CHAPTER VIII

CASE STUDIES

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CHAPTER VIII

CASE STUDIES

8.1 Introduction

Case study is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit. This is a method of indepth study and supports the qualitative data. The details and severity of a situation are sometimes missed by quantitative analysis and this is compensated by case studies. The usage of both quantitative and qualitative data makes a study complete. In the case study method, the emphasis is on the full analysis of a limited number of events. Case studies attempt to study each and every aspect of the concerned unit in minute detail and then from the case data, generalisations and inferences are drawn. Case study deepens our perception and gives us a clear insight into life. Case studies involve a direct approach and hence bring forth fruitful results. Case studies help the researcher to conduct an intensive study that is generally not possible through observation or interview schedules.

In this study, the researcher makes use of the case study method to furnish more details on the topic under study that has not been provided by the interview schedule. Case studies have helped the researcher to present a real record of personal experiences of institutionalized children, which in turn helped the researcher to draw inferences.
8.2 CASES

The case studies presented below throw light into the various shortcomings in the field of institutional administration.

8.2.1 CASE I

8.2.1.1 Background of the Case

Chithralekha was the only child of her parents. She belongs to Kollam district of Kerala. She hardly has any memories of her father who died due to liver cirrhosis, when she was two years of age. Her early childhood memories are full of the love and care poured on her by her maternal grandmother. She had spent most of her time with her grandmother, as her mother was a daily wage earner in a cashew nut factory. Besides the factory job, her mother worked as a maidservant in a neighbouring house in the evening, after the factory job. Her mother’s only dream was chithra’s good future and she worked hard to give her daughter the comforts of life.

Chithralekha was sent to a nearby private English medium school. Her mother was very particular about Chithra’s education. Chithra was a very good student. She passed with a good percentage in all the classes and everybody liked her for her studiousness and good manners. Her mother had definite plans regarding her education and she was even willing to pledge or sell the house and the three cents of land she owned for the purpose of her daughter’s higher education.

Life changed suddenly for them. While Chithra was in her IXth standard, her mother was diagnosed with cancer in its secondary stage.
Though she underwent treatment, it could not save her. Chithra’s mother could for see her death and in order to make her daughter’s life safe, she approached a home for needy children in the Kollam district and without much difficulty got her child admitted to the home. She requested the secretary of the home in her deathbed to give the highest possible education to her daughter and also gave them the right to use her property for the purpose of Chithra’s education or marriage. Her grandmother was also admitted into an old age home before her mother’s death. Within a few months after she was admitted to the home, her mother died. The home authorities managed to get admission for her in the middle of the year in a government school.

Even in the institution, everybody liked Chithra for her good academic performance and behaviour. The authorities considered her as a special case. Despite the great loss of her mother, she passed SSLC examination with ninety percent marks and she continued her education in the same school. As she found difficulty in managing her physics lessons on her own, she presented the problem in the monthly meeting between the inmates and home authorities. The institution discussed it in their Home Committee meeting and one of the committee members, who was a retired lecturer in physics volunteered to give her necessary help. Thus, tuition was arranged for her in teacher’s house who resides in the same locality.

8.2.1.2 Present Problem

The lecturer and her husband were living a lonely retired life. Their children were settled abroad. Chithralekha was a great relief for them. She
was gradually accepted as a member of that family. She was almost like an
adopted daughter for them. Apart from tuition, she enjoyed certain privileges
in that house. She was given a lot of love, care and freedom. She enjoyed
good food, received small gifts and the opportunity to watch television.
Chithralekha who lost her mother’s and grandmother’s care was enjoying it
once again. Her academic performance was also steady and satisfactory with
the help she was receiving. She used to discuss every aspects of her life with
them including her school life and life in the institution.

In this personal talk, she disclosed complaints about the warden of the
home. In her opinion, the warden was never understanding, always addressed
inmates by bad words, discussed the familial and personal problem of the
inmates in public (in front of other inmates or with outsiders and parents who
visit the home) and the like. Her tuition teacher who is also a member of the
Home Committee brought this complaint to the notice of others in the next
meeting. It became quite obvious to the rest of the members that the news
leaked through Chithralekha. The warden who was a very close associate of
the secretary got wild and presented many complaints about Chithra in the
meeting and this led to a heated discussion. Majority of the members were
against the teacher as she always questioned any act of irresponsibility or
injustice by anyone in the committee. Rest of the committee members used
this opportunity and united against her.

