EDUCATIONAL OPPORTUNITIES FOR DESTITUTE GIRLS IN THE STATES OF U.P. & UTTARAKHAN

ABSTRACT
OF THE
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ABSTRACT

Education was incomplete without nobility of character. We live in a time of transition, a time of rapid and radical changes. It is a time of great risks, but also a wonderful of rewards. Kothari Commission (1964-66) stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of Nation. Education should be a tool for empowerment, not merely just employment. It must impart not merely knowledge but wisdom, not merely skills but character. It must help every child to develop an inner core of peace, a profound respect for nature, and a belief in truth and justice. The child is man's greatest acquisition since it provides hope & happiness to the mankind. Throughout we have been dedicated to the belief that each day in child's life especially during the beginning years from the birth to five years deserves special attention of parents & others who are entrusted with their care. The first three years of child's life are of prime importance as the outcome during this period, largely determines the child's future.

Education is the most crucial investment in human development. It can leave an impact on health, hygiene and productivity and can practically influence all members of the society. UNESCO commission on education (1972) declared that “Education is a life long process and its purpose is to establish a learning society. It is the process of instruction aimed at all round development of boys and girls”. However the education of girls is even more important as it practically means the education of an entire family. And among girls the education of destitute calls for a very urgent attention. No policy of development, no work of education by NGOs will have any meaning in our welfare state if it does not address the problem of destitute girls. Children are valuable asset &
in them are preserved the genetic blue print of parents. They are supposed to be the hope of every nation & builder of tomorrow.

**PRESENT POSITION OF CHILDREN**

The world has a population of more than 6 billion. India alone has a population of more than 1 billion. As of March 2001 census, the total population of India was a little over 1 billion, 1,027,015,247 to be exact (531, 2777,078 Female, 495,738,169 Male), of this number, 157,863,145 are children up to age of six years. 2001 census also revealed that, 65% of Indians are literate. And almost every child now has access to a school, with around 95% of our rural population having a primary school within one kilometer of their habitation.

*United Nation* sources India has the largest number of children in the world, 380 million and more then 1.2 million are destitute, homeless or orphaned children in India, who beg on the street, work for 14-18 hours at a stretch at quarries restaurant and thousands of young children are forced into prostitution and are treated worse than animals.

UNICEF (2005), report on the state of the world’s children under the title “Childhood under Threat” speaking about the Indian children. India has 380 million children and more then 1.2 million are destitute, homeless or orphaned. Indian children are equally deprived of their rights to survival, health, nutrition, education and safe drinking water.

**PROBLEMS OF DESTITUTE CHILDREN**

Rapid urbanization and industrialization contributes increasing to the problems of destitution. The problem is on the increase, especially among children, due to continuous migration of families from rural to urban areas in search of employment and work. The inadequacy of housing facilities in urban areas forces them to live under slum conditions, this is turn contributes to the destitution and delinquency. Increasing numbers of child beggars found in metropolitan and industrial cities is only a symptom of the larger problem of destitution.
The convention does not have any specific article referring to the destitute children.

**GIRLS EDUCATION AND DIFFERENT COMMISSION IN INDIA**

**Sir Charles Wood Despatch (1854)**

The importance of female education in India can not be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters (girl child).

**Indian Education Commission (1882)**

It was felt that too much was being done in India for higher education and the primary education was being neglected that why in 1877 the Calcutta university threw the matriculation examination open for girls.

**Zakir Hussain Committee (1938)**

The report of the committee published in March 1938, has come to be known as the Wardha Scheme of Education. The general outline of the committee, the syllabus of studies will be same for boys and girls up to the 5th grade of the school. In grade 4th and 5th the syllabus in general science should be so modified as to include domestic science for girls. In grade 6th and 7th the girls will be allowed to take an advantaged course in domestic science in place of the basic craft.

**Post-war Educational development (1994)**

This report derived its name from Jhon Sargent, the then educational adviser with the Government of India who prepared a memorandum on post war educational development in India. This report recommended a system of universal, compulsory and free education for all boys and girls between the age of six and fourteen should be introduced.
Secondary Education Commission (1952-53)

The major recommendation of this commission were (1) while no distinction need be made between education imparted to boys and girls, especial facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools. (2) Efforts should be made by state Government to open separate schools for girls wherever there is demand for them.

Committee on Women Education (1957-59)

The education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life. It also agreed that a special committee should be appointed to examine the whole question of women's education.

Kunzru Committee (1964)

The training of NCC at any stage should be imparted only on a voluntary basis for boys and girls in the age group of 13-16 manual work in the campus should not be of more then 2 hours during per day. Boys and girls above 16 years of age may be asked, if physically strong, to do about 3 hours manual work each day.

Committee Differentiation of Curriculum for Boys and Girls (1964)

(1) co-education should be adopted on the general pattern at the elementary stage.

(2) no differentiation should be made in the curricula for boys and girls at the primary stage.

(3) in textbooks dealing with language and social studies, adequate attention should be paid to the needs, experience and problems of girls by including such topics as special festivals of women, games popular with girls, lives of great women.
National Policy on Education (1968)

National policy on education observed that the education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.


Maintenance, education and training of orphan and destitute children. Moreover crèches and other facilities for the care of children working or ailing mothers; and care, education, training and rehabilitation of handicapped children.

National Review Committee of Higher Secondary Education (1978)

They emphasized that destitution should be remove within the next 10 years. Destitution refers to the worst form of poverty, that is, of the 50 per cent of our people living below the poverty line.

First All India Education Survey (1957)

Was mainly used to know the habitations unserved by the primary schooling facilities within a reasonably walking distance and also to prepare locational plans to identify where new schools are to be opened.

Second All India Education Survey (1965)

A school for boys stands not only for a school in which only boys were admitted but also a coeducational school (which is open to both boys and girls).

Third All India Education Survey (1973)

This survey was unique because, unlike the earlier two surveys, this covered all areas of education right from pre-primary through university, including unrecognised institutions, technical and vocational education, cultural education and educational administration.

Fourth All-India Educational Survey (1978)

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and
1.94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group.

**Fourth All-India Educational Survey (1978)**

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and 1.94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group.

**Fifth All India Education Survey (1986)**

A crucial aspect of education in the implementation of universal elementary education which has been neglected in the past is “girl’s education”. The Fifth Survey, like the earlier survey reveals a huge gap in the enrolment between girls and boys in the upper primary stage.

**Sixth All India Education Survey (1999)**

The Sixth All India education Survey was to know the enrolment of children in the general category, the schedule Caste (SCs), the scheduled tribe (STs), and particularly that of girls with special reference to UEE.

**Seven All India Education Survey (2002)**

It covered availability of schooling facilities in rural habitations, physical and educational facilities in schools, incentive schemes and beneficiaries, medium of instructions and languages taught, enrolment particularly of SCs, STs, girls and educationally backward minority community, teachers and their academic and professional qualifications, library, laboratory, ancillary staff and subject-wise enrolment at +2 stage of education.

**PROVISION OF GIRLS EDUCATION IN FIVE YEARS PLANS OF INDIA**

**First Five Year Plan (1951-56)**

First five year plan gave emphasis on the expansion of facilities for women’s education, especially in the rural areas.
Second five Year Plan (1956-61)

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education. It observed a most urgent problem is that of girl's education. A major obstacle in the way of promoting girls education is the dearth of women teachers.

Third Five Year Plan (1961-66)

Priority was given to the expansion of elementary education and emphasis was on the provision of facilities for backward areas and communities and for girls.

Fifth Five Year Plan (1975-79)

In this plan very high priority given to Elementary education. Adequate provision had been made for additional enrolment in terms of teaching personnel and construction of classroom, especially in backward areas.

Sixth Five Year Plan (1980-85)

The approach in the Sixth Plan is for all the States, which are yet to universalize the primary education, to reach universalization (class I-V), up to the age of 11 years, in next five years.

Seventh Five Year Plan (1985-90)

Drop-outs and non-attendance of children at the primary stage of education are due to poor school facilities, unrelated curriculum, poor methods of teaching and poverty. Suitable supportive programmes for the provision of incentives will be introduced or expanded selectively according to local requirements.

Eighth Five Year Plan (1992-1997)

Universalization of elementary education and complete eradication of illiteracy among the people in the age group 15 to 35 years have been recognized as a priority objective in the Plan.

Ninth Five Year Plan (1997-2002)

This plan imphasised
1. to place youth child at the top of the country's development agendas with a special focus on the Girl child.
2. to ensure 'survival, protection and development' through the effective implementation of the two National Plans of Action- one for the children and the other for the Girl Child.
3. the need to operationalise programme through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs).

**Tenth Five Year Plan (2002-2007)**

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

i. Universal Access,
ii. Universal Enrolment,
iii. Universal Retention,
iv. Universal Achievement, and
v. Equity.

**Eleventh Five Year Plan (2007-2012)**

The Eleventh Plan will focus on: access, retention and achievement in primary, elementary and higher education with particular emphasis on the education of the minority, especially Muslim Girls.

**Elementary Education in India (2005-06)**

This report indicated

At a time when the country was facing a shortage of educational institutions, over 32,000 schools do not have a single student a government survey has revealed. These institutions, 48% of which were primary schools are located mostly in rural areas and were in the public sector according to the report.

**GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN**

Integrated Child Development Services (ICDS) scheme was started in 1975. The ICDS is one of the world's largest and most unique outreach programme for early childhood care and development.
Balsevika

In the third five years plan, greater attention has been paid to the programmes of child welfare. The scheme (Balsevika) is intended to ensure the total well-being of the child population of the age-group 0-16.

Mahila Samakhya Scheme

Pursuant to the objectives of the NPE, 1986, the Mahila Samakhya Scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups.

Crèches/Day Care Centers for Children

The Crèches/day care centers for children started in 1975. The scheme extends day care services for the children of casual, migrant, agricultural and construction labourers, children of those women who are sick or incapacitated due to sickness or suffering from communicable disease are covered under the scheme. There are 12,470 crèches throughout the country and benefiting about 3.11 lakh children.

The Early Child Education (ECE)

The scheme being implemented since 1982 has been visualized as a strategy to reduce the dropout rate and to improve the rate of retention of children in schools.

Balwadi Nutrition Programme (BNP)

The Balwadi Nutrition Programme aspires to meet the every basic nutritional requirement of a child in the age group of 3 – 5 years by ensuring that she/he is provided with 300 calories and 12 – 15 gms of protein every day.

Sishu Greeha

Government of India has initiated a 90% centrally sponsored scheme known as the scheme of Assistance to Home, known as Sishu Greeha for the welfare of the children who are unfortunate.

9
Kasturba Gangdi Balika Vidyalaya (KGBV)

KGBV is a unique programme launched to tackle low levels of school participation among girls in combination with social backwardness. By the end of December 2006, 1039 KGBV schools with around 64000 enrolments were opened.

Nanhi Kali a Special Child Project

The Nanhi Kali project in the future hopes to reach out to thousands of such underprivileged girls across India to provide them with opportunities and choices that would give them a fighting chance in life.

Operation Blackboard

It was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India.

National Bal Bhavan:

National Bal Bhavan reaches out to school drop-outs, children of socially and economically backward class, street children and also the special children.

The Bal Shree Scheme

This scheme seeks to identify creative children within the age group of 9 – 16 years in four identified areas of creativity i.e. creative art, creative performance, creative scientific and scientific innovation and creative writing.

Jan Shikshan Sanathan (JSS)

JSS is reach out educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged group or urban / rural population particularly neo-literates, semi-literate, SCs, STs, women and girls, slum dwellers, migrant workers, at present there are 172 JSSs in the country.
NON-GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN

Lakshmi Project

This project began non-formal education for destitute girl’s children.

The Sukanya Project UNICEF

Sukanya aim to give girls the opportunity to question the world around them, to understand their rights and get self confidence to speak out when girls right are not being protected.

Global Movement for Children (GMC)

The area in which GMC working, “leave no child out, put children first, care for every child, fight HIV/AID, stop harming and exploiting children, listen to children, protect children from war, fight poverty and invest in children”.

Ankur Project

Ankur Education Foundation feels that one of the best ways to nurture children is to provide them with a good education. Currently their focus is directed towards poor children in India who do not have the most basic levels of education.

Smile Foundation

Smile is a non-governmental organization working in India and South Asia. There are various welfare projects spread across different Indian states provide Literacy and Basic Education for Poor children, beside health care support.

Prayas Project

This is a humanitarian, gender-sensitive and child-focused development organization. Prayas aim at restoring the lost childhood of neglected children.
Butterflies Project

This is a registered voluntary organization working with street and working children in India and South Asia.

Saalam Baalak Trust

Provides support for street and working children in inner cities, providing education, basic literacy and schooling, full care facilities for the young (up to 12 years), drop-in shelters, nutrition, health care, family planning, AIDS awareness, TB prevention, counseling, banking facilities and remedial drama.

To Reach You (TRY)

Non-profit social work organization working with a three fold mission—education, research and public service. TRY maintains a home for these children, providing food, clothing, shelter and education.

Nirmal Hriday's (Home for Destitute Children)

The organization take care of the destitute, abandoned, homeless, orphans and dying of all Castes and Religions and to provide a respectable place in human society including children in India and abroad.

REVIEW OF RESEARCH STUDIES: INDIA

After deeply review of the presented research studied the researcher came to the following conclusion.

India has 19% children of the world population are living in India. Around 440 million of children is below the age of 18 years, and they are in need of care and protection. 76% of the adult in developing countries can now read and write, 84% children attend primary school. (MWCD, 2007). 76% respondents attend school, 17% getting non-formal education and 7% were illiterate. 85% children live in groups, especially girls because of security reasons. The study also revealed that 57% respondents were harassed by Governmental Railway Police (GRP) and 21% by Railway Protection Force (RPF), (AD, 2002). The
situation of children in Kashmir who became of Orphans due to prevalent militancy. It was found 84.66% respondent lived with their mothers, 4% with their uncle, 9% with mother’s father and 2 % with father’s father. (Ahmad, 1999). It Rajasthan 75% of deprived children were suffering from many problems. The deprived girls more reserved, detached, critical, aloof and stiff than the deprived boys. Deprived boys were more excitable, impatient, demanding and overactive while deprived girls were deliberate and inactive. (Nagar 1985). 2.5 million Children out of school and majority of them were ‘on the street’ category of children usually succumbs to drug abuse, alcoholism, sexual assaults and are convicted for pretty thefts. 75% children enrolled in NFE schools were from ‘on the street’. Only 27% enrolled children were earning their livelihood. (UNESCO 2001). In school 80% children did not have drinking water facilities and toilets were unhygienic. 70% children said no facilities for recreation and play in schools and 75% felt poor library facilities were lacking. (DCRC 2004). Mental health status of runaway children residing at Child Observation Home (COH) Delhi. 47.22 million Homeless and runaway adolescent roaming on the street of our country, of whom 1, 00,000 are in Delhi. 50% of them from Bihar, 18.7% were from Uttar Pradesh and rest of the respondents was from other states of the country. (Khuranas 2004). The personality characteristic of orphans and non-orphans. It was found that no significant difference in the personality characteristic of orphan and non-orphan. Orphan boys as well as girls had a less positive attitude towards life, humanity and religion than non-orphans. The orphans had a les positive attitude towards their elder and negative attitude towards society than non-orphans. (Garhok 1973). 95% children belong to very poor economic status family. 53% institutions provide only vegetarian food. The study revealed that 19.75% respondents were totally orphans, and 60.25% were from single parent’s families. 84% did not want to join
the family because of poverty and insecurity at home. (ICCW 1996). Delhi had the largest number of working children on street because of economic hardship. The major factors for girls dropping out were family related factor, school related factor and pupil related factors. (SCF 1999). 93.4% children in the 6-14 years age group were enrolled, out of whom 75.1% were in Governmental school, 16.4% were in private schools and around 1% was in Madrasas. In private schools 33.4% children of class VI – VIII could not division and in government schools the percentage was 40%. Moreover 65.3% in government schools and 52.4% in private schools could not read short texts. (Pratham 2006).

The juvenile vagrancy is more acute in urban communities, especially in industrial areas. 72.14% delinquents belong to nuclear families compared to 64.55% neglected children. Stealing was the commonest reason for their apprehension in all ages (36.8%), followed by vagrancy (29.2%), begging (12.4%), fighting & quarrelling (9.2%), murder (3.2%) etc. (Wankhede 2003). 75% of the street children maintaining the contact with the family. 82% families were landless and daily wage earners. 75% children earn below rs 300 per month while 5.5% earn 500 per month. 92% street children given first priority to food and 7% to shelter and only 1% to education, medical treatment, clothing etc. (Ghosh 1992). 80% street children live in huts. The two main reason of migration are poverty 46.2% and employment 43.6%. 82% of girl street children are non working. Of the 18% who work and 42.25 of them complete for 7 to 9 hours a day and 34.85 have to work for 9 to 12 hours. One fifth of these girls are also conscious of the fact it is fully responsibility of the society to take care of them. (Rao & Malik 1992). The children who are in-school come from economically better of and the majority of out of school children from poorer section of the society. (Jyotsna & Jhingram 2005). Out of 100 children, 50% of them had lost both parents, 10% were abandoned, 20% of them had one parents
alive and 20% of them two parents alive. As part of the curriculum children spend 30-40 minute watering and fertilization vegetable and flowers plants around the school premises. (Tadibayina 1999). 'Every second child is a victim of abuse' in India. It was found 50% children physical, sexual or economical abuse. At least 2.5% respondents had been sexually abused- 30% of them by family members or relatives. 71% respondents had been beaten, of whom 29% required medical attention, 56% had bled after they had been assaulted. (Prayas 2006). The factor responsible for juvenile delinquency among the children. A sample of 200 was selected for the study in two correctional homes situated in Varanasi. The study showed that majority of the delinquency from uneducated class, lower castes, from unitary families and from urban areas. (Kumari 1985). In Madhya Pradesh, the number of students in the hostel was much more than their capacity, rooms were over-crowded and in bed two girls accommodated which was neither psychologically nor health wise proper. Superintendents of the hostel neither qualified nor trained to manage them. (Jha 1985).

**Review of Research Studies: International**

After review of the research the researcher came to the conclusion as under:

It was estimated that 55,700 children were working as domestic child labours. Out of this number 16,000 children were in hotel and restaurant. Trafficking of girls for commercial sexual exploitation; early girl's marriage and socio-cultural malpractices against child development were quite common in Nepal. (UNESCO 2004). In Uganda, Malawi, Mozambique, Zambia and Zimbabwe, nearly 15% of all children under the age 15 have lost one or both parents, and more than 20% of 15 years old children in these countries were orphans. The poor children in Africa were less to attend school. (Anne & Joseph 2003). 80% of homeless adults were employed or looking for work at
one point in time, while 47.7% remained in the labour force. (Zlotnik & Tammy 2002). The running children from home to street because of neglect by an adult caretaker & sexual abuse by an adult care taker were associated with the livelihood of running away from home for the amount of time. (Yader & Dan 2002). Homeless school children suffered serious setback both academically & socially, including exhaustion, lack of time & place to do work, coordinating school schedules with work schedules. (Nord & A.E. 1995). The children functioned with adequate mental heath. (Aptekar 1991). The personal growth and development of homeless school children were severely challenged by their being homeless. Important role school counselors involve identifying and addressing the particular concern of the homeless child. (Walsh 1994). The numbers of girls in generally lower than that of boys. All the learners were either school drop-outs/push-out or had never enrolled in school at all. (Wangenge 2004). Some children do not have homes or families to return to. He also revealed that food, cloth, education, love and support were primary need to such type of children. (Lusk 1989). The economic, political and social life crises create high risk situation, particularly among underprivileged and disadvantage social group's children, as members of such group undergo the consequences of these situation by becoming victims as well as victimizes, which living and /or working in the streets. (Thessaloniki 1991). 80% of street children were not living with their parents while 26.7% reported not having a residence. Street children reported findings shelter 4 – 6 times in a week period, while a large majority on non-street children had a place to sleep 7 days in a week. (Renata 1999). Street children suffered from developmentally and socially. (Blanc & Weitzman 1990). 90% of high risk children reported having good social support available to them. (Molnar 1995). Food was one of the survival tasks faced by street children. (Tyler 1991). Malnutrition was often associated with life on the
street children. (Kogel 1990). The street children tended to think more about the cost of what they ate and how they were going to store it than did those in the comparison group. (Pinto 1990). Brazilian street children tend to lack stable adult figures in their lives. (Aptekar 1995). 54% children were orphans who had lost one or both of their parents while 71.5% of the households were home to orphans. 60% of the caretakers were providing orphan care rather reluctantly, largely because there was no one else prepared to do so. However, fewer rural children were able to attend school, whereas more were able to in the urban areas. (Mc Kerrow 1996). The vulnerable condition of orphan’s children at Kitwe and Livingstone in Zambia. 78% of orphans had HIV/AIDS epidemic. The pervasiveness of the growing problem of orphans in Zambia has reached a level where virtually everyone, at all levels of society. (DCOF &USAID 1999). In 1997 there were approximately 362,200 children orphaned by one or both parents. While natural orphaning is an accepted phenomenon in Zambia, the rate of orphaning due to AIDS epidemic has reached alarming proportions. (Nampanya 1999). The biggest numbers of orphans per household were found in widow-headed. Girls – orphans were fewer in families, probably due to early marriage. Most orphans indicated that they were aware of the existence of HIV/AIDS; few knew how to protect themselves. (MLSA & UNICEF 1993). Urban orphans in poor families being more likely to drop-out of school while in rural orphans withdraw from the school to help care for their younger siblings. (Nampanya 1998). 12.8% orphans a child under the age of 15 years has a father or mother who had died and 5 % of children had lost both parents. There was a little evidence of discrimination or exploitations of orphaned children by extended family care-giving. (Foster 1992). The foster care for orphan’s children. It was found that 60% of the farmer willingness to support foster care on their farms, if this was necessary. (Jackon, 1996). In the year of 1995 more
than 30 million children in 23 countries lost one or both parents to the AIDS epidemic. And by the years 2010 this number will grow to at least 42 million in the developing world and could conceivably be as high as 84 million. Sex ratio may increase in some age groups because infections rates and morality in women are higher. (Hunter 1997). The child labor regional estimates indicate that;

The Asia and Pacific region the largest number of child worker in the age groups 5 to 14 would be 127.3 million in total. Sub-Sahara Africa had estimated 48 million workers below the age 15 years. Latin America and Caribbean estimated child worker would be 17.4 million. Middle East and North Africa would have approximately 2.5 million child worker in industrial and transition economic. (Karin & UNICEF, 1998).

SIGNIFICANCE OF THE STUDY: Destitute children are essential part of our society or community and they exist everywhere in smaller or greater numbers. The children are flowers so they should be given a chance to bloom. The proposed study is an investigative survey of the condition of destitute girls is Uttar Pradesh & Uttarakhand. It will critically look at the working of destitute homes and will also see where the destitute girls sometime actually live. The study will look at the poor education scenario of destitute girls and will see how the problem can be addressed is a better manner.

TITLE OF THE STUDY
The Title of the Study was as under

EDUCATIONAL OPPORTUNITIES FOR DESTITUTE GIRLS IN THE STATE OF UTTAR PRADESH & UTTARAKHAND

(I) Educational Opportunity: the term ‘education opportunity’ may be explained as the establishment of a school that creates an opportunity for the parents to send their children to school. This opportunity would be available of, and the child sent to school
depending on the parental attitude to education and on their economic conditions.

(II) Destitute Children: by New Webster’s Dictionary destitute mean “not possessing the necessities of life; in abject poverty; entirely without the means of subsistence”. And Oxford Dictionary defines word destitute, “without resources, in want of necessaries”.

As far as this study is concerned destitute means children who are homeless. They live on places such as Footpath or on Railway Stations etc. some of them are being looks after by the orphanages or homes for destitute run by religious or non-religious organizations or run by state or non-governmental organization.

(III) Uttar Pradesh: Uttar Pradesh is the most populous state in the country accounting for 16.4 per cent of the country’s population. It is also the fourth largest state in geographical area covering 9.0 per cent of the country’s geographical area, encompassing 2,94,411 square kilometres and comprising of 83 districts, 901 development blocks and 112,804 inhabited villages. The density of population in the state is 473 person per square kilometres as against 274 for the country.

(IV) Uttarakhand, on the 8th of November 2000, Uttaranchal became a full-fledged state of India with the formal induction of a separate State Government. The State is carved out of the Uttar Pradesh, which has the largest population in India. With this, the people of Uttarakhand have finally achieved their dream of running their own affairs for which they have been fighting for some decades now. Uttarakhand is situated in the northwest portion of Uttar Pradesh, India’s most populous state. It occupies 1.73% of India’s total land area with 51,125 sq. km. It has a population of about 6.0 million at 94.4 per sq. km. It borders Tibet, Nepal, Himachal Pradesh, and the UP plains districts. Dehradun, the state’ capital is about 255 km away from India’s capital, New Delhi.
OBJECTIVES OF THE STUDY

The objectives of the study were as under

1. To know the educational opportunities for destitute girls in the state of Uttar Pradesh and Uttarakhand.

2. To examine the contribution of Governmental and Non-governmental organization towards the education of destitute girls.

3. To assess the work done by the social organization for the destitute girls.

4. To explore the nature of problems faced by destitute girls living in destitute homes.

5. To make suggestions arising out of the finding of the study.

5.2 FINDINGS OF THE STUDY

The researcher came to the findings of the study as under

1. On the basic of the survey done by the researcher, the total numbers of organization were 12 only.

2. The total number of schools was 16 only.

3. 25% schools were run by State Government, 69% run by private bodies, 37% schools were Government aided and 37% were self financed

4. 50% of schools had Library, Science Laboratory and Computer Lab facilities. While 31.25% schools had Home Science lab and all (100%) the schools had play ground. Apart from this 100% schools had Sports facilities both indoor and outdoor. Co-curricular activities were held in 81.25% of schools. There were 87.5% of schools had staff room and 50% of the schools had common room. Only 12.5% schools had the facility of separate room for girls and 81.25% had the separate lavatory for girls. There were 25% schools that had facilities for disable. In the all (100%) schools classes were held in puckka building. Only
31.25% schools had the counseling and workshop for vocational training facilities. Computer classes' facilities were available in 44% of schools.

5. There 12% rooms in all schools and average of room were 7.88 in 16 schools. It further shows the average of children were 330.94 in all (16) schools.

6. 75% of the schools building were owned and 25% were rented.

7. The supervision of schools either by Government officers or schools management committee. There were 88% of schools that was supervised by Government officers like BSA and D.M. Only 12% supervised by the schools management committee themselves. They had their own management committee.

8. The total number of Male and female teachers and whether they were trained or untrained. There were 26.50% male teachers and 73.49% female. Apart from this 57.42% teacher were trained and 42.57% were untrained.

9. 31.72% teachers were Graduate (B.A.), and 10.48% were Post Graduate (M.A.). And the teachers who had professional qualifications that were 18.47% (BTC) and 38.95% were (B.ED).

10. 32% of teachers were getting 2000 to 4000, and 11.24% of teacher were came under the salary slab of 4000 to 6000. While 18% were getting 6000 to 8000 and 27.30% of teacher came under the salary slab of 8000 to 10,000. And only 12% were getting 10,000 to 12,000.

11. Total numbers of teachers in 16 schools were 249. And total numbers of children in 16 schools were 5295 included of destitute children. There were 8 teachers for 75 children, 11 teachers were for 200 children, 8 teachers were for 250 children, 81 teachers were for 1700 children, 12 teachers were for 250 children, 16 teachers were for 360 children, 9 teachers were for 120 children,
16 teachers were for 150 children, 22 teachers were for 400 children, 7 teachers were for 200 children, 5 teachers were for 90 children, 8 teachers were for 120 children, 7 teachers were for 110 children, 17 teachers were for 400 children, 10 teachers were for 370 children and 12 teachers were for 500 children.

12. Teacher pupil's ratio. There were 249 teachers and 5295 children in 16 schools. Thus the TPR were 21.26.

13. The total numbers of non-teaching staff were 139, included of principal/vice principal. There were 13% of schools had Principal/vice Principal. While 37.41% schools had office staff and 50% were office assistance.

14. Total and types of office equipments. There were 75% of schools that had computer. Only 31.5% of schools had Inter-net facility and 87.5% had typewriter.

15. The management of the institutions. There were 17% organizations managed by the State Government and 39% organization managed by the Trust. While 39% organizations were being looked after by non-Governmental organization (NGO). Only 6% of organization managed by private bodies.

16. There were 360 children in organization one (1), 120 children were admitted in organization no two (2), 111 children were in organization no three (3), 69 children were admitted in organization no four (4) and only 50 children admitted in organization no five (5), 25 children were admitted in organization no six (6), 470 children were admitted in organization no seven (7). The lowest numbers of children (17) were admitted in a governmental organization number eight (8), 300 children were admitted in organization no nine (9). The maximum number of children (1700) admitted in an NGO, 69 and 62 children were admitted in organization no eleven (11) and Twelve (12).
17. The organization providing education to their inmates whether it is formal or non-formal. It was found that all the 12 organization had formal system of education, no provision of non-formal education.

18. The level education which were provided by the organization. All (100%) organization had the provision of Primary, Elementary and Secondary Education. whereas 67% organization had provision for Senior-Secondary Education and 75% of the organizations were on Graduation Level. There were 67% organization had the provision of Post Graduate Level education. Moreover some organizations send their inmates for professional course also, if they desire so. The researchers mat one destitute girl who was perusing MBA from IIM Ahamadabad.

19. The types of education provided by the organization whether they were co-educated or only for girls. The children of 83.33% organization were studies in Co-education while 17% were studies in schools only for girls. Beside this there were 2 organizations did not have there owned school but they send their inmates in near by schools.

20. Medium of instruction of the schools where the inmates being educating. There were 50% of children studied in Hindi medium schools. Only 13% of children were studied in English medium and 338% children were studies in mix Hindi and English medium schools. None of children were studies in Urdu medium school.

21. The affiliations of the schools where the children were studied. There were 19% affiliated with CBSC Board, 6% affiliated with ICSC Board. And majority of the schools (38%) affiliated with U.P. Board and Uttrakhand Board.

22. Co-curricular activities within the organizations. There were 75% children who participated in Dance & Drama. All (100%) the organization had the provision of Music. provision of painting had
in 75% of organization and 92% the maximum of organization had the provision of Games both indoor and outdoor, while 58.33% had the provision of Quiz. Moreover one organization arranged co-curricular activities only at the occasion on Christmas day and 114 November every year.

23. Clear the source of financial assistance of the organizations. There were 17% organization getting financial help from the Central Government, 25% were funded by the State Government and 17% were looked after by the Non-Governmental Organization NGOs. Apart from this 33.33% were running with the help of Trust and 42% of the organizations were getting help from any other sources like Donation, Public fund and Philanthropy etc.

24. Mentions the Annual income and Expenditure of the organization. On the basis of survey it was found that 42% of organization did not give any response about the Annual income/expenditure. While 58% of the institutions totally refused about the expenditure.

25. The residential facilities of all (12) organizations and average of each facilities. There was total 203 room's average of 16.91 rooms in each organization, 35 Dormitories average of 2.91 Dormitories in each institution. And hostel strength was 1820 average of 151.6 children in every organization. Moreover 100% of the organization had Dispensary, Dinning Hall and Drinking Water.

26. Only 10 organizations had the facilities of coaching facilities average of 0.83 in each institutions, 11 institution had medical Check-up facilities an average of 0.92 in every institutions. All the organization had kitchen facilities. There were 122 Wardens in 12 institutions an average of 10.17 in every institutions and 50% of
the institutions had Caretaker, 92% institutions had common room and 82% had picnic/tour facilities. All the institutions had sports/games facilities.

27. The age of the children admitted in the organizations. There 0 to 5 age group of children were 5%, 5 to 10 age group of children 10%, 10 to 15 age group of children were 13.17%. And large number of children 15 to 20 age group were 69%, only 20 to 25 age group of children were 4%.

28. Class-wise distribution of the children. There were 3% of children were studied in class Nursery, 8% were studies in class II, 9% were in class IIIrd and 6% were studies in class IV. And a large number were studies in class V that were 15% and 9% were in class VI. While 10.17% of children were studied in class VII, 7% were in class VIII. Moreover 6% of children were studied in XI, 8% were in class X, and 9% were studies in class XI. Only 6% of children were studied in class XII. The children, who had completed their class XII, were waited for further studies or planned to go back to homes. The children who were totally orphaned remained in the organization because nobody who would look after them and they were very serious about their future and studies.

29. The years of studied since the time of their admitted in the institutions. There were 48% of children studies from 0-5 years, 31.5% were studies 5 to 10 years. Only 21.11% of children were studied from 10 to 15 years. While 4% children did not give any response.

30. The participation of children in co-curricular activities. It was found that most of children participated in co-curricular activities that 75%, while 9% of children did not participate in any co-curricular activities. Moreover 16.66% were unable to give any response.
31. The how many time children participated in co-curricular activities while table no 3.04A shows only participation of children in co-curricular activities. There were 28% of children that participated in co-curricular activities only one time, 22.4% were participated two times, 12% participated three times and 16% of children participated in co-curricular activities four times. Beside this 8% of children participated five times, 7.2% participated six times. Only 6.4% of the children participated in 7 times.

32. The children who participated in co-curricular activities, how many times they won the prize. There were 16% of children who won the prize only one time, 18% of children won two times, 13.15% of children won three times. While 28% of the children won the prize 4 times, they were high among all children. Moreover 21.5% of children won the prize 5 times, and the children who won the prize maximum 6 times, they were only 3%.

33. Children awareness about their patents. There were 64.07% of children aware about their parents, while 11% of children were not aware about that and 25.14% of children did not give any response because they were admitted in the organization from childhood.

34. There 50.46% of children father had died and 49.32% of children father were alive. Similarly 31% of children mother had died and 69.15% of children mother were alive.

35. The children awareness about their parents education. There were 42.5% of children fathers was literate and 58% of children fathers were illiterate. Similarly 36.44% of children mothers were literate and 64% of children mother were illiterate.

36. Majority of children father were farmer that was 15% and 8.41% children father were servant. Only 0.95% children father was politician, 4% of children father were Driver. While 2% of children
father were Contactor and Tailor and 3% of children father were Carpenter. Moreover there were 0.93% of children fathers profession was Business and 0.93% of children father profession was teaching. Only 0.93% of children father was unable to work because he was blind. Similarly the profession mothers, there were 28.3% of children mother were house wife and 19% of children mother profession was farming. While 7% of children mother were servant and 9.34% of children mother were in jobs.

37. There were 28.14% of children were stayed in the organization 0 to 5 years, 35.32% of children were stayed 5 to 10 years and 13% of children were stayed 10 to 15 years. Moreover 16% of children were living 15 to 20 and 20 to 25 of years. Apart from this 11% of children did not give any response.

38. There were 13.17% of children became aware about the organization by News Paper, 1.19% of children by Radio/TV, 16.16% became aware from Relatives and 23% of children get to know about the organization by Friends. Majority of children 47% became aware of the organization any other sources.

39. Majority of the children stated that they were receiving stationary and books in time that was 80.23%, while 4% of children received a little bit late. Whereas 16.66% of children did not give nay response.

39. There were 43% of children said that there is tutorial facilities in the organizations while 39% said there is no such type facilities. And 21% did not give nay response.

40. There were 12% of children played Bed Minton, 5% of children played Football, 9% of children were interested to played Volley ball, 7.18% of children were played Basket ball. And most of the children were keen to played Ledo that were 21% and 17% of children played Kho Kho. Moreover there were 12% of children
played Skipping rope, 8% of children were keen to played Cricket and only 5.38% of children played Table Tennis. And 4.19% of children did not give any response. Few children said they can play whatever they wish to play.

41. There were 4% of children who played Bed Minton and Volley Ball, 5% of children played Foot Ball and Basket ball. And most of the children played Cricket, Kho Kho and Skipping while only 4% of children were played Luedo and Table Tennis.

42. Majority of the children were utilized their leisure time by watching TV that were 24%. While there were 11% of children utilized their leisure time by playing outdoor games, 13% were utilized by playing indoor games. Only 5.38% of children preferred to sit idle, 9% of children were utilized their time by singing. And 21% of children were utilized their leisure time by reading & writing, 9% of children were utilized their leisure time by sewing & Weaving and only 3 % of children preferred gossiping. Beside this 6% of children did not give nay response.

43. Majority of the children were utilized their leisure time by reading & writing that and sit idle that were 11%. And 5% of the children utilized their leisure time by gossiping, singing and sewing & weaving. Only 3% of the children were utilized their leisure time by watching TV and played both indoor and outdoor games.

44. 14.37% children stated that 0 to 5 children were accommodate in their room, and 16% of the children were of the view that 5 to 10 children were living in their room. While 31% of the children said that 10 to 15 were accommodating in their room and 16.16% children view were that 15 to 20 children accommodated in their room. Only 2% of the children were of the view that 20 to 25 children were living in their room and 12% of children said that 25
to 30 children were accommodated in their room. Beside this there were 10% children who did not reply.

45. Monthly health check-up were conducted in 42% of institutions, 5% of children said that there were Weekly health check-up provision and 43% of children said there were Annually health check-up provision. And 10% of children did not any response.

46. There were 75% of the organization had the dispensary within the organization while 13% of children said that there was no dispensary. And 13% of children did not give any response.

47. There were 56% of the children said that there was a provision of picnic within the city while 34% of children said that no provision of picnic. And 11% of children did not give any response.

48. There were 32.33% of children who were getting help in homework while 58.08% of children did not get any help, they believed in self study. And 10% of children did not give any response.

49. There were 82.11% of children said that there is a regular teacher to teach them while 18% of children stated that there is no teacher to teach them but they get help from their room-mates or senior inmates.

50. There were 145 of children study only 1 hour after the school time, 12% of children were studied 1 to 2 hours, 24% of children were studied 2 to 3 hours, 21% of children were studied 3 to 4 hours, and 9% of children were studied 4 to 5 hours, while 6% of children were studied 5 to 6 hours, and 5% of children were 6 to hours. Moreover 16 children did not give any reply. The above-mentioned no of children studying hours were flexible, because during the exams time they study much more.

51. 57.24% of children said that after leave the organization they might be face a lots of problem such as, financial, residence, college fees, jobs, guidance, settlement and marriage etc.
because in some organization there was a provision of marriage for their inmates. Because organization bears the expenses of inmates at a particular time so the children were worried what will happen when they will leave the organization. While 28% of children said that they will not face any problems after leave the organization, because somebody was there who would look after them so they might be back to their parents or relatives.

Moreover 15.17% of children were undecided they did not have any idea about the problems.

52. Majority of the children wanted to became teacher they were 20.35%, 7.18% of children wanted to became doctors, 10.17% of children wanted to became nurse, 12% of children did not have any idea what they would became in future, 5% of the children were viewed that they would help the organization, 6% of children wanted to became police, 12% of children viewed were that wanted further study, while 6% wanted to became social worker. And only 2.39% of children wanted to go back to their homes, 7.18% of children viewed that would do any good job. And only 3% of the children interested to get marry, and more 3% of children would preferred any jobs. Moreover there were 6% of children did not give any response.

