

CHAPTER - V

FINDINGS

AND

CONCLUSIONS

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5.0 FINDINGS OF THE STUDY :

In this section under various heads, findings of the study are presented. The presentation of the findings is done according to the different objectives of the study.

5.1 FINDINGS CONCERNING REASONS OF MAL-ADJUSTMENT, AND SOCIO-ECONOMIC BACKGROUND OF INMATES OF JUVENILE HOME :

1. The inmates were referred to the institution either by the parents or their relatives. These children were either destitutes or beyond the control of parents. The parents, incapacitated by the circumstances, referred them to institution, so that they could get facilities which they were not able to get at home. Rest of the children were from broken homes. Some of them had left their homes because of their parents the neglect or harsh treatment of parents and were found wandering aimlessly by the authorities.
2. The inmates belong to low castes and are backward. Their parents are from low service class. They are poverty- stricken and their income is Rs. 250 to Rs. 500 per month. This shows

that the parents of the inmates had inadequate income to meet the physical needs of their children and such children, victims of poverty, were institutionalised for better care, protection and development.

3. The parents and the family members of the inmates are illiterate. It was found that most of the children were deprived of formal education. The children, whose parents had no educational accomplishments, were found not to have attended any school. Those children, who had attended schools, played truants from the school and hence were beaten badly by their parents.
4. The inmates had very poor living conditions. The inmates resided in slum areas and had kaccha houses. This highlights the fact that these children were deprived of their basic material needs. Rest of them resided near the cinemas, liquor shops where the children are likely to learn and pick up deviant traits like stealing, smoking and drinking at an early stage.
5. The children suffered due to the harsh treatment of their parents at home. It was due to the hostile and non-permissive atmosphere at home. Children were unable to satisfy their needs, express themselves and build their self concept which

would have otherwise made them active members of family, neighbourhood and community.

6. The parents had bad interpersonal relationship with each other. The parents were quarrelsome, non-communicative and unconcerned. Their belligerence was transferred to the most impressionable and innocent minds of their children and had affected adversely the children's habits, feelings and attitudes.
7. The inmates lacked means of recreational facilities in their homes and around. And due to poor recreational facilities, children's energy was not guided properly and in a desirable way. This had provided them with an opportunity to use their energies and capacities through mal-adjusted behaviour.
8. The parents of inmates were in bad habits, such as alcoholism, gambling and stealing and putting bad personal examples to their respective wards and had very serious repercussion on the family. So the parents, with such bad habits, were unfit for taking care of their children.
9. The peer groups of the inmates had adversely influenced the inmates into their present state. The friends of the inmates had numerous delinquent traits ranging from drinking, quarrelling,

smoking to drugs and to eve-teasing, which had degraded the moral fibre of the inmates.

10. The teachers of the previous schools of the inmates were harsh, punitive, strict and therefore repulsive to students. This was one of the reasons or contributory factors in the discontinuation of the further education by the inmates. Bad, intemperate and harsh teachers, on the contrary, had reversed the procedure of character building of inmates and reduced them to become truants, escapists and offenders.
11. The neighbours had bad, quarrelsome and unconcerned relationship with inmates and their families.
12. The children at Juvenile Home. needed love and security. They were also conscious of the appreciation of their things. It was found that most of them were doubtful whether they were liked by their parents or not. This indicates that they had no close attachment with their parents. The children expected much more recognition and love from their parents. This shows they were not fully satisfied with their basic psychological needs and this had led them towards undersirable and deviant behaviour.

