

CHAPTER - VI

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6.0 INTRODUCTION :

A child is a national asset. Every society must, therefore, devote full attention to ensure that children are properly cared for and brought up in a proper atmosphere, where they could receive adequate training, education and guidance in order that, they may be able to have their rightful place in society when they grow up.

Any society can hardly neglect its children in the process of continuation or progress. The children of today are the citizens of tomorrow. Almost all ancient codes provide protection to children and it is society's obligation to provide protection to children. The world of children is the world of innocence, joy and love. They are the base for future civilization and as such constitute a valuable source of its perennial renewal. It is upon the shoulders of children of today that humanity can build a foundation of bright future. If we wish to lay firm foundation of the happiest world around, we have to take care of generations of children, who need to be nursed, nourished, helped and equipped to play their role in the world of tomorrow.

Even with this much increased consciousness among the society with regard to the growth of its children, the train of

problems of children has not stopped. There are still children who are mal-adjusted either in their families or in society. There are still children who indulge in mal-practices and behaviour deviations. Such cases among those who are at the basis of social structures are certainly a matter of concern. In fact there is a conflict between the values and the culprits. Those who stand strictly for social, moral, cultural and personality values would naturally disapprove of such unsocial acts especially so among the children. It is not unnatural for a society to disapprove of such children both because they are antisocial ones and because they are apt to spoil other children too. Such children are severally punished for their acts and are disregarded by the society. Frequent punishments, disregard indifference and dismissal from the society come in the way of psycho-emotional adjustment and growth of children. The problem of Juveniles at present is not isolated or individual problem but a problem which society, nation and the whole world has to solve because childhood is a period which is most valuable and essential for the child in which he forms the habits and overall personality, make up which is reflected in the later part of his life.

The dictionary meaning of 'Juvenile' is immature, young person, 'Delinquency', means commission of minor crime or misdeed. 'Delinquent' is the one who is an offender of a minor offence. From

legal view point 'Juvenile' means a boy who has not attained the age of sixteen and a girl who has not attained the age of eighteen and if a child commits any offence and is punished by law of state is called 'Juvenile delinquent; i.e. all those are apprehended are not criminals. But from the psychological view point any or every child of either sex between the ages 15 to 18 who commits crime, irrespective of the fact he is apprehended or not, is a Juvenile delinquent. There is no precise definition of Juvenile delinquency. Some authors give emphasis on legal aspect of delinquency i.e. violation of law, arrest etc. while others lay stress on behavioural problems. i.e. unofficial delinquency. The structure and function of behaviour disorder and concept of Juvenile delinquency are related to each other. Violation of law is a problem for police and the authorities while behavioural deviation becomes the problem for parents community and educational institutions.

The problems of children have caused great concern to the social reformers and social scientists of modern advanced countries. In spite of high standards of living ensuring adequate necessities and many amenities of life, compulsory universal education up to fairly high age and ample opportunities for recreation, The number and percentage of Juvenile Delinquents are not only shooting up, but

quality and complexity of the offences are intensifying, causing serious anxiety and alarm to the modern world.

Reports in the mass media have led the general public to believe that Juvenile delinquency is a severe psycho-social problem which require systematic probing and scientific interventions. The crisis of Juvenile mis-behaviour has been noticed by authorities in Indian scene. The children who lack psycho-social, economic and educational facilities and satisfactory life, are more vulnerable to behaviour deviations. Those children could exhibit behaviour deviations like, stealing begging wandering aimlessly, truancy stubbornness, bunking out from school, home, drinking smoking at early stage, social mal- adaptation, rebellion against authority, showing extreme disobedience, aggressive and hostile behaviour. If such children are not given attention at right time, they may go astray and become confirmed criminals. Such children require utmost attention. It is for the parents society and certain aspects of the government, to protect such children and adolescents against influence in the environment, that can do them serious harm. If such children are provided proper environment according to their needs and requirements and are helped to over come emotional stress and disturbance, they can prove better citizens of society and

can make smooth adjustment with their families, neighbourhood and community.

Till the end of nineteenth century, Juvenile offenders were tried and convicted in the same manner as the adult criminals. When the child was charged with a specific offence, all the jury had to decide whether he was guilty or innocent of the specific crime with which he is charged. If found guilty, he was sentenced in the same way as any other adult offender and was punished by imprisonment in the same jails. No "undue tenderness" was to be shown to Juvenile offenders "by not sending them to prisons".