Chithralekha was stopped from going for tuition from the next day
onwards. She was not given any explanation for the new decision and the
lecturer was not invited for the meetings later on. Moreover, the warden turned hostile towards Chithra and never spared any opportunity to find faults with her.

These measures brought about changes in Chithra. She turned into a rebel. She started showing disinterest in her studies, skipped other duties and responsibilities in the home, and started talking back to warden and the like. Chithra, who was once loved by all, now became the most noted person in the home.

8.2.1.3 Researcher’s Conclusion

The very first few hours of the researcher’s interaction with her were very difficult. She was not willing to open and had an indifferent attitude. The researcher spent two days on this case. After repeated efforts, she opened up and narrated the above-narrated story. She disclosed that she is now showing this indifference towards her education and the staff of the home because she wanted to implicitly convey them the message that it was the support of her teacher that was behind all her motivation, enthusiasm and expectations in life.

A professional intervention in this case should involve the following steps.

8.2.1.3.1 Enquiry into the warden’s behaviour

8.2.1.3.2 Case work with Chithralekha

8.2.1.3.3 Discussion with the Home Committee members

8.2.1.3.4 Experiment foster care system.
The home authorities could have made an enquiry into the complaint made by the home committee member regarding the warden’s behaviour and when found guilty, the warden could have been replaced with a qualified, professional and experienced person. The warden in this case was a mathematics graduate who had no training in social work and had not worked in such capacity earlier. She had managed to gain employment as warden of the institute by way of her association with the Secretary of Home.

Case work sessions were necessary for Chithralekha to deal with her emotional problems and to guide her on the right way of dealing with the problems and dissatisfaction in the institutional life.

Based on the enquiry and casework, the real problem could have been discussed in the committee. The possibilities of foster care could also have been discussed among the committee members.

Chithralekha could have been put in foster care of her tuition teacher, as a case of experimentation. The compatibility between Chithralekha and her teacher’s family would have made the experimentation easier. Proper monitoring system should be planned to evaluate the foster care system.

The above mentioned or similar line of action was not taken by the authorities in Chithra’s case. Absence of professionals and purely unprofessional dealings, in this case, have only resulted in turning Chithra into a rebel and strained the relation among home committee members.
8.2.1 CASE II

8.2.1.1 Background of the Case

Rekha had been staying in an NGO at Kannur for the past four years. She was admitted when she was twelve years old. Her family belonged to Calicut and consists of her mother, step father and an elder sister. Her sister is married and lives in Kasargode. Her own father left them years back. Her mother was going for construction work to earn a livelihood. At her work place, she met a co-worker who volunteered to take care of her family and thus Rekha’s mother got re-married to him.

The initial few months of life after her mother’s second marriage was happy. Later, her step father started showing his true colours. He was alcoholic and spent most of the time at home with friends. Besides, he was having vested interests. He was interested in his step daughters. Sensing his cruel intentions, Rekha’s mother quickly married off her elder daughter to a far off place. To safe guard Rekha’s life, her mother put her daughter in an institution at Kannur, with the help of her employer. Thus, Rekha was admitted to this home.

In the institution she was allowed to continue her education in a government school to which rest of the inmates were also sent. However, she was not very good at studies. She failed miserably in the SSLC examination and was not interested in pursuing her education.

In these circumstances, she was sent to a beauty parlour as a trainee to learn the beautician course in which she showed interest. She was sent with
two other girls in the home. The authorities felt that this would help her to find a job later in life, as beauty parlours are very popular these days even in remote villages. She used to walk with her friends to the parlour that was not very far from the home.

8.2.2.2 Present Problem

This charitable home was functioning in an old rented house in a residential area on a temporary basis. The construction of their own building was going on. Rekha, during the daily walk to the beauty parlour developed a relationship with the watch man of one of the houses in the locality and kept it secret.

