 items while it was low (0.25) in 3 items and very low (0.00) in 4 items of the safety of children against sexual abuse domain.

Table 231: Safety of Children against Sexual Abuse of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Govt. Bawngkawn MS II | 0.64 |
| 2 | Govt. Model School | 0.29 |
| 3 | Chhinlung Academy MS | 0.29 |
| 4 | Govt. Zuangtui MS | 0.07 |
| | Total Average | 0.32 |

Source: Computed

Table 231 highlights the distribution of safety of children against sexual abuse among the government middle schools. The table shows that safety of children against sexual abuse of the schools was low (0.32).

The table also highlights that Govt. Bawngkawn MS-II was high (0.64) in safety of children against sexual abuse while the rest of the schools were low (0.07-0.29).

Table 232: Item-Wise Safety of Children against Sexual Abuse of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 1.00 |
| 2 | Awareness of children on prevention of child sexual abuse | 0.75 |
| 3 | Availability of reporting procedures in case a student is abuse by any school personnel | 0.50 |
| 4 | Availability of books/reading materials on child safety and protection in the school library | 0.50 |
| 5 | Regular orientation on good touch and bad touch | 0.50 |
| 6 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 0.50 |
| 7 | <i>Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws</i> | 0.25 |
| 8 | <i>Training of all teaching and non-teaching staff on signs of child abuse</i> | 0.25 |
| 9 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.25 |
| 10 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | 0.00 |
| 11 | <i>Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms</i> | 0.00 |

| | | |
|----|---|-------------|
| 12 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | <i>0.00</i> |
| 13 | <i>Display of Child Safety Posters</i> | <i>0.00</i> |
| 14 | <i>Availability of qualified Social Worker/ Child Counselors/Psychologist during mental health related emergencies.</i> | <i>0.00</i> |
| | Total Average | 0.32 |

Source: Computed Italics indicate low and very low level in safety and security

Table 232 shows the distribution of safety of children against sexual abuse of government middle schools according to the items of the domain. The table indicates that the item-wise safety of children against sexual abuse of the schools was low (0.32).

Safety of children against sexual abuse was very high (1.00) in 1 item while it was high (0.75) in 1 item and moderate (0.50) in 4 items. It was low (0.25) in 3 items and very low (0.00) 5 items of the domain.

Table 233: Safety of Children against Sexual Abuse of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt. Zemabawk HS | 0.50 |
| 2 | Govt. JL HS | 0.29 |
| 3 | Govt. Mamawii HS | 0.21 |
| 4 | Govt. Mizo HS | 0.14 |
| | Total Average | 0.29 |

Source: Computed

Table 233 highlights the distribution of safety of children against sexual abuse across the government high schools. The table shows that safety of children against sexual abuse was low (0.29).

The table also highlights that Govt. Zemabawk HS was moderate (0.50) in safety of children against sexual abuse while the remaining schools were moderate (0.14 – 0.29).

Table 234: Item-Wise Safety of Children against Sexual Abuse of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Awareness of children on prevention of child sexual abuse | 0.75 |
| 2 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 0.50 |
| 3 | Availability of reporting procedures in case a student is abuse by any school personnel | 0.50 |
| 4 | Regular orientation on good touch and bad touch | 0.50 |
| 5 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 0.50 |
| 6 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | 0.25 |
| 7 | <i>Training of all teaching and non-teaching staff on signs of child abuse</i> | 0.25 |
| 8 | <i>Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms</i> | 0.25 |
| 9 | <i>Display of Child Safety Posters</i> | 0.25 |
| 10 | <i>Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012</i> | 0.25 |
| 11 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | 0.00 |

| | | |
|----|--|-------------|
| 12 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.00 |
| 13 | <i>Availability of books/reading materials on child safety and protection in the school library</i> | 0.00 |
| 14 | <i>Availability of qualified Social Worker/Child Counselors/Psychologist during mental health related emergencies.</i> | 0.00 |
| | Total Average | 0.29 |

Source: Computed Italics indicate low and very low level in safety and security

Table 234 shows the item-wise distribution of safety of children against sexual abuse of government high schools. From the table, the overall item-wise safety of children against sexual abuse was low (0.29).

Safety of children against sexual abuse was high (0.75) in 1 item while it was moderate (0.50) in 4 items, low (0.25) in 5 items and very low (0.00) in 4 items

Table 235: Safety of Children against Sexual Abuse of Govt. Higher Secondary Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | Govt.Mizo HSS | 0.50 |
| 2 | Govt.Zemabawk HSS | 0.36 |
| 3 | Govt. Central HSS | 0.07 |
| 4 | Govt. KM HSS | 0.00 |
| | Total Average | 0.23 |

Source: Computed

Table 235 shows the distribution of safety of children against sexual abuse among the government higher secondary schools. The

table shows that safety of children against sexual abuse of the government higher secondary schools was low (0.23).

The table also highlights that Govt. Mizo HSS was moderate (0.50) in safety of children against sexual abuse while Govt. Zemabawk HSS and Govt. Central HSS were in the low (0.07-0.36) category and Govt KM HSS was in the very low (0.00) category.

Table 236: Item-Wise Safety of Children against Sexual Abuse of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Training of all teaching and non-teaching staff on signs of child abuse | 0.50 |
| 2 | Regular orientation on good touch and bad touch | 0.50 |
| 3 | Awareness of children on prevention of child sexual abuse | 0.50 |
| 4 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 0.50 |
| 5 | <i>Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws</i> | 0.25 |
| 6 | <i>Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms</i> | 0.25 |
| 7 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.25 |
| 8 | <i>Availability of books/reading materials on child safety and protection in the school library</i> | 0.25 |

| | | |
|----|--|-------------|
| 9 | <i>Availability of Children's Forums or Clubs for promotion of participation and free expression</i> | 0.25 |
| 10 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | 0.00 |
| 11 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | 0.00 |
| 12 | <i>Availability of reporting procedures in case a student is abuse by any school personnel</i> | 0.00 |
| 13 | <i>Display of Child Safety Posters</i> | 0.00 |
| 14 | <i>Availability of qualified Social Worker/Child Counselors/Psychologist during mental health related emergencies.</i> | 0.00 |
| | Total Average | 0.23 |

Source: Computed Italics indicate low and very low level in safety and security

Table 236 shows the distribution of safety of children against sexual abuse of government higher secondary schools according to the items of the domain. The table shows that the item-wise safety of children against sexual abuse was low (0.23).

Safety of children against sexual abuse was moderate (0.50) in 4 items while it was low (0.25) in 5 items and very low (0.00) in 5 items.

Table 237: Safety of Children against Sexual Abuse of Private Schools offering Primary to high Schools

| Sl. No. | Schools | Total Mean |
|---------|----------------------|-------------|
| 1 | St Lawrence School | 0.71 |
| 2 | Helen Lowry School | 0.50 |
| 3 | KD Elementary School | 0.07 |
| 4 | Holy Trinity School | 0.00 |
| | Total Average | 0.32 |

Source: Computed

Table 237 shows the distribution of safety of children against sexual abuse of private schools offering primary to high school education. The table shows that safety of children against sexual abuse of the schools was low (0.32).

The table also highlights that St. Lawrence School was high (0.71) in safety of children against sexual abuse while Helen Lowry School was moderate (0.50) and KD Elementary School was low (0.07). Further, Holy Trinity School was found to be very low (0.00) in safety of children against sexual abuse.

