

CHAPTER - IV

ANALYSIS

AND

INTERPRETATION

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4.0 INTRODUCTION :

The data was collected objective-wise, using tools and procedure, outlined in chapter III. The collected data was analysed separately with respect to.

Part I Reasons of mal-adjustment, needs and requirements and interests of inmates

Part II Existing educational programmes in the curriculum of Juvenile Home.

Effectiveness of the developed programme in terms of

Part III (a) Personality

Part IV (b) Self-esteem

Part V (c) Attitude and

Part VI (d) Academic Achievements

PART - I

4.1 REASONS OF MAL-ADJUSTMENT, NEEDS, REQUIREMENTS AND INTERESTS OF INMATES :

The data was collected with respect to reasons of mal-adjustment, needs, requirement and interests of Inmates.

The information was collected in 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 earlier.
- To study the economic and financial background of the inmates of Juvenile Home.
- To study the friends, neighbours and teachers of inmates of Juvenile Home.
- To study the leisure, means of recreation and early experiences of inmates of Juvenile Home.

The data was tabulated and processed in terms of frequencies and percentages. However, the trend that emerges from them is presented in the tables.

4.1.1 Social Stratification :

Social stratification is a unique feature of Indian society. Certain traditions, customs, culture and beliefs go with certain classes. The social and economic stability of family, depends upon the occupation linked caste system. Caste in general, has to do much more than any other social phenomenon for child's development in the family, especially in the cases of scheduled

castes (SC) and scheduled tribes (ST). In view of this during the survey the information was gathered by the researcher to find out the relationship of caste system with the mal-adjustment.

Table : 10 Social Stratification of the inmates

SR. NO.	CASTE	CODE	FREQUENCY	PERCENTAGE
1	SC	A	72	59
2	ST	B	27	22
3	GENERAL	C	24	19
4	TOTAL	T	123	100

The above mentioned table shows that 59% of the inmates are scheduled caste 22% of them are scheduled tribe and only 19% of the inmates are of general caste category. Thus, it is evident that 81% of the inmates belonged to the backward class. It can be interpreted that inmates, more often, hail from backward class and were mal-adjusted.

4.1.2 Type of Families :

A family is said to be 'broken home' when either parent is missing due to death or divorce dissolution, or long separation. It is generally agreed to by almost all research workers in the field that higher number of mal-adjusted children come from broken homes.

The researcher tried to seek such relation assorted the subject under the study.

Table : 11 Types of Families of Inmates

S.R. NO.	TYPES OF FAMILIES	FAMILY MEMBERS	CODE	FREQUENCY	PERCENTAGE
1	NORMAL FAMILIES	BOTH PARENTS	A	59	48
		WITH SIBLINGS	B	33	27
2	BROKEN FAMILIES	ONLY FATHER WITH SIBLINGS	C	15	12
		BOTH PARENTS NOT AVAILABLE WITH SIBLINGS	D	16	13
	--	TOTAL	T	123	100

The table mentioned above, shows that 48% of the inmates hail from completely normal families. Rest 52% of the inmates belonged to the broken families.

By break in the family, generally the handicaps are too great for a child to overcome. When the child is uprooted from his natural home he suffers from emotional disturbance and insecurities. It becomes difficult for the young child to adjust without, the ideal of true family life filled with love, warmth and affection, which exercises

great influence on his life. This all is evident from the above table that broken family is also a cause of child's neglect and results into loss of economic support and ultimately making the children mal-adjusted.

4.1.3 Educational Background of Family Members :

Lack of education of the parents has also important bearing on the treatment of children and hence on producing mal-adjustment in children. Illiteracy, on the part of parents engender, lack of insight in child's basic needs and necessities. In view of this, in the present investigation, the researcher inquired the level of education on the part of parents.

Table : 12 Educational Background of Family Members of Inmates

Sr. No.	EDUCATIONAL STANDARD : PARENTS / MEMBERS	CODE	FREQUENCY	PERCENTAGE
1	ILLITERATE	A	99	81
2	PRIMARY	B	21	17
3	MATRIC	C	03	02
4	GRADUATE	D	NIL	-
5	POST-GRADUATE	E	NIL	-
6	TOTAL	T	123	100%

From the above table it is evident that 81% of the inmates' parents, brothers and sisters are illiterate, 17% have studied up to fifth std. and only 2% are matriculates. Not even a single parent/brother, sister of any inmate is graduate or post-graduate. It clearly shows that since the educational background of inmates' parents and other members of the family was very low, hence it proves that lower level of education is the incidence of mal-adjustment of the inmates. Illiterate parents of the inmates did not understand the importance of education and childhood, hence the inmates discontinued studies for the same reasons. Consequently, mal-adjustment had occurred in children due to the lack of parental education, coupled with other factors in the family.

4.1.4 Cohesiveness in the Family of Inmates :

(Type of Relationship with Parents)

Family cohesiveness is an important construct having direct bearing on the nature of growth of children. This construct refers to having strong emotional ties among the family members, unity of interests and purposes, pride for home and 'we' feelings in General. An evaluation of each family on the basis of data gathered from each child, with respect to state of cohesiveness or smoothness of family relations was made.

Table : 13 Cohesiveness in the Family of Inmates

SR. No.	TYPE OF RELATIONSHIP	CODE	FREQUENCY	PERCENTAGE
1	NORMAL	A	16	13
2	VERY STRICT/BAD	B	43	35
3	PAMPERED	C	19	15
4	NEGLECTED	D	45	37
5	MISCELLANEOUS	E	00	00
6.	TOTAL	T	123	100%

The table mentioned above shows that 13% of the inmates had normal relationship with their respective parents, 35% inmates' relationship had been very bad with parents, whereas 15% parents had pampered their wards. 37% of the inmates were neglected by their parents. That shows that 87% of the inmates have more or less bad or dissatisfactory relationship.

It is evident that personality of the children, who fail to get sufficient company of parents, does not develop and grow much, because the inmates had not ever expressed their thoughts and feelings inside the family. Hence they had picked up wrong attitudes, beliefs and behavioural patterns. Because inmates had not good interpersonal relationship in the family, hence it had resulted in mal-adjustment in the inmates.

4.1.5 Mutual Relationship of Inmates :

It has been accepted by many that parents are the main pillars of the entire family and they play major role in the type of growth of their children. Authorities on mal-adjustment, are in general agreement that discord and disharmony between the parents is a potent cause in producing mal-adjusted behaviour. In view of this, information was collected as to how they perceived the nature between their father and mother.

Table : 14 Mutual Relationship of Inmates' Parents

Sr. No.	TYPE OF RELATIONSHIP	CODE	FREQUENCY	PERCENTAGE
1	GENERAL	A	13	10
2	NON-COMMUNICATIVE	B	41	33
3	QUARRELSOME	C	59	48
4	MISCELLANEOUS	D	11	9
5	TOTAL	T	123	100%

The table mentioned above shows that only 10% of the parents of inmates, enjoyed good interpersonal relationship between them. 33% parents were non-communicative, whereas 48% were quarrelsome with each other. 9% parents were again at loggerheads with each other due to miscellaneous reasons. 90% of the inmates

had their parents, who had bad interpersonal relationship with each other. It is evident that disturbed relationship of the parents of the inmates had affected their feelings of being loved and wanted. Parents' conflicts had disturbed the emotional life and created a sense of neglect and unwantedness in the inmates. The parents of the inmates had refused to take responsibility of the children. On the contrary, these children were used as means to serve their purpose against each other. The parents of the inmates were quarrelsome, unconcerned and always at loggerhead with each other. Their belligerence was transferred to and adopted by impressionable children. The vicious atmosphere in the family had badly affected the habits, feelings and attitudes of the inmates, resulting into undesirable and mal-adjusted behaviour in the children.

4.1.6 Addictions (Bad Habits) in the Families :

"A family can act as gangster, offering each other mutual protection against each other's violence" by Laing R.D. Sociology - The study of Society, The Times of India, Bombay, 1962, Page 207. The Quote shows the phenomenon of consequences of bad habits in the family. Addictions and vices of the parents are often responsible for causing mal-adjustment in the normal development of the child's personality. Children generally imitate their father or mother in all the activities. The researcher has made a survey of the addictions

and vices of the parents and tried to deduce their relation to mal-adjustment among children.

Table : 15 Addictions (Bad Habits) in the Families

SR. No.	BAD HABITS	CODE	FREQUENCY	PERCENTAGE
1	SMOKING/DRINKING / GAMBLING	A	65	55
2	QUARRELLING	B	28	23
3	STEALING /CHEATING	C	14	10
4	MISCELLANEOUS	D	16	12
5	TOTAL	T	123	100%

The table mentioned above shows that 55% of the parents of the inmates indulged in smoking and drinking, 23% of the parents frequently quarrelled among themselves, 10% parents resort to stealing/cheating and 12% parents indulged in miscellaneous offences. Majority of the parents of the inmates, are a bad personal example, to their respective wards, hence are unfit for taking care of their children. It is evident that fathers and mothers of the inmates of Juvenile Home, were pursuing their addictions with more intensity. Smoking, drinking and gambling were most dangerous addictions of all. Once addicted, they were using all means to maintain them. For maintaining these addictions, they had to incur

heavy debt. They drank to forget their miseries and indulged in the immoral pursuits at the same time. In the hope of becoming rich, they went on gambling and addicted to other vices at the same time. Ultimately they ruined their families, including the lives of their children.

4.1.7 Criminality and Immorality of Parents :

It is expected that criminal tendencies and immoral behaviour of parents have an enduring effect on growing children, who through conscious or unconscious suggestion or imitation are more likely to develop deviant character. In the present investigation, the researcher too observed significant relationship between the mal-adjustment and criminality and immorality record of the parents.

Table : 16 Criminality and Immorality of Parents of Inmates

Sr. No.	FAMILY MEMBERS INVOLVED IN CRIMES	CODE	FREQUENCY	PERCENTAGE
1	BROTHER / SISTER	A	12	11
2	PARENTS	B	20	16
3	RELATIVES	C	73	60
4	NONE	D	18	13
5	TOTAL	7	123	100%

The table mentioned above shows that 11% of the brothers/sisters of the inmates and 16% of the parents had criminal background. 60% inmates' relatives were having old crime records. Only 13% inmates did not have any such criminal family history. It clearly indicates that 87% of the inmates had been influenced by criminal offences of parents / brother sisters and relatives.

It is evident that family members of the inmates had supplied instances of such anti-social behaviour. Such courses, preferences, prejudices and conduct standards of parents had easily been adopted by the inmates. Criminal and immoral standards and behaviour patterns of the parents of inmates had undermined the social and moral development of the inmates. Parents' criminal and immoral behaviour was noticed by the inmates and adopted by them naturally without understanding, thus resulting into mal-adjusted behaviour in the inmates of Juvenile Home.

4.1.8 Environment Near the Inmates' Homes :

The type of environment available around one's house determines the habits and likely inclinations of the children living in them. A good locality with clear environment and amenities tend to help in character building of a child. Conversely, in an unhealthy environment and surroundings, children are likely to pick up bad

habits and behavioural problems. It was for this reason that the information regarding the environment near the inmates homes was taken.

Table : 17 Environment Near the Inmates' Homes

SR. No.	TYPE OF ENVIRONMENT	CODE	FREQUENCY	PERCENTAGE
1	SLUMS	A	58	48
2	CINEMAS	B	07	06
3	BUS-STAND/RAILWAY STATION	C	09	07
4	LIQOUR SHOP	D	18	13
5	MISCELLANEOUS	E	31	26
6	TOTAL	T	123	100%

The table mentioned above shows that 48 of the inmates' home had slums around it and 6% of the homes had cinema halls in the near vicinity. Another 7% of inmates had their homes located near bus-stands or railway stations. 13% of the inmates had their homes next to liquor shops and 26% homes were near the dens of anti-social elements.

It is clearly indicated that the proximity to slums, cinemas, bus stands and liquor shops had directly affected the lives and

behaviour of the inmates. It had influenced their habits and character invariably.

4.1.9 Housing Condition of the Inmates :

As stated by different authorities that accommodation, its location, facilities and the type of houses, is a contributing factor in the determination of good or bad living conditions. Good living conditions produce healthy and normal children. Conversely, poor accommodation contributes to poor living conditions and hence produces unhealthy children, physically or mentally. In the present survey, it was for this reason that the information regarding the housing conditions of inmates was gathered.

Table : 18 Housing Condition of Inmates

Sr. No.	HOUSING CONDITION	CODE	FREQUENCY	PERCENTAGE
1	KUCHCHA HOUSE	A	53	46
2	PUCCA HOUSE	B	23	18
3	THATCHED HUTS	C	22	17
4	NO HOUSE	D	25	19
5	TOTAL	T	123	100%

The table mentioned above shows that 46% of the inmates have kuchcha houses, 18% possess pucca houses, 17% have only thatched huts to live in, whereas 19% are homeless. It can be

interpreted that majority (82%) of the inmates had either kuchcha / thatched huts or had no house at all. Only 18% inmates had the facility of pucca houses.

Hence, it is evident that poor living conditions are also contributory factor in determining mal-adjusted personalities. The inmates of Juvenile Home were the victims of poverty and poor living conditions and were institutionalised for better care and protection.

4.1.10 Distribution Of Income Of The Parents Of Inmates :

The studies have shown that poverty induces a variety of specific situation which prove hazardous to the children who already have less means to survive. The financial constraints have definite impact on the behavioural aspects of the individual. In order to find out the relationship of poverty and mal-adjustment, in the present survey, the information was gathered regarding the income of the parents of the inmates of the Juvenile Home.

Table : 19 Distribution of Income of the Parents of Inmates

S.R. NO.	INCOME GROUP (Per Month)	CODE	FREQUENCY	PERCENTAGE
1	Rs. 250 to Rs. 500	A	56	46
2	Rs. 501 to Rs. 1000	B	34	28
3	Rs. 1001 to Rs. 1500	C	03	02
4	Rs. 1501 & Above	D	25	20
5	NIL INCOME	E	05	04
6	TOTAL	T	123	100%

The table mentioned above shows that 46% of the inmates' monthly family income is in the range of Rs. 250 to Rs.500. 28% of the inmates' family income is in the range of Rs. 501 to Rs.1000, 20% of the inmates' family income is in the income group of Rs. 1501 and above, whereas in the income group of Rs. 1001 to Rs. 1500, only 2% families accounted. 4% parents had almost negligible Income. It was felt that poverty had equipped the inmates with adjustment problems. Inmates of the Juvenile Home were from poverty-stricken families and had behavioural problems. Most of them dreamt of a good way of life and developed sense of self pity which resulted into frustration, bitterness and ultimately mal-adjustment.