5.2 FINDINGS CONCERNING, NEEDS, REQUIREMENTS AND
INTERESTS OF INMATES OF JUVENILE HOME :

1. The inmates felt lonely and abhorred due to strict and controlled discipline of Institution. It was their feeling that in order to make the child's stay in the institution comfortable and to fulfil their day- to-day administrative requirements, the agency personnels very rarely interact with inmates. Because of the lack of sympathetic, affectionate and careful treatment on the part of agency personnels, inmates' responses towards authority and other agency personnel was different.
2. The inmates feel that authorities were very strict and harsh. It is evident that when a child is away from home and placed in the institution, he faces constant emotional problems due to the attachment towards parents, other family members and friends, which is uncomparable with that of disciplined and strict environment of the institution.
3. The inmates declared that attitude of the staff members towards inmates was very bad and inhumane.
- 3a. Unanimity prevailed in the verdict of the inmates, regarding the attitude and behaviors of class IV employees and Nurse (sister) of the dispensary, which was very bad.

- 3b. Inmates alleged man-handling without provocation, as the form of normal attitude of class IV employees.
4. The inmates feel that facilities for care and protection are unnecessary, rigid in nature and are not suitable to their needs. These should be modified according to the needs and interests of the children.
5. In the study, it is found out that although the institution is supposed to provide recreational facilities like excursions, screening of films mass media etc yet the children are not provided with these facilities, due to lack of interests shown by agency personnel. Due to the same reason, participation of inmates in the various activities (cultural, sports and other competitions) is very less which leads to low aspirations of life.
6. The inmates said that daily prescribed routine was rigid and very hard and did not fit into the needs and interests of the children.
7. The inmates were inclined to have picnic and enjoy themselves, if given an opportunity to visit outside the institution. They preferred to walk around the town. The closed, prescribed daily institutional schedule and the strict supervision resulted in monotony and boredom. It was evident that the need for

freedom to children on such recreational errands creates novelty and refreshes them.

8. From the study, it was found out that there are restrictions imposed on inmates like not to go outside the institution, not to interact with opposite sex, not to wear new clothes, except on occasions, which are the reasons of their weak personality. Due to these restrictions imposed, they indulge in behavioural deviation activities like stealing, smoking, drinking truancy, leaving headquarters for watching films in the theatre.
9. The majority of inmates receive harsh punishments due to the violation of laid down rules of institution. Rest of them get punishment for their mis-conduct.
10. The inmates are interested in sports, dance, songs and other recreational activities during their leisure time with in the institution. They like to do variety of other recreational activities.
11. Some inmates were hopeful to join some means of living after fulfilment of vocational courses, while other were doubtful.
12. The inmates found that the festivals and other programmes at the institutions were interesting and should be conducted more regularly. These were often useful and helpful to the children to come out of their monotonous daily routine.

13. The inmates have good relations with each other and help each other in completing the assigned work. They feel good in the company of peer group of the same age.
14. The routine is so hectic and uninteresting that nothing attracts attention of the students in the Institution.

During the course of informal talks and interviews the inmates unanimously expressed their desires and needs.

1. They expressed their need for English classes. Speedy English learning course to satisfy their urge of writing letters to their homes.
2. They also expressed the desire to get extra coaching classes in various science and technical subjects
3. They also thought their syllabus to be very tough and beyond their capabilities, they had to put lot of pressure on their minds to learn it.
4. Because of that strict routine and continuous classes, they did not find time in the school to enjoy the traditional, music, dance and other activities. They expressed their need for pleasurable experiences in the institution.

5. They also expressed their desires that the medical facilities should be given to them including sympathetic words of assurance. The nurse was treating the children very harshly.
6. It can be deduced that almost all the students were found to have perceived the problems of institutional building. Roofs were leaking and mattresses had bugs, due to which they were not able to sleep after a day long hectic schedule.
7. They expressed that understanding of subjects like mathematics, science, theory, graphs, and drawing were their main problems.
8. They perceived the present syllabus as something very uninteresting, which was very difficult to study and understand. Mathematics and Science were loaded with facts and figures, which made it more difficult to remember.
9. Learning materials were not provided to them by their parents. These were provided to them in restricted and controlled manner by the institution and were often stolen. The children faced difficulties.
10. The students perceived that absence of teachers in school was also one of the main reasons in attending classes.

