

CHAPTER - III

METHODOLOGY

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3.0 INTRODUCTION :

The term methodology refers to the processes and procedures, the researcher adopts in order to achieve the particular objectives specified. Methodology is concerned with how researcher goes about actually conducting research. In the present chapter, the procedural details of conducting the study are presented. In order to achieve the objectives of the study research methodology in the present study, involved survey and experimentation. The methodological details in respect to sample tools, design, procedure of data collection, a data analysis for various objective of study, are discussed here under

3.1 THE SAMPLE :

The study pertains to development of educational programme for the inmates of Juvenile Home of Baroda, the sample for the study confines to the inmates, Superintendent, Probation officer and the Supervisors of the Juvenile Home. The present study does not, in any way, claim to generate any generalisation but it merely attempts to understand the situation in Baroda Juvenile Home.

For the various objectives of the study, the sample drawn is as described below.

3.1.1 For Objectives 1-2 :

Objectives 1,2 are to find out the reasons of mal-adjustment in Juveniles of Baroda Juvenile Home, with a view to prevent its spread and to study the needs and requirements of the inmates of Juvenile Home of Baroda; therefore all the inmates (123 inmates), one Superintendent, eight Supervisors and one Probation officer were taken as the sample.

3.1.2 For Objective 3 :

Objective 3 is to study the existing educational programme in the curriculum of Juvenile Home, therefore Superintendent of Juvenile Home of Baroda; therefore eight Supervisors and five students of Juvenile Home were taken as sample to ensure that kind of programme is being actually carried out.

3.1.3 For Objective 4 :

Objective 4 is to develop educational programme catering to the needs and interests of the inmates of Juvenile Home of Baroda, therefore Superintendent of Juvenile Home, eight Supervisors and the

experts in this area, were taken as sample. The prepared programme was given to them for their expert opinion.

3.1.4 For Objective 5 :

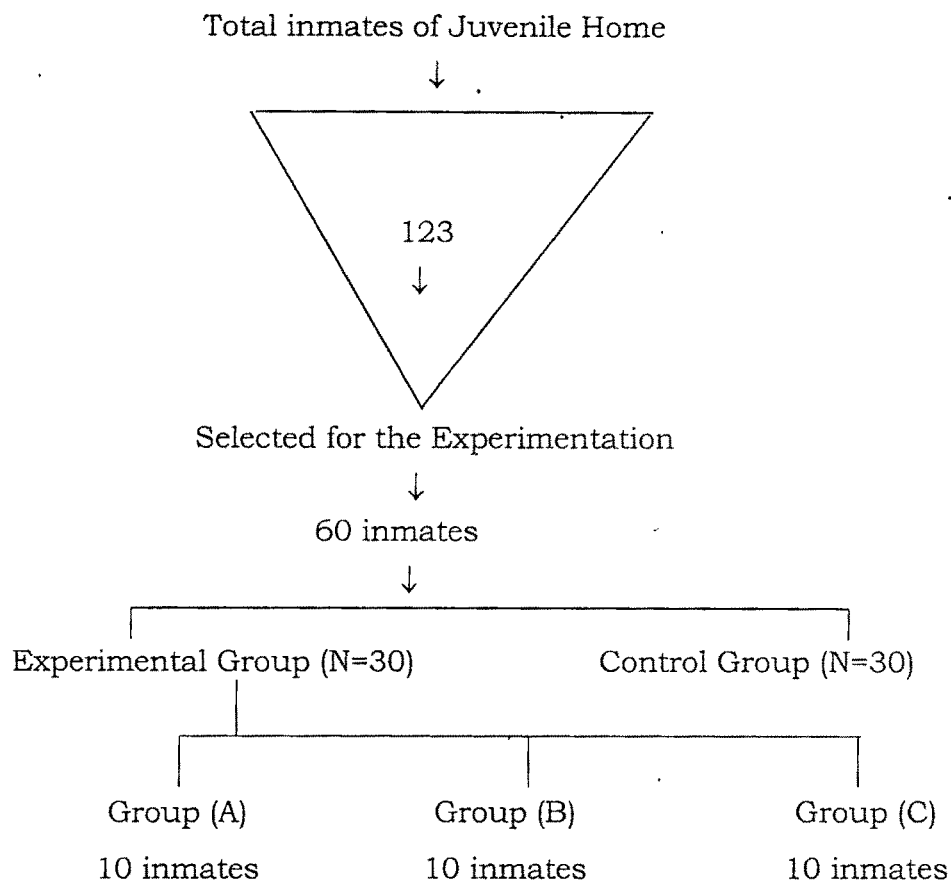
Objective 5 is to study the effectiveness of the programme in terms of :

- (5a) Securing desirable changes and development in the personality of the inmates of Juvenile Home, of Baroda,
- (5b) Bringing desirable change in the self-esteem of inmates of Juvenile Home of Baroda,
- (5c) Bringing change in the attitude of the inmates of Juvenile Home of Baroda, towards Juvenile Home,
- (5d) Bringing desirable changes in the academic performance of the inmates of Juvenile Home; therefore. Sixty inmates, out of the total number (123) of inmates, were taken as sample. These inmates were further divided into two groups - the experimental group and the control group.

3.1.5 The Division of Sample :

The division of the sample has been done and presented in the succeeding table.

TABLE : 5 THE DIVISION OF SAMPLE



- List of 60 inmates is divided into two groups, the experimental and the control group, is presented (Appendix No. 1 and 1a).
- List of Experimental Group is further divided into three groups and presented (appendix 1b).

3.2 TOOLS OF THE PRESENT STUDY :

In order to ascertain the reasons of mal-adjustment, needs and requirements of the inmates, the existing educational programme to develop and to assess the effectiveness of the educational programme in

terms of Personality, Self-esteem, Attitude of the inmates of Juvenile Home of Baroda, it was necessary to use suitable measuring devices. In the present study, the following measurement tools were used. For data collection, the necessary particulars of each instrument and tool is provided objectivewise also. Except for the Dutt Personality Inventory, all the tools were developed by the researcher. The tools used were as follows :

1. **Questionnaire** : The questionnaire was developed by the researcher to study the reasons of mal-adjustment, socio-economic background and to study the needs and requirements of the inmates of Juvenile Home.
2. **Structured Interviews** : The interviews were held personally from the inmates, Superintendent and Supervisors of the Juvenile Home to study the existing educational programme.
3. **Observation Schedule** : Was developed by the researcher to study the Educational Programme, programmes being actually carried out in the classrooms and the changes in the behaviour of inmates of Juvenile Home.
4. **Anecdotal Records** : Observation of the Juvenile inmates was recorded in Anecdotal records which also contained the episodes and events from lives of Juveniles. The observation notes were recorded immediately rather than trusting on memory.

5. **Dutt Personality Inventory** : Developed by Dr. N.K. Dutt to measure the personality of the inmates
6. **Self-esteem Scale** : Developed by the researcher to measure the self-esteem of inmates.
7. **Attitude Scale** : Developed by the researcher to measure the attitude of inmates regarding institution in which they live.

The development of the tools have been described objective-wise in the following sub sections.

3.2.1 For Objectives 1, 2 :

Objectives 1 and 2 are to find out reasons of mal-adjustment in the inmates of Juvenile Home of Baroda with a view to prevent its spread and also to study the needs and requirements of inmates of Juvenile Home of Baroda; therefore, the questionnaire was developed by the researcher for the inmates of Juvenile Home of Baroda. This questionnaire was administered on a group of 5 inmates to see the suitability (of language understanding and other errors). After certain modifications, the questionnaire was prepared again and was administered on all the inmates of Juvenile Home. The questionnaire was based on the following aspects :

- To study social stratification of the inmates of Juvenile Home.
- To study family history of the Juveniles.

- To study the type of environment in which the inmates lived.
- To study the economic background of the inmates.
- To study the friends, neighbourhood and teachers of the inmates of Juvenile Home.
- To study leisure and means of recreation and earlier experience of the inmates of Juvenile Home.

It was followed immediately by the interview personally conducted by the researcher, for the inmates who were unable to write in Hindi and Gujarati.

The questionnaire is presented in Hindi and English, (Appendix 2 and 2a.)

3.2.2 For Objective 3 :

Objective 3 is to study the existing educational programmes in the curriculum of Juvenile Home; therefore, the researcher has conducted structured interviews personally from the inmates, supervisors and superintendent of the Juvenile Home. The questions asked in the interviews covered the following aspects :

- To know the existing educational programme in Juvenile Home.
- To study whether they (personnels of Juvenile Home) are satisfied with these kind of programmes.
- To study the problems faced by the staff and superintendent in handling inmates of Juvenile Home.

