



## CHILDREN HOMES: A CRITICAL ANALYSIS OF EDUCATIONAL FACILITIES

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### Abstract

*In this paper attempt has been made to examine the education facilities available for children residing in children homes of Himachal Pradesh. Education is the base of any society and is regarded as the basic right of every child. The children who are residing in children homes need more attention, so that they don't lack behind. In this study the investigators critically analysed the education facilities available in children homes of Chamba district of Himachal Pradesh. The findings of this paper revealed that there is a need for improvement regarding the computer education, special coaching or tuition, vocational education, sports and music material in the children homes.*

**Keywords:** Children homes, Educational facilities, Society, Personality and Emotions.



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### Introduction

Education is to realize human being what is humanity. In reality people do not know what education is. The people see the education as to meet only the job satisfaction. They ignore the basic concept of the education itself. Common people may forget this case but the educated also do so. Education doesn't only means to increase our mental level. In terms of humanity Human beings deserve to be educated although they are being alive. They need a long life education to support their day to day life need. Human beings still need to be educated in order to place them in the appropriate concept of thinking about what is right and what is wrong. This is not about the cognition but attitude. Education plays very important role in this case. It brought them into appropriate thinking in stating any thought, emotion, and the willingness. Human has inclination in judging based on what he knows. He will look after on his statement when another criticizes his report and gives their judgment. The right to education ensures access to excellence schools and to an education that is directed towards the full development of the human personality. Every child must have equal access to a

quality education so as they meet his or her needs. The aim of education must be engaged toward the development of each child's character and full potential, preparing children to participate in society and to do work that is rewarding and reasonably remunerative, and to continue learning throughout life. Schools must respect the dignity of every child creating an environment of respect and tolerance in the classroom, preventing practices and disciplinary policies that cause harm or humiliation to children, and promoting self-confidence and self-expression. It is estimated that around 170 million or 40 per cent of India's children are at risk to or experiencing difficult circumstances. Therefore it is our duty child protection so that the rights of the children of India are protected. The neglect of child protection issues results in outright violation of the rights of the children and increases their susceptibility to abuse, neglect and exploitation. The Constitution of India recognizes the vulnerable position of children and their right to protection. These children are also very important part of our society. If we neglect we can have long-term consequences. Not to be educated, not to acquire basic literacy and numeracy is a disadvantage for the child and for the society. Every child in our country has a right to education. Our Indian constitution gives Commitment to provide basic education for all, which guarantees universal compulsory education as a fundamental right for every child in the age group 6–14 year. There must be impartial distribution of all the resources in education across communities according to need. The government must ensure that the human has a right to take education “will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” For the need these children the government of India has mixed up all the policies and named it integrated child protection scheme. The following review of related literature was conducted to get an idea of the gaps in research work earlier conducted in this area. Kalifudinne (1976) conducted a study on adjustments and intelligence of orphans and non-orphans. The result indicates that orphan differed in their intellectual level in comparison with non-orphans and non-orphans were found to be better adjusted than orphan. Mishra (1998) studied that variables like academic achievements and low aspiration etc. might have been the cause of their apprehension. The school environment of the ashram schools in terms of different dimensions like teacher involvement in academic Work, good relationship among staff members, discipline which found satisfactory while conducting the study might be the factor which influences the student intelligence. Olanrewaju (2015) found that there is a need for greater local empowerment to address the needs of these children. There is an improvement of district level mapping of these children access to education. Keeping the orphans and

vulnerable children in education is also a key role of the childcare advocates. According to Children on the. Khan (2014) found that there is a significant difference in Hostility and World View of institutionalized orphans, non-institutionalized orphans and non-orphan adolescents. There is no significant difference in dependence, self Esteem Self competence, Emotional sensitivity and Emotional Stability among the three groups. Oyedele (2016) found that most of the teachers in schools did not have a well-established scheme to identify and provide scholastic and financial support to orphaned students in their respective classes. The performance of the students was very poor. The study noted that most of the orphaned students and teachers agreed that there is an existence of challenges facing orphaned students on academic performance. Most of the teachers in the cluster want the enhancement in the academic structure. Heads of schools in the cluster should establish a strategy to support the orphaned so that these students come closer with educational stakeholders and Non-Governmental Organisations. This might lead to positive result in schools and the results will include good academic performance. It can make orphaned students behave well in the class and outside the school environment. They will also become active towards learning.

### **Rationale of the Study**

It is the right of each and every child to be educated because education gives us right path to choose what is right and what is wrong. We live in society and society is being made up by the people and who is today the child will become the people of tomorrow. If we want strengthening of our society then we have to strengthen our people and to strengthen the people we would be strengthen the child. The orphans, homeless children's, destitute, child labour are such children who are deprived of their parents due to their death of both or single, poverty, etc. whatever the reasons for the parental deprivation ,it is greater loss for the child. Besides giving economical security, presence of parents gives emotional and psychological security to the child. Due to parental deprivation the orphan may develop different needs and value patterns as compared to non-orphans. Also from the review of related literature it becomes quite clear that there is need to conduct study on children homes to know the exact status of educational facilities available in these homes.

