

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

SYNOPSIS OF THE THESIS  
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## 1. INTRODUCTION

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Children are a valuable asset for any society. The whole structure or order of society depends on children. Children are the most suitable media for the society either to transform or reform its culture and values. Childhood is the period that easily absorbs new values and trends. Again if the society aspires to build its permanent social, moral and ethical character, the best way for it would be to build similar personality in its children. The children are the foundation of the future society. And hence it can be said that "as grow the children so grows the society".

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 deviation. 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.

Juvenile Delinquency is said to be "the widest gate way to crime" studies in western countries as well as in India have proved it beyond doubt that large percentage of criminal careers have their roots in childhood and early youth. Juvenile delinquents are therefore the most promising field for checking adult criminality. Now, if these early seeds are to be discovered and determined, treated and efficiently rooted out, Juveniles can make smooth adjustment in their family neighbourhood, community, nation and can prove healthy world citizens. The problems of such children is a vital issue not only of social importance but more of National gravity. Its dynamic and complex contents woven and interwoven in the threads of an individual life, have as well covered the entire social texture and extended up to the National life; so much suffocating the existence at every stage that it needs to be nipped in the bud. The living problems of Juveniles should not be allowed to develop unchecked. It is very easy to deal with Juveniles rather than adult criminals because children are in the formative years and in that period of life where they unhesitatingly

yield to the guidance, counselling, and treatment as the adult criminals resist from probing the examination queries. Dealing with Juveniles at the starting level is an economic way to reduce crimes.

Juvenile delinquency is not mere abstraction but something real which is a part of social life of people as such, it can not be treated lightly nor can be neglected. It is a living problem which if allowed to develop unchecked today saps the very vitality of nation tomorrow.

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 a 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 deviant once again a healthy and responsible citizens of society there are so many voluntary and Government Institutions who are looking after the welfare of such children in our country also, where the parents are also found unfit, incapable or unwilling to do the needful. These Juveniles are not treated as criminals but as a wards 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 fields 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.



## **2. RATIONALE OF THE STUDY**

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The comprehensive objective of the Juvenile Home are to provide the Juveniles not only food, accommodation, educational and vocational training but provide them also facilities for the development of their character, protection against moral danger and also perform such other functions that ensure all round growth and development of the personality.

But how far the Juvenile Homes have been able to achieve these objectives we can not say. It is only Through systematic Investigation we come to know that every institution is making efforts to achieve these objectives and assisting the Juveniles in the process of physical, mental, vocational and skill development, ultimately rehabilitation. This can be known through some research studies. The research studies Gupta (1959), Desai (1963) Joseph (1979), Goankar (1983), Vyas (1986), Vyas (1988), Jani (1992), indicate, though Juvenile Homes provide necessary facilities for physical activities school education and vocational training but the functions and programmes which indicate spiritual and positive values in the inmates, the programmes which can bring transformation in the thinking, attitude and behaviour pattern of the inmates and which are essentials for the overall development and growth, are lacking. The programmes and functions which are conducted in the Juvenile Home are totally under strict routine which do not cater to the psychological and emotional needs and requirements of the inmates. The programmes which could provide proper outlet to the intellectual and emotional energy and creative expression and eradicate their fears, anxieties, worries are not given attention. Though the name of the institution is Juvenile Home,

but it lacks adequate homely atmosphere where Juveniles experience love, acceptance, appreciation and understanding. The studies further indicate that programmes conducted in the Juvenile Home are under strict routine and do not motivate and strengthen them from inside so that the children can face challenges of life with courage and determination.

In the light of above facts, the researcher felt, perhaps some programmes should be developed which could cater to the needs, requirements and interests of the children. The researcher felt necessary to develop the programmes which could cater to such objectives referred above, which should be in a position to bring transformation in the thinking, attitude pattern and overall growth and development of the inmates, and even if Juvenile Homes are successful in achieving its objectives, it is the responsibility of the researcher to make amendments, improvements and modifications. For that, the research must go for systematic investigations. The input should be decided and identified particularly reasons of mal-adjustment, needs and requirements of the inmates, its feasibility and effectiveness of the programmes also to be studied. The different constituents of the programme, (classes, lessons, courses for self expression, games, prayers) conducted in the cordial atmosphere of love care acceptance and appreciation could develop a sense of belonging in the inmates and bringing remarkable changes in their thinking attitude, notions and behaviour pattern, enabling them not only to become healthy citizens of Nation but also world wide citizens.