- To study the examination pattern of various courses conducted in the Juvenile Home.
- To study the admission procedure of the inmates in particular courses.
- To study the syllabus prescribed by Technical Education Board and prathmik Shikshan Samiti.
- To examine the programmes being actually carried out in the classroom.
- To study other programmes of Juvenile Home, apart from educational and vocational training.
- To study how far these programmes successfully are meeting the objectives of Juvenile Home.

Questions asked in the separate interviews are presented in the appendix :

- (A) Questions asked from the technical supervisors are presented in Hindi and English (Appendix 3 and 3a.)
- (B) Questions asked from the teachers of Juvenile Home teaching classes 4 to 7 are presented in Hindi and English (Appendix 4 and 4a.)
- (C) Questions asked for from the inmates of Juvenile Home are presented in Hindi and English (Appendix 5 and 5a.)
- (D) Questions asked for from the Superintendent of the juvenile Home are presented in Hindi and English (Appendix 6 and 6a.)

3.2.3 For Objective 5a :

Objective 5(a) is to bring desirable changes in the personality of the inmates of Juvenile Home of Baroda, therefore, Dutt Personality Inventory was used in the pre-treatment and post treatment periods.

3.2.3.1 Personality :

The aim of education is the wholesome, balanced or harmonious development of personality. Thus, the development of personality is the apex and crux of psychology and education. All knowledge of education is ultimately related to understanding the development of personality.

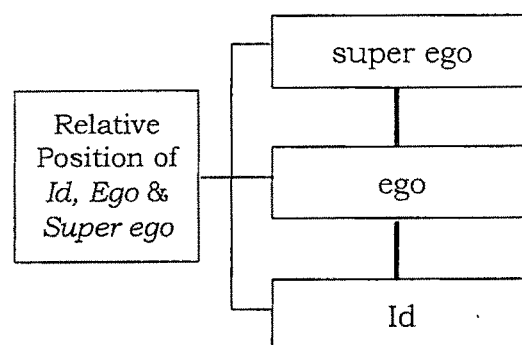
- (i) **Etymological Definition** : The word has been derived from Latin word 'persona' which means mask or dress, which the actors used to wear in Greek drama, 'Persona', is something external in nature and it does not include inner traits.
- (ii) **Layman's View or Popular View** : According to this view, the personality is the externality of the individual, his dress, facial expressions, movements, manners, gestures and physique etc.
- (iii) **Philosophical View** : Personality is the ideal of perfection. It is self-realisation.
- (iv) **Bio-Physical View** : Personality is what a man is within himself and the external behaviour provides a clue to what is within the individual. Personality is what actually is within the individual.

(v) **Sociological View** : Sociologists define personality in terms of social stimulus value. They put forward the individual in the background of society. According to them, individual is the reflection of the society. Faris said, "Personality is the subjective side of culture". E.W. Burgess says, "Personality is the integration of all traits which determine the role and status of the person in society. Personality might be social effectiveness".

(vi) **Psychoanalytic View** : Freud is of the view that there are three major constituents of personality :

(a) **Id** : Id is an immoral, illogical and unconscious. It is the sum-total of natural and general tendencies, which can not be satisfied in the society.

(b) **Ego** : Ego is a social self. It is the sum total of consciousness, will-power, intelligence and reasoning. It has relationship with id, as well as with super ego.



Relative Position of Id, Ego and Super ego

- (c) **Super ego** : It is known as moral self. It is higher and ideal part of personality. Its function is to warn the ego about its defects and wrong actions.

Freud further defines the difference between a balanced personality and mal-adjustment personality by saying “If there is balance between id and super-ego there will be a balanced personality and if there is no proper balance between id and super ego, there will be mal-adjusted personality.

- (vii) **Psychological View** : Personality is the sum total of physical make-up of the individual. It is the essence of one’s instinct, feelings, emotions, sentiments, thoughts, ideals, attitudes, aptitudes, interests, intelligence, experience, habits, perceptions, memory, imagination and various ways of behaviour.

Allport G.W. says “Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to the environment”.

Wood Worth supports the view when he defines personality as “the quality of individual’s total behaviour”.

As stated in the above studies, a fully developed, grown and integrated personality is one, in whom all the aspects of personality

(Physical, intellectual, emotional and Social) are working in a harmonious and effective manner and makes a unique adjustment in the environment.

Dutt Personality Inventory endeavours to measure and remove some anxiety and emotional inconsistencies in the individuals and helps them to make adjustment in their lives and environment. The researcher has selected Dutt personality inventory to measure and remove general anxiety and emotional instability from the mal-adjusted inmates of Juvenile Home so that they can be helped, make adjustment in their lives and prove better and useful citizens of society, Nation and the World.

3.2.3.2 Dutt Personality Inventory :

An Introduction :

The Dutt Personality Inventory (DPI) has been developed to its present form after an experimentation of nearly 10 years. It has been already used extensively in several research projects. From experience, it has been found that it can successfully be used on subjects (Ss) of the age of 15 years and above. In addition to measuring general anxiety level as a whole, it gives differential scores on the various components of anxiety. If it is followed by an intensive and structured interview, it can work as a very useful diagnostic test tool. The author has used this

test as a base for counselling and then for further therapies like hypnosis, transcendental meditation and the like. It should invariably be followed up by interview if the ultimate purpose is therapeutic. For more details on anxiety, the author's handbook on DPI may be referred to.

The Dutt Personality Inventory has been written in the first person (to ensure more of ego involvement), with trichotomized response pattern of 'often, sometimes, and never'.

The Dutt Personality Inventory is self-administering. To ensure a proper understanding of instructions, the experimenter should read loudly the instructions, while subjects should read them along silently.

3.2.3.3 The Break Up of Dutt Personality Inventory :

The break up of Dutt Personality Inventory is presented herewith

CHART : 1

THE BREAK UP OF DUTT PERSONALITY INVENTORY

90 ITEM SCALE :

The Dutt Personality Inventory (DPI) was used on all the 60 inmates of the experimental and control Group of 15 years and above. The DPI is a 90 item scale. The break-up of which, is shown below :

I	PSYCHIC COMPONENTS	ITEM NOS.	TOTAL NO. OF ITEMS
1.	Insecurity and loneliness	1,27, 28,43, 49,50, 53,58	8
2.	Depression	10,12, 14,37, 56,66, 72,78	8
3.	Inferiority complex, self-consciousness	17,26, 36,38, 45,52, 55,67, 73,79,83	11
4.	Guilt proneness	32,35, 59,68, 74,80,84	7
5.	Ergic Tension	2,3,4,6-7,11,19, 4,25,29,75	11
6.	Paranoid, suspiciousness	31, 34, 39, 48, 57, 69, 76, 81, 85, 87	10
7.	Emotional - Instability	21, 22, 23, 33, 40, 41, 44, 46, 51, 54, 60, 70	12
8.	Hypochondriacal tendencies	5, 8, 9, 16, 62, 63, 64, 65	8

II	SOMATIC COMPONENTS	ITEM NOS.	TOTAL NO. OF ITEMS
9.	Somatic reaction	15,20, 61, 71, 77, 82, 86, 88, 89, 90	10
III	Lie Score	13,18-30,42,47	5
		Total	90

Validity : Its content and construct validity have been established by proper analysis of opinion in the field of anxiety.

Reliability : The Split half (No 350), corrected by the Spearman Brown formula has been found to be 0.95. In several other studies, the same reliability has been found to range from 0.84 to 0.96 (N = 103-280).

In this scale, the respondents are required to rate each item, using a three point scale, ranging from 'often' to 'never', through 'sometimes'.

The 90 item scale of Dutt Personality Inventory is presented in Hindi and English (Appendix 7 and 7a.)

3.2.4 For Objective 5b :

Objective 5b is to bring the desirable changes in the self-esteem of the inmates of Juvenile Home of Baroda; therefore, self esteem scale developed by the researcher was used, referring to the important areas of behaviour.

Self-esteem : there exists diversity in definitions of self-esteem.

Coopersmith (1967) : has defined self-esteem, "the evaluation which the individual makes and maintains with regard to himself."

Rosenberg (1979) : has defined “self-esteem implies self acceptance, self-response and feeling of self-worth.”

Rosenberg Morris (1967) Cited In Fishbein (1984) : further states : “Self-esteem refers to the feelings an individual has towards himself”.

Hess and Croft 1972 Coopersmith (1967) State, : “Self-esteem is the positive or negative value attached by an individual to what he is and what he does”.