Table 238: Item-Wise Safety of Children against Sexual Abuse of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Regular orientation on good touch and bad touch | 0.75 |
| 2 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 0.50 |
| 3 | Awareness of children on prevention of child sexual abuse | 0.50 |
| 4 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 0.50 |
| 5 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 0.50 |
| 6 | <i>Availability of grievance committee on Child Sexual Abuse (CSA)</i> | <i>0.25</i> |
| 7 | <i>Training of all teaching and non-teaching staff on signs of child abuse</i> | <i>0.25</i> |
| 8 | <i>Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms</i> | <i>0.25</i> |

| | | |
|----|--|-------------|
| 9 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | 0.25 |
| 10 | <i>Availability of reporting procedures in case a student is abuse by any school personnel</i> | 0.25 |
| 11 | <i>Display of Child Safety Posters</i> | 0.25 |
| 12 | <i>Availability of qualified Social Worker/ Child Counselors/Psychologist during mental health related emergencies.</i> | 0.25 |
| 13 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.00 |
| 14 | <i>Availability of books/reading materials on child safety and protection in the school library</i> | 0.00 |
| | Total Average | 0.32 |

Source: Computed Italics indicate low and very low level in safety and security

Table 238 shows the item-wise distribution of safety of children against sexual abuse of schools offering primary to high school education. The table shows that the overall item-wise safety of children against sexual abuse of the schools was low (0.32).

Safety of children against sexual abuse was high (0.75) in 1 item while it was moderate (0.50) in 4 item and low (0.25) in 7 items and very low (0.00) in 2 items.

Table 239: Safety of Children against Sexual Abuse of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | Modern English School | 0.79 |
| 2 | St Pauls HSS | 0.64 |

| | | |
|---|----------------------|-------------|
| 3 | Synod HSS | 0.64 |
| 4 | Mt Carmel School | 0.57 |
| | Total Average | 0.66 |

Source: Computed

Table 239 shows the distribution of safety of children against sexual abuse of private schools offering high and higher secondary school education. The table shows that safety of children against sexual abuse of the schools was high (0.66).

The table also highlights that 3 schools were in the high (0.64 – 0.79) category of safety of children against sexual abuse while 1 school was moderate (0.57).

Table 240: Item wise Safety of Children against Sexual Abuse of Private Schools offering High Sand Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 1.00 |
| 2 | Training of all teaching and non-teaching staff on signs of child abuse | 1.00 |
| 3 | Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms | 1.00 |
| 4 | Availability of reporting procedures in case a student is abuse by any school personnel | 1.00 |
| 5 | Regular orientation on good touch and bad touch | 1.00 |
| 6 | Awareness of children on prevention of child sexual abuse | 1.00 |
| 7 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 1.00 |

| | | |
|----|--|-------------|
| 8 | Availability of grievance committee on Child Sexual Abuse (CSA) | 0.50 |
| 9 | Availability of books/reading materials on child safety and protection in the school library | 0.50 |
| 10 | Availability of qualified Social Worker/Child Counselors/Psychologist during mental health related emergencies. | 0.50 |
| 11 | <i>Observance of verification protocol and procedure in recruitment process of school staffs and teachers.</i> | 0.25 |
| 12 | <i>Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues</i> | 0.25 |
| 13 | <i>Availability of Children's Forums or Clubs for promotion of participation and free expression</i> | 0.25 |
| 14 | <i>Display of Child Safety Posters</i> | 0.00 |
| | Total Average | 0.66 |

Source: Computed Italics indicate low and very low level in safety and security

Table 240 shows the item-wise distribution of safety of children against sexual abuse of private schools offering high and higher secondary school education. The table indicates that the item-wise safety of children against sexual abuse of the schools was high (0.66).

Safety of children against sexual abuse was very high (1.00) in 7 items while it was moderate (0.50) in 3 items and was low (0.25) in 3 items respectively. Further, it was very low (0.00) in 1 item.

Table 241: Safety of Children against Sexual Abuse of Govt. Central Schools.

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 0.86 |
| 2 | KV Pushpak | 0.86 |
| | Total Average | 0.86 |

Source: Computed

Table 241 shows the distribution of safety of children against sexual abuse among the government central schools. The table shows that safety of children against sexual abuse of central schools was high (0.86).

The table also highlights that both the school were high (0.85) in safety of children against sexual abuse.

Table 242: Item-Wise Safety of Children against Sexual Abuse of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Availability of grievance committee on Child Sexual Abuse (CSA) | 1.00 |
| 2 | Awareness of teaching, non-teaching, contractual and other staff on child sexual abuse and laws | 1.00 |
| 3 | Training of all teaching and non-teaching staff on signs of child abuse | 1.00 |
| 4 | Regular sensitization of parents on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms | 1.00 |
| 5 | Observance of verification protocol and procedure in recruitment process of school staffs and teachers. | 1.00 |

| | | |
|----|---|-------------|
| 6 | Availability of reporting procedures in case a student is abuse by any school personnel | 1.00 |
| 7 | Display of Child Safety Posters | 1.00 |
| 8 | Availability of books/reading materials on child safety and protection in the school library | 1.00 |
| 9 | Regular orientation on good touch and bad touch | 1.00 |
| 10 | Awareness of children on prevention of child sexual abuse | 1.00 |
| 11 | Organization of awareness programs on civic duties and citizenship including substance abuse and JJ Act 2015 and POCSO Act 2012 | 1.00 |
| 12 | Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues | 0.50 |
| 13 | Availability of Children's Forums or Clubs for promotion of participation and free expression | 0.50 |
| 14 | <i>Availability of qualified Social Worker/Child Counselors/Psychologist during mental health related emergencies.</i> | <i>0.00</i> |
| | Total Average | 0.86 |

Source: Computed Italics indicate very low level in safety and security

Table 242 shows the distribution of safety of children against sexual abuse of government central schools according to the items. The table shows that the overall item-wise safety of children against sexual abuse of the schools was high (0.86).

Safety of children against sexual abuse was very high (1.00) in 11 items while it was moderate (0.50) in 2 items and very low (0.00) in 1 item.

5.6 Social and Emotional Safety of Schools

The Social and Emotional Safety of Schools was measured based on 5 items that included prohibition of bullying, ragging and any kind of emotional or verbal abuse, awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence, guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships, availability of Anti Bullying Committee in School and awareness of children about anti-bullying committee (ABC).

This section shall delve upon the findings related to the social and emotional safety of the schools.

Table 243: Overall Social & Emotional Safety of Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|------------|
| 1 | KV MZU | 1.00 |
| 2 | Helen Lowry School | 1.00 |
| 3 | Govt. Bawngkawn MS II | 1.00 |
| 4 | KV Pushpak | 0.60 |
| 5 | Mt Carmel School | 0.60 |
| 6 | St Paul's HSS | 0.60 |
| 7 | Synod HSS | 0.60 |
| 8 | Modern English School | 0.60 |
| 9 | St Lawrence School | 0.60 |
| 10 | KD Elemenatary School | 0.60 |
| 11 | Govt. Mizo HSS | 0.60 |
| 12 | Govt. KM HSS | 0.60 |
| 13 | Govt Central HSS | 0.60 |
| 14 | Govt. Mamawii HS | 0.60 |
| 15 | Govt. Mizo HS | 0.60 |
| 16 | Govt. Zemabawk HS | 0.60 |

| | | |
|----|-----------------------|-------------|
| 17 | Govt . JL HS | 0.60 |
| 18 | Govt. Model School | 0.60 |
| 19 | Govt. Bawngkawn PS II | 0.60 |
| 20 | Govt. College Veng PS | 0.60 |
| 21 | Govt. ChhingaVeng PS | 0.60 |
| 22 | Holy Trinity School | 0.40 |
| 23 | Govt. Zemabawk HSS | 0.40 |
| 24 | Chhinlung Academy MS | 0.40 |
| 25 | Chhinlung Academy PS | 0.40 |
| 26 | Govt. Zuangtui MS | 0.00 |
| | Total Average | 0.59 |

Source: Computed

Table 243 shows the distribution of social and emotional safety among the schools. The table shows that the social and emotional safety of the schools was moderate (0.59)

Among the very high (1.00) category, there were 3 schools while 178 schools were in the high (0.60) category in social and emotional safety and 4 schools were moderate (0.40) while 1 school was very low (0.00).