11. The teachers give heavy punishments and sometimes for doing nothing. That is why they have lost interest in studies taught in a very harsh manner.
12. They found the practical difficulties in getting job after their release from Juvenile Home. They wanted to pass X std. before they came out of the institution. They wanted the school education to be given upto 10th std level.

5.3 FINDINGS CONCERNING COMPARISON OF PERSONALITY COMPONENTS IN EXPERIMENTAL AND CONTROL GROUP

1. The educational programme, in the form of treatment has resulted in decreasing insecurity and loneliness, to a significant extent in the experimental group Members, whereas, the control group Members showed no change in them.
2. The experimental group showed significant changes and improvement in respect of reducing depression, where-as no change was marked in control group.
3. The educational programme certainly helped the members of the experimental group in reducing the symptoms of inferiority complex and selfconsciousness, whereas control group members were observed, having the presence of symptoms of the same component.

4. In respect of guilt proneness, both the groups were different from each other. The experimental group showed the signs of improvement, whereas the control group indicated the presence of symptoms of guilt proneness.
5. The exposure to the educational programme resulted in bringing significant changes in the experimental group in respect of ergic tension where as no change was observed in the control group.
6. The educational programme has helped the experimental group members in decreasing symptoms of paranoid suspiciousness, to a significant extent whereas, control group members suffered more from paranoid suspiciousness.
7. The experimental group members became emotionally more stable due to the exposure to the educational programme as compared to the members of control group who suffered from the symptoms of emotional instability.
8. The experimental group and control group were different from each other. The experimental group showed the positive signs in improvement in decreasing hypochondrical tendencies, to a significant extent as compared to the control group.
9. The experimental group responded positively to the educational programme and showed signs of improvement in respect of

somatic reactions where as, the control group showed the signs of anxiety.

10. The exposure to the treatment resulted in reducing lie score in experimental group, after their exposure to educational programme as compared to control group.
11. As far as the impact of educational programme on experimental group in respect of bringing change in their personality was concerned both the groups were different from each other. The educational programme has shown a significant change on the personality of group members of experimental group whereas no significant change in the personality of members of control group was observed.

5.4 FINDINGS CONCERNING COMPARISON OF SELF-ESTEEM COMPONENTS IN EXPERIMENTAL AND CONTROL GROUP :

1. The members of experimental group were more self confident than the members of the control group after the exposure to the educational programme.
2. The educational programme raised the level of self satisfaction, in experimental group as compared to the control group.

3. The treatment in the form of educational programme decreased the degree of helplessness, in the experimental group, whereas, control group still showed the presence of the factor in them .
4. Both the groups were significantly different from each other. There was a positive change in respect of social ability, in the experimental group members, whereas, control group members remained the same.
5. The educational programme helped the experimental group, in improving the level of emotional stability and bringing a significant change, as compared to the control group.
6. The experimental group members were more self-determined, after the implementation of educational programme as compared to the control group members.
7. In social success, the experimental group members showed significant and desirable changes, whereas, control group members remained the same as they were before.
8. In the acceptance of others, the experimental group showed positive results and a significant changes, whereas, control group remained the same as they were before.
9. The experimental group developed the ability to cope up with problem situations, after the exposure to the educational

programme, whereas, the control group also did not show any change.

10. The experimental group showed desirable changes in sense of belonging whereas, control group did not show any change.
11. In respect of creative difference, the experimental group showed desirable changes, whereas, the control group remained the same.
12. The experimental group members had acquired sense of responsibility, whereas, control group members were same as before. No change was marked in the control group.
13. The educational programme helped the experimental group members to develop their ability to share experience, whereas, control group members did not show any change.
14. The experimental group members developed the power of imagination and dynamism, whereas, control group members did not show any change.
15. In respect of ability to correct mistakes, both the groups were different from each other. The experimental group showed a significant changes, whereas, control group members did not show any change

16. The experimental group members were more inquisitive than before their exposure to educational programme, as compared to the control group members, who did not show any change.
17. In respect of resourcefulness, the experimental group showed significant changes, whereas, control the group members were the same.
18. Both the groups differed from each other. The experimental group showed significant changes and improvements in the self-esteem component of personality. The experimental group members showed positive response towards educational programme which was one of the major objectives of the study. The control group members did not show any change. They remained the same.