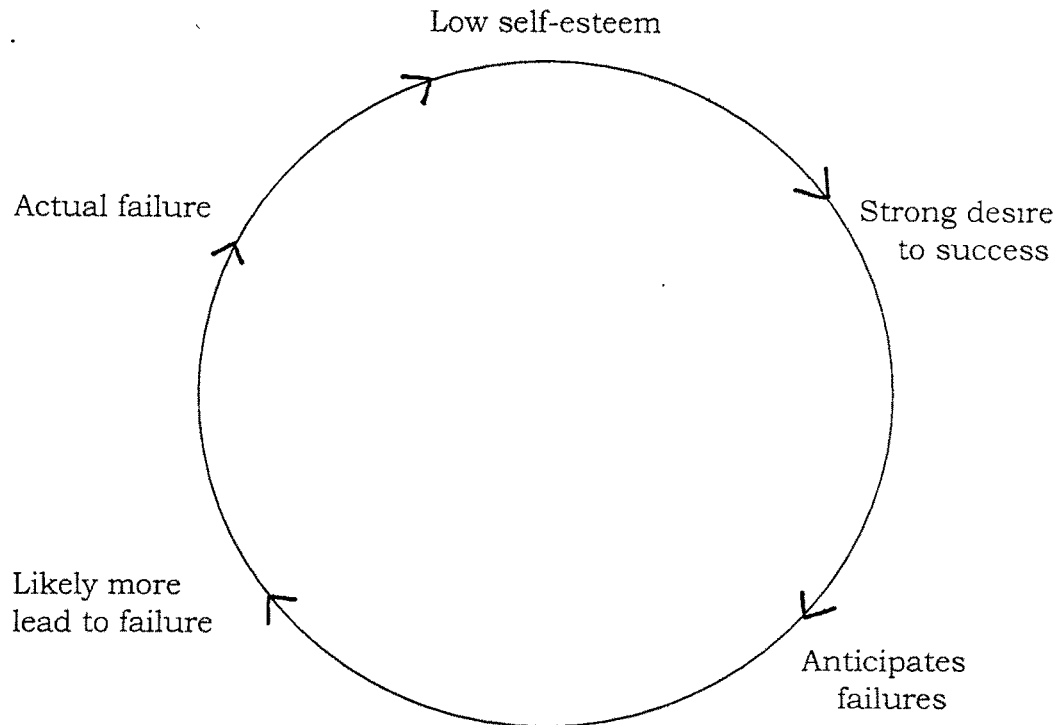
Coopersmith (1967) : Explains 4 dimensions of Self-evaluation

- (i) Competencies : Indicates success in meeting achievement needs.
- (ii) Virtue : Consists of adherence to moral and ethical standards.
- (iii) Power : Indicates ability to control influence on others.
- (iv) Significance : Refers to acceptance, attention and affection of others.

3.2.4.1 Rosenberg (1965) has described success, failure and expectancy in the following way :

FIGURE : 2

SUCCESS - FAILURE EXPECTANCY :



Rosenberg (1965)

Behaviour of a person is crucially affected by a person's self-image, self-perception or self-esteem. So individual's self-esteem affects his total behaviour. A knowledge of self-esteem throws light on both normal and mal-adjusted behaviour. It seems that both high and low self-esteem affect the individual's adjustment to others adversely.

Hem Chek (1971) : Offers a clear distinction between the self, self-concept and self-esteem.

Self : Is the part of an individual, of which he is consciously aware of.

Self-Concept : Refers to that particular cluster of ideas and attitudes, that the individual has about his awareness at any moment in life time

Self-esteem : Refers to the cognitive aspect of self. Self-esteem refers to the affective part of the self.

Self-esteem is how an individual evaluates himself or evaluates the opinion of him held by others. Self-esteem refers to his response to that image.

High self-esteem means that the individual respects himself, consider himself worthy within his limitations and expects himself to grow and improve while low self-esteem implies self-rejection, self-dissatisfaction and self-contempt. The picture of self is disagreeable

The above studies and other studies relating to self-esteem state that self - esteem is constituted of some components like Self confidence, Self satisfaction, Helplessness, Social ability, Emotional stability, Self determination, Social success, Acceptance of others, Ability to cope up with the problem situation, Sense of belonging, Creative difference, Sense of responsibility, Ability to share experiences, Imagination and dynamism, Ability to correct mistakes, Inquistiveness, Resourcefulness.

In the present study, these areas are defined. It was on the basis of these areas that the tool was developed. In the scale used for the present study, each item is related to these components. For these components, all the items were developed and selected for the final scale.

The reason for selecting these areas was that they were used by some of the investigators Vyas (1968), Patel (1973), working in field and they were found to be quite relevant to the study of behaviour of adolescents.

3.2.4.2 Development of Self-esteem Scale :

In the present investigation, the researcher has attempted to measure the self-esteem of the inmates of the Juvenile Home by self-esteem scale developed by the her. The researcher has chosen Likert - type scale in the research and which is more near to Gaekwad and Joshi (1989) self-esteem scale. The researcher has taken care of the suggestions and informal criteria by Wang 1932, Thurstone and Chave 1929, Likert 1932, Bird 1940, Edward and Kilpatrick 1948. For construction of the statements of self-esteem scale, the criteria that was kept in the mind for the construction of items, is as follows :

1. The statements have been avoided that refer to the past than to the present.

2. The statements have been avoided that are interpreted in more than one way.
3. The statements have been avoided that have been irrelevant to psychological object under consideration.
4. The statements are selected that are believed to cover the entire range of effective scale of interests.
5. The language of the statement has been kept simple, clear and direct.
6. Statements are kept short, not exceeding 20 words.
7. Each statement contains one complete thought.
8. The statements containing universals such as all, always, none and never, which often introduce ambiguity, are avoided.
9. Words such as only, just, merely and others of a similar nature were used with care and moderation in writing statements.
10. Statements are kept in the simple sentences rather than in the form of compound or complex sentences.
11. The words have been avoided that may be understood by those who are to be given the complete scale.
12. Double negative and positive statements have been avoided.
13. Equal negative and positive statements have been selected.

The Statements were developed in the following areas :

1. Self confidence.
2. Self satisfaction.
3. Helplessness.
4. Social ability.
5. Emotional stability.
6. Self determination.
7. Social success.
8. Acceptance of others.
9. Ability to cope up with the problem situation.
10. Sense of belonging.
11. Creative difference.
12. Sense of responsibility.
13. Ability to share experiences.
14. Imagination and dynamism.
15. Ability to correct mistakes.
16. Inquisitiveness.
17. Resourcefulness.

The investigator has written a large number of statements, referring to the 17 components of self-esteem. Initially, 100 statements were written and then this small test was administered on 5 inmates, a small sample of subjects. Some of them were representatives of those,

on whom the questionnaire was to be finally administered. These subjects were asked to respond to each statement, in terms of several degrees of agreement or disagreement :

1. Strongly Agree.
2. Agree.
3. Undecided.
4. Disagree.
5. Strongly Disagree.

Then these subjects indicated their responses to each item checking one of the categories on the scale, below each statement. Difficulties encountered by them regarding the language frame sequence were noted and mistakes committed by the students on the scale frame were also analysed. Then, after due modifications and changes, a 68 statements self-esteem scale was prepared.

Now a fresh scale, with 68 statements was administered on 30 students. Prior to that, all due instructions were given to the subjects in loud voice.

The children were asked to give their responses to each statement - in terms of several degrees of agreement or disagreement. Then on the basis of total score of the individual, adding his items scores i.e. score received for separate statements, total score correlation was found. The

items with low discriminatory power or those that did not show a substantial correlation with the total score, were eliminated, to ensure that the questionnaire was internally consistent and every item or statement was related to each important areas and component of self-esteem.

The final scale, consisting of 25 items comprised of 13 positive and 12 negative items scored on the total score, were also selected. Item No. 1,2,5,7,8,10,11,13,14,16,18,21,24, were positive items and Item No. 3,4,6,9,12,15,17,19,20,22,23,25 were negative items. Then, this finally constructed scale was administered on the 60 inmates of Experimental group and Control group in the pre and post treatment period.

The initial scale of 68 items and final scale, consisting of 25 items, is presented in both Hindi and English (Appendix 8 and 8a.)

- The computed results of 68 items scale is presented in the Appendix 9.
- The final self-esteem scale, consisting of 25 items, is presented in both in Hindi and English (Appendix 10 and 10a.)
- The break up of self-esteem scale is presented in the Appendix 11.

3.2.5 For Objective 5c :

Objective 5c is to bring about favourable changes in the attitude of inmates towards the Juvenile Home; therefore an attitude Scale has been developed by the researcher to measure the attitude of inmates of Juvenile Home towards their institution.

3.2.5.1 Attitude :

(Thurstone 1946 defines an attitude as "The degree or negative affect associated with some psychological object". By psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative affect.