Table 244: Overall Item-Wise Social & Emotional Safety of Schools

| Sl. No. | Items | Total Mean |
|---------|--|------------|
| 1 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 0.96 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 0.92 |

| | | |
|---|--|-------------|
| 3 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 0.85 |
| 4 | <i>Availability of Anti Bullying Committee in School</i> | 0.12 |
| 5 | <i>Awareness of children about anti-bullying committee (ABC)</i> | 0.12 |
| | Total Average | 0.59 |

Source: Computed

Italics indicate low level in safety and security

Table 244 shows the distribution of social and emotional safety of schools according to the items. The table shows that the item-wise social and emotional safety of the schools was moderate (0.59).

Social and emotional safety of school was high (0.85 – 0.96) in 3 items while the other 2 items were under the low level (0.12) of safety.

Table 245: Social & Emotional Safety of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt. Bawngkawn PS II | 0.60 |
| 2 | Govt. College Veng PS | 0.60 |
| 3 | Govt. Chhinga Veng PS | 0.60 |
| 4 | Chhinlung Academy PS | 0.40 |
| | Total Average | 0.55 |

Source: Computed

Table 245 indicates the distribution of social and emotional safety of schools among the govt. primary schools. The table shows that the social and emotional safety of the schools was moderate (0.55).

Among the high (0.60) category in social and emotional safety were Govt. Bawngkawn Primary School II, Govt. College Veng Primary School and Govt. Chhinga Veng Primary School while Chhinlung Academy Primary School fell under moderate (0.40) Category.

Table 246: Item-Wise Social & Emotional Safety of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 1.00 |
| 3 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 0.75 |
| 4 | <i>Availability of Anti Bullying Committee in School</i> | <i>0.00</i> |
| 5 | <i>Awareness of children about anti-bullying committee (ABC)</i> | <i>0.00</i> |
| | Total Average | 0.55 |

Source: Computed

Italics indicate very low level in safety and security

Table 246 shows the distribution of social and emotional safety of schools of govt. primary schools according to the items. The table shows that the item-wise social and emotional safety of the schools was moderate (0.55)

Social and emotional safety very high (1.00) in 2 items while it was high (0.75) in 1 item and very low level (0.00) in 2 items of social and emotional safety dimensions.

Table 247: Social & Emotional Safety of Govt. Middle Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt.Bawngkawn MS II | 1.00 |
| 2 | Govt. Model School | 0.60 |
| 3 | Chhinlung Academy MS | 0.40 |
| 4 | Govt.Zuangtui MS | 0.00 |
| | Total Average | 0.50 |

Source: Computed

Table 247 shows the distribution of social and emotional safety among govt. middle schools. The table also shows that the social and emotional safety of the schools was moderate (0.50).

Among the very high (1.00) category in social and emotional safety was Govt. Bawngkawn Middle School II while Govt. Model School fell under the high (0.60) category and safety was moderate (0.40) in Chhinlung Academy Middle School and Govt. Zuangtui Middle School fell under the very low (0.00) category.

Table 248: Item-Wise Social & Emotional Safety of Govt. Middle Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 0.75 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 0.75 |
| 3 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 0.50 |

Table 250: Item-Wise Social & Emotional Safety of Govt. High Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 1.00 |
| 3 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 1.00 |
| 4 | <i>Availability of Anti Bullying Committee in School</i> | 0.00 |
| 5 | <i>Awareness of children about anti-bullying committee (ABC)</i> | 0.00 |
| | Total Average | 0.60 |

Source: Computed

Italics indicate low level in safety and security

Table 250 shows the distribution of social and emotional safety of the schools according to the items. The table highlights that the social and emotional safety of the school was high (0.60).

Social and emotional safety of the schools was very high (1.00) in 3 items while it was very low (0.00) in 2 items.

Table 251: Social & Emotional Safety of Govt. Higher Secondary School

| Sl. No. | Schools | Total Mean |
|----------------|----------------|-------------------|
| 1 | Govt. Mizo HSS | 0.60 |
| 2 | Govt. KM HSS | 0.60 |

| | | |
|---|----------------------|-------------|
| 3 | Govt. Central HSS | 0.60 |
| 4 | Govt. Zemabawk HSS | 0.40 |
| | Total Average | 0.55 |

Source: Computed

Table 251 highlights the distribution of social and emotional safety among govt. higher secondary schools. The table shows that the social and emotional safety of govt. higher secondary schools was moderate (0.55).

The table also shows that the Govt. Mizo Higher Secondary School, Govt. KM Higher Secondary School and Govt. Central Higher Secondary School were high (0.60) in social and emotional safety while Govt. Zemabawk Higher Secondary School was moderate (0.40).

Table 252: Item-Wise Social & Emotional Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|--|-------------|
| 1 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 1.00 |
| 2 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |
| 3 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 0.75 |
| 4 | <i>Availability of Anti Bullying Committee in School</i> | <i>0.00</i> |
| 5 | <i>Awareness of children about anti-bullying committee (ABC)</i> | <i>0.00</i> |
| | Total Average | 0.55 |

Source: Computed

Italics indicate very low level in safety and security

Table 252 shows the distribution of social and emotional safety of govt. higher secondary schools according to the items. The table shows that the item-wise social and emotional safety of the schools was moderate (0.55).

Social and emotional safety of higher secondary school was very high (1.00) in 2 items while it was high (0.75) in 1 item and very low (0.00) level in 2 items.

Table 253: Social & Emotional Safety of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Helen Lowry School | 1.00 |
| 2 | St Lawrence School | 0.60 |
| 3 | KD Elemenatary School | 0.60 |
| 4 | Holy Trinity School | 0.40 |
| | Total Average | 0.65 |

Source: Computed

Table 253 shows the distribution of social and emotional safety of private schools offering primary to high school education. The table also shows that the social and emotional safety of the schools was high (0.65).

Among the schools, Helen Lowry School fell under the very high (1.00) category while St. Lawrence School and K.D Elemenatary School fell under high (0.60) category and Holy Trinity School was in the moderate (0.40) category.

Table 254: Item-Wise Social & Emotional Safety of Private Schools offering Primary to High School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 1.00 |
| 2 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |
| 3 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 0.75 |
| 4 | <i>Availability of Anti Bullying Committee in School</i> | <i>0.25</i> |
| 5 | <i>Awareness of children about anti-bullying committee (ABC)</i> | <i>0.25</i> |
| | Total Average | 0.65 |

Source: Computed

Italics

indicate low level in safety and security

Table 254 indicates the item-wise distribution of social and emotional safety of private schools offering primary to high school education. The table shows that overall item-wise social and emotional safety of the schools was high (0.65)

Social and emotional safety of private schools offering primary to high school education was very high (1.00) in 2 items while it was high (0.75) in 1 item and low (0.25) in 2 items.

Table 255: Social & Emotional Safety of Govt. School offering High & Higher Secondary School Education

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | Mt Carmel School | 0.60 |
| 2 | St Pauls HSS | 0.60 |
| 3 | Synod HSS | 0.60 |
| 4 | Modern English School | 0.60 |
| | Total Average | 0.60 |

Source: Computed

Table 255 shows the distribution of social and emotional safety of private schools offering high and higher secondary school education. The table shows that the social and emotional safety of the schools was high (0.60).

The table also shows that all the schools were high (0.60) in social and emotional safety.

Table 256: Item-Wise Social & Emotional Safety of Private Schools offering High & Higher Secondary School Education

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 1.00 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 1.00 |
| 3 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |

| | | |
|---|--|-------------|
| 4 | <i>Awareness of children about anti-bullying committee (ABC)</i> | 0.00 |
| 5 | <i>Availability of Anti Bullying Committee in School</i> | 0.00 |
| | Total Average | 0.60 |

Source: Computed

Table 256 shows the distribution of social and emotional safety of private schools offering high and higher secondary school education according to the items of the domain. The table shows that the social and emotional safety of the schools was high(0.60).