53. There were 4% of children getting 0 to 10 rupees, 5% of children were getting 10 to 20 rupees, 10% of children were getting 20 to 30 rupees, and 18% of children were getting 50 to 60 rupees as pocket money. And 15% of children were getting 60 to 70 rupees, 125 of children were getting 70 to 80 rupees. Only 9% of children were getting highest amount as pocket money that were 100 to 110. Moreover there were 18% of children who were not received any pocket money while 6% of the children did not give any
response. Only 5% of children getting pocket money at the occasion/festival such as Eid, Deepawali etc.

54. There were 80.23% of children had gone on picnic out side the city and the places which they have been saw so far Nanital, Dehradun, Delhi, Chandigarh etc. Moreover there were 9% of children said that there is no provision of picnic and 11% of children did not give any reply.

55. There were 75% of children who preferred only reading and writing during the vacations, 4% of children were listen music. Only 0.05% of children preferred outing, 10.17% of children utilized their vacations by doing homework, 8.38% of children just played, 8% of children went to meet their parents, 65 of children watch TV, 5.38% of children were utilized their vacations by crafting, 7.18% of children were practiced Yoga during their vacations, 11.37% of children were remained in the hostels, 4% of children were utilized vacations by gossiping and 12% of children went to meet their relatives. Moreover there were 3% of children said no idea and 8% of children did not give any response.

CONCLUSION

Rudy Manikan has famously said that if you educate a man you educate a person, but if you educate a woman, you educate a family.

The problems of destitute girls education is a universal phenomenon, which vary from country to country and from region to region within the same country. The problems of destitute girls education could not be ignored because it is concerned with the masses.
The primarily purpose of this study was to know, to what extent the Governmental and Non-Governmental Organization are discharging their responsibilities towards destitute children.

There exist the following two types of organizations, one is Governmental and the second is Non-Governmental organization. Both are struggling very hard for the uplift of destitute girls' education. Both the organization are facing problems of infrastructural facilities. The buildings of the Governmental organization are not up to the mark as compared to Non-governmental organization. However the doubts arise in the present researcher mind that in Governmental organization rooms were overcrowded and the management was not good as it should be, beside this there was no counselor to guide the inmates for their future that's why mostly children wanted to become teacher and nurse. Organizations were lacking the facilities of library, computer and Internet. It was found from the investigation that the children who were orphan were much worried. They did not know where they will stay after leaving the organisation because nobody was there who could look after them. Some odd organization had the provision of co-curricular activities occasionally, and where there was provision of co-curricular activities they participated outside the organization and won the prizes but they were very few. Mostly institutions had the health check-up facilities but few had a dispensary. Recreation is an important part of education but few institutions had the provision for that. There was paucity of teachers in the organizations. That's why majority of the children were facing problems in their home work but sometimes they were helped by their senior inmates. There was the provision of pocket money in some organisation while some institutions provide it only on some occasion/ festivals.

India became a signatory to the convention on the Rights of the Child-CRC in 1992, yet there has been little change in the lives of
millions of children in our country. However, Education of Destitute children is a great problem in India, as in other areas of Indian society, it is the female children who suffer most.

As we have seen in our study that governmental and non-governmental organizations are trying to improve the situation of the masses, of poor and illiterate people not even in India but all around the world. In spite of all the good initiative these are not enough. It will take a long time before the situation of all the children in India is acceptable. Strong efforts should be taken by the Government and NGOs working for child welfare to increase access to food, clothes, shelter, Education, health, and caring family environment.

SUGGESTIONS

From the finding it was learned that destitute children are mainly products of poverty and social network instability. Accordingly, destitute children are conceptualised as passive victims of the circumstances to which they were born. Thus, more research is needed in to the pressing question of why, while facing apparently similar socio-economic conditions, do some children maintain links with their families whereas others swap the home for the street? What are the factors that lead to the maintenance or rupture of these family links?

1. The contribution of different governmental and non-governmental enterprises for the welfare of destitute girls education specially those located in Western U.P. and Uttarakhand state seems to be spectacular. Both the organisation took great interest and had sincere commitment to rectify the present conditions of destitute children. Though the means and resources required to run the institution were not sufficient. Generally, people work for better facilities and remuneration but the personnels of the non-governmental institutions were working against a very low payment and some time, they were without any salary. This
indicates there sincere efforts towards the development of destitute children. Government should provide financial assistance as much as possible to such type of institutions.

2. The vocational stream has not been paid much attention in the organisations of Uttar Pradesh and Uttarakhand. The vocational education makes the students to become economically self dependent. There should be provision of more vocational education in the institutions providing education for destitute girls.

3. The non-governmental organisation are getting help from the public funds which are not sufficient enough to meet the expenditure of the institutions. Therefore the Govt. of India should provide sufficient fund to fulfill the need of these organisations.

4. There is immediate need to increase the number of rooms. It will create conducive environment for education.

5. There should be more co-curricular activities in the institutions run for the destitute girls to develop their hidden potentialities.

8. In some organisation the number of inmates is more than the double capacity of room. This indicate the lack of proper educational environment for the inmates.

9. Some institutions bear all the expenses of their inmates for further education like SOS children village and Tibetan home foundation. There is immediate need that all the institutions should provide higher or professional education to their inmates as much as possible.

10. It was observed by the investigator that all the institutions should have a permanent teacher to teach the inmates, is lacking in more institutions.

11. Social, economic and cultural factors affecting in destitute girls education should be controlled either by institutions, organisation or government.
SUGGESTION FOR FURTHER RESEARCH

The following areas could be undertaken for further research

1. Education of trafficking girls in the state of Uttrakhand.
2. A comparative study on destitute and normal girls educational achievement.
3. Analytical study of the present scenario of destitute girls in respective states of India.
4. A study of various factors that make ones destitute.
5. A comparative study on governmental and Non-Governmental "Homes for Destitute" with their educational problem.
EDUCATIONAL OPPORTUNITIES FOR DESTITUTE GIRLS IN THE STATES OF U.P. & UTTARAKHAND

THESIS
SUBMITTED FOR THE AWARD OF THE DEGREE OF
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IN
EDUCATION

BY
SHUAB KHAN

UNDER THE SUPERVISION OF
DR. MUJIBUL HASAN SIDDQUI
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DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)
2009
Dedicated to my Parents & Sisters
CERTIFICATE

This is to certify that the thesis entitled "Educational Opportunities for Destitute Girls in the State of Uttar Pradesh and Uttarakhand" submitted by Mr. Shuab Khan for Ph.D. (Education) degree is his original work. The thesis has been completed under my supervision. In my humble judgement, the work is fit for the submission of the degree of Ph.D. in education and can be considered a contribution to the knowledge in this specific field.

(Dr. Mujibul Hasan Siddiqui)
Assistant Professor
CLARION CALL

No nation goes to bankrupt educating its People
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(Shuaib Khan)
Enrolment No.: Y-1119
Aligarh Muslim University
Aligarh (INDIA)
Map of Uttar Pradesh indicates the area of data collection for research
Map of Uttarakhand indicates the area of data collection for research
SOME WORDS OF EMINENET EDUCATIONIST

Education is not the amount of information that is put into your brain and runs riot there undigested, all your life. Education for him means that process by which character is formed, strength of mind is increased, and intellect is sharpened, as a result of which one can stand on one’s own feet.

Swami Vivekananda

Those who educate children well are more to be honored than parents, for these gave only life, those the art of living well.

Aristotle

And once we have given our community a good start, I pointed out, the process will be cumulative. By maintaining a sound system of education you produce citizens of good character, and citizens' sound character, with the advantage of a good education, produce in turn children better than themselves and better able to produce still better children in their turn, as can be seen with animals.

Plato

Plants are shaped by cultivation and men by education... we are born weak, we need strength; we are born totally unprovided, we need aid; we are born stupid, we need judgment. Everything we do not have at our birth and which we need when we are grown is given us by education.

Jean Jacques Roussean
Chapter - I
Introduction
CHAPTER-I

INTRODUCTION

The destiny of a nation depends on the character of its people. Character is not merely the awareness of some values, but also the commitment to uphold them in practice. To our sages and seers, education was incomplete without nobility of character. We live in a time of transition, a time of rapid and radical changes. It is a time of great risks, but also a wonderful of rewards. Kothari Commission (1964-66) stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of Nation. Education should be a tool for empowerment, not merely just employment. It must impart not merely knowledge but wisdom, not merely skills but character. It must help every child to develop an inner core of peace, a profound respect for nature, and a belief in truth and justice. The child is man's greatest acquisition since it provides hope & happiness to the mankind. Throughout we have been dedicated to the belief that each day in child's life especially during the beginning years from the birth to five years deserves special attention of parents & others who are entrusted with their care. The first three years of child's life are of prime importance as the outcome during this period, largely determines the child's future. The family & the other society play an essential role in the life & development of child. It is a fact the child
through continuous interaction with others learns various things and
develops a value system appropriate to the society. According to
Professor Chandra J Daswami in *Global Action Week 2009*: open
Books, Open Doors- how to promote reading. “Unless an entire family
or community becomes literate, a literate environment can not exist”
during a round table discussion focused on building, maintaining and
promoting literate environment held on 23 April 2009 as part on
UNESCO’s activities for Global Action Week.

- **Benjamin Bloom**, an eminent psychologist & educationist
  observes that environment during the first six to seven years of
  life is very significant for cognitive development. Therefore all
  kinds of facilities should be provided to the child to explore, to
  enquire, to play, to interact with his peers for optimum
  educational development. *The National Policy on Education
  (1986)* asserts education to be a unique investment in terms of its
  return.

  It is the education and only that will pave the way for a better
  future for mankind. Former president of India Dr.A.P.J. Abdul Kalam
  has rightly said that “if the majority of the people become enlightened
citizens they will spread righteousness in right earnest; if they do I am
very confident that we will be a developed nation before 2020”. Article
26 of the Universal Declaration of Human Right proclaimed by the
general Assembly of the UNO in 1948 in its opening paragraph stated,
“Everyone has the right to education”. Similarly Article 45 of the Indian constitution states that “the state will endeavor to provide free and compulsory education within a period of 10 years to all children until they reach the age of 14 years”. In order to fulfill the constitutional obligation to provide free and compulsory education government of India through its 93rd Amendment Bill (1997) has made education a Fundamental Right.

Education is the most crucial investment in human development. It can leave an impact on health, hygiene and productivity and can practically influence all members of the society. UNESCO commission on education (1972) declared that “Education is a life long process and its purpose is to establish a learning society. It is the process of instruction aimed at all round development of boys and girls”. However the education of girls is even more important as it practically means the education of an entire family. And among girls the education of destitute calls for a very urgent attention. No policy of development, no work of education by NGOs will have any meaning in our welfare state if it does not address the problem of destitute girls. Children are valuable asset & in them are preserved the genetic blue print of parents. They are supposed to be the hope of every nation & builder of tomorrow.

1.1 PRESENT POSITION OF CHILDREN

Every country has dreams of fully literate population as India has, even though it has to be ensured though legislative measures. The
Indian Constitution provide for making elementary education free and compulsory for all children from 6-14 years, especially emphasizing weaker and backward section of the society.

1.1.1 The 2001 Census indicated the total child population in the State of Uttar Pradesh and Uttrakhand.

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(2) 11 – 14 years

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The world has a population of more than 6 billion. India alone has a population of more than 1 billion. As of March 2001 census, the total population of India was a little over 1 billion, 1,027,015,247 to be exact (531,277,078 Female, 495,738,169 Male), of this number, 157,863,145 are children up to age of six years. 2001 census also revealed that, 65% of Indians are literate. And almost every child now has access to a school, with around 95% of our rural population having a primary school within one kilometer of their habitation. Their conditions has improved in the last five decades, with child survival rates up, school dropout rates down, and several policy commitments made by the government at the National and International levels. Moreover when we look at the daunting size of this country and its population, this is no mean achievement. It needs to be firmly kept in
mind as an indication of the successes possible through the commitment of successive governments to provide elementary education to the children of India. According to United Nation sources India has the largest number of children in the world, 380 million and more then 1.2 million are destitute, homeless or orphaned children in India, who beg on the street, work for 14-18 hours at a stretch at quarries restaurant and thousands of young children are forced into prostitution and are treated worse than animals. Thousands of them work as slaves and bonded labour and many of them are exported as goods to rich Arabian nations to work for rich business men or to fill their lust and many die each year of abuse, malnutrition and starvation.

There are up to 15 million street children in the world today. Chased from home by violence, drug and alcohol abuse, the death of parent, family breakdown, war, natural disaster or simply socio-economic collapse, many destitute children are forced to eke out a living on the street scavenging, begging, hawking in the slums and polluted cities of the developing world. UNICEF 1990 shows that there are about 160 million girl children in our country who are below the age of 16 years. Scientists claim that girls are biologically stronger than boys, but about 3 lakh girls than boys dying early during infancy in India. Little more than 120 lakh girls are born in our country every years but unfortunately 30 lakh die before they reach 13 years of age.
UNICEF (2005) report on the state of the world's children under the title “Childhood under Threat” speaking about the Indian children. India has 380 million children and more then 1.2 million are destitute, homeless or orphaned. Indian children are equally deprived of their rights to survival, health, nutrition, education and safe drinking water. It is reported that 63 per cent of them go to bed hungry and 53 per cent suffer from chronic malnutrition. The report says that 147 million children live in kuchha houses, 77 million do not use drinking water from a tap, 85 million are not being immunized, 27 million are severely underweight and 33 million have never been to school. It estimated that 72 million children in India between five and 14 years do not have access to basic education. A girl child is the worst victim as she is often neglected and is discriminated against because of the preference of the family male for child.

As on Internet sources, website www.infochangindia.org, India has the dubious distinction of having the largest population of street children. Street children suffer from destitution, neglect, abuse and exploitation. It is estimated that in urban areas alone there are 11 million children on the street out of them 420,000 street children live in the six metropolitan cities of the country. Under the scheme for welfare of street children, more than 24,000 street children are being benefited.

One of the eye-opening findings is Public Report on Basic Education the (PROBE) report, (1999), is that only one to five percent
of out-of-school children are actually involved in earning significant wages. Another finding was that 98% of parents felt that education was necessary for boys and 89% felt it was necessary for girls.

1.2 PROBLEMS OF DESTITUTE CHILDREN

Rapid urbanization and industrialization contributes increasing to the problems of destitution. The problem is on the increase, especially among children, due to continuous migration of families from rural to urban areas in search of employment and work. The inadequacy of housing facilities in urban areas forces them to live under slum conditions, this in turn contributes to the destitution and delinquency. Increasing numbers of child beggars found in metropolitan and industrial cities is only a symptom of the larger problem of destitution. The convention does not have any specific article referring to the destitute children. However environmental degradation, migration, and displacement of families have led to exodus to cities and expansion of slum and pavement dwellings. Child care and development are seriously hampered in these families. Of these, women in the single-parent families and female headed households are worst affected as they have the main earning responsibility for the children but they are generally neither trained nor experienced in working in the modern economy. Their children very often spend most of their time on the street. A large number of destitute children suffer from destitution, neglect, abuse and exploitation. They are subject to harassment and
eviction by the municipal authorities because of their unauthorized
occupation of city roads and vacant places. It is estimated that 500,000
children live on streets in seven cities: Bangalore, Bombay, Calcutta,
Delhi, Hyderabad, Kanpur and Madras. The majority of these children
are over eight years of age, have never attended schools. And the
majority of street children are boys, twice as many as girls.

However the problem of destitution persists in the country in spite
of a network of institutional and non-institutional programmes, and
services being provided by the government and voluntary
organizations.

1.3 GIRLS EDUCATION AND DIFFERENT COMMISSION IN
INDIA

1.3.1 Sir Charles Wood Despatch (1854)

The importance of female education in India can not be over-
rated; and we have observed with pleasure the evidence which is now
afforded of an increased desire on the part of many of the natives of
India to give a good education to their daughters (girl child). It also
observed that schools for female are included among those to which
grants-in-aid may be given; and we can not refrain from expressing our
cordial sympathy with the efforts which are being made in this direction.

1.3.2 Indian Education Commission (1882)

It was felt that too much was being done in India for higher
education and the primary education was being neglected that why in
1877 the Calcutta university threw the matriculation examination open for girls. And this is followed by Madras in 1981 and Bombay 1883.

1.3.3 Government Resolution on Education Policy (1913)

Among other major provisions of the resolution emphasis was given to the education of women. It also suggested special curriculum of practical utility for girls. It was clearly stated in the resolution that too much importance should not be attached to examination in the education of girls.

1.3.4 Abbot–Wood Report (1936-37)

Messrs Abbot and Wood were accordingly invited to advise the government “on certain problems of educational reorganization and particularly on problems of vocational education”. Because a large number of graduates going out of the universities were unable to secure employment of the kind for which the education qualified them. It also recommended “infant classes should, as far as possible, be entrusted to train teachers; and for this and other reasons of girls and women is of paramount importance”.

1.3.5 Zakir Hussain Committee (1938)

Of education was prepared a detailed syllabus. The report of the committee published in March 1938, has come to be known as the Wardha Scheme of Education. The general outline of the committee, the syllabus of studies will be same for boys and girls up to the 5th grade of the school. In grade 4th and 5th the syllabus in general science should
be so modified as to include domestic science for girls. In grade 6th and 7th, the girls will be allowed to take an advantaged course in domestic science in place of the basic craft.

1.3.6 Post-war Educational development (1994)

This report derived its name from Jhon Sargent, the then educational adviser with the Government of India who prepared a memorandum on post war educational development in India. This report recommended a system of universal, compulsory and free education for all boys and girls between the age of six and fourteen should be introduced as speedily as possible through in view of the practical difficulty of recruiting the requisite supply of trained teachers it may not be possible to complete it in less than forty years. Efforts should be made to recruit more women teachers and persuade girls of good education to take up teaching. It also recommended that scholarship and stipends should be available through the course for poor children.

1.3.7 Secondary education commission (1952-53)

Appointed under the chairmanship of Dr. A Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University. The major recommendation of this commission were (1) while no distinction need be made between education imparted to boys and girls, especial facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools. (2) Efforts should be
made by state Government to open separate schools for girls wherever there is demand for them.

1.3.8 Committee on Women Education (1957-59)

Under the chairmanship of Smt. Durgabai Deshmukh. The committee recommended that, a suitable committee should be appointed to go into the various aspects of the question relating to the nature of the education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life. It also agreed that a special committee should be appointed to examine the whole question of women's education. The National committee on women's education was accordingly set up by the Government of India in the Ministry of Education. Major recommendations of the committee on women's education were as under:

(1) steps should be taken to constitute as early as possible a national council for education of girls and women.

(2) the state Government should establish state council for the education of girls and women.

(3) every state should be required to prepare comprehensive development plans the education of girls and women in its area.

(4) it is also necessary to enlist the co-operation of all semi-official organization, local bodies, voluntary organization, teachers
organizations and member of the public to assist in the promotion of the education of girls and women.

Other special recommendations of the committee on women’s education were as under:

(1) primary education (age group 6-11).
(2) concessions in kind (not in cash) should be given all girls, whether from rural or urban areas, of parents below a certain income level.
(3) the government should formulate a scheme for awarding prizes to the village which shows the largest proportional enrolment and average attendance of girls.
(4) middle and secondary education (age group 11-17) at this stage, separate schools for girls should be established specially in rural areas, at the same time giving parents full freedom to admit their girls to boys schools if they so desire.
(5) all girls (and all boys also) of parents below a prescribe income level should be given free education up to the middle stage.
(6) as far as possible, free or subsidize transport should be made available to girls in order to bring middle and secondary schools within reach.

Committee on women’s education provided suggestions for curriculum for boys and girls as under:
(1) there should be identical curriculum for boys and girls at the primary stage with the provision that, even at this stage, subjects like music, painting, sewing, needle work, simple hand-work, and cooking should be introduced to make the courses more suitable for girls.

(2) at the middle school stage, and more especially at the secondary stage, there is a need for differentiation of curriculum for boys and girls.

For professional and vocational education;

(1) girls should be encouraged to take up courses in commerce, engineering, agriculture, medicine etc. at the university stage by offering them scholarship and other concessions.

1.3.9 Kunzru Committee (1964)

This committee was constituted for co-ordination and integration of scheme operating in the field of physical education, recreation and youth welfare. The operational part should consist of activities like, scouting, mountaineering, sports, dance, drama, music, hobbies, social service, workshop activities etc.

At the collegiate level, training in NCC should be encouraging as such; training gives the country a potential corps of military officers. The training of NCC at any stage should be imparted only on a voluntary basis for boys and girls in the age group of 13-16 manual work in the campus should not be of more then 2 hours during per day. Boys and
girls above 16 years of age may be asked, if physically strong, to do about 3 hours manual work each day.

1.3.10 Committee Differentiation of Curriculum for Boys and Girls (1964)

Under the chairmanship of Smt. Draksha Savan, set up a committee to examine comprehensively the problem of curricula for girls at all stages of education.

(1) co-education should be adopted on the general pattern at the elementary stage.

(2) at the secondary and colligate stages, there should be full freedom to the managements and parents either to evolve common institutions or to establish separate ones for girls.

(3) no differentiation should be made in the curricula for boys and girls at the primary stage.

(4) special encouragement should be given to girls who study mathematics or science at the secondary stage, and special efforts should be made to prepare women teachers of mathematics and science.

(5) in textbooks dealing with language and social studies, adequate attention should be paid to the needs, experience and problems of girls by including such topics as special festivals of women, games popular with girls, lives of great women.
The national council for women's education at its meeting held in April 1963, endorsed the suggestion made by the Union Education Minister, appointed a committee to look into the causes for lack of public support, particularly in rural areas, for girls education and to enlist public cooperation. This suggestion was made in view of the serious shortfalls in the enrolment of girls. The state council for women education is the most suitable agencies for providing the organization and leadership for mobilizing community efforts. They should function as a part of the network of which the District council at the district level, and the Mahila Mandals and similar voluntary bodies at the town and village levels would be strong and active links. These agencies should look upon the mobilizing of community efforts and educating public opinion to promote girls education as their main and primary responsibility.

Committee suggested that all the primary stage these should be as under:

(1) grant for free books,
(2) writing material and
(3) clothing to girls.

At the secondary stage these should be as under:

(1) provision of separate schools for girls
(2) hostels
(3) grant of free books, writing materials and clothing to girls.

While hundred per cent assistance would be necessary for the above scheme and projects, it is of paramount important that all states should find way and means of providing funds in order to make education free for all girls upto the secondary stage. Unless this incentive is given, it will be very difficult for the parents in their present economic circumstances to afford girls education. It is seen that state who have not made reasonable provisions of girls education in their plans have also seen the states, generally speaking, where progress of girls education has not been appreciable. The committee, therefore, feels that state Government should make all reasonable provision for the advancement of girl's education and earmark such funds.

While the curriculum can be same for both boys and girls at the primary and middle stages, provision should be made for offering of electives comprising subjects which would be of special interest of girls and which would help them later in their fields of activity. The recommendations made by the committee of the National Council for Women's Education in the report, "differentiation of curricula for boys and girls should be carefully studies and action taken by the state to implement them a far possible.

1.3.12 National Policy on Education (1968)

The education commission 1964-66 recommended that the Government of India should issue a statement on the national policy on
education which should provide guidance to the state Government and the local authorities to preparing and implementing educational plan. Therefore the Government of India issued the Resolution on National policy of Education in 1968. Since then the resolution has become the basis of educational reform in India. The Government of India is convinced that radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realizing the idea of a socialist pattern of society.

National policy on education observed that the education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

1.3.13 Committee on the Status of Women (1971-74)

With the social and economic conditions in the country, various new problems relating to the advancement of women the Government of India, Ministry of Education and Social Welfare constituted this committee under the chairmanship of Dr. (Smt.) Phutrenu Guha. Committee recommended that

(1) at the primary level co-education should the general policy and opening of new colleges exclusively for girls should be discouraged.

(2) there should no ban on admission of girls to boys institutions.
(3) wherever separate schools/colleges for girls are provided, it has to be ensured that they maintain required standards in regards to the quality of staff, provision of facilities, relevant courses and co-curricular activities.

(4) wherever there are mixed schools, separate toilet facilities and retiring rooms for girls should be provided.

(5) there should be common course of general education for both sexes till the end of class X, all courses being open to boys and girls.

(6) in class XI-XII girls should have full opportunity to choose vocational and technical course according to local conditions, needs and aptitudes.

Regarding universalization of education for the age-group 6-14, committee recommended as under;

(1) provision of mobile schools for children of nomadic tribes, migrant labour and construction worker.

(2) sustained propaganda by all types of persons, preferably women-officials, and non-officials, social and political workers, to bring every girls into school in class I preferably at the age of 6. They should visit local schools and involve parents and community leader in order to promote the schooling of girls, particularly in backward areas.
(3) Provision of incentives to prevent drop-out. Since poverty is the major cause of drop-out the most effective incentive, in our opinion is the provision of mid-day meals. The other important incentives for girls particularly, the lack of adequate clothing is a great deterrent to attending schools. For schools which do not prescribe any uniform, some provision of clothing is necessary.

(4) special incentive for areas where enrolment of girls is low.

(5) developing a system of part-time education for girls who can not attend school on full time basis. This system should provide education to girls at a convenient to them.

(6) Adoption of the multiple entry system for girls who could not attend school earlier or had to leave before becoming functionally literate.

(7) provision of additional space in schools so that girls can bring their younger brother and sisters to be looked after, either by the girls themselves in turn, or by some local women.

(8) opening of schools and great flexibility in admission procedure in middle schools (multiple only) to help girls to complete their schooling.

(9) free education to all girls upto the secondary stage.

(10) adequate provision of common-rooms and separate toilet facilities for girls in all schools.
adequate arrangement for co-curricular activities for girls in all schools.

provision of more need-cum-merit scholarships and hostel facilities for girls.


This National policy ensured equality of opportunity, special assistance shall be provided to all children belonging to the weaker sections of the society, such as children belonging to the schedule castes and scheduled tribes and those belonging to the economically weaker sections, both in urban and rural areas. Children who are not able take full advantage of formal education shall be provided others forms of education suited to their requirements. Maintenance, education and training of orphan and destitute children. Moreover crèches and other facilities for the care of children working or ailing mothers: and care, education, training and rehabilitation of handicapped children.

1.3.15 National Review Committee of Higher Secondary Education (1978)

This committee was constituted under the chairmanship of Dr. Malcolm S. Adiseshaiyah, Vice-Chancellor of Madras University. This committee observed that national development, removal of destitution utmost important. They emphasized that destitution should be remove within the next 10 years. Destitution refers to the worst form of poverty, that is, of the 50 per cent of our people living below the poverty line. The
higher secondary stage must, like the rest of the education system, make its contribution to the removal of poverty through its openness and capacity to hold within itself an increasing mass of first generation learners, and through making productive work one of the two fountain sources of learning, the other being books.

1.3.16 First All India Education Survey (1957)

The First All India Educational Survey was conducted by the Ministry with the collaboration of NCERT. The main objective of the First survey conducted by the Ministry was to identify and enumerate all distinct habitations in the country, as well as, education institutions up to school level and also the habitations served by them. The date of reference of the survey was March 31, 1957 so as to use survey data for planning school education. So far as the utilisation of data is concerned, it was mainly used to know the habitations unserved by the primary schooling facilities within a reasonably walking distance and also to prepare locational plans to identify where new schools are to be opened. Apart from studying the condition of schools in terms of their staff, student and physical facilities, was to revise and update the data collected in the First survey with an aim to prepare 'District Development Plans' to locate new schools.

Major findings of the 1st Survey:

Enrolment in primary sections, there are 4,72,40,599 children studying in primary sections, including 3,01,40,482 boys and
1,71,00,117 girls. The girls constituted 36.20 per cent of the enrolment at primary stage. The enrolment in primary sections in rural areas is 78.61 per cent of the total enrolment. Of the enrolment in primary sections in rural areas, 65.74 per cent are boys and 34.26 per cent girls. The enrolment of girls in rural areas was much lower than that of boys. There are, however, great variations in these proportions for various States and Union Territories. In Kerala, the enrolment of boys and girls in rural areas constitute 52.89 per cent and 47.11 per cent respectively of the total enrolment at primary stage. In Bihar, girls constitute 22.81 per cent of the enrolment and in Jammu & Kashmir the corresponding percentage is 22.06. In Rajasthan the figure was the lowest among all the States and Union Territories, where girls constitute only 17.91 per cent of the enrolment in primary sections in rural areas.

The enrolment of girls in classes I to V is 54.70 per cent of their estimated population in the age group 6+ to 10+. This figure was very low and should be a matter of great concern. Compounding for the enrolment of girls of the age of below 6 and above 10, the percentage of girls in the age group 6+ to 10+ attending classes I to V is expected to be below 50. Thus, we were still far behind the target of universal enrolment of girls even for the age group 6+ to 104. 73. The range of variation among the percentage figures for the States is 88.32. In Bihar, it is 23.09 which were the lowest and in Kerala it is 111.41 which are the highest among the States. In Bihar, after compounding the enrolment of
girls of the ages of below 6 and above 10, the percentage of girls in the age group 6+ to 10+ cannot be expected to exceed 20. In this State, therefore, hardly one girl out of every five in the age group 6+ to 10+ is enrolled. The percentage figures were below the all-India average in the case of Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal, Dadra & Nagar Haveli, Himachal Pradesh and Tripura.

In Himachal Pradesh, the percentage figure for boys was about 103 but in the case of girls it was as low as 48. Though the enrolment of boys appears to be fairly satisfactory, in the case of girls it has lagged behind very much. In Gujarat where the IPEF was the highest among all the States, the percentage figure for the enrolment of girls is only 61.85 which were low compared to many other States.

1.3.17 Second All India Education Survey (1965)

Since independence, there has been a tremendous expansion in school education in India. The number of institutions and the enrolment has been increasing very rapidly, especially under the Five-Year Plans. The 2nd All India Education revealed that the girls in secondary sections constitute 23.36 per cent of the enrolment in secondary sections. The percentages for rural and urban areas were 16.58 and 28.69 respectively. There is considerable variation in the proportions of girls' enrolment in the rural areas in the various States and Union Territories.
In Uttar Pradesh the ratio of the enrolment of boys to girls in rural areas is 55:1.

A school for boys stands not only for a school in which only boys were admitted but also a coeducational school (which is open to both boys and girls). School for Girls: A school for girls was one which is open to girls only. A school which is meant mainly for girls but which also admits boys up to a certain age were also treated as a school for girls.

1.3.18 Third All India Education Survey (1973)

The Third All-India Educational Survey was launched in late 1973. This survey was unique because, unlike the earlier two surveys, this covered all areas of education right from pre-primary through university, including unrecognised institutions, technical and vocational education, cultural education and educational administration.

The 3rd survey reveal in classes I to V the total enrolment is 6, 12, 55,250 of which 2, 31, 09,485 were girls. In urban areas the total enrolment of these classes was 1, 41, 30,729 and out of these 62, 18,167 were girls. In rural areas the enrolment for classes I to V is 4, 71, 24,521 and of these the girls were 1, 68, 91,318 in number.

The progress of proportionate enrolment of girls in classes I to V was not impressive during the period 1965-73. In 1965 girls constituted 36.19% of the total enrolment in classes I to V whereas in 1973 this percentage has gone up to 37.73 only. Individually the States which
have registered some increase in this percentage are Bihar, Gujarat, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Tripura and West Bengal. The others where a fall in this percentage has been registered (however small) were Andhra Pradesh, Karnataka, Manipur and Tripura. For the remaining States comparison of figures for 1965 and 1973 is not possible because of adjustments of territorial jurisdictions of the intervening period. It might be seen that in the states of Jammu & Kashmir, Madhya Pradesh and Nagaland the increase in this percentage was more than 5. An additional effort would be desirable to enroll more girls in schools all over the country.

1.3.19 Fourth All-India Educational Survey (1978)

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and 1,94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group. While in 17,942 villages the non-formal education programme is available for the age group 14-35 and 5,89,622 participant including 1,24,527 (12.21 per cent) girls were participating in this programme.

1.3.20 Fifth All India Education Survey (1986)

It has been pointed out in Fifth All India Education Survey; enrolment of girls lags behind that of boys. Even in an educationally advanced States like kerala it has not touched 50%. Attention would
have to be focused on the state where education of girls lags behind that of boys, particularly those where the percentage of girl's enrolment is below 45. The 10 states are nearly approaching the target of 50% of girl's enrolment. Concreted efforts would have to be made in other states to improve girl's enrolment.

A crucial aspect of education in the implementation of universal elementary education which has been neglected in the past is "girl's education". The Fifth Survey, like the earlier survey reveals a huge gap in the enrolment between girls and boys in the upper primary stage. According to Fifth survey, the percentage of girls at the upper primary stage is 35.3. Though it has slightly increased from the previous Four survey.

The 5th survey reveals that out of 7,35,771 schools in the country, 1,92,777 (26.20%) schools have urinal facilities and separate urinal facilities for girls are available only in 94,367 (12.83%) schools. The proportion of schools having urinal facilities and separate urinal facilities for girls in the highest in private-aided schools.

The incentive scheme of attendance scholarships for girls was available in 4.65% primary, 10.83% upper primary, 10.65% secondary and 12.26% higher secondary schools.

All the stages of school education, 3,75,979 girls are being benefited through the scheme of attendance scholarships.
1.3.21 Sixth All India Education Survey (1999)

The objective of the Sixth All India education Survey was to know the enrolment of children in the general category, the schedule Caste (SCs), the scheduled tribe (STs), and particularly that of girls with special reference to UEE. According to 6th Survey girl's enrolment from classes' I-V, girls constitute 43.16% of the total enrolment showing an increase of 2.35% over 5th survey percentage of 40.8%. As expected, the percentage of girls in rural schools (41.96) was comparatively lower than that in urban schools (46.71). Further, the percentage of girl's enrolment has gone up in all the States and Union Territories expect in Kerala, Mizoram, Lakshadweep and Pondicherry where it has declined marginally since the 5th survey, Meghalaya has the highest percentage (50.14) and Rajasthan the lowest (33.75). Girls constitute more than 47% of the enrolment in Goa, Himachal Pradesh, Kerala, Mizoram, Nagaland, Tamil Nadu, A & N Islands, Delhi and Pondicherry beside Meghalaya. The state in which the percentage of girls in less than the National average are Bihar (35.66), Jammu & Kashmir (42.60), Madhya Pradesh (42.57), Rajasthan (33.75), Uttar Pradesh (37.41), and Dadar & Nagar Haveli (4016).

The sixth survey revealed the enrolment of girls and boys at upper primary stage. The overall percentage of girls at the upper primary stage is 39.62%. It has increased slightly from 35.30% in the Fifth survey, 32.70% in the Fourth survey and 31.63% in the Third
survey. The states, which have shown the lowest percentage of enrolments of girls at the upper primary stage in survey, were Rajasthan (25.4), Bihar (29.6), Uttar Pradesh (31.8) and Madhya Pradesh (34.7). The states which registered more than 48% of enrolment of girls at the upper primary stage in the survey are Kerala (48.8), Meghalaya (48.6), Mizoram (48.3), Nagaland (49.1) and Sikkim (48.8).

The present survey revealed that out of 5,70,455 primary schools in the country only 79,940 (14.1%) were having the incentive scheme of attendance scholarship for girls, whereas at the time of Fifth survey, the figure was 24,563 (4.65%) this shows a substantial increase since the Fifth survey in the number as well as percentage of primary schools providing attendance scholarships to girls. To attract the children to schools and to retain them there, most of the States have implemented the scheme of mid-day meals in the schools. The present survey reveals that out of 822,486 schools in the country, 1,18,364 (14.39%) schools have the provision of mid-day meals for children. There were 91,25,082 beneficiaries of whom 62.32% are studying in rural schools. Among the beneficiaries, 54.30% are boys and 45.70% girls.

1.3.22 Seven All India Education Survey (2002)

The 7th Survey has been named as All India School Education Survey (AISES). This Survey aimed at collecting comprehensive data on census basis on every facet of school education in the country with date of reference as September 30, 2002. It covered availability of
schooling facilities in rural habitations, physical and educational facilities in schools, incentive schemes and beneficiaries, medium of instructions and languages taught, enrolment particularly of SCs, STs, girls and educationally backward minority community, teachers and their academic and professional qualifications, library, laboratory, ancillary staff and subject-wise enrolment at +2 stage of education.

The purpose of 7th All India School Education Survey was to provide basic inputs required for future planning and management of school education, particularly, meeting the data needs for special initiatives in the fields of elementary and secondary education.

**Boys' School**: Boys' school was that in which boys are admitted to all classes and admission of girls was restricted to some specific classes.

**Girls' School**: Girls' school was that in which girls are admitted to all classes and admission of boys was restricted to some specific classes.

**Co-educational School**: Co-educational school was that in which both boys and girls were admitted to all

**Para-teachers**: Para-teachers were those full-time teachers who were working on fixed amount and appointed under the scheme of para-teachers classes in the school.

1.3.23 Development of Higher Education in India, A Policy Frame work (1978)

The 'Policy Frame' prepared by university grants commission. University elementary education; the objective of this programme
should be to provide free and compulsory education for all children (age group 6-14). The task is very difficult because the non-attending children now consist mostly of girls and children of scheduled castes, scheduled tribes, landless agricultural labourers and other weaker section of the society. In early solution to the problem, which is closely related to that of adult education, need a deep political commitment, a mass movement, and a large investment of resources. It will also be necessary to bring about a radical transformation of the existing educational system by the introduction of a multiple entry system, part-time education and use of non-professional teachers.

1.4 PROVISION OF GIRLS EDUCATION IN FIVE YEARS PLANS OF INDIA

1.4.1 First Five Year Plan (1951-56)

The Indian National Commission appointed a National Planning Committee in 1938, and planning commission has so far formulated the first five year plan (1951-56). First five year plan gave emphasis on the expansion of facilities for women's education, especially in the rural areas. The problem of women's education in India is above all the problems of the education of grown-up women generally, women can not always be educated in the same continuous fashion as men unlike boys and girls are forced to suspend their studies in the early teens due to a variety of reasons and take up wider responsibilities of the home.
Arrangements should, therefore be made to facilitate resumption of studies by women at a time when they have leisure.

1.4.2 Second five Year Plan (1956-61)

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes. It observed a most urgent problem is that of girl's education. A major obstacle in the way of promoting girls education is the dearth of women teachers. The task of training women teachers' gas to be approached as a matter of urgency, especially when it is remembered that in the Third five year plan the problem of expanding primary education will to a large extent concern girl's education. At the secondary stage, the education of girls lags seriously behind. At present out of the total population of 12 million girls in the age group 14-17 years, about 3 per cent are attending schools. Plans of state do not provide insufficient measure for the education of girls, for the number of high schools for girls is expected to increase from 1,500 to 1,700 only by the end of the second plan.

1.4.3 Third Five Year Plan (1961-66)

The third five year plan main emphasis was on the provision of facilities for the education of all children in the age group 6-11, increase in scholarship, free ships and other assistance. There will be especial
concentration on the education of girls and the existing disparities in levels of development in education between boys and girls will be substantially reduced.

Over the past decade, while the additional number of boys enrolled in schools was 13.2 million, in case of girls, the additional enrolment was only 6.8 million. The census of 1961 had shown that, as against a literacy rate of 34% of men, only about 13% the women were literate consequently by far the most important objective in the field of education during the third five year plan was to expand facilities for the education of girls at various stages. At the end of the third five year plan the disparity between boys and girls, although some what reduced, was still considerable.

1.4.4 Fourth Five Year Plan (1969-74)

Priority was given to the expansion of elementary education and emphasis was on the provision of facilities for backward areas and communities and for girls. During the fourth five year plan, the organization of special programme the nature of which varied from state to state.