4.1.11 Type of Occupation of Parents :

It is often noted that nature of work or employment of fathers or mothers have some bearing on the behaviour pattern, personality and growth of the children. Children develop attitudes on the basis of parental experiences towards occupation. In the view of this an attempt was made to study the type of occupation of the parents.

Table : 20 Type of Occupation of the Parents

SR. No.	OCCUPATION	CODE	FREQUENCY	PERCENTAGE
1	AGRICULTURE	A	17	14
2	BUSINESS	B	8	6
3	JOBLESS	C	42	34
4	MENIAL SERVICES	D	51	42
5	MISCELLANEOUS	E	5	4
6	TOTAL	T	123	100

The table enumerated above shows that 42% of the parents of the inmates are in menial service, whereas 34% of the inmates' parents are jobless. 14% earn bread from agriculture and 6% parents have their own business. Miscellaneous means of livelihood are being pursued by 4% of the parents.

Fathers and mothers of inmates of Juvenile Home were working outside the home as labourers, seasonal labourers and menial services with self-degradation where the mothers were on work. The neglected and unsupervised children, economically insecure, are likely to be subject to undesirable influences. It is evident from the table that nature and type of employment of the parents of the inmates was as such, that it offered possibilities for

economic difficulties and neglect towards children, thus resulting into mal-adjustment of the inmates.

4.1.12 Character Traits of Friends of Inmates :

‘Better alone than in a bad company’ is an apt old quotation which sums up the fact that influence of a bad company is the most convenient explanation of mal-adjustment. The studies have shown that companionship factor had provided an effective stimulus for children’s behaviour. In the present investigation, the researcher has tried to collect the data of character traits of friends of the inmates of Juvenile Home.

Table : 21 Character Traits of Friends of Inmates

Sr. No.	TYPE OF BAD TRAITS	CODE	FREQUENCY	PERCENTAGE
1	DRUNKARDS	A	03	02
2	QUARRELSOME	B	32	26
3	CRIMINALS	C	19	15
4	OTHER BAD HABITS	D	59	48
5	NO BAD HABITS	E	10	09
6	TOTAL	T	123	100%

The table mentioned above shows that 2% of the inmates’ friends were drunkards, 26% were quarrelsome and indulged in

petty fights, 15% had known criminal records and were history sheeters whereas 48% of the friends had numerous bad habits ranging from smoking to drugs to eve-teasing. Only 9% inmates told that their friends did not have any such bad traits. It clearly indicates that majority (91%) of the friends of inmates had adversely influenced the inmates into their present state.

The companions of the inmates had exerted an amazing influence upon them in their use of language, their likes and dislikes and behaviour and attitude towards others prior to the institution. Most of the friends of inmates owned bad habits like smoking, drinking etc. which had degraded the moral fibre of the inmates, thus resulting into mal-adjusted behaviour.

4.1.13 Relationship of Inmates With the Neighbours :

It has also been observed that besides the family influence, the environmental influences of neighbourhood have also contributed their due share in the development of healthy or mal-adjusted behaviour in the individual. The term neighbourhood for this purpose was extended to include the area immediately enclosing family quarters. The data was collected during the survey regarding general type of neighbourhood in which the families of the subjects inhabited.

Table : 22 Relationship of Inmates' Neighbours

SR. No.	TYPE OF RELATIONSHIP	CODE	FREQUENCY	PERCENTAGE
1	DIGNIFIED/AMIABLE	A	01	01
2	FRIENDLY	B	07	06
3	BAD / QUARRELSOME	C	62	50
4	UNCONCERNED	D	53	43
5	TOTAL	T	123	100%

From the table mentioned above, it is evident that the behaviour of inmates' neighbours with them is far from satisfactory. Only 01% neighbours had dignified and amiable relationship with the inmates and their parents. 6% were friendly with them, 50% neighbours had bad and quarrelsome relationship with the inmates and remaining 43% neighbours had no social interaction with the inmates and their family. They remained unconcerned with them. Thus, it is pertinent to conclude that majority (93%) of the neighbours had bad, quarrelsome and an concerned relationship with inmates and their families.

It is evident that the inmates had lived in the neighbouring communities where they had not satisfied their needs of self-expression and interaction. They had picked-up wrong beliefs, prejudices and attitudes. The inmates had lived in highly congested, unhygienic, quarrelsome and unconcerned neighbourhood, with no

scope of healthy relations, which was a breeding ground of mal-adjusted behaviour.

4.1.14 Attitude of Teachers in the Previous Schools of Inmates

The character building exercise started by parents, relatives and friends is further assisted to a large extent by the teachers of a child at schools. Good and sympathetic teachers help the child not only in receiving education for certificates and degrees but also in inculcating good habits, character formation and moulding an ordinary child into useful citizen and good human being. Bad, intemperate and harsh teachers, on the contrary, tend to reverse the whole procedure of character building and reduce the child to become truant, escapist and an offender. It was for this reason, the researcher has collected the data regarding the attitude of teachers in their previous schools.

Table : 23 Attitude of Teachers in the Previous Schools of the Inmates

Sr. No.	TYPE OF TEACHERS	CODE	FREQUENCY	PERCENTAGE
1	VERY STRICT / HARSH	A	66	54
2	FRIENDLY	B	12	10
3	PUNITIVE	C	45	36
4	TOTAL	T	123	100%

The table enumerated above shows that 54% teachers of the schools, in which the present inmates used to study, were very harsh and strict. Further, 36% the teachers were not only harsh and strict but were punitive and used to give physical punishment to the students. Only about 10% teachers were amiable. It indicates that majority (90%) of the teachers were harsh, punitive and strict and therefore, were repulsive to the students. This was one of the contributory factors in the discontinuation of further education by the students and in playing truant at the earliest while studying in an institution. Therefore extremely harsh teachers were an important contributory factor, resulting in the mal-adjustment in the inmates of Juvenile Home.

4.1.15 Leisure and Means of Recreation :

Generally, it is agreed by almost all the writers in the field that use of leisure time is definitely related to delinquency and mal-adjustment. If the leisure time is utilised for right type of self-expression and self-satisfaction, the child is likely to develop harmony and if adequate opportunities are not provided for the use of leisure time, the child has all the chances to be prone to misconduct. It was for this, it was considered important to examine

how the inmates had spent their leisure time before admission to Juvenile Home.

Table : 24 Leisure and Means of Recreation

SR. No.	MEANS OF RECREATION	CODE	FREQUENCY	PERCENTAGE
1	RADIO / TV	A	26	21
2	CARDS/CHESS/CARROM	B	02	02
3	NIL	C	95	77
4	TOTAL	T	123	100%

The table showing leisure and means of recreation available to inmates in their homes indicates that 21% of the inmates have got means of recreation in the form of radio or TV at their respective homes. Other two percent inmates had cards or chess or carrom-boards at their homes to play with, in their leisure time, whereas 77% of them had nothing to entertain themselves. This shows that majority of the inmates i.e. 77%, lacked the means of recreational activities at their homes.

It is evident that poor and crowded homes had provided no recreational outlet to the inmates. There was lack of recreational facilities at the homes of inmates of Juvenile Home, which did not open any avenue of sportsmanship, competitiveness and healthy spirit, which would have been essential for the present and future

adjustment. On the contrary, their stored energies had not been channelised and had resulted into mal-adjustment.

4.1.16 Earlier Experiences of Inmates :

A child's background in terms of his educational experience, exposure to work and idleness makes him different in adjusting to institution, friends, society and life too. Hence, it was felt necessary for the researcher to know the earlier experiences of the inmates regarding their education or exposure to employment.

Table : 25 Earlier Experiences of Inmates

Sr. No.	EXPERIENCE	CODE	FREQUENCY	PERCENTAGE
1	EDUCATION	A	119	97
2	SERVICE	B	01	01
3	NOTHING	C	03	02
4	TOTAL	T	123	100%

From the table mentioned above, it shows that out of the sample inmates, only 1% were engaged in service, 2% were unemployed and remaining majority (97%) of the inmates were pursuing education, as students, in the schools, prior to their induction into the Juvenile Home. Thus, majority of them were having some formal education, which is useful for their adjustment

with the agency as well as with the society, later on. This little bit of previous formal education works as the foundation for further continuation of education in Juvenile Home, based on syllabi by educationists.

A child's background, in terms of his educational experience, exposure to work, idleness makes them different in adjusting to the institution, friends and society. A child with a bit of formal education and some domestic work, finds himself independent to carry out his personal work and adjust to the routine of institution and later on, adjust to the society.

So it was considered necessary to collect such type of information from the inmates during the survey.

4.1.17 Inmates' Feelings About the Institution :

When the child, as an inmate of the Juvenile Home, starts living, he comes across different experiences which shape and mould his attitude and feelings. Favourable attitudes and feelings help in better adjustment of inmates. His tendency to compare the family life and the institutional life makes him more selective in his perception. As it is, the inmates had already very different experience in life and very strict and controlled discipline in the institution was making

them more lonely. It is for this, the present investigation was taken up.

Table : 26 Inmates' Feelings About Institution

SR. No.	FEELINGS ABOUT INSTITUTION	CODE	FREQUENCY	PERCENTAGE
1	HOME LIKE	A	19	16
2	VERY STRICT CONTROLLED	B	38	30
3	LONELY	C	66	54
4	TOTAL	T	123	100%

The table mentioned above shows that 16% of the inmates like the institution and have positive feelings because they find the institutional life better than home. 30% of the inmates dislike the institution and have negative feelings because they experience too much strictness, control and restrictions exercised over them by the authorities and also because they were manhandled. Another 54% inmates felt very lonely and depressed and missed their parents, friends and relatives. Thus it is evident that majority (84%) of the inmates felt lonely, depressed and abhorred the strict and controlled discipline of the institution.

4.1.18 Inmates' Feelings Towards Authorities :

In order to make the child's stay in the institution comfortable and to fulfil their day-to-day administrative requirements, the agency personnels, interaction with the inmates in various capacities is very essential. Sympathetic, affectionate, and careful treatment and consideration could have been helpful to the inmates to accept the authorities and other agency personnel, as those people, who are interested in him and his development,. In case this is lacking, the child's response towards the authority and other agency personnel would be different. Sympathetic, affectionate and careful treatment with consideration, by the authorities and agency personnels towards inmates, could have been helpful to them in their development and growth. It is also because of the neglect by the institution and home sickness that the child had difficulty in adjustment.

Table : 27 Inmates' Feelings About Authorities

SR. No.	FEELINGS ABOUT AUTHORITY	CODE	FREQUENCY	PERCENTAGE
1	VERY STRICT	A	73	60
2	INDIFFERENT	B	02	01
3	REASONABLE	C	48	39
4	TOTAL	T	123	100%

The table mentioned above shows that 60% of the inmates feel that authorities are very strict with them. 39% inmates feel the authorities as reasonable and 1% inmates opine that authorities are indifferent to them. Thus it is evident that majority (60%) of the inmates feel that authorities are strict.

4.1.19 Scope of Interaction Between Child and the Family

Members :

Once the inmates are away from home and placed in the institution, they face constant emotional problems due to their attachment towards parents, friends and other family members. The love, affection and care which they get from their little family, is uncomparable with that of disciplined and strict environment of the institution. Parents' visit to the institution, free interaction between the child and the parents during visits to home, institution's working hours or free visits of inmates to homes during holidays or on festivals, are restricted. These make the children uncomfortable. It does not ensure access for emotional and moral support for the inmates of Juvenile Home.

Table : 28 Scope of Interaction Between Child and the Family

Members :

SR. No.	MODE OF ATTRACTION	CODE	FREQUENCY	PERCENTAGE
1	EXCHANGE OF LETTERS	A	63	51
2	MEETING PARENTS AND RELATIVES	B	58	46
3	VISITS TO HOME	C	02	03
4	TOTAL	D	123	100%

The table mentioned above, shows that parents and relatives of 46% of the inmates are allowed to have frequent and free access to the child lodged in institution. 51% of the inmates feel that the correspondence is allowed to them by the authorities and 3% feel that the visit to homes are allowed on festive and other important occasions. This shows that children in the institution are allowed to write letters to their parents, friends and relatives, which is an important medium of communication between the child and the kith and kins, but are not allowed to visit home frequently and so they feel lonely and abhored and have adopted different attitude towards the institution and its authorities.

4.1.20 Inmates' Relationship With Staff Members :

Once the child is brought to and handed over in the care of institution, the duties and interaction previously done by the child's parents, siblings and others are entrusted to and performed by various members of the staff of institution. The manner in which those staff members treat the child, moulds or mars his future attitude to society - positive or negative. The role of this interaction and relationship between the child and the staff members of the institution, therefore was not found satisfactory.

Table : 29 Inmates' Relationship With Staff Members

SR. NO.	STFF MEMBERS	CODE	GOOD		SATISFACTORY		BAD		OVERALL TOTAL	
			FREQ- UENCY	%	FREQ- UENCY	%	FREQ- UENCY	%	FREQ- UENCY	%
1	TEACHERS / SUPERVISORS	A	43	36	71	57	09	07	123	100
2	PROBATION OFFICER	B	119	97	04	03	NIL	NIL	123	100
3	STAFF NURSE	C	03	02	24	17	96	81	123	100
4	CLASS IV EMPLOYEES	D	NIL	NIL	NIL	NIL	123	100	123	100

The table mentioned above shows that 36% of the inmates feel good about the Teachers and Supervisors (including probation officer). 57% feel that their behaviour with inmates is satisfactory and only about 7% felt otherwise. As regards the Probation Officer,

majority (97%) of the inmates opined that their attitude is good. Only 3% stated that it was satisfactory. About the behaviour of Staff Nurse, only 2% stated it as good, 17% opined it as satisfactory and 81% inmates declared her attitude towards them as very bad and inhuman. Unanimity prevailed as regards the verdict of the inmates about the attitude and behaviour of all class IV employees, which was very bad. The inmates alleged manhandling without provocation as the form of normal attitude of these class IV employees towards the inmates.

4.1.21 Facilities of the Inmates :

The facilities provided in the institution make the child's stay in the institution comfortable. It also provides environment conducive for his physical and mental growth. The facilities provided i.e. food, clothing, accommodation, medical care are essential and lack of these will cause adjustment problems to the child.