Social and emotional safety of all the schools was very high (1.00) in 3 items while it was very low (0.00) in 2 items.

Table 257: Social & Emotional Safety of Govt. Central Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 0.60 |
| | Total Average | 0.80 |

Source: Computed

Table 257 shows the distribution of social and emotional safety of among the government central schools. The table reveals that the social and emotional safety of the schools was high (0.80).

From the table, KV MZU fell under the very high (1.00) social and emotional safety while KV Pushpak was in the high (0.60) category.

Table 258: Item-Wise Social & Emotional Safety of Govt. Central Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Guidance and training of children on adequate age appropriate social skills in managing emotions and building healthy peer relationships | 1.00 |
| 2 | Awareness and training on life skills and coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence | 1.00 |
| 3 | Prohibition of bullying, ragging and any kind of emotional or verbal abuse | 1.00 |
| 4 | Availability of Anti Bullying Committee in School | 0.50 |
| 5 | Awareness of children about anti-bullying committee (ABC) | 0.50 |
| | Total Average | 0.80 |

Source: Computed

Table 258 shows the item-wise distribution of social and emotional safety of government central schools. The table shows that the overall item-wise social and emotional safety of the schools was high (0.80).

Social and emotional safety of the schools was very high (1.00) in 3 items while it was moderate (0.50) in 2 items.

5.7 Cyber Safety

The Cyber Safety domain of the schools was measured based upon 6 items such as regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors, education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment

etc., supervision of access to computer rooms and use of electronic and technological devices, restriction of social networking sites in school computers, handling of cyber-crimes with sensitivity and confidentiality and orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police.

This section shall discuss the finding related to cyber safety of the schools.

Table 259: Overall Cyber Safety of Schools

| Sl. No. | Schools | Total Mean |
|----------------|-----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | Mt Carmel School | 1.00 |
| 3 | St Paul's HSS | 1.00 |
| 4 | Modern English School | 1.00 |
| 5 | St Lawrence School | 1.00 |
| 6 | Govt. Central HSS | 1.00 |
| 7 | Govt. Bawngkawn MS II | 1.00 |
| 8 | KV Pushpak | 0.83 |
| 9 | Synod HSS | 0.83 |
| 10 | Govt. Zemabawk HSS | 0.83 |
| 11 | Govt. Mamawii HS | 0.83 |
| 12 | Holy Trinity School | 0.67 |
| 13 | Helen Lowry School | 0.67 |
| 14 | Govt. KM HSS | 0.67 |
| 15 | Chhinlung Academy MS | 0.67 |
| 16 | Govt. Chhinga Veng PS | 0.67 |
| 17 | Chhinlung Academy PS | 0.60 |
| 18 | Govt. Mizo HSS | 0.50 |
| 19 | Govt. Mizo HS | 0.50 |

| | | |
|----|-----------------------|-------------|
| 20 | Govt.Zemabawk HS | 0.50 |
| 21 | Govt. JL HS | 0.50 |
| 22 | Govt. College Veng PS | 0.50 |
| 23 | KD Elementary School | 0.33 |
| 24 | Govt.Bawngkawn PS II | 0.17 |
| 25 | Govt.Zuangtui MS | 0.00 |
| 26 | Govt. Model School | 0.00 |
| | Total Average | 0.66 |

Source: Computed

Table 259 shows the overall distribution of cyber safety of the schools. The table shows that cyber safety of schools was high (0.66).

The table highlights that 7 schools were very high (1.00) in cyber safety while 10 schools were under high level of safety (0.60-0.83) and 5 schools were under moderate level (0.50). There were 2 schools that were low (0.17-0.33) in cyber safety while 2 schools were very low (0.00).

Table 260: Overall Item-Wise Cyber Safety of Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism)and responsibility as a digital citizen and how to avoid risky behaviors | 0.88 |
| 2 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 0.73 |
| 3 | Supervision of access to computer rooms and use of electronic and technological devices | 0.69 |
| 4 | Restriction of social networking sites in school computers | 0.64 |

| | | |
|---|---|-------------|
| 5 | Handling of cyber-crimes with sensitivity and confidentiality | 0.62 |
| 6 | Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police | 0.42 |
| | Total Average | 0.66 |

Source: Computed

Table 260 shows the distribution of cyber safety of the schools according to the items of the domain. The table shows that cyber safety of the schools was high (0.66).

Cyber safety of the schools was high (0.62-0.88) in 5 items while it was moderate (0.42) in 1 item.

Table 261: Cyber Safety of Govt. Primary Schools

| Sl. No. | Schools | Total Mean |
|---------|-----------------------|-------------|
| 1 | Govt. Chhinga Veng PS | 0.67 |
| 2 | Chhinlung Academy PS | 0.60 |
| 3 | Govt. College Veng PS | 0.50 |
| 4 | Govt. Bawngkawn PS II | 0.17 |
| | Total Average | 0.49 |

Source: Computed

Table 261 shows the distribution of cyber safety across the government primary schools. From the table, the cyber safety of the schools was moderate (0.49).

The table also show that Govt. Chhinga Veng PS and Chhinlung Academy PS were high (0.60-0.67) in cyber safety while Govt. College Veng PS was moderate (0.50) and Govt. Bawngkawn PS-II was low (0.17) in cyber safety.

Table 262: Item-Wise Cyber Safety of Govt. Primary Schools

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Restriction of social networking sites in school computers | 1.00 |
| 2 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 0.75 |
| 3 | Handling of cyber-crimes with sensitivity and confidentiality | 0.75 |
| 4 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 0.45 |
| 5 | <i>Supervision of access to computer rooms and use of electronic and technological devices</i> | 0.00 |
| 6 | <i>Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police</i> | 0.00 |
| | Total Average | 0.49 |

Source: Computed Italics indicate very low level in safety and security

Table 262 shows the distribution of cyber safety of government primary schools according to the items. The table shows that cyber safety was moderate (0.49).

Cyber safety was very high (1.00) in 1 item while it was high in 2 items, moderate (0.50) in 1 item and was very low (0.00) in 2 items.

Table 263: Cyber Safety of Govt. Middle Schools

| Sl No. | Schools | Total Mean |
|---------------|----------------------|-------------------|
| 1 | GovtBawngkawn MS II | 1.00 |
| 2 | Chhinlung Academy MS | 0.67 |
| 3 | GovtZuangtui MS | 0.00 |
| 4 | Govt Model School | 0.00 |
| | Total Average | 0.42 |

Source: Computed

Table 263 shows the distribution of cyber safety among government middle schools. The table shows that the cyber safety of the schools was moderate (0.42).

From the table, Govt. Middle School, was very high (1.00) in cyber safety while Chhinlung Academy Middle School was high (0.67) and the 2 remaining schools were very low (0.00) in cyber safety.

Table 264: Item-Wise Cyber Safety of Govt. Middle Schools

| Sl No. | Items | Total Mean |
|---------------|---|-------------------|
| 1 | Restriction of social networking sites in school computers | 0.50 |
| 2 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 0.50 |
| 3 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 0.50 |

| | | |
|---|--|-------------|
| 4 | Handling of cyber-crimes with sensitivity and confidentiality | 0.50 |
| 5 | <i>Supervision of access to computer rooms and use of electronic and technological devices</i> | <i>0.25</i> |
| 6 | <i>Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police</i> | <i>0.25</i> |
| | Total Average | 0.42 |

Source: Computed

Italics indicate low level in safety and security

Table 264 shows the distribution of cyber safety of government middle schools according to the items. The table shows that the cyber safety of the schools was moderate (0.42).

Cyber safety was moderate (0.50) in 4 items while it was low (0.25) in 2 items.