5.5 FINDINGS CONCERNING COMPARISON OF AREAS OF ATTITUDE TOWARDS JUVENILE HOME IN EXPERIMENTAL AND CONTROL GROUP :

1. In respect of boarding and lodging facilities area of attitude towards Juvenile Home, both the groups were the same. They did not show any significant change after their exposure to the educational programme.

2. Both the groups did not show any change in their attitude in respect of daily life schedule, an area of attitude towards Juvenile Home.
3. The results have shown that both the groups, are different from each other. The experimental group showed desirable changes in respect of attitude of teachers, an area of attitude towards Juvenile Home, whereas, the control group did not show any improvement.
4. In respect of vocational education, both the groups were different from each other. The experimental group showed significant changes whereas control group members remained the same.
5. In respect of formal education, both the groups were different from each other, the experimental group certainly showed a significant changes and improvements their attitude towards formal education of Juvenile Home, whereas the control group did not show any desirable change.
6. Both the groups were significantly different from each other. The experimental group showed signs of improvement in respect of rehabilitation, an area of attitude towards Juvenile Home, where control group members did not show any change in their attitude.

7. In respect of behaviour of class IV employees, both the groups, the experimental and control group, did not show any significant change.
8. The experimental group showed significant changes and improvements in respect of behaviour of social workers, an area of attitude towards Juvenile Home, as compared to control group who showed no change.
9. In their attitude in respect of behaviour of superintendent, both the groups showed desirable changes and improvements.
10. In respect of group activities of the institution, an area of attitude towards Juvenile Home, the experimental group showed desirable changes and improvements in their attitude, whereas, the control group had not shown any significant changes and improvements.
11. Both the groups differ in respect of general atmosphere of Juvenile Home, an area of attitude towards Juvenile Home. The experimental group had shown significant changes and improvements whereas, the control group members remained same as they were before.
12. Both the groups differ from each other. The experimental group showed significant changes and improvements in their attitude towards Juvenile Home, as a whole. The experimental group

members responded positively to the educational programme but, control group members did not show any significant change.

5.6 FINDINGS CONCERNING COMPARISON OF ACADEMIC PERFORMANCE OF INMATES OF EXPERIMENTAL AND CONTROL GROUP :

1. The educational programme that was developed by the investigator had not contributed greatly towards bringing desirable changes in the academic performance in both the groups, the experimental and control group, but certainly they acquired a lot of information regarding professional placements at different institutions through talks, discussions and advertisements.
2. Though they did not show remarkable changes in their academic performances but certainly by the end of the year, they acquired capability in deciding about the choice of profession they were going to opt when they would ultimately be released from the Juvenile Home.

5.7 CONCLUSIONS :

The results have shown that poor economic condition of the family and resulting sense of insecurity had produced certain

psychological and emotional reactions in the minds of some children, which found expression in mal-adjustment in majority of the inmates. They hailed from poor homes. Usually they lived in slums, where professional and adult criminals concentrate. Living conditions are congested, play grounds are either few or altogether absent and where houses are too small to afford the comfort and privacy, requisite for the development of self respecting personality.

1. Poverty has induced a variety of specific situations which have proved hazardous to the children like poor housing, crowded homes, lack of privacy, child care by indifferent and young siblings, unemployment, necessity of mothers to work outside homes, lack of parental supervision, poor educational facilities, continuous and inescapable street life, employment in the menial trades, marked by dire poverty and unemployment. The absence of both the parents from home, since they have to earn living, has been regarded as an important factor in the slackening of family control and attachment. Due to the long illness of parents also, the children are left to themselves or in the care of older brothers and sisters who themselves need care and education. Poverty and other social problems are highly correlated. Want of food and insufficient regular income has unwholesome effects, and impact on the behaviour of the child.