In the literature of psychology the terms 'affect' and 'feeling' are used interchangeably. An individual who has associated 'positive' affect or feeling with some psychological object is said to 'like' that object or to have a 'favourable' attitude towards the object. An Individual who has associated 'negative' affect with some psychological object, would be said to 'dislike' that object or to have an 'unfavourable' attitude towards the object.

An attitude plays important role in reflecting the social responses. Attitude reveals tendency and is taken as a characteristics of attitude.

1. When the attitudes are known and fully comprehended, it becomes easier to devise better means of social control.
2. Study of attitudes helps in the formulation of ideas.
3. It becomes easier to conduct surveys when attitudes are known,
4. Knowledge of attitudes facilitates predictability, as an analysis may result in generalisation, regarding the attitude of people in a given set of events and their attitudes may be predicted when circumstances are known.
5. For peaceful, better adjustments in every sector of life, the attitudes, emotional reactions and behavioural patterns of others must be known.

3.2.5.2 Development of Attitude Scale :

Different types of scales have been evolved to measure the attitude. Generally two methods have been frequently adopted in constructing Attitude Scale. The Thurstone Scale and the other is Likert type scale. The most frequently used scale in the study of social attitude is the pattern devised by Likert. Therefore, in the present study, the researcher has chosen the Likert type scale in the research and developed the scale for her study.

The researcher has taken care of the suggestions and informal criteria by Wang 1932, Thurstone and Chave 1929, Likert 1932, Bird

1940 and Edward and Kilpatrick 1948, for construction of statements.

The criteria kept in the mind for constructing the items, is as follows :

1. The statements have been avoided that refer to past rather than to the present.
2. The statements have been avoided that are interpreted in more than one way.
3. The statements have been avoided that have been irrelevant to psychological object under consideration.
4. The statements that are believed to cover the entire range of effective scale of interests are selected.
5. The language of the statements has been kept simple, clear and direct.
6. Statements are kept short, not exceeding 20 words.
7. Each statement contains one complete thought.
8. The statements containing universals such as all, always, none and never, which often introduce ambiguity, are avoided.
9. Words such as only, Just, merely and others of a similar nature were used with care and moderation in writing statements.
10. Statements are kept in the simple sentences rather than in the form of compound or complex sentences.
11. Those words have been avoided that may be understood by those who are to be given the complete scale.
12. Double negatives and positive statements have been avoided.

13. Equal negatives and positive statements have been selected.

The statements were developed on the following aspects :

1. Boarding and lodging facilities.
2. Daily life-schedule.
3. Attitude of teachers towards inmates.
4. Vocational training.
5. Formal education.
6. Concerning attitude towards rehabilitation.
7. Behaviour of class IV employees.
8. Behaviour of social workers.
9. Behaviour of superintendent.
10. Group activities in the institution.
11. General atmosphere of juvenile home.

The investigator has written a large number of statements referring to above important areas. Initially, 100 statements were written, then this test was administered on 5 inmates, a small sample of subjects. Some of them were representatives of those on whom the questionnaire was to be finally administered. These subjects were asked to respond to each statement in terms of several degrees of agreements or disagreement.

1. Strongly Agree.
2. Agree.

3. Undecided.
4. Disagree.
5. Strongly Disagree.

Then these subjects indicated their responses, to each item checking one of the categories on the scale, below each statement. The difficulties encountered by them regarding the language frame sequence were noted and mistakes committed by the students on the scale frame were also analysed. Then, after due modifications and changes, a 68 statements Attitude Scale was prepared.

Now a fresh scale, with 68 statements was administered on 30 students. Prior to that, all due instructions were given to the subjects in the loud voice.

The Children were asked to give their responses to each statement in terms of several degrees of agreement or disagreement. Then on the basis of total scores of the individual, adding his items score i.e. score received for separate statements, total Score Correlation was found. The items with low discriminatory power or those that did not show a substantial correlation with the total score, were eliminated to ensure that the questionnaire was internally consistent and every item of statement was related to important areas of attitude towards Juvenile Home.

The final scale, consisting of 25 items; 13 positive and 12 negative items, scored on the total scale, were selected. Item No 1,3,4,6,8,10,12,14,16,18,19,23,25 were positive items and Item No 2,5,7,9,11,13,15,17,20,21,22 were negative items. All the children were given due instruction in a loud voice. This finally constructed scale was administered on the experimental and control groups, consisting of 60 inmates as a pre and post test during implementation of the educational programme.

The researcher has felt the need of constructing the attitude scale because the researcher aims at over-all progress of the inmates to bring the favourable and healthy change in the attitude of inmates of Juvenile Home, towards the institution. They have negative attitude towards life and institution. An individual may be having any degree of interest or capability to do certain thing, healthy and favourable results can not be drawn unless he has a right and positive attitude towards that particular thing. In order to bring harmonious and total development, as also to inculcate a healthy and favourable attitude amongst them, it was needed that the attitude of the inmates would have been measured.

- The Initial Scale consisting 68 items is presented both in Hindi and English (Appendix. 12 and 12a.)
- The computed result of 68 item - scale, is presented (Appendix 13.)

- The Final Scale consisting 25 items is presented in both Hindi and in English (Appendix 14 and 14a.)
- The Break-up of Attitude scale is presented (Appendix 15)

3.2.6 For Objective 5d :

Objective 5d is to bring desirable changes in the academic performance of the inmates of Juvenile Home of Baroda; therefore, the annual results of the academic performance of the inmates of Juvenile Home (the experimental and the control groups), for the year 1996-97 and 1997-98 were obtained from the teachers and supervisors, who had maintained the records of the students in various respective courses.

3.3 PROCEDURE OF DATA COLLECTION :

Procedural details pertaining to each of the objectives are presented in the following subsections.

3.3.1 Data Pertaining to Objectives 1.2 :

Objectives 1 and 2 are to find out the reasons of mal-adjustment in Juveniles of Baroda with a view to prevent its spread and to study the needs and requirements of inmates of Juvenile Home of Baroda, therefore the data was collected through administering the questionnaire and through structured interviews. The questionnaire was developed by the researcher for all the inmates of Juvenile Home.

The questionnaire was prepared to study the following aspects :

- To study the social stratification of the inmates of Juvenile Home.
- To study the family history of Juveniles.
- To study the type of environment in which the inmates lived.
- To study the economic background of the inmates.
- To study friends, neighbourhood and teachers of inmates of Juvenile Home.
- To study leisure, means of recreation and earlier experience of the inmates of Juvenile Home.

3.3.2 Data Pertaining to Objective 3 :

Objective 3 is to study the existing educational programme, therefore, the data was collected by the researcher by holding structured interviews, personally from the inmates, Supervisors and Superintendent of Juvenile Home. The questions asked for in the interviews from the Superintendent and Supervisors, teachers imparting school education and the inmates of Juvenile Home, contained the following aspects :

- To know the existing educational programme in the Juvenile Home
- To study whether they (Personnels of Juvenile Home) are satisfied with these kind of programmes.
- To study the problems faced by the staff and Superintendent in handling inmates of Juvenile Home.

- To study the examination pattern of various courses conducted in Juvenile Home.
- To study the admission procedure of inmates in particular courses.
- To study the syllabus prescribed by Technical Education Board and Prathmik Shiksha Samiti.
- To examine the programmes being actually carried out in the classrooms.
- To study other programmes of Juvenile Home, apart from educational and Vocational training.
- To study how these programmes successfully meet the objectives of the Juvenile Home.

3.3.3 Data Pertaining to Objective 5a :

Objective 5a is to secure desirable changes in the personality of the inmates of Juvenile Home; therefore, data was collected through Dutt Personality Inventory. It was used to study the personality of the inmates in the pre and post treatment periods.

3.3.4 Data Pertaining to Objective 5b :

Objective 5b is to secure desirable changes in the self - esteem of the inmates of Juvenile Home, therefore, data was collected through self-esteem Scale. The level of self-esteem amongst the inmates of Juvenile Home was measured, referring to important areas of

behaviour. The self-esteem of the inmates was pre-tested and post-tested by the self-esteem scale developed by the researcher. The basic aim was to bring a desirable change in the self-esteem of the inmates.

3.3.5 Data Pertaining to Objective 5c :

Objective 5c is to bring desirable changes in the attitude of inmates towards Juvenile Home; therefore, data was collected through an attitude scale developed by the researcher. The basic aim, for which this attitude scale developed was, to know and develop favourable and healthy attitude among the inmates of Juvenile Home, towards institution. The inmates were asked to respond to the various statements twice, as pre and post tests on the same scale.

3.3.6 Data Pertaining To Objective 5d :

Objective 5d is to bring desirable changes in the academic performance of the inmates of Juvenile Home; therefore, the results of the inmates were obtained through academic records of the inmates maintained by the teachers and supervisors of Juvenile Home, under the supervision of Probation Officer.