Table : 30 Opinion About Facilities of the Inmates

SR. NO.	RESPONSE PROVISION	CODE	GOOD		SATIS- FACTORY		POOR		TOTAL	
			F	%	F	%	F	%	F	%
1	FOOD & CLOTHING	A	13	8	68	56	42	36	123	100
2	CLEANLINESS OF THE INSTITUTION	B	12	7	78	65	33	30	120	100
3	ACCOMODATION	C	11	6	69	53	43	37	123	100
4	MEDICAL FACILITIES	D	13	8	42	36	68	56	123	100

The table mentioned above shows that for provision of cleanliness in the institution, the opinion of 7% inmates is good, 65% grade it as satisfactory, and 30% rate it as bad. 8% of inmates opined about the food and clothing as good, 56% satisfactory and 36% graded food as bad. They were especially critical of chapatis prepared from low quality flour. The 6% inmates opined that accomodation provided by authorities was good, 53% said it was satisfactory and 37% graded it as bad. As regards medical facilities, 8% inmates said it was good, 56% opined it as poor and 36% said it was satisfactory.

4.1.22 Circumstances of Punishment :

Behavioural modification is the main purpose of punishment to the inmates, this serves as a negative re-inforcement. Children who are

young and innocent, feel that the punishment meted out to them is unfair and bad. A need is felt to reduce the scale of punishment and also the mode of administering the same to the inmates. In Juvenile Home, where legal authority is prevalent, the main purpose of punishment is to enforce discipline and conformity to rules.

Table : 31 Circumstances Under Which Inmates are Given Punishments

SR. NO.	CIRCUMSTANCES	CODE	FREQUENCY	PERCENTAGE
1	VIOLATION OF RULES	A	77	62
2	QUARRELLING	B	29	24
3	NOT LEARNING STUDIES	C	17	14
4	TOTAL	T	123	100%

The table mentioned above shows that 62% of the inmates receive punishment due to the violation of laid rules, 24% get punishment due to quarrelsome behaviour with other inmates and 14% are awarded punishment for not doing homework and failing to learn studies therefore it is evident that majority of punishments awarded to the inmates (62%) due to the violation of the rules of the institution.

4.1.23 Inmate's Response About Daily Schedule of Institution :

As majority of the inmates feel the daily routine time as rigid. Daily routine is prescribed and followed in all institutions in order to regulate the behaviour of the children and to inculcate in them the systematic habits of organised manner of living. Non-adherence to the laid down and prescribed schedule results in avoidable problems. The routine however must be kept flexible and suit to the requirements of children. It is very essential.

Table : 32 Inmate's Response about Daily Schedule of Institution

SER. NO.	CIRCUMSTANCES	CODE	FREQUENCY	PERCENTAGE
1	NECESSARY	A	8	06
2	NOT REQUIRED	B	38	31
3	RIGID HARD	C	77	63
4	TOTAL	T	123	100

The table mentioned above shows that only 6% inmates consider daily schedule as essential, 31% opined it as not required and majority (63%) of inmates said that the daily prescribed routine was rigid and very hard. There was a need to review and modify the old laid down schedule, to make it more flexible and interesting than the present, stereotype one, in vogue.

4.1.24 Inmates' Interests for Recreational Outings and Excursions:

When asked about the options to visit outside the institution for excursion, usually institutionalised inmates were thrilled. The closed, prescribed, daily institutionalised schedule and the supervision resulted in monotony and boredom. The world outside the walls of institution looked very appealing to the inmates. The fulfilment for freedom to children on such recreational errands could have created novelty and could refresh them.

Table : 33 Inmates Interests for Recreational Outings

S.R. NO.	PRIORITIES	CODE	FREQUENCY	PERCENTAGE
1	PICNICS	A	78	64
2	MOVIES IN A THEATRE	B	05	03
3	WALKING	C	40	33
4	TOTAL	T	123	100

The table mentioned above shows that 64% inmates are inclined to have picnic if given an opportunity to visit outside the institution. 3% only opted to watch a movie in some theatre and 33% preferred to walk around in the town. It is evident that inmates like to have freedom of movement and activities. Majority (64%) of them wanted to go on a picnic and enjoy themselves.

4.1.25 Leisure and Recreation in Which Inmates are Interested :

Leisure and recreational activities are as important as work, especially so in correctional institutions like Juvenile Home. The objective of development of the child which is incorporated in the new Juvenile Justice Act, can only be achieved when adequate facilities for recreational and leisure time activity exist. The facilities and opportunities provided to the child in terms of sports games cultural activities tend to develop. The sportsmanship and healthy competitive spirit among the inmates which is essential for their present adjustment to and future absorption in the society,

Table : 34 Leisure and Recreational Activities in Which Inmates are Interested

SER. NO.	PRIORITIES	CODE	FREQUENCY	PERCENTAGE
1	WATCHING TV/VCR	A	05	04
2	GAMES / SPORTS	B	61	50
3	DANCE / SONGS	C	49	40
4	OTHERS ACTIVITIES	D	08	06
5	TOTAL	T	123	100%

The table mentioned above shows that 4% of inmates are interested to spend their leisure time inside the institution, on watching

TV/VCR. 50% want to play some game and sports, 40% prefer to sing songs and indulge in dance, etc. and 6% like to do variety of other recreational activities. Majority (90%) of the inmates is interested in sports, dance and song etc. during their leisure time.

4.1.26 Future Plans of Inmates :

Man's behaviour is basically goal oriented. There happens to be a definite purpose behind every action. Ambitions in life are very essential in order to shape the present life. To achieve planned future goals with reference to Juvenile Home, the level of aspiration in the inmates of Juvenile Home and their readiness for future life's circumstances means that they want to be better individuals who will be useful member of the society and a good citizen in future.

Table : 35 Future Plans of Inmates

SER. NO.	FUTURE PLAN	CODE	FREQUENCY	PERCENTAGE
1	SERVICE	A	73	59
2	SELF-EMPLOYMENT	B	19	15
3	AGRICULTURE	C	08	07
4	JOB LEARNT IN INSTITUTION	D	23	19
5	TOTAL	T	123	100

The table mentioned above shows that 59% inmates wish to join some service after leaving the institution, 15% want to start some business of their own, 7% will join agriculture and 19% inmates will earn their bread from joining a profession, which has been learnt by them during their stay at the institution.

PART - II

4.2 EXISTING EDUCATIONAL PROGRAMMES IN THE CURRICULUM OF JUVENILE HOME OF VADODARA :

4.2.0 INTRODUCTION :

Structured interviews were conducted personally from inmates, Supervisors and Superintendent of Juvenile Home to obtain data regarding existing educational programme in the curriculum of Juvenile Home to examine the programmes being actually carried out, to ensure whether these programmes are actually going on or not and to study the behaviour of the children in the classrooms, observation was used.

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 Juvenile Home.
- To study the admission procedure of the inmates in particular courses.
- To study the syllabus prescribed by Technical Education Board and Prathamik Shikshan 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 far these programmes meet the objectives of the Juvenile Home.

The data obtained and secured regarding existing educational programme in the curriculum of Juvenile Home is summarized under various headings.

4.2.1 MAJOR PROGRAMMES OF JUVENILE HOME OF VADODARA :

The main soul behind the programme and activities conducted in the Juvenile Home, is to re-educate and rehabilitate its inmates in the best possible way and in the least possible span of time. The major

programmes of the Juvenile Home contain school education, vocational training and some recreational activities. The programmes run in the Juvenile Home aim at making the inmates more refined, social and confident so that they re-establish themselves in the society. Both, school education and vocational training are supposed to re-enforce certain values abilities and skills in the inmates to face socio-economic situations, ultimate rehabilitation and re-establishment in the society, when they are released from the institution. A child that is parted from the society has a constant desire to go back as soon as possible. The institution tries to help the inmates through its programmes and tries to re-inforce norms, which the child has diverted from, due to one reason or the other. However, a view of the existing educational programme, total strength of inmates and staff are as shown in the table and major programmes of the Juvenile Home are also described and summarised under various headings.

4.2.2 EXISTING EDUCATIONAL PROGRAMMES :

Table : 36

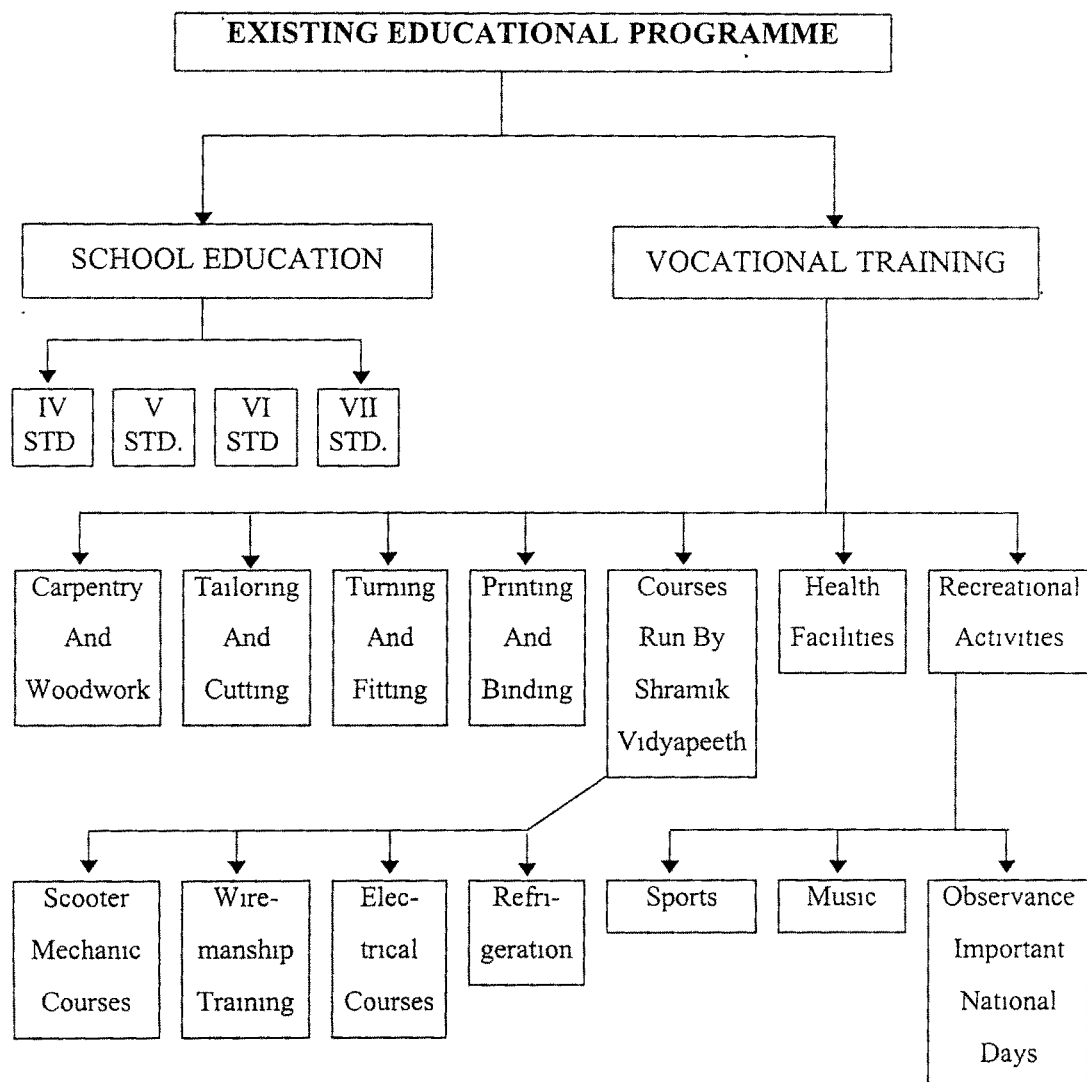


CHART : 5

4.2.3 The Present Staff of Juvenile Home :

Sr. No.	POSITION	NUMBER
1	Superintendent	1
2.	Case worker	1
3.	Probation Officer	1
4.	Workshop Attendant	1
5.	School Teachers	3
6.	Crafts Teacher / Supervisor	1
7	Supervisors of Turning fitting	3
8.	Chief Supervisor	1
9.	Printing and Binding Supervisors	3
10.	Nurse	1
11.	Clerks	2
12.	Cook	2
13.	Guards	4
14.	Gardener	1
15.	TOTAL	25

4.2.4 Temporary Staff :

The Juvenile Home also provides employment to the part time staff depending upon the need and approval of the authorities. At present a Medical officer, a psychologist and a P.T. Instructor constitute the part time staff. Some of the staff members reside within the agency premises. Residential facility to the staff is helpful arrangement both in terms of closer Supervision over the inmates and also, in terms of contact between the inmates and the staff members.

4.2.5 Total Strength Of Inmates During 1996-97 :

TABLE : 37 TOTAL STRENGTH OF INMATES DURING 1996-97

SCHOOL EDUCATION (56)						VOCATIONAL COURSES (67)					
TAILORING & CUTTING (15)	TURNER FITTER (18)	CARPENTRY & WOOD- WORK (10)	WIREMAN -SHIP (9)	PRINTRY PRESS (8)	BOOK BINDING (7)						

4.2.6 School Education :

Classes are run from 4 to 7 Std. Children from 8 to 12 years receive school education. Children had already passed upto third standard when they join Juvenile Home. The academic year of the school commences in June and concludes in June only. School timings

are from 11 A.M. to 5 P.M. On Saturdays, the timings are from 6.30 A.M. to 11 A.M.. All the students who are admitted in this school are taken from the Remand Homes. There are no students from outside i.e. surrounding neighbours or community. The children are expected to learn discipline, importance of time and elements of co-operation and teamwork. They learn to live and work together through class-room culture. The subjects taught in the class-rooms of Juvenile Home are Arithmetic, Hindi, Gujarati, Social Science and Science. Medium of instruction is Gujarati. At present, there are three teachers - Shri. A.A Baria, Mrs. B.A. Rawat and Shri. S.K. Maniar. They teach four sections of three classes. Qualifications of teachers teaching the classes consist of Higher Secondary and a training in teaching. The syllabus of this educational programmes in the classes from 4th to 7th Std. is prescribed by Nagar Prathmik Shikshan Samiti. The total number of children studying for school education during the session was 56. If the children want to continue their education from 7th to 10th std. and not any vocational course then they have to join corporation school.

The examinations are also conducted by Nagar Prathmik Shikshan Samiti. The question papers are also set by the committee and are sent to Juvenile Home at the time of examination. The examinations are conducted by the school teachers. Till primary level, no child fails, but if the students beyond 5th std. fail, they have to

repeat the classes. On the whole, the entire educational activity is carried out satisfactorily. There are no major problems and difficulties, except the following areas :

1. Children who are admitted in the Juvenile Home, are hardly able to read and write Gujarati and Hindi. Bringing them to understand subjects up to the present syllabus becomes difficult, both for children and teachers.
2. The institution requires minimum one more teacher for teaching, because three teachers have to run classes from 4th to 7th std.
3. Thirdly, there was a grievance from teachers that they were not given promotion.