1.4.6 Fifth five year Plan (1975-79)

In this plan very high priority given to Elementary education. Adequate provision had been made for additional enrolment in terms of teaching personnel and construction of classroom, especially in backward areas. In addition to the expansion of educational facilities,
provision has been made for curricular re-orientation, work-experience and strengthening of educational institutions for the training of teachers.

1.4.7 Sixth Five Year Plan (1980-85)

The approach in the Sixth Plan is for all the States, which are yet to universalize the primary education, to reach universalization (class I-V), up to the age of 11 years, in next five years, and in the case of other States, to achieve a substantial increase in the enrolment at the middle stage (Class V-VIII) of children up to 14 years so as to move towards the goal as fast as possible.

Programme for non-formal learning would be organized and oriented towards target groups and decentralized in regard to their contents, course duration, place and hours of learning and pattern of instruction. It is proposed to establish special monitoring arrangements at the centre and the state level to review progress of elementary education, particularly of the target group, which are yet to be provided with universal elementary education.

Apart from providing schooling facilities, they would be supplied with mid-day meals, free books, uniform and stationary as well as attendance scholarships, as incentives. Programme such as designed to promote learning while earning would also be promoted to overcome economic reasons hampering their educational development.
1.4.7  Seventh Five Year Plan (1985-90)

Overriding priority was given to realizing universalisation of elementary education for children in the age-group 6-14 years by 1990; this was continued to be part of the Minimum Needs Programme. The emphasis will shift from mere enrolment to retention of pupils in schools and attainment by them of basic elements of learning. The objective was sought to be achieved through a combination of formal and non-formal methods, focusing sharply on the need of girls and children belonging to the economically backward and weaker sections.

Sustained efforts were made to reduce the number of drop-outs. The number of children to be covered by the non-formal programme is reckoned to be of the order of 25 million. Non-formal system should be made flexible and appropriately linked to the formal system.

The role of teacher is most crucial in achieving universal education.

Drop-outs and non-attendance of children at the primary stage of education are due to poor school facilities, unrelated curriculum, poor methods of teaching and poverty. Suitable supportive programmes for the provision of incentives will be introduced or expanded selectively according to local requirements.

In the Seventh Plan the focus of effort will be on promotion of girls' education.
Community support and financial contributions will be mobilized especially for clearing the backlog of physical facilities and school buildings.

1.4.8 Eighth Five Year Plan (1992-1997)

Universalization of elementary education and complete eradication of illiteracy among the people in the age group 15 to 35 years have been recognized as a priority objective in the Directional Paper of Eighth Plan.

It is estimated that additional enrolment to be achieved during the Eighth Plan to reach universalization is approximately 5.61 crore children. These data are based on the assumption of 15 per cent incidence of coverage / underage phenomenon both at the primary and the upper primary stages. Enrolment of about 4.38 crores would achieved through formal schools, about 1 crore through non-formal centres and the rest through the open learning channel of upper-primary stage. These targets are much higher than the Seventh Plan achievement. They are, however, within the realm of possibility, if the requisite will and mobilization of organizational and financial resources are brought to bear on the task and innovative schemes like voluntary primary schools and OE (open education) at the upper primary stage are introduced.
1.4.9 Ninth Five Year Plan (1997-2002)

The Ninth Plan treated education as the most crucial investment in human development. The Prime Minister's Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. This goal has been further elaborated in the national Agenda for Governance (NAG) which States:

We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education upto 6% of the GDP, this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards upto the school-leaving stage. We shall strive to improve the quality of education at all levels- from primary schools to our universities." The approach to the 9th plan has been formulated in the light of these objectives: the strategy of educational development during the next decade of planning takes into account various emerging factors like

(1) the national goal of providing primary education as a universal basic service,

(2) the Supreme Court judgement declaring education to be a fundamental right for children upto 14 years of age,
the need to operationalise programme through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs).

(4) the legal embargo on child-labour,

(5) the provision of the persons with Disabilities Act, 1995, and

(6) heightened awareness of human rights violations in respect of women, children and persons from disadvantaged sections of society. It is also realize in the Ninth Year Plan that a large number of school children, who figure neither in school enrolments nor in the calculations of identifiable child-labour, are to be provided access to schooling.

Children are our first priority not because they are the most vulnerable, but because the foundations for life-long learning and human development are laid in the most crucial years of early childhood. Ninth Plan reaffirms its priority for the development of early childhood as an investment in country's human resource development & commits objectives such as:

(1) to place to youth child at the top of the country’s development agendas with a special focus on the Girl child.

(2) to institute a National Charter for children ensuring that no child remains illiterate, hungry or lack medical care.

(3) Acknowledge that the first six years as critical for the development of children therefore greater stress will be laid on reaching the younger children below 2 years.
(4) to ensure ‘survival, protection and development’ through the effective implementation of the two National Plans of Action- one for the children and the other for the Girl Child.

(5) to view girls education as a major intervention for braking the vicious inter-generational cycle of gender and socio-economic disadvantage.

(6) to expand the support services of crèche/day care services and to develop linkages between the primary schools and of the child care services to promote educational opportunities for the Girl Child.

(7) to universalize ICDS as the main-stay of the Ninth Plan for promoting the over-all development of the young children especially the Girl Child and the mothers all over the country.

A large number of street children suffer destitution, neglect, abuse and exploitation due to various socio-economic reasons. As per the joint survey conducted by the Ministry of Welfare and the UNICEF in 1988-1993 in eight metropolitan/major cities viz: Delhi, Mumbai, Calcutta, Channai, Bangalore, Ahamedabad, Kanpur and Indore, the estimated population of the street children was 4.15 Laks. This, being an emerging problem in the recent past, the same needs to be curbed right in its infancy.
1.4.10 Tenth Five Year Plan (2002-2007)

The Tenth Five Year Plan has been prepared against a backdrop of high expectation arising from some aspects of the recent performance. Education is important in the development process for two reasons. First, because education can be viewed as an end in itself as it improves the perception and quality of life of people. Secondly, education leads to formation of human capital and is an important investment for the development process.

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

(i) Universal Access,
(ii) Universal Enrolment,
(iii) Universal Retention,
(iv) Universal Achievement, and
(v) Equity.

The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programme (DPEP), and National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme (MDMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). The schemes of Lok Jumbish and Shiksha Karmi
were completed but DPEP will extend up to November 2008. KGBV has now been subsumed within SSA.

Out of approximately 200 million children in the age group 6-14 years, only 120 million are in schools and net attendance in the primary level is only 66% of enrolment. To achieve education for all the Serva Shishskha Abhiyan has been launched. Asserting the dignity of labour and vocationalisation of curricula are essential to ensure that a disjunction does not take place between the educational system and work place.

Universalizing access to primary education and improvement of basic school infrastructure in the Tenth Plan would mean targeting the provision of one teacher for every group of 40 children for primary and upper primary schools, opening of a primary/alternative schooling facilities within 1 km of every habitation, provision of free textbooks to all Sc/St children and girls at the primary and upper primary school, provision of opportunities for non-formal and alternative education for out of school children in the most backward areas and from un-reached segments of the population in response to local needs and demands articulated at the grass root level.

Major challenge in the Tenth Plan will be 'reaching every young child in country,' besides ensuring their 'survival, protection and development.' In other words, the tenth Plan advocates a Right-Based Approach’s to the development of children with the following strategies:
(1) to reaffirm that child's right-economic, social, cultural, civil and political are inalienable from human rights and are also achievable within the normative and ethical framework provided by the UN Convention on the Right of the Child (1992);

(2) to emphasize the criticality of decentralized, locally responsive approaches to the care of young children, girls and women with respect for local needs cultural pattern and diversity;

(3) to acknowledge that efforts will be made to reach all children within which special efforts will be made to reach the ones who are the most difficult to reach, the most disadvantaged, those in difficult circumstances, and at risk, contributing to cohesive and inclusive societies;

(4) to foster new partnerships with patterns, communities, civil societies corporate and private sectors and ensure that they fulfill their obligations to children, especially to the very young child and the girl child.

Commitments of the Tenth Plan to Children:

(1) to reaffirm the commitment of the 'development of children' with a special focus on the early childhood development, not only as the most desirable societal investment for country's future but also as the right of every child to achieve his/her full development potential.
(2) to adopt a Right-based approach to the development of children, as being advocated by the draft National policy and Charter for Children (2002).

(3) to ensure that every child is enrolled and to provide education to children who were never enrolled or dropped out without completing eight years of elementary schooling so as to honors the commitment of Universal Elementary Education.

(4) to protect children from all types of exploitation through strict enforcement of the immoral traffic (prevention) Act, 1956; the juvenile justice (care and protection) Act, 1986; the Hindu succession Act, 1956; Indian panel Code, 1960 and the pre-Natal Diagnostic techniques (regulation and prevention of misuse) Act, 1994.

Education the proposed declaration of ‘Education as a Fundamental Right’ demands the state to ensure 100% enrolment and their retention with adequate schooling facilities in all habitations ensuring easy accessibility. Thus, the tenth Plan calls for newer approach towards achieving the goal of Universalization of Elementary Education (UEE). Till now most of the programme in the field of elementary education disjoined in nature. Therefore, the need of the day is to have an all-comprehensive programme which holistic and convergent approach, covering the entire country. An answer to this can be found in the recent introduced scheme of Serva Shiksha Abhiyan.
(SSA) which will be major vehicle for achieving the goal of UEE during the Tenth Plan period. The Tenth Plan was focused on children who have never enrolled or those who have dropped out without completing eight years of elementary schooling. Special target was fixed for difficult to reach groups, so that the reasons for their staying away from the school system are identified and steps taken to provide them elementary education. During the Tenth Plan, efforts was made to expand / widen the scope of the development with necessary intervention related to empowerment of women, with a special focus on the girl child and the adolescent girl. Similarly, the on-going scheme for the adolescent girls' viz. Kishori Shakti Yojana (KSY), launched in 1991-92 aimed at the empowerment and self-development of adolescent girls in preparation to their future productive and reproductive roles as confident individuals not only in family-building but also a national-building. The Tenth Plan added counseling facilities besides strengthening the component of vocational training and entrepreneurial skills. Taking note to this situation, the tenth Plan re-affirms the life-cycle approach for betterment of the adolescent/girl child. During the Ninth Plan in the name of Balika Samriddhi Yojana was be expanded widely during the Tenth Plan to extend incentives not only the girl child but also to the mother of the girl child so that the birth of the girl child welcomed and the family is assured of state support for the future of the girl child. Similar initiatives which were already proved to be successful
in the state of Tamil Nadu, Haryana, Punjab, and Madhya Pradesh were to be replicated in other parts of the country.

1.4.11 Eleventh Five Year Plan (2007-2012)

The Eleventh plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

The central Advisory Board of Education committee report on girl’s education noted a grass short-age of secondary schools for girls (both Co-education and girl’s education). The dropout if girls is extremely high mainly in the northern state, not only because the parental priority for girls education is low, but also due to poor access to school in the rural areas. Opening the school exclusively for girls appears to be necessary to overcome the gender disparity. States have to undertake, on priority, school mapping for girls education, especially for Muslim girls. Previous Five Year Plan have attempted to focus on weaker sections of the society, they have failed to include many groups, especially Muslim, into the development net. While Eleventh Plan accord highest priority to the development of innovative programme, expansion of existing scheme etc. for minorities groups. The Eleventh Plan will focus on: access, retention and achievement in primary, elementary and higher education with particular emphasis on the education of the minority, especially Muslim Girls. It stated in the
Eleventh Plan that the SSA will ensure universal coverage for the children of educationally backward sections, with special focus on Muslim girls. Specific SSA components like the centrally funded KBGVs will be set up for minority communities. At the same time SSA only cover children upto the elementary (Class VIII) level, measure will be undertaken to ensure that minority children have equal access to education upto senior secondary level (Class XII). The Eleventh Plan will also look at issue like recruitment of female teachers, provisions of amenities and transportation to reach schools, and setting up of girl's hostels and girls schools. The Prime Minister's new 15-point programme, scholarships schemes, namely the pre-Matric, post-Matric and Merit-and Means-based schemes for minority students will be formulated and implemented in the Eleventh Plan. The major thrust will be on education of girls. Moreover the union Government has been implementing the scheme 'strengthening of Boarding and hostel facilities for girl's students of secondary and higher secondary schools (access & equity); under the scheme, financial assistance is given to societies and NGOs to provide boarding and hostel facilities to girls, predominantly belonging to the rural, desert and hilly areas, and particularly for those belonging to SCs, STs and educationally backward minorities. Most of the states implement incentive schemes for education of girls, but generally with very limited coverage. Measures will be undertaken to overcome obstacle of girls education posed by
factor such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girls education, preference to marriage over the education of girls etc. A girl child incentive scheme will be launched on a pilot basis in the selected Educationally Backward Blocks (EBB), will be considered in the Eleventh Plan period.

The Eleventh Plan will make concerted efforts to examine why young girls especially those belonging to particular socio-economic and cultural group, are unable to access education despite the SSA. Through provision of crèches, scholarship and adequate infrastructure, especially toilets in schools, it will facilitate enrolment and retention of girls in the education system.

The Eleventh Plan will introduce a pilot scheme in selected backward district of the country wherein conditional cash will be provided to the family of the girl child (preferably the mother) on fulfilling certain conditional for the girl child, such as birth registration; immunization; enrolment retention in school. The scheme will also include a sub-component for providing insurance cover to the girl child. This will be in addition to the various existing incentives provided by the State and Centre. Moreover community vigilance committees formed at village level under the SSA will ensure that every girl child in the village is enrolled and attend school regularly. It will also start bridge schools with quality education packages for girl children and street children,
child labours, seasonal migrants and all those who are out of the formal education system.

The Eleventh Plan will set out proactive, affirmative approaches and action necessary for realizing the right of the girl child and providing equality of opportunity. The situation of the girl child in this country is a result of deep-rooted biases that can only improve with a change in attitudes.

1.5 NATIONAL CURRICULUM FRAMEWORK (NCF), 2005

The Governing Council of NCERT and CABE met on 6 and 7 September 2005 and deliberated on the revised National Curriculum Framework (NCF) document. Smt. Kumud Bansal, Secretary to the Government of India, Literacy and Elementary Education, observed that the NCF-2005 has been widely discussed across the length and breadth of the country and is based on the guiding principles of linking knowledge to life outside the school; ensuring that learning is shifted away from rote methods; enriching the curriculum so that it goes beyond the textbooks and making examinations more flexible.

The ideas advocated by NCF for the enhancement of learning of children, linking knowledge to life outside school and suggestions for renewed effort on involvement of Panchayati Raj Institution (PRI) in the educational system, teaching through mother tongue, infusion of peace-oriented values in all Subjects, emphasis on games and sports, participatory management of schools, inclusion of human rights,
primary of active learner, introduction of topic like HIV / AIDS and fostering creativity.

1.6 STRATEGIES AND INITIATIVES FOR INCLUSION AND RETENTION OF SC GIRLS IN EDUCATION SYSTEM

The training programme on "Strategies and Initiatives for Inclusion and Retention of SC girls in Education System" was held from 20-29 September 2005. Thirty-eight teacher educators from DIETs and SCERTs from States of Bihar, Rajasthan, Uttar Pradesh and Uttaranchal participated in the programme. The objective of the training programme was to sensitize the teacher educators on the schemes, programmes and incentives for the benefit of SC girls, enabling them to formulate projects on education capacity building of SC girls and enable them to mobilize community support for education of SC girls. The content of the training programme included themes like education and socialization of SC girls, education and development of SC girls, promoting legal awareness for upholding one's rights, empowerment of the girl child: focus on SC girls and gender sensitive project planning.

Besides exposing the participants to the above content, the participants got the opportunity of viewing video films concerning issues related to SC girls and women followed by discussion on the film. A field visit was organized to the National Commission for Women to give the participants a first hand experiences on the plans and programmes of the organization which is working for the welfare of girls and women
belonging to weaker sections of society. Presentations by participants were made which aimed at helping each trainee to prepare a through situational analysis of the status of SC girls in their respective states/districts. Participants also prepared small projects, which they intend taking up in their own organizations for promoting education and empowerment of SC girls.

1.7 ELEMENTARY EDUCATION IN INDIA 2005-06—A REPORT, SOME OF THE FINDINGS AS UNDER:

At a time when the country was facing a shortage of educational institutions, over 32,000 schools do not have a single student a government survey has revealed. These institutions, 48% of which were primary schools are located mostly in rural areas and were in the public sector according to the report 'Elementary Education in India 2005-06' that was prepared by the National University of Educational Planning and Administration.

The survey found that 2.92% of these schools had zero enrollments. Karnataka had the highest number of such schools standing at 7,945. While 15,791 were primary schools the rest were upper primary, secondary and higher secondary schools, the report said.

The states with lowest enrollment are Bihar, Delhi, Kerala and Uttar Pradesh. The survey covered 11, 24,033 schools in 35 states and Union Territories.
Out of school children

There were about 4.4 cr. out of school children in the 6-14 age groups in 2001. This constituted 28.5% of the total child population in this age group.

Two independent surveys during 2005 indicate that about 93% children were enrolled in schools /alternative education facilities. An independent national sample survey conducted by SRI-IMRB in 2005 estimated that about 1.34 cr. children in the 6-14 year age group are out of school (6.94%)

(1) In rural areas 7.80% children were out of school against 4.34% in urban areas.

(2) The proportion of children out of school was relatively higher among those in the age category 11-13 years (8.56%) compared to those in the 6-10 years age category (6.1%).

(3) Percentages of out of school boys and girls in the age group 6-10 years were 5.51% and 6.87% respectively. For the age group 11-13 years, the percentage of out of school children was relatively higher among girls (10.03%) than boys (6.46%).

(4) Amongst social groups, 9.97% muslim, 9.54% of ST, 8.17% SC and 6.9% of OBC children were out of school.

(5) Among all social groups, the estimated percentage of children out of school was higher in rural than in urban areas.
Among those who have reported attending school, an overwhelming 84.2% were attending Government schools; followed by 13.3% estimated attending Private recognised schools.

69% of the children out of school were in Bihar (23.6%), U.P. (22.2%), West Bengal (9%), M.P.(8%) and Rajasthan (5.9%).

Bihar (31.76 lakh), Uttar Pradesh (29.95 lakh), West Bengal (12.13 lakh), Madhya Pradesh (10.85 lakh) and Rajasthan (7.95 lakh) have been highest number of out of school children.

Reduction in the number of out of school children:

From about 320 lakh in 2002-03, the number of out of school children had reduced to 70.5 lakh based on reports of States and UTs in March 2006.

Strengthen the formal school system, where necessary through girls’ schools at the middle level in order to ensure that girls have greater access to formal school. There need to be more formal schools for girls in Muslim areas and for specific OBC communities in Northern and North-western India and those areas where there were other social groups where girls were pulled out after primary. The government needed to carry out detailed mapping of social groups / areas where girl’s education beyond the primary level was constrained because of lack of exclusive girl’s schools. It went without saying that more girls schools means more women teachers, given prevailing cultural
practices and also growing sense of insecurity of girls in mixed schools (recent reports on sexual abuse of girls in some states) there needs to be a provision whereby the community was encouraged to appoint older women as escorts.

**Essentially multiple strategies were required to enable girls to go beyond the primary stage and access formal schooling.**

**Separate projects for girls at risk:** The situation of street children and thousands of visible and invisible working children needed to be mapped annually with the help of voluntary organizations working in urban areas. Where necessary, separate projects could be designed for girls at risk and in difficult circumstances. SSA needs to create space for special projects by providing flexible norms and not limit it to "innovations". For example areas like Mewat (Haryana) or specific communities like Nari Kurava, Musahar, Sahariya, Lambada (to name a few) have very low female literacy rates and girls education in such areas / communities remains a huge challenge. Similar special projects could also be taken up – where necessary – in disturbed areas. This should not be subsumed into an omnibus innovation fund.

1.8 **GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN**

India is the home of the largest child population in the world. Government of India proclaimed a National Policy on Children on August 1974 declaring children as, "supremely important asset". To
keep the pathetic condition of the children in their mind an *Integrated Child Development Services (ICDS)* scheme was started in 1975. The ICDS is one of the world's largest and most unique outreach programme for early childhood care and development. It symbolizes India's commitment to its children. The ICDS projects was launched in India with 33 projects in all over the country on 2nd October 1975 and ICDS project Jama Masjid was the milestone project for the state of Delhi. The national–wide programme of ICDS continues to be the major intervention for the over all development of children. It caters to the pre-school children below six years of age and expectant and nursing mothers with a package of services viz, immunization, health checkup, referral services, supplementary nutrition, pre-school education and health nutrition education.

The impact of ICDS, which would be completing 25 years of its implementation in October 2000, was evaluated by a number of individual experts and various research organizations. Of these, the National Evaluation of ICDS conducted by the National Institute of Public Co-operation and Child development (NIPCCD), New Delhi in 1992. While Research, Evaluation and Studies Unit (RESU) provided technical guidance and helped in a studied conducted in 2005: All India sample survey to estimate the number of Out of school children in the age group 6-13. A major sample survey that was conducted in 2005 was for assessing the number of out of school children in the country in
the age group 6-13. Data were collected from the 87874 households in 3178 villages and 1823 urban blocks. The findings of the survey indicate that the country has about 19.4 core children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.94% children are out of school. Amongst the out of school children, 68.3% children never attended school and 31.7% were dropouts. Further, out of those children who are attending school, 97.4% studied in Government or Private recognized schools (including recognized Madrassas/Sanskrit Pathshalas) and another 1.9% attended unrecognized schools. 

Nasren Shabnam conducted a study of under-privileged children enrolled in CASP-PLAN and ICDS per-schools. The main objectives of the present study were to compare the motor, cognitive, language, socio-emotional & overall development of children in CASP-PLAN and ICDS pre-schools. The sample consists of 60 children from Balwadis and 60 children from Anganwadis of Sangam Vihar were selected. The data was collected personally by the investigator through the interview schedules and questionnaires. The study revealed that there was a significant difference between structure, organization, aims and functions of CASP-PLAN and ICDS per-school. There was no significant difference in the house and social environment of children enrolled in both type of pre-schools, all are from lower and working class families in urban slums. And CASP-PLAN children scored better
on development scale for motor development than their ICDS counterparts.

**Apart from this some research studies in progress:**

Study of factor affecting achievement of students at the end of primary level: - this study is being conducted in four states – Uttar Pradesh, Orissa, Karnataka and Maharashtra. The main objective of the study is to find out how various school and teacher variables affect students’ achievement.

Study of Teachers’ absence in primary & upper primary schools in five states: - the study being conducted in the state of Andhra Pradesh, Bihar, Jharkand, Madhya Pradesh and Uttar Pradesh by covering 400 schools in each state except Jharkand where this number is 350. The main objective of the study is to estimate teaching days lost due to teachers remaining absent from school and to ascertain the reasons for absence. The study will be conducted by different agencies, one for each state, using common methodology and tools.

**1.8.1. Balsevika:** In the third five years plan, greater attention has been paid to the programmes of child welfare. The scheme (Balsevika) is intended to ensure the total well-being of the child population of the age- group 0-16. It envisages the establishment of 20 demonstration projects, one in each state and major Union Territory, within aggregate amount of Rs 5 lakh per project for the entire period of its implementation i.e. 4-5 years. The Balsevika Training programme was
started in 1961-62 by The Indian Council for Child Welfare is implementing the training programme through 25 Balsevika Training Institutes. About 1250 Balsevika are trained annually.

1.8.2 Mahila Samakhya Scheme: pursuant to the objectives of the NPE, 1986, the Mahila Samakhya Scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups. The programme also focused on awareness of the need to educate the children, especially girls, to provide the equal status and opportunities which has resulted in a direct impact on enrolment and retention of girls in schools.

The Mahila Samakhya Scheme is currently being implemented in nine States viz., Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujrat, Uttar Pradesh and Uttarakhand spread over 83 districts and covering more than 21,000 villages. From the current financial year the programme is being extended to two new States i.e. Madhya Pradesh and Chattisgarh.

Teacher Education Scheme: This centrally sponsored scheme of teacher Education was launched in 1987-88 with, inter alia, the following components.

(1) Establishment of District Institution of Education & Training (DIETs) - by upgradation of existing Elementary teacher Education
Institutions (ETEIs) wherever possible, and establishment of new DIET where necessary.

The scheme was revised in 2003 and the revised guidelines were issued in January 2004. The main objectives of the Teacher Education Scheme are as follows:

1. Speedy completion of District Institute of Education & Training (DIET)/ Colleges of Teacher Education (CTE)/ Institute of Advanced Study in Education (IASE)/ Strengthening of State Council of Education Research and Training (SCERT) project sanctioned but not completed up the end of the IX Plan period.

2. Making DIETs, IAESs sanctioned (and SCERT strengthened) upto the IX Plan period, optimally functional and operational.

3. Sanction and implementation of fresh DIET/ CTE/ IAASE/ SCERT projects to the extent necessary.

4. Improvement in the quality of programme to be undertaken by DIETs, etc. especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievements.

In order to make proposals got the 11th Plan for teacher Education, a sub-group under the chairmanship of Director, NCERT was set up based on the recommendation of the sub-group, in addition
to strengthening the existing provisions of the scheme, certain new schemes are proposed to be incorporated during 11th Plan:

(1) Augmenting teacher education capacity in SC/ST and minority areas (block institutes of teacher education).

(2) Special programme for North-East.

(3) Technology in teacher education.

(4) Support to NGOs.

(5) Integrating Elementary Teacher Education with Higher Education.

(6) During the current financial year i.e. 2007-08, a provision of Rs. 5000 crores has been made for the Teacher Education Scheme. Out of this, Rs. 50 crores has been earmarked for North Eastern region.

1.8.3 Crèches/Day Care Centers for Children: development of children as an investment in the country human resource development has been major strategy in the Ninth Plan. While the first five years are acknowledged as critical for the development of children, greater stress is being laid on reaching the younger children below two years through the countrywide network of the ICDS. In pursuance of the National Policy for Children, the Crèches/day care centers for children started in 1975. The scheme extends day care services for the children of casual, migrant, agricultural and construction labourers, children of those women who are sick or incapacitated due to sickness or suffering from communicable disease are covered under the scheme. There are
12470 crèches throughout the country and benefiting about 3.11 lakh children. This Central Sector Scheme which is being implemented through three major organizations, i.e. (i) Central Social Welfare Board (ii) Bharatiya Adimjati Sevak Sang (iii) Indian Council for Child Welfare, the National Crèche Fund provides assistance to registered NGOs and Mahila Mandals throughout the country to run crèches and is expected to be merged with the National Crèche Fund.

1.8.4 National Crèche Fund (NFC):

The National Crèche Fund was set up during 1993-94. The scheme envisages that 75 per cent of the Crèches being assisted by the National Crèche Fund would be of general nature and 25 per cent of centers would be Anganwadi-cum-Crèche Centers. The general Creches assisted by the NCF would be on the pattern of the Crèche Scheme of the Department of Women and Child Development and would provide children below five years which would include day-care facilities, supplementary nutrition, immunization, medical and health care and recreation. Under this scheme assistance is given to registered voluntary organization / mandals to open and run crèches. 1805 crèches have been set up from the Crèches Fund Welfare Board, Bhartiya Adimjati Sewa Sang and Indian council for child welfare.

1.8.5 The Early Child Education (ECE):

The scheme being implemented since 1982 has been visualized as a strategy to reduce the dropout rate and to improve the rate of
retention of children in schools. Which extends pre-school education to over one lakh children through 4365 ECE Centers run by the voluntary organization in the educationally backward states of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Balwadi Nutrition programme which provides supplementary nutrition feeding besides the other pre-school services to 10,000 children through 336 Balwadis; and the National Institute for Public Co-operation and Child development which take care of the training needs of various ICDS functionaries.

1.8.6 Balwadi Nutrition Programme (BNP):

The Balwadi Nutrition Programme aspires to meet the every basic nutritional requirement of a child in the age group of 3 – 5 years by ensuring that she/he is provided with 300 calories and 12 – 15 gms of protein every day. Apart from nutrition supplement, the Balwadis offer a healthy environment, looking after social and emotional needs of the children. The Balwadi programme is being implemented since 1971. There are around 5641 Balwadis throughout the country and benefiting only 2.25 lakh children. Since 1997-98, this scheme is being implemented only in non-ICDS areas.

1.8.7 Sishu Greeha: Government of India has initiated a 90% centrally sponsored scheme known as the scheme of Assistance to Home, known as Sishu Greeha for the welfare of the children who are unfortunate. Objectives of the scheme are: - (1) to regulate adoption
within the country to ensure minimum standards is care of children (2) to provide support for institutional care within the country for care and protection of infants and children up to 6 years of age who are weather abandoned or orphaned / destitute and their rehabilitation through in-country adoption and (3) to promote in-country adoptions.

1.8.8 Kasturba Gangdi Balika Vidyalaya (KGBV):

KGBV is a unique programme launched to tackle low levels of school participation among girls in combination with social backwardness. This scheme was launched in 2004 with an integrated manner by providing residential schooling facilities to the girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes and religious minorities at upper primary level. By the end of December 2006, 1039 KGBV schools with around 64000 enrolments were opened. The scheme especially benefits girls belonging to marginalized groups and from families living below Poverty Level.

1.8.9 Nanhi Kali a Special Child Project:

Nanhi Kali a girl child special project jointly managed by K.C. Mahindra Education Trust aims at promoting primary education for the underprivileged girl child both in rural and urban areas in India. This programme is implemented with the help of several non-governmental organizations and voluntary agencies doing community-based development work. The Nanhi Kali project in the future hopes to reach out to thousands of such underprivileged girls across India to provide
them with opportunities and choices that would give them a fighting chance in life. Currently this project has over 12000 children and the trust aims to increase the numbers of Nanhi Kalis, and see these underprivileged children blossom into socially responsible and mature adults.

1.8.10 Operation Blackboard: it was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboard, chalk and duster etc. Moreover it aimed at improving classroom environment by providing infrastructure facilities, additional teacher and teaching-learning material to primary schools and by provision a third teacher to schools where enrollment exceeded 100, has been extended to upper primary schools.

1.8.11 National Bal Bhavan: the National Bal Bhavan is an autonomous organization fully funded by the Ministry of Human Resources Development. Since its inception in 1956, till now there are 68 State Bal Bhavan and 10 Bal Kendras that are affiliated to National Bal Bhavan. Through affiliated Bal Bhavan and Bal Kendras, National Bal Bhavan reaches out to school drop-outs, children of socially and economically backward class, street children and also the special children.
National Bal Bhavan is engaged in pursuits for the integrated growth of the child by involving them in various activities in a tension free environment irrespective of their gender, caste, creed, color etc. To mention a few, the activities are clay modeling, paper machine, music, dance, drama, painting, craft, museum activities, photography, videography, indoor & outdoor games, home management, traditional art & craft, education & innovative games/chess, science is fun etc. Some of the special attraction of the National Bal Bhavan are Mini Train, Mini Zoo, Fish Corner, Science Park, Funny Mirrors, Cultural Craft Village. It has National training Resource Centre (NTRC) within its premises which impart training to teachers on diverse activities. NTRC make both teaching and learning a joyful experience for teacher and students respectively.

1.8.12 The Bal Shree Scheme:

National Bal Bhavan has also launched a scheme to identify, honor and nurture the creative children of India irrespective of their socio-economic status. The rational behind this scheme – "The Bal Shree Scheme", is that creativity is a human potential that directly relates to self-expression and self-development. This scheme seeks to identify creative children within the age group of 9 – 16 years in four identified areas of creativity i.e. creative art, creative performance, creative scientific and scientific innovation and creative writing. This scheme was put into effect in 1995 and since then children have
been identified and honored for their creative elegance in their concerned fields.

1.8.13 Jan Shikshan Santhan:

The objective of the Jan Shikshan Sanathan (JSS) is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged group or urban / rural population particularly neo-literates, semi-literate, SCs, STs, women and girls, slum dwellers, migrant workers, at present there are 172 JSSs in the country. Jan Shikshan Sanathans run a number of vocational programmes with varying duration of different skills. More than 250 types of courses and activities are offered by these institutions. The trades/course for which training is imparted including cutting, tailing & dress making, knitting and embroidery; beauty culture and health care; handicraft; art drawing and painting; repair of electrical software, etc. In the year 2004-05, 13.91 lakh beneficiaries had been covered under various vocational training programmes, activities and other activities conducted by JSSs, out of which around 65% were women.

Some innovative training programmes and activities that have been taken by some of the JSS are as under:

(1) Mentally challenged children in Rourkela trained in Hand Embroidery, Hand Wool Knitting and Water Colors for national level competition.
(2) Special training organized exclusively for deaf and mute in collaboration with an NGO in Mumbai.

(3) Vocational Training given to tribals in collaboration with Forest Department in Coimbatore.

(4) Vocational programmes organized for slum dwellers and rural youth sponsored by World Vision in Coimbatore.

(5) Vocational courses organized for selected women sponsored by Tamil Nadu Corporation for Development of Women.

1.9 NON-GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN

1.9.1 SOS Children Village:

Sos children village is more influential non-governmental non-profit, voluntary organization, committed to the care of abandoned & homeless children. This organization originated in Austria under the chairmanship of Dr. Hermann Gmeiner. The aim of SOS children village is to place children in to an atmosphere of love and kindness, where they may grow up into useful men and women healthy in body and soul with the social justice towards their fellowmen an attitude for work. Because Harmann assumed that only a harmonious family atmosphere would grantee a healthy development of the destitute children. SOS children's village of India is a member of the worldwide SOS family working in 132 countries with SOS-kinderdorf international as the
umbrella organization. SOS children village started its services in India 1964 and now there are 39 unites.

1.9.2 Lakshmi Project:

This project initiated by UNICEF and founded by Procter & Gamble. This project began non-formal education for destitute girl's children.

1.9.3 The Sukanya Project UNICEF:

The Sukanya Project (1991) at Rai Bareilly in U.P. Sukanya aim to give girls the opportunity to question the world around them, to understand their rights and get self confidence to speak out when girls right are not being protected.

1.9.4 Global Movement for Children (GMC):

The Global Movement for children was launched by the United Nation Children's Fund (UNICEF) on April 26, 2002. The area in which GMC working, "leave no child out, put children first, care for every child, fight HIV/AIDS, stop harming and exploiting children, listen to children, protect children from war, fight poverty and invest in children".

1.9.5 Ankur Project:

The word ankur means 'seedling', children need to be nurtured and looked after for their own wellbeing. The foundation strives to promote basic education and training of the underprivileged children in India irrespective of race, gender, color, creed, cast or religion. Ankur Education Foundation feels that one of the best ways to nurture children
is to provide them with a good education. Currently their focus is directed towards poor children in India who do not have the most basic levels of education. Ankur successfully running a school at Charbag Railway Station, where 27 destitute children sit under a tree singing a morning prayer. The children who come to these schools work at Railway Station, selling refill mineral water bottles, panmasala etc.

1.9.6 Smile Foundation: Smile is a non-governmental organization working in India and South Asia. There are various welfare projects spread across different Indian states provide Literacy and Basic Education for Poor children, beside health care support. Ensuring educational support for needy children remains the prime agenda of Smile foundation programs also by supporting genuine small NGOs, educational trust, child welfare activities etc. Today, as a national level development organisation, Smile Foundation has reaches out to over 1 Lac children and youth through 104 projects on education, healthcare, girl child, livelihood and advocacy. It has more than 100 projects under six major national level programmes namely, Mission Education, SMILE Twin e-Learning Projects (STEP), Smile on Wheels, Swabhiman, Action for Children and Special Interventions.

Smile Foundation has a bandwidth of 90 credibility certified partners, 20 leading institutions, and 945 schools, spread across 85 locations in 21 states of India; besides thousands of sensitized and privileged citizens across the globe.
1.9.7 Prayas Project:

This is a humanitarian, gender-sensitive and child-focused development organization. Prayas aim at restoring the lost childhood of neglected children. It believes that this can be achieve only through fulfillment of child’s basic needs of life, access to quality education and life skills to become active participants and contribute to their communities. Children being part of the large community, it was essential that economic need of the community was addressed giving the child an opportunity for holistic development. Moreover Prayas is engaged in imparting education to 3,000 deprived children annually and mainstreaming them in the society through alternative options like formal education, professional education, and National Open School (NOS) system and through a very successful program of Jan Shikshan Sansthan (JSS).

1.9.8 Butterflies Project:

This is a registered voluntary organization working with street and working children in India and South Asia. The main aim of the organization is to empower street and working children with skills and knowledge to protect their rights and to develop them as respected and productive citizens. In 2004, Butterflies expand the partnership from three to five countries over the past two years, the effort has been targeted towards bringing together NGO’s from South Asia Countries namely, Afghanistan, Bangladesh, Pakistan, Nepal, India and Sri Lanka.
with a commitment to advocate, promote and ensure action on the ground for the protection of the Right of Children in difficult circumstance in the region. Two major interventions within Butterflies programming, namely the Children's Development Bank and Child Journalist Forum are being implemented as part of this initiative. These interventions have been scaled up in 5 cities of India as well as of South Asia.

1.9.9 Saalam Baalak Trust:

Salaam Baalak trust provides support for street and working children in inner cities, providing education, basic literacy and schooling, full care facilities for the young (up to 12 years), drop-in shelters, nutrition, health care, family planning, AIDS awareness, TB prevention, counseling, banking facilities and remedial drama. The main aim is to rehabilitate the street child either by returning them home or finding an alternative means of income off the streets. Primary areas of work: Education, Nutrition and Health.

1.9.10 Shri Krishna Chetaneya Vidhaley (SKCV):

This is a registered charitable trust in India, UK and Holland. SKCV children's trust helps street children in South India who have no other form of support. To create an environment for comprehensive development of young homeless, orphan and street children, making them aware of themselves with relation to the world and their own problems, thus mobilizing their independent potential to work
collectively towards a better future for themselves, and a cleaner, healthier and more peaceful planet through child participation. Through SKCV Street Child Rescue Project, multitudes of deprived youngsters are gaining a new self-confidence and self-esteem, which is enabling their inborn talents and capabilities to unfold naturally. Presently this organization running seven major child development street children rescue centers in South India.

1.9.11 To Reach You (TRY):

This is an independent, non-political, non-religious. Non-profit social work organization working with a three fold mission- education, research and public service. TRY maintains a home for these children, providing food, clothing, shelter and education. TRY believes in addressing a wide range of social issues, related to child labour, street/abandon children, drug and alcohol abuse, aids, mentally ill/retarded, disable and children of commercial sex workers.

1.9.12 Nirmal Hirday (Home for Destitute Children):

This is a missionaries of charity, an organization founded (1948) by Mother Teresa. The organization take care of the destitute, abandoned, homeless, orphans and dying of all Castes and Religions and to provide a respectable place in human society including children in India and abroad.
1.10 UNIVERSALIZATION OF ELEMENTARY EDUCATION

Children are principle assets of any country. Children’s development is very important for the overall development of society and best way to develop National human resources is to take care of children. India has the largest child population in the world. A number of policy initiatives for the welfare of the children by the Government such as, The National Policy for Children lays down that the state shall provide adequate services towards children, both before and after birth and during growing stages for their full physical, mental and social development. The measure suggested included amongst others, a comprehensive health programme, free and compulsory education for all children up to the age of 14 years, promotion of physical education and recreational activities, special consideration for children of weaker sections and prevention of exploitation of children etc. Beside the National Policy for Children India has also acceded to the UN convention on the right of the child to reiterate its commitment to the cause of children. The objective of the convention is to give every child the right to survival and development in a healthy and congenial environment.