But as Great educationists and psychologists proceeded to draw the attention of civilized world to the causes of Juvenile delinquency, the tradition of punishing children lost favour to be replaced by efforts and improving and rehabilitating them. Now a days in every nation efforts are made to correct the Juvenile delinquent rather than to punish him. To make the deviants once again a healthy and responsible citizens of society, there are so many voluntary and Government Institutions which are looking after the welfare of such children in our country also, where the parents are found unfit, incapable or unwilling to do the needful. These Juveniles are not treated as criminals but as a ward of the state and receive care custody and protection. This care and protection is given

to neglected and dependent children also in India. The preventive work for infants and child welfare started in 1861, when criminal procedure code was made applicable by British Government. Indian Reformatory School Act was passed in 1897, Madras as children act was enacted in 1920. The Department of Social Welfare has organised various services with the implementation of provision of Acts like. "Bombay Children Act, Saurashtra Children Act, (Bombay Probation of Offenders Act, Suppression of Immoral Traffic in Women and Girl's Act, Women and Children Institution Licensing Act. In all the acts, modifications were made to look into the welfare of children.

For the effective implementation of the above social legislations and to undertake the various welfare services, the department has set up the correctional institutions like Observation Homes (Remand Homes) Juvenile Homes, Special Homes, After Care Institutions etc.

The Juvenile Justice Act of 1986 is a noble piece of legislation enacted for the care, protection, rehabilitation, treatment and development of neglected or delinquent Juveniles. After the implementation of Juvenile Justice Act 1986, the Juvenile delinquents are kept in special homes, earlier they were put under the same roof with neglected Juveniles only.

The review of related literature clearly shows that such studies have never been undertaken. There are hardly any studies on educational programmes which exist in the Juvenile Home which could cater to the needs and requirements of the inmates, developing specific educational programme to see the effectiveness on the inmates, to study students attitude and reactions towards Juvenile Home. So the above studies in the area have left few gaps which need to be bridged through the present study.

6.1 RESERCH QUESTIONS :

While researching into the subject of study some vital questions that emerge are as follows:

- (1) What are the reasons of mal-adjustment in the inmates of Juveniles Home of Baroda?
- (2) What are the needs and requirements of the inmates of Juvenile Home of Baroda?
- [3] What are the exsiting educational programmes of Juvenile Home ?
- (4) Are programmes of Juvenile Home adequate to cater to the needs and requirements of inmates ?
- (5) Are educational programmes of Juvenile Home adequate to achieve its objectives ?

- (6) How far is it feasible to develop an effective educational programme which should be adequate to cater to the needs and requirements of inmates ?
- [7] Can modified, educational programme bring any change in the inmates behaviour in respect of personality, self esteem, their attitude towards institution and academic performance ?

To address the research questions enumerated above, the present study is undertaken. However, this kind of study would require close association of the investigator with the Juvenile Home, for a long time. It requires surveying the needs and requirements, and developing programmes and providing developed inputs for a long period of time. For this purpose the Juvenile Home of Baroda has been selected, as it would make long intervention possible for the researcher, as the investigator is stationed at Baroda. Considering the preceding facts the present study is undertaken.

6.2 STATEMENT OF THE PROBLEM :

DEVELOPMENT OF AN EDUCATIONAL PROGRAMME AND ITS
IMPACT ON THE BEHAVIOUR OF INMATES OF A JUVENILE
HOME.

6.3 OBJECTIVES OF THE STUDY :

The objectives of the study are as follows :

1. To find out the reasons of mal-adjustment in the inmates of Juvenile Home of Baroda, with a view to prevent its spread.
2. To study the needs and requirements of the inmates of Juvenile Home of Baroda.
3. To study the existing educational programme in the curriculum of Juvenile Home.
4. To develop the educational programme catering to the needs and requirements of the inmates.
5. To study the effectiveness of the programme in terms of -
 - 5(a) securing desirable changes and development in the personality of the inmates of Juvenile Home of Baroda,
 - 5(b) bringing desirable changes in self esteem of the inmates of Juvenile Home of Baroda,
 - 5(c) bringing change in the attitude of the inmates towards Juvenile Home of Baroda,
 - 5(d) bringing desirable changes in the academic performance in the inmates of Juvenile Home of Baroda.

6.4 METHODOLOGY :

In order to achieve the objectives of the study, the Research Methodology involved survey and experimentation. The methodological details in respect to sample tools design, procedure of data collection, data analysis (for of various objectives of the study) are discussed hereunder.

Sample :

For objectives 1-2, all the 123 inmates of Juvenile Home, Superintendent and (8) all supervisors, probation officer were taken as sample.