If such needs are met, the standard of result can improve better. Every year there is an inspection of school functioning by the office of District Education Board, Baroda. the senior education officer visits the school and observes the classroom teaching.

4.2.7 Vocational Training :

Special technical programmes are conducted to see that the child gets appropriate technical training so that he can be gainfully employed after he completes the period of commitment. The total number of children admitted in vocational course in the year 1996-97 was 67,

some of the important vocational programmes are enumerated as under:

4.2.8 Carpentry and Woodwork :

The carpentry is a very old trade of this institution. The Carpentry and woodwork training wing is headed by P..S. Panchal; a crafts teacher. As far his qualifications, he is a matriculate and has done certificate course of carpentry conducted by Technical Examination Board. For admission to this trade, the minimum educational criteria required is 7th Std. for students and minimum age limit is 13 to 14 years. This course is available only to the inmates of Juvenile Home. This course duration is two years. The classes are conducted regularly for about 6 hours daily. The syllabus, prescribed by Technical Education Board, is tough and beyond the understanding of children. The Examination are held by Technical Examination Board of Gujarat. The trainee inmates undertake the repair of the agency furniture or fixtures. They also execute the job work orders received from the outside clients. The trainees are able to design and prepare chairs, tables, cots, settees, doors and windows. There are some problems and difficulties felt in this department. The teacher faces difficulty in teaching theory. He explains his subject by making drawings. They perform better in practicals as compared to the theory. The activity in-charge noted that inmates are mostly from Remand

Homes. Many of them feel mental strains in the initial phases of the training courses. Inmates lack expected level of mental stability. The teacher feels difficulty in teaching Accounts, Maths etc. Theory papers seem difficult to the inmates. After completing the training in carpentry and woodwork, if they fall short of 18 years' age, they can join some other short course till the completion of the said age and if they complete 18 years and have no family support, they join 'After Care Hostel' and seek employment.

Some inmates secure job within the span of 3-6 months due to their carpentry skill. The carpentry and woodwork activity is inspected and reviewed every year by Technical Education Board of Gujarat Government as well as the officials of Social Defence Department. Written reports are made detailing observations of inspecting team.

4.2.9 Tailoring and Cutting :

The tailoring and cutting unit is another major training centre of Juvenile Home of Baroda. It is a recognised training course. Juvenile Home of Baroda is the first agency in the State to secure recognition in this trade line. The agencies at Surat and Rajkot got recognition later. The tailoring and cutting unit is headed by Mr. H.C. Jaswal. He is H.Sc. and has certificate and diploma in Tailoring and Cutting. 1996-97. The syllabus prescribed by Technical Education Board is difficult and tough

beyond the capacity of the children. The criteria of admission to the wing is that an inmate has to attain minimum 14 years of age, education upto 4th Std. and aptitude for tailoring skill or inclination. The selection committee, consisting of Superintendent of Juvenile Home, Crafts Teacher and the Probation Officer, make the final selection of the candidates. The course runs for two years. The term begins in June. The examinations are held in March or April. The inmate gets enough experience in the practice session and learns the skills faster. There is internal evaluation / tests every month. The examinations are conducted by Technical Examination Board, at the end of the second year of the course. Also the term work of students has to be sent to Technical Educational Board periodically for their assessments. At the end of the course, trainees learn to make Shirts, Pants, Punjabi-Suits and women's garments. The items are taught in theory with graphs on the black board. They also learn to repair and / darn cloths. Every year they stitch about 1000 pieces of garments / uniforms of Juvenile Home inmates. They also undertake job work from outside. Their clients include agencies like the State Home for Women; the School for Blind and Government schools. Sometimes they get orders for preparing uniforms for their watch ward staff also.

There are some difficulties and problems faced by the crafts teacher. Some inmates are slow learners. They make repetitive errors in

drawing and measurements. They have to be given personalised care and attention. This increases the workload of a teacher who is the only person managing this activity. The classroom is also very small. A bigger room is required. Electrically operated machines may increase the output to teach students modern skill in the tailoring. At present, they have leg operated machines. Outside orders, especially from Government Institutions, create special problems. They supply coarse Khadi. This causes the needle breakages, inconvenience and delay in production schedule. The trainees get tired due to this. The crafts teacher is also of the opinion that the discharged inmates get sewing machines on subsidy and loan. But the entire procedure takes 6-8 months. The trainees get frustrated and leave for the villages. If the immediate assistance is not made available to the released inmates, they may get de-skilled and thus unable to support themselves.

4.2.10 Turning and Fitting :

One major training of Juvenile Home is Turning and Fitting. The qualifications for admission in this trade activity are, above 14 years of age and educated up to 7th Std. Other factors like height, weight and mental ability are also taken into account. Admission committee consisting of Superintendent, Supervisor of the wing, Probation Officer and certain people of Technical Board Examination make final decision of the selection of inmates. This course consists of two years. The

academic year begins in June and ends in June only. The syllabus includes science, theory and practicals, mathematics, drawing. Strict discipline is maintained in matters of attendance, class work and homework.

The Chief Supervisor of this wing is Mr. Y.M. Pathak. As far as his qualifications are concerned, he has done B.E. Mechanical. Otherwise the qualifications for this post is fresh B.E. or Diploma with 5 years of experience. The trainees at the end of the training period learn the turning, fitting, assembling and welding. They also learn rivetting, grinding and can make windows, grills, iron-cots and wheel-chairs. The syllabus, prescribed by Technical Examination Board, is disseminated sent to Juvenile Home. Examinations are conducted by external supervisors in the end of the second year of the course. Results are prepared by the Technical Board and are sent to the Juvenile Home whereas in first year, results are prepared by the internal supervisors only. There is one Junior Supervisor. His qualifications are Diploma in Mechanical Engineering. There is one workshop attendant also.

The unit also faces some difficulties and problems. As per the supervisor of the unit, some inmates are weak in studies. They find it very difficult to comprehend, assimilate and remember the theory part. More spacious rooms are required as the number of students is more. This disturbs the practicals as the students get less time to complete

the assignments. The syllabus is very long and tough as compared to the capability of the students. The main reason is that the qualification of children is very low. They are just 7th Std. pass when they enter into this course and the syllabus prescribed by Technical Educational Board is very tough and difficult, beyond the capacity of the children, who are unable to read and write at this time. The supervisor says that he has to teach the numbers and alphabets first. That is why, till the end of the course, children are unable to take their exams properly. When the external examiners arrive, the children are unable to perform well and fail.

The Basic reason as to why they are so poor in studies, is that most of the children hail from tribal, rural and slum areas; where they do not have any educational background. Parents are also illiterate. The other factor is that primary education is free and compulsory. As in all corporation schools, every child is promoted to the next higher class, till he finishes primary education. Some way here also, all children are promoted. The teachers in their previous institutions had not taken pains to teach the children. The children, who are admitted in these courses are unable to read and write well. That is why, there are so many failures every year. The mental standard remains the same when they enter into courses and pass out.

It takes so much time for the supervisor to teach one lesson because children lack basic fibre. Basics are made clear to them by giving them small handbooks of alphabets and numbers and are made to write on a slate with a piece of chalk at this level when they have entered in the turner and fitting courses and undergo the huge syllabi prescribed by Technical Education Board. According to the Chief Supervisor, the reason for their very low performance in the studies is that Juvenile Home takes care of all other aspects like sleep, proper rest, games and sports, cooking etc. but no special efforts are made to improve their studies. Lot of hard work and extra efforts are required to improve them academically. Superintendent of the Juvenile Home should also make concerted efforts to improve children's lot, since this is precisely what they are employed for. Some local or mutual arrangements by the staff should have been permitted by the Superintendent to make them learn their lessons after their classes. The other problem, which arises is the strict routine of the institution. After six hours of regular classes, children are not able to concentrate any more on studies. The main problem is that every inmate recruited in this course is 7th Std. pass, whereas, the private institutions recruit 10th Std. children. That is why, the basics of the students in private institutions are very sound and neither they find any difficulty in learning nor the teachers face any problem in teaching. The children bear lot of stress and strain to learn the syllabus. This gap remains

even after they are released from the Juvenile Home and face difficulty in getting jobs because, after the inmates' release from the Juvenile Home, the eligibility criteria of any Government job or in private concern is minimum 10th std, whereas the basic qualification of the inmates of Juvenile Home is just 7th Std. So they are rejected point blank.

4.2.11 Printing and Binding :

'Printing and Binding' is another trade under which the inmates of Juvenile Home receive training and skill. The wing is headed by the Supervisors, Shri. Sanjay Patel, Shri Yogesh Dave and Mr. Bhikhabhai. All Supervisors are ITI trained in printing and apprenticeship.

The course duration is one year and the basic qualification for the inmate is 12 years age and 4th standard pass. They are taught the skill in printing and binding. At the end of the year, they learn the art of printing, cyclostyling and binding. There are no examinations. The certificates are not issued by Technical Education Board but handwritten certificates are given by the Juvenile Home authorities, which do not carry any value outside when they leave the institution. Other problem is that children learn this skill at a very raw and early stage. The height of the machines is more than the height of the children. Children are unable to operate and cope-up with the height level of

machines. The padestials are used to assist such cases to make them understand the lessons and to work on machines.

4.2.12 Courses Run by Shramik Vidyapeeth :

There is a provision of short courses by Shramik Vidyapeeth. These courses are recognised by Shramik Vidyapeeth and Technical Education Board. These courses are run once a year for the duration of 6 months or 3 months or even less. These courses are meant for the development of skill in the children and also for the completion of age, if they fall short of their age or in completion of 18 years before they are released from the Juvenile Home. The programmes and short courses run by Sharmik Vidyapeeth keep on changing in the schedule every year. But the course which is commencing since 1970, regularly every year, is the wireman training course.

4.2.13 Wiremanship Training :

The wireman apprentice course commenced in this agency in 1970. It is a course of 6 months duration, recognised by the Shramik Vidyapeeth. This course provides some productive and technical skill to the inmates. The criteria for admission to the course is, only those children who are atleast 14 years of age and whose educational level is 4th std. The admission committee makes the final selection of the students, taking into consideration the aptitude and date of release.

Children brought to Juvenile Home, for short term commitment, prefer this course. The wireman training course is conducted from June to November or from December to May. There is no internal Examination but at the end of each course, examination is conducted by the external agency. The inmates train themselves in three specific skills : (1) House /Domestic wiring. (2) Domestic electrical repairs. (3) Maintenance of institutional fixtures, fans, lights, pumps, etc.

At present, no organised attempt is made by the Agency to help them offer services to the trainees. There are a few cases where trainees are individually encouraged to undertake electrical jobs on payment. The Agency requires new machinery, equipments, tools, electrical channel and personnel to execute the expansion of the present level of course. Refrigeration, Scooter Repairs, Electricians and motor part repairs. Some short courses, for 4 months / 6 months duration, run by Shramik Vidya Peeth to impart the students with skills.

4.2.14 Health Facilities :

The Juvenile Home looks after the health of the inmates through well equipped dispensary. The dispensary unit is under the charge of a trained nurse. Her qualification is S.S.C. and trained in nursing. She is available in the Juvenile Home, 24 hours and resides in the campus itself. The health services are made available to the inmates only. There

is a separate sick room with facilities of beds for observation of patients, through the dispensary unit. Allied aspects of health and sanitation relating to Juvenile Home are looked after. It includes sanitary inspection of the kitchen and cooking arrangement, toilets, bathrooms and dormitories. Special efforts are made to make and keep the atmosphere clean.

Serious and complicated cases are taken to SSG Hospital in the city. Apart from the nurse in-charge, there is one visiting Medical Officer and a padritician. The Alembic Chemicals also provides medicine to the Juvenile Home. Lions Club also sends a team of doctors for a health check up.

In this area also there are some problems. The inmates had observed the sister (Nurse) to be very harsh, unsympathetic and rude. The inmates had also reported that they had been beaten up by her for no reason. The inmates desired that her behaviour should be extremely sympathetic, humane and loveful during the sickness and that she should not neglect the emotional part of children. There is a shortage of good medicines also. On the whole, unit is working efficiently.

4.2.15 Recreational Activities, Sports and Music :

The Juvenile Home looks after the recreational needs of inmates. There are some cultural programmes for inmates. There is a colour

television and V.C.R., which caters to the recreational needs of the inmates. Inmates are also provided with some sports material for outdoor games as well as the indoor games, like Chess and Carrom.

But children are not permitted to use these. Matches are held among the inmates. By this, inmates get opportunities to interact with other inmates of the Juvenile Home. The discussion with the sports teacher and other staff members revealed that sports, recreation and cultural needs of the Juvenile Home children are partially fulfilled. There is no guidance, encouragement and motivation from the teachers to help the children on this account. Despite the liberal supply of sports material, inmates are not able to go beyond routine performance. The music instruments are available but there is no music teacher who could motivate them. Children try to learn and play on their own. The material for indoor game is there but are not used, in the fear that they will break.

4.2.16 Record of Post-release Placement of the Inmates of the Juvenile Home

It has been kept in the record of the Probation Officer of the Juvenile Home, that most of the inmates of Juvenile Home secure jobs after their release from the Juvenile Home. The Agency conducts the follow-up jobs of the inmates also. Mostly, the inmates of the Juvenile Home get employment after developing special skills of vocational training. Some records of students' employment in the various fields have been presented here :

CHART : 6**RECORD OF POST-RELEASE PLACEMENT OF INMATES OF THE
JUVENILE HOME**

SR.	NAME OF THE INMATES	FIELD	YEAR
1	RAMESH RAI	SEWING	1997
2	SOMA BHAI	SEWING	1997
3	AKBAR JABBARKHAN	SEWING	1997
4	KIRIT NARSI BHAI	SEWING	1997
5	SHANKAR KARWA	SEWING	1997
6	NAGIN BHAI MATHUR JAMBUR	SCOOTER REPAIRING	1997
7	JAYCEE VIJAY	CARPENTRY TOOLS	1997
8	LAXMAN SIVA	MOTOR REPAIRS	1997
9	VIJAY JEENA	REFRIGERATION	1998
10	NARESH PRAVIN BHAI	TAILORING	1998
11	SANTOSH ANAND RAO	CARPENTRY	1998
12	MAHESH SOMA	TAILORING	1998
13	VIJAY TRIBHAVAN	TAILORING	1998
14	ANAS PRATAP	SEWING	1999
15	CHANDER SHEKHAR	SEWING	1999
16	ISHOOLALA BHAI	CARPENTRY	1999
17	MAHESH AMBALAL	SEWING	1999
18	HARI BHAI	SEWING	1999
19	PARMAR NARESH	PRESS	1999
20	UTTAM GAUTAM	TAILORING	1999

PART - III

4.3 EFFECTIVENESS OF THE DEVELOPED PROGRAMME IN TERMS OF PERSONALITY :

4.3.0 Introduction :

As one of the objectives of the present study is also to bring desirable changes in personality of the inmates of Juvenile Home, so that inmates could make adjustment in their environment and become healthy useful citizens. The present noble venture is expected, to some extent, to help these mal-adjusted children of Juvenile Home to reduce the expectancy of deviant behaviour and help them to return to normalcy. The educational programme was developed in the form of treatment with specific objectives, catering to the needs, requirements and interests of the inmates, which was expected to bring transformation in their thinking attitude, notions and behavioural pattern, to enable them to grow around physically, intellectually, emotionally and socially. The educational programme, conducted in adequately homely atmosphere, where Juveniles experience love, acceptance, appreciation and understanding could provide proper outlet to intellectual, emotional energy and creative expression, was expected to strengthen them from inside so that they can face challenges of life with courage and determination, so

that they are normal healthy useful citizen not only of the Nation but of the World.