Moreover the review of related literature also 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.

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) Are programmes of Juvenile Home adequate to cater to the needs and requirements of inmates?
- (4) Are educational programmes of Juvenile Home adequate to achieve its objectives?
- (5) How far it is feasible to develop an effective educational programme which should be adequate to cater to the needs and requirements of inmates?
- (6) 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 under taken. 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.

### **3. SPECIFICATION OF THE PROBLEM**

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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.

In order to remove mal-adjustment of the inmates of juvenile home, a systematic investigation was planned and certain specific inputs, which were supposed to be appropriate catering to the needs, requirements and interests of the inmates, were decided. These specific kind of inputs were decided for the specific children with specific objectives to help these children to return to normalcy and to reduce the expectancy of deviant behaviour. These inputs were expected to some extent, to remove emotional stress and instability in the inmates of Juvenile Home and to help them grow and develop all round physically, mentally, morally and intellectually, so that they are useful citizens not only to the nation but worldwide healthy and useful citizens.

#### **STATEMENT OF THE PROBLEM**

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

#### **EXPLANATION OF THE TERMS USED**

Educational Programme - Certain inputs which were thought to be appropriate, catering to the needs requirements and interests of

the inmates of Juvenile Home, to enable these mal-adjusted children to return to normalcy and to reduce the expectancy of deviant behaviour and help them grow and develop around physically, mentally, morally and intellectually.

Impact - Effects of the inputs decided for the inmates the effectiveness of the educational programme was observed. Age group remains from 9 to 18.

Behaviour Concerns in terms of inmates personality, self esteem and their attitude towards Juvenile Home.

Inmates - occupants of the Juvenile Home who reside in the institution.

Juvenile Home - Means an institution established or certified by State Government under Section 9, as a Juvenile Home provides reception to neglected, uncontrollable and victimized juveniles. Earlier neglected and Juvenile delinquents were kept under the same roof but after the implementation of Juvenile Justice Act, 1986, juvenile delinquents are kept in the special homes whereas Juvenile Home receives neglected uncontrollable and victimized juveniles and who suffer because of lack of psycho social and economic facilities.

## OBJECTIVES OF 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.

#### THE HYPOTHESES

In the light of the concept of the present study and the objectives stated, the following research hypothesis were generated regarding the effectiveness of educational inputs for the inmates of Juvenile Home of Baroda.

When educational programme is developed and implemented according to their needs and requirements, their learning experiences may turn out to be satisfying ones. They may remove their emotional stress instability and reduce the expectancy of deviant behaviour.

During the course of various activities throughout the year, the students may discover and energize the hidden talents.

The inmates may begin to regain their lost powers of spontaneity, self expression.

The inmates may develop positive ways of seeing, respecting both the teachers and other inmates of Juvenile Home. This could also bring about better co-operation and feelings of belongingness in the inmates.

The educational programme may bring desirable changes in the inmates behaviour in respect of their :

1. Personality
2. Self-esteem
3. Attitude towards institution
4. Academic performance

Before and after the implementation of the educational programme, perspective will differ.

#### LIMITATIONS OF THE STUDY

The present study relates to the 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. The examination of Socio-economic background is limited to the inmates of Juveniles Home. A treatment for removing mal-adjustment can not be generalised.

The institution lacks in cultural support in emphasising the motivation and aspiration levels of inmates making them to understand philosophy and objectives of their admission to Juvenile Home.

The researcher is witness to struggle with inmates to join her for the activities developed for them. Then the Juvenile Home authorities could not support this because he had found this approach totally new and challenging way to enable the student's growth and personality.

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. It excludes female Juvenile inmates because these are no female Juveniles in the Juvenile Home.

#### **4. REVIEW OF RELATED LITERATURE**

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It is beyond doubt that multifacated researches in the field of Juvenile delinquency in India and elsewhere are gaining sufficient momentum. Educational practitioners have now turned their faces towards needs and problems of Juveniles, which is an area of concern for every one in the society.