1.10.1 Child welfare programmes:

Several Ministries and Departments of the government of India are implementing various scheme and programmes for the benefit of
the children and to achieve the Universalization of elementary education. Some of the scheme and programmes are as under:

1.10.2 Sarva Shiksha Abhiyan (SSA):

This is being implemented during the session of 2001-02 by the Department of Education provides for school infrastructure and quality improvement in education of the children. Besides, the SSA intends to bridge social, regional and gender gaps, with the active participation of the community in the management of the schools.

The government of India is committed to realizing the goal of universalization of elementary education by 2010 under the Sarva Shiksha Abhiyan, the National flagship programme, the government aim to provide free and compulsory elementary education to all children in the 6-14 age groups by 2010. The programme covers the entire country with special focus on educational needs of girls, SCs/STs and other children in difficult circumstances. The programme seeks to open new schools in those places which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilet, drinking water, maintenance grant and school improvement grant. The SSA has a special focus on girls and children of weaker section. A number of initiatives, including distribution of free textbooks, target these children under the programme. The SSA also seeks to provide computer education even in the rural areas.
The specific objectives of the SSA are under:

(i) All children to be in school
(ii) Universal retention by 2010
(iii) Bridging all gender and social gaps at the primary stage by 2007 and at elementary education level by 2010.

1.10.3 **Education Guarantee Scheme and Alternative and Innovative Education:**

Education Guarantee Scheme and Alternative and innovative Education (EGS and AIE) is an important component of Sarva Shiksha Abhiyan (SSA) to bring out-of-school children in the fold of Elementary Education. The scheme envisages that child-wise planning is undertaken for each out-of-school children. EGS addressed the inaccessible habitation where there is no formal school within going to school are available. In exceptional cases remote habitations in hilly areas even for 10 children an EGS school can be opened.

Alternative Education intervention for specific categories of very deprived children e.g., child labour, street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age group especially adolescent girls are being supported under EGS and AIE all over the country.
1.10.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girl's underprivileged / disadvantage at the elementary level. The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 55% SC/ST population and where SC/ST female literacy is below 10 % based on 1991.

1.10.5 Shiksha Karmi Project (SKP): SKP aims at universalization and qualitative improvement of primary education in remote, arid and socio-economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in Shikhsha Karmi Schools, most of the students are from SCs, STs and OBCs.

1.10.6 District Primary Education Programme:

The centrally-sponsored scheme of District primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of primary education.

DEPE is an externally aided project. 85% of the project cost is met by the central Government and remaining 15 % is shared by the concerned State Government.
Presently DPEP is in operation in nine states covering 123 districts. DPEP at its peak was operational in 273 districts in 18 states. However, with the progressive closure of the programme, it now exists only in 123 districts.

Major Achievements of DPEP: (1) DPEP has so far opened more than 1,60,000 now schools, including almost 84,000 alternative schooling (AS) centers. The AS centers cover nearly 3.5 million children, while another two lakh children are covered by bridge courses of different type: (2) the school infrastructure created under DPEP has been remarkable. Work either complete or in progress include 52758 school buildings, 58,604 additional classrooms, 16,619 resource centres, 29,307 repair works, 64,592 toilets and 24,909 drinking water facilities. (3) About 1,77,00 teachers, including Para-teachers / shiksha Karmis have been appointed. (4) About 3,380 resource centers at block level and 29,725 centers at cluster level have been set up for providing academic support and teacher training facilities.

1.10.7 Kastrurba Gandhi Balika Vidyalaya:

Under the scheme of Kasturba Gandhi Balika Vidyalaya 750 residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominately to the SC, ST, OBC and Minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where as per census data 2001, the rural female literacy is below the national
average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in the areas with concentration of tribal population, with low female literacy and/or a large number of girls out of school.

With a view enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme on 15th August 1995, initially in 2408 blocks of the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country.

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I-V in Government and aided schools and Education guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of Rs 1.80 per child.

The Objectives of the mid day meal scheme are:

(1) Improving the nutritional status of children in classes I-V in Government, local body and government aided schools, and EGS and AIE centers.
(2) Encouraging poor children, belonging to disadvantage section, to attend school more regularly and help them concentrate on classroom activities.

(3) Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

1.10.8 Integrated Programme for Street Children:

This programme is being implemented by the Ministry of Social Justice and Empowerment. The programme endeavours to provide non-institutional support necessary for the wholesome development of street children particularly those without home and family ties and children especially vulnerable to abuse and exploitation such as children of sex workers and children to pavement dwellers. The programme strives to provide services like shelter, nutrition, health care, sanitation and hygiene, safe drinking water, education and recreational facilities and protection against abuse and exploitation to destitute and neglected street children.

1.10.9 Integrated programme for juvenile justice:

The programme is being implemented by the Ministry of Social Justice and Empowerment with a view to provide care to children in difficult circumstances and children in conflict with the law through Government institutions and through NGOs.
1.10.10 **Child helpline:**

This is a toll free telephone service (1098) which anyone can call for assistance in the interest of children. Child helpline being run with the support of Women and Child welfare Ministry is working in 72 cities across the country.

1.10.11 **Shishu Greh Scheme:**

This is also being implemented by the ministry to promote adoptions within the country and to ensure minimum standards in the care abandoned/ orphaned/ destitute children.

1.10.12 **The Kishori Shakti Yojana:**

This is another scheme of the *Ministry of Women and Child Development* that can be used to meet protection goals. While its main focus is nutrition for adolescent girls, the scheme provides a platform for raising protection concern with this age group and empowering them with information, knowledge and skills to be able to protect themselves.

1.10.13 **Balika Samridhi Yojna (BSY):**

This scheme is to promote survival and care of girl child. The Scheme of Balika Samridhi Yojna originated from the announcement of the Prime Minister on 15 August 1997 stating that ‘the Government would extend financial help to the families to whom a girl child is born and if they are living Below Poverty Line (BPL). Later, scholarship would also be given when the girl child goes to school’. The programme of BSY was recast in 1999-2000 with the following features:
(i) a post delivery grant of Rs. 500 per girl child up to two girl children born on or after 15th August, 1997 which would now, instead of being paid in cash, be deposited in the name of the girl child, and would also be withdraw towards the sole purpose of paying the premium on an Insurance Policy in the name of the girl child under the Bhagyashree Balika Kalyan Bima Yojna.

(ii) Annual scholarship would also be given to the girl child when she starts going to school.

(iii) However the amount of annual scholarship may be permitted to be utilized for purchase of text books or uniforms for the girl child, with due authorization of the mother or guardian of the girl. After such utilization the remaining scholarship shall be deposited in girl child account. These deposits will be paid to the girl child on attaining the age of 18 years and remaining unmarried till then.

1.10.14 Integrated Child Development Services (ICDS):

This is being implemented by the Ministry of Women and Child development. This is the world’s largest programme aimed at enhancing the health, nutrition and learning opportunities of infants, young children (0-6 years) and their mothers. The scheme provides an integrated approach for covering basic services through community based workers and helpers. The services are provided at a centre called the ‘Anganwadi’, which literally means courtyard play centre located within
the village itself. It is the foremost symbol of India's commitment to its children.

1.11 REVIEW OF EDUCATION BY RAMA MURTI, NATIONAL POLICY ON EDUCATION (NPE) 1986 AND PROGRAMME OF ACTION (POA) 1992

Article 28-1(a) of the convention states that primary education be made compulsory, available and free for All. More than four decade ago, the constitution of India made an ever bigger commitment. Its Article 45 states “the state shall endeavor to provide, within a period of 10 years from the commencement of the constitution, of free and compulsory education for all children until they complete the age of fourteen years”. Although The National Policy on Education (NPE) 1986 and Programme of Action (POA) 1992 have perceived education as fundamental to all round development of children and stipulate free and compulsory education of satisfactory quality to all children up to 14 years of age before the turn of the century, NPE also emphasizes universal enrolment of children and restate the target as follows: “it shall ensure that all children who attain the age of about 11 years by 1990 will have 5 years of schooling or its equivalent through the non-formal stream.

The policy aim to fulfill the objective of “Education of All” by providing early childhood care and education, universalizing elementary education through formal and non-formal methods, reducing wastage
and involving local community in the management of elementary education, it also gives crucial importance to teacher’s performance. Early Childhood Care and Education (ECCE) has been accorded a high priority in NPE. It view ECCE as an important programme in its own right, as it promotes all round development of children in the age group 0-6 years and prepares them for school. ECCE also gives equal importance to children belonging to underprivileged groups. The department of women and child development is implemented Early Childhood Education (ECE) programme since 1987-88. The ECE programme seeks to improve children communication and cognitive skills as a preparation for entry into primary school. The programme is implemented in the country in the nine educationally backward states i.e. Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Till March 1994, 190 Ngo’s were being assisted to run 4,365 ECE centers.

The department of education has introduced various programme to achieve the goal of universalization of elementary education. The programmes in operation are Operation Blackboard, Minimum Level of Learning, and scheme of Operationalising Microplanning and scheme of Non-formal education. These programme aim at bringing about substantial improvement in the facilities and equality of education in primary schools, along with improvement in the existing level of learning achievement of children. Under the scheme of Operation Blackboard,
91 per cent of the primary schools had been covered till 1992-93. Under Minimum Level of Learning, about 15 Ngo’s have been identified and sanctioned projects to implement the programme covering 2,000 primary schools. The role of Non-Formal education (NFE) for children in the age group 6-14 years has been recognized since 1964-66. NFE has been envisaged as an alternative strategy of formal education to provide complementary role in achieving the goal of universalization of elementary education. The scheme of Non-Formal Education was launched in 1979-80 and is being implemented in states/Uts with an aim to make provision for education comparable with formal schooling for children in the age group 6-14 years. The scheme is particularly for the school dropouts, working children, children in habitations without schools and girls who can not attend formal schools on account of domestic chores. During the Eight Five Year Plan it is proposed to increase the number of projects. The major goal of education in the National Plan of Action for children further strengthens the commitment made in the constitutional provisions and goals of the National Policy on Education. It gives priority to universal enrolment, retention and attainment of minimum levels of learning; reduction of disparities; universalization of effective access to schooling and expansion of early childhood development activities, and universalization of elementary education with focus on girl child and disadvantaged groups.
All these efforts have resulted in desirable changes in the education indicators. The literacy rate has steadily increased from 18.3 per cent in 1951 (for 5 years and above) to 52.1 per cent in 1991 (for 7 years and above). The sex differentials in literacy rate however, have remained very pronounced, while the male literacy rate in 1991 was 64.1 per cent, the female literacy rate was 39.3 per cent. Till June 1994, 10.4 million children in the age group 3-6 years had been receiving preschool education in Aganwadis under ICDS projects. About 5.7 million children had been receiving non-formal education in 0.32 million non-formal education (NFE) centers till March 1994.

1.12 CONSTITUTIONAL SAFEGUARDS FOR THE CHILDREN

Right to Education:

The constitution (86th Amendment) Act 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental right for all children in the age group 6 – 14 by inserting a new Article 21-A in Part III (“Fundamental Right”) of the constitution. The Government is committed to facilitate the enactment of an appropriate law that would enable the realization of making education a fundamental right as required by the constitution. Necessary action is being taken an out in place a suitable legislation as envisaged under Article 21A of the constitution.
Parliament passed the Right of Children to Free and Compulsory Education Bill on August 4, 2009. Once the President gives assent to the Bill, every child in India between 6-14 years will be entitled to free and compulsory elementary education. It is entirely without reason to doubt so. The (abysmal) standards of elementary education in the country have been a national concern. Now, sixty-two years after independence, we clearly can't wait any longer to take measures to create the critical mass of people at class 12 level, that is, people who are in a position to participate in the civil society in a meaningful way and hence contribute to national-building.

The constitution of India recognises the vulnerable position of children and right to protection.

*Article 14* provides that the State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

*Article 15(3)* provides that, “Nothing in this article shall prevent the State for making any special provision for women and children.”

*Article 21* provides that no person shall be deprived of his life or personal liberty except according to procedure established by law.

*Article 21A* directs the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

*Article 23* prohibits trafficking of human beings and forced labour.
Article 24 prohibits employment of children below the age of fourteen years in factories, mines or any other hazardous occupation.

Article 25-28 provides freedom of conscience, and free profession, practice and propagation of religion.

From the above details it is clear that the main purpose of the social policy of India is to growth of every child. Several major policies and legislations have been announced and implemented in the country so far to ensure children's protection and improvement in their status including orphanages and other charitable homes (supervision and control) Act 1960; bounded labour system (Abolition) Act 1976; etc. Despite such clear commitments to child protection, children continue to remain vulnerable with the number of those needing care and protection ever increasing. However in these five decades the country has failed to adequately address the critical issue of 'child protection'.

1.13 SIGNIFICANCE OF THE STUDY

Characteristically India has given a significant prominence to education, because education is a mean to awaken people self-awareness and self-esteem and hence the capacity to improve their economic conditions. In democratic set up like ours the role of education becomes particularly crucial, since democracy can work effectively only if there is an intelligent and active participation by the people in understanding and solving the problem of the country. In our
country the problem of destitute children with regard their location, care, education, training, or rehabilitation has already attract any attention from the administrations. The problem could be ignored if it is concerned with few children but the problem of this category of children's consists of a large population. Destitute children are essential part of our society or community and they exist everywhere in smaller or greater numbers. The children are flowers so they should be given a chance to bloom.

The proposed study is an investigative survey of the condition of destitute girls in Uttar Pradesh and Uttarakhand. It will critically look at the working of destitute homes and will also see where the destitute girls sometime actually live. The study will look at the poor education scenario of destitute girls and will see how the problem can be addressed is a better manner. This exploratory is likely to help a cause.

The purpose of this research is survey this institution and obtains information regarding educational provision available in these homes. The findings can help in the work of many NGOs active in this field. It can also unearth some relevant data and facts which the government machinery confined useful for reformulating some policies regarding destitute girls.
1.14 STATEMENT OF THE PROBLEM

The problem thus conceived has been formulated as:

EDUCATIONAL OPPORTUNITIES FOR
DESTITUTE GIRLS IN THE STATE OF
UTTAR PRADESH & UTTARAKHAND.

For a better cognizance the phenomena the investigator seeks to explain the conceptual aspect of the problem as fellows.

(i) Educational Opportunity: the term ‘education opportunity’ may be explained as the establishment of a school that creates an opportunity for the parents to send their children to school. This opportunity would be available of, and the child sent to school depending on the parental attitude to education and on their economic conditions.

Before proceeding further it is necessary to certify the meaning of equal educational opportunities that we cherish for the destitute girl’s to be availed of.

Ramchandra in his Article ‘Equal Educational Opportunity for all’ explain that the term equality of opportunity when applied to education implies:

1) that every pupil should be given chance to learn to the extent of his or her capacity.

2) that nobody should be kept back from pursuing a course of studies on consideration of caste, creed or status, and
3) that with a view to achieving these ends, there should be free provision for pupils after the primary stage to choose different types of courses according to their aptitudes.

Luxmi Menon has also explained that, “like liberty, equality of opportunity means opportunity with a certain lack of opportunities. It can only mean an equal chance to complete within the framework of national goals and the structure of rules established in society”.

According to John Dewey “All individuals are entitled to equality of treatment by law and administration, such one is affected equally in quality if not in quantity by the institutions. The very fact of natural and psychological inequality in all the more reason for establishment by law of equality of opportunity, since otherwise the former becomes a means of oppression of the less gifted”.

This means that all pupils are not to receive exactly the same education because individuals are born different as to their capacities, interests and aptitudes. No amount of education will eliminate these differences and therefore it must be clearly recognized that democratic equally cannot mean an identity of education for all.

According to Coleman, among other things, equality of educational opportunity is taken to simply provision of (1) free universal education; (2) a common curriculum for all children regardless of background; (3) a common school system that is open for all children without any distinction; (4) cultural and not merely economic or political
chances and (5) compensatory education for the underprivileged. Complete equality of educational opportunity, Coleman point out, can only be approached and never fully reached as long as the divergent of school influences exist.

Let us now consider the concept as it obtains in Indian conditions. A fundamental feature of education is a democratic and socialistic society is the emphasis laid on the equalization of educational opportunity. Far from promoting equality, our education has become in egalitarian and elitist and its benefits have not reached the masses at all. Equality of educational opportunity in our country is taken to imply a linear expansion of opportunities for secondary and higher education. But in country where children from poor families do not complete elementary education itself, equality at the secondary and higher stages will have any meaning only when universal elementary education is successfully implemented.

(ii) Destitute Children: by New Webster's Dictionary destitute mean “not possessing the necessities of life; in abject poverty; entirely without the means of subsistence”. And Oxford Dictionary defines word destitute, “without resources, in want of necessaries”.

As far as this study is concerned destitute means children who are homeless. They live on places such as Footpath or on Railway Stations etc. some of them are being looks after by the orphanages or
homes for destitute run by religious or non-religious organizations or run by state or non-governmental organization.

(iii) Uttar Pradesh: Uttar Pradesh is the most populous state in the country accounting for 16.4 per cent of the country’s population. It is also the fourth largest state in geographical area covering 9.0 per cent of the country’s geographical area, encompassing 2,94,411 square kilometres and comprising of 83 districts, 901 development blocks and 112,804 inhabited villages. The density of population in the state is 473 person per square kilometres as against 274 for the country.

(iv) Uttarakhand; on the 8th of November 2000, Uttaranchal became a full-fledged state of India with the formal induction of a separate State Government. The State is carved out of the Uttar Pradesh, which has the largest population in India. With this, the people of Uttarakhand have finally achieved their dream of running their own affairs for which they have been fighting for some decades now. Uttarakhand is situated in the northwest portion of Uttar Pradesh, India's most populous state. It occupies 1.73% of India's total land area with 51,125 sq. km. It has a population of about 6.0 million at 94.4 per sq. km. It borders Tibet, Nepal, Himachal Pradesh, and the UP plains districts. Dehradun, the state’ capital is about 255 km away from India's capital, New Delhi.
1.15 OBJECTIVES OF THE STUDY

The objectives of the study were as under:

1. To know the educational opportunity for destitute girls in the state of Uttar Pradesh and Uttarakhand.
2. To examine the contribution of Governmental and Non-governmental organization towards the education of destitute girls.
3. To assess the work done by the social organization for the destitute girls.
4. To explore the nature of problems faced by destitute girls living in destitute homes.
5. To make suggestions arising out of the finding of the study.

1.16 DELIMITATION OF THE STUDY

The delimitation of the study was as under:

1. The researcher concentrated his study in western Uttar Pradesh and Uttarakhand States.
2. The organizations and homes were under study which looked after destitute girls.
3. The data were collected only on destitute girls.
Chapter - II
Review of Research
CHAPTER – II
REVIEW OF RESEARCH

2.1 INTRODUCTION:

Educational research represents an activity directed towards the development of an organized body of scientific knowledge. In this direction, the survey of the literature is an important step. The survey enables the investigator to ponder over his or her problem with greater insight & undertaking. Therefore, a review of the previous literature, for the development of objectively based hypotheses and enunciation of the new research designs has become essential. According to (John W Best), "Research is considered to be more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and report of result or conclusions". Moreover (Tuckman 1972), the purpose of literature review is to expand upon the context and background of the study, to help further, to define the problem, and to provide an empirical basis for the subsequent development of hypotheses. The length of the review depends upon the number of relevant articles and the purpose for which the research report is being written.

Keeping this criterion in mind, the investigator reviewed all such studies. The relevant ones are considered for a summary review are presented below.
2.2 RESEARCH STUDIES IN INDIA: FINDINGS

Smt. Deepa Jain Sing (2007) found that India is home to almost 19% of the world’s children. More than one third of the country’s population, around 440 million, is below 18 years. According to one assumption 40% of these children are in need of care and protection which indicates the extent of the problem. In a country like India with its multi-cultural, multi-ethnic and multi-religious population, the problems of socially marginalized and economically backward groups are immense. Within such groups the vulnerable section is always the children. For the ministry of women and child development the challenges is to reach out to the most vulnerable and socially excluded child of this country and create an environment wherein, only is every child protected, but she/he also has access to opportunities and education for her/his all round growth and development. Six decades has been past of India to join hands with United Nation. United Nation office New Delhi published under the title of “To unite our strength: 60 ways” revealed that India has been one of the most eloquent voices helping the United Nation to shape its agenda on behalf of the developing world.

As a direct result of the efforts of UN agencies, 76 per cent of the adults in developing countries can now read and write and 84 per cent of the children attend primary school, by the years of 2015 all children would be able to complete a full course of primary education. Globally
the education of girl child very pathetic, to improving education in developing and developed countries UNICEF is currently assisting the Government in implementing its Universal Elementary Education (UEE) programme, particularly for girls, by concentrating on enhancing learning achievement, promoting a quality teaching-learning environment, and mobilizing community involvement in schools.

For achieving UEE, World Food Programme offering children Mid-morning snacks as an incentive for increasing school enrolments, attendance and children performance in the classroom. Moreover to access refugee children education, United Nation High Commissioner for Refugees (UNHCR) in India works with New Delhi YMCA as a partner in enrolment and monitoring of children’s education. By the years of 2004, 75 per cent of refugee children in India under UNHCR’s mandate in the 5-17 years age group attended school among them half were girls.

Association for development, Delhi (2002) made a study on the problems of street and working children living at Hazrat Nizamuddin and New Delhi railway stations. The main purpose of the study to identify the reasons of street and working children for leaving their homes and the problems faced by them is their day-to-day life. A sample 100 respondent’s was taken and most of them were in the age of group of 8 – 16 years. Date was collected through questionnaires. It was found the 76% respondents attended school while they were at
home, 17% had non-formal education and 7% were illiterate. 39% children belonged to Uttar Pradesh and 26% were from Bihar. Nearly 57% children were living at the railway station for the 1-5 years, 11% were there from more than 5 years and 28% were in Delhi for less than a year. It was found that 48% children had stayed in a home/government institution at one time or the other and 64% wanted to remain on the street, because of freedom and employment opportunities. About 36% respondents wished to go to a home, and of them 83% preferred night shelters, and 17% wanted separate and decent accommodation, other than government institutions and NGOs. 85% children lived in groups, especially girls, because of security reasons. About 74% children traveled to other places like Bombay during winters to escape the cold, 24% traveled to find work, and 24% did so for fun. It was reported that 88% children were abused physically, 9% abused sexually and 3% did not respond out of hesitation. 57% respondents were harassed by Government Railway Police (GRP), and 21% named Railway Protection Force (RPF). 56% children stated that the police demanded or snatched money from them. It was suggested that there is need for planning and consultation among all the agencies involved incorporate children’s views and needs. Education should be an essential part of the programmed to give them a better standard of life.
Dabla, Bashir Ahmad (1999) made a study on the impact of conflict situation on children in Kashmir. The study was conducted in 6 districts of Kashmir valley that suffered severely due to militancy, namely Baramulla, Srinagar, Kupwara, Anantnag and Budgam. The objectives of the study were to understand the prevailing condition of life of Orphans after the death of their parents, to know the amount of support provided to them; to make an assessment of their well-being and future prospects with regard to health, education, personality development and also to provide a platform for the Governmental and Non-Governmental organizations for formulation of policy and programmed implementation. The sample of study comprised of 300 Orphans, who were all Muslim. The relevant information was collected through questionnaire and interview methods. The study revealed that 84.66% child respondents lived with their mothers, 4% with their uncle, 9% with mother's father and 2% with their father's father. These children faced problems like economic hardship, psychological setback, denial of love and affection, and apathy by relatives and friends. Total dropouts among child respondents were 57% during 1989-1999; 27% at primary levels, 48% at middle level, and 25% at metric and above level. Children who were not going to school were engaged in domestic work (3.65%), handicrafts (37.80%), and automobile workshops (3.65%). Child respondents got supports from both Non-governmental sources and Governmental sources. Orphans children wanted money to take care of
day-to-day expenses, formal education, cost of establishing a business, construction of their house and others. The study suggested that education, especially at the elementary stage, must be made compulsory for the Orphans. Support system must ensure fulfillment of basic needs of the orphans without any discrimination.

**Nagar.m & Sukh. u. (1985)** made a study of the socio-psychological problems and personality patterns of the deprived children living in Destitute Homes of Rajasthan. The major objectives of the study were (1) to find out the socio-psychological problems of deprived children living in Destitute Homes and compare them with problems of normal children (2) to study the creativity of deprived children (3) to compare socio-psychological problems of tribal and non-tribal deprived children (4) to study sex differences with respect to socio-psychological problems and personality of deprived children. The sample consisted of 200 deprived children from 14 out of 47 destitute homes of Rajasthan and 200 normal children. The tools used were the Sinha's comprehensive anxiety scale, the educational interest record of S.P. Kulshrestha, the level of Aspiration Measure by Shah and Bhargava, the socio-psychological problem check-list for deprived children constructed by the investigator and an interview schedule. The major findings of the study were: (1) about 30% of the student fell in the category of highly problematic children, 75% of the deprived children were suffering from many problems. About 30% of the deprived girls...
had more than 55% problems whereas the corresponding percentage of boys was 10. Girls had more problems than boys. The normal children and deprived children differed significantly in their problems. This was true in the case of both boys and girls studied separately. The deprived girls were found overburdened and highly tense. The deprived girls had weaker super go and the deprived boys had low self-sentiment integration. The deprived girls more reserved, detached, critical, aloof and stiff than the deprived boys. The deprived boys were more excitable, impatient, demanding and overactive while the deprived girls were deliberate and inactive. There were significant differences between the personality patterns of deprived tribal and non-tribal children. The study also revealed that deprived children were more creative than the normal children but in case of boys, normal boys were more creative than deprived boys. The environment of destitute homes was not good. It was suggested to the authorities of destitute home to inculcate human values among the inmates. And this would mitigate a large number of socio-psychological problems.

**UNESCO (2001)** evaluated the programme of education for children in difficult circumstances particularly to street and working children in India. The objectives of the study were; 1) to examine the initiative of the Government, international and voluntary sectors for eradication, rehabilitation and education of street and working children. 2) to examine the quality of teaching-learning material, teaching aids
and teaching methods; 3) to measure the level of skills learnt by the enrolled students; and 4) identify teaching-learning material packages which can be further improved. This study was based on field surveys of 45 NGO's and was conducted in Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kanpur, Kolkata, Mumbai, Varanasi, Allahabad, Bhubaneswar, Ferozabad, Mirzapur, Shikohadab and Sivakasi. Data was collected through informal group discussions and personal observations. Street children are categorized into children on the street and children of the street, and further classified into two groups namely roofless and rootless.

The findings of the study, in Bangalore 35% of children dropped out in the first two years of schooling. The number of out-of-school children in Kolkata, Mumbai, Delhi, Ahmedabad, Hyderabad and Bangalore was estimated to be 12.92%. The state of Andhra Pradesh 9.98% had the highest incidence of child labour and Punjab 3.04% recorded the lowest proportion of child labour. It was observed that the reasons for not sending children to school included lack of awareness, poverty and expensive schooling. It was found that there were 2.5 million children out of school and majority of them were 'on-the-street' category of children usually succumb to drug abuse, alcoholism, sexual assaults and are convicted for petty thefts. These children are unaware of the existence of several agencies providing support to them. The majority of NGO's surveyed did provide non-formal education to these
children but only 25% of these NGO's provided day/night shelters, healthcare, clothing and vocational skills. More boys were enrolled in NFE centers run by NGOs but girls were adequately enrolled in a number of government funded NFE schools. 75% of the enrolled children in NFE schools were from ‘on-the-street’ category and remaining 25% were from ‘of-the-street’ category. Only 27% of the enrolled children were working and their earnings were meager, thus the general belief that children are not enrolled in schools because of their earnings. The study suggested that there was need to appoint qualified teachers with relevant training skills, bring uniformity in the course structure and improve the curriculum. Government should recognize elementary education as a fundamental right and take steps to eliminate child labour. Government of India must increase the budget allocation for the elementary education. Accountability of NGO’s and regular monitoring of activities must be an integral component of government funded educational programmes.

**Delhi Child Right Club, New Delhi (2004)** has undertaken a study to know the opinion of children about how safe and child friendly Delhi. A sample of 1200 children below 18 years of age was taken and data was collected through questionnaires, interviews, and workshop and group discussion. It was found that, in school 80% children did not have drinking water facilities and toilets were unhygienic. 70% children said that there were no facilities for recreation and play in schools, and
75% said felt that poor library facilities were lacking. 90% children said that their parents did not consult them regarding their education. It was suggested that more schools should be established with sufficient numbers of teachers, and schools should provide sufficient educational and play materials. Children were subject to violence in schools for not doing homework, wearing unclean clothes etc; and at work place by senior servants etc.

Khurana's et al (2004) made a study on “mental health status of runaway adolescents”. This cross-sectional study was conducted to assess the psychological problems amongst the runaway adolescent boys; and to determine the associated risk factors. 150 runaway adolescent aged 10-16 years were taken for the samples that are staying at the Child Observation Home (COH) Delhi. Tools were used as for data analysis as; Identification data, Hopelessness scale for children by Kazdin, Beck depression inventory, Psychological survey and Rutter-B2 technique. Voluntary Health Association of India (VHAI) estimated that there are 47.22 millions homeless and runaway adolescents roaming on the street of our country, of whom 1, 00,000 are in Delhi. The study revealed that nearly 50% of the sample runaway children were from Bihar and U.P., 18.7% from Delhi, and rest were from others states of the country. 71.3% had single parent family and 6.66% were with their stepparents, before running away from home. Physical abuse had been experienced by 38% children and sexual
abused by unknown people, 28.5% by family members, and a similar number by the relatives. 55.3% children reported substance abuse. It was suggested that there is a need for broad based psychological intervention programme to deal with runaway adolescents; and to improve the accessibility and availability of community mental health services for homeless children.

Garhok, R.K. (1973) made a study on “An investigation into the personality characteristics of orphans living orphanages and protective home in the city of U.P.”. The main objectives of the study were (1) to determine the personality make up of orphans covering the areas of adjustment, attitude, personality traits and needs (2) to find out if there existed any difference between orphans and non-orphans children on the major personality dimensions under study. The tools were used for the study, Saxena’s adjustment inventory, cattell’s high school personality questionnaires, personal matrices. An attitude scale was developed by the investigator. The test-re-test reliability of the scale was 0.94. The data were analyzed with the help of t-test.

The sample comprised of 200 children of these, 100 were orphans (50 males and 50 females) drawn from orphanages and protective homes in the main cities of U. P. The remaining 100 (50 males and 50 females) were non-orphans drawn from the cities of U. P. the main criterion for selecting orphans was that they must have lived for three years in an orphanage and age range of this group was to 13 +
to 15 + . The findings of the study were: (1) There is no significant difference in the personality characteristics of orphans and non-orphans. (2) The orphans showed psychoneurotic trends in the form of exhibition of more negative emotions, feeling of anxiety, inferiority, dejection, helplessness, insecurity, passivity, shyness, reserve, anxiety and emotional instability. (3) Orphans seemed to acquire a feeling of hostile towards authority and society. (4) Orphans had a less positive attitude towards their elders and a more negative attitude towards society than non-orphans. (5) Home, social adjustment, and health adjustment were unsatisfactory among orphans. (6) Orphans boys as well as girls had a less positive attitude towards life, humanity and religion than non-orphans. (7) Orphans obtained higher score than non-orphans on need of abasement, succorance, aggression, affiliation and heterosexuality. The study also revealed that orphans had a less positive attitude towards religion were more aggressive and sensitive, less cheerful, less cooperative and less social in comparison with non-orphans.

**Indian council for child welfare (1996)** studied socio-demographic profile of institutionalized children in Tamil Nadu, Chennai. The study was undertaken in 81 institutions of Tamil Nadu that provided cottage type of care to needy children. The objectives of the study to assess the factors leading to institutionalization of children, services rendered to children, and relationships of the children with their
guardians. The sample of the study comprised of 400 children. Of these (219 girls and 181 boys) and 175 families member. Information was gathered from 81 institutions (nearly 50% of the institutions providing cottage type of services). The study revealed that 95% of the children belonged to very poor economic status families. About 53% organization provided only vegetarian food to the children, only 9 had rooms for the children, only 3 provided clots, but more than 50% had separate facilities for prayer, dining, reading and sleeping. The study also revealed that a majority of NGOs had their own schools attached to the agency, and agencies offered facilities for extra coaching, counseling and supervised study. All agencies, except one had a policy of assisting the child back in the family. Except in 36 cases, where both parents were alive, children of 239 guardians were from broken homes, broken due to death or desertion. These cottage type institutions mainly concerned with the educational progress of the children, and most chief administrator had degree in education. The study also revealed that only 17% children were less than 5 years at the time of admission to the institutions. About 1% of the children were abandoned children, 19.75% were totally orphans, and 60.25% of the children were from single parent's families. 84% of the children did not want to join the family, and the reasons could be poverty and insecurity at home.

Save the children fund (1999) made a study on “All the child rights for all children: situation analysis of children of Delhi”. The study
was conducted in Delhi in 1999 to analyze the situation of children, especially girl child. It covered the aspects like street children, girl child, education and health. Data was collected from the secondary sources like Governmental organizations, International organizations, Non-governmental organizations etc. Personal visit and interviews were also taken. The study showed the Delhi had the largest number of working children on street because of economic hardship. The major goal of govt. of Delhi was to provide universal access to elementary education to all boys and girls, 6-14 years of age by 2002 A.D. it was found that enrolment of girls was nearly equal to that of boys at the primary level, but from class V onwards, enrollment of girls decreased. The major factors for girls dropping out were family related factors, school related factors and pupil related factors. Thus there are different programmes and scheme to combat the above problems faced by the children. The study unearthed gaps between Govt. efforts, NGO initiatives and support from funding agencies, and it was found that services do not reach needy and deserving persons.

Bose (1992) made the following observations on the characteristics of street children:

(1) Most street children are over the age of 6, the majority are 8 year old. Initiation into active street life begins early, and the younger children are more likely to be in the company of an older sibling, a relative or a parent.
(2) Most street children are boys, mainly because of the socio-cultural factors limiting young girl’s mobility.

(3) Most street children have never attended school, and majority of those do drop out before completing school.

(4) Most street children have close ties with their families and return to them the day’s activities.

(5) Parents of street children mainly hold low-paid, unskilled jobs or are self-employed.

(6) Most street children work for a living, although this is more the case for boys than for girls.

(7) The nutrition and health status of street children is not at satisfactory levels.

(8) Street children are exposed to physical abuse and extortion and, although most are law abiding, the need to survive forces some of them to engage in illegal activities.

(9) They also value their independence and would rather be free to walk and work in the street than be confined to a school.

Pratham. (2006) investigated the status of education in rural India. The objective of the study was to analyze learning level of children, enrollment and dropout trends in school, gender differences and school functioning. Data was collected through household level interviews, testing of children to assess their ability to read and do simple arithmetic at Class 2 level, and assess the status of government
schools. Information related to children attending school was collected from National Sample Survey and National Family Health Survey 1998-99. 509 rural districts were covered in ASER 2005; and data from 485 districts was used in preparing this report. More than 9,521 villages were visited. A total of 33,297 children in the age group of 6-14 years were examined out of whom 18,267 were boys and 15,026 were girls. ASER recorded that 93.4% children in the 6-14 years age group were enrolled, out of whom 75.1% were in government schools, 16.4% in private schools, and a very small proportion around 1% were enrolled in Madrasas, EGS and alternate schools. 6.6% children were not in school. 60% of the students in private schools were boys, and 52.8% of the out-of-school children were girls. Some basic reading and arithmetic tasks were given to children to check their learning levels. 35% of all children could not read simple paragraphs and close to 50% could not read a simple short story. 65.3% in government schools and 52.4% in private schools could not read short texts. The proportion of children unable to read was substantially higher in Uttar Pradesh, Tamil Nadu, Gujarat, Karnataka and Madhya Pradesh, whereas Bihar featured in the top five states when ranked by Standard V children’s ability to read. Arithmetic learning records showed that 41% children were unable to do either two digit subtraction or division problems. 24.4% children could do subtraction problems but could not correctly do division problems. About 25% children aged 11-14 years could not do either subtraction or
division, and about 50% children could not do division. In private schools, 33.4% children of Standard VI-VIII could not do division and in government schools the percentage was 40%. The big surprises were found in southern states where Tamil Nadu and Karnataka recorded high percentages of children who could not do the division problem that was given to them. On an average, over 75% teachers were found to be attending school on the day school visits were made. Approximately 71% enrolled children in primary schools and 73% children in schools up to Standard VIII were present on the day of school visit. Pupil Teacher Ratio, based on attendance of children actually present and number of teachers who attended on the day of visit, was well below 1:40, with the exception of Uttar Pradesh, where the ratio was 1:49. At the national level, on an average, there was one teacher in a school with enrollment of 50 or less children, and 2 teachers in a school of 51 to 75 children. 78% of the primary schools visited had either a hand pump or a tap, and of these, 85% had water supply. 60% of the schools visited had toilet facilities, but only 70% of these were usable. 83% schools up to Standard VIII had hand-pumps or taps, but only 87% of those had water supply. 77% had toilets of which 72% were working. More than 80% children in Standard V had textbooks in the 8886 schools observed. Availability of textbooks was low in primary schools of Bihar (52.4%), Jharkhand (35.1%) and Orissa (32.3%). 70% of the schools visited were preparing or serving mid-day meals. ASER 2005
showed that enrollment levels in schools were very high in almost all states, however basic reading and arithmetic skills needed to be improved. A solid foundation in elementary classes was essential to build up a base for learning.

Wankhede, Nilkantha S. (2003) studied medico social problems of inmates of Government Observation Home for Boys, Nagpur. It was found that family is a crucial guiding influence in the child's personality development. Any faulty familial, environmental, socio-cultural conditions could maladjusted the child. In the past five decades, a large majority of Indian children continue to remain in distress and turmoil despite hectic planning of welfare programmes, legislation and administrative actions. According to Juvenile Justice Act 2000, Juvenile is defined as "a person who has not completed 18 years of age". The problem of juvenile vagrancy is more acute in urban communities and especially in industrial areas. This study was carried out at Government Observation Home for Boys, Nagpur. The study design was comparative cross-sectional study. 5000 subjects were included in this study of which 250 study subjects were inmates of Government Observation Home. It was observed that the maximum numbers of subjects (25.2%) were in the 10-16 years age group and a few 7.6% were below 10 years of age. Majority of the delinquents (75.71%) were above 14 years of age and a few (73.6%) were below 14 years of age. It was observed from the study that 6.4% parents of study subjects were
skilled workers as compared to 19.2% of comparison subjects, and 13.2% parents were unemployed as compared to 2.8% of comparison subjects. It was found that 80.7% delinquent's belonged to urban areas as compared to 73.6% neglected children in urban areas. When delinquents and neglected juveniles were compared with each other, it was observed that 72.14% delinquents belonged to nuclear families compared to 64.55% neglected children. About 5.6% study subjects belonged to upper middle socio-economic class, 18.0% study subjects to lower middle socio-economic class and 20.2% belonged to upper lower socio-economic class. It was observed that stealing was the commonest reason for their apprehension in all ages (36.8%), followed by vagrancy (29.2%), begging (12.4%), fighting and quarrelling (9.2%), murder (3.2%), etc. 56% study subjects were apprehended for various serious criminal acts, and 44% were admitted due to child neglect and abuse by parents and relatives. About 31.2% parents of study subjects were illiterate as compared to 7.2% of comparison subjects. Around 30.8% study subjects were illiterate as compared to 3.2% comparison subjects. School dropout rate was higher after 5th Standard. 3.2% parents of study subjects had an over protective attitude compared to 4.8% parents of comparison subjects. Hemoglobin level of 4.8% study subjects was normal, 24.4% had mild anemia, 38% had moderate anemia, and 16.8% had severe anemia. Overcrowding was observed in institutions and cleanliness was not maintained. Immunization status
study subjects was significantly lower as compared to comparison subjects in respect of BCG immunization. At every Observation Home there should be a full time qualified physician. Facilities like toilets, and washing and cleaning facilities should be provided to maintain cleanliness within the premises. Institutions should have facilities for recreation and education. Health education and counseling aimed at reducing the behavioral problems among inmates of juvenile correction centers should be imparted.