For objective 3, Superintendent of Juvenile Home, 8 Supervisors and 5 students of each course of Juvenile Home were taken as sample.

For objective 4, superintendent of Juvenile Home 8 supervisors and experts who are already working in this area were taken as sample.

For Objective 5a,5b,5c and 5d, 60 inmates out of the total number (123) of inmates were taken as sample. These inmates were further divided into two groups, the experimental group and control group.

TOOLS OF THE PRESENT STUDY :

In the present study, the following measurement tools were used for data collection.

Questionnaire :

The questionnaire was developed by the researcher, to study the reasons of mal-adjustment and socio-economic background and needs requirements and interest of inmates of Juvenile Home.

Observation Schedule :

Observation schedule was developed by Researcher to study the existing educational programme, to examine the programmes actually carried out in the classrooms and to study the behaviour of children.

Anecdotal Records :

Observation of juveniles were recorded in Anecdotal records which contained significant episodes and problems of lives of Juveniles. Observation notes were recorded immediately rather than trusting on memory.

Dutt Personality Inventory :

Dutt Personality Inventory was developed by Dr.N.K. Dutt to measure the personality in the pre-treatment and post-treatment period.

Self-esteem Scale :

Self esteem scale was developed by the researcher to measure the self esteem of inmates of Juvenile Home of Baroda.

Attitude Scale :

Attitude scale was developed by the researcher to measure the attitude of juvenile inmates towards the Juvenile Home.

PROCEDURE OF DATA COLLECTION :

Data pertaining to the reasons of mal-adjustment and needs and requirements of the inmates of Juvenile Home was collected through administering the questionnaire; and holding interviews personally from the inmates who were unable to read Data regarding existing educational programme and facilities was obtained through structured interviews from the inmates, Superintendent and Supervisors. Data with respect of personality of the inmates was

collected through Dutt Personality Inventory developed by Dr. N.K. Dutt..

Data with respect to self esteem of the inmates was collected through the self esteem scale developed by the researcher.

Data with respect to attitude of inmates towards the Juvenile Home was collected through an attitude scale developed by the researcher.

Data with respect to the academic performance of the inmates was collected from official records of the Juvenile Home maintained by the teachers and supervisors.

6.5 THE DESIGN AND AN EDUCATIONAL PROGRAMME :

The present study is a survey cum intervention type of study. In order to study the feasibility and effects of the inputs, the researcher had followed Experimental design. For this, 60 children who were matched on the basis of their age, sex, economic background, and choice of courses, stay in the institute, and education of parents of the inmates of Juvenile Home.

On the basis of the data collected from the inmates certain inputs were decided. The educational programme was further developed with the help of experts who are already working in that

area. The final educational programme consists of existing educational programme at Juvenile Home and the inputs developed by researcher, which were conducted for one academic year

The activities conducted throughout the academic year was divided into 7 main groups. 1. Teaching activities. 2. Physical activities. 3. Creative and imaginative activities. 4. Activities of social tendencies. 5. Activities of releasing pent up stress and tension. 6. Moral and spiritual activities. 7. Cathartic activities.

1. The activities pertaining to teaching included teaching of basic English, teaching of basic music and reading news papers in Gujarati and Hindi languages.
2. Physical activities included Kabaddi, Kho-Kho, Cricket, Volley Ball, Races etc.
3. The creative and imaginative activities included solo song, jokes telling, story telling, paper cutting activities and drawing.
4. The activities pertaining to social relations included group songs, group dance, gardening and Antakshari.
5. The activities pertaining to release of pent up stress and tension included wrestling and boxing.
6. The activities pertaining to spiritual and moral values included meditation, yoga, prayers, moral talks, moral songs and counselling.

7. The activities pertaining to catharsis which brings relief from that has caused tension and stress and helps the person to solve his problem which is disturbing him, included mono acting, role play and dramas.

Apart from the different activities conducted for the inmates of Juvenile Home, a picnic was also arranged, to satisfy their urge to see the world outside, that fulfilled the purpose of giving direct experience to the inmates. The important days and anniversaries were also celebrated during the year, to impart knowledge of Indian culture, that may liberate them from prejudices and encumbrances and to enable them to see the things in the true perspective. The educational programme was further enriched by showing the films Boarder, Enaconda, Bruce Lee. These films catered to the needs and interests of the inmates which attracted their attention, created interest and stimulated their desire to learn.

An educational programme under the study consists of, the existing educational programme at Juvenile Home and the additional inputs developed by the researcher. The existing educational programme would enable to develop self-reliance and self-dependence in the inmates because educational and vocational training would inculcate in them the appropriate abilities and skills to face socio economic situations (outside institutional setting).