2. The results have shown that the children, who do not experience the warmth of love and sympathy of the parents and feel that they are not wanted, tend to become behaviour problems and mal-adjusted ones. Love is the highest essential, not only for the development but for the very existence of children. Lack of warmth and affection, weakening, blunting or loss of sense of belonging, as a result of disharmony among the family members, endanger and aggravate a feeling of insecurity and reflection in children. As overstrictness of parents has been reported in the results, the child whose legitimate desires and urges are repressed heavily in home, finds in behaviour deviation, a compensatory way of more satisfying to him than the home experience. Excessive punishment imposed by parents has resulted in open retaliation by children, or in physical assault or in instant flight from home or in some undesirable behaviour activities. Leniency towards children may be arising from ignorance or oversentimental attachment of either parent, was reported in a very few case

Neglect of the parents, intentional or caused by forced circumstances was also found to be a major reason of mal-adjustment amongst the inmates of Juvenile Home.

The inmates of the Juvenile Home, hail from the families. which are broken due to :

- either, death of one or both the parents,
- or, due to the desertion by either parent,
- or, due to separation or divorce between the two parents,
- families, where the remarriage has taken place, and has caused havoc in childrens' lives, have also been reported..

Absence of either parent has also caused certain affectional loss in the child. Parents who insist upon cherishing their hate in life together, have not promoted healthy adaption in their children. The parents who are in constont discord and disharmony have caused great harm to the children.

Immorality, criminality and other bad vices like stealing, gambling and drinking had its baneful effects on children and had found an outlet and expression in their behaviour. The illiterate parents, who had no educational accomplishments and had not allowed their wards to experience school life, had abused and beaten their children. Indecency of speech and behaviour had become rife; the violence, whether of word, act or feeling had induced deep seated repulsion for their parents in the minds of children.

3. The findings of the study have shown that absence of recreational facilities in the home and in the locality, is common deficiency in the poor areas. The poor and crowded homes provide no facilities for indoor occupation and recreational outlets to the children. In most of the homes, the same stuffy room serves as kitchen and a living room during day time and bed room at night time. For the vast majority of children of school going age, it is the street that had served as a play ground. Their stored energies had not been properly channelised and had resulted into mal-adjustment.
4. The study had also shown that companionship factor had provided an effective stimulus for children's behaviour. Influence of bad company of the friends of inmates had been the most convenient explanation for the mal-adjustment of the inmates. In the present study the companions of the inmates had meant much more than the family. They had exerted an amazing influence upon them in their use of language, their likes and dislikes and their behaviour and attitude towards others prior to the institutionalisation of most of the pals, friends, and chums the of inmates, owned habits like smoking, drinking, eve-teasing etc which had degraded the moral fibre of the inmates.

5. The studies have shown that majority of the inmates were also referred to Juvenile Home, by their parents, voluntarily either incapacitated by circumstances or children who were beyond the control of parents to avail the facilities, which, were not available at home. The inmates had suffered lots of problems in the institutional life. The inmates had felt lonely and abhored due to strict, harsh and controlled discipline of the institution. The agency personnels had very rarely interacted with inmates to fulfil their administrative requirements.
6. The staff members especially class IV employees and a Sister (Nurse) were very rude, unsympathetic and indulged in man-handling, without provocation.
7. The daily prescribed schedule of the inmates was stereo type, rigid, hard and boring, which did not fit into the needs, requirements and interests of the children.
8. The majority of the inmates at Juvenile Home, were interested for recreational freedom which could create novelty and freshness in their daily monotonous schedule. Inmates were interested to go for picnic and outinigs more often. The Agency personnels had not taken care to provide recreational facilities like excursions, screening of films, mass media etc. Children

were interested in other various activities like, cultural programmes, sports and extra curricular activities etc.