3.4 THE DESIGN :

The present study is a survey cum intervention type of study. In order to study the feasibility and effects of the inputs, the researcher had followed experimental design.. Thereafter, 60 children were matched on the basis of their age, sex, economic background, choice of courses, institutional stay, and education of parents of the inmates. All the inmates selected for experimentation were boys. Their age was not less than 15 and not more than 17. Educational level of the parents of inmates was low and they were illiterates. The monthly income of the parents of the inmates ranged between Rs 250 and Rs. 1500 per month. The children were expected to stay in the institution for a period of one academic year 1997-98. There after 60 children were divided into 2 groups - the experimental group and the control group. The experimental group remained under the researcher and were given additional inputs alongwith syllabus and curriculum they had in the regular course of studies in the Juvenile home, whereas on the control group, the educational programme was not implemented. The researcher did not work on them. They simply got teaching and education provided by the Juvenile Home curriculum and syllabus. Dutt Personality Inventory developed by Dr. N.K. Dutt, self-esteem scale and attitude scale, developed by the researcher, were used in the pre-treatment and post-treatment

periods to ascertain, the impact of educational programme on the behaviour of inmates of Juvenile Home, in respect of inmates' personality, self-esteem and attitude towards institution and academic performance. The experimental design is presented herewith.

3.4.1 An Experimental Design :

An Experimental Design followed by the researcher is presented herewith

CHART : 2

AN EXPERIMENTAL DESIGN

E X P E R I M E N T A L G R O U P	Personality aspects of Inmates	Pre-test	Educational Inputs	Post-test
	Self-esteem of the Inmates	Pre-test	Educational Inputs	Post-test
	Attitude of the Inmates	Pre-test	Educational Inputs	Post-test
C O N T R O L G R O U P	Academic performance of the Inmates	Result record of the year 1996-97	Educational Inputs	Result record of the year 1997-98
	Personality aspects of Inmates	Pre-test	-	Post-test
	Self-esteem of the Inmates	Pre-test	-	Post-test
	Attitude of the Inmates	Pre-test	-	Post-test
	Academic performance of the Inmates	Result record of the year 1996-97	-	Result record of the year 1997-98

3.5 DEVELOPMENT OF EDUCATIONAL PROGRAMME :

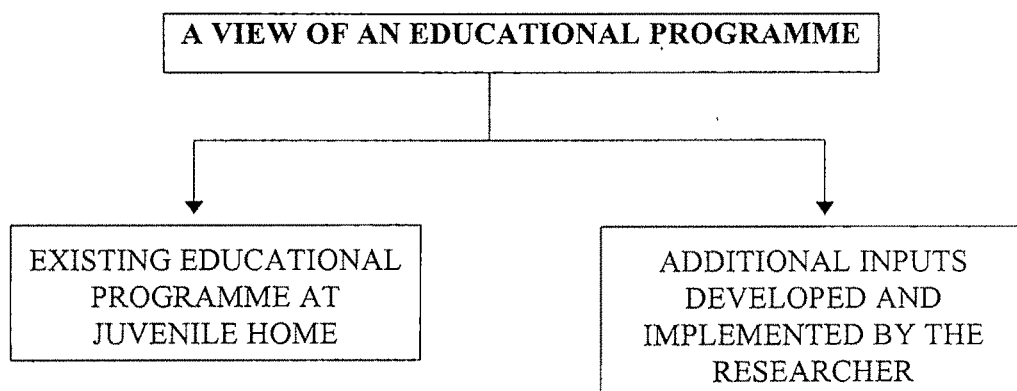
The whole educational programme was developed, implemented and evaluated in three phases. As the present study is a survey cum intervention type of study, in the beginning, a survey was conducted, to study the reasons of mal-adjustment, needs and requirements and interests of the inmates of Juvenile Home. On the basis of the data collected from the inmates, certain inputs were decided. The educational programme was further developed with the help of experts who are already working in that area. The Superintendent and the staff members of the institution were oriented about the objectives, philosophy and methodology of the various activities to be conducted under the educational programme. This prepared programme, catering to the needs, requirements and interests of the inmates was given to them for their expert opinion. To put the educational programme in practical situation, the resources available in the Juvenile Home were also considered at that time. With the views of experts and some modifications, the final inputs which were supposed to be appropriate (taking into consideration the needs, requirements and interests of the inmates) were decided, to help these mal-adjusted children to return to normalcy and to reduce the expectancy of deviant behaviour. Because when needs of any person are not satisfied, frustration takes place. Frustration

produces mental ill-health and mental ill-health engenders mal-adjustment. To remove the emotional stress and instability and to help the inmates grow and develop all-round, personality, some activities in the form of educational programme were conducted for one academic year 1997-98.

3.5.1 View of An Educatinal Programme

The view of an educational programme developed and implemanteds is presented in following the table.

Table : 6 View of An Educatinal Programme

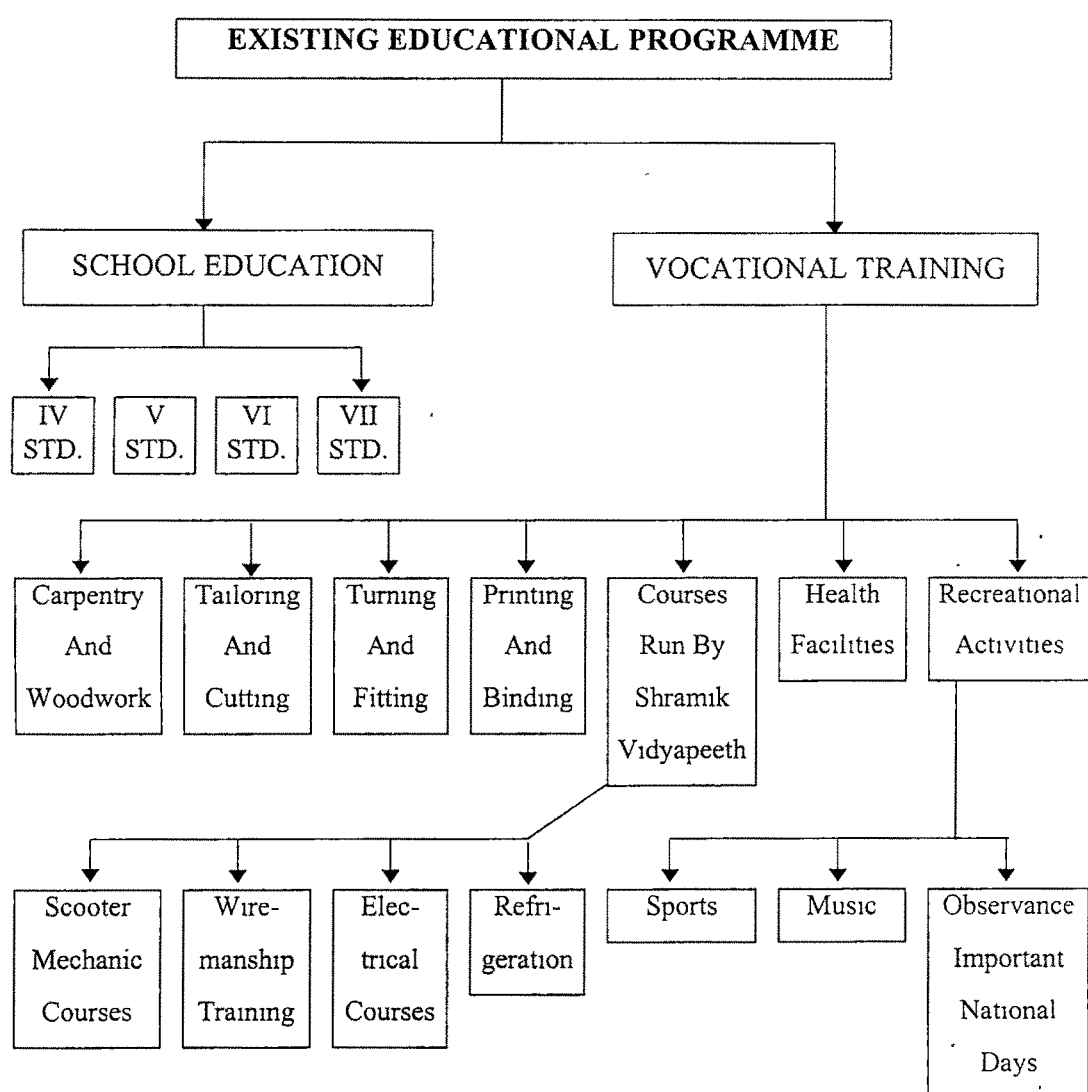


An education programme combines existing educational programme at Juvenile Home and addtional inputs developed by the researcher.