Table.265 Cyber Safety of Govt. High Schools

| Sl. No. | Schools | Total Mean |
|----------------|----------------------|-------------------|
| 1 | Govt. Mamawii HS | 0.83 |
| 2 | Govt. Mizo HS | 0.50 |
| 3 | Govt. Zemabawk HS | 0.50 |
| 4 | Govt. JL HS | 0.50 |
| | Total Average | 0.58 |

Source: Computed

Table 265 shows the distribution of cyber safety among government high schools. The table shows that the cyber safety was moderate (0.58).

Among these schools, Govt. Mamawii High School fell under high (0.83) category of cyber safety while the rest of the 3 schools were moderate (0.50).

Table 266: Item-Wise Cyber Safety of Govt. High Schools.

| Sl. No. | Items | Total Mean |
|----------------|--|-------------------|
| 1 | Supervision of access to computer rooms and use of electronic and technological devices | 1.00 |
| 2 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 1.00 |
| 3 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 0.75 |
| 4 | Restriction of social networking sites in school computers | 0.50 |
| 5 | <i>Handling of cyber-crimes with sensitivity and confidentiality</i> | <i>0.25</i> |
| 6 | <i>Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police</i> | <i>0.00</i> |
| | Total Average | 0.58 |

Source: Computed Italics indicate low and very level in safety and security

Table 266 shows the item-wise distribution of cyber safety of government high schools. The table shows that the cyber safety of the schools was moderate (0.58).

The table reveals that the cyber safety was very high (1.00) in 2 items while it was high (0.75) in 1 item and moderate (0.50) in 1 item, low (0.25) in 1 item and very low (0.00) in 1 item.

Table 267: Cyber Safety of Govt. Higher Secondary Schools

| Sl No. | Schools | Total Mean |
|--------|----------------------|-------------|
| 1 | Govt. Central HSS | 1.00 |
| 2 | GovtZemabawk HSS | 0.83 |
| 3 | Govt. KM HSS | 0.67 |
| 4 | GovtMizo HSS | 0.50 |
| | Total Average | 0.75 |

Source: Computed

Table 267 shows the distribution of Govt. Higher Secondary schools according to the Cyber Safety of Schools across all the dimensions. The table shows that the Cyber Safety of Govt. High Schools in Aizawl was high (0.75)

Among the very high (0.83 – 1.00) category are Govt. Central HSS and Govt. Zemabawk HSS, where Govt. KM HSS and Govt. Mizo HSS were at high (0.50 – 0.67) category in the cyber safety of Higher Secondary Schools.

Table 268: Cyber Safety of Govt. Higher Secondary Schools

| Sl. No. | Items | Total Mean |
|---------|---|------------|
| 1 | Supervision of access to computer rooms and use of electronic and technological devices | 1.00 |

| | | |
|----------------------|---|-------------|
| 2 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 1.00 |
| 3 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 1.00 |
| 4 | Restriction of social networking sites in school computers | 0.50 |
| 5 | Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police | 0.50 |
| 6 | Handling of cyber-crimes with sensitivity and confidentiality | 0.50 |
| Total Average | | 0.75 |

Source: Computed

Table 268 shows the distribution of cyber safety of government higher secondary schools according to the items. The table shows that the cyber safety of the schools was high (0.75).

Cyber safety of the schools was very high (1.00) in 3 items while it was moderate (0.50) in 3 other items.

Table 269: Cyber Safety of Private Schools offering Primary to High School Education

| Sl. No. | Schools | Total Mean |
|----------------|---------------------|-------------------|
| 1 | St Lawrence School | 1.00 |
| 2 | Holy Trinity School | 0.67 |

| | | |
|---|-----------------------|-------------|
| 3 | Helen Lowry School | 0.67 |
| 4 | KD Elemenatary School | 0.33 |
| | Total Average | 0.67 |

Source: Computed

Table 269 shows the distribution of cyber safety across the private schools offering primary to high school education. The table indicates that the cyber safety of the schools was high (0.67).

St. Lawrence School was very high (1.00) in cyber safety while Holy Trinity and Helen Lowry School were in the high (0.67) category and KD Elementary School was is in the moderate (0.33) category.

Table 270: Item-Wise Cyber Safety of Private Schools offering Primary to High Schools Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 1.00 |
| 2 | Supervision of access to computer rooms and use of electronic and technological devices | 0.75 |
| 3 | Handling of cyber-crimes with sensitivity and confidentiality | 0.75 |
| 4 | Restriction of social networking sites in school computers | 0.50 |
| 5 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 0.50 |

| | | |
|----------------------|---|-------------|
| 6 | Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police | 0.50 |
| Total Average | | 0.67 |

Source: Computed

Table 270 shows the distribution of cyber Safety of the private schools offering primary to high school education according to the items. From the table, the cyber safety of the schools was high (0.67).

Cyber safety was very high (1.00) in 1 item while it was high (0.75) in 2 items and moderate (0.50) in the remaining 3 items.

Table 271: Cyber safety of Private Schools offering High & Higher Secondary Schools Education

| Sl. No. | Schools | Total Mean |
|----------------------|-----------------------|-------------|
| 1 | Mt Carmel School | 1.00 |
| 2 | St Pauls HSS | 1.00 |
| 3 | Modern English School | 1.00 |
| 4 | Synod HSS | 0.83 |
| Total Average | | 0.96 |

Source: Computed

Table 271 shows the distribution of cyber safety across private schools offering high and higher secondary school education. The table shows that the cyber safety of the schools was high (0.96).

The table also shows that 3 schools such as Mt. Carmel School, St. Paul's HSS and Modern English School were very high (1.00) in cyber safety while Synod HSS was high (0.83).

Table 272:Item-Wise Cyber Safety of Private Schools offering High & Higher Secondary Schools Education

| Sl. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Supervision of access to computer rooms and use of electronic and technological devices | 1.00 |
| 2 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 1.00 |
| 3 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 1.00 |
| 4 | Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police | 1.00 |
| 5 | Handling of cyber-crimes with sensitivity and confidentiality | 1.00 |
| 6 | Restriction of social networking sites in school computers | 0.75 |
| | Total Average | 0.96 |

Source: Computed

Table 272 indicates the distribution of the item-wise cyber safety of private schools offering high & higher secondary schools. The table shows that the cyber safety of the schools was high (0.96).

Cyber safety of the schools was very high (1.00) in 5 of the items and was high (0.75) in 1 item.

Table 273: Cyber Safety of Govt. Central School

| Sl. No. | School | Total Mean |
|----------------|----------------------|-------------------|
| 1 | KV MZU | 1.00 |
| 2 | KV Pushpak | 0.83 |
| | Total Average | 0.92 |

Source: Computed

Table 273 shows the distribution of cyber safety among the government central schools. The table shows that the cyber safety of central schools was high (0.92).

The table also highlights that KV MZU was very high (1.00) in cyber safety while KV Pushpak was high (0.83) in the safety domain.

Table 274: Item-Wise Cyber Safety of Govt. Central School

| SL. No. | Items | Total Mean |
|----------------|---|-------------------|
| 1 | Supervision of access to computer rooms and use of electronic and technological devices | 1.00 |
| 2 | Restriction of social networking sites in school computers | 1.00 |
| 3 | Regular education of students on safe usage of technology (mobiles, sms, mms, internet, mail or net chats, effect of plagiarism) and responsibility as a digital citizen and how to avoid risky behaviors | 1.00 |
| 4 | Education of students to understand responsibilities, consequences under the laws on cyber misuse, bullying, harassment etc. | 1.00 |

| | | |
|---|---|-------------|
| 5 | Orientation of school authority and children on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police | 1.00 |
| 6 | Handling of cyber-crimes with sensitivity and confidentiality | 0.50 |
| | Total | 0.92 |

Source: Computed

Table 274 shows the distribution of cyber safety of government central schools according to the items. The table shows that the cyber safety of the schools was high (0.92).

The table also shows that cyber safety of the schools was very high (1.00) in 5 items while it was moderate (0.50) in 1 item.

VI

SCHOOL BAGS AND CHILDREN

This section shall discuss the weight of school bags across the schools having primary to high school education.