9. The teachers of the Juvenile Home were very strict, harsh and punitive and had given harsh treatment and punishments to inmates, due to not doing their home-work or violation of laid down rules. The inmates suffer because of the restrictions imposed on them like, not to go out of the Juvenile Home, not to interact with opposite sex, not to wear new clothes; resulting into weak personalities of the inmates and mal-adjustment.
10. One of the major objectives was to bring a desirable change in the personality of the inmates of the Juvenile Home, the educational programme in the form of treatment has brought significant changes and improvements in the personality of experimental group members by reducing neuroticism, as compared to the control group, who showed no change.
11. The educational programme has brought desirable changes and improvements in the self-esteem of the members of the experimental group, whereas, the control group members showed no change and improvement.
12. In respect of inmates' attitude towards Juvenile Home, the experimental group members showed marked shift and

significant change in their attitude towards the institution in which they were living.

13. The educational programme, that was developed by the investigator, had not contributed greatly towards the immediate academic gain but they acquired capability in deciding about the choice of profession after their post release period.

5.8 RESEARCH IMPLICATIONS :

On the basis of above conclusions, the researcher ventured to put forward a few suggestions. In the opinion of the researcher these suggestions are practical in nature and can be easily accepted.

An infant is not born in this world, equipped with delinquent behaviour. The child's nature, interests, habits and behaviour are dependent on the treatment which he gets from his parents. Thus it is necessary for parents to adopt the right attitude towards bad habits of children, to pay special attention to indicate good atmosphere at home, to avoid harsh treatment and severe punishments. Over- protection on the part of parents for their children should also be kept under watch so that children are not easily led away by temptations offered by their bad companions.

1. The state and the social agencies should arrange recreational facilities at the state level. They should construct beautiful

childrens' gardens; societies or clubs like Bal Nikatan Balwadi, Bal Sadan etc. should be given encouragement.

2. The state must make provision for balanced religious and moral education in State School Curriculum, because loss of spiritual and moral values result in behavioural disorder. The State should make arrangements for foster homes, so that children, who lack security and stable home situation can be placed in foster homes for their better growth and development.
3. Since children had problems of adjustment in their institutional life, hence the attitude and needs of children are to be understood in positive sense. Their needs are to be recognised and the agency's programme and routine may be modified according to the needs and requirements of the inmates.
4. All the staff members must be given education about the emotional needs of the adolescents. It would be better if the staff members, including class IV employees are properly oriented through constructive programmes, which should meet the aims and objectives of the institution and welfare of the inmates. In the orientation programme, the emphasis should be laid upon the demands of the inmates, in the interest of the growth and welfare of both the institution and children. Thus, it will develop objective outlook among the inmates.

5. Punishment methods should be simple and should be used skillfully, by making the children to understand the value of such measure.
6. To promote better interpersonal relationship between the parents and the agency's personnels; the Superintendent, Probation officer and the Case worker, the agency must help in conducting periodical meetings and functions.
7. At the time of Institutionalisation, the induction process should be strictly followed, during which their needs, interests, aptitude and temperament should be understood, so as to enable them to take right kind of education and take part in activities.
8. Some imaginative activities, to meet the special needs of the adolescents be introduced, that would help to reduce many psychological and emotional problems. Activities like yoga, meditation, music, wrestling would help to channelise the inmates' creative urges in a positive way. It would also help to develop peer group relationship. Medical doctor should come to attend to the inmates so that when children are sick, they are looked after with sympathy and compassion apart from the medical facility.
9. Follow-up study of the released inmates should be made a regular practice and the feedback should be utilised in

modifying the programmes of training development and rehabilitation.