3.5.2 Existing Educational Programme at Juvenile Home :

The Juvenile Home carries some existing educational programme which are described in the following table

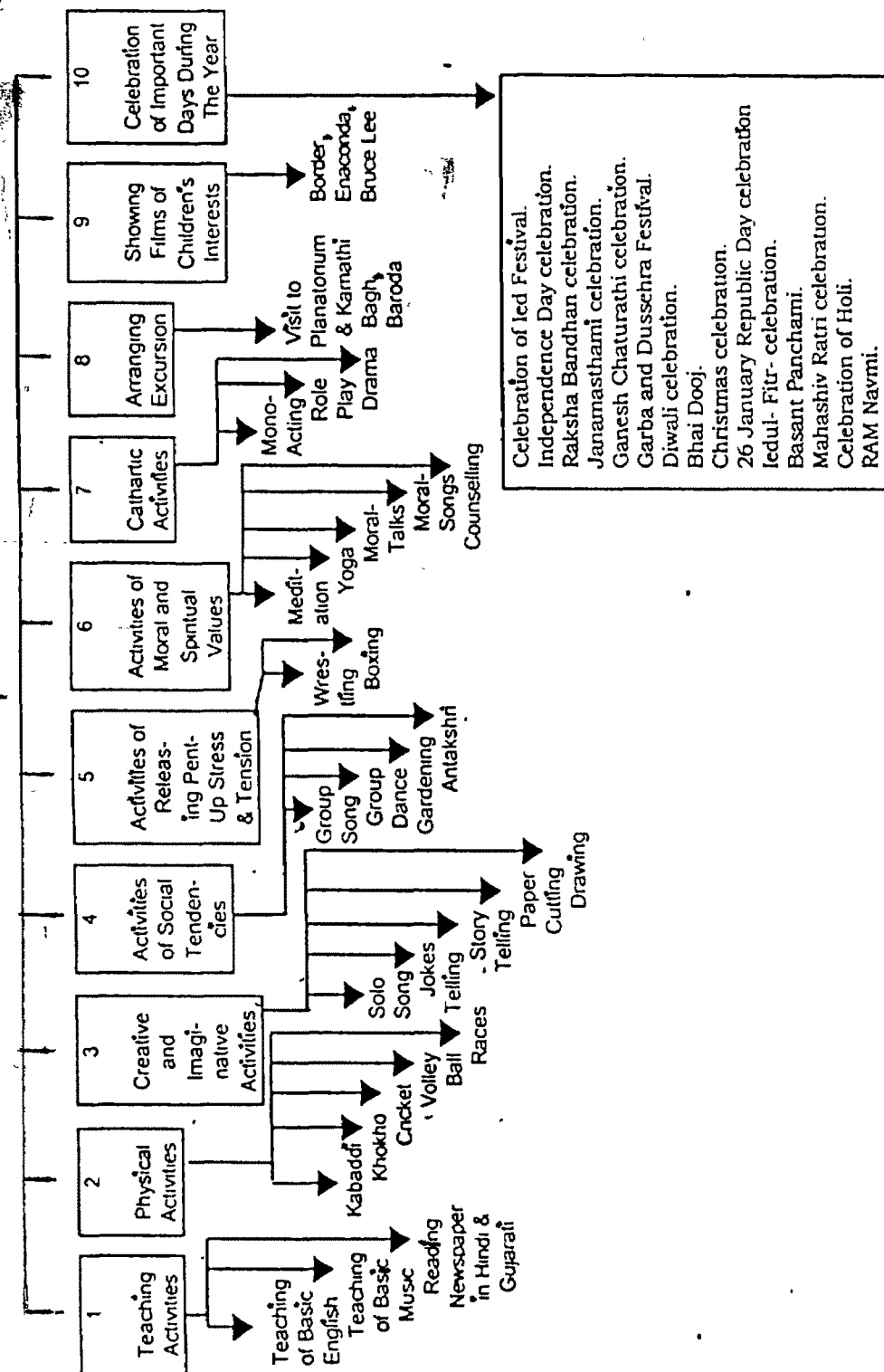
TABLE : 7 EXISTING EDUCATIONAL PROGRAMME AT JUVENILE HOME



3.5.3 Additional inputs developed by the researcher

Some additional inputs which were supposed to be appropriate, taking into consideration the needs, requirements and interests of the inmates were decided, by the researcher, to help these mal-adjusted children to return to normalcy and to reduce the expectancy of deviant behaviour. These inputs in the form of educational programme were implimented on the inmates of experimental group, for one academic year. The additional inputs developed by researcher are mentioned in the following table :

Table : 8 ADDITIONAL INPUTS DEVELOPED AND IMPLEMENTED BY THE RESEARCHER



The activities conducted throughout the academic year was divided into 7 main groups :

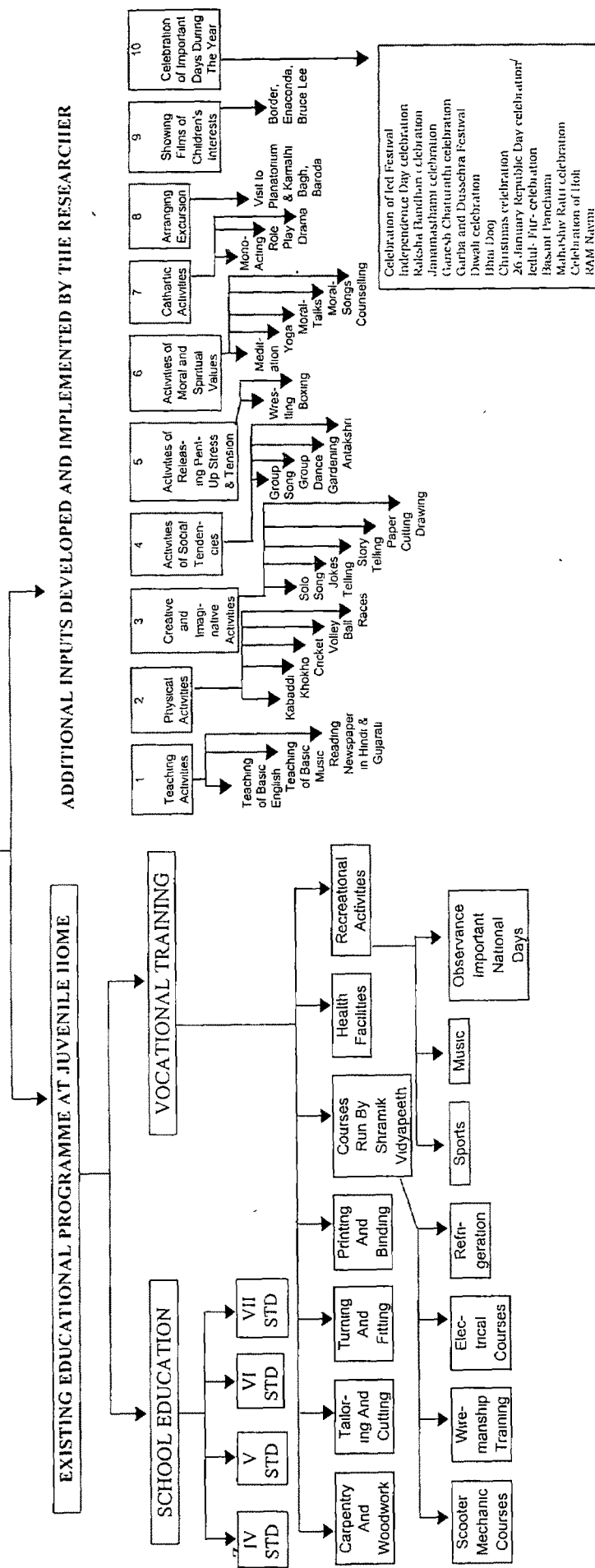
1. Teaching activities
 2. Physical activities
 3. Creative and imaginative activities
 4. Activities of social tendencies
 5. Activities of releasing pent-up stress and tension
 6. Moral and spiritual activities
 7. Cathartic activities.
- The activities pertaining to teaching included teaching of basic English, teaching of basic music and reading newspapers in Gujarati and Hindi languages.
 - Physical activities included Kabaddi, Kho-Kho, Cricket, Volleyball, Races etc. The creative and imaginative activities included Solo Song, Jokes Telling, Story Telling, Paper cutting activities and Drawing.
 - The activities pertaining to social relations included Group Songs, Group Dance, Gardening and Antakshari.
 - The activities pertaining to release of pent-up stress and tension included Wrestling and Boxing.