**Ghosh (1992)** made a study of street children of Calcutta; basically it was a joint venture by the ministry of welfare, government of India and UNICEF Institute of Psychological and Educational Research (IPER) was also entrusted with monitoring and co-ordinating the work of the six researchers. The study indicates two classes of street children viz those who are ‘of the street’ meaning those who live in the street and ‘on the street’ meaning who spend a significant part of the day on the street either for vocational or for other reasons. Objectives of the study such as: (1) to study the nature and extent of the problems of the street children. (2) To assess the physical, psychological, social and basic needs of the street children for their growth and development. (3) To suggest modifications of existing services and programmes to make them accessible to street children and also suggest special programmes for them. (4) To formulate a database on street children to facilitate programme interventions for street children by the state government,
city corporations and NGOs. (5) To provide information on the profile of street children at the national level as support for policy formulation and programme development by the government of India. Out of 141 wards, 22 wards were selected for the administration of the instruments. These 22 wards constitute the territorial sample of the present study. And these 22 wards have high concentration of street children. A number of field workers, who were conversant in administering such instruments were recruited. IPER basic needs measurement scale was administers on 1,000 street children, both boys and girls. The number of boys covered by the scale was 552 and that of girls 448. The findings of the study, about 75% of the street children maintain contact with the family. They work on the street either under the supervision of their employers inside or outside the family or are business for themselves. Hundred percent of the family living in the streets of Calcutta have migrated to the city for various reasons. 82% of the families were landless and daily wage earners. Only 1% of the street children came to city either as runaway or was deserted by their parents. Children belong to two major religious communities, namely Hindu and Muslim, the distribution being 82% and 17.3%. The children from other religions are negligible. 94.4% children belong to the age group 0-15 years. And (57.5%_ are group of 6-10. Children above the age of 15 years are 5.6% and below the age of 6 years are 10.9%. The study revealed that 85% of children doing some king of work while the remaining 15% are out of employment. 75%
children earn below Rs.300 per month but do not have any permanent/employment job. Only 5.5% of these people earn more than Rs.500 per month. The result shows that 92% of street children have given first priority to food and 7% to might shelter and only 1% to education, medical treatment and clothing did not get first priority at all.

B V R Rao & B. Malik (1992) made a study on “street children’s of Hyderabad”. The study revealed that street children are those who spend their days and nights on the street or in public places. All street children are not abandoned or delinked with their families. They are categorized as;

(A) Children of the street, who spend their total time on the street. They have occasional family contacts. For them street is their home. They have not abandoned their family, nor have their families abandoned them.

(B) Children on the street, who spend most of their time on the streets. They maintain contact with their families. They spend most of nights with their families. They work on the streets with or under the supervision of employers inside or outside their family or are in business.

The main objective of this study such as;

To study the nature and extent of the problems of street children.

(2) To assess the physical, psychological, social and basic needs of street children, for their growth and development. (3) To suggest
modifications of existing services and programmes to make them accessible to street children and also suggest special programmes for them. (4) to formulate a database on street children to facilitate programme interventions for street children by state Government, city corporation and ngos and (5) to provide information on the profile of street children at the national level as support for policy formulation and programme development by the Government of India.

The city of Hyderabad has 35 wards. All the wards are not uniform in geographical area or population. To take a balance sample, the city was divided into about 700 areas out of which 15% were selected. Thus a sample of 2306 children was selected, with boys numbering 1385 and girls 921.

Three instruments of investigation and three exploratory studies were supplied by the "Institute of Psychological and Educational Research" (IPER), a Calcutta based research organization whose services were requisitioned by the ministry of welfare, government of India and UNICEF.

The study 1 was intended to get information about the nature of essential services rendered for street children in the city. It contains a survey of educational, health care, nutritional supplement and recreational facilities available to the street children in the city.
Study 2 contained a survey of the programmes of the state government, municipal bodies and NGOs in respect of street children in the city.

The study 3 was intended to enlist suggestions for programme development and delivery services for street children in the city.

The findings of the street children: the majority 81.8% of the sampled street children are Hindus, 16.4% Muslims with a mere 1.6% of Christians. The children from other religions are negligible. It was satisfying to note that majority of street children 80% live in huts which are somehow covered. More than half of street children are self-employed are around 37.2% of them are employed in some shop and establishments. The percentage of children engaged in begging is 6.4 and nearly 2.9% are engaged in some other jobs. Though there is a law in the country that the children should not work for more than 6 hours a day, 55.9% children here for 7 to 9 hours a day, 37.7% work for 10 to 12 hours a day and 1.4% have to work for more than 12 hours a day. The study reveals that poverty 98.7% is the main cause for street living whereas the other causes are negligible in the respect. Most of the children 98.6% are migrants. The two main causes for migration are poverty 46.2% and employment 43.6%. Nearly half of the street children 48% give first priority to food while 43.3% give it the second priority and 27.5% street children give first priority to education and 31.6% of them give second priority to clothing's.
Majority of girl street children 82% are non working. Of the 18% who work, it was important to note that 42.25 of them are completed to work for 7 to 9 hours a day and 34.85 have to work for 9 to 12 hours. Only few girls get some scope for education and almost nobody get any type of facility for any kind of vocational training or opportunities for learning any artistic skill like music, painting etc. due to lack of opportunities almost nobody can develop a hobby and very few of them 13.8% get some facilities for developing some hobby. More than half of the grow up girls 53.2% are quite conscious of their own state and feel that living in street is girls wish for a better place for staying and want to come out of this life. However most of them do not blame their parents for their plight but are ready to leave them for shelter at home or institution. One fifth of these girls are also conscious of the fact it is fully the responsibility of the society to take care of them.

**Rita Panicker and Perveen Nangia (1992)** studied working and street children of Delhi financed by UNICEF. This particular, study which covers both working and street children Middle and North India as a part of a large study on women and children in the union territory of Delhi. This studied through light the situation of working and street children, their profile in terms of education, health, occupation, problems and the welfare. Primary and Secondary data were used because the subject matter was too limited and therefore it was important to have empirical data to be able to analyze the situation of child workers and street
children comprehensive. According to the study the first category of street children consist of those children who have continuous family contact but who stay with their parents on public pavements in the urban areas. The secondary comprises of those working children who spend all their days and some of their nights on the street and in public places. They are described as "children on the street". These children have occasional family contact. The third category comprises of those children who do not have any contact with their families. They include orphans, destitute, runaway’s refugees and displaced persons. The purpose of the study closely the lives of working and street children and to ascertain the areas and occupations of their concentration, during this survey 700 children, and some of the parents and employers of these children were interviewed, to find out, intra alia, the problems they faced in their working and social lives and expectation from the Government, NGO and general public.

Jyotsna Jha and Dhir Jhingran (2005) made a study on elementary education for the poorest and other deprived group. The objective of the study such as: (1) to understand the challenges involve in making the universalization of elementary education in reality. (2) to understand the ways and manner in which poverty and other forms of deprivation affect school participation decisions in a variety of contexts. (3) to discern and understand the factors and process which
have an enabling impact from those that have a depressing impact on decision about the schooling of children in poor households.

Qualitative and quantitative methods were used for conducting field in rural as well as urban areas. A team of four to eight members stayed in the village for 8 to 12 days to complete the field work. The tools and guidelines used in rural areas as below.

**Village Appraisal:** this covered general information about a number of aspects of village and village life; including wage payments and debt practices, caste and social dynamics, children life, work and education etc. this was to facilitate an initial familiarization and understanding at a later stage.

**Poverty perception exercise:** this was too conducted to facilitate the differentiation between two segments of below poverty line (BPL) households and also to identify indicator used to define different levels of poverty.

**Focus Group Discussion (FGD):** FGD were conducted with five different groups in each-village men, poor women, extremely poor families, out of school children and Village Education Committee (VEC) members.

**Case study:** at least two families were identified from among BPL families for detailed case studies to be conducted over the entire period of the teams stay in the village. This was to provide a complete and unbroken picture of processes in the family.
School Survey: all schools (primary and upper-primary) located in the selected village were surveyed an interview with headmaster, a study of the records, and detailed observation of school, teachers and classes.

Interview with teacher: at least one teacher was interviewed in depth from all the schools surveyed.

Interview with educational administrators: this was to get their perspective and assess their sensivity towards the problems of the area.

Team’s discussion notes (village analytical reports): this was an analytical report prepared by the field team for each village against some of the identified issues and research questions.

The study revealed that majority of in-school children come from economically better-off, and the majority of out of school children from the poorer section of society. It is important to assert that income or expenditure poverty is only one aspect of deprivation. Therefore we felt strong that there was a need for a deeper understanding of this interplay in the specific context of poor and deprived households. The study also revealed that girls looks at them within each social group and tries to outline the common constraints they face, often accentuated by the caste, tribe or religious group to which they belong. It is also analyses some initiatives in the same light. The implications for policy and action emanating from the analyses so far, keeping in mind the elusive goal of the universalization of elementary education in India.
Tadibayina Venkateswarlu (1999) focused on the poverty, malnutrition, illiteracy and sufferings of poor children. In this article, the authors experience in the educational organization started by him for orphaned and handicapped children in Tenali, Andhra Pradesh.

Following are the objectives of the organization:

1. To promote free education, food shelter and medical aid to orphans and physically or mentally handicapped children from five to eight years of age.

2. To include in the curriculum vocational training for handicapped and orphaned children.

3. To offer academic training from Grade 1 through 10 (high school learning certificate).

4. To include in the curriculum compulsory courses in human values such as world religions, meditations and yoga.

5. To admit children who had lost one or both parents, or who were abandoned by their parents because of poverty (below Rs. 4500 income per annum) without any consideration of religion, caste, sex or nationality.

6. To construct a health clinic near the school for physical therapy and for periodic visits of local doctors to check on children and to prescribe medication.

7. To issue a newsletter periodically, describing the progress of the organization.

8. To train children and to develop them into fully grown individuals with a spiritual outlook on society, as well as to equip them with working skills to make a contribution to regional development.
In order to fulfill the above mentioned objectives a residential school for poor orphans and handicapped children was started on 15 Aug. 1992 under the supervision of the Educational Organization for Orphaned and Handicapped children, a non-profit society. The school admitted 25 children in Grade 1, living a full-time teacher with 20 years experience, a chef to cook and serve meals, a caretaker to look after the safety of the children, two pair of school uniforms and extra clothing and instruction materials for each child.

The present enrolments in Grade I-VI consist of 110 students who came from the poorest of the poor families, and had lost both parents and at least one. Out of 100 children, 50 percent of them had lost both parents, 10 percent were abandoned, 20 percent of them had one parents alive and 20 percent of them had two parents alive with an annual income below subsistence level. Female students, who constitute 65 percent of the enrolments (110 students) indicated during the interviews their dedication and determination to learn how to read and write and to equip themselves with working skills on an equal basis with boys. It is a pleasant surprise to note such long overdue determination among girls to become self supporting and financially independent in the light of culture and religion taboos which undermine the role of females, especially children, not wanted by poor parents.

As part of the curriculum, children during their daily physical education classes would be expected to spend 30-40 minute watering
and fertilization vegetable and flowers plants around the school premises. As an incentive, first, second and third prizes will be handed over to children who developed the best flower and vegetable plants at the anniversary celebrations of each school year.

Prayas (2006) investigated "Every Second Child in India is a Victim of abuse". The year-long study covered 13 states including Delhi, Maharashtra, Rajasthan, West Bengal, Uttar Pradesh, Kerala, Goa and Madhya Pradesh concluded in December 2006. Around 17,000 children and stakeholders such as teachers and civil society organization were interviewed for them National study on child abuse carried out by Prayas, a civil society organization, with support from UNICEF and the Department of women and child development. The study revealed that 50% of the children interviewed reported some form of physical, sexual or economical abuse. At least 25% of respondents had been sexually abused-30% of them by family members or relatives. 40% of the children interviewed said they were subjected to physical violence and 5% of these said they had resorted to substance abuse to cope with being battered regularly. Seventy-one percent of the children interviewed said they had been beaten, and of this number at least 29% required medical attention. 56% had bled after they had been assaulted. Eighty percent of children interviewed in the capital said they faced emotional abuse and discrimination such as denial of education of girls.
The study also notes that by the government's own admission, 35 million homeless children in India need protection. But only 35,000 are actually placed in shelters provided by the government and civil society organizations.

"The study will act as a base for various legislations and schemes" said senior police officer Amod Kanth, founder secretary of Prayas. "Child protection is a matter of serious concern".

Manju Kumari (1985) made a sociological study of the Inmates of children correctional Institutions. This study in the areas of Juvenile delinquency was undertaken (1) to find out the factors responsible for juvenile delinquency and their analysis (2) to evaluate the correctional measures followed in the correctional institutions (3) to study the adjustment of the delinquents to institutional life, and (4) to offer suggestions regarding policies programmes being followed in correctional institutions to make them more effective so that the continuous increase in the incidence of juvenile delinquency may be checked.

The study was undertaken in two correctional homes situated in Varanasi city. Out of 293 children in these two institutions, 200 were selected for the study. For collecting the survey data an interview schedule was developed. These data were supplemented by data gathered from the annual reports of the institutions. By observation and from institution officials the findings were: (1) the majority of the
delinquents were adolescents. (2) more delinquency cases came from the uneducated class.(3) more delinquents were from lower castes.(4) more delinquents were from unitary families.(5) many delinquents were from urban areas.(6) many delinquents were from unsatisfactory environments, from broken families, or families where there was deprivation from parental love, or where the parents were at loggerheads.(7) many were drawn to the path of delinquency by bad company.(8) children turned to delinquency due to unsatisfactory school conditions, uninteresting curriculum and unsatisfactory provision for sports and games, as well as due to teachers behavior.(9) lack of proper opportunities for healthy entertainment was also responsible for juvenile offences.(10) many schools were in slums and narrow lanes. The neighborhood were also pollutes with tea shops, liquor shops and gambling dens driving the children to indulge in juvenile offences.

Jha, A (1985) evaluated the Hostel and Ashrams for tribal girl students. The main objective of the investigation was to study the organization, managements and functioning of Hostels and Ashrams established for tribal girls student in Madhya Pradesh and to suggest measurement for improving their functioning.

The sample of the study consisted of three pre-matric girl students hostels one each in the districts of Raipur, Durg and Mandla and one girl's students Ashram in the district of Mandla.
The investigation revealed: (1) like most of other beneficiary schemes meant for tribal, mostly the rich amongst the tribal community availed of the facilities of hostels and ashrams. Most of these girls admitted to these hostels were either the daughters of government employees or of teachers. (2) In many of the hostels girl student of scheduled caste were also admitted, whereas these institutions were meant for tribal girls only. This were resulting in a numbers of problems because scheduled caste girls had a distinctly different social and cultural background to the of scheduled tribe girls. (3) The administrative expenditure incurred on the hostels was proportionately quite high. (4) Superintendents of the hostels for tribal girl’s students neither qualified nor trained to manage them. (6) The number of students in the hostels was much more than their capacity. This resulted in mismanagement. The rooms were over-crowded and, in one bed, two girls accommodated, which was neither psychologically Nor health wise proper.

The investigation suggested: that girl students of the scheduled caste community should not be admitted in these hostels; tribal girls hostels should be established in only those areas where these was a large concentration of tribal population; no overcrowding in hostels should be allowed; a coaching facility should be provided to the students in the hostels; basic facilities and sports materials should be available in the hostels; cultural activities should be organized in the
hostels; training in some more skills like embroidery; the amount of scholarship provided to the girls should be in accordance to their economic status.

2.3 RESEARCH STUDIES INTERNATIONAL: FINDINGS

UNESCO Nepal, ILO-IPEC Nepal office with the collaboration of UNESCO Bangkok office and Child Welfare Scheme UK (2004) made a study on "policies and programmes addressing the right of street children to education" in Nepal. The objectives of the study were (1) to describe the situation of street children in terms of basic education. (2) to express the voice of street children in terms of programme activities including basic NFE programme targeted at them. (3) to analyze the governmental policy on basic education and the national implementing mechanism for EFA, particularly for out-of-school children. (4) to document the best practices on basic education that promotes social inclusion of street children. The study based a case writing workshops, questionnaire and interviews with street children in Pokhara, Kathmandu, Dharan and Narayanghat at least 40 street children in each city. Governmental, non-governmental and international organization working for street children in these area's and they submitted their respective reports to the committee. The study revealed that more than 2.6 million of children are engaged as bread winner for family in different sectors of child labour throughout the country. It was estimated that 55,700 children were working as domestic child labours. Out of this
number 16,000 children are in hotel and restaurant sector. Girls aged 10-14 years work twice as much as boys in the same age. Street children are effacing many problems; i.e. hunger, lack of adequate shelter, cloths and other basic needs as well as lack of basic educational opportunities, health, care, legal and other social services. The majority of children suffered from different kinds of violence. Caste and gender discrimination fuelled by the existing socio-cultural structure, economic hierarchy, a centralized development policy biased towards urban areas, and marginalized rural lives have contributed to the growing disruption and crime against women and children. Domestic violence, family disruption, child sexual abuse. Trafficking of (girls) children for commercial sexual exploitation, bonded labour or forced labour, early girls marriage and socio-cultural malpractices against child development are quite common in Nepal. Women and children are therefore the worst victims in society. Our findings, that orphans are less likely to be in school than non-orphans with whom, and that the lower within-household enrollment of orphans does not decline as household wealth rises, call for a more nuanced approach. If the goal of policy is to increase educational investment in poor children-either on quality grounds or because it is through that credit constraints prelude poor families from making optimal investment- then targeting policies towards poor families makes sense.
Anne Case, Christina Paxson and Joseph Ableidinger (2003) showed “the education of African Orphans”. The major objectives of the study were; decline in school investments that result from parental death have the potential to reduce the living standards of large numbers of African children throughout their lives. Why orphans receives less schooling than non-orphans. Orphans may be more likely than non-orphans to live in poor households and, in the presence of credit constraints, lower household wealth may result in less schooling investment. Children aged 14 and under were taken for sample and 19 Demographic and Health Surveys (DHS) used for data collection. DHS indicate that in Uganda, Malawi, Mozambique, Zambia and Zimbabwe, nearly 15% of all children under the age of 15 have lost one or both parents, and more than 20% of 15 years-old children in these countries are orphans. The surveys collected data on household living arrangement, housing quality and durable goods ownership, years of completed education and current enrollment status for all children in the household, and the vital status of their parents. There were no reliable national estimates of numbers of children who live in institutions or are homeless. There was no information on the cause of parent's death, so the AIDS orphans can’t be separated from others. The results presented in this paper indicated that, although poorer children in Africa were less to attend school, the solely by their lower wealth. Across a large number of Sub-Saharan countries we find, consistent with Hamilton's rule that
the degree of relatedness between orphans and their adult caregivers in highly predictive of children’s outcomes.

Danchner, Naomi & Tarasuk, Valerie (2002) studied of Homeless “squeegee kids” food insecurity and daily survival. This study explored the food experiences of street youth, one of fastest growing segments of homeless population in Canada. To gain in-depth understanding of food insecurity within the context of daily life, ethnographic research was undertaken with street youth at one inner-city drop-in center in Toronto, Ontario. The study revealed that street youth’s access to food was precarious amidst the instability & chaos of street life. The day to day lives of street youth encountered in this study were characterized by a constant struggle to find safe, secure shelter, generate income & obtain sufficient food. “squeegeeing “(washing car windows), the primary source of income for youth in the study, was depend on the weather, political & public will & youth physical health, & thus did not generate enough money to continuously meet basic food needs.

Moura, Sergio luiz de (2002) studied the social construction of street children: configuration and implications. The article analyzes the literature on street children & identifies patterns of descriptions, characterizations, & explanations of the origin of the phenomenon. It is argued that the discourses on street children naturalizes social deprivation & stigmatize poor families & children. Street life is presented as the outcome of an organic & linear chain of adverse factors including
migration, economic hardship, family dysfunction & child abuse. Street children and their families are portrayed as displaying socially unacceptable attributes that place them outside mainstream society. It is also argued that social construction of street children prompts interventions that sustain the status quo of social inequalities.

Zlotnik, Cheryl, Robertson, Marjorie J & Tam, Tammy (2002) studied the substance use and labor force participation among homeless adults. They took the sample of 397 homeless adults was interviewed three time in a 15-month period. Almost 80% of homeless adults were employed or looking for work at one point in time; however only 47.7% remained in the labor force over the 15-month study period. Recent drug user were only 5% as likely as other homeless adults to be in the labor force & consistent public entitlement recipients were only 18% as likely as other homeless adult to be in labor force. Most homeless adult were not consistently in the labor force & those who were, did not receive public entitlement benefit.

Yader, Kerin A., Whitbeck Les B. & Hoyt, Dan R. (2002) made an study on children running away from home and being on the street. The samples consist of 602 homeless & runaway adolescent from four Midwestern states. The result indicate that age, neglect by an adult caretaker & sexual abuse by an adult caretaker were associated with the livelihood of running away from home for the amount of time. Moreover, age at first run & the amount of time that elapsed since first
running away from home were associated with the likelihood of spending time directly on the street for the first time.

Nord, Mark & Luloff, A.E. (1995) analyzed of 20 case studies of homeless elementary, middle & high school student & their families in New Hampshire. The study revealed that homeless is a problem in rural, as well as urban areas. Homeless ness for 2-parents families came in the wake of economic reverses, while for single-parents families the precipitating events was family disruption. Homeless school children suffered serious setback both academically & socially, including exhaustion, lack of time & place to do work, coordinating school schedules with work schedules, instability, frequent absences & changes of school, & stigmatization.

Epstein Irving (2006) studied “educating street children: some cross-culture perspective.” He analyzed various educational institutional responses to homelessness among children & youth as a means of better understanding the workings of the neoliberal state, both in the developing & the developing world, drawing on US & Brazilian cases. Although each case includes significant differences, a major contradiction of neoliberalism, with particular references to its promotion of symbolic political & social inclusively, while simultaneously relying on coercive & exclusionary institutional practice was highlighted via examination of school inability to provide adequate education to street children.
Aptekar, Lewis (1991) made a study on Colombian street children was neglected. The study on ethnographic data, ethnohistorical documents, & standardize intelligence test given to 56 Colombian street children, it is demonstrated that the children functioned with adequate mental health. Using cross-culture comparisons, including North American “runaway,” it was suggested that street children live on nomadic entertainers in a politically volatile sedentary society, abused by society because they challenge the concept of family depicted by the dominant social class.

Walsh, Marry E. & Buckley. Maureen A (1994) had undertaken a study of “children’s experiences of homelessness: implications for school counselors.” The study described the experiences of children who are homeless, particularly with respect to their schooling, and suggested strategies and approaches that school counselors can use in facilitating the learning and development of these children. Data were based on stories of homelessness told by 55 homeless children’s 4-18 years of age. Because the personal growth and development of school children were severely challenged by their being homeless. An important role of school counselors involve identifying and addressing the particular concern of the homeless child. For more homeless children, the issue of social stigma was a central concern school counselors could also be indispensable in coordinating services and fulfilling the child more basic needs.
Wangenje G.Ouma (2004) had undertaken a study on education for street children in Kenya: the role of Unduge society. The research was carried out in Nairobi in USK basic education schools. It only covered Undugu’s education programme for street children and involved the pupils (street children), their teachers and the co-coordinator of the basic education programme. The objectives of this study were (1) to establish the enrolment trends of Undugu since its inception. (2) To examine the kind of education offered by Undugu. (3) To examine the constraints of the Undugu street children education programme and suggest possible solutions.

This research was a case study in which the descriptive survey design was utilized. All four of the UBEP schools were used in the study: Kibera, Ngomongo, Pumwani and Mathare. Data were collected through questionnaires, interviews, informal discussions and document analysis. The findings of the study, the number of girls in generally lower than that of boys, their presence clearly indicates that the street children phenomenon concerns both sexes, even though for quite some time the presence of street girls had been overshadowed by the overwhelming and imposing presence of street girls suite early and their enrolment in the programme since its inception. Since Undugu inception, Kibera has enrolled 510 girls (45.7%), Negomongo 597(45.3%), Pumwani 578 (44.1%) and Mathara 586 (41.6%). The study revealed that Undugu has accommodation a total of 5,152 learner since inception of Undugu Basic
Education Programme (UBEP), of whom 2,270 (44.1%) were girls and 2,882 (55.9%) boys. All the learners were either school drop-outs/push-out or had never enrolled in school at all. Undugu plays an interventionist role by mitigating the circumstance of the least served members of its society: street children. To fulfill its mission, Undugu employed 30 teachers, amongst which all but one are trained. Ten of these teachers were deployed by TSC. To further improve the quality of the education, Undugu provides quite a number of teaching-learning resources; for instance once a learner has been admitted he/she was provided with 11 exercise books, a geometry set, a ruler and a bag.

Once of the major finding is that most children (61%) joined UBEP on the decision of their mothers, and that a majority of them (68%) come from big families of four to six siblings or more; 51% of the learners siblings do not attend school, and those who attend do so at UBEP.

Lusk (1989) observed that nothing contributes more to a loss of human development potential than a childhood and a youth spent outside the framework of a family and school in the usually hostile environment of street. Education has become a lifelong process, with people learning at any stage and at any place as needs and opportunities arise. Some learning opportunities are relatively unstructured and non-formal, but nevertheless provide meaningful educational experiences. Bennani (1996), Smith (1997) and Interpress Service (1997) have pointed out that although the best solution to the
street children phenomenon would be to reunite them with their families, some children do not have homes or families to return to. Most of the programmers that cater for street children have endeavored to respond to their special needs (ANPPCAN, 1995), which include food, clothing, education, love and support. The main purpose of street children education should not be limited to imparting information which was relevant for examinations, but rather to seek to provide education that was relevant to the children.

**Aristotle University (1999)** investigated street and homeless marginalized children, their problems and coping strategies from an international comparative perspective. The study focused on the specific problem of street children in the three countries concerned (Greece, Germany and the United Kingdom). The objectives of the study was to review and explore the multidimensional factors creating high risk situation under which children find themselves in the street and marginalized, exploited and victimized. To investigate, by the means of small-scale pilot projects their problems on the personal, social, legal and state policy levels. Due to diversity of the phenomenon of street children, different pilot projects were carried out in each country using their own methodology and tools, such as reviews, interviews and questionnaires. The study revealed that economic, political and social life crises create high risk situation, particularly among underprivileged and disadvantaged social group's children, as members of such groups
undergo the consequences of these situations by becoming victims as well as victimizers, which living and/or working in the streets.

Renata C. D, Abreu, Ann k. Mullis, Laura R. Cook (1999) examined the relationship between social support and Brazilian adolescent’s adoption of life on the street (defined as the ability to obtain food, to find shelter, and to grow normally). Specifically, it was hypothesized that street children with more social support (greater number of supportive persons) would adopt better to life on the streets. It was also hypothesized that street children with higher quality support would adopt better.

The sample included 30 male street children from Rio de Janeiro, Brazil ranging from 13 to 18 years old (mean age was 15.6). Participants were recruited from the streets, where they were either selling candies or watching cars to earn money, as well as drawn from three facilities designed to help street children. A comparison group—30 male of similar age to the street children—was selected from local schools. They had an average measure 10 - 11 years of formal schooling, while the street children had 4.6 years. The findings of the study those 30 street children, 26.7% reported not having a residence. Street children reported finding shelter a mean of 4.6 times in a 1-week period, while a large majority of non-street children (86.7%) had a place to sleep 7 days a week (mean=6.8). Although non-street children reported seeing their families every day, street children varied greatly
with regard to family contact. 33% of street children had no contact at all with their families, and 20% reported seeing their family daily. 80% of the street children were not living with either parent. Previous studies have noted that street children have increased as a result of their growing numbers in many cities throughout the world.

Blanc, Rizzini & Lusk, Shinn & Weitzman (1990) revealed the extent of the problem, a clear picture of the development implications of growing up as a street children has yet to emerge. The basic assumption was that Street children suffered developmentally and socially.

Molnar, Rath and Klein (1990) have indicated that such children were indeed at risk.

Westhoff et al. (1995) investigated that over 90% of the street children reported having good social support available to them.

Tyler et al. (1991) reported that level of social support predicted the psychosocial attributes of street children. Obtaining food is one of the survival tasks faced by street children.

Kogel, Burnam, & Farr (1990) found that malnutrition is often associated with life on the streets.

Pinto et al, Wright (1990) investigated that although street children in the present investigation had significantly lower BMT than did non-street children, they were able to obtain food as well as non-street children. In fact, the street children consumed more daily servings of
grains (but fewer of dairy products) than did the non-street children. One possible explanation for these findings is that the street children tended to think more about the cost of what they ate and how they were going to store it than did those in the comparison group (in general, grains are not only less expensive than dairy products, but also do not spoil easily). It was important to note that the large majority of street children were receiving assistance at three facilities. These facilities may have been providing street children with adequate amounts of some foods while neglecting others (i.e. dairy products) because of their expense.

The majority of street children maintain contact with their families, seeing them at least on an occasional basis.

Aptekar, Connonlly, Rizzini & Lusk, Westhoff, Coulter, Mc Dermott, & Holcomb, 1995) studied that however street children in this study were found to have fewer adults in their households as compared with non-street children, suggesting not only parental absence but also lack of adequate role models.

Campos et al (1994) reported that Brazilian street children tend to lack stable adult figures in their lives.

Mc Kerrow, N. H. (1996) made a collaborative study between UNICEF (Zambia), and CHIN. They examine “responses to orphaned children. A review on the current situation in the Copperbelt and Southern Provinces of Zambia.” The objectives of the study were to
identify any innovative or indigenous models of care for orphaned children, and to gain insights into the requirements needed to improve existing models of care. For the sake of data collection three questionnaires were prepared in English and then modified for use by local interviews. The first was a household questionnaire, the second an orphans questionnaire, and the third a caretakers questionnaire. The study revealed that the status of children in the participating communities was poor and that the ability of households to meet the basic needs of their members was very limited. 54% of the children in the survey regions were orphans who had lost one or both of their parents, while 71.5% of the households were home to orphans. The study also revealed that 60% of the caretakers were providing orphan care rather reluctantly, largely because there was no one else prepared to do so. Unlike their urban counterparts, rural households were better able to feed their members. However, fewer rural children were able to attend school, whereas more were able to in the urban areas.

Displaced Children and Orphans Fund (DCOF) and USAID (1999) presented an Evaluation Report about: community Mobilization for Orphans and vulnerable Children at Kitwe and Livingstone in Zambia”. An estimated 78 percent of Zambia’s current orphans are as a result of the HIV/AIDS epidemic. As the number of disaffected, undereducated, inadequately nurtured and socialized young people grows because of the HIV/AIDS epidemic, Zambia’s social and
political stability and economic well-being will come under increasing threat. The pervasiveness of the growing problem of orphans in Zambia has reached a level where virtually everyone, at all levels of society. This report presented observations and recommendations from Displaced Children and orphans Fund (DCOF) evaluation team. The team had substantive discussions at community and district orphans-and-vulnerable-children (OVC) committees. The fundamental strategies to mitigate the problems of AIDS orphans and other vulnerable children involve strengthening the capacities of the two primary social safety nets on which people in the region depend—the extended family and the community. The report recommends that district and community OVC community should work closely with Zambia Community Schools Secretariat (ZCSS) to build their capacity to support, manage, and develop the community schools that have started. It also recommends the need to explore ways in which OVC committees can gain access to micro-credit and savings services.

Nampanya-Serpell, N, April (1999) reported that one of the most tragic results of AIDS-related premature parental deaths is the rising number of orphaned and vulnerable children in diverse communities throughout Zambia. Although there no specific figures for orphans, studies indicate that in 1997 there were approximately 362,200 children orphaned by one or both parents. While natural orphaning is an accepted phenomenon in Zambia, the rate of orphaning due to the AIDS
epidemic has reached alarming proportions. The premature death of their parents places children at high risk for transition into relation poverty, educational discontinuity, and threats of their physical and psychological well being. Some of these risks, threats and needs were highlighted by Nampanya-Serpell in her 1996 survey of orphaned children in urban and rural Zambia.

Ministry of Labour and Social Affairs and UNICEF, Uganda (1993) had undertaken a study on “Operational Research on the Situation of Orphans within family and community contexts”. The main objective of the research was to make a situation analysis of the orphan problem and thus generate data and information which could be utilized by governments, NGOs and multilateral and bilateral agencies in formulating policy proposal and/or charting out objectives and strategies for dealing with the orphan problem. The guiding assumption of the study was that orphans were more prone to worse treatment within household and the community than non-orphans.

The study was undertaken in eight districts, those most affected by the orphan problem in the four geographical region of Uganda- Northern, Eastern, Western and Southern region. Multi-stage sampling was used to select the study areas. A structured questionnaire and a checklist were utilized for collecting information. The study discovered that families with orphans are relatively large and the orphan load quite heavy. The biggest numbers of orphans per household were found in
widow-headed households which are socially and economically disadvantaged. Girl-orphans were fewer in families, probably due to early marriage which are encouraged by relatives who want to get dowry or money from the flourishing child labour market. Fifteen percent of orphans of school-going age have never been to school. Orphans and non-orphans seemed to have adequate access to scholastic materials, although non-orphans had slightly more and of better quality. Although most orphans indicated that they were aware of the existence of HIV/AIDS, few knew how to protect themselves.

Nampanya-Serpell, N. (1998) made a study on Risk factor from premature parental death of orphans children by HIV/AIDS in Zambia." The objective of the study was to investigate risk and support factors associated with the impact of premature AIDS-related parental death on the educational, health and nutritional situation of orphaned children in rural and urban communities, and the options open to them. Retrospective data was collected for a cohort of 645 urban and 291 rural orphans aged 15 years and below, one or both of whose parents died from AIDS between 1991 and 1995. Structured interviews were conducted with a sample of 223 urban (Lusaka) and 101 rural (Chikankata, Southern province) care giving families in low-income neighborhoods. The study revealed some differences and some commonalities were found between the urban and rural areas in terms of risk and protective factors influencing the effects of AIDS epidemic on
the orphans. For education, the socio-economic status of the care-giving families in the urban sample was significant with orphans in poor families being more likely to drop out of school. In the rural sample, on the other hand, age was a more critical factor affecting orphan drop-out from school—older orphans were more likely to be withdraw from the school to help care for their younger siblings. Younger children in the rural sample were also reported as experiencing more frequent illnesses, but not in the urban sample. The children who were dispersed across several care-giving families showed more frequent signs of emotional disturbance of adults in the care-giving family that had a significant negative influence.

Foster, G. Shakespeare, R. Chinemana, F. Gregson, S. & Mashumba, S. (1992) made a study on “Orphan and Extended family care in a peri-urban community in Zimbabwe.” An orphan enumeration survey conducted in 570 households in and around Mutare, Zimbabwe in 1992 found that 18.3% of households included orphans, 12.8% of children under 15 had a father or mother who had died, and 5 percent of orphans had lost both parents. The majority of orphaned children were being cared for satisfactorily within extended families, often under difficult circumstance. Care-giving by maternal relation represented a departure from the traditional practice of caring for orphans within the paternal extended family. There was little evidence of discrimination or exploitation of orphaned children by extended family care-giving.
However, the emergence of orphan households headed by sibling is under stress. Emphasis need to be placed upon supporting extended families by utilizing existing community-based organizations.

Jackson, H.P., Powell, G., Purcell, B., Mutsakani, B., & Manyenya, S., March (1996) did an exploratory study into “Foster care for orphaned children on commercial farms in Zimbabwe.” The objective of this study was to explore the possibility of developing foster care for orphans on commercial farms in Zimbabwe, reorganizing that for a significant number of children no other viable option will exist. The study team made use of individual and focus group interviews, focus group discussions, self administered questionnaires, records analysis, and case studies. Data were collected from ten selected farms in Mashonaland. On these same farms, focus group discussions were held with both male and female workers. The findings of the study revealed that 60% of the farmer’s willingness to support foster care on their farms, if this was necessary. the farm owners principal concern were directed to the cost of funding careers , the escalating numbers of orphans , and careers leaving the farms. An in-depth study of farm workers on the ten selected farms revealed that their concerns focused not only on economic costs but also on cultural considerations. The workers indicate that they would not have problems in fostering if the farm owners adopted some formal responsibility for the children. Interviews with selected groups of children revealed a general
consensus that it was better for the children to stay on the farms, rather than go to elsewhere. The children also indicated a degree of personal acceptance for children unrelated by blood or kinship. The principal needs expressed by these children were for food, clothing, shelter, education, and love.

Hunter, S. & Williamson, J., February (1997) made a study on “Developing Strategies and policies for support of HIV/AIDS infected and affected children.” This study presented estimates of the impact of HIV/AIDS and the consequent orphaning for 23 countries: six in Eastern Africa, six (including Zambia) in Southern Africa, Seven in West and central Africa, three in the Caribbean and Latin America, and one in Asia (Thailand). The study had four objectives: (1) to collaborate with the US bureau of the census (International programmes centre, health studies branch) to produce reliable, updated orphan estimate; (2) to collect information on existing interventions develop to assist families affected by AIDS and orphaned children; (3) to review prior UDAID efforts; (4) to suggest ways to develop plans for new interventions and policy initiative and for carrying them to scale. The United State Bureau of the Census estimates that by 1995 more than 30 million children in the 23 countries included in this study had already lost one or both parents to the AIDS epidemic. By the years 2010, this number will grow to at least 42 million in the developing world, and could conceivably be as high as 84 million. Given the current inability to make complete
estimates for Africa and to get appropriate data for some of the largest countries in Asia, including India and Bangladesh, the study could not predict with any precision the upper boundary of the orphan burden in the early decades of the next century.

The demographic effects of the epidemic indicate that: crude death rates would double or triple in many countries. Sex ratio may increase in some age groups because infection rates and morality in women are higher. In the Africans countries included in this study, orphan population will continue to grow until at least 2010 and many not peak in some countries until offer 2020. At the peak, more than 25% of children under 15 would be missing one or both parents. The report estimated that the impact of AIDS in Zambia will mean that by 2010 the total population will be 11.5 million, 4.2. Million having been lost to the epidemic; the population growth rate will have fallen to 1.2%; it is estimated that by 2000 the total numbers of maternal and double orphans would reach almost 750,000, more than three-quarters of whom (78.4 percent) would be due to AIDS. To these must be added more than 900,000 paternal orphans, bringing the total number of orphans in 2000 to 1.65 million, a figure which will rise to 2.083 million by 2010. Families was smaller, parents (especially mothers) are working harder, marriages are being entered into later and are less stable, mother-supported households are increasing, and father’s regular and close attachment to young children was low and possible on the decline.
Steve Nettleton (2004) Studied that in East Java, many parents expect their children to work and to help provide for their family. To help these children get back to the classroom. UNICEF has organized an awareness campaign using radio broadcast, banners and special gathering to inform communities and business owners about children rights. As part of this effort, the UNICEF–supported Creative Learning Communities for Children (CLCC) programme helps to build better and more inclusive learning environments for young people. One every important aspect of CLCC was to work with the local communities, focusing on the importance that all children go to school, regardless of ethnicity, Poverty, religion etc.