10. When child is not able to decide for himself a trade or is reluctant to accept the given trade, vocational guidance should be given to him so that he is helped to choose certain trade. Recognised certificates for various vocational courses or some other kind of programmes like TV / Radio Repair, Refrigeration and Air Conditioning etc should be launched so that the inmates might find jobs easily when they leave the agency.
11. Minimum eligibility should be matric or S.S.C. to enter into any vocational training so that the children do not find any difficulty in getting job in a competitive world outside.
12. Children should be helped in acquiring balanced emotional development. They should learn to exercise control of their emotions and to express themselves in socially desirable way.
13. Behaviour of the teacher should be sympathetic, impartial and teacher must not play an authoritarian and dictatorial role.

5.9 DISCUSSION :

It seemed that the educational programme developed by the researcher was meaningful for the Inmates of Juvenile Home. The investigations reveal that Educational programme in the form of

treatment, has brought about significant degree of changes in the personality structure of the Inmates of experimental group, in the expected directions. This change seems to be in the direction of lessening the degree of neurotic tendencies and anxiety.

The treatment has further brought a degree of improvement in the self-esteem and more constructive feelings of the inmates of experimental group, Juvenile Home, along with the parallel changes and marked shift of their attitude towards self and their institution in which they have been living.

The inmates where they felt better about themselves, by facing stress creating situations, at the same time, they also modified their attitude towards self and their Institution. In the beginning, the inmates showed hyperactive reactions such as, restlessness complaints, impulsiveness and over anxious reactions like withdrawing reactions, quarrelsomeness, aggression, hostile teasing of each other, or else some were extremely shy, not able to articulate their personal feelings views or reactions. But the empathy and warmth of acceptance by the researcher, counselling sessions, and participation in the various activities of the educational programme, made them fairly comfortable and gradually their reservations, hesitations, fears and tensions got diluted. They became less anxious, depressed and self-conscious by reducing the degree of

neuroticism and became more realistic towards self and others by developing their abilities. They became more courageous, bold, socialised and confident in handling easy as well as difficult situations and taking firm decisions along with the parallel changes in their behaviour towards self and their institution in general.

The present research was planned, mainly with a view to study, the impact of systematically planned training strategies, on some of the behavioural components, using both Experimental and Control Groups. The results showed that the educational programme in the form of treatment, operated in bringing about desirable (correctional and developmental) changes on the behaviour of inmates of Juvenile Home.

5.10 SUGGESTIONS FOR THE FURTHER RESEARCH :

1. The present study relates to development, implementation and seeing the effectiveness of educational programme for the inmates of Juvenile Home of Baroda. It is particularly limited to the inmates of Juvenile Home of Baroda. An investigation into the reasons of mal-adjustment may be done at other Juvenile Homes of Gujarat State,. The examination of Socio-economic background of inmates of Juvenile Home also may

be done at state level so that treatment for removing mal-adjustment can be generalised .

2. Attitude of Teachers /Supervisors towards inmates of Juvenile Home may also be studied as this factor may inculcate and promote further favourable attitude in the inmates.
3. The present study is limited to the inmates of 15 years and above, some programmes may be developed for the all round growth of inmates studying class 4 to 7 also, age 8-14.
4. The experimental and comparative studies may be done for the inmates of Juvenile Home of Baroda and other Juvenile Homes of Gujarat state, in respect of Personality, Self-esteem and Attitude towards their institution.
5. Similar type of studies may also be conducted, in order to strengthen the existing findings, which may help in the process of curriculum designing of Juvenile Home.
6. The present investigation was restricted to small group of 30 inmates in the experimental group, for period of one academic year. It is possible to vary the number of inmates in the experimentation and duration, the total length of therapy period.

7. In the present investigations, all the inmates of low, moderate and high personality, Self-esteem were grouped together one can also investigate problems by keeping the inmates in different groups.
8. By having only 30 inmates, as sample in the experimental group, conclusions can not be drawn on a larger scale, the present study is conducted with boys of Juvenile Home only. It is to note that in the further studies, female Juvenile inmates may also be included of the other Juvenile Homes for women of Gujarat state, to establish generalised principles.