### **Objectives of the Study**

Researcher makes the objectives according to the guidelines of integrated child protection scheme as under:

1. To study the educational facilities available in children home in terms of:
  - a) Schooling facilities within the institution or outside the institution
  - b) Non formal education

- c) Time table
- d) Computer education
- e) Vocational training
- f) Special coaching
- g) Co-curricular activities
- h) Guidance and counselling

### **Delimitation of the Study**

The present study is delimited only to the children homes of district Chamba of Himachal Pradesh.

### **Methodology**

In carrying out this research, interview schedule, observations were used to facilitate soliciting of information regarding the education facilities available in the children homes. The questionnaire was administered to all the respondents, consisting of all the five institution in charge and hundred children's of the homes. The interviews complemented the data collected from the questionnaire. After the data collection the observation was carried out. Face to face interviews were conducted with the five head of the institution in charge during the administering of questionnaires at the children home. The interviews made the collection of primary data possible and any areas which were not clear were explained in this process as to get the quality information. Population of the study consist of all the institution in charge of the children home, children of the children home. So, in the present investigation, the sample includes - all the institutions in charge (5) and 100 children out of 135 were taken randomly. Tool was prepared by the researcher itself according to the rules and regulations of integrated child protection scheme. So the researcher prepared interview schedule for the institution in charge and interview schedule for the children.

### **Analysis of Data and Findings of the Study**

For the data analysis the researcher used statistical technique i.e. percentage analysis. The study was conducted to know the education facilities provided in children home run by the government and non-government agencies in district Chamba of Himachal Pradesh. On the basis of analysis and interpretation of the data the following conclusion were drawn.

- It was observed and found by the investigator that the school facility to children residing in children homes was nearby available but it was outside the children home. All the children went to nearby government school for their studies. These schools are reachable to the children. Every children home of district Chamba have the tie up with nearby government schools. All the students were satisfied by the education imparted

to them in these schools. The children reported that the behaviour of outside school teachers and other students of the school were cordially and amicable towards them.

- It was observed and found by the investigator that all the children homes have no facility of non-formal education because all the students were study on regular basis.
- It was observed and found by the investigator that time table was prepared by all the children homes and properly followed by them. All the activities of these homes were done or completed according to the time table. Each children home has divided the time for their different activities. Morning and evening prayer was conducted in all the children homes, and then there was the proper schedule for breakfast, lunch, dinner and for sports activities. There was special provision for their homework and study time.
- The in-charge of children homes reported that there is no provision of vocational education. He further told that provision of vocational education is only for the children who have done their 12<sup>th</sup>. In all the children home of district Chamba, students of 8<sup>th</sup> and 10<sup>th</sup> class are staying. After passing 10<sup>th</sup> class, students were then send to another children home in which the facility of vocational education is available. So, these children homes of district Chamba have no collaboration with any outside vocational institution.
- With regard to computer education it was found that out of five institutions only one children home 'Child Care Institution' (CCI) Chamba has provision of computer education and also recruited the computer teacher for the same. The other four children homes do not have any facility of computer education and not have any computer teacher or part time teacher. All the students of CCI Chamba were happy with computer education given to them.
- As far as special coaching or tuition is concerned, only one children home CCI Chamba has been recruited two part time tutors and the other four homes do not have any facility of special coaching or tuition to their children and do not recruited any teacher for their children. All the students of CCI Chamba reported that they were satisfied with the special coaching or tuition which was given to them.
- With regard to co-curricular activities, all the in-charges and students of children homes reported that these activities are performed from time to time. Only 60% students were participated in these activities. The in-charge of all the children home's reported that Child and Welfare Department conduct the inter-children home

tournament every year. It was found that there was no music and physical education teacher in four children homes. Only CCI Chamba has physical education instructor. It was found by the investigator that there is lack of music facilities in all the children homes. The students of children home of Gujjar Ashram Mehla reported that proper sports facilities and material are not available in the home and they all are not satisfied by the sports facilities provided in the ashram.

- The investigator found that guidance and counselling was provided to the students of these institutions by the Child and Welfare Department only. All the in charge and students of home reported that the counselling was provided to them after 15 days regularity. It was found that there is a provision of one counsellor only for every children home from the department. Two children home like CCI Chamba and Gujjar Ashram Sahoo have recruited their counsellor itself. It is found that CCI Chamba's counsellor was post graduate and the counsellor of Gujjar Ashram Sahoo was only matriculate. All the student of these institutions said that they satisfied with the solution provided to them.

### **Educational Implications**

The results of present study revealed that all the children residing in children home go to the school and environment of the school was very friendly and good to them. But the achievement of the students was found poor, so for improvement in achievement of all the students special coaching, tuitions should provide effectively and the progress of the students should be checked weakly. For the tuition, part time teacher should be appointed in every children home. The investigator found that some children leave the home after 8<sup>th</sup> class, so the vocational education such as computer training, gardening, candle making skills should be imparted from 6<sup>th</sup> class, so that these children can also meet need of their day to day life effectively. It is also found that music and physical education teacher was not available in every children home and also there was a lack of cultural and sports facilities, so these teachers should also appointed in every children home and more facilities regarding culture and sports should be provided. Well qualified counsellor should be appointed in each home, so that they will be able to understand the real problem of the child and provide the solution accordingly.

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