Karin Landgren and UNICEF (1998) estimated 246 million children are engaged in Labour of those almost three-quarters (171 million) work in hazardous situations in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. They are everywhere but invisible, toiling as domestic servants in homes, labouring behind the walls of workshop, hidden from view in plantations. Million of girls as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse. Million of other work under horrific circumstances. They may be trafficked (1.2 million) forced into debt bondage or other forms of slavery (5.7 million), into prostitution and pornography (1.8 million), into participating in armed conflict (0.3 million) or other illicit activities (0.6 million). However the vast majority of child labourers work in agriculture.
Karin, UNICEF (1998) Regional Estimates Indicate that the Asia and Pacific region harbors the largest number of child workers in the five to 14 age group, 127.3 million in total. (19 percent of children work in the region). Sub-Saharan Africa has an estimated 48 million child workers. Almost one child in three (29 percent) below the age of 15 works. Latin America and Caribbean have approximately 17.4 million child workers (16 percent of children work in the region). Fifteen percent of children are working in the Middle East and in North Africa approximately 2.5 million children are working in industrialized and transition economics.

2.4 REVIEW OF RESEARCH STUDIES: INDIA

After deeply review of the presented research studied the research scholar came to the following conclusion.

19% of the world children are living in India, around 440 million of children is below the age of 18 years, and they are in need of care and protection. 76% of the adult in developing countries can now read and write, 84% children attend primary school. (MWCD, 2007). 76% respondents attend school, 17% getting non-formal education and 7% were illiterate. 85% children live in groups, especially girls because of security reasons. The study also revealed that 57% respondents were harassed by Governmental Railway Police (GRP) and 21% by Railway
Protection Force (RPF), (AD, 2002). The situation of children in Kashmir who became of Orphans due to prevalent militancy. It was found 84.66% respondent lived with their mothers, 4% with their uncle, 9% with mother’s father and 2 % with father’s father. (Ahmad, 1999). It Rajasthan 75% of deprived children were suffering from many problems. The deprived girls more reserved, detached, critical, aloof and stiff than the deprived boys. Deprived boys were more excitable, impatient, demanding and overactive while deprived girls were deliberate and inactive. (Nagar 1985). 2.5 million Children out of school and majority of them were ‘on the street’ category of children usually succumbs to drug abuse, alcoholism, sexual assaults and are convicted for pretty thefts. 75% children enrolled in NFE schools were from ‘on the street’. Only 27% enrolled children were earning their livelihood. (UNESCO 2001). In school 80% children did not have drinking water facilities and toilets were unhygienic. 70% children said no facilities for recreation and play in schools and 75% felt poor library facilities were lacking. (DCRC 2004). Mental health status of runaway children residing at Child Observation Home (COH) Delhi. 47.22 million Homeless and runaway adolescent roaming on the street of our country, of whom 1,00,000 are in Delhi. 50% of them from Bihar, 18.7% were from Uttar Pradesh and rest of the respondents was from other states of the country.
(Khuranas 2004). The personality characteristic of orphans and non-orphans. It was found that no significant difference in the personality characteristic of orphan and non-orphan. Orphan boys as well as girls had a less positive attitude towards life, humanity and religion than non-orphans. The orphans had a less positive attitude towards their elder and negative attitude towards society than non-orphans. (Garhok 1973) 95% children belong to very poor economic status family. 53% institutions provide only vegetarian food. The study revealed that 19.75% respondents were totally orphans, and 60.25% were from single parent's families. 84% did not want to join the family because of poverty and insecurity at home. (ICCW 1996). Delhi had the largest number of working children on street because of economic hardship. The major factors for girls dropping out were family related factor, school related factor and pupil related factors. (SCF 1999). 93.4% children in the 6-14 years age group were enrolled, out of whom 75.1% were in Governmental school, 16.4% were in private schools and around 1% was in Madrasas. In private schools 33.4% children of class VI – VIII could not division and in government schools the percentage was 40%. Moreover 65.3% in government schools and 52.4% in private schools could not read short texts. (Pratham 2006). The juvenile vagrancy is more acute in urban communities, especially in industrial
areas. 72.14% delinquents belong to nuclear families compared to 64.55% neglected children. Stealing was the commonest reason for their apprehension in all ages (36.8%), followed by vagrancy (29.2%), begging (12.4%), fighting & quarrelling (9.2%), murder (3.2%) etc. (Wankhede 2003). 75% of the street children maintaining the contact with the family. 82% families were landless and daily wage earners. 75% children earn below rs 300 per month while 5.5% earn 500 per month. 92% street children given first priority to food and 7% to shelter and only 1% to education, medical treatment, clothing etc. (Ghosh 1992). 80% street children live in huts. The two main reason of migration are poverty 46.2% and employment 43.6%. 82% of girl street children are non working. Of the 18% who work and 42.25 of them complete for 7 to 9 hours a day and 34.85 have to work for 9 to 12 hours. One fifth of these girls are also conscious of the fact it is fully responsibility of the society to take care of them. (Rao & Malik 1992). The children who are in-school come from economically better of and the majority of out of school children from poorer section of the society. (Jyotsna & Jhingram 2005). Out of 100 children, 50% of them had lost both parents, 10% were abandoned, 20% of them had one parents alive and 20% of them two parents alive. As part of the curriculum children spend 30-40 minute watering and fertilization.
vegetable and flowers plants around the school premises. (Tadibayina 1999). ‘Every second child is a victim of abuse’ in India. It was found 50% children physical, sexual or economical abuse. At least 2.5% respondents had been sexually abused- 30% of them by family members or relatives. 71% respondents had been beaten, of whom 29% required medical attention, 56% had bled after they had been assaulted. (Prayas 2006). The factor responsible for juvenile delinquency among the children. A sample of 200 was selected for the study in two correctional homes situated in Varanasi. The study showed that majority of the delinquency from uneducated class, lower castes, from unitary families and from urban areas. (Kumari 1985). In Madhya Pradesh, the number of students in the hostel was much more than their capacity, rooms were over-crowded and in bed two girls accommodated which was neither psychologically Nor health wise proper. Superintendents of the hostel neither qualified nor trained to manage them. (Jha 1985).

2.5 Review of Research Studies: International

After review of the research the researcher came to the conclusion as under:

It was estimated that 55,700 children were working as domestic child labours. Out of this number 16,000 children were in hotel and restaurant.
Trafficking of girls for commercial sexual exploitation; early girl’s marriage and socio-cultural malpractices against child development were quite common in Nepal. (UNESCO 2004). In Uganda, Malawi, Mozambique, Zambia and Zimbabwe, nearly 15% of all children under the age 15 have lost one or both parents, and more than 20% of 15 years old children in these countries were orphans. The poor children in Africa were less to attend school. (Anne & Joseph 2003). 80% of homeless adults were employed or looking for work at one point in time, while 47.7% remained in the labour force. (Zlotnik & Tammy 2002). The running children from home to street because of neglect by an adult caretaker & sexual abuse by an adult care taker were associated with the livelihood of running away from home for the amount of time. (Yader & Dan 2002). Homeless school children suffered serious setback both academically & socially, including exhaustion, lack of time & place to do work, coordinating school schedules with work schedules. (Nord & A.E. 1995). The children functioned with adequate mental heath. (Aptekar 1991). The personal growth and development of homeless school children were severely challenged by their being homeless. Important role school counselors involve identifying and addressing the particular concern of the homeless child. (Walsh 1994). The numbers of girls in generally lower than that of boys. All the learners
were either school drop-outs/push-out or had never enrolled in school at all. (Wangenge 2004). Some children do not have homes or families to return to. He also revealed that food, cloth, education, love and support were primary need to such type of children. (Lusk 1989). The economic, political and social life crises create high risk situation, particularly among underprivileged and disadvantage social group's children, as members of such group undergo the consequences of these situation by becoming victims as well as victimizes, which living and /or working in the streets. (Thessaloniki 1991). 80% of street children were not living with their parents while 26.7% reported not having a residence. Street children reported findings shelter 4 – 6 times in a week period, while a large majority on non-street children had a place to sleep 7 days in a week. (Renata 1999). Street children suffered from developmentally and socially. (Blanc & Weitzman 1990). 90% of high risk children reported having good social support available to them. (Molnar 1995). Food was one of the survival tasks faced by street children. (Tyler 1991). Malnutrition was often associated with life on the street children. (Kogel 1990). The street children tended to think more about the cost of what they ate and how they were going to store it than did those in the comparison group. (Pinto 1990). Brazilian street children tend to lack stable adult figures in their lives.
(Aptekar 1995). 54% children were orphans who had lost one or both of their parents while 71.5% of the households were home to orphans. 60% of the care takers were providing orphan care rather reluctantly, largely because there was no one else prepared to do so. However, fewer rural children were able to attend school, whereas more were able to in the urban areas. (Mc Kerrow 1996). The vulnerable condition of orphan's children at Kitwe and Livingstone in Zambia. 78% of orphans had HIV/AIDS epidemic. The pervasiveness of the growing problem of orphans in Zambia has reached a level where virtually everyone, at all levels of society. (DCOF &USAID 1999). In 1997 there were approximately 362,200 children orphaned by one or both parents. While natural orphaning is an accepted phenomenon in Zambia, the rate of orphaning due to AIDS epidemic has reached alarming proportions. (Nampanya 1999). The biggest numbers of orphans per household were found in widow-headed. Girls – orphans were fewer in families, probably due to early marriage. Most orphans indicated that they were aware of the existence of HIV/AIDS; few knew how to protect themselves. (MLSA & UNICEF 1993). Urban orphans in poor families being more likely to drop-out of school while in rural orphans withdraw from the school to help care for their younger siblings. (Nampanya 1998). 12.8% orphans a child under the age of 15
years has a father or mother who had died and 5% of children had lost both parents. There was a little evidence of discrimination or exploitations of orphaned children by extended family care-giving. (Foster 1992). The foster care for orphan’s children. It was found that 60% of the farmer willingness to support foster care on their farms, if this was necessary. (Jackon, 1996). In the year of 1995 more than 30 million children in 23 countries lost one or both parents to the AIDS epidemic. And by the years 2010 this number will grow to at least 42 million in the developing world and could conceivably be as high as 84 million. Sex ratio may increase in some age groups because infections rates and morality in women are higher. (Hunter 1997). The child labor regional estimates indicated that; The Asia and Pacific region the largest number of child worker in the age groups 5 to 14 would be 127.3 million in total. Sub-Sahara Africa had estimated 48 million workers below the age 15 years. Latin America and Caribbean estimated child worker would be 17.4 million. Middle East and North Africa would have approximately 2.5 million child worker in industrial and transition economic. (Karin & UNICEF, 1998).
Chapter - III
Design and Procedure of the Study
CHAPTER-III

DESIGN AND PROCEDURE

3.1 INTRODUCTION

Design can be thought of as the structure of research -- it is the "glue" that holds all of the elements in a research project together. We often describe a design using a concise notation that enables us to summarize a complex design structure efficiently. What are the "elements" that a design includes?

Moreover there is general agreement in literature regarding the definition and function of research design or plan. For example, Kirk (1968) and Selltiz et al (1959) indicate that research designs are plans that specify how data should be collected and analyzed. Selltiz, et al. (1959) added that research design should also seek to combine relevance to the research purpose with economy in procedure.

3.2 METHODOLOGY

3.2.1 Method of Research

Method of research was the exploratory survey.

3.2.2 Population:

Population of the study consisted of destitute girls of Uttar Pradesh & Uttarakhand.

3.2.3 Sample:

The sample of the study consisted of destitute girls residing in different organizations and homes for destitute.
3.2.4 Nature of Data used in the study:

The researcher collected both primary and secondary data to get overall information about the educational opportunities for the destitute girls.

3.2.5 Tools of Data Collection:

The tools of the data collection were as under:

(I) Interviewed Scheduled for Destitute Girls prepared by the researcher

(II) Check List for the Schools prepared by the researcher

(III) Interviewed Scheduled for the Organizations prepared by the researcher

3.2.6 Data Analysis:

The researcher classified & organized collected data through different questionnaire and interview schedule into different tables and graphs. The researcher made the interpretation of these tabulation data. There was no need to utilize any statistical technique to analyze data. However, the researcher used only percentage and average for the calculating of data in different tables under this study. This is only description intervention of the collected data.

3.2.7 Delimitation:

The delimitation of the study was as under:

(I) The researcher concentrated his study in Uttar Pradesh of India and Uttrakhand States.
(II)  The organizations and home were under study, which looked after destitute girls.

(III) The data were collected only on destitute girls.
Chapter - IV
Analysis of Data
(Tabulation, Graphs and Interpretation of Data)
4.1 Introduction

Data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

Analysis and interpretation of data is meaningful and important step in research studies. It helps to find out the actual results of the study.

The analysis of data of the present study is based on the collected by the investigator from the orphanages and homes for destitute of Uttar Pradesh and Uttarakhand. An attempt has been made to study the provisions of Governmental and non-governmental organization.
CHECK LIST-(I)

FOR THE SCHOOL

Table No 1.01

TYPE OF SCHOOL

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Their numbers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Government</td>
<td>04</td>
<td>25%</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>Govt. added</td>
<td>06</td>
<td>37.5%</td>
</tr>
<tr>
<td>Self financed</td>
<td>06</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

Table 1.01 indicates that 25% schools were run by State Government, 69% by private bodies, 37% schools were Government aided and 37% were self financed.

Graph No 1.01
### Table No 1.02 A  
**DESCRIPTION OF SCHOOL FACILITIES**

<table>
<thead>
<tr>
<th>Activities</th>
<th>No of Children</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>08</td>
<td>50%</td>
</tr>
<tr>
<td>Science Laboratory</td>
<td>08</td>
<td>50%</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>08</td>
<td>50%</td>
</tr>
<tr>
<td>Home Science Lab</td>
<td>05</td>
<td>31.25%</td>
</tr>
<tr>
<td>Play ground</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Co-Curricular activities</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>Staff room</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>Common Room</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Room For Girls</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Lavatory For Girls</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>Provision For Disable</td>
<td>04</td>
<td>25%</td>
</tr>
<tr>
<td>Classes are Held</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Counseling</td>
<td>05</td>
<td>31.25%</td>
</tr>
<tr>
<td>Workshop for Vocational</td>
<td>05</td>
<td>31.25%</td>
</tr>
<tr>
<td>Computer Classes</td>
<td>07</td>
<td>43.75%</td>
</tr>
</tbody>
</table>

Table 1.02A it is indicated by this table that 50% of schools had Library, Science Laboratory and Computer Lab facilities. While 31.255 schools
had Home Science lab and all (100%) the schools had play ground. Apart from this 100% schools had Sports facilities both indoor and outdoor. Co-curricular activities were held in 81.25% of schools. There were 87.5% of schools which had a staff room and 50% of the schools had a common room. Only 12.5% schools had the facility of separate room for girls and 81.25% had the separate lavatory for girls. There were 25% schools that had facilities for the disabled. In children all (100%) schools classes were held in puckka building. Only 31.25% schools had the counseling and workshop for vocational training facilities. Computer classes’ facilities were available in 44% of schools.

Graph No 1.02A
Contd. Graph No 1.02A

- Staff Room
- Common Room
- Room for Girls
- Lavatory for Girls
- Provision for Disable
- Classes are Held
- Counseling
- Workshop for Vocational
- Computer Classes
Table No 1.02 B

Provision of Rooms

<table>
<thead>
<tr>
<th>No of school</th>
<th>Total rooms</th>
<th>Average room</th>
<th>Total children average</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>126</td>
<td>7.88</td>
<td>330.94</td>
</tr>
</tbody>
</table>

Table No 1.02 B this table clearly suggests that there were 126 rooms in all schools and average of rooms was 7.88 in 16 schools. It further shows the average of children were 330.94 in all (16) schools.

Graph No 1.02 B
Table No 1.02 C

<table>
<thead>
<tr>
<th>Building Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of school</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>

Table No 1.02 C this table makes it clear that 75% of the schools building were owned and 25% were rented.

Graph No 1.02 C
Table No1.03

Supervision of the School

<table>
<thead>
<tr>
<th>Total School</th>
<th>By Management</th>
<th>By Govt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>02</td>
<td>14</td>
</tr>
<tr>
<td>Percentage</td>
<td>12.5%</td>
<td>87.50%</td>
</tr>
</tbody>
</table>

Table 1.03 shows the supervision of schools either by Government officers or schools management committee. There were 88% of schools that were supervised by Government officers like BSA and D.M. Only 12% were supervised by the schools management committee themselves. They had their own management committee.

Graph No1.03
Table No 1.04

Number of Teachers

<table>
<thead>
<tr>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Trained</th>
<th>Untrained</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of teacher</td>
<td>66</td>
<td>183</td>
<td>143</td>
<td>106</td>
</tr>
<tr>
<td>Percentage</td>
<td>26.50%</td>
<td>73.49%</td>
<td>57.42%</td>
<td>42.57%</td>
</tr>
</tbody>
</table>

Table 1.04 this table indicates the total number of male and female teachers and whether they were trained or untrained. There were 26.50% male teachers and 73.49% female. Apart from this 57.42% teacher were trained and 42.57% were untrained.

Graph No 1.04
Table No 1.05
Qualification of the Teacher

<table>
<thead>
<tr>
<th>Qualification of teachers</th>
<th>No of teachers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>79</td>
<td>31.72%</td>
</tr>
<tr>
<td>M.A</td>
<td>27</td>
<td>10.48%</td>
</tr>
<tr>
<td>BTC</td>
<td>46</td>
<td>18.47%</td>
</tr>
<tr>
<td>BED</td>
<td>97</td>
<td>38.95%</td>
</tr>
</tbody>
</table>

Table 1.05 this table make it clear that 31.72% teachers were Graduate (B.A.), and 10.48% were Post Graduate (M.A.). And the teachers who had professional qualifications were 18.47% (BTC) and 38.95% were (B.ED).

Graph No. 1.05
Table No 1.06

Salary Slab of the Teacher

<table>
<thead>
<tr>
<th>Salary Slab</th>
<th>No of teachers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-4000</td>
<td>79</td>
<td>31.72%</td>
</tr>
<tr>
<td>4000-6000</td>
<td>28</td>
<td>11.24%</td>
</tr>
<tr>
<td>6000-8000</td>
<td>45</td>
<td>18.07%</td>
</tr>
<tr>
<td>8000-10000</td>
<td>68</td>
<td>27.30%</td>
</tr>
<tr>
<td>10000-12000</td>
<td>29</td>
<td>11.64%</td>
</tr>
</tbody>
</table>

Table1.06 it is evident from this table that 32% of teachers were getting Rs. 2000 to 4000, and 11.24% of teacher were under the salary slab of Rs. 4000 to 6000. While 18% were getting Rs. 6000 to 8000 and 27.30% of teacher came under the salary slab of Rs. 8000 to 10,000. And only 12% were getting Rs. 10,000 to 12,000.
Graph No 1.06

[Bar chart showing data for different intervals (2000-4000, 4000-6000, 6000-8000, 8000-10000, 10000-12000) with counts: 79, 28, 45, 68, 29]
<table>
<thead>
<tr>
<th>No of school</th>
<th>Teacher</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>08</td>
<td>250</td>
</tr>
<tr>
<td>4</td>
<td>81</td>
<td>1700</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>250</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>360</td>
</tr>
<tr>
<td>7</td>
<td>09</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>07</td>
<td>150</td>
</tr>
<tr>
<td>9</td>
<td>22</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
<td>200</td>
</tr>
<tr>
<td>11</td>
<td>05</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>08</td>
<td>120</td>
</tr>
<tr>
<td>13</td>
<td>07</td>
<td>110</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>400</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>370</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>500</td>
</tr>
</tbody>
</table>
Table 1.07 shows the teacher pupils ratio. Total number of teachers in 16 schools was 249. And total numbers of children in 16 schools was 5295 which included destitute children.

There were 8 teachers for 75 children, 11 teachers were for 200 children, 8 teachers were for 250 children, 81 teachers were for 1700 children, 12 teachers were for 250 children, 16 teachers were for 360 children, 9 teachers were for 120 children, 16 teachers were for 150 children, 22 teachers were for 400 children, 7 teachers were for 200 children, 5 teachers were for 90 children, 8 teachers were for 120 children, 7 teachers were for 110 children, 17 teachers were for 400 children, 10 teachers were for 370 children and 12 teachers were for 500 children.
### Table No 1.07 B

**Teacher Pupil's Ratios (TPR) of 16 schools**

<table>
<thead>
<tr>
<th>Total Teacher</th>
<th>Children</th>
<th>TPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>249</td>
<td>5295</td>
<td>21.26</td>
</tr>
</tbody>
</table>

*Table No 1.07 B* this table demonstrates teacher pupil ratio. There were 249 teachers and 5295 children in 16 schools. Thus the TPR was 21.26.

### Graph No 1.07 B

[Graph showing the teacher pupil ratio with labels Total Teacher, Total Children, and TPR]
Table No 1.08

Numbers of Non-Teaching Staff

<table>
<thead>
<tr>
<th>Non-teaching staff</th>
<th>Their numbers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle/vice Principal</td>
<td>18</td>
<td>12.94%</td>
</tr>
<tr>
<td>Office Staff</td>
<td>52</td>
<td>37.41%</td>
</tr>
<tr>
<td>Office Assistance</td>
<td>69</td>
<td>49.64%</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.08 indicates that the total numbers of non-teaching staff numbered 139, included principal/vice principal. There were 13% of schools which had Principal/vice Principal. While 37.41% schools had office staff and 50% were office assistance.

Graph No 1.08

- Principle/vice Principal: 18
- Office Staff: 52
- Office Assistance: 69
Table No 1.09

Numbers of Office Equipments

<table>
<thead>
<tr>
<th>Equipments</th>
<th>Their numbers</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Internet</td>
<td>05</td>
<td>31.5%</td>
</tr>
<tr>
<td>Typewriter</td>
<td>14</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Table 1.09 indicates types of office equipment and their number. There were 75% of schools that had computer. Only 31.5% of schools had Internet facility and 87.5% had typewriter.

Graph No 1.09
CHECK LIST-(II)

PROFILE OF THE INSTITUTION

Table No 2.01

Management

<table>
<thead>
<tr>
<th>State Govt.</th>
<th>Trust</th>
<th>Ngo</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>16.66%</td>
<td>38.88%</td>
<td>38.88%</td>
<td>5.55%</td>
</tr>
</tbody>
</table>

Table 2.01 this table indicates the management of the institutions. There were 17% organizations managed by the State Government and 39% organization managed by the Trust. While 39% organizations were being looked after by Non-Governmental organization (NGO). Only 6% of organization were managed by private bodies.
Table No 2.02

Year of Establishment

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Name of the organization</th>
<th>Years of establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kinder Hilfs Wrek (KHW), Kandoli Dehradun.</td>
<td>1994</td>
</tr>
<tr>
<td>2</td>
<td>Rashteya Viklang Avasia Ashram, Mahavir Nager Vir Bahadur, Tehsil Raiwala Dehradun,</td>
<td>1985</td>
</tr>
<tr>
<td>3</td>
<td>SOS children village, Bhimtal, Nanital</td>
<td>1984</td>
</tr>
<tr>
<td>5</td>
<td>Rajkeye kishore Giraha (Balika Nikatan), Gram Buck Almora.</td>
<td>1980</td>
</tr>
<tr>
<td>6</td>
<td>Mission of Charity, Line par Majhola, Moradabad UP</td>
<td>1979</td>
</tr>
<tr>
<td>7</td>
<td>Tibetan Home Foundation, 58 Birginwali, Rajpur, Dehradun</td>
<td>1977</td>
</tr>
<tr>
<td>8</td>
<td>Rajkeye Bal Graha Sishu,CRPF society coloney,Rampur UP</td>
<td>1974</td>
</tr>
<tr>
<td>9</td>
<td>Bal Vikas Kendra, 173 Rajpur Road,Dehradun</td>
<td>1972</td>
</tr>
<tr>
<td>10</td>
<td>Tibetan Home Foundation, Happy Vally Near IAS Academy,Mussorrie</td>
<td>1962</td>
</tr>
<tr>
<td>11</td>
<td>Rajkeye Bal Graha Kishore, 36 old Raipur Dehradun</td>
<td>1960</td>
</tr>
<tr>
<td>12</td>
<td>Shri,Shridhanand, Bal Vanita Ashram, 6 Tilak Raod, Dehradun,</td>
<td>1924</td>
</tr>
</tbody>
</table>

Table 2.02 shows the name of the organizations and their years of establishments.
Table No 2.03

No. of Children Admitted in Destitute Homes

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Total No. of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>360</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>111</td>
</tr>
<tr>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>470</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>300</td>
</tr>
<tr>
<td>10</td>
<td>1700</td>
</tr>
<tr>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>12</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>3313</td>
</tr>
</tbody>
</table>

Table 2.03 it is manifest from this table the number of children admitted in each organization. There were 360 children in organization one (1), 120 children were admitted in organization no two (2), 111 children were in organization no three (3), 69 children were admitted in organization no four (4) and only 50 children admitted in organization no
five (5), 25 children were admitted in organization no six (6), 470 children were admitted in organization no seven (7). The lowest number of children (17) was admitted in a governmental organization number eight (8), 300 children were admitted in organization no nine (9). The maximum number of children (1700) admitted in an NGO, 69 and 62 children were admitted in organization no eleven (11) and Twelve (12).

Graph No 2.03
Contd. Graph No 2.03

- S. N.
- Total No. of Children

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Total No. of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>470</td>
</tr>
<tr>
<td>8</td>
<td>300</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1700</td>
</tr>
</tbody>
</table>
Table No 2.04

Education; Formal/Non-Formal

<table>
<thead>
<tr>
<th>Formal</th>
<th>Non-formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Table 2.04 it is clear from this table the organization providing education to their inmates whether it is formal or non-formal. It was found that all the 12 organization had formal system of education, no provision of non-formal education.

Graph No 2.04
Table No 2.05

Name of the Learning Center

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of the Learning Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aarya kunneya inter-college &amp; gopal dhara primary school, Dehradun</td>
</tr>
<tr>
<td>2</td>
<td>Primary pathshala, Almora</td>
</tr>
<tr>
<td>3</td>
<td>Hermann Gemmer School, Bhimtal, Nainital</td>
</tr>
<tr>
<td>4</td>
<td>Tibetan Homes School, Mussorie</td>
</tr>
<tr>
<td>5</td>
<td>St. Marry, Bhimtal, Nainital</td>
</tr>
<tr>
<td>6</td>
<td>St. Joseph, Bhimtal, Nainital</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Primary School, Rampur</td>
</tr>
<tr>
<td>8</td>
<td>New life center high school, Dehradun</td>
</tr>
<tr>
<td>9</td>
<td>Rashtriya viklang avasiya vidhalaya, Raiwala, Dehradun</td>
</tr>
<tr>
<td>10</td>
<td>Dehradun public schools, Dheradun</td>
</tr>
<tr>
<td>11</td>
<td>Himalaya public children school govt., Almora</td>
</tr>
<tr>
<td>12</td>
<td>Ideal children academy, Dehradun</td>
</tr>
<tr>
<td>13</td>
<td>Tibetan homes school, Dehradun</td>
</tr>
<tr>
<td>14</td>
<td>St. fidalies, Aligarh</td>
</tr>
<tr>
<td>15</td>
<td>Lady fathima, Aligarh</td>
</tr>
<tr>
<td>16</td>
<td>Sun Shine Public School, Rampur</td>
</tr>
</tbody>
</table>

Table No 2.05: This table clarifies name of the learning centre where the inmates were being educated. On the basic of the survey done by the researcher there were total numbers of 16 schools.
Table No 2.06

Level of Education

<table>
<thead>
<tr>
<th>Primary</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Senior-Secondary</th>
<th>Graduation</th>
<th>Post-Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
<td>08</td>
<td>09</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>66.66%</td>
<td>75%</td>
<td>66.66%</td>
</tr>
</tbody>
</table>

Table 2.06 this table shows the level of education which was provided by organizations. All (100%) organizations had the provision of Primary, Elementary and Secondary Education. whereas 67% organization had provision for Senior-Secondary Education and 75% of the organizations were on Graduation Level. There were 67% organizations, which had the provision of Post Graduate Level education.

Moreover some organizations send their inmates for professional course also, if they desired so. The researchers contacted one destitute girl who was perusing MBA from IIM Ahamadabad.
Table No 2.07

Types of Education

<table>
<thead>
<tr>
<th>Co-education</th>
<th>Only for girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>02</td>
</tr>
<tr>
<td>83.33%</td>
<td>16.66%</td>
</tr>
</tbody>
</table>

Table 2.07 shows the types of education provided by the organizations whether they were co-educated or only for girls. The children of 83.33% organizations were studying in co-education while 17% were studying in schools only for girls. Beside this there were 2 organizations which did not have there owned school but they send their inmates in near by schools.

Graph No 2.07
Table No 2.08

Medium of Instruction

<table>
<thead>
<tr>
<th>School</th>
<th>Hindi</th>
<th>Urdu</th>
<th>English</th>
<th>Hindi/English</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>08</td>
<td>00</td>
<td>05</td>
<td>07</td>
</tr>
<tr>
<td>Percentage</td>
<td>50%</td>
<td>0.0%</td>
<td>13%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Table 2.08 shows medium of instruction of the schools where the inmates are being educated. There were 50% of children who studied in Hindi medium schools. Only 13% of children studied in English medium and 338% children were studying in mix Hindi and English medium schools. None of children were studying in Urdu medium schools.

Graph No 2.08
Table No 2.09

Board Affiliation

<table>
<thead>
<tr>
<th>CBSC</th>
<th>ICSC</th>
<th>UP Board</th>
<th>Uttrakhand Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>01</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>19%</td>
<td>6%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Table 2.09 this table demonstrates the affiliations of the schools where the children were studying. There were 19% affiliated with CBSC Board, 6% affiliated with ICSC Board and majority of the schools (38%) affiliated with U.P. Board and Uttrakhand Board.

Graph No 2.09
Table 2.10 the table given above shows co-curricular activities within the organizations. There were 75% children who participated in Dance & Drama. All (100%) organizations had the provision of Music. Provision of painting was there in 75% of organizations and 92%, the maximum, of organizations had the provision of Games both indoor and outdoor. while 58.33% had the provision of Quiz. Moreover one organization arranged co-curricular activities only on the occasion on Christmas day and 14 November every year.
Graph No 2.10

Dance | Drama | Music | Painting | Games | Quiz
--- | --- | --- | --- | --- | ---
9 | 9 | 12 | 9 | 11 | 7

194
Table No.2.11
Vocational Training Facilities

<table>
<thead>
<tr>
<th>Computer</th>
<th>Swing</th>
<th>Mehndi</th>
<th>Tailoring</th>
<th>Beautician</th>
<th>Typing</th>
<th>Weaving</th>
<th>Painting</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>66.66%</td>
<td>58.33%</td>
<td>41.66%</td>
<td>66.66%</td>
<td>50%</td>
<td>33.33%</td>
<td>58.33%</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

Table 2.11 it is evident from this table the types of vocational training facilities available within the institutions. There were 67% institutions that had the facility of Computer and Tailoring facilities, 58.33% Swing and 42% had Mehndi facilities. While 50% of the institutions had the Beautician vocational training facilities, 33.33% of the institutions had Typing and Painting facilities. In one institution there was no provision of vocational training, but they provide it outside the organization if the inmates desire so.

In one organization vocational training facility is available only for the girls who lived in slum areas but it is not available for their inmates.
Table No 2.12
Source of Financial Assistance

<table>
<thead>
<tr>
<th>Central Govt.</th>
<th>State Govt.</th>
<th>NGO</th>
<th>Trust</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>03</td>
<td>02</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>16.66%</td>
<td>25%</td>
<td>16.66%</td>
<td>33.33%</td>
<td>41.66%</td>
</tr>
</tbody>
</table>

Tables 2.12 this table make it clear the source of financial assistance of the organizations. There were 17% organization getting financial help from the Central Government, 25% were funded by the State Government and 17% were looked after by the Non-Governmental Organization NGOs. Apart from this 33.33% were running with the help of Trust and 42% of the organizations were getting help from any other sources like Donation, Public fund and Philanthropy etc.

Graph No 2.12
Table No 2.13

Annual Income Expenditure

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Annual income</th>
<th>Annual expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No response</td>
<td>No response</td>
</tr>
<tr>
<td>2</td>
<td>Depends upon govt. funds</td>
<td>Do</td>
</tr>
<tr>
<td>3</td>
<td>Whatever they get from the govt.</td>
<td>Do</td>
</tr>
<tr>
<td></td>
<td>spend all on their children</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No response</td>
<td>Do</td>
</tr>
<tr>
<td>5</td>
<td>3 Corer 71 lacks</td>
<td>3 Corer 71 Lacks</td>
</tr>
<tr>
<td>6</td>
<td>8 lacks 80 thousand</td>
<td>8 lacks 80 thousand</td>
</tr>
<tr>
<td>7</td>
<td>2 Corer</td>
<td>2 Corer</td>
</tr>
<tr>
<td>8</td>
<td>6 or 7 lacks from the govt.</td>
<td>9 or 10 lacks</td>
</tr>
<tr>
<td>9</td>
<td>No response</td>
<td>No response</td>
</tr>
<tr>
<td>10</td>
<td>12 lacks</td>
<td>12 lacks</td>
</tr>
<tr>
<td>11</td>
<td>11 corer 80 lacks</td>
<td>11 corer 80 lacks</td>
</tr>
<tr>
<td>12</td>
<td>12 Lacks</td>
<td>12 lacks</td>
</tr>
</tbody>
</table>

Table 2.13 : the given table mentions the Annual income and Expenditure of the organization. On the basis of survey it was found that 42% of organizations did not give any response about the Annual income/expenditure. While 58% of the institutions totally refused the expenditure.
Table No 2.14

Residential Facilities

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Facilities</th>
<th>Numbers</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Room</td>
<td>203</td>
<td>16.91</td>
</tr>
<tr>
<td>2</td>
<td>Dormitories</td>
<td>35</td>
<td>2.91</td>
</tr>
<tr>
<td>3</td>
<td>Hostel Strength</td>
<td>1820</td>
<td>151.6</td>
</tr>
<tr>
<td>4</td>
<td>Dispensary</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Dinning Hall</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Drinking Water</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Coaching</td>
<td>10</td>
<td>0.83</td>
</tr>
<tr>
<td>8</td>
<td>Medical Check-up</td>
<td>11</td>
<td>0.92</td>
</tr>
<tr>
<td>9</td>
<td>Kitchen</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Wardens</td>
<td>122</td>
<td>10.17</td>
</tr>
<tr>
<td>11</td>
<td>Caretaker</td>
<td>09</td>
<td>0.75</td>
</tr>
<tr>
<td>12</td>
<td>Common Room</td>
<td>11</td>
<td>0.92</td>
</tr>
<tr>
<td>13</td>
<td>Picnic/Tour</td>
<td>10</td>
<td>0.83</td>
</tr>
<tr>
<td>14</td>
<td>Sports/Games</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.14A this table indicates the residential facilities of all (12) organizations and average of each facilities. There was total 203 room average of 16.91 rooms in each organization, 35 Dormitories average of 2.91 Dormitories in each institution. And hostel strength was 1820
average of 151.6 children in every organization. Moreover 100% of the organization had Dispensary, Dinning Hall and Drinking Water. Only 10 organizations had the facilities of coaching facilities average of 0.83 in each institutions, 11 institution had medical Check-up facilities an average of 0.92 in every institutions. All the organization had kitchen facilities. There were 122 Wardens in 12 institutions an average of 10.17 in every institutions and 50% of the institutions had Caretaker, 92% institutions had common room and 82% had picnic/tour facilities. All the institutions had sports/games facilities.

Graph No 2.14

<table>
<thead>
<tr>
<th>Facility</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>202</td>
</tr>
<tr>
<td>Dormitories</td>
<td>35</td>
</tr>
<tr>
<td>Hostel</td>
<td>1820</td>
</tr>
<tr>
<td>Dispensary</td>
<td>12</td>
</tr>
<tr>
<td>Dinning Hall</td>
<td>12</td>
</tr>
</tbody>
</table>
Contd. Graph No 2.14
Table 3.01 it is manifest from this table the age of the children admitted in the organizations. There 0 to 5 age group of children were 5%. 5 to 10 age group of children 10%, 10 to 15 age group of children were 13.17%. And large number of children 15 to 20 age group were 69%, only 20 to 25 age group of children were 4%.
Table No 3.02

Class Level

<table>
<thead>
<tr>
<th>Classes</th>
<th>No of children</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>5</td>
<td>2.99%</td>
</tr>
<tr>
<td>I</td>
<td>13</td>
<td>7.78%</td>
</tr>
<tr>
<td>II</td>
<td>08</td>
<td>4.79%</td>
</tr>
<tr>
<td>III</td>
<td>15</td>
<td>8.98%</td>
</tr>
<tr>
<td>IV</td>
<td>10</td>
<td>5.98%</td>
</tr>
<tr>
<td>V</td>
<td>25</td>
<td>14.97%</td>
</tr>
<tr>
<td>VI</td>
<td>15</td>
<td>8.98%</td>
</tr>
<tr>
<td>VII</td>
<td>17</td>
<td>10.17%</td>
</tr>
<tr>
<td>VIII</td>
<td>11</td>
<td>6.58%</td>
</tr>
<tr>
<td>IX</td>
<td>10</td>
<td>5.98%</td>
</tr>
<tr>
<td>X</td>
<td>13</td>
<td>7.78%</td>
</tr>
<tr>
<td>XI</td>
<td>15</td>
<td>8.98%</td>
</tr>
<tr>
<td>XII</td>
<td>10</td>
<td>5.98%</td>
</tr>
<tr>
<td><strong>Total no of children</strong></td>
<td><strong>167</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.02 the given table mentions class-wise distribution of the children. There was 3% of children were studied in class Nursery, 8% were studying in class II, 9% were in class III and 6% were studying in class IV. And a large number was studying in class V that were 15% and 9% were in class VI. While 10.17% of children were studying in
class VII, 7% were in class VIII. Moreover 6% of children studied in XI, 8% in class X, and 9% in class XI. Only 6% of children studied in class XII. The children, who had completed their class XII, waited for further studies or planned to go back to homes. The children who were totally orphaned remained in the organization because nobody would look after them and they were very serious about their future and studies.