- The activities pertaining to spiritual and moral values included Meditation, Yoga, Prayers, Moral Talks, Moral Songs and counselling.
- The activities pertaining to catharsis which brings relief from that has caused tension and stress and helps the person to solve his problem which is disturbing him, included Mono-Acting, Role-Play and Dramas.
- Apart from the different activities conducted for the inmates of Juvenile Home, a picnic was also arranged, to satisfy their urge to see the world outside that fulfilled the purpose of giving direct experience to the inmates.
- The important days and anniversaries were also celebrated during the year, to impart knowledge of Indian culture that may liberate them from prejudices and encumbrances and to enable them to see the things in the true perspective.
- The educational programme was further enriched by showing the films Boarder, Enaconda, Bruce Lee. These films catered to the needs and interests of the inmates, which attracted their attention, created interest and stimulated their desire to learn.

3.5.4 Complete View of an Educational Programme :

The complete view of an Educational Programme, i.e the existing educational programme at Juvenile Home and the additional inputs developed by researcher are presented in the following table and (Appendix 17.)

TABLE : 9 COMPLETE VIEW OF AN EDUCATIONAL PROGRAMME



As referred in the above table, an educational programme under the study consists of the existing educational programme at Juvenile Home and the additional inputs developed by the researcher. The existing educational programme would enable to develop self-reliance and self-dependence in the inmates because educational and vocational training would inculcate in them the appropriate abilities and skills, to face socio economic situations (outside institutional setting). Thus, resulting into their final rehabilitation, whereas the additional inputs developed by researcher are expected to remove their pent up stress, strains tensions and mal-adjustment and enabling them to become internally consistent, to face the challenges of life and outer world hence making them fully developed, allround healthy useful citizens, not only of the Society, Nation but of the World too.

Both the programmes, (the existing educational programme and the inputs developed by the researcher) are inadequate without each other. This programme is meant for children (of residential cum educational and vocational training centre) who are mal-adjusted, who need to be adjusted and rehabilitated and put back to society once again. For that they need to overcome certain handicaps and to mobilize their inner strength, capacities and energies.

The educational programme of the present study is well organised and well established regular programme, where additional efforts were made taking into consideration the feasibility, during the regular course of studies in such a manner that their daily prescribed schedule of the curriculum was not disturbed. The educational and vocational courses prescribed in the Juvenile Home are meant for the normal children of professional institutions, whereas the inmates of the Juvenile are not normal but are mal-adjusted. This gap remains even after they are released from the Juvenile Home to earn their living. The criteria for admission for other outside students in the private professional institutes is 10th std, whereas a Juvenile Home inmates join professional courses in the Juvenile Home after 7th std, for which they have to undergo extra stress, tension and pressure to learn and pick-up syllabus, which is beyond their mental level and capacities. An attempt has been made to develop a programme for specific children with specific purpose, which was expected to provide them opportunities, to take them out of the strict atmosphere of rigid routine, stress of learning traditional and conventional subjects and to enable them to bring desirable changes in their behaviour in terms of their personality, self-esteem and attitudes towards their institution, alongwith changes in the academic performance and achievements; thus enabling them to

prove and develop physically mentally, intellectually and also to be healthy and useful citizens once again



The educational programme was developed in the form of treatment, with an aim to develop a sense of belonging and acceptance, which was expected to bring transformation in their behaviour in terms of personality, self-esteem and attitude towards Juvenile Home, along with changes in academic performance and achievements. The teaching of traditional and conventional subjects, taught in the atmosphere of strict and rigid routine, which do not match their needs, requirements and interests which otherwise could not have brought any change in their behaviour pattern. At the same time the present noble venture is expected to some extent to help in dealing with emotional problems of rejection and non-identity in the inmates and to enable them to grow and develop all-round physically, mentally, morally and intellectually. The plan of educational programme in terms of different activities, and its specific objectives and period is also presented.

In order to study, the feasibility and effects of the inputs, the researcher has chosen 60 children. For this, 60 children were matched on the basis of their age, sex, economic background, institutional stay, choice of courses, and education of parents of inmates. All the inmates selected were boys. Their age was not less

than 15 and not more than 17. Educational level of the parents of inmates was low and they were illiterates. The monthly income of the parents of the inmates ranged between Rs.250 and Rs.1500 per month. The children were expected to stay in the institution for a minimum period of one year academic year 1997-98. Then these 60 children were further divided into two groups, the experimental group and control group. Each group contained 30 children. Then experimental group was further divided into 3 sub-groups. These children of the experimental group remained under the close observation of the researcher. This newly constructed programme was not implemented upon the control group. The researcher did not work on them. They simply got teaching and educational inputs provided by the Juvenile Home as a regular course of their syllabus and curriculum. In the initial couple of meetings and sessions, the inmates found it difficult to articulate their feelings, views and reactions but the researcher established the rapport with empathy, warmth and acceptance and gradually their reservations, hesitations, fears and tensions got diluted.

In the beginning of the second phase, Dutt Personality Inventory was administered as a pre test on all 60 children. All the children except few underwent this test. Next day the children who were absent, took the test and then after the gap of one day Self-

esteem scale (test) was administered on all children. The very next day, children who were absent on previous day on account of sickness or had gone out of the head-quarters also, took test. Then, after a day or so, Attitude scale was administered on them. So the complete data about inmates' personality, self-esteem and attitude towards Juvenile Home was procured. It took one week to finish all tests. The annual results of inmates for the year 1996-97, were also collected to have data for their academic performance from the records of Juvenile Home maintained by respective teachers of various courses. The children had already started participating in the activities as the researcher involved all the inmates by participating and showing interest personally. The children showed lot of eagerness to participate in the session. Except for few, each activity was conducted for a period of 15 days. The minimum period, for which the students used to meet was about 3 hours everyday.

The children under the experimental group were exposed to this free homely and love-ful environment for a period of one academic year, from 16 June, 1997 to 30 June 1998. The children of experimental group participated in the activities, conducted by the researcher, along with the teaching and educational inputs, which were induced as an integral part of the regular curriculum and daily routine provided in the Juvenile Home. The group activities were

integrated in the evening with regular class-work in such a way that the schedule and routine of the Juvenile Home was not disturbed.

The third phase was the phase of evaluation. In order to get the clear picture of the impact and effectiveness of the educational programme, on the behaviour of inmates of Juvenile Home, in respect of their personality, self-esteem and attitude towards Juvenile Home and academic performance, it was desirable to compare the performance and achievements of the inmates once again.

Now, same tests (Dutt Personality Inventory, Self-esteem Scale and Attitude Scale) were administered on both the groups. All the 60 children of experimental and control groups underwent these tests once again in the similar way after the gap of one day each as they under went to take test in the pre treatment period. And the annual results of inmates for the years 1997 and 1998 were also collected. It again took about one week to collect the data as a post-test. The results were compared and assessment was done to see the effectiveness of educational programme on the behaviour of inmates of Juvenile Home in respect of their personality, self-esteem and attitude towards Juvenile Home.

3.6 PLAN OF EDUCATIONAL PROGRAMMES FOR ONE ACADEMIC YEAR 16 JUNE'97 TO 30 JUNE'98 :

To bring about the harmonious and overall development in the personality of the inmates of Juvenile Home, the following educational activities were conducted for a period of full academic year, that was from 16 June 1997 to 30 June 1998. By conducting these activities for the inmates in the Juvenile Home, the researcher has endeavoured to cater to the physical, intellectual, aesthetic, moral, social, spiritual and emotional needs of the inmates. On one hand, the participation in the various activities is expected to enhance the accumen of verbal expression in a particular individual child, at the same time the essence of values will reach all other students, who are listening thus bringing developmental changes.