The personality inventory developed by Dr. N.K. Dutt was administered on the inmates of both the groups, experimental and the control group in the pre and post treatment periods. The data was collected with respect to personality in the following areas :

1. Insecurity and loneliness.
2. Depression.
3. Inferiority complex - self-consciousness.
4. Guilt proneness.
5. Ergic tension.
6. Paranoid suspiciousness.
7. Emotional instability.
8. Hypochondriacal tendencies.
9. Somatic reactions.
10. Lie score.

The pre and post treatment data was tabulated and significance of difference was seen through t- test. All the components of DPI are neurotic components and negative factors. They are negatively correlated with the personality. As per the scoring procedure of Dutt Personality Test, Higher the number, lower the personality. Higher number indicates the presence of the

neurotic factors. Increase in the personality is accompanied by the decrease in the anxiety level. Decreasing the degree marks the level of improvement and desirable change. However, the results related to these aspects are interpreted subsequently.

4.3.1 Pertaining to 'Insecurity-loneliness' Component of

Personality :

Insecurity-loneliness is indefinite condition of feeling, anxious, unsafe, threatened and apprehensive. It shows person's inability to make friends because of lack of trust in self or others.

A person wants somebody to look after the inmates of Juvenile Home, suffering from Insecurity and Loneliness.

In the component of personality 'Insecurity - Loneliness', in Dutt personality inventory, Item Nos. 1, 27, 28, 43, 49, 50, 53 and 58 fall in this category. However, the results related to this aspect are interpreted in the following table :

TABLE : 38 Comparison of Experimental and Control Groups in
Respect of 'Insecurity - loneliness' Component of
Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	19.0333	13.2667	10.41	01
2.	Control	30	13.7667	13.3667	.73	N S.

Referring to the above table, it can be seen that in experimental group, mean score ranged from 19.0333 to 13.2667 and in the control group, mean score ranged from 13.7667 to 13.3667 to. In the pre and post treatment periods, t-value is 10.41 in the experimental group which is significant at 0.01% level and in the control group t- value is .73, which is not significant.

The results clearly indicate that both the groups are different from each other. The educational programme has brought a significant change and improvement in the experimental group and resulted in decreasing insecurity and loneliness to a significant extent whereas no change was observed in the control group. The control group members were more insecure and lonely than experimental group.

4.3.2 Pertaining to 'Depression' Component of Personality :

Depression is a state of accessibility to stimulation or particular kind of stimulation of lowered initiative or gloomy thoughts like;

'Life is difficult, or has feelings that suicide is the only solution to the difficulties'.

Person has feeling of inadequacy and hopelessness. Juvenile inmates of Baroda Juvenile Home suffer from depression may be because of the biggest factor of their being away from their parents and families. Item Nos. 10, 12, 14, 37, 56, 66, 72 and 78 constitute the 'Depression' component of personality in Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 39 Comparison of Experimental and Control Groups in Respect of 'Depression' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	18.8667	12.3333	10.70	.01
2.	Control	30	13.3333	13.8000	.80	N.S.

Referring to the above table, in the experimental group, the mean score ranged from 18.6667 to 12.3333 and in the control

group mean score ranged from 13.3333 to 13.8000 in the pre and post treatment periods. In the experimental group, t-value is 10.70, which is significant at 0.01% level. In the control group, t-value is .80, which is not significant.

The results clearly show that both the groups are different from each other. Due to the implementation of educational programme, significant change was observed in experimental group and has resulted in reducing the symptoms of depression whereas control group members remained the same.

4.3.3 Pertaining to 'Inferiority complex - self-consciousness'

Component of Personality :

Inferiority complex is a repressed fear and resentment of being inferior, especially in some bodily feature, leading to variety of distressed behaviour. It is an emotional condition of heightened awareness about one's own existence like feeling inferior to some one. It is always self-contradictory. It is known directly by the person who has it, as it is a repressed fear.

A person with inferiority complex becomes psychologically tensed while talking to other person, or person of opposite sex or if somebody is observing his work. Inmates of Juvenile Home suffer from inferiority and they are extremely self-conscious. Item Nos. 17,

26, 36, 38, 45, 52, 55, 67, 73, 79 and 83 fall in the 'Inferiority Complex - Self Consciousness' component of personality of Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 40 Comparison of Experimental and Control Groups in
Respect of 'Inferiority complex - self-consciousness'
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	25.8000	17.4000	10.68	.01
2.	Control	30	17.8000	18.7000	1.19	N.S.

From the above table, it can be seen that in the experimental group, mean score ranged from 25.8000 to 17.4000 and in the control group, mean score ranged from 17.8000 to 18.7000 in the pre and post treatment periods. In the experimental group, t-value is 10.68 which is significant at 0.01% level. In the control group t-value is 1.19 which is not significant.

As clear from the results, both the groups do not match with each other and are different from each other. The exposure to the treatment has brought positive results in reducing the symptoms underlying inferiority complex and self-consciousness in experi-

mental group. The control group members did not show any significant change and they remained the same.

4.3.4 Pertaining to 'Guilt proneness' Component of Personality

Guilt proneness is a sense of realisation that one has violated ethical or moral or religious principles together with a regretful feeling of lessened personal worth on that account.

He feels guilty and is not able to forgive himself and feels guilty of violating the principles or certain standards. He feels himself worthless. Item Nos. 32, 35, 59, 68, 74, 80 and 84 constitute the "Guilt Proneness" component of Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 41 Comparison of Experimental and Control Groups in Respect of 'Guilt proneness' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	16.5667	10.9667	10.01	0.1
2.	Control	30	11.2333	11.6000	.75	N.S.

As can be seen from the table, in the experimental group mean score ranged from 16.5667 to 10.9667 and in the control group, mean score ranged from 11.2333 to 11.6000 in the pre and post treatment periods. In the experimental group, t- value is 10.01, which is significant at 0.01% level. In the Control Group t- value is 75, which is not significant.

As clear from the results, both the groups are different. The experimental group members have shown significant change and resulted in decreasing the degree of guilt proneness to a significant extent whereas the control group members indicated the presence of symptoms of guilt proneness.

4.3.5 Pertaining to 'Ergic tension' Component of Personality :

Ergic Tension is a innate psycho-physical disposition which permits its possessor to acquire reactivity to certain classes of objects i.e. he is not able to concentrate upon his work or he is too much self-attentive and over anxious etc. He feels that life is full of problems. Ergic tension has been a common problem among Juvenile inmates of Juvenile Home of Baroda. Item Nos. 2, 3, 4, 6, 7, 11, 19, 24, 25, 29 and 75 constitute the 'Ergic Tension' component of personality in Dutt Personality Inventory.

However, the results related to this aspect are interpreted in the following table :

TABLE : 42 Comparison of Experimental and Control Groups in Respect of 'Ergic tension' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	26.5000	16.7333	10.86	.01
2.	Control	30	18.2667	18.0000	.39	N.S.

As clear from the table, in the experimental group, mean score ranged from 26.5000 to 16.7333 and in the control group mean score ranged from 18.2667 to 18.0000 in the pre and post treatment periods. In the experimental group, t- value is 10.86, which is significant at 0.01% level. In the control group t- value is .39, which is not significant.

As clear from the results, the experimental group members responded positively to the educational programme and shown desirable change in reducing ergic tension to a significant extent whereas the control group members still indicated the symptoms underlying Ergic tension.

4.3.6 Pertaining to 'Paranoid suspiciousness' Component of Personality :

It is a personality disorder in which the individual is suspicious, envious, jealous and stubborn and extremely sensitive to what seems to be slight or injurious much inclined to the project. He feels that 'his friends will open his secrets or people are looking at him with pitiable eyes and he watches and observes everyone with suspicion in the mind'.

Item Nos. 31, 34, 39, 48, 57, 69, 76, 81, 85 and 87 constitute the 'Paranoid Suspiciousness' component of personality of Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 43 Comparison of Experimental and Control Groups in Respect of 'Paranoid suspiciousness' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	23.6000	15.9333	11.61	.01
2.	Control	30	16.2333	16.7667	.89	N.S.

Referring to the above table, it is clear that in the experimental group, the mean score ranged from 23.6000 to 15.9333 and in the control group, mean score ranged from 16.2333 to 16.7667 in the pre and post treatment periods. In the experimental group, t-value is 11.61, which is significant at 0.01% level. In the control group, t-value is .89, which is not significant.

As referred in the table, both the groups are different from each other. The experimental group has shown the significant change and resulted in decreasing the symptoms of paranoid suspiciousness, whereas, control group members suffer from presence of symptoms of paranoid suspiciousness. They did not show any change.

4.3.7 Pertaining to 'Emotional instability' Component of

Personality :

Emotional instability is a tendency for quick and unreliable emotional response. i.e. whenever he is doing any difficult work, his legs start trembling or when he is angry, he won't be able to speak correctly. He is not able to face difficult situations. The inmates of Juvenile Home are mal-adjusted children and they suffer from emotional instabilities. Item Nos. 2, 22, 23, 33, 40, 41, 44, 46, 51, 54, 60 and 70 constitute the emotional instability component of

personality in Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 44 Comparison of Experimental and Control Groups in Respect of 'Emotional instability' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	28.1000	18.6667	10.64	.01
2.	Control	30	19.6667	19.2000	.75	N.S.

In the experimental group, referred in the present table, mean score ranged from 28.1000 to 18.6667 and in the control group mean score ranged from 19.6667 to 19.2000 in the pre and post treatment periods. In the experimental group, t- value is 10.64, which is significant at 0.01% level. In the Control Group t- value is .75, which is significant.

As clear from the results, the experimental group has responded positive to the educational programme and has brought about significant change and improvement. The Control Group members indicated the presence of symptoms underlying emotional instability and remained the same.

4.3.8 Pertaining to ‘Hypochondriacal tendencies’ Component of Personality :

It is morbid concern about one’s own health with exaggeration of every trifling symptoms like the person develops the feelings that ‘he will become mad, or is having anxiety about the health that there is something wrong with his heart or is suffering from some major disease’.

Item Nos. 5, 8, 9, 16, 62, 63, 64 and 65, constitute the ‘Hypochondriacal tendencies’ component of personality in Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 45 Comparison of Experimental and Control Groups in Respect of ‘Hypochondriacal tendencies’ Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	19.5000	12.4333	9.84	.01
2.	Control	30	12.9333	13.3333	.73	N.S.

As can be seen from the above table that in the experimental group, the mean score ranged from 19.5000 to 12.4333 and in the

control group mean score ranged from 12.9333 to 13.3333 in the pre and post treatment periods. In the experimental group, t-value is 9.84, which is significant at 0.01% level and in the control group t-value is .73, which is not significant.

As clear from the results, both the groups are different from each other. Due to the exposure to the educational programme experimental group members have shown significant change and improvement and resulted in decreasing the hypochondriacal tendencies to a significant extent, whereas control group members showed the presence of symptoms and did not show any change.

4.3.9 Pertaining to 'Somatic reactions' Component of Personality :

Somatic reactions are pertaining to the body or bodily psychic or mental conditions suffering to psyche like without reason person feels sick or has a feeling that there is no strength in his body.

The very process of institutionalisation is stress and tension-producing for inmates. They are governed by strict and rigid rules and regulations. Such climate may cause psycho-somatic problems for the inmates.

Item Nos. 15, 20, 61, 71, 77, 82, 86,88, 89 and 90 constitute the 'Somatic reactions' component of personality in Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 46 Comparison of Experimental and Control Groups in Respect of 'Somatic reactions' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	22.5667	15.6333	9.35	.01
2.	Control	30	16.3000	17.2000	1.46	N.S.

As seen from the above table, in the experimental group, the mean score ranged from 22.5667 to 15.6333 and in the control group mean score ranged from 16.3000 to 17.2000 to in the pre and post treatment periods. In the experimental group, t- value is 9.35, which is significant at 0.01% level. In the control group t- value is 1.46, which is not significant.

As clear from the results, both the groups are different from each other. The experimental group responded positively to the educational programme and showed significant change and improvement whereas control group members did show any change

and indicated symptoms of anxiety and somatic problems and reactions.

4.3.10 Pertaining to 'Lie score' Component of Personality :

'Lie Score' is pertaining to hide the true picture inside the person like he might be trying to boast of himself in front of others or for impressing others or he might not be aware of the facts about himself.

Item Nos. 13, 18, 30, 42 and 47 constitute 'Lie-score' component of personality in Dutt Personality Inventory. However, the results related to this aspect are interpreted in the following table :

TABLE : 47 Comparison of Experimental and Control Groups in
Respect of 'Lie score' Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	11.4333	9.7000	4.75	.01
2.	Control	30	8.8667	9.2667	1.26	N.S.

Referring to the above table, it can be seen in the experimental group, that mean score ranged from 11.4333 to 9.7000 and in the control group, mean score ranged from 8.8667 to 9.2667. In the

experimental group, t-value is 4.75, which is significant at 0.01% level. In the control group, t-value is 1.26, which is not significant.

As clear from the results, two groups are different from each other. experimental group has responded positively to the educational programme and showed significant change in lie score. The control group did not show any change, they remained the same.

TABLE : 48 Comparison of Experimental and Control Groups in Respect of 'Dutt Personality total Componets' of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	211.9667	143.0667	14.42	.01
2.	Control	30	148.4000	151.2333	.73	N.S.

One of the main objective of the present study was to bring about the desirable changes in the personality of inmates of Juvenile Home. As referred to the table above. In the experimental group mean score ranged from 211.9667 to 143.0667 and in the control group mean score ranged from 148.4000 to 151.2333 in the pre and post treatment periods. In the experimental group, t- value is 14.42, which is significant at 0.01% level. In the control group, t- value is .73, which is not significant.