Table 275: Weight of School Bags of Class 1 & 2 across Schools

| Sl. No. | Schools | Weight of Bags | | Total |
|---------|----------------------|--------------------------------|---------------------------|-------|
| | | 1.5 Kilogram (Kgs.) (Standard) | Above 1.5 Kilogram (Kgs.) | |
| 1 | Chhinga Veng PS | 6 (60.0) | 4 (40.0) | 10 |
| 2 | Chhinlung Academy PS | 3 (30.0) | 7 (70.0) | 10 |
| 3 | Bawngkawn PS II | 10 (100.0) | 0 (0.00) | 10 |
| 4 | College Veng PS | 0 (0.00) | 10 (100.0) | 10 |
| 5 | St. Lawrence School | 0 (0.00) | 10 (100.0) | 10 |
| 6 | KD Elementary School | 3 (30.0) | 7 (70.0) | 10 |
| 7 | Helen Lowry School | 2 (20.0) | 8 (80.0) | 10 |
| 8 | Holy Trinity School | 0 (0.00) | 10 (100.0) | 10 |

| | | | | |
|----|--------------|----------------------------|----------------------------|------------|
| 9 | KV Pushpak | 0 (0.00) | 10 (100.0) | 10 |
| 10 | KV MZU | 0 (0.00) | 10 (100.0) | 10 |
| | Total | 24 (24.0) | 76 (76.0) | 100 |

Source: Computed

Figures in parenthesis indicates percentages

Table 275 shows the distribution of weight of school bags of students from schools having Class I1 and 2 standards. The weight of the school bag was measured based on Kilogram where the weights of the bag should not exceed 1.5 Kgs. Bags of 10 students from Class 1 and 2 in each schools were weighted.

The table shows that for majority (76%) of the students, the weight of the bags of students from Class I1 and 2 exceeds the limit.

Table 276: Weight of School Bags of Class 3 & 4 across the Schools

| Sl. No. | Schools | Weight of Bags | | Total |
|---------|--------------------|--------------------------------|-------------------------|-------|
| | | 2-3 Kilogram (Kgs.) (Standard) | Above 3 Kilogram (Kgs.) | |
| 1 | Chhinga Veng PS | 3 (30.0) | 7 (70.0) | 10 |
| 2 | Chhinglung Academy | 4 (40.0) | 6 (60.0) | 10 |
| 3 | Bawngkawn PS | 8 (80.0) | 2 (20.0) | 10 |
| 4 | College Veng PS | 1 (10.0) | 9 (90.0) | 10 |

| | | | | |
|----|----------------------|----------------------------|----------------------------|------------|
| 5 | St Lawrence School | 2 (20.0) | 8 (80.0) | 10 |
| 6 | KD Elementary School | 10 (100.0) | 0 (0.00) | 10 |
| 7 | Helen Lowry School | 1 (10.0) | 9 (90.0) | 10 |
| 8 | Holy Trinity School | 0 (0.00) | 10 (100.0) | 10 |
| 9 | KV Pushpak | 6 (60.0) | 4 (40.0) | 10 |
| 10 | KV MZU | 3 (30.0) | 7 (70.0) | 10 |
| 11 | Bawngkawn MS | 0 (0.00) | 10 (100.0) | 10 |
| 12 | Model School | 4 (40.0) | 6 (60.0) | 10 |
| 13 | Zuangtui MS | 2 (20.0) | 8 (80.0) | 10 |
| | Total | 44 (33.9) | 86 (66.1) | 130 |

Source: Computed

Figures in parenthesis indicates percentages

Table 276 shows the distribution of weight of school bags of students from those schools having Class 3 and 4 standards. The weight of the school bag was measured based on Kilogram where the weights of the bag should not exceed 2-3 Kgs. Bags of 10 students from each schools from Class 3 and 4 were weighted.

The table shows that for majority (66.1%) of the bags of students from Class 3 and 4 exceeds the limit.

Table 277: Weight of School Bags of Class 5 to 7 across the Schools

| Sl. No. | Schools | Weight of bags | | Total |
|---------|----------------------|-------------------------|----------------------|------------|
| | | Below 4 Kgs. (Standard) | Above 4Kgs | |
| 1 | Chhinlung Academy | 10 (10.0) | 0 (0.00) | 10 |
| 2 | St Lawrence School | 7 (70.0) | 3 (30.0) | 10 |
| 3 | KD Elementary School | 5 (50.0) | 5 (50.0) | 10 |
| 4 | Helen Lowry Schol | 7 (70.0) | 3 (30.0) | 10 |
| 5 | Holy Trinity School | 3 (30.0) | 7 (70.0) | 10 |
| 6 | KVPushpak | 6 (60.0) | 4 (40.0) | 10 |
| 7 | KV MZU | 9 (90.0) | 1 (10.0) | 10 |
| 8 | Bawngkawn MS | 7 (70.0) | 3 (30.0) | 10 |
| 9 | Model School | 2 (20.0) | 8 (80.0) | 10 |
| 10 | Zuangtui MS | 7 (70.0) | 3 (30.0) | 10 |
| | Total | 63 (63.0) | 37 (37.0) | 100 |

Source: Computed

Figures in parenthesis indicates percentages

Table 277 shows the distribution of weight of school bag of students from those schools having Class 5 to 7 standards. The weight of the school bag was measured based on Kilogram where

the weights of the bag should not exceed 4 Kgs. The bags of 10 students from Class 5 to 7 in each school were weighted.

The table shows that for majority (63%) of the students, the weight of the bags of students of Class 5 to 7 does not exceed the limit.

Table 278: Weight of School Bags of Class 8 & 9 across Schools

| Sl. No. | Name of Schools | Weight of bags | | Total |
|---------|--------------------------|--------------------------------------|---------------------------|-------|
| | | Below 4.5 Kilogram (Kgs.) (Standard) | Above 4.5 Kilogram (Kgs.) | |
| 1 | Chhinlung Academy School | 6 (60.0) | 4 (40.0) | 10 |
| 2 | St. Lawrence School | 6 (60.0) | 4 (40.0) | 10 |
| 3 | KD Elementary School | 7 (70.0) | 3 (30.0) | 10 |
| 4 | Helen Lowry School | 5 (50.0) | 5 (50.0) | 10 |
| 5 | Holy Trinity School | 9 (90.0) | 1 (10.0) | 10 |
| 6 | KV Pushpak | 8 (80.0) | 2 (20.0) | 10 |
| 7 | KV MZU | 8 (80.0) | 2 (20.0) | 10 |
| 8 | Bawngkawn MS | 10 (100.0) | 0 (0.00) | 10 |
| 9 | Model School | 4 (40.0) | 6 (60.0) | 10 |
| 10 | Zuangtui MS | 10 (100.0) | 0 (0.00) | 10 |

| | | | | |
|--------------|-----------------------|-----------------------------|----------------------------|------------|
| 11 | Zemabawk HS | 10 (100.0) | 0 (0.00) | 10 |
| 12 | GovtMizo HS | 6 (60.0) | 4 (40.0) | 10 |
| 13 | JL HS | 8 (80.0) | 2 (20.0) | 10 |
| 14 | Govt. Mamawii HS | 10 (100.0) | 0 (0.00) | 10 |
| 15 | Mt. Carmel School | 10 (100.0) | 0 (0) | 10 |
| 16 | Modern English School | 4 (40.0) | 6 (60.0) | 10 |
| 17 | Synod HSS | 10 (100.0) | 0 (0.00) | 10 |
| 18 | St. Pauls HSS | 2 (20.0) | 8 (80.0) | 10 |
| Total | | 133 (73.8) | 47 (26.1) | 180 |

Source: Computed

Figures in parenthesis indicates percentages

Table 278 shows the distribution of weight of school bag of students from schools having Class 8 and 9 standards. The weight of the school bag was measured based on Kilogram where the weights of the bag should not exceed 4.5 Kgs. Bags of 10 students from Class 8 and 9 in each school were weighted.