Of the various studies reviewed in this chapter some of them pertain to find out psycho social and economic background of unadjusted and unmanageable children, while other studies pertain to assess the needs, problems and reasons of mal-adjustment in adolescents and delinquents, for early measure and prevention and care. In some of the studies attempts were also made to study the machinery of the correctional institutions, helping Juveniles for the treatment and final rehabilitation. There are few studies on developing certain inputs and seeing its effectiveness on the school children. In some studies attempts were made to develop learning material for literacy and continuing education, while in few cases guidance programmes had been developed and implemented for secondary school children. Programmes had also been evolved to bring changes in self-esteem, personality of secondary school children.

However, the review of the related literature clearly reveals, that there is no single programme standing out as an effective in all respects and situations. More over the studies like educational programmes existing in Juvenile Homes, developing specific kind of programme, with a view to see the impact on the behaviour of inmates' personality, self esteem and their attitude towards Juvenile Home and academic performance. So the above studies reviewed



and conducted in that area have left few gaps which need to be bridged through present study.

In view of the above observation, the present study not only gives an account of existing educational programmes but goes beyond that seeks to assess the needs and requirements of inmates, develops and implements the educational programme and finally evaluates its effectiveness on the behaviour of inmates of Juveniles Home of Baroda.

## **5. METHODOLOGY AND DEVELOPMENT OF EDUCATIONAL PROGRAMME**

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In the present chapter the procedural details of conducting the study are detailed out. 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 objective 1-2 i.e. "to find out the reasons of mal-adjustment of Juveniles of Baroda Juvenile Home with a view to prevent its spread", and "To study the needs and requirements of inmates of Juveniles Home of Baroda", all the 123 inmates of Juvenile Home, Superintendent and (8) all supervisors, probation officer were taken as sample.

For objective 3 "To study the existing educational programme in the curriculum of Juvenile Home", Superintendent of Juvenile Home, 8 Supervisors and 5 students of each course of Juvenile Home were taken as sample.

For objective 4 :

"To develop the educational programme", superintendent of Juvenile Home 8 supervisors and experts who are already working in this area were taken as sample.

For Objectives 5 :

To study the effectiveness of the programme, in terms of:

- (5A) securing desirable changes and development in the personality of inmates of Juvenile Home of Baroda.
- (5B) bringing desirable changes in the self-esteem of inmates of Juvenile Home of Baroda.
- (5C) bringing change in the attitude of the inmates of Juvenile Home of Baroda.
- (5D) bringing desirable changes in the academic performance in the inmates of Juvenile Home.

60 inmates out of the total number (123) of inmates were taken as sample. These inmates were further divided into two groups. Experimental group and control group.

#### TOOLS OF THE PRESENT STUDY

In the present study, the following measurement tools were used for data collection. The necessary particulars of each instrument and tool is provided objectivewise also. Except for Dutt Personality inventory, almost all the tools were developed by the researcher. The tools used were as follows.

##### Questionnaire

The questionnaire was developed by the researcher for the inmates of Juvenile Home. The questionnaire included following aspects.

To study the social stratification of the inmates.

To study the family history (background) of juveniles.

To study the type of environment where the inmates lived earlier.

To study the relationship of inmates with their neighbours friends.

To study economic and financial background of inmates.

To study the leisure and means of recreation and early experiences of inmates.

To study the needs, requirements and interests of the inmates.

#### Structured Interviews

The interviews were held personally from inmates of Juvenile Home, Superintendent, and Supervisors to study the existing educational programme.

#### 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 were written. 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 to official records of the Juvenile Home maintained by the teachers and supervisors.

### THE DESIGN

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

the inmates selected were boys. Their age was not less than 15 and not more than 17. Educational level of the parents of inmates was low and they were illiterate. The monthly income of the parents of the inmates was from Rs.250 to Rs.1500 per month. The children were expected to stay in the institution for a period of minimum 1 year. Academically, all the children should have been passed in the previous year. Then 60 children were divided into 2 groups - the Experimental Group and Control Group. . Experimental group remained under the researcher whereas on the control group the educational programme was not implemented. Dutt Personality Inventory developed by Dr. N.K. Dutt, self esteem scale, and attitude scale, developed by the researcher, was used in the pre-treatment and post-treatment period to see the impact of educational programme on the behaviour of inmates of Juvenile Home in respect of inmate's personality, self esteem and attitude towards institution and academic performance. The experimental design is presented herewith.