Graph No 3.02
Table No 3.03

Study Duration

<table>
<thead>
<tr>
<th>No of years</th>
<th>No of children</th>
<th>Percentage</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 –5</td>
<td>77</td>
<td>47.82%</td>
<td></td>
</tr>
<tr>
<td>5 – 10</td>
<td>50</td>
<td>31.05%</td>
<td>06</td>
</tr>
<tr>
<td>10 – 15</td>
<td>34</td>
<td>21.11%</td>
<td>(3.72%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>161</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.03 this table clarifies the years of studies since the time of their admission in the institutions. There were 48% of children from 0-5 years, 31.5% were 5 to 10 years. Only 21.11% of children were from 10 to 15 years. While 4% children did not give any response.
Table No 3.04A

Participation of Co-curricular Activity

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of children</td>
<td>125</td>
<td>15</td>
<td>27</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>74.85%</td>
<td>8.98%</td>
<td>16.16%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.04A this table indicates the participation of children in co-curricular activities. It was found that most of children participated in co-curricular activities that (75%) while 9% of children did not participate in any co-curricular activities. Moreover 16.66% were unable to give any response.

Graph No 3.04A
Table No 3.04B

How many times participate of co-curricular activity

<table>
<thead>
<tr>
<th>No of children</th>
<th>No of Participation in co-curricular activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1 time</td>
<td>28%</td>
</tr>
<tr>
<td>28</td>
<td>2 time</td>
<td>22.4%</td>
</tr>
<tr>
<td>15</td>
<td>3 time</td>
<td>12%</td>
</tr>
<tr>
<td>20</td>
<td>4 time</td>
<td>16%</td>
</tr>
<tr>
<td>10</td>
<td>5 time</td>
<td>8%</td>
</tr>
<tr>
<td>09</td>
<td>6 time</td>
<td>7.2%</td>
</tr>
<tr>
<td>08</td>
<td>7 time</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

Table 3.04B this table shows how many time children participated in co-curricular activities while table no 3.04A shows only participation of children in co-curricular activities. There were 28% of children that participated in co-curricular activities only one time, 22.4% participated two times, 12% participated three times and 16% of children participated in co-curricular activities four times. Beside this 8% of children participated five times, 7.2% participated six times. Only 6.4% of the children participated 7 times.
Graph No 3.04B

No. of Children vs Time of Participation

- No. of Children: 35, 28, 15, 20, 10, 9, 6, 8
- Time of Participation: 1, 2, 3, 4, 5, 6, 7

Legend:
- Purple bar: No. of Children
- Red bar: Time of Participation
Table 3.04C
Prize Won in Co-curricular Activity

<table>
<thead>
<tr>
<th>No of children</th>
<th>Won Prize</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1 time</td>
<td>15.78%</td>
</tr>
<tr>
<td>15</td>
<td>2 time</td>
<td>19.73%</td>
</tr>
<tr>
<td>10</td>
<td>3 time</td>
<td>13.15%</td>
</tr>
<tr>
<td>21</td>
<td>4 time</td>
<td>27.63%</td>
</tr>
<tr>
<td>16</td>
<td>5 time</td>
<td>21.05%</td>
</tr>
<tr>
<td>02</td>
<td>6 time</td>
<td>2.63%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.04C this table makes it clear that the children who participated in co-curricular activities, how many times they won the prize. There were 16% of children who won the prize only one time, 18% of children won two times, 13.15% of children won three times. While 28% of the children won the prize 4 times, they were high among all children. Moreover 21.5% of children won the prize 5 times, and the children who won the prize maximum 6 times, they were only 3%. 
Graph No 3.04C

No of children & Won Prize

<table>
<thead>
<tr>
<th>No</th>
<th>Children</th>
<th>Won Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
Table No 3.05A

Parents’ Awareness

<table>
<thead>
<tr>
<th>No of children</th>
<th>Aware</th>
<th>Not Aware</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td>Percentage</td>
<td>64.07%</td>
<td>10.77%</td>
<td>25.14%</td>
</tr>
</tbody>
</table>

Table 3.05A this table demonstrates children is awareness about their parents. There were 64.07% of children who were aware about their parents, while 11% of children were not aware about that and 25.14% of children did not give any response because they were admitted in the organization from childhood.

Graph No 3.05A
Table No 3.05B

About Father and Mother

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th></th>
<th>Mother</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of children</td>
<td>Dead</td>
<td>Alive</td>
<td>Dead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>50.46%</td>
<td>49.32%</td>
<td>30.84%</td>
</tr>
</tbody>
</table>

Table 3.05B prior to this, table no 3.05A demonstrated children’s awareness about their parents but the table given above shows whether children’s parents had died or were alive. There 50.46% of children’s father had died and 49.32% of children’s father were alive. Similarly 31% of children mother had died and 69.15% of children’s mother were alive.

**Graph No 3.05B**

![Graph showing father and mother death and survival rates](image)
Table No 3.05C

About Father and Mother Education

<table>
<thead>
<tr>
<th>No of children</th>
<th>Literate (Father)</th>
<th>Illiterate (Father)</th>
<th>Literate (Mother)</th>
<th>Illiterate (Mother)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45</td>
<td>62</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>Percentage</td>
<td>42.05%</td>
<td>57.94%</td>
<td>36.44%</td>
<td>63.55%</td>
</tr>
</tbody>
</table>

Table 3.05C this table indicates the children awareness about their parent’s education. There were 42.5% of children whose fathers were literate and 58% of children’s fathers were illiterate. Similarly 36.44% of children’s mothers were literate and 64% of children’s mother were illiterate.

Graph No 3.05C
Table No 3.05D

Profession of Parents

<table>
<thead>
<tr>
<th>Father (profession)</th>
<th>Percentage (%)</th>
<th>Mother (profession)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>14.95%</td>
<td>Hose wife</td>
<td>28.03%</td>
</tr>
<tr>
<td>Servant</td>
<td>8.41%</td>
<td>Farming</td>
<td>18.69%</td>
</tr>
<tr>
<td>Politician</td>
<td>0.95%</td>
<td>Servant</td>
<td>6.54%</td>
</tr>
<tr>
<td>Driver</td>
<td>3.73%</td>
<td>Job</td>
<td>9.34%</td>
</tr>
<tr>
<td>Contractor</td>
<td>1.86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailor</td>
<td>1.86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>2.80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>0.93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>0.93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to work</td>
<td>0.93%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.05D it is indicated by this table the profession of children's parents. Majority of children's father were farmers that was 15% and 8.41% children's father were servant. Only 0.95% children's father were politician, 4% of children's father were Driver. While 2% of children's
father were Contractor and Tailor and 3% of children’s father were Carpenter. Moreover there were 0.93% of children whose father’s profession was Business and 0.93% of children’s father’s profession was teaching. Only 0.93% of children’s fathers were unable to work because he was blind. Similarly the profession of mothers, there were 28.3% of children whose mothers were house wife and 19% of children mother’s profession was farming. While 7% of children’s mother were servant and 9.34% of children’s mother were in jobs.

**Graph No 3.05D**
Contd. Graph No 3.05D

Father (Profession)

- Farmer
- Servant
- Politician
- Driver
- Contractor
- Tailor
- Carpenter
- Business
- Teacher
- Unable to work

Counts:
- Farmer: 16
- Servant: 9
- Politician: 1
- Driver: 4
- Contractor: 2
- Tailor: 2
- Carpenter: 3
- Business: 1
- Teacher: 1
- Unable to work: 1
Table No 3.06

Duration of Staying in the Organization

<table>
<thead>
<tr>
<th>Years</th>
<th>No of children staying</th>
<th>Percentage</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>47</td>
<td>28.14%</td>
<td></td>
</tr>
<tr>
<td>5 - 10</td>
<td>59</td>
<td>35.32%</td>
<td>18</td>
</tr>
<tr>
<td>10 - 15</td>
<td>21</td>
<td>12.57%</td>
<td></td>
</tr>
<tr>
<td>15 - 20</td>
<td>11</td>
<td>6.58%</td>
<td></td>
</tr>
<tr>
<td>20 - 25</td>
<td>11</td>
<td>6.58%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.06 it is manifest from this table since when the children stayed in the organization. There were 28.14% of children who stayed in the organization 0 to 5 years, 35.32% of children were stayed 5 to 10 years and 13% of children stayed 10 to 15 years. Moreover 7% of children were living 15 to 20 and 20 to 25 of years. Apart from this 11% of children did not give any response.
Table No 3.06

<table>
<thead>
<tr>
<th>Range</th>
<th>No of children staying</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>5 - 10</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>10 - 15</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>15 - 20</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>20 - 25</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Table No 3.07

Awareness about the Organization

<table>
<thead>
<tr>
<th>No of children</th>
<th>News Paper</th>
<th>Radio/TV</th>
<th>Relative</th>
<th>Friends</th>
<th>Any other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>02</td>
<td>27</td>
<td>38</td>
<td>78</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>13.17%</td>
<td>1.16%</td>
<td>16.16%</td>
<td>22.75%</td>
<td>46.70%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.07** this table indicates how the children became aware of the organizations. There were 13.17% of children who became aware about the organization by News Paper, 1.16% of children by Radio/TV, 16.16% became aware from Relatives and 23% of children got to know about the organization by Friends. Majority of children, 47%, became aware of the organization by other sources.
Table No 3.08

Receiving Stationary & Books in time or not

<table>
<thead>
<tr>
<th>No of children</th>
<th>In time</th>
<th>Delayed</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>134</td>
<td>06</td>
<td>27</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>80.23%</td>
<td>3.59%</td>
<td>16.16%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.08 indicates whether children were receiving stationary and books in time or not. Majority of the children stated that they were receiving stationary and books in time that was 80.23%, while 4% of children received a little bit late. Whereas 16.66% of children did not give any response.

Graph No 3.08
Table No 3.09

Tutorial Facilities

<table>
<thead>
<tr>
<th>No of children</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>61</td>
<td>35</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>42.51%</td>
<td>36.52%</td>
<td>20.95%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.09 the table given above shows whether organizations had tutorial facilities for their inmates or not. There were 43% of children who said that there is tutorial facilities in the organizations while 37% said there is no such type of facilities. And 21% did not give any response.

Graph No 3.09
Table 3.10 this table indicates the provision of playing in the organizations. There were 12% of children who played Badminton, 5% of children played Football, 9% of children were interested to play Volleyball, 7.18% of children played Basket ball. And most of the children were keen to play Ludo that were 21% and 17% of children played Kho Kho. Moreover there were 12% of children who played Skipping rope, 8% of children were keen to play Cricket and only 5.38%
of children played Table Tennis. And 4.19% of children did not give any response.

Few children said they can play whatever they wish to play.

Graph No 3.10 A
Table No 3.10 B

No of Children Playing More Than one Games

<table>
<thead>
<tr>
<th>No. of Children</th>
<th>Name of playing material</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Volley ball, Bed Minton</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>Foot ball, Basket Ball</td>
<td>5%</td>
</tr>
<tr>
<td>21</td>
<td>Cricket, Kho Kho and Skipping</td>
<td>13%</td>
</tr>
<tr>
<td>7</td>
<td>Ledo, Table Tennis</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table No 3.10 B this table shows numbers of children who played more than one games. There were 4% of children who played Bed Minton and Volley Ball, 5% of children played Foot Ball and Basket ball. And most of the children played Cricket, Kho Kho and Skipping while only 4% of children were played Ledo and Table Tennis.

Graph No 3.10 B
<table>
<thead>
<tr>
<th>Activities</th>
<th>No of children</th>
<th>Percentage</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV</td>
<td>40</td>
<td>23.95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor game</td>
<td>18</td>
<td>10.77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor game</td>
<td>21</td>
<td>12.57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting Idle</td>
<td>09</td>
<td>5.38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing</td>
<td>15</td>
<td>8.98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>35</td>
<td>20.95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewing &amp; Weaving</td>
<td>15</td>
<td>8.98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gossiping</td>
<td>04</td>
<td>2.39%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.11 it is clear from this table utilization of leisure time of children. Majority of the children were utilized their leisure time by watching TV that were 24%. While there were 11% of children utilized their leisure time by playing outdoor games, 13% were utilized by playing indoor games. Only 5.38% of children preferred to sit idle, 9% of children were utilized their time by singing. And 21% of children were utilized their leisure time by reading & writing, 9% of children were utilized their
leisure time by sewing & Weaving and only 3 % of children preferred gossiping. Beside this 6% of children did not give any response.

Graph No 3.11 A
Table No 3.11 B

Utilization of Leisure time in More than one Activity

<table>
<thead>
<tr>
<th>No of Children</th>
<th>More Than One games</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>TV, Both Indoor and Outdoor game</td>
<td>3%</td>
</tr>
<tr>
<td>19</td>
<td>Reading &amp; Writing, Sitting Idle</td>
<td>11%</td>
</tr>
<tr>
<td>9</td>
<td>Gossiping, Singing, Sewing &amp; Weaving</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table No 3.11 B this table shows utilization of leisure time of children in more than one activity. Majority of the children were utilized their leisure time by reading & writing that and sit idle that were 11%. And 5% of the children utilized their leisure time by gossiping, singing and sewing & weaving. Only 3% of the children were utilized their leisure time by watching TV and played both indoor and outdoor games.
Graph No 3.11 B

TV, Both Indoor and Outdoor Reading & Writing, Sitting Idle Gossiping, Singing, Sewing & Game

More than one activities

5

19

9
Table No 3.12

Response of the Children about Room accommodation capacity

<table>
<thead>
<tr>
<th>Room Capacity</th>
<th>No of children</th>
<th>Percentage</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>24</td>
<td>14.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – 10</td>
<td>26</td>
<td>15.56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – 15</td>
<td>51</td>
<td>30.53%</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>15 – 20</td>
<td>27</td>
<td>16.16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 25</td>
<td>03</td>
<td>1.79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 – 30</td>
<td>20</td>
<td>11.97%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.12 this table clarifies the response of the children about room accommodation capacity of the organizations, 14.37% children stated that 0 to 5 children were accommodate in their room, and 16% of the children were of the view that 5 to 10 children were living in their room. While 31% of the children said that 10 to 15 were accommodating in their room and 16.16% children view were that 15 to 20 children accommodated in their room. Only 2% of the children were of the view that 20 to 25 children were living in their room and 12% of children said that 25 to 30 children were accommodated in their room. Beside this there were 10% children who did not reply.
Table No 3.13A

Health check-up

<table>
<thead>
<tr>
<th>No of children</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Annually</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>08</td>
<td>72</td>
<td>16</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>42.51%</td>
<td>4.79%</td>
<td>43.11%</td>
<td>9.58%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.13A this table clearly suggests the health check-up of the children. Monthly health check-up were conducted in 43% of institutions, 5% of children said that there were Weekly health check-up provision and 43% of children said there were Annually health check-up provision. And 10% of children did not give any response.

Graph No. 3.13 A
Table No 3.13B

Response of the Children about Availability of Dispensary within the Organization

<table>
<thead>
<tr>
<th>No of children</th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>125</td>
<td>21</td>
<td>21</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>74.85%</td>
<td>12.57%</td>
<td>12.57%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.13B this table indicates the response of the children about the availability of dispensary within the organizations. There were 75% of the organizations that had the dispensary within the organization while 13% of children said that there was no dispensary. And 13% of children did not give any response.

Graph No. 3.13B
Table No 3.14

Responses of the children about picnic within the city

<table>
<thead>
<tr>
<th>No of children</th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93</td>
<td>56</td>
<td>18</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>56.68%</td>
<td>33.53%</td>
<td>10.77%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.14 this table shows the response of the children about picnic within the city. There were 57% of the children who said that there was a provision of picnic within the city while 34% of children said that there was no provision of picnic. And 11% of children did not give any response.

Graph No.3.14

![Graph](image-url)
Table No 3.15

Response of children getting help in homework

<table>
<thead>
<tr>
<th></th>
<th>No of children</th>
<th>Self studying</th>
<th>Getting help</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>97</td>
<td>54</td>
<td>16</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>58.08%</td>
<td>32.33%</td>
<td>9.58%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.15 the given table mentions response of the children whether they were getting help in homework or not with in the organizations. There were 32.33% of children who were getting help in homework while 58.08% of children did not get any help. They believed in self study. And 10% of children did not give any response.

Graph. No. 3.15
Table No 3.16

Response of the Children about Regular Teacher to Teach in the Organization

<table>
<thead>
<tr>
<th></th>
<th>Available in the organization</th>
<th>Not availability in the organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>124</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>82.11%</td>
<td>17.88%</td>
</tr>
</tbody>
</table>

Table 3.16 this table indicates whether there was any regular teacher or not to teach them. There were 82.11% of children who said that there was a regular teacher to teach them while 18% of children stated that there is no teacher to teach them but they get help from their roommates or senior inmates.

Graph. No. 3.16
Table No 3.17
Response of children studying after school hours

<table>
<thead>
<tr>
<th>Study hours</th>
<th>No. of children</th>
<th>Percentage %</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1</td>
<td>23</td>
<td>13.77%</td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>20</td>
<td>11.97%</td>
<td></td>
</tr>
<tr>
<td>2 - 3</td>
<td>40</td>
<td>23.95%</td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>35</td>
<td>20.95%</td>
<td></td>
</tr>
<tr>
<td>4 - 5</td>
<td>15</td>
<td>8.98%</td>
<td></td>
</tr>
<tr>
<td>5 - 6</td>
<td>10</td>
<td>5.98%</td>
<td></td>
</tr>
<tr>
<td>6 - 7</td>
<td>08</td>
<td>4.79%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.17 this table shows number of children and hours of studying after school time. There were 14 % of children who study only 1 hour after the school time, 12% of children studied 1 to 2 hours, 24% of children studied 2 to 3 hours, 21% of children studied 3 to 4 hours, and 9% of children studied 4 to 5 hours, while 6% of children studied 5 to 6 hours, and 5% of children 6 to 7 hours. Moreover 16 children did not give any reply.

The above-mentioned no of children’s studying hours were flexible, because during the exams time they study much more.
Graph No. 3.17

- No. of children
- No response

- 0-1: 23
- 1-2: 20
- 3-4: 40
- 4-5: 15, 16
- 5-6: 10
- 6-7: 8
Table No 3.18

Response of children about feeling problem after leaving organization

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Percentage %</th>
<th>Problems</th>
<th>Type of problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>57.24%</td>
<td>Yes</td>
<td>Financial, residence, college fees, job, guidance, settlement etc.</td>
</tr>
<tr>
<td>40</td>
<td>27.58%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>15.17%</td>
<td>Undecided</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.18 shows what types of problems they might face after leaving the organization.

57.24% of children said that after leave, the organization they might face a lot of problem such as, financial, residence, college fees, jobs, guidance, settlement and marriage etc. because in some organization there was a provision of marriage for their inmates. Because organization bears the expenses of inmates at a particular time so the children were worried what would happen when they would leave the organization.

While 28% of children said that they did not face any problems after leaving the organization, because somebody was there who would look after them so they might be back to their parents or relatives.
Moreover 15.17% of children were undecided and hence they did not have any idea about the problems.
Table No 3.19

Futuristic Approach of Children

<table>
<thead>
<tr>
<th>No of children</th>
<th>Want to become</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Teacher</td>
<td>20.35%</td>
</tr>
<tr>
<td>12</td>
<td>Doctors</td>
<td>7.18%</td>
</tr>
<tr>
<td>17</td>
<td>Nurse</td>
<td>10.17%</td>
</tr>
<tr>
<td>20</td>
<td>No Idea</td>
<td>11.97%</td>
</tr>
<tr>
<td>08</td>
<td>Help Organization</td>
<td>4.79%</td>
</tr>
<tr>
<td>10</td>
<td>Police</td>
<td>5.98%</td>
</tr>
<tr>
<td>20</td>
<td>Further Study</td>
<td>11.97%</td>
</tr>
<tr>
<td>10</td>
<td>Unable to Answer</td>
<td>5.90%</td>
</tr>
<tr>
<td>10</td>
<td>Social Worker</td>
<td>5.90%</td>
</tr>
<tr>
<td>04</td>
<td>Back to Home</td>
<td>2.39%</td>
</tr>
<tr>
<td>12</td>
<td>Good Job</td>
<td>7.18%</td>
</tr>
<tr>
<td>05</td>
<td>Marriage</td>
<td>2.99%</td>
</tr>
<tr>
<td>05</td>
<td>Any Job</td>
<td>2.99%</td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.19 this table clarifies the futuristic approach of the children or what they want to become in future. Many of the children wanted to became teacher’s. They were 20.35%, 7.18% of children wanted to became doctors, 10.17% of children wanted to became nurse, 12% of children did not have any idea what they would became in future, 5% of
the children viewed that they would help the organization, 6% of children wanted to become police men, 12% of children viewed that they wanted further study, while 6% wanted to become social workers. And only 2.39% of children wanted to go back to their homes, 7.18% of children viewed that would do any good job. And only 3% of the children were interested to get married, and 3% of children would prefer any jobs. Moreover there were 6% of children who did not give any response.

Graph No. 3.19
Table No 3.20A

Response of the Children about Receiving & not receiving Pocket Money

<table>
<thead>
<tr>
<th>No of children</th>
<th>Receiving Amount in (Rupees)</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>0 – 10</td>
<td>3.59%</td>
</tr>
<tr>
<td>08</td>
<td>10 – 20</td>
<td>4.79%</td>
</tr>
<tr>
<td>15</td>
<td>20 – 30</td>
<td>8.98%</td>
</tr>
<tr>
<td>Nil</td>
<td>30 – 40</td>
<td>-</td>
</tr>
<tr>
<td>Nil</td>
<td>40 – 50</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>50 – 60</td>
<td>17.96%</td>
</tr>
<tr>
<td>25</td>
<td>60 – 70</td>
<td>14.97%</td>
</tr>
<tr>
<td>20</td>
<td>70 – 80</td>
<td>11.97%</td>
</tr>
<tr>
<td>Nil</td>
<td>80 – 90</td>
<td>-</td>
</tr>
<tr>
<td>Nil</td>
<td>90 – 100</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>100 – 110</td>
<td>8.98%</td>
</tr>
<tr>
<td>30</td>
<td>Not Receiving</td>
<td>17.96%</td>
</tr>
<tr>
<td>10</td>
<td>Not Response</td>
<td>5.98%</td>
</tr>
<tr>
<td>08</td>
<td>On Festival/occasion</td>
<td>4.79%</td>
</tr>
</tbody>
</table>
Table 3.20A shows the children who were receiving pocket money and those who were not receiving pocket money from the organization. There were 4% of children who getting 0 to 10 rupees, 5% of children were getting 10 to 20 rupees, 10% of children were getting 20 to 30 rupees, and 18% of children were getting 50 to 60 rupees as pocket money. And 15% of children were getting 60 to 70 rupees, 12% of children were getting 70 to 80 rupees. Only 9% of children were getting highest amount as pocket money that were 100 to 110 rupees. Moreover there were 18% of children who had not received any pocket money while 6% of the children did not give any response. Only 5% of children were getting pocket money at the occasion/festival such as Eid, Deepawali etc.
## Table No 3.21

**Response of Children Going on Picnic outside the City**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>134</td>
<td>15</td>
<td>18</td>
<td>167</td>
</tr>
<tr>
<td>Percentage</td>
<td>80.23%</td>
<td>8.98%</td>
<td>10.77%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.21 this table indicates response of the children whether to go on picnic outside the city or not. There were 80.23% of children that had gone on picnic outside the city and the places which they have been saw so far include Nanital, Dehradun, Delhi, Chandigarh etc. Moreover there were 9% of children who said that there was no provision of picnic and 12% of children did not give any reply.

## Graph No. 3.21
Table No 3.22

Vacations Utilization

<table>
<thead>
<tr>
<th>No of children</th>
<th>Activities</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Reading</td>
<td>6.58%</td>
</tr>
<tr>
<td>11</td>
<td>Writing</td>
<td>6.58%</td>
</tr>
<tr>
<td>06</td>
<td>Music</td>
<td>3.59%</td>
</tr>
<tr>
<td>04</td>
<td>Outing</td>
<td>0.05%</td>
</tr>
<tr>
<td>17</td>
<td>Homework</td>
<td>10.17%</td>
</tr>
<tr>
<td>14</td>
<td>Playing</td>
<td>8.38%</td>
</tr>
<tr>
<td>13</td>
<td>Meet Parents</td>
<td>7.78%</td>
</tr>
<tr>
<td>10</td>
<td>Watching TV</td>
<td>5.98%</td>
</tr>
<tr>
<td>09</td>
<td>Crafting</td>
<td>5.38%</td>
</tr>
<tr>
<td>12</td>
<td>Practice Yoga</td>
<td>7.18%</td>
</tr>
<tr>
<td>19</td>
<td>Remain in Hostel</td>
<td>11.37%</td>
</tr>
<tr>
<td>06</td>
<td>Gossiping</td>
<td>3.59%</td>
</tr>
<tr>
<td>19</td>
<td>Meet Relative</td>
<td>11.37%</td>
</tr>
<tr>
<td>05</td>
<td>No Idea</td>
<td>2.99%</td>
</tr>
<tr>
<td>13</td>
<td>No response</td>
<td>7.78%</td>
</tr>
</tbody>
</table>

Table 3.22 the given table mentions how the children utilized their vacations. There were 7% of children who preferred only reading and writing during the vacations, 4% of children were listen to music. Only 0.05% of children preferred outing, 10.17% of children utilized their
vacations by doing homework, 8.38% of children just played, 8% of children went to meet their parents, 6% of children watch TV, 5.38% of children utilized their vacations by crafting, 7.18% of children practiced Yoga during their vacations, 11.37% of children remained in the hostels, 4% of children utilized vacations by gossiping and 11.37% of children went to meet their relatives. Moreover there were 3% of children who had no idea and 8% of children did not give any response.

Graph No. 3.22

Reading | Writing | Music | Outing | Homework | Playing | Meet Parents
---|---|---|---|---|---|---
11 | 11 | 6 | 4 | 17 | 14 | 13


Contd. Graph No. 3.22

- Watching TV: 10
- Crafting: 9
- Practice Yoga: 12
- Remain in Hostel: 19
- Gossiping: 19
- Meet Relative: 13
- No idea: 6
- No response: 5
Chapter - V
Summary, Findings, Conclusion and Suggestions
CHAPTER – V

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

5.1 INTRODUCTION

Education was incomplete without nobility of character. We live in a time of transition, a time of rapid and radical changes. It is a time of great risks, but also a wonderful of rewards. Kothari Commission (1964-66) stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of Nation. Education should be a tool for empowerment, not merely just employment. It must impart not merely knowledge but wisdom, not merely skills but character. It must help every child to develop an inner core of peace, a profound respect for nature, and a belief in truth and justice. The child is man's greatest acquisition since it provides hope & happiness to the mankind. Throughout we have been dedicated to the belief that each day in child's life especially during the beginning years from the birth to five years deserves special attention of parents & others who are entrusted with their care. The first three years of child's life are of prime importance as the outcome during this period, largely determines the child's future. The family & the other society play an essential role in the life & development of child. According, to Professor Chandra J Daswami, in Global Action Week 2009: open Books. Open
Doors- how to promote reading. "Unless an entire family or community becomes literate, a literate environment can not exist" during a round table discussion focused on building, maintaining and promoting literate environment held on 23 April 2009 as part on UNESCO’s activities for Global Action Week. Similarly our Former president of India, Dr. A.P.J. Abdul Kalam has rightly said that "if the majority of the people become enlightened citizens they will spread righteousness in right earnest; if they do I am very confident that we will be a developed nation before 2020". Article 26 of the Universal Declaration of Human Right proclaimed by the general Assembly of the UNO in 1948 in its opening paragraph stated, "Everyone has the right to education". Article 45 of the Indian constitution states that, "the state will endeavor to provide free and compulsory education within a period of 10 years to all children until they reach the age of 14 years". In order to fulfill the constitutional obligation to provide free and compulsory education government of India through its 93rd Amendment Bill (1997) has made education a Fundamental Right.

Education is the most crucial investment in human development. It can leave an impact on health, hygiene and productivity and can practically influence all members of the society. UNESCO commission on education (1972) declared that "Education is a life long process and its purpose is to establish a learning society. It is the process of instruction aimed at all round development of boys and girls". However
the education of girls is even more important as it practically means the education of an entire family. And among girls the education of destitute calls for a very urgent attention. No policy of development, no work of education by NGOs will have any meaning in our welfare state if it does not address the problem of destitute girls. Children are valuable asset & in them are preserved the genetic blue print of parents. They are supposed to be the hope of every nation & builder of tomorrow.

PRESENT POSITION OF CHILDREN

The world has a population of more than 6 billion. India alone has a population of more than 1 billion. As of March 2001 census, the total population of India was a little over 1 billion, 1,027,015,247 to be exact (531, 2777,078 Female, 495,738,169 Male), of this number, 157,863,145 are children up to age of six years. 2001 census also revealed that, 65% of Indians are literate. And almost every child now has access to a school, with around 95% of our rural population having a primary school within one kilometer of their habitation.

United Nation sources India has the largest number of children in the world, 380 million and more then 1.2 million are destitute, homeless or orphaned children in India, who beg on the street, work for 14-18 hours at a stretch at quarries restaurant and thousands of young children are forced into prostitution and are treated worse than animals.

UNICEF (2005), report on the state of the world’s children under the title “Childhood under Threat” speaking about the Indian children.
India has 380 million children and more than 1.2 million are destitute, homeless or orphaned. Indian children are equally deprived of their rights to survival, health, nutrition, education and safe drinking water.

PROBLEMS OF DESTITUTE CHILDREN

Rapid urbanization and industrialization contribute to increasing the problems of destitution. The problem is on the increase, especially among children, due to continuous migration of families from rural to urban areas in search of employment and work. The inadequacy of housing facilities in urban areas forces them to live under slum conditions, which in turn contributes to the destitution and delinquency. Increasing numbers of child beggars found in metropolitan and industrial cities is only a symptom of the larger problem of destitution. The convention does not have any specific article referring to the destitute children.

GIRLS EDUCATION AND DIFFERENT COMMISSION IN INDIA

Sir Charles Wood Despatch (1854)

The importance of female education in India can not be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters (girl child).
Indian Education Commission (1882)

It was felt that too much was being done in India for higher education and the primary education was being neglected that why in 1877 the Calcutta university threw the matriculation examination open for girls.

Zakir Hussain Committee (1938)

The report of the committee published in March 1938, has come to be known as the Wardha Scheme of Education. The general outline of the committee, the syllabus of studies will be same for boys and girls up to the 5th grade of the school. In grade 4th and 5th the syllabus in general science should be so modified as to include domestic science for girls. In grade 6th and 7th. the girls will be allowed to take an advantaged course in domestic science in place of the basic craft.

Post-war Educational development (1994)

This report derived its name from Jhon Sargent, the then educational adviser with the Government of India who prepared a memorandum on post war educational development in India. This report recommended a system of universal, compulsory and free education for all boys and girls between the age of six and fourteen should be introduced.

Secondary Education Commission (1952-53)

The major recommendation of this commission were (1) while no distinction need be made between education imparted to boys and girls,
especial facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools. (2) Efforts should be made by state Government to open separate schools for girls wherever there is demand for them.

Committee on Women Education (1957-59)

The education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life. It also agreed that a special committee should be appointed to examine the whole question of women's education.

Kunzru Committee (1964)

The training of NCC at any stage should be imparted only on a voluntary basis for boys and girls in the age group of 13-16 manual work in the campus should not be of more than 2 hours during per day. Boys and girls above 16 years of age may be asked, if physically strong, to do about 3 hours manual work each day.

Committee Differentiation of Curriculum for Boys and Girls (1964)

(1) co-education should be adopted on the general pattern at the elementary stage.

(2) no differentiation should be made in the curricula for boys and girls at the primary stage.

(3) in textbooks dealing with language and social studies, adequate attention should be paid to the needs, experience and problems
of girls by including such topics as special festivals of women, games popular with girls, lives of great women.

National Policy on Education (1968)

National policy on education observed that the education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.


Maintenance, education and training of orphan and destitute children. Moreover crèches and other facilities for the care of children working or ailing mothers; and care, education, training and rehabilitation of handicapped children.

National Review Committee of Higher Secondary Education (1978)

They emphasized that destitution should be remove within the next 10 years. Destitution refers to the worst form of poverty, that is, of the 50 per cent of our people living below the poverty line.

First All India Education Survey (1957)

Was mainly used to know the habitations unserved by the primary schooling facilities within a reasonably walking distance and also to prepare locational plans to identify where new schools are to be opened.
Second All India Education Survey (1965)

A school for boys stands not only for a school in which only boys were admitted but also a coeducational school (which is open to both boys and girls).

Third All India Education Survey (1973)

This survey was unique because, unlike the earlier two surveys, this covered all areas of education right from pre-primary through university, including unrecognised institutions, technical and vocational education, cultural education and educational administration.

Fourth All-India Educational Survey (1978)

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and 1,94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group.

Fourth All-India Educational Survey (1978)

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and 1,94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group.

Fifth All India Education Survey (1986)

A crucial aspect of education in the implementation of universal elementary education which has been neglected in the past is “girl’s
education". The Fifth Survey, like the earlier survey reveals a huge gap in the enrolment between girls and boys in the upper primary stage.

**Sixth All India Education Survey (1999)**

The Sixth All India education Survey was to know the enrolment of children in the general category, the schedule Caste (SCs), the scheduled tribe (STs), and particularly that of girls with special reference to UEE.

**Seven All India Education Survey (2002)**

It covered availability of schooling facilities in rural habitations, physical and educational facilities in schools, incentive schemes and beneficiaries, medium of instructions and languages taught, enrolment particularly of SCs, STs, girls and educationally backward minority community, teachers and their academic and professional qualifications, library, laboratory, ancillary staff and subject-wise enrolment at +2 stage of education.

**PROVISION OF GIRLS EDUCATION IN FIVE YEARS PLANS OF INDIA**

**First Five Year Plan (1951-56)**

First five year plan gave emphasis on the expansion of facilities for women's education, especially in the rural areas.
Second five Year Plan (1956-61)

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education. It observed a most urgent problem is that of girl's education. A major obstacle in the way of promoting girls education is the dearth of women teachers.

Third Five Year Plan (1961-66)

Priority was given to the expansion of elementary education and emphasis was on the provision of facilities for backward areas and communities and for girls.

Fifth Five Year Plan (1975-79)

In this plan very high priority given to Elementary education. Adequate provision had been made for additional enrolment in terms of teaching personnel and construction of classroom, especially in backward areas.

Sixth Five Year Plan (1980-85)

The approach in the Sixth Plan is for all the States, which are yet to universalize the primary education, to reach universalization (class I-V), up to the age of 11 years, in next five years.

Seventh Five Year Plan (1985-90)

Drop-outs and non-attendance of children at the primary stage of education are due to poor school facilities, unrelated curriculum, poor methods of teaching and poverty. Suitable supportive programmes for
the provision of incentives will be introduced or expanded selectively according to local requirements.

**Eighth Five Year Plan (1992-1997)**

Universalization of elementary education and complete eradication of illiteracy among the people in the age group 15 to 35 years have been recognized as a priority objective in the Plan.

**Ninth Five Year Plan (1997-2002)**

This plan emphasised

1. to place youth child at the top of the country's development agendas with a special focus on the Girl child.

2. to ensure 'survival, protection and development' through the effective implementation of the two National Plans of Action— one for the children and the other for the Girl Child.

3. the need to operationalise programme through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs).

**Tenth Five Year Plan (2002-2007)**

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

i. Universal Access,

ii. Universal Enrolment,

iii. Universal Retention,

iv. Universal Achievement, and

v. Equity.
Eleventh Five Year Plan (2007-2012)

The Eleventh Plan will focus on: access, retention and achievement in primary, elementary and higher education with particular emphasis on the education of the minority, especially Muslim Girls.

Elementary Education in India (2005-06)

This report indicated

At a time when the country was facing a shortage of educational institutions, over 32,000 schools do not have a single student a government survey has revealed. These institutions, 48% of which were primary schools are located mostly in rural areas and were in the public sector according to the report.

GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN

Integrated Child Development Services (ICDS) scheme was started in 1975. The ICDS is one of the world’s largest and most unique outreach programme for early childhood care and development.

Balsevika:

In the third five years plan, greater attention has been paid to the programmes of child welfare. The scheme (Balsevika) is intended to ensure the total well-being of the child population of the age-group 0-16.
Mahila Samakhya Scheme:

Pursuant to the objectives of the NPE, 1986, the Mahila Samakhya Scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups.

Crèches/Day Care Centers for Children:

The Crèches/day care centers for children started in 1975. The scheme extends day care services for the children of casual, migrant, agricultural and construction labourers, children of those women who are sick or incapacitated due to sickness or suffering from communicable disease are covered under the scheme. There are 12470 crèches throughout the country and benefiting about 3.11 lakh children.

The Early Child Education (ECE):

The scheme being implemented since 1982 has been visualized as a strategy to reduce the dropout rate and to improve the rate of retention of children in schools.

Balwadi Nutrition Programme (BNP):

The Balwadi Nutrition Programme aspires to meet the every basic nutritional requirement of a child in the age group of 3 – 5 years by ensuring that she/he is provided with 300 calories and 12 – 15 gms of protein every day.
Sishu Greeha :

Government of India has initiated a 90% centrally sponsored scheme known as the scheme of Assistance to Home, known as Sishu Greeha for the welfare of the children who are unfortunate.

Kasturba Gangdi Balika Vidyalaya (KGBV) :

KGBV is a unique programme launched to tackle low levels of school participation among girls in combination with social backwardness. By the end of December 2006, 1039 KGBV schools with around 64000 enrolments were opened.

Nanhi Kali a Special Child Project :

The Nanhi Kali project in the future hopes to reach out to thousands of such underprivileged girls across India to provide them with opportunities and choices that would give them a fighting chance in life.

Operation Blackboard:

It was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India.

National Bal Bhavan :

National Bal Bhavan reaches out to school drop-outs, children of socially and economically backward class, street children and also the special children.
The Bal Shree Scheme:

This scheme seeks to identify creative children within the age group of 9 – 16 years in four identified areas of creativity i.e. creative art, creative performance, creative scientific and scientific innovation and creative writing.

Jan Shikshan Sanathan (JSS):

JSS is reach out educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged group or urban / rural population particularly neo-literate, semi-literate, SCs, STs, women and girls, slum dwellers, migrant workers, at present there are 172 JSSs in the country.

NON-GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN

Lakshmi Project:

This project began non-formal education for destitute girl’s children.

The Sukanya Project UNICEF:

Sukanya aim to give girls the opportunity to question the world around them, to understand their rights and get self confidence to speak out when girls right are not being protected.

Global Movement for Children (GMC):

The area in which GMC working, “leave no child out, put children first, care for every child, fight HIV/AIDS, stop harming and exploiting
children, listen to children, protect children from war, fight poverty and invest in children”.

Ankur Project:

Ankur Education Foundation feels that one of the best ways to nurture children is to provide them with a good education. Currently their focus is directed towards poor children in India who do not have the most basic levels of education.

Smile Foundation:

Smile is a non-governmental organization working in India and South Asia. There are various welfare projects spread across different Indian states provide Literacy and Basic Education for Poor children, beside health care support.

Prayas Project:

This is a humanitarian, gender-sensitive and child-focused development organization. Prayas aim at restoring the lost childhood of neglected children.

Butterflies Project:

This is a registered voluntary organization working with street and working children in India and South Asia.

Saalam Baalak Trust:

Provides support for street and working children in inner cities, providing education, basic literacy and schooling, full care facilities for the young (up to 12 years), drop-in shelters, nutrition, health care, family
planning, AIDS awareness, TB prevention, counseling, banking facilities and remedial drama.

**To Reach You (TRY):**

Non-profit social work organization working with a three fold mission- education, research and public service. TRY maintains a home for these children, providing food, clothing, shelter and education.