The table shows that for majority (73.8 %) of the students, the weight of the bags of students from Class 8 and 9 does not exceed the limit.

Table 279: Weight of School Bags of Class 10 across Schools

| Sl No. | Schools | Weight of bags | | Total |
|--------------|-----------------------|------------------------------------|--------------------------|------------|
| | | Below 5 Kilogram (Kgs.) (Standard) | Above 5 Kilogram (Kgs.) | |
| 1 | St. Lawrence School | 10 (100.0) | 0 (0.00) | 10 |
| 2 | KD Elementary School | 10 (100.0) | 0 (0.00) | 10 |
| 3 | Helen Lowry School | 8 (80.0) | 2 (20.0) | 10 |
| 4 | Holy Trinity School | 10 (100.0) | 0 (0.00) | 10 |
| 5 | KV Pushpak | 10 (100.0) | 0 (0.00) | 10 |
| 6 | KV MZU | 10 (100.0) | 0 (0.00) | 10 |
| 7 | Zemabawk HS | 8 (80.0) | 2 (20.0) | 10 |
| 8 | Govt. Mizo HS | 6 (60.0) | 4 (40.0) | 10 |
| 9 | JL High School | 10 (100.0) | 0 (0.00) | 10 |
| 10 | Govt. Mamawii HS | 10 (100.0) | 0 (0.00) | 10 |
| 11 | Mt. Carmel School | 10 (100.0) | 0 (0.00) | 10 |
| 12 | Modern English School | 10 (100.0) | 0 (0.00) | 10 |
| 13 | Synod HSS | 10 (100.0) | 0 (0.00) | 10 |
| 14 | St. Pauls HSS | 10 (100.0) | 0 (0.00) | 10 |
| Total | | 132 (94.2) | 8 (5.8) | 140 |

Source: Computed

Figures in parenthesis indicates percentages

Table 279 shows the distribution of weight of school bag of students from schools having Class 10 standards. The weight of the School bag was measured based on Kilogram where the weights of the bag should not exceed 5 Kgs. The bags of 10 students from Class 10 in each school were weighted.

The table shows that, for majority (94.2%) of the students, the weight of the bags of students from Class 10 do not exceed the limit.

VII

QUALITATIVE FINDINGS

This Chapter shall discuss the findings related to the qualitative and participatory studies.

7.1 Strengths, Weakness Opportunity & Challenges (SWOC) Analysis

This section shall highlight the strengths, weaknesses, opportunities and Challenges faced by the school with regards to safety and security issues.

7.1.1 SWOC Analysis of Schools by Government School Teachers

a) Strengths

- Good cooperation among teachers
- Good relationship between student and teachers
- New activities are practiced
- Only trained and professional candidates are taken for teachers
- School location are good and wide
- Student Management Committee (SMC) has played an important role for the development of the school
- Good facilities

b) Weakness

- No hostel for students
- Lack of quality
- Low income family background of students
- Lack of enthusiasm among the senior teachers

- Wide gap student-teacher ratio
 - Old building
 - Inadequate and irregular inspection of schools
- c) Opportunities**
- Scope for high salary
 - Scope for job security
 - Scope for Co-curricular activities
 - No school fees, as such, scope for more enrollment
- d) Challenges**
- Lack of Government grants for repairs of school buildings and for purchase of furniture and teaching aid .
 - Punishment are not taken seriously.
 - Shortage of teachers which result in doing unassigned work.
 - Intimly payment of salary.
 - Students are often taken as audience in government programmes which makes them unable to have regular class
 - No facilities for emergency e.g. fire extinguisher
 - Late replacement of teachers that lead to shortage of teachers
 - Scarcity of water cause inability to cook mid day meal
 - Majority of the students are from remote areas staying in relative's house as a result of which they cannot fully concentrate on education.
 - Social media leads to disruption in students learning
 - Alcoholic parents affect students development

7.1.2 SWOC Analysis of Schools by Government School Students

- a) Strength**
- Good relationship with teachers
 - Availability of space for playing
 - Equal treatment

- Qualified teachers
- b) Weakness**
- Insufficient toilet
 - Lack of career guidance programmes
 - Life skill education is not provided
 - No hostel for students
 - Poor in spoken English
 - Congested classroom
 - Improper functioning of school library
- c) Opportunities**
- Scope for Co-curricular activities
 - Opportunities through National Service Scheme (NSS)
 - Eligible for State level competition in different activities
 - School fee is not needed, as such, there is scope for enrollment of more students
 - Scope for complaints and suggestions as Question box is provided by Child Line
 - Scope for improvement in nutrition through Mid day meal
 - Scope for visual aids through smart classrooms.
- a) Challenges**
- Students are often made to do private errands for teachers.
 - Toilets and bathrooms are not safe due to improper and old construction of the building
 - Irregular supply of water in toilets and for drinking.
 - Dustbin are not provided in toilet where girls have no place to dispose their sanitary pads
 - Different administration in one campus
 - Heavy traffic leads to late arrival in school
 - Too much extra curricula activities of the school effect students learning

- Too much involvement in household activities for the students who are staying with their relatives.
- Lack of IT learning opportunities and resources.
- Lack of Government grants for repairs of school buildings and for purchase of furniture and teaching aid

7.1.3 SWOC Analysis of Schools by Private School Teachers

a) Strengths

- Teachers dedication
- English speaking environment
- Good co-operation
- Discipline is maintained
- Tobacco substance is strictly prohibited inside the campus
- Good in academic results

b) Weaknesses

- Students are being spoon fed
- School building is not a barrier free environment
- Less practice of spoken English
- Job insecurity

c) Opportunities

- Scope for government support
- Scope for inclusion of extra subject in academic line
- Scope for co-curricular activities

d) Challenges

- Students do not have an intention to study on their own without the guidance of the teachers
- Social media leads to disruption in students learning
- Scarcity of water
- It is hard to pay individual attention to the students

7.1.4 SWOC Analysis of Schools by Private School Students

a) Strengths:

- English speaking environment
- Good discipline
- Punctuality is maintained
- Students have a competitive mind
- Good relationship with teachers

b) Weaknesses

- Congested classroom
- Lack of extra curricula activities.
- Heavy punishment
- Less practice of spoken English
- High school fees.
- Difficulty in understanding teachers' explanation
- Lack of space for playing
- Improper functioning of school library

c) Opportunities

- Scope for participating in cultural programmes outside Mizoram
- Scope for co-curricular activities
- Scope for visual aid through Smart classroom

d) Challenges

- Due to scarcity of water, toilets are unhygienic and there is scarcity of drinking water.
- Due to heavy punishment, children hesitate to go to school.
- School campus is not safe for the students to play due to the location of school building.
- Due to the improper function of public transport, students face problem in arrival to school.
- School is close to the main road

- No proper management of dustbin and waste disposal inside the school campus
- Insufficient toilets and gender insensitive toilet.
- Early School timing.
- No computer facilities for IT learning and education.

7.2 Focus Group Discussion

A focus group discussion was conducted among the students and the teachers of the schools regarding various issues of safety and security of schools and reasons for overweight of school bags in Aizawl, Mizoram. The findings are under the following.

7.2.1 Focus Group Discussion among Students

The students discussed the following points to improve the safety and security of their schools.

- School Social Worker/ Counselor/Psychologist is required
- Appropriate medical kit is needed
- Lounge/rest room for sick students is needed
- Health Educator/ Staff is needed
- School bus is needed
- Security Guard is needed
- Awareness on life skill education is needed
- Awareness on carrier guidance is needed
- School campus needs a rest room or a place for leisure time
- Regular health checkup is needed
- Toilets should be constructed far from the Classrooms.

7.2.2 Focus Group Discussion among Teachers

The teachers discussed the following points to improve the safety and security of their schools.

- Fire Management system supply is needed
- Disaster management in syllabus or awareness on disaster management is require.