As clear from the results both the groups differ from each other. The educational programme has helped the inmates to bring about desirable change in the personality of experimental group members by reducing the neurotic symptoms and level of anxiety, whereas no significant change in the personality of control group members were observed.

The results are supported by Vyas (1988). He found out the considerable amount of significant changes and consistently progressive improvements in the experimental group, in comparison to that Control Group, as a result of counselling treatment Role play / Drama, Case discussion techniques, in reducing the neurotic components like, Insecurity and loneliness, Depression, Inferiority complex - self-consciousness, Guilt proneness, Ergic tension, Paranoid suspiciousness, Emotional instability, Hypochondriacal tendencies, Somatic reactions, Lie score, as measured by Dutt Personality Inventory.

PART : IV

4.4 EFFECTIVENESS OF THE DEVELOPED PROGRAMME IN TERMS OF SELF-ESTEEM :

4.4.0 Introduction :

The behaviour of a person is crucially affected by person's self-image, self-perception or self-esteem. Self-esteem of an individual affects the total behaviour of an individual. If a person's self-esteem is adequate, he is free of all tensions. Self-esteem throws light on both normal and mal-adjusted behaviour.

As one of the objectives of the present study is, to secure desirable changes in the self-esteem of the inmates of Juvenile Home, the present study is a specific study for specific children and with specific objectives. Additional inputs were decided and additional efforts were made to execute the educational programme, into the well organised programme of Juvenile Home, during the regular course of studies so that the inmates could eradicate their fears, anxieties, worries, shed their self-rejection, self-dissatisfaction, self-contempt and disagreeable picture of themselves and start respecting themselves, consider themselves worthy, expect themselves to grow and improve, become more self-confident and self-dependent. Thus, the present noble venture is expected, to some extent, to help in dealing with emotional problems of self-rejection

and non-identity in the inmates, to enable them to grow alround, personality, make adjustments and become worthy, useful citizens of the society.

The self-esteem scale, was developed by the researcher, was administered on the inmates of both the groups, Experimental and Control Group, in the pre and post treatment periods. The data was collected with respect to self-esteem in the following areas :

1. Self confidence.
2. Self satisfaction.
3. Helplessness.
4. Social ability.
5. Emotional instability.
6. Self determination.
7. Social success.
8. Acceptance of others.
9. Ability to cope up with problem situations.
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 pre and post treatment datas were tabulated and significance of the difference was seen through t- test. As per the scoring procedure, higher number indicates the improvement is self-esteem. Higher the number, higher the self-esteem. However, the results related to these aspects are interpreted subsequently.

4.4.1 Pertaining to 'Self-Confidence' - Self-esteem Component of Personality :

It is generally agreed that a confident person with a balanced approach to life will have higher self-esteem. He will adjust quickly to environment and changes and faces the life squarely. Item No. 1, 6 and 20 falls into the category of 'Self-confidence', self-esteem component of personality. However, the result related to this aspect are interpreted with the following table:

TABLE : 49 Comparison of Experimental and Control Groups in

Respect of 'Self-confidence' - Self-esteem

Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	6.0000	11.2667	8.91	.01
2.	Control	30	12.3000	11.9000	.79	N.S

As referred to the table, the mean score ranges from 6.0000 to 11.2667 as regards experimental group, and in respect of control group, mean score ranged from 12.3000 to 11.9000 in the pre and post treatment periods. In the experimental group, t- value is 8.91 which is significant at .01% level. In the control group, t- value is .79, which is not significant.

As clear from the results both the groups are significantly different than each other. The members of experimental group showed significant changes and improvements as a result of an exposure to the educational programme. The experimental group members were more self-confident as compared to the members of control group who showed no change in respect of self-confidence.

4.4.2 Pertaining to ‘Self-Satisfaction’ - Self-esteem Component of Personality :

It is accepted that a satisfied and happy person will have higher level of self-esteem than a person who is dissatisfied one and will have anxiety disturbance, stress, apprehension. Therefore the researcher has collected data in the respect. Item Nos. 5 and 19 fall into this category. However, the results related to this aspect are interpreted with the following table :

TABLE : 50 Comparison of Experimental and Control Groups in Respect of ‘Self-satisfaction’ - Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	6.3667	7.6333	3.50	.01
2.	Control	30	8.1000	7.5667	1.06	N.S.

As referred to the above table, in the experimental group, the mean score ranged from 6.3667 to 7.6333 and in the control group, the mean score ranged from 8.1000 to 7.5667 in the pre treatment and post treatment periods. In the experimental group, t- value is 3.50, which is significant at 0.01% level. In the control group t- value is 1.06, which is not significant.

As clear from the results, experimental group members positively responded to the educational programme and showed significant change and improvement in level of self-satisfaction, whereas the control group members did not show any change and they remained the same.

4.4.3 Pertaining to 'Helplessness' - Self-esteem Component of Personality :

Most of the author working on self-esteem have shown that a person with low self-esteem will not be confident of himself. He would feel helpless and expect support from others. The Juvenile inmates who are exposed to a pressurised hard rigid type of routine usually become helpless in handling various situations and problems of life. Hence Item Nos. 3 and 4 fall into this category. However, the results related to this aspect are interpreted along with the following table :

TABLE : 51 Comparison of Experimental and Control Groups in
Respect of 'Helplessness' - Self-esteem Component
of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	3.9667	4.5667	2.45	.05
2.	Control	30	2.4667	2.1000	1.03	N.S.

As referred to in the above table, in the experimental group, mean score ranged from 3.9667 to 4.5667 and in the control group, mean score ranged from 2.4667 to 2.1000. In the experimental group, t- value is 2.45, which is not significant at 0.01% level, but is significant at 0.05% level. In the control group t- value is 1.03, which is not significant.

As clear from the results, the experimental group showed positive response to the educational programme and showed significant changes and improvements whereas the members of control group still showed the presence of symptoms of helplessness. They did not show any significant changes and improvements and they remained the same.

4.4.4 Pertaining to 'Social ability'- Self-esteem Component of Personality :

It is commonly accepted that a person with high self-esteem is socially well adjusted with society, neighbours, friends and relatives, as compared to the person, whose self-esteem is low. He will feel insecure, tense and anxious. Therefore, Item Nos. 13 and 10 constitute this aspect. However, the results related to this aspect are interpreted with the following table :

TABLE : 52 Comparison of Experimental and Control Groups in Respect of 'Social ability' - Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	3.9333	7.3333	7.01	.01
2.	Control	30	8.7000	7.7333	1.78	N.S.

As referred to in the above table, the mean score of experimental group ranged from 3.9333 to 7.3333 and in the control group, mean score ranged from 8.7000 to 7.7333. In the experimental group, t- value is 7.01, which is significant at 0.01% level. In the control group, t- value is 1.78, which is not significant.

The results clearly indicate that both the groups differ from each other. The experimental group members showed positive change and signs of improvement in level of social ability, whereas the control group members did not show any change and remained the same.

4.4.5 Pertaining to 'Emotional stability' - Self-esteem

Component of Personality :

Most of the researches agree that a person with adequate self-esteem is emotionally stable and can face all the difficult situations in life. The common problem among the inmates of Juvenile Home is that they are not emotionally stable. Item Nos. 15 and 25 constitutes this aspect. However, the results related to these aspects are interpreted with the following table :

TABLE : 53 Comparison of Experimental and Control Groups in Respect of 'Emotional stability' - Self-esteem
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	6.4333	8.5000	6.13	.01
2.	Control	30	4.2299	4.1209	.080	N.S.

The above mentioned table shows that in the experimental group, the mean score ranged from 6.4333 to 8.5000 and in the control group mean score ranged from 4.2299 to 4.1209 in the pre and post treatment periods. In the experimental group, t- value is 6.13, which is significant at 0.01% level. In the control group, t- value is .80, which is not significant.

As clear from the results, the exposure to the educational programme has brought a significant and positive change in the experimental group in level of emotional stability, whereas the control group members showed the presence of symptoms of emotional instability as results of not being exposed to the educational programme.

4.4.6 Pertaining to 'Self-determination'- Self-esteem Component of Personality :

It is commonly known a determined person is mentally strong, hard working, who works with concentration and mental stamina and he owns adequate self-esteem than a person who has low self-esteem with weak mind. Juvenile inmates lack self-determination Hence Item No. 8 constitutes this aspect. However, the results related to this item are interpreted with the following table :

TABLE : 54 Comparison of Experimental and Control Groups in
Respect of 'Self-determination' - Self-esteem
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.2333	6.7000	5.05	.01
2.	Control	30	8.7000	7.4000	1.26	N.S.

The above mentioned table shows that in the experimental group, the mean score ranged from 4.2333 to 6.7000 and in the control group, 8.7000 to 7.4000 in the pre and post treatment periods. In the experimental group, t- value is 5.05 which is significant at 0.01% level. In the control group, t- value is 1.26, which is not significant.

As clear from the results, both the groups appear to be the same. Both the groups seem to show the significant changes in level of self-determination. The exposure to the educational programme brought positive results for experimental group whereas control group members did not show any significant change.

4.4.7 Pertaining to 'Social success' - Self-esteem Component of Personality :

Pepitone (1968) has viewed relationship between social success and self-esteem. A person who is successful will have appraisals from others and will have high self-esteem. A person, who is socially unsuccessful will be critically received by people and will suffer from low self-esteem. The Item No. 2 constitutes this aspect. However, the results related to this aspects are interpreted with the following table :

TABLE : 55 Comparison of Experimental and Control Groups in Respect of 'Social success' - Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	1.3667	3.1337	6.12	.01
2.	Control	30	2.2333	2.0000	.80	N.S.

As referred to IN the above table, in the experimental group, mean score ranged from 1.3667 to 3.1337 and in the control group, 2.2333 to 2.0000 in the pre and post treatment periods. In the experimental group, t- value is 6.12, which is significant at 0.01% level. In the control group t- value is .80, which is not significant.

As clear from the results, both the groups differ from each other. The experimental group, who was exposed to the treatment showed significant changes and desirable improvements in level of social success whereas the control group members remained the same as they were before.

4.4.8 Pertaining to 'Acceptance of others' - Self-esteem **Component of Personality :**

Most of the author of self-esteem found that a person who is amiable and accepted by others in society, feels useful, confident, productive and of some significance to others. He has high self-esteem than a person who is uncompromising, belligerent and bad mixer and has a low self-esteem. Hence Item No. 23 constitutes this aspect. However, the results related to this aspect are interpreted with the following table :

TABLE : 56 Comparison of Experimental and Control Groups in
Respect of 'Acceptance of others' - Self-esteem
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	1.9667	3.5333	4.57	.01
2.	Control	30	4.3667	4.3667	.00	N.S.

In the experimental group, the mean score ranged from 1.9667 to 3.5333 and in the control group, mean score ranged from 4.3667 to 4.3667. In the experimental group, t- value is 4.57, which is significant at 0.01% level. In the control group, t- value is .00, which is not significant.

As clear from the results it is found that both the groups were different from each other. The exposure to the treatment brought significant change in the experimental group whereas the control group members remained the same in level of acceptance of others.

4.4.9 Pertaining to 'Ability to cope up with problem situation' of Self-esteem Component of Personality :

It has been accepted by many authors on self-esteem that a person who is capable of coping up with problems and various situations, solving problems, enhances his self-esteem. By facing the situations, by being able to solve problems, a person becomes confident, mature and articulate and adds to his self-esteem. Item No. 21 constitutes this aspect. However, the results related to this aspect are interpreted with the following table :

TABLE : 57 Comparison of Experimental and Control Groups in
Respect of 'Ability to cope-up with problem
situation' Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	9.7002	10.9979	4.75	.01
2.	Control	30	7.8667	7.1337	1.35	N.S.

The above mentioned table shows that in the experimental group, mean score ranged from 9.7002 to 10.9979 and in the control group, mean score ranged from 7.8667 to 7.1337 in the pre and post treatment periods. In the experimental group, t- value is 4.75, which is significant. at 0.01% level. In the control group, t- value is 1.35, which is not significant.

As clear from the results, experimental group showed significant improvements in the ability to cope up with problems situation where as the control group members remained the same.

4.4.10 Pertaining to ‘Sense of belonging’ Self-esteem Component of Personality :

It is generally agreed that a person who has strong conviction that he belongs to a certain occupation organisation, is confident to do any new ventures or innovations. He has always high self-esteem. The Item No. 9 constitutes this aspect. However, the results related to this aspect are interpreted along with the following table :

TABLE : 58 Comparison of Experimental and Control Groups in Respect of ‘Sense of belonging’ of Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	2.1000	3.6667	5.25	.01
2.	Control	30	4.0000	3.9333	.18	N.S.

Referring to the above mentioned table, in the experimental group, the mean score ranged from 2.1000 to 3.6667 and in the control group, mean score ranged from 4.0000 to 3.9333 in the pre and post treatment periods. In the experimental group, t-value is 5.25, which is significant at 0.01% level. In the control group, t-value is .18, which is not significant.

As clear from the results, both the groups are different from each other. The experimental group, who was exposed to the educational programme, showed desirable change level of Sense of belonging, whereas control group members did not show any change.

4.4.11 Pertaining to 'Creative difference' - Self-esteem

Component of Personality :

It is generally accepted that a person who has creative ability and the other person who lacks it, has higher and the lower self-esteem respectively hard work, better performance, creative work brings about recurring increase in self-esteem. Hence Item No. 12 constitutes this aspect of self-esteem. However, the results related to this aspect are interpreted with the table :

TABLE : 59 Comparison of Experimental and Control Groups in Respect of 'Creative difference' Self-esteem

Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.0667	7.8687	6.16	.01
2.	Control	30	4.4000	3.9667	1.48	N.S.

The above mentioned table shows that in the experimental group, mean score ranged from 4.0667 to 7.8687 to and in the control group, mean score ranged from 4.4000 to 3.9667 in the pre and post treatment periods. In the experimental group, t-value is 6.16, which is significant at 0.01 level. In the control group, t-value is 1.48, which is not significant.

The results clearly show that both the groups differ from each other. The educational programme has brought significant changes in experimental group in level of creative difference. Whereas the control group did not show any change.

4.4.12 Pertaining to 'Sense of responsibility' - Self-esteem

Component of Personality :

It is generally accepted by others that a mature person with a sense of responsibility is respected by other members of society and has high self-esteem. A person with sense of responsibility is given responsible and prestigious appointments and his self-esteem is further enhanced, whereas a careless, having 'could not care attitude' will have condemnation from the fellow-beings and will have low self-esteem. Hence Item No. 22 constitutes this aspect of self-esteem. However, the results related to this aspect are interpreted in the following table :

TABLE : 60 Comparison of Experimental and Control Groups in
Respect of 'Sense of responsibility' - Self-esteem
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	2.1000	3.4000	4.65	.01
2.	Control	30	3.9333	3.7667	.50	N.S.