[ Please see the next page ]

## AN EXPERIMENTAL DESIGN

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

## DEVELOPMENT OF EDUCATIONAL PROGRAMME

The whole educational programme was developed implemented and evaluated in three phases. As the present study is a survey cum intervention type of study, in the beginning, a survey was conducted, to study the reasons of mal-adjustment, needs and requirements and interests of the inmates of Juvenile Home. On the basis of the data collected from the inmates certain inputs were decided. The educational programme was further developed with the help of experts who are already working in that area. The Superintendent and the staff members of the institution were oriented about the objectives, philosophy, methodology of the various activities to be conducted under the educational programme. This prepared programme, catering to the needs requirements and interests of the inmates was given to them for their expert opinion. To put the educational programme in practical situation, the resources available in the Juvenile Home were also considered at that time. With the views of experts and some modifications, the final inputs which were supposed to be appropriate (taking into consideration the needs requirement and interests of the inmates) were decided, to help these mal-adjusted children to return to normalcy and to reduce the expectancy of deviant behaviour. Because when needs of any person are not satisfied, frustration takes place, frustration produces mental ill health and mental ill health engenders mal-adjustment. To remove the emotional stress and instability and to help the inmates grow and develop alround, some activities in the form of educational programme were conducted for one academic year 1996-97.. The



final activities which constituted the educational programme and implemented to see the feasibility are presented hereunder.

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, Burce Lee. These films catered to the needs and interests of the inmates which attracted their attention, created interest and stimulated their desire to learn.

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 academic changes 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 alround physically, mentally, morally and intellectually. The plan of educational programme in terms of different activities, and its specific objectives and period is also presented.

In order to study, the feasibility and effects of the inputs. The researcher has chosen 60 children. They were matched in respect of age, sex and their economic background, education of parents of inmates and academic achievements. Then these 60 children were further divided into two groups. Each group contained 30 children. Then experimental group was further divided into 3 sub groups. These children of the experimental group remained under the observation of the researcher. This newly constructed programme was not implemented upon the control group. They simply got teaching and

educational inputs provided by the Juvenile Home as a regular course of their syllabus and curriculum of Juvenile Home; In the initial couple of meetings and sessions, the inmates found it difficult to articulate their feelings views and reactions but the researcher established the rapport with empathy, warmth of acceptance and gradually their reservations hesitations fears and tensions got diluted.

In the beginning of the second phase, Dutt personality inventory was administered as a pre test on all 60 children. All the children except few underwent this test. Next day the children who were absent, they took the test and then after the gap of one day self-esteem scale (test) was administered on all children. The very next day children who were absent on previous day on account of sickness or had gone out of the head quarters also took test. Then after a day or so, attitude scale was administered on them. So the complete data about inmates, personality, self-esteem and attitude towards Juvenile Home was procured. It took one week to finish all test. The annual results of inmates for the year 1996-97, were also collected to have data for their academic performance from the records of Juvenile Home maintained by respective teachers of various courses. The children had already started participating in the activities conducted by the researcher. The children showed lot of eagerness to participate in the session. Except for few, each activity was conducted for a period of 15 days. The minimum period for which the students used to meet was about 3 hours everyday.

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

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

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

Now same tests (Dutt Personality Inventory, Self-esteem scale and Attitude scale) were administered on both the groups. All the 60 children of experimental and control group underwent these tests once again. And the annual results of inmates for the year 1997 and 1998 were also collected. It again took about one week to collect the data as a post test. The results were compared and assessment was done to see the effectiveness of educational programme on the behaviour of inmates of Juvenile Home in respect of their personality, self-esteem and attitude towards Juvenile Home and the academic performance.

## ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of the data was processed objectively.

The data in respect of objective 1/2, the reasons of maladjustment, needs, requirements and interests of the inmates was tabulated and processed in terms of frequencies and percentages.

The data in respect of objective 3 to study the existing educational programmes 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. MAJOR FINDINGS

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- 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 brooding place for mal-adjusted behaviour, of inmates of Juvenile Home.
- The inmates felt lonely and abhorred 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 who was exposed to the treatment differed significantly from the control group in terms of personality and self-esteem.
- Both the experimental and control group showed significant changes in terms of 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 were ultimately released from the Juvenile Home.

## 7. REFERENCES AND NOTES

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