- Health Educator/ Staff Nurse is needed
- Disabled Friendly/Barrier free environment is needed
- Security Guard are needed
- Awareness on misuse of social media is needed
- Appropriate medical kit is required
- Regular health checkup is required
- Awareness on child sexual abuse is needed
- Sensitization of students regarding tobacco substances and its use is needed
- Government attention for school development is needed
- School Social Worker/ Counselor/Psychologist is needed

7.2.3 Focus Group Discussion among Teachers

The reason for overweight of school bags are:

- Students do not exchange their books according to the routine.
- The textbook are very heavy

7.2.4 Focus Group Discussion among Student

The reasons for overweight of school bags are:

- Carrying other books such as dictionary, bible and diary.
- For one textbook, more note books is required.
- Too many subjects in one day.
- No locker to keep their books in the school.
- It is not safe to keep books under the table.

VIII

CONCLUSION

The safety and security of the schools was measured based upon the manual on Safety and Security of Children in Schools developed by National Commission for protection of Child Rights. The manual has 2 dimensions and each dimension have a number of sub-domains with various items on security and safety. The first dimension was Physical Safety that included sub-domains on safety and security related to school building safety and security (38 items), fire safety management (15 items), earthquake management (7 items), flood/cyclone/landslide management (6 items), electrical safety (4 items), safety from constructional hazard (3 items), safety in the playground and sports activities (6 items), water safety (5 items), laboratory safety (7 items) and transport management and safety (14 items) . The second dimension was Emotional and Personal Safety that included sub-domains on safety and security related to trauma management (3 items), safety of children with disabilities (4 items), health safety and security (19 items), sanitation and hygiene (6 items), safety of children against sexual abuse (14 items), social and emotional safety (5 items) and cyber safety (6 items).

The study was conducted in Aizawl, the capital of Mizoram and covered 26 schools (government and private) with the highest enrollments covering all levels of primary, middle, high and secondary schools. Mixed method was used for the study.

8.1 Major Findings

- Many items of the domains under the dimensions measured were absent in many of the schools in Mizoram

because of lack of resources. However, the absence of the resources mentioned in the tool did not necessarily lower the safety and security of the schools and in some items, the absence of the resources heightened the safety and security of the schools. For example, in the case of swimming pools, most of the schools did not have one. As such the absence of swimming pools in schools would mean that there is no threat (to drown etc.) against the child's safety and security.

- Government Central Schools were found to be relatively more safe and secure when compared to the rest of the schools. Further, lower levels of the schools were more vulnerable than the higher level of schools. in terms of safety and security. Lower the school level higher is the vulnerability.
- Under Physical Safety Dimension, the domains of Fire Safety Management and Safety in the Playground and Sports Activities are low in safety and security. The domains of Earthquake Management and Flood, Cyclone and Landslide Management requires attention while there is scope for improvement in Water Safety, School Building Safety and Security, Laboratory Safety and Transport Management Safety.
- In the Emotional and Personal Safety Dimension, the domains of Social and Emotional Safety, Health Safety and Security, Safety of Children against Sexual Abuse and Safety of Children with Disabilities requires attention across the schools while there is scope for improvement in Trauma Management, Cyber Safety and Sanitation and Hygiene.
- The safety and security of Emotional and Personal Safety Dimension of the schools is better than the Physical Safety Dimension.

- The Items under the domains of the Physical Safety Dimensions that require urgent attention across the schools include:
 - Fire extinguishers.
 - Separate toilets for children with disabilities.
 - Arrangements for disposing waste materials, especially for any girls.
 - Disability accessibility at different entry points, CCTV monitoring system.
 - Floor evacuation plan.
 - Separate toilet blocks for children for 3 to 6 years of age.
 - Attendants for children in age group for 3-6 years to assist children.
 - Disability Friendly premises.
 - Lifts for children with disabilities.
 - Trained disaster management group for initial response.
 - Network with local disaster management authorities for training and retraining.
 - Emergency steps in place for fire safety management.
 - NOC from Fire and Rescue Services Department.
 - Adequate firefighting systems
 - Network with local fire safety authorities for training and retraining.
 - Trained management team for initial fire hazard management.
 - Examination of local authorities in fire impact for the safety of students.
 - Relocation of school by authorities after fire impact.

- Fire safety certificate.
- Updated fire safety certificate.
- Construction of the building for earthquake safety.
- Safety from earthquake zone.
- Transport mechanism for emergency.
- Measures to evacuate children during disasters.
- Safety from landslide.
- Contingency plan to deal with natural disasters.
- Display of warning signs near electric poles.
- Safe water storage sources for any construction.
- Barricades and signboards in the construction area prohibiting the movement.
- Sports specific standard safety equipment.
- Qualified or trained Coach.
- Police verification of the staff employed for sports activities. Observation of guidelines and norms and standards by Sports Authority of India (SAI).
- NOC from the competent authority before starting sports facilities.
- Availability and accessibility of water management system in the event of fire.
- Possession of safety certificate for drinking water.
- Display of first aid procedures.
- Delegation of teachers for transport management.
- The Items under the domains of the Emotional and Personal Safety Dimensions that require urgent attention across the schools include:
 - Trauma management team for accident or disaster.
 - Presence of attendant for children with disabilities in toilets.

- Disability friendly premises.
 - Display of First-Aid protocols for common injuries.
 - Display of contact numbers for emergency medical care.
 - Network with nearest hospital.
 - Equipped medical room to handle medical emergencies.
 - Presence of dietician/meal planner for mid-day meals.
 - Toilets for children with specific needs.
 - Observance of verification protocol and procedure in recruitment process of school staffs and teachers.
 - Training of staffs and teachers on child rights, child safety and child development, child abuse and related issues.
 - Display of Child Safety Posters.
 - Books/reading materials on child safety and protection in the school library.
 - Availability of qualified Social Worker/ Child Counselors/ Psychologist during mental health related emergencies.
 - Anti-Bullying Committee in School.
 - Awareness of children about anti-bullying committee (ABC)
- The weight of school bags of children in schools was more in excess in the lower level of classes than the higher levels. Findings indicate that the more younger and vulnerable age group carry school bags that exceeds the limit given by the government.
 - The qualitative findings also support the quantitative findings with additional inputs about the schools that demands urgent interventions. There were findings that were also absent in the quantitative study and this enriched

the findings. The findings indicate that the safety and security of the children and schools was compromised because of the following :

- Wide teacher-student ratio.
- Lack of funds and Government support.
- Old school buildings.
- Inadequate and irregular inspections.
- No facilities for emergency e.g. fire extinguisher.
- Scarcity of water.
- Use of Social Media by students.
- Substance abusing parents of students.
- Insufficient toilets
- Absence of life skill education.
- Unhygienic and gender insensitive toilets.
- Absence of barrier free environment.
- Congested classroom.
- Lack of sport and physical activity.
- No space for playing.
- Improper location of school building.
- Close vicinity of schools to the main road,
- Lack of management of dustbin and waste disposal.
- Absence of Social Worker/ Counselor/Psychologist.
- Absence of health facilities and programmes.
- Absence of school bus.
- Absence of security guard.
- Absence of rest room for leisure time.
- Absence of fire management system supply.

- Absence of disaster management in syllabus or awareness on disaster management
- Inadequate awareness on child sexual abuse and substances use and misuse.

The findings indicate that there is tremendous scope for improvement. Though, there are many items where the schools were safe and secure, there are also numerous items that require immediate intervention to improve the conditions of the schools as well as the safety of the children in schools. From the literature highlighted in the study, management and structures of schools do have implications on the child's learning process and these findings also suggest that improvement within the schools would pave way for a better environment of learning for children. These attentions could help policy makers to lean towards a friendlier environment and though there is the felt need for government proactive involvement as the study suggest, the school management and the community at large also has a role to play to raise concerns and awareness on safety and security of schools for children in Mizoram.