CHART : 3

ACTIVITY	OBJECTIVES	PERIOD
TEACHING OF ENGLISH	To familiarize the basics of English language to inmates of Juvenile Home.	16 June'97 to
TEACHING OF MUSIC	To remove the beastly tendencies of the subject	29 June'97
TEACHING OF ENGLISH	To enable the inmates to increase the self-confidence and self-esteem.	30 June'97 To 13 July'97
TEACHING OF MUSIC ANTAKSHRI	To release their pent-up emotions and stress, to develop sense of belonging, mutual co-operation. It encourages formation of multiple association and group association	
TEACHING OF ENGLISH	Improving language and Speech	14 July'97 to 31 July'97
KABADDI	To develop health habits of healthy life.	
KHO-KHO	To channelize their energies in the right path.	1 Aug '97 to 5 Aug.'97
	To develop interest and love for their physiques. To train them to perform their tasks efficiently	
	To enable the inmates adjust themselves physically and mentally to the environment	

ACTIVITY	OBJECTIVES	PERIOD
CRICKET	To foster self-discipline and self-control.	16 August'97
	To enable them to gain self control to gain freedom of movement.	to 31 August'97
	Exposing them to utmost risks and physical activities.	
	To enable the inmates in meeting life situations.	1 Sept.'97
VOLLEY BALL	Creating awareness of health and fitness in children i.e. Emphasis on physical fitness and improving their health.	To 14 Sept.'97
	Adopts the attitude of accepting self-defeat, self-confidence.	
RACES	To bring desirable changes in their	15 Sept.'97
100-200-500	behaviour by removing their unusual	To
Meters	mental tensions.	30 Sept.'97

ACTIVITY	OBJECTIVES	PERIOD
SOLO-SONGS	Self-expression modification of interests.	1 October'97
GROUP SONGS	Appeal to theirs emotions, enable the children to learn living with others-develop sense of patriotism, appreciate the art of co-operation through practical experience and free interplay with other inmates.	To 12 October'97
WRESTLING	To build patience and presence of mind provides sense of flexibility, open-mindedness and independent thinking.	13 Oct.'97 To 24 Oct.'97

DIWALI BREAK 25 Oct.'97 - 12 Nov.'97

CHILDRENS' DAY -	To acquaint them with the Importance of children, Society, Nation and the World.	
VISIT TO KAMATI BAGH	To develop power of observation, inquisitiveness. To acquaint themselves with the world outside the Juvenile Home. To satisfy their urge to see outside fulfills that purpose of world giving direct experience.	14 Nov.'97

ACTIVITY	OBJECTIVES	PERIOD
JOKES TELLING ACTIVITY	<p>To Provide freedom of thought and expression.</p> <p>To develop imaginative and creative ability</p> <p>To remove their emotional stress and instability to make them lighter.</p>	<p>1 Dec '97</p> <p>To</p> <p>14 Dec '97</p>
YOGA AND MEDITATION	<p>Leads to self-improvement with the help of concentration.</p> <p>To build up their concentration.</p> <p>Remove their stress and conflicts</p> <p>Self-realisation</p> <p>To develop moral and spiritual values</p> <p>Fighting with mental conflicts and tension.</p>	<p>15 Dec.'97</p> <p>To</p> <p>31 Dec.'97</p>
PAPER READING	<p>To make them aware of what is happening around, society nation and world.</p> <p>To enhance their general knowledge</p> <p>Broadening mental Horizons.</p> <p>To develop national and international understanding. Amusement and entertainment</p>	<p>1 January'98</p> <p>To</p> <p>14 Jan.'98</p>

ACTIVITY	OBJECTIVES	PERIOD
MORAL TALKS & MORAL SONGS	To develop moral and spiritual values Recreational purpose. To develop respect for their cultural heritage Leisure time Activity	15 Jan to 31st Jan 98
BOXING	To release their pent-up emotional stress. Emphasis on Regulated freedom Emphasis on mental training. To develop power of Judgement and invention	1 Feb '98 To 14 Feb.'98
GROUP DANCE	To arouse spirit of Nationalism and group living To inherit cultural values and behaviour patterns of the society. To cultivate qualities of citizenship and social values	15 Feb.'98 To 28 Feb.'98

ACTIVITY	OBJECTIVES	PERIOD
STORY TELLING ACTIVITY	To develop interest in the children and boost their imagination. To express inner, immediate experience, ensure independent, self-confident personalities.	1 March'98 To 14 March'98
GARDENING	Emphasis on learning by doing for the development of sense perception and practical judgement. Sense of service sense of freedom and discipline To develop social values in the inmates, like Co-operation group living leadership welfare of others. To learn task of responsibilities	15 March'98 To 31 March'98

ACTIVITY	OBJECTIVES	PERIOD
COUNSELLING	<p>Removing natural suspicions, solving personal problems, purgation of emotions, modification of thoughts and attitudes, making them lighter by removing their stress and conflicts</p> <p>By self-expression, releasing their stress and negative emotions (some emotional problems dealt for 10 cases Refer to Appendix 16.)</p>	<p>1 April'98</p> <p>To</p> <p>14 April'98</p> <p>1 May'98</p> <p>To</p>
MONO ACTING	<p>Develops imaginary powers, thinking abilities.</p> <p>Discipline is essential condition for successful group work and to enable the subjects for sublimating their instincts and emotions.</p> <p>Re-direction of the energies, develops primary group values.</p>	<p>14 May'98</p>
DRAMATICS WITHIN THE GROUPS, ONE ACT PLAYS	<p>Enable them in developing and moulding attitudes. It gives every inmate an opportunity to have status in the group.</p>	<p>15 May'98</p> <p>To</p> <p>31 May'98</p>

ACTIVITY	OBJECTIVES	PERIOD
PAPER CUTTING (On the Spot)	Development of creative abilities and imaginative power Developing self-expression Development of inventive and creative powers. Providing basic sense of modifying the environment according to his needs.	26 April'98
DRAWING (On the Spot)	For stimulating free expression of ideas, creative artistic expression. Inculcates power of imagination, thinking and reasoning.	10th May'98
LECTURES AND TALKS AND DISCUSSIONS	Enable the inmates in development of character. Development of heritage to enable the inmates in removing jealousy, hatred, mutual suspicion and developing self confidence in the inmates and democratic qualities. Moral development	1 June'98 To 15 June'98
FILMS ON VCR SOCIAL, MORAL OF CHILDRENS INTEREST	Interests of the children will be refined. It will determine the social attitude. Development of morality.	15 June'98 To 30 June'98

FILMS CATERING TO THE INTERESTS OF INMATES

ACTIVITY		OBJECTIVES	PERIOD
1.	BORDER	To arouse interest in them. To develop sense of patriotism.	17 June'98
2.	ENACONDA	To boost their imagination and sense of curiosity.	21 June'98
3.	BRUCE LEE	It caters to the interests of the children Amusement and Recreation	29 June'98
	USE OF TV	Focus of attention of students on particular topics of interests. Presents information to large number of students.	Occasionally

CHART : 4**CELEBRATION OF IMPORTANT DAYS**

	<u>Calender 1997-98</u>	
1.	Celebration of Ied Festival - Friday	18 July'97
2.	Independence Day celebration - Friday	15 Aug.'97
3.	Raksha Bandhan celebration - Monday	18 Aug.'97
4.	Janamasthami celebration - Monday	25 Aug.'97
5.	Ganesh Chaturathi celebration - Saturday	6 Sept.'97
6.	Garba and Dussehra Festival	2-11 Oct.'97
7.	Diwali celebration (Thursday)	30 Oct.'97
8.	Bhai Dooj - Saturday	1 Nov.'97
9.	Christmas celebration - Thursday	25 Dec.'97
10.	26 January Republic Day celebration - Monday	26 Jan.'98
11.	Ied -ul- Fitr celebration - Friday	30 Jan.'98
12.	Basant Panchami -Saturday	1 Feb.'98
13.	Mahashiv Ratri celebration - Tuesday	25 Feb.'98
14.	Celebration of Holi - Monday	12-13 March'98
15.	RAM Navmi - Sunday	5 April'98

3.7 ANALYSIS AND INTERPRETATION OF DATA :

Analysis of and interpretation of data was processed, objective-wise :

The data in respect of objectives 1/2, the reasons of mal-adjustment, needs and requirement of the inmates, was tabulated and processed in terms of frequencies and percentages.

The data in respect of objective 3, to study the existing educational programme is summarized under appropriate headings.

The data in respect of objective 5a, 5b, 5c and 5d, to secure desirable changes in respect of personality, self-esteem and attitude of the inmates towards Juvenile Home and academic achievements, significance of difference (in respect of personality, self-esteem, attitude towards Juvenile Home. and academic performance) was seen through t- test.

3.8 PROBLEMS FACED BY THE INVESTIGATOR DURING THE STUDY :

Although most of the activities were carried out pertaining to the educational programme were carried out as mentioned in the plan for educational programme, yet there were few activities which could not be carried out the way the investigator wanted to do or had planned.

1. It was not possible to carry out some activities, like boxing as had been planned, due to some constraints and lack of facilities in the Juvenile Home.
2. As there was no music teacher in the institute the researcher herself took the lead to make them participate in all the musical activities.
3. The researcher had to ask the questions verbally in interview because inmates were unable to write Hindi or Gujarati.
4. The researcher had to postpone certain physical activities for some other time due to the heavy rains during August, September that year
4. The investigator had to struggle hard to collect and gather inmates or persuade or motivate inmates after a day-long schedule to be with her for the activities. It was very challenging way to enable and motivate the inmates to participate in all the activities wholeheartedly.
5. The time duration for the activities for the inmates, was chalked out, keeping in view the convenience of the routine of the Juvenile Home and the investigator had to accommodate herself to the time given to her.