Referring to the above table, in the experimental group, mean score ranged from 2.1000 to 3.4000 and in the control group, mean score ranged from 3.9333 to 3.7667 in the pre and post treatment periods. In the experimental group, t-value is 4.65, which is significant at 0.01% level. In the control group, t-value is .50, which is not significant.

As clear from the results, the experimental group members have responded positively to the educational programme and brought about significant change in level of sense of responsibility, whereas no change was observed in the members of the control group. They remained the same.

4.4.13 Pertaining to 'Ability to share experiences' - Self-esteem

Component of Personality :

It is generally accepted that a person who is able to share good / bad experiences with others, learns to be friendly with others. He learns from the experiences of others also. His self-esteem is high as compared to the self-esteem of a person who is lower and does not mix up with others. As a result, he is unable to share experiences and in turn is discarded by others. Such person has low self-esteem. Hence, Item No. 11 constitutes this aspect of self-esteem. However, the results related to this aspect is interpreted with the table :

TABLE : 61 Comparison of Experimental and Control Groups in
Respect of 'Ability to share experiences' - Self-
esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	1.7000	3.1667	5.97	.01
2.	Control	30	3.0333	2.0333	1.87	N.S.

From the above table, it can be seen that in the experimental group, mean score ranged from 1.7000 to 3.1667 and in the control group, mean score ranged from 3.0333 to 2.0333 in the pre and post treatment periods. In the experimental group, t-value is 1.87,

which is significant at 0.01% level. In the control group, t-value is 2.87, which is not significant.

As clear from the results, both the groups differ from each other. The experimental group has shown significant changes in level of ability to share experiences whereas control group members have not shown any changes.

4.4.14 Pertaining to 'Imagination and dynamism' - Self-esteem

Component of Personality :

It is a strong conviction of the author working on self-esteem that a person who has good positive imagination, thinks good for himself and society, is constructive and useful to himself and others, has adequate self-esteem. A dynamic person is able to do his own job efficiently and quickly and provides help to others. Such a person has a high self-esteem. Conversely a person, with pessimistic, morose and lazy ideas, is unable to do his own job and cannot provide help to others also. Such a person has low self-esteem. Hence Item Nos. 14 and 24 constitutes to this aspect of self-esteem. However, the results related to this aspect are interpreted in the following table :

TABLE : 62 Comparison of Experimental and Control Groups in
Respect of 'Imagination and dynamism' - Self-
esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	1.9667	3.5667	5.08	.01
2.	Control	30	4.1000	3.9667	.45	N.S.

The above table shows that in the experimental group, the mean score ranged from 1.9667 to 3.5667 and in the control group, mean score ranged from 4.1000 to 3.9667 in the pre and post treatment periods. In the experimental group, t-value 5.08, which is significant at 0.01% level. In the control group, t-value is .45, which is not significant.

As clear from the results, experimental group showed the significant changes as an effect of the exposure to the treatment in level of imagination and dynamism, whereas, control group, members did show any significant change.

4.4.15 Pertaining to 'Ability to correct mistakes' - Self-esteem

Component of Personality :

The authors of self-esteem strongly believe that a person who is able to rectify his own mistakes and learn from his past follies is a better person and successful human being. Such a person is respected by himself and society. A person who fails to learn from his past follies and commits the same mistake again and again, loses respect from all and has low self-esteem. Hence Item Nos. 16 and 18 constitutes this aspect of self-esteem. However, the results related to this aspect are interpreted in the following table :

TABLE : 63 Comparison of Experimental and Control Groups in
Respect of 'Ability to correct mistakes' - Self-
esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.3333	7.1667	5.43	.01
2.	Control	30	7.1667	7.1000	.12	N.S.

As referred to from the table, in the experimental group, the mean score ranged from 4.3333 to 7.1667 and in the control group, mean score ranged from 7.1667 to 7.1000 in the pre and post treatment periods. In the experimental group, t- value is 5.43, which

is significant at 0.01% level. In the control group, t- value is .12, which is not significant.

As clear from the results both the groups are different from each other. The experimental group showed the significant changes in level of ability to correct mistakes whereas, no change was observed in the control group members.

4.4.16 Pertaining to 'Inquisitiveness' - Self-esteem Component of Personality :

It is commonly said that a person who is having exploring, inquiring and inquisitive nature is able to find ways and means to solve even difficult problems and has adequate self-esteem. A person with passive approach 'work to rule' attitude is unable to achieve higher goals and has low self-esteem. Hence Item No. 17 constitutes to this aspect of self-esteem. However, the results related to this aspect is interpreted with the following table :

TABLE : 64 Comparison of Experimental and Control Groups in
Respect of 'Inquisitiveness' - Self-esteem
Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	2.8333	4.0333	3.98	.01
2.	Control	30	3.8333	3.6667	.45	N.S.

From the above table, it can be seen that in the experimental group, the mean score ranged from 2.8333 to 4.0333 and in the control group, mean score ranged from 3.8333 to 3.6667 in the pre and post treatment periods. In the experimental group, t- value is - 3.98 which is significant at 0.01% level. In the control group, t- value is .45, which is not significant.

As clear from the results, experimental group showed significant changes and improvements level of inquisitiveness, whereas the control group members remained the same.

4.4.17 Pertaining to ‘Resourcefulness and courage’ - Self-esteem

Component of Personality :

The author working on self-esteem agree that a person who is resourceful and is courageous, is capable of producing desired results in any field. Such person is a successful person because of his ability, to identify and tap up the existing and hidden resources. This person will not create enemies for himself but help others to their respective goals. He is respected, looked after and held in high esteem by others and has high self-esteem. Hence Item No. 7 constitutes this aspect of self-esteem. However, the results related to this aspect and interpreted is the following table :

TABLE : 65 Comparison of Experimental and Control Groups in Respect of ‘Resourcefulness and courage’ - Self-esteem Component of Personality

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.1367	6.6291	3.42	.01
2.	Control	30	4.3333	4.1000	.80	N.S.

As indicated from the above table, in the experimental group, mean score ranged from 4.1367 to 6.6291 and in the control group, 4.3333 to 4.1000. In the experimental group, t- value is 3.42 which

is significant at 0.01 level In the control group, t- value is.80, which is not significant.

As clear from the results, the experimental group showed significant charges and improvements where as the control group members did not show any changes in the level of resourcefulness.

The results of all 17 behavioural component of self-esteem are interprted in the following table :

TABLE : 66 Comparison of Experimental and Control Groups in Respect of Total Components of Self-Esteem'

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	61.5000	86.2333	9.64	.01
2.	Control	30	94.8333	93.2333	.53	N.S.

One of main objectives of the present study was to bring about the desirable change in the self-esteem of the inmates of Juvenile Home. As referred to from the above table, in the experimental group, the mean score ranged from 61.5000 to 86.2333 and in the control group mean score range from 94.8333 to 93.2333 in the pre and post treatment periods. In the experimental group, t-value is

9.64, which is significant at 0.01% level. In the control group, t-value is .53, which is not significant.

As clear from the results, both groups differ from each other. The eExperimental group members have responded positively to the educational programme and brought about desirable changes in the self-esteem whereas the control group members did not show any significant change in their self-esteem. They remained the same.

These results are supported by Vyas (1988) who found out in his research that experimental group, differed significantly from the control group, in respect of self-esteem, as a result of counselling treatment, Role play/Drama, Case discussion techniques. The change in self-esteem was considerably higher and significantly greater in experimental group, as compared to control group, like family relation, self-determination, acceptance of others, sense of responsibility, ability to cope-up with problem situations. ability to share experiences, ability to correct mistakes and ability to receive/give help, components of self esteem.

Sumitra (1973) also found out significant and desirable changes in the experimental group as compared to the control group, in respect of self-esteem as a results of counselling therapy, on family relations, self-determination intellectual, ability, Social

relations, Emotional relations, Ability to stand criticism, personal strength and weaknesses.

PART - V

4.5 EFFECTIVENESS OF THE DEVELOPED PROGRAMME IN TERMS OF ATTITUDE :

4.5.0 Introduction :

Attitude is a degree of feeling favourable or unfavourableness towards some object, person, group or Institution.

As one of the objectives of the present investigation is to bring favourable changes towards the institution in which they are living, thus bringing transformation in the thinking, attitudinal pattern for overall growth and development of the inmates. Because, when the child possesses the capabilities and capacities, potentialities and propensities but does not have interests and right attitude, then the best and maximum, which is conducive to his development and growth can not be drawn. For the peaceful and better adjustment of the inmates and desirable emotional reactions, it was felt necessary to bring healthy and favourable changes in their attitude towards the institution, in which they were living.

The attitude scale, developed by the researcher, was administered on the inmates of experimental and control groups, in the pre and post

treatment periods. Data was collected, with respect to the attitude of the inmates towards the Juvenile Home, in the following areas :

1. Boarding and lodging.
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 Case Workers.
9. Behaviour of the Superintendent.
10. Group Activities of the Institution.
11. General atmosphere of the juvenile home.

Pre and post treatment data was tabulated and significance of difference was seen through t- test. As per the scoring procedure Higher number indicates improvements in the attitude. However the results related to these aspects are interpreted subsequently.

4.5.1 Pertaining to ‘Boarding and lodging facilities’ Area of Attitude, towards Juvenile Home :

Boarding and lodging facilities refer to food, shelter, clothing, and supervision that enables the child to accept his needs and grow accordingly. These facilities make the child’s stay in the institution comfortable and provides environment for his physical and mental growth. Due to lack of these facilities, child faces adjustment problems. His inmates’ views and opinions are influenced by the quality and timeliness of the care and protection provided to him. In view of this, the information was collected from the inmates of both the groups. Regarding, ‘Boarding and Lodging Facilities’, Item No. 5 and 7 constituted this area. The results related to this aspect, are interpreted with the following table.

TABLE : 67 Comparison of Experimental and Control Groups in Respect of ‘Boarding and lodging facilities’ Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.6333	3.5333	1.50	N.S.
2.	Control	30	7.4333	5.6000	1.47	N.S.

Referring to the above table in the experimental group, mean score ranged from 4.6333 to 3.5333, and in the control group, the mean score ranged from 7.4333 to 5.6000 in the pre and post treatment periods. In the experimental group, t- value is 1.50, which is not significant. In the control group t- value is 1.47 which is also not significant.

As clear from the results, both the groups do not differ from each other. Both the groups showed no significant changes in their attitude in respect of boarding and lodging facilities of Juvenile Home.

4.5.2 Pertaining to 'Daily life schedule' Area of Attitude towards Juvenile Home :

To regulate the behaviour of the children and to make systematic habits of living, daily routine is prescribed in all the institutions. Failure to keep up to the routine results into problems. The routine must be flexible and suitable to the children. It was for this reason, the information was collected in respect of 'Daily Life Schedule' from the inmates of Juvenile Home. Item No. 23 constituted this area. However the results obtained in this aspects are interpreted with the following table.

TABLE : 68 Comparison of Experimental and Control Groups in
Respect of 'Daily life schedule' Area of Attitude
towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	6.1667	4.0333	1.95	N.S.
2.	Control	30	6.8667	5.1000	1.83	N.S.

Referring to the above table in the experimental group, the mean score ranged from 6.1667 to 4.0333 and in the control group, the mean score ranged from 6.8667 to 5.100 in the pre and post treatment periods. In the experimental group, t- value is 1.95 which is not significant. In the control Group t- value is 1.83 which is also not significant.

As clear from the results, both the groups are not different from each other. Both the groups have not shown significant and desirable changes in their attitude respect of daily life schedule of Juvenile Home.

4.5.3 Pertaining to 'Attitude of teachers' Area of Attitude towards

Juvenile Home :

A teacher is said to be the friend, philosopher and guide of a child. A sympathetic and kind-hearted teacher helps the child not only in imparting formal education but also helps him to develop good habits and favourable attitude, shaping his character and life, whereas, a harsh teacher with bad temperament, can badly affect the attitude and thinking pattern of a child. In view of this, the information was collected from the inmates of Juvenile Home. Item Nos. 2 and 24 constitute this area. The results related to this aspect are interpreted with the following table.

TABLE : 69 Comparison of Experimental and Control Groups in
Respect of 'Attitude of teachers' Area of Attitude
towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.7323	5.9333	2.95	.01
2.	Control	30	4.2210	4.1000	.87	N.S.

As mentioned in the above table. In the experimental group, the mean score ranged from 4.7323 to 5.9333 and in the control group, it ranged from 4.2210 to 4.1000 in the pre and post treatment periods. In

the experimental group, t- value is 2.95, which is significant at 0.01% level. In the control group, t- value is .87, which is not significant.

As clear from the results both the groups are different from each other. The experimental group has shown significant changes in their attitude in respect of the attitude of teachers of Juvenile Home, where as control group has not.

4.5.4 Pertaining to 'Vocational training' Area of Attitude towards Juvenile Home :

Vocational rehabilitation model of treatment is an integral of institutional programme. The main purpose of vocational training is developing specific skills and knowledge, so as to prepare the child to perform certain job for his living. The facilities and courses available in the institution must be in tune with job market. Thus in view of this, the data was collected from the inmates regarding the vocational training Item Nos. 17 and 10 constitute this area. However the results related to this aspect are interpreted with the following table.

TABLE : 70 Comparison of Experimental and Control Groups in
Respect of ‘Vocational training’ Area of Attitude
towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	8.4333	13.5333	9.86	.01
2.	Control	30	13.4000	12.7333	.63	N.S

As mentioned in the above table, in the experimental group, mean score ranged from 8.4333 to 13.5 333 and in the control group mean score ranged from 13.4000 to 12.7333 in the pre and post treatment periods. In the experimental group, t- value is 9.86, which is significant at 0.01% level. In the control group, t- value is .63, which is not significant.

As clear from the results, both the groups were different from each other. The experimental group members have shown significant changes and improvements in their attitude in respect of vocational training of Juvenile Home, whereas, control group remained the same.

4.5.5 Pertaining to 'Formal education' Area of Attitude towards Juvenile Home :

Formal education implies modification of behaviour through an organised system of education, which is specifically established for the purpose. In the Juvenile Home, teaching and learning process is organised in the classrooms. There is an organising body behind it and certificates are also given at the end of the year. In the Juvenile Home, school education goes on from 4th to 7th stds.

The researcher gathered the data regarding the formal school education area of attitude towards Juvenile Home. Item Nos. 9,13,14 and 18 constitute the area. However, the results related to this aspect are interpreted in the following table.