**Nirmal Hirday (Home for Destitute Children):**

The organization take care of the destitute, abandoned, homeless, orphans and dying of all Castes and Religions and to provide a respectable place in human society including children in India and abroad.

**REVIEW OF RESEARCH STUDIES: INDIA**

After deeply review of the presented research studied the researcher came to the following conclusion.

India has 19% children of the world population are living in India. Around 440 million of children is below the age of 18 years, and they are in need of care and protection. 76% of the adult in developing countries can now read and write, 84% children attend primary school. (MWCD, 2007). 76% respondents attend school, 17% getting non-formal education and 7% were illiterate. 85% children live in groups, especially girls because of security reasons. The study also revealed that 57% respondents were harassed by Governmental Railway Police (GRP) and 21% by Railway Protection Force (RPF), (AD, 2002). The
situation of children in Kashmir who became of Orphans due to prevalent militancy. It was found 84.66% respondent lived with their mothers, 4% with their uncle, 9% with mother's father and 2 % with father's father. (Ahmad, 1999). It Rajasthan 75% of deprived children were suffering from many problems. The deprived girls more reserved, detached, critical, aloof and stiff than the deprived boys. Deprived boys were more excitable, impatient, demanding and overactive while deprived girls were deliberate and inactive. (Nagar 1985). 2.5 million Children out of school and majority of them were ‘on the street’ category of children usually succumbs to drug abuse, alcoholism, sexual assaults and are convicted for pretty thefts. 75% children enrolled in NFE schools were from ‘on the street’. Only 27% enrolled children were earning their livelihood. (UNESCO 2001). In school 80% children did not have drinking water facilities and toilets were unhygienic. 70% children said no facilities for recreation and play in schools and 75% felt poor library facilities were lacking. (DCRC 2004). Mental health status of runaway children residing at Child Observation Home (COH) Delhi. 47.22 million Homeless and runaway adolescent roaming on the street of our country, of whom 1, 00,000 are in Delhi. 50% of them from Bihar, 18.7% were from Uttar Pradesh and rest of the respondents was from other states of the country. (Khuranas 2004). The personality characteristic of orphans and non-orphans. It was found that no significant difference in the personality characteristic of orphan and non-
orphan. Orphan boys as well as girls had a less positive attitude towards life, humanity and religion than non-orphans. The orphans had a less positive attitude towards their elder and negative attitude towards society than non-orphans. (Garhok 1973). 95% children belong to very poor economic status family. 53% institutions provide only vegetarian food. The study revealed that 19.75% respondents were totally orphans, and 60.25% were from single parent's families. 84% did not want to join the family because of poverty and insecurity at home. (ICCW 1996). Delhi had the largest number of working children on street because of economic hardship. The major factors for girls dropping out were family related factor, school related factor and pupil related factors. (SCF 1999). 93.4% children in the 6-14 years age group were enrolled, out of whom 75.1% were in Governmental school, 16.4% were in private schools and around 1% was in Madrasas. In private schools 33.4% children of class VI – VIII could not division and in government schools the percentage was 40%. Moreover 65.3% in government schools and 52.4% in private schools could not read short texts. (Pratham 2006). The juvenile vagrancy is more acute in urban communities, especially in industrial areas. 72.14% delinquents belong to nuclear families compared to 64.55% neglected children. Stealing was the commonest reason for their apprehension in all ages (36.8%), followed by vagrancy (29.2%), begging (12.4%), fighting & quarrelling (9.2%), murder (3.2%) etc. (Wankhede 2003). 75% of the street children maintaining the
Contact with the family. 82% families were landless and daily wage earners. 75% children earn below Rs 300 per month while 5.5% earn 500 per month. 92% street children given first priority to food and 7% to shelter and only 1% to education, medical treatment, clothing etc. (Ghosh 1992). 80% street children live in huts. The two main reason of migration are poverty 46.2% and employment 43.6%. 82% of girl street children are non working. Of the 18% who work and 42.25 of them complete for 7 to 9 hours a day and 34.85 have to work for 9 to 12 hours. One fifth of these girls are also conscious of the fact it is fully responsibility of the society to take care of them. (Rao & Malik 1992). The children who are in-school come from economically better of and the majority of out of school children from poorer section of the society. (Jyotsna & Jhingram 2005). Out of 100 children, 50% of them had lost both parents, 10% were abandoned, 20% of them had one parent alive and 20% of them two parents alive. As part of the curriculum children spend 30-40 minute watering and fertilization vegetable and flowers plants around the school premises. (Tadibayina 1999). ‘Every second child is a victim of abuse’ in India. It was found 50% children physical, sexual or economical abuse. At least 2.5% respondents had been sexually abused- 30% of them by family members or relatives. 71% respondents had been beaten, of whom 29% required medical attention, 56% had bled after they had been assaulted. (Prayas 2006). The factor responsible for juvenile delinquency among the children. A
sample of 200 was selected for the study in two correctional homes situated in Varanasi. The study showed that majority of the delinquency from uneducated class, lower castes, from unitary families and from urban areas. (Kumari 1985). In Madhya Pradesh, the number of students in the hostel was much more than their capacity, rooms were over-crowded and in bed two girls accommodated which was neither psychologically Nor health wise proper. Superintendents of the hostel neither qualified nor trained to manage them. (Jha 1985).

**Review of Research Studies: International**

After review of the research the researcher came to the conclusion as under:

It was estimated that 55,700 children were working as domestic child labours. Out of this number 16,000 children were in hotel and restaurant. Trafficking of girls for commercial sexual exploitation; early girl's marriage and socio-cultural malpractices against child development were quite common in Nepal. (UNESCO 2004). In Uganda, Malawi, Mozambique, Zambia and Zimbabwe, nearly 15% of all children under the age 15 have lost one or both parents, and more than 20% of 15 years old children in these countries were orphans. The poor children in Africa were less to attend school. (Anne & Joseph 2003). 80% of homeless adults were employed or looking for work at one point in time, while 47.7% remained in the labour force. (Zlotnik & Tammy 2002). The running children from home to street because of
neglect by an adult caretaker & sexual abuse by an adult care taker were associated with the livelihood of running away from home for the amount of time. (Yader & Dan 2002). Homeless school children suffered serious setback both academically & socially, including exhaustion, lack of time & place to do work, coordinating school schedules with work schedules. (Nord & A.E. 1995). The children functioned with adequate mental heath. (Aptekar 1991). The personal growth and development of homeless school children were severely challenged by their being homeless. Important role school counselors involve identifying and addressing the particular concern of the homeless child. (Walsh 1994). The numbers of girls in generally lower than that of boys. All the learners were either school drop-outs/push-out or had never enrolled in school at all. (Wangenge 2004). Some children do not have homes or families to return to. He also revealed that food, cloth, education, love and support were primary need to such type of children. (Lusk 1989). The economic, political and social life crises create high risk situation, particularly among underprivileged and disadvantage social group's children, as members of such group undergo the consequences of these situation by becoming victims as well as victimizes, which living and/or working in the streets. (Thessaloniki 1991). 80% of street children were not living with their parents while 26.7% reported not having a residence. Street children reported findings shelter 4 – 6 times in a week period, while a large majority on non-street children had a
place to sleep 7 days in a week. (Renata 1999). Street children suffered from developmentally and socially. (Blanc & Weitzman 1990). 90% of high risk children reported having good social support available to them. (Molnar 1995). Food was one of the survival tasks faced by street children. (Tyler 1991). Malnutrition was often associated with life on the street children. (Kogel 1990). The street children tended to think more about the cost of what they ate and how they were going to store it than did those in the comparison group. (Pinto 1990). Brazilian street children tend to lack stable adult figures in their lives. (Aptekar 1995). 54% children were orphans who had lost one or both of their parents while 71.5% of the households were home to orphans. 60% of the care takers were providing orphan care rather reluctantly, largely because there was no one else prepared to do so. However, fewer rural children were able to attend school, whereas more were able to in the urban areas. (Mc Kerrow 1996). The vulnerable condition of orphan’s children at Kitwe and Livingstone in Zambia. 78% of orphans had HIV/AIDS epidemic. The pervasiveness of the growing problem of orphans in Zambia has reached a level where virtually everyone, at all levels of society. (DCOF &USAID 1999). In 1997 there were approximately 362,200 children orphaned by one or both parents. While natural orphaning is an accepted phenomenon in Zambia, the rate of orphaning due to AIDS epidemic has reached alarming proportions. (Nampanya 1999). The biggest numbers of orphans per household were found in
widow-headed. Girls – orphans were fewer in families, probably due to early marriage. Most orphans indicated that they were aware of the existence of HIV/AIDS; few knew how to protect themselves. (MLSA & UNICEF 1993). Urban orphans in poor families being more likely to drop-out of school while in rural orphans withdraw from the school to help care for their younger siblings. (Nampanya 1998). 12.8% orphans a child under the age of 15 years has a father or mother who had died and 5% of children had lost both parents. There was a little evidence of discrimination or exploitations of orphaned children by extended family care-giving. (Foster 1992). The foster care for orphan’s children. It was found that 60% of the farmer willingness to support foster care on their farms, if this was necessary. (Jackon, 1996). In the year of 1995 more than 30 million children in 23 countries lost one or both parents to the AIDS epidemic. And by the years 2010 this number will grow to at least 42 million in the developing world and could conceivably be as high as 84 million. Sex ratio may increase in some age groups because infections rates and morality in women are higher. (Hunter 1997). The child labor regional estimates indicate that;

The Asia and Pacific region the largest number of child worker in the age groups 5 to 14 would be 127.3 million in total. Sub-Sahara Africa had estimated 48 million workers below the age 15 years. Latin America and Caribbean estimated child worker would be 17.4 million.
Middle East and North Africa would have approximately 2.5 million child

SIGNIFICANCE OF THE STUDY: Destitute children are essential
part of our society or community and they exist everywhere in smaller or
greater numbers. The children are flowers so they should be given a
chance to bloom. The proposed study is an investigative survey of the
condition of destitute girls is Uttar Pradesh & Uttarakhand. It will
critically look at the working of destitute homes and will also see where
the destitute girls sometime actually live. The study will look at the poor
education scenario of destitute girls and will see how the problem can
be addressed is a better manner.

TITLE OF THE STUDY:

The Title of the Study was as under

EDUCATIONAL OPPORTUNITIES FOR

DESTITUTE GIRLS IN THE STATE OF

UTTAR PRADESH & UTTARAKHAND

(I) Educational Opportunity: the term ‘education opportunity’ may
be explained as the establishment of a school that creates an
opportunity for the parents to send their children to school. This
opportunity would be available of, and the child sent to school
depending on the parental attitude to education and on their economic
conditions.
(II) Destitute Children: by New Webster’s Dictionary, destitute mean “not possessing the necessities of life; in abject poverty; entirely without the means of subsistence”. And Oxford Dictionary defines word destitute, “without resources, in want of necessaries”.

As far as this study is concerned, destitute means children who are homeless. They live on places such as Footpath or on Railway Stations etc. Some of them are being looked after by the orphanages or homes for destitute run by religious or non-religious organizations or run by state or non-governmental organization.

(III) Uttar Pradesh: Uttar Pradesh is the most populous state in the country accounting for 16.4 per cent of the country’s population. It is also the fourth largest state in geographical area covering 9.0 per cent of the country’s geographical area, encompassing 2,94,411 square kilometres and comprising of 83 districts, 901 development blocks and 112,804 inhabited villages. The density of population in the state is 473 person per square kilometres as against 274 for the country.

(IV) Uttarakhand: on the 8th of November 2000, Uttaranchal became a full-fledged state of India with the formal induction of a separate State Government. The State is carved out of the Uttar Pradesh, which has the largest population in India. With this, the people of Uttarakhand have finally achieved their dream of running their own affairs for which they have been fighting for some decades now. Uttarakhand is situated in the northwest portion of Uttar Pradesh, India’s most populous state. It
occupies 1.73% of India’s total land area with 51,125 sq. km. It has a population of about 6.0 million at 94.4 per sq. km. It borders Tibet, Nepal, Himachal Pradesh, and the UP plains districts. Dehradun, the state capital is about 255 km away from India’s capital, New Delhi.

**OBJECTIVES OF THE STUDY**

The objectives of the study were as under:

1. To know the educational opportunities for destitute girls in the state of Uttar Pradesh and Uttarakhand.

2. To examine the contribution of Governmental and Non-governmental organization towards the education of destitute girls.

3. To assess the work done by the social organization for the destitute girls.

4. To explore the nature of problems faced by destitute girls living in destitute homes.

5. To make suggestions arising out of the finding of the study.

**5.2 FINDINGS OF THE STUDY**

The researcher came to the findings of the study as under:

1. On the basic of the survey done by the researcher, the total numbers of organization were 12 only.

2. The total number of schools was 16 only.
3. 25% schools were run by State Government, 69% run by private bodies, 37% schools were Government aided and 37% were self financed

4. 50% of schools had Library, Science Laboratory and Computer Lab facilities. While 31.25% schools had Home Science lab and all (100%) the schools had play ground. Apart from this 100% schools had Sports facilities both indoor and outdoor. Co-curricular activities were held in 81.25% of schools. There were 87.5% of schools had staff room and 50% of the schools had common room. Only 12.5% schools had the facility of separate room for girls and 81.25% had the separate lavatory for girls. There were 25% schools that had facilities for disable. In the all (100%) schools classes were held in puckka building. Only 31.25% schools had the counseling and workshop for vocational training facilities. Computer classes' facilities were available in 44% of schools.

5. There 12% rooms in all schools and average of room were 7.88 in 16 schools. It further shows the average of children were 330.94 in all (16) schools.

6. 75% of the schools building were owned and 25% were rented.

7. The supervision of schools either by Government officers or schools management committee. There were 88% of schools that was supervised by Government officers like BSA and D.M.Only
12% supervised by the schools management committee themselves. They had their own management committee.

8. The total number of Male and female teachers and whether they were trained or untrained. There were 26.50% male teachers and 73.49% female. Apart from this 57.42% teacher were trained and 42.57% were untrained.

9. 31.72% teachers were Graduate (B.A.), and 10.48% were Post Graduate (M.A.). And the teachers who had professional qualifications that were 18.47% (BTC) and 38.95% were (B.ED).

10. 32% of teachers were getting 2000 to 4000, and 11.24% of teacher were came under the salary slab of 4000 to 6000. While 18% were getting 6000 to 8000 and 27.30% of teacher came under the salary slab of 8000 to 10,000. And only 12% were getting 10,000 to 12,000.

11. Total numbers of teachers in 16 schools were 249. And total numbers of children in 16 schools were 5295 included of destitute children. There were 8 teachers for 75 children, 11 teachers were for 200 children, 8 teachers were for 250 children, 81 teachers were for 1700 children, 12 teachers were for 250 children, 16 teachers were for 360 children, 9 teachers were for 120 children, 16 teachers were for 150 children, 22 teachers were for 400 children, 7 teachers were for 200 children, 5 teachers were for 90 children, 8 teachers were for 120 children, 7 teachers were for
110 children, 17 teachers were for 400 children, 10 teachers were for 370 children and 12 teachers were for 500 children.

12. Teacher pupil’s ratio. There were 249 teachers and 5295 children in 16 schools. Thus the TPR were 21.26.

13. The total numbers of non-teaching staff were 139, included of principal/vice principal. There were 13% of schools had Principal/vice Principal. While 37.41% schools had office staff and 50% were office assistance.

14. Total and types of office equipments. There were 75% of schools that had computer. Only 31.5% of schools had Inter-net facility and 87.5% had typewriter.

15. The management of the institutions. There were 17% organizations managed by the State Government and 39% organization managed by the Trust. While 39% organizations were being looked after by non-Governmental organization (NGO). Only 6% of organization managed by private bodies.

16. There were 360 children in organization one (1), 120 children were admitted in organization no two (2), 111 children were in organization no three (3), 69 children were admitted in organization no four (4) and only 50 children admitted in organization no five (5), 25 children were admitted in organization no six (6), 470 children were admitted in organization no seven (7). The lowest numbers of children (17) were admitted in a
governmental organization number eight (8), 300 children were admitted in organization no nine (9). The maximum number of children (1700) admitted in an NGO, 69 and 62 children were admitted in organization no eleven (11) and Twelve (12).

17. The organization providing education to their inmates whether it is formal or non-formal. It was found that all the 12 organization had formal system of education, no provision of non-formal education.

18. The level education which were provided by the organization. All (100%) organization had the provision of Primary, Elementary and Secondary Education. whereas 67% organization had provision for Senior-Secondary Education and 75% of the organizations were on Graduation Level. There were 67% organization had the provision of Post Graduate Level education. Moreover some organizations send their inmates for professional course also, if they desire so. The researchers mat one destitute girl who was perusing MBA from IIM Ahamadabad.

19. The types of education provided by the organization whether they were co-educated or only for girls. The children of 83.33% organization were studies in Co-education while 17% were studies in schools only for girls. Beside this there were 2 organizations did not have there owned school but they send their inmates in near by schools.
20. Medium of instruction of the schools where the inmates being educating. There were 50% of children studied in Hindi medium schools. Only 13% of children were studied in English medium and 33% children were studies in mix Hindi and English medium schools. None of children were studies in Urdu medium school.

21. The affiliations of the schools where the children were studied. There were 19% affiliated with CBSC Board, 6% affiliated with ICSC Board. And majority of the schools (38%) affiliated with U.P. Board and Uttrakhand Board.

22. Co-curricular activities within the organizations. There were 75% children who participated in Dance & Drama. All (100%) the organization had the provision of Music. provision of painting had in 75% of organization and 92% the maximum of organization had the provision of Games both indoor and outdoor. while 58.33% had the provision of Quiz. Moreover one organization arranged co-curricular activities only at the occasion on Christmas day and 114 November every year.

23. Clear the source of financial assistance of the organizations. There were 17% organization getting financial help from the Central Government, 25% were funded by the State Government and 17% were looked after by the Non-Governmental Organization NGOs. Apart from this 33.33% were running with the help of Trust and 42% of the organizations were getting help
from any other sources like Donation, Public fund and Philanthropy etc.

24. Mentions the Annual income and Expenditure of the organization. On the basis of survey it was found that 42% of organization did not give any response about the Annual income/expenditure. While 58% of the institutions totally refused about the expenditure.

25. The residential facilities of all (12) organizations and average of each facilities. There was total 203 room's average of 16.91 rooms in each organization, 35 Dormitories average of 2.91 Dormitories in each institution. And hostel strength was 1820 average of 151.6 children in every organization. Moreover 100% of the organization had Dispensary, Dinning Hall and Drinking Water.

26. Only 10 organizations had the facilities of coaching facilities average of 0.83 in each institutions, 11 institution had medical Check-up facilities an average of 0.92 in every institutions. All the organization had kitchen facilities. There were 122 Wardens in 12 institutions an average of 10.17 in every institutions and 50% of the institutions had Caretaker, 92% institutions had common room and 82% had picnic/tour facilities. All the institutions had sports/games facilities.
27. The age of the children admitted in the organizations. There 0 to 5 age group of children were 5%, 5 to 10 age group of children 10%, 10 to 15 age group of children were 13.17%. And large number of children 15 to 20 age group were 69%, only 20 to 25 age group of children were 4%.

28. Class-wise distribution of the children. There were 3% of children were studied in class Nursery, 8% were studies in class II, 9% were in class IIIrd and 6% were studies in class IV. And a large number were studies in class V that were 15% and 9% were in class VI. While 10.17% of children were studied in class VII, 7% were in class VIII. Moreover 6% of children were studied in XI, 8% were in class X, and 9% were studies in class XI. Only 6% of children were studied in class XII. The children, who had completed their class XII, were waited for further studies or planned to go back to homes. The children who were totally orphaned remained in the organization because nobody who would look after them and they were very serious about their future and studies.

29. The years of studied since the time of their admitted in the institutions. There were 48% of children studies from 0-5 years, 31.5% were studies 5 to 10 years. Only 21.11% of children were studied from 10 to 15 years. While 4% children did not give any response.
30. The participation of children in co-curricular activities. It was found that most of children participated in co-curricular activities that 75%, while 9% of children did not participate in any co-curricular activities. Moreover 16.66% were unable to give any response.

31. The how many time children participated in co-curricular activities while table no 3.04A shows only participation of children in co-curricular activities. There were 28% of children that participated in co-curricular activities only one time, 22.4% were participated two times, 12% participated three times and 16% of children participated in co-curricular activities four times. Beside this 8% of children participated five times, 7.2% participated six times. Only 6.4% of the children participated in 7 times.

32. The children who participated in co-curricular activities, how many times they won the prize. There were 16% of children who won the prize only one time, 18% of children won two times, 13.15% of children won three times. While 28% of the children won the prize 4 times, they were high among all children. Moreover 21.5% of children won the prize 5 times, and the children who won the prize maximum 6 times, they were only 3%.

33. Children awareness about their patents. There were 64.07% of children aware about their parents, while 11% of children were not aware about that and 25.14% of children did not give any
response because they were admitted in the organization from childhood.

34. There 50.46% of children father had died and 49.32% of children father were alive. Similarly 31% of children mother had died and 69.15% of children mother were alive.

35. The children awareness about their parents education. There were 42.5% of children fathers was literate and 58% of children fathers were illiterate. Similarly 36.44% of children mothers were literate and 64% of children mother were illiterate.

36. Majority of children father were farmer that was 15% and 8.41% children father were servant. Only 0.95% children father was politician, 4% of children father were Driver. While 2% of children father were Contactor and Tailor and 3% of children father were Carpenter. Moreover there were 0.93% of children fathers profession was Business and 0.93% of children father profession was teaching. Only 0.93% of children father was unable to work because he was blind. Similarly the profession mothers, there were 28.3% of children mother were house wife and 19% of children mother profession was farming. While 7% of children mother were servant and 9.34% of children mother were in jobs.

37. There were 28.14% of children were stayed in the organization 0 to 5 years, 35.32% of children were stayed 5 to 10 years and 13% of children were stayed 10 to 15 years. Moreover 16% of children
were living 15 to 20 and 20 to 25 of years. Apart from this 11% of children did not give any response.

38. There were 13.17% of children became aware about the organization by News Paper, 1.19% of children by Radio/TV, 16.16% became aware from Relatives and 23% of children get to know about the organization by Friends. Majority of children 47% became aware of the organization any other sources.

39. Majority of the children stated that they were receiving stationary and books in time that was 80.23%, while 4% of children received a little bit late. Whereas 16.66% of children did not give nay response.

39. There were 43% of children said that there is tutorial facilities in the organizations while 39% said there is no such type facilities. And 21% did not give nay response.

40. There were 12% of children played Bed Minton, 5% of children played Football, 9% of children were interested to played Volley ball, 7.18% of children were played Basket ball. And most of the children were keen to played Ledo that were 21% and 17% of children played Kho Kho. Moreover there were 12% of children played Skipping rope, 8% of children were keen to played Cricket and only 5.38% of children played Table Tennis. And 4.19% of children did not give any response. Few children said they can play whatever they wish to play.
There were 4% of children who played Badminton and Volleyball, 5% of children played Foot Ball and Basket ball. And most of the children played Cricket, Kho Kho and Skipping while only 4% of children were played Ludo and Table Tennis.

Majority of the children were utilized their leisure time by watching TV that were 24%. While there were 11% of children utilized their leisure time by playing outdoor games, 13% were utilized by playing indoor games. Only 5.38% of children preferred to sit idle, 9% of children were utilized their time by singing. And 21% of children were utilized their leisure time by reading & writing, 9% of children were utilized their leisure time by sewing & Weaving and only 3% of children preferred gossiping. Beside this 6% of children did not give nay response.

Majority of the children were utilized their leisure time by reading & writing that and sit idle that were 11%. And 5% of the children utilized their leisure time by gossiping, singing and sewing & weaving. Only 3% of the children were utilized their leisure time by watching TV and played both indoor and outdoor games.

14.37% children stated that 0 to 5 children were accommodate in their room, and 16% of the children were of the view that 5 to 10 children were living in their room. While 31% of the children said that 10 to 15 were accommodating in their room and 16.16% children view were that 15 to 20 children accommodated in their
Only 2% of the children were of the view that 20 to 25 children were living in their room and 12% of children said that 25 to 30 children were accommodated in their room. Beside this there were 10% children who did not reply.

45. Monthly health check-up were conducted in 42% of institutions, 5% of children said that there were Weekly health check-up provision and 43% of children said there were Annually health check-up provision. And 10% of children did not any response.

46. There were 75% of the organization had the dispensary within the organization while 13% of children said that there was no dispensary. And 13% of children did not give any response.

47. There were 56% of the children said that there was a provision of picnic within the city while 34% of children said that no provision of picnic. And 11% of children did not give any response.

48. There were 32.33% of children who were getting help in home work while 58.08% of children did not get any help, they believed in self study. And 10% of children did not give any response.

49. There were 82.11% of children said that there is a regular teacher to teach them while 18% of children stated that there is no teacher to teach them but they get help from their room-mates or senior inmates.

50. There were 145 of children study only 1 hour after the school time, 12% of children were studied 1 to 2 hours, 24% of children were
studied 2 to 3 hours, 21% of children were studied 3 to 4 hours, and 9% of children were studied 4 to 5 hours, while 6% of children were studied 5 to 6 hours, and 5% of children were 6 to hours. Moreover 16 children did not give any reply.

The above-mentioned no of children studying hours were flexible, because during the exams time they study much more.

51. 57.24% of children said that after leave the organization they might be face a lots of problem such as, financial, residence, college fees, jobs, guidance, settlement and marriage etc. because in some organization there was a provision of marriage for their inmates. Because organization bears the expenses of inmates at a particular time so the children were worried what will happen when they will leave the organization.

While 28% of children said that they will not face any problems after leave the organization, because somebody was there who would look after them so they might be back to their parents or relatives. Moreover 15.17% of children were undecided they did not have any idea about the problems.

52. Majority of the children wanted to became teacher they were 20.35%, 7.18% of children wanted to became doctors, 10.17% of children wanted to became nurse, 12% of children did not have any idea what they would became in future, 5% of the children were viewed that they would help the organization, 6% of children
wanted to became police, 12% of children viewed were that wanted further study, while 6% wanted to became social worker. And only 2.39% of children wanted to go back to their homes, 7.18% of children viewed that would do any good job. And only 3% of the children interested to get marry, and more 3% of children would preferred any jobs. Moreover there were 6% of children did not give any response.

53. There were 4% of children getting 0 to 10 rupees, 5% of children were getting 10 to 20 rupees, 10% of children were getting 20 to 30 rupees, and 18% of children were getting 50 to 60 rupees as pocket money. And 15% of children were getting 60 to 70 rupees, 125 of children were getting 70 to 80 rupees. Only 9% of children were getting highest amount as pocket money that were 100 to 110. Moreover there were 18% of children who were not received any pocket money while 6%of the children did not give any response. Only 5% of children getting pocket money at the occasion/festival such as Eid, Deepawali etc.

54. There were 80.23% of children had gone on picnic out side the city and the places which they have been saw so far Nanital, Dehradun, Delhi, Chandigarh etc. Moreover there were 9% of children said that there is no provision of picnic and 11% of children did not give any reply.
There were 75% of children who preferred only reading and writing during the vacations, 4% of children were listen music. Only 0.05% of children preferred outing, 10.17% of children utilized their vacations by doing homework, 8.38% of children just played, 8% of children went to meet their parents, 65 of children watch TV, 5.38% of children were utilized their vacations by crafting, 7.18% of children were practiced Yoga during their vacations, 11.37% of children were remained in the hostels, 4% of children were utilized vacations by gossiping and 12% of children went to meet their relatives. Moreover there were 3% of children said no idea and 8% of children did not give any response.

5.3 CONCLUSION

Rudy Manikan has famously said that if you educate a man you educate a person, but if you educate a woman, you educate a family.

The problems of destitute girls education is a universal phenomenon, which vary from country to country and from region to region within the same country. The problems of destitute girls education could not be ignored because it is concerned with the masses.
The primarily purpose of this study was to know, to what extent the Governmental and Non-Governmental Organization are discharging their responsibilities towards destitute children.

There exist the following two types of organizations, one is Governmental and the second is Non-Governmental organization. Both are struggling very hard for the uplift of destitute girls' education. Both the organization are facing problems of infrastructural facilities. The buildings of the Governmental organization are not up to the mark as compared to Non-governmental organization. However the doubts arise in the present researcher mind that in Governmental organization rooms were overcrowded and the management was not good as it should be, beside this there was no counselor to guide the inmates for their future that's why mostly children wanted to become teacher and nurse. Organizations were lacking the facilities of library, computer and Internet. It was found from the investigation that the children who were orphan were much worried. They did not know where they will stay after leaving the organisation because nobody was there who could look after them. Some odd organization had the provision of co-curricular activities occasionally, and where there was provision of co-curricular activities they participated outside the organization and won the prizes but they were very few. Mostly institutions had the health check-up facilities but few had a dispensary. Recreation is an important part of education but few institutions had the provision for that. There was
paucity of teachers in the organizations. That’s why majority of the children were facing problems in their home work but sometimes they were helped by their senior inmates. There was the provision of pocket money in some organisation while some institutions provide it only on some occasion/ festivals.

India became a signatory to the convention on the Rights of the Child-CRC in 1992, yet there has been little change in the lives of millions of children in out country. However Education of Destitute children is a great problem in India, as in other areas of Indian society, it is the female children who suffer most.

As we have seen in our study that governmental and non-governmental organizations are trying to improve the situation of the masses, of poor and illiterate people not even in India but all around the world. In spite of all the good initiative these are not enough. It will take a long time before the situation of all the children in India is acceptable. Strong efforts should be taken by the Government and NGOs working for child welfare to increase access to food, clothes, shelter, Education, health, and caring family environment.

5.4 SUGGESTIONS

From the finding it was learned that destitute children are mainly products of poverty and social network instability. Accordingly, destitute children are conceptualised as passive victims of the circumstances to which they were born. Thus, more research is needed in to the pressing
question of why, while facing apparently similar socio-economic conditions, do some children maintain links with their families whereas others swap the home for the street? What are the factors that lead to the maintenance or rupture of these family links?

1. The contribution of different governmental and non-governmental enterprises for the welfare of destitute girls education specially those located in Western U.P. and Uttarakhand state seems to be spectacular. Both the organisation took great interest and had sincere commitment to rectify the present conditions of destitute children. Though the means and resources required to run the institution were not sufficient. Generally, people work for better facilities and remuneration but the personnels of the non-governmental institutions were working against a very low payment and some time, they were without any salary. This indicates there sincere efforts towards the development of destitute children. Government should provide financial assistance as much as possible to such type of institutions.

2. The vocational stream has not been paid much attention in the organisations of Uttar Pradesh and Uttarakhand. The vocational education makes the students to be come economically self-dependent. There should be provision of more vocational education in the institutions providing education for destitute girls.
3. The non-governmental organisation are getting help from the public funds which are not sufficient enough to meet the expenditure of the institutions. Therefore the Govt. of India should provide sufficient fund to fulfill the need of these organisations.

4. There is immediate need to increase the number of rooms. It will create conducive environment for education.

5. There should be more co-curricular activities in the institutions run for the destitute girls to develop their hidden potentialities.

8. In some organisation the number of inmates is more than the double capacity of room. This indicate the lack of proper educational environment for the inmates.

9. Some institutions bear all the expenses of their inmates for further education like SOS children village and Tibetan home foundation. There is immediate need that all the institutions should provide higher or professional education to their inmates as much as possible.

10. It was observed by the investigator that all the institutions should have a permanent teacher to teach the inmates, is lacking in more institutions.

11. Social, economic and cultural factors affecting in destitute girls education should be controlled either by institutions, organisation or government.
SUGGESTION FOR FURTHER RESEARCH

The following areas could be undertaken for further research:

(1) Education of trafficking girls in the state of Uttrakhand.

(2) A comparative study on destitute and normal girls educational achievement.

(3) Analytical study of the present scenario of destitute girls in respective states of India.

(4) A study of various factors that make ones destitute.

(5) A comparative study on governmental and Non-Governmental "Homes for Destitute" with their educational problem.
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Appendix
CHECK LIST-1

FOR THE SCHOOL

1. Name of the School..............................................................
2. Govt./Private/Self Financed..............................................
3. Co-education institutions............ Segregated..............

Description of the school Building and other facilities:

1. Number of class rooms :
2. Number of children studying in the school.................
3. Library : Yes........... No..............
4. Science laboratory : Yes........... No..............
5. Computer lab : Yes........... No..............
6. Home science lab : Yes........... No..............
7. Play ground : Yes........... No..............
8. Sports facilities : Yes........... No..............

If Yes: Outdoor............. Indoor............. Both.............

9. Staff room : Yes........... No..............
10. Common room : Yes........... No..............
11. Separate room for girls: Yes........... No..............
12. Separate lavatory for girls : Yes........... No..............
13. Special provision for disabled: Yes........... No..............
14. Ownership of the building: Owned..... Rented.... Rent free......

15. Majority of the classes are held in: Puckka Building...... Partly Puckka.... Kachha Building..... Thatched huts...... Tents...... Open Space.........

16. Counseling facilities : Yes...... No............

17. Workshop for vocational training : Yes....... No.....

18. Does the school provide computer classes? Yes..... No.....
   If Yes: Number of Computers : ....................................
   Computer lab equipments : ....................................
   Name of the computer teacher : ....................................
   Other facilities : ....................................

19. Does anybody supervise the school? Yes..... No............

20. Do you organize the Co-curricular activities? .........................

TEACHING STAFF:

1. Number of teacher in the school: .................................

2. Male ............... Female ....................................

3. Qualification of the teacher: ....................................

4. Number of trained teacher: ........... Untrained teacher......

5. Teacher: Pupil ratio .................................................
6. Salary Slab of the teachers: 2000-4000 \ldots, 4000-6000 \ldots
6000-8000 \ldots, 8000-10000 \ldots, 10000-12000\ldots

NON-TEACHING STAFF:

1. Administrative staff- principal: ..............................................................
2. Office staff: ..............................................................................................
3. Office assistants: .....................................................................................
4. Office furnishing and equipments: Computer, Yes\ldots \ No\ldots
   If Yes: Number of Computer: .................................................................
5. Internet facilities : Yes\ldots \ No\ldots
6. Typewriter : Yes\ldots \ No\ldots
   If Yes: Number of Typewriter, .................................................................
CHECK LIST- II

PROFILE OF THE INSTITUTION

1. Name and address of the institution : .....................................................

2. Name of the organization maintaining the institution : .............................

3. Is it a govt. organization or an NGO : .....................................................

4. Name of the contact person : .................................................................

5. When it was established : .................................................................

6. Number of children admitted : .............................................................

7. Whether providing education: Yes .... No........

   If Yes, Formal ........ Non-formal .........................................................

8. Name of the school/centre : .................................................................

   Level of education: Primary ......, Elementary ......, Secondary ......,
   Senior-Secondary ........

9. Co-education ............... Separate for girls ...........................................

10. Medium of instruction: Hindi ...... Urdu ...... English ....

11. Board to which the institution is affiliated: CBSE ......, ICSC ......,
    Any other ............

12. Are there any provisions of co-curricular activities:

   Yes .......... No ..........
If yes; which type of co-curricular activities are being held?
Debate ...., Dance ...., Drama .... Quiz..... Any other....

13. Vocational training facilities: gives details, ..............................................

14. Placement facilities: ..........................................................

15. Does the organization have it own school: Yes .... No ....

If Yes, name of the school .........................................................

If No, where are the inmates being educating .........................

FINANCIAL ASSISTANCE:

1. Source of income: ..........................................................

2. Whether financed by the Government ......, Trust ...............

Any other ..........................................................

3. What is annually Income? ..................................................

4. What is annual expenditure? ...............................................

RESIDENTIAL FACILITIES:

1. Number of rooms: ..........................................................

2. Number of dormitories: ..................................................

3. Strength of the hostel: ....................................................

4. Dispensary : Yes ..............No ..............................................

5. Dinning hall : Yes ..............No ...........................................

6. Is drinking water available to the inmates within the institution:

Yes .... No ..............
7. Tuition facilities: Yes ...... No .......... 

8. Does the institution arrange medical check-up of the inmates annually? Yes ...... No .......... 

9. Does the institution have kitchen facilities: Yes...... No ... .... 
   If yes, is there provision of, Limited Diet ...... Unlimited Diet......

10. Numbers of wardens: .........................................................

11. Does the institution have caretaker? Yes ........ No ........

12. Is there a common room : Yes ........ No ........

13. Give details of the facilities available in the common room:
   Television : Yes ............ No ........
   Video CD/VCD players : Yes ............ No ........
   Computer facility : Yes ............ No ........
   News paper ..................... Magazines .........................

14. Are students being taken to picnic/tour: Yes .... No ......

   Sports. Games facilities available: ........................................

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CHECK LIST-III

INTERVIEW SCHEDULE

FOR DESTITUTE GIRLS

1. Name of the student : ......................................................
2. Age : ..............................................................................
3. Do you go to school : Yes........ No.........................
   If Yes: in which class do you study : ..................................
4. How long have been studying in the school? ......................
5. Do you participate in co-curricular activities? Yes... No....
   If Yes, have ever won the prize: Yes........... No............
   If Yes, how frequently : .................................................
6. Have you ever participate out side the town: Yes.... No....
   If Yes, what was your position : ........................................
7. Do you know anything about your family? Yes...... No.....
   If Yes, Is your Father Alive ...... Not Alive .....................
   If Alive, Is he literate............. Illiterate......................
8. What was/is his profession? ............................................
9. Is your Mother, Alive ...... Not Alive .............................
   If Alive, Literate .................. Illiterate .......................
   Is she working, ...................... House wife ...................

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10. Since when you are living here: .............................................. 

11. How did you come to know about this organization? 
   Newspaper ......., Radia/TV ....., Relative, friend ...., Anyother source ........................................................................................................ 

12. Do you receive your book, stationary well in time?  
   Yes .... No..... 

13. Is there any tutorial facilities?  Yes ..... No..... 

14. Does the organization provide you any playing material?  
   Yes...... No..... 
   If Yes, name of the playing material ............................................. 

15. How do you spend your leisure time?  
   Watching TV : ................................................................. 
   Playing outdoor games: .......................................................... 
   Playing indoor games : ........................................................... 
   Sitting idle : ................................................................. 
   Any other : ........................................................................... 

16. How many children are accommodated in your room?  
   ............ 

17. How frequently health check-up is being conducted?  
   Weekly : ................................................................................ 
   Monthly : ................................................................................ 

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Annually : .................................................................

18. Is there a dispensary in the organization? Yes ..... No......

19. Does the organization take you on picnic? Yes ..... No......

20. Do you get pocket money? Yes .... No......

If Yes, how much: .................................................................

21. How long do you want to in the organization? .........................

22. After leaving the organization, what is your plan? ................

23. Do you feel that you will face any problems after you leave the institutions? Yes ...... No.......

If yes, what kind of problems do you foresee? .........................

24. Do you study after school hours? Yes ....... No ........

If Yes, how many hours: .......................................................

25. Does anyone help in your home work: Yes... No......

26. Is there nay regular teacher to teach you: Yes .... No ..... 

27. How do you spend your vacations? .................................

28. Are you being taken out for picnic within the city? 

   Yes ..... No .. ....

29. Do you go on a tour outside the city during your vacations? ...

30. Have you seen any place outside your institutions? ..............

31. Other details (if any information which is not covered in the above check list).