Thus, resulting into their final rehabilitation whereas the additional inputs developed by researcher are expected to remove their pent up stress, strains tensions and mal-adjustment and enabling them to become internally consistent, to face the challenges of life and outer world hence making them fully developed all round healthy useful citizens not only of the Society, Nation but of the World too.

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

The educational programme of the present study is well organised and well established regular programme where additional efforts were made taking into consideration the feasibility, during the regular course of studies in such a manner that their daily prescribed schedule of the curriculum was not disturbed. The educational and vocational courses prescribed in the Juvenile Home are meant for the normal children of professional institutions, Whereas the inmates of the Juvenile are not normal but are mal-adjusted. The criteria for admission for other outside students in the private

professional institutes is High Secondary, where as a Juvenile Home inmates join professional courses in the Juvenile Home after 7th std, for which they have to undergo extra stress, tension and pressure to learn and pickup syllabus which is beyond their mental level and capacities. An attempt has been made to develop a programme for specific children with specific purpose, which was expected to provide them opportunities, to take them out of the strict atmosphere of rigid routine, stress of learning traditional and conventional subjects and to enable them to bring desirable changes in their behaviour in terms of their personality, self-esteem and attitudes towards their institution, alongwith changes in the academic performances; thus enabling them to prove and develop physically, mentally, intellectually to be healthy and useful citizen once again.

The educational programme was developed in the form of treatment, with an aim to develop a sense of belonging and acceptance, which was expected to bring transformation in their behaviour in terms of personality, self-esteem and attitude towards Juvenile Home, along with changes in academic performance and achievements. The teaching of traditional and conventional subjects, taught in the atmosphere of strict and rigid routine, which do not match their needs, requirements and interests could not have

brought any change in their behaviour pattern. At the same time the present noble venture is expected to some extent, to help in dealing with emotional problems of rejection and non-identity in the inmates and to enable them to grow and develop all-round physically, mentally, morally and intellectually.

6.6 ANALYSIS AND INTERPRETATION OF DATA :

Analysis and interpretation of the data was processed objective wise.

The data in respect of objectives 1/2, was tabulated and processed in terms of frequencies and percentages.

The data in respect of objective 3, is summarized under appropriate headings.

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

6.7 MAJOR FINDINGS :

- The inmates were poverty stricken and they belonged to the families whose family income was 250 to 1500 rupees per month.

Extreme poverty had equipped the children with mal-adjusted behaviour.

- The broken family was also the cause of neglect towards the children and resulted into loss of economic support and ultimately making them mal-adjusted.
- Most of the inmates suffered due to the harsh and hostile treatment and neglect of the parents, which had affected the habits, feelings and attitudes of inmates resulting into mal-adjustment..
- The inmates lived in unhygienic quarrelsome and unconcerned neighbourhood, with no scope of healthy recreation, which was a breeding place for mal-adjusted behaviour, of inmates of Juvenile Home.
- The inmates felt lonely and abhored due to the strict and control discipline of the institution and needed frank and homely environment in which they could express themselves.
- The daily prescribed schedule was rigid and hard, which did not cater to the needs, requirements and interests of the inmates.
- The experimental group which was exposed to the treatment differed significantly from the control group in terms of personality and self-esteem and attitude towards Juvenile Home.
- The experimental group showed considerable changes and improvements in comparison to control group.

- The inmates did not show the desirable changes academically.
- The educational programme did not contribute much towards immediate academic improvements in both the groups but they acquired the capability in deciding about the choice of profession they were going to opt when they would be ultimately released from the Juvenile Home.

6.8 CONCLUSIONS :

- 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 had unwholesome effects, and impact on the behaviour of the child.

- 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.
- 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 constant discord and disharmony have caused great harm to the children.
- The inmates were also referred to Juvenile Home, by their parents voluntarily either incapacitated by circumstances or children 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.

- The daily prescribed schedule of the inmates was stereo type, rigid, hard and boring, which did not fit into the needs and interests of the children.
- 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, 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 Juvenile Home, along with the parallel changes and marked shift of their attitude towards self and their institution in which they have been living.

6.9 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 depend 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.

- 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 requirement of the inmates.
- 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.
- Minimum eligibility should be 10th std. to enter into any vocational training so that the children do not find any difficulty in getting job in a competitive world outside.

6.10 SUGGESTIONS FOR THE FURTHER RESEARCH :

- 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 in to 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 .

- 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.
- 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.
- 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.