TABLE : 71 Comparison of Experimental and Control Groups in Respect of 'Formal education' Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance %
			Pre	Post		
1.	Experimental	30	6.000	7.3000	2.71	.05
2.	Control	30	5.3000	4.8000	1.06	N.S.

The above mentioned table shows that in the experimental group, mean score ranged from 6.000 to 7.3000 and in the control group, from 5.3000 to 4.8000, in the pre and post treatment periods. In experimental group t-value is 2.71 which is not significant at 0.01% level but significant at 0.05 level. In the control group, t- value is 1.06, which is not significant.

As clear from the results, the experimental group, who was exposed to the educational programme did not show any desirable change in the attitude in respect of formal education of Juvenile Home, whereas, Control Group numbers showed signs of improvement.

4.5.6 Pertaining to 'Rehabilitation' Area of Attitude towards Juvenile Home :

Rehabilitation is the ultimate goal of any institution, offering Institutional care to mal-adjusted children. Its programme of treatment, is therefore, directed in this area. Rehabilitation is re- establishment in society. Objective of the Juvenile Home, is to bring these mal-adjusted children to normalcy and provide the ultimate rehabilitation by the means of training the child in its mode of thinking and behaviour and preparing them to get jobs, so that they are accepted by the society. Behaviour of a person is goal-oriented and there is a purpose behind each action and ambition in life, are necessary in order to shape the

present life to attain planned future goal. With reference to Juvenile Home, the level of aspiration and readiness for future life and circumstances, means a better individual.

Item Nos. 8 and 22 constitute this area. However, the results related to this aspect are iterpreted with the following table.

TABLE : 72 Comparison of Experimental and Control Groups in Respect of 'Rehabilitation' Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.0667	7.9333	7.16	.01
2.	Control	30	6.4000	5.1667	1.99	N.S.

The above mentioned table shows that in the experimental group mean score ranged from 4.0667 to 7.9333 and in the control group, mean score ranged from 6.4000 to 5.1667 in the pre and post treatment periods. In the experimental group, t- value is 7.16, which is significant at 0.01% level. In the control group, t- value is 1.99, which is not significant.

As clear from the results, that both the groups are different from each other. The experimental group has shown significant and desirable

changes in the attitude in respect of rehabilitation of inmates of Juvenile Home, whereas, the control group members did not show any change in their attitude. They remained the same.

4.5.7 Pertaining to 'Behaviour of Class IV employees' Area of Attitude towards Juvenile Home :

When the child starts living in the institution, he comes across different experiences which shape his attitude and feelings. Favourable attitudes and feelings help better adjustment. His tendency to compare family members and members of the staff, may be class IV employees makes him more selective in his perception. In view of this, the data was collected in respect of the behaviour of class IV employees with the inmates of Juvenile Home. Item No. 20 constitute this area. However the results related to this aspect are interpreted in this table.

TABLE : 73 Comparison of Experimental and Control Groups in Respect of 'Behaviour of Class IV employees' Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	4.2667	3.6000	1.96	N.S.
2.	Control	30	3.3667	2.7667	1.18	N.S.

The above mentioned table shows that in the experimental group, mean scores differ from 4.2667 to 3.6000 and in the control group, mean score ranged from 3.3667 to 2.7667 in the pre and post treatment periods. In the experimental group, t- value is 1.96, which is not significant. In the control group - value is 1.18, which is also not significant. As clear from the results both the groups do not differ from each other. Both the groups have not shown any desirable changes in their attitude in respect of behaviour of class IV employees of Juvenile Home.

4.5.8 Pertaining to 'Behaviour of social case workers' Area of Attitude towards Juvenile Home :

The inmates of Juvenile Home are placed the institution, where they face constant emotional problems due to his attachement towards parents and other family members. They come in conflict with the disciplined and strict environment of the institution. Social Case Workers at this time, are supposed to give emotional and moral support to the inmates. In view of this, the data was collected in this area of 'Behaviour of social case workers.' Item No 4, which constitutes this area. However, the results related to this aspect are interpreted in the following table.

TABLE : 74 Comparison of Experimental and Control Groups in
Respect of 'Behaviour of social case workers' Area
of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	2.2000	4.5000	7.98	.01
2.	Control	30	2.5000	2.3333	.48	N S.

As can be seen from the table in the experimental group, mean score ranged from 2.2000 to 4.5000 and in the control group mean score ranged from 2.5000 to 2.3333 in the pre and post treatment periods. In the experimental group, t- value is 7.98, which is significant at 0.01% level. In the control group, t- value is .48, which is not significant.

As clear from the results, both the groups differ from each other. The experimental group who was exposed to the educational programme, has shown the desirable changes in their attitude in respect of behaviour of social case workers of Juvenile Home, whereas, the control group members remained the same and did not show any change.

4.5.9 Pertaining to ‘Behaviour of superintendent’ Area of Attitude towards Juvenile Home :

To make the child to stay comfortable in the institution and to fulfill their administrative requirements, and moral support in the Juvenile Home, empathetic, affectionate, careful treatment and consideration of the higher authorities is needed. If this is lacking, child’s response towards the institution would be different.

In view of this, the information was collected by the researcher in the area ‘Behaviour of the Superintendent’. The Item No.1, constituted this area. The result related to this aspect are interpreted with the following table.

TABLE : 75 Comparison of Experimental and Control Groups in Respect of ‘Behaviour of superintendent’ Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	2.8667	5.8333	6.26	.01
2.	Control	30	3.9333	5.0000	2.02	.05

As mentioned in the above table, in the experimental group, the mean score ranged from 2.86667 to 5.8333, and in the control group,

mean score ranged from 3.9333 to 5.0000, in the pre and post treatment periods. In the experimental group, t- values is 6.26, which is significant at 0.01% level, In the control group, t- value is 2.02, which is not significant at 0.01% level but is significant at 0.05% level. As clear from the results, both the groups are not different from each other. Both the groups have shown significant change in their attitude in respect of behaviour of superintendent of Juvenile Home.

4.5.10 Pertaining to 'Group activities' Area of Attitude towards Juvenile Home :

Group activities in the leisuretime seems more attractive in the correctional institution like Juvenile Home. The objective of development of the child, which is incorporated in The Juvenile Justice Act, of 1986, can be fulfilled unless recreation, opportunities provided to them. For that, cultural group activities and group-picnics are to be arranged to see the world outside the closed institution. Strict supervision, vigilance and busy routine make children dull and bored. Occasional freedom, in group activities is essential for present and future adjustment. With the view of this, the data regarding the group activities was procured. Item Nos. 6,12,15 and 25 constitute this area. The results related to this aspect are interpreted in the followig table.

TABLE : 76 Comparison of Experimental and Control Groups in
Respect of 'Group activities' Area of Attitude
towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	6.2333	11.3667	7.20	.01
2.	Control	30	2.8000	2.2333	1.67	N.S.

As mentioned in the above table in the experimental group, the mean score ranged from 6.2333 to 11.3667 and in the control group, mean score ranged from 2.8000 to 2.2333. In the experimental groups, t- value are 7.20, which is significant at 0.01% is level. In the control group, t- value 1.67 which is not significant.

As clear from the results, both the groups differ from each other. The experimental group has shown significant changes in their attitude in respect of group activities conducted in Juvenile Home. Whereas the control groups has not shown any significant changes and improvements.

4.5.11 Pertaining to 'General atmosphere of the Juvenile Home'

Area of Attitude towards Juvenile Home :

If the general atmosphere of the institution is homely, full of acceptance and love, where the children can experience the freedom, it may help the inmates to develop favourable attitudes and help in adjustment of the inmates and if the atmosphere is too much strict and rigid, it is very likely that children develop negative feelings towards institution and negatively affect their adjustment. With a view of this, the data was collected in this area. Item Nos. 3,11,16,19 and 21 constitute the area 'General Atmosphere of the Juvenile Home' area of attitude towards Juvenile Home. However the results related to this aspect are interpreted in the following table.

TABLE : 77 Comparison of Experimental and Control Groups in Respect of 'General atmosphere of the Juvenile Home' Area of Attitude towards Juvenile Home

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	8.4000	12.6000	7.12	.01
2.	Control	30	13.3333	10.5667	1.73	N.S.

As referred to the above table, in the experimental group, mean score ranged from 8.4000 to 12.6000 and in the control group, means

score ranged from 13.3333 to 10.5667 in the pre and post treatment periods. In the experimental group, t- value is 7.12, which is significant at 0.01% level. In the control group, t- value is 1.73, which is not significant.

As clear from the results both the groups differ from each others. The experimental group has brought about significant changes and improvements in their attitude in respect of general atmosphere of Juvenile Home, whereas the control group members have not shown any significant changes.

TABLE : 78 Comparison of Experimental and Control Group in Respect 'Total areas of attitude towards Juvenile Home'

Sr. No.	Group	Number of subject	Mean Score		t- value	Level of significance (%)
			Pre	Post		
1.	Experimental	30	46.2667	67.7000	9.37	.01
2.	Control	30	69.4667	60.000	1.9.	N.S.

One of the major objectives of the present study was to bring a desirable changes in the attitude towards Juvenile Home. As mentioned in the above table, in the experimental group, mean score ranged from 46.2667 to 67.7000 and in the control group, mean score ranged from 69.4667 to 60.000, in the pre and post treatment periods. In the

experimental group, t- value is 9.37 which is significant at 0.01% level
In the control group, t- value is 1.93, which is not significant.

As clear from the results, both groups differ from each other. The experimental group showed significant changes in their 'Attitude towards Juvenile Home'. Though the experimental group members responded positively to the educational programme and showed significant changes and improvements but at the same time control group members did not show changes and improvements.

The results are supported by Sheerer (1949), and observed that as the self-concept changes in positive direction towards increasing self-acceptance, parallel changes take place in the attitude toward others. Thus the subject not only feels better about himself but he also modifies his attitudes towards others in ways that will make it easier for him to enter into satisfying social relationships.

Lipkin (1948), and Rogers Natalie (1947) found that by the client in 'successful' therapy tends to become more objective in evaluating first himself then others. Of all the changes there was a remarkable change in the attitudes towards self and others.

PART : VI

4.6 EFFECTIVENESS OF THE DEVELOPED PROGRAMME IN TERMS OF ACADEMIC ACHIEVEMENTS :

4.6.0 Introductuion :

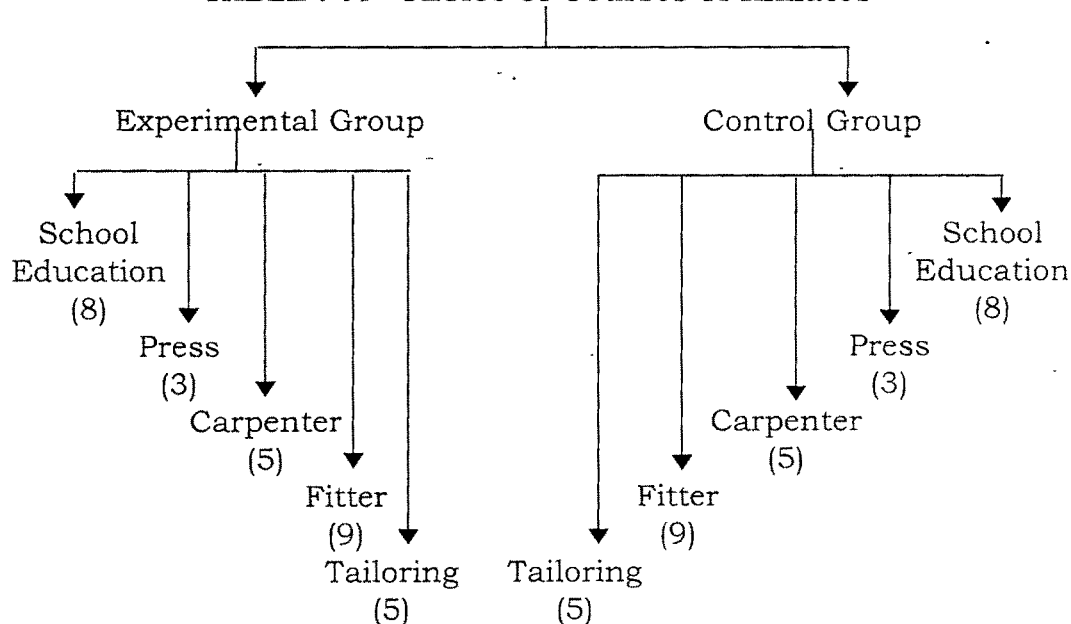
Academic achievements and performance is the yard stick for making Judgements, establishing standards and interpretation of the outcome of the learning activity.

As one of the objectives of the present study is, to secure desirable changes in the academic performance of the inmates of Juvenile Home. For making comparisons of the academic achievements of the inmates, annual results of both the groups, for the year 1996-97 and 1997-98 were collected, in the pre and post treatment period.

In both groups, the experimental and control group the 30 inmates were matched equally depending upon the selection of the courses they had opted in the Juvenile Home. The division of inmates with their choice of courses have been presented in the following table

4.6.1 Choice of Courses of Inmates of Juvenile Home, Selected for Experimentation :

TABLE : 79 Choice of Courses of Inmates



8 students both the groups opted for school education, 3 students each group opted for press, 5 students each group opted for capentry, 9 student each group opted for turning and fitting, 5 students each group opted for tailing and cutting.

The Juvenile Home carries separate evaluation system for various courses. School education (from 7 to 10th std) children are allotted marks every year. The children who opted for school education beyond 7th std in the Juvenile Home, They go out to study in the schools of city for their classes. The children who opted Tailoring, Carpentry and Turing and Fitting, these students are allotted marks in the final year of

their course by Technical Education Board. Press children get only pass certificate from the Juvenile Home. In both the groups 3, students each group had seem level 17 students each group had got uneven results and hence the Annual results of 8 candidate were available and tabulated. The difference was found through t-test. Any idea or conclusion can not be drawn.

TABLE : 80 Comparesion of Experimental and Control Group in Respect of Academic Performance and Achievement

Sr. No.	Group	Number of subject	Mean Score		t-value	Level of significance (%)
			Results of 1996-97	Results of 1997-98		
1.	Experimental	30	62.0000	52.6875	1.43	N.S.
2.	Control	30	52.2125	48.0375	1.04	N.S.

As referred to the table above, in the experimental group mean score ranged from 62.0000 to 52.6875 and in the control group from 52.2125 to 48.0375 in the pre and post treatment periods. In the experimental group t-value is 1.43 which is not significant and in the control group t-value is 1.04 which also not significant.

As clear from the results, both the groups do not differ from each other. Both the group have not brought about the significant changes and improvements in the academic performance and achievement of the Inmates of Juvenile Home.