The warden of the institution developed doubts regarding Rekha as she kept going early and returned later, very often. Besides, Rekha’s explanation of increased work load as the reason for going early and coming late turned out to be false on the warden’s cross checking with the parlour authorities. To clear out things, the warden followed Rekha secretly and found her talking with the watchman for almost half an hour.

The researcher witnessed the rest of the events, which happened on the days the researcher visited the home for data collection. Rekha was interrogated by the warden, in front of other inmates. After initial denial, she finally confessed her love. The warden immediately called the convener of the home and informed the matter and, within an hour, the convener and secretary reached the home and repeated the interrogation.
After questioning and blaming Rekha, they had a discussion among themselves and finally informed her mother over the phone to reach the orphanage immediately. The next day morning when the researcher reached the home to continue the data collection, Rekha and her mother was seen waiting for the convener and secretary.

The authorities explained the events to her mother and informed her of the home’s decision to discharge Rekha. They asked her mother to take her back immediately. This decision was shocking for her mother. Her mother begged them to forgive her daughter and give her a second chance and promised that she would take her back if Rekha repeated the same mistake.

She further explained the situation at home and the dangerous consequences of taking Rekha back home as there was every chance that her step father would exploit her. The authorities who admitted Rekha to the home for the same reason four years back did not have any sympathy this time and were adamant in their decision. They feared that if Rekha eloped with the watchman that would bring a bad reputation for the home and would spoil other children as well. Her mother then requested them to allow Rekha to stay for a few more days till she finds a new institution but the authorities ignored it. They asked Rekha to pack her bag and asked her mother to sign the discharge register and finally left the place by leaving the responsibility of implementing the decision to the warden.

The poor mother had no choice but to act as per their orders and took her daughter back. Thus, this home, which was supposed to protect unsafe
children, had consciously sent a child, without forgiving and correcting her at least once, back to unsafe circumstances.

8.2.2.3 Researcher’s Conclusion

Rekha’s case is yet another example for unprofessional intervention. Professional handling of the case demands remedial measures. The client’s mistakes need to be corrected through friendly advice, parental care and strict warning.

The warden could have confronted Rekha in private, given her a strong warning by making her realize the severe consequences she would have to face if she continued this relation, and could have given a chance to correct her mistake. Simultaneously the higher authorities of the home could have contacted the house owner and resident association president and could have explained the problem and could have requested to replace the watchman immediately and to keep this matter confidential. They could have also informed her mother gradually and could have kept an eye on her activities secretly.

An affair in teen age is not something unheard of. This can happen even to children who come from safe and secure family background. It was quite natural for Rekha to have fallen into such a trap. The home authorities could have helped her to overcome this situation. Instead, the home authorities reacted in such a way that she was pushed into a more risky situation, thereby, saving the home’s reputation. This is an unjustifiable act on part of the home. This incident proves the need for qualified hands for the
proper care and rehabilitation of the children. Guiding them through the right path should be the motto of the service organizations.

8.2.3 CASES III

8.2.3.1 Background of the Case

Chinju was admitted to a home at Ernakulam district almost a year back when she was seven years old. The police brought her there. The railway police found her wandering at the railway station and tried to collect information from her but she knew only Telugu. They concluded that she somehow boarded a train to Kerala and got down at Ernakulam station. They did not take any effort in tracing the case and brought her to the institution. As police brought her, she was admitted immediately.

At the time of admittance, she knew only Telugu and there were communication problems for the home authorities. Her appearance revealed that she belonged to a good family and was well brought up. On further interaction by the counsellor, it was found that she had gone to school and was able to read and write English alphabets and English textbooks of primary class. The counsellor finally managed to bring a person who knew Telugu to talk to her. This interaction revealed more details.

Her name was Radha and she was called chinju by her parents. She had two younger brothers, father and mother. She was going to school and was in IIIrd standard. She said that her father was working in a shoe factory. She revealed that she belonged to a place called ‘Galpalli’.
When asked how she reached the railway station she said that one night she woke up from her sleep hearing her mother’s wail and saw mother burning in fire. He father was not at home. She got scared and ran away from home. On the road, she met a stranger who promised to take her to her father. She accompanied him and they boarded a train. When she woke up, she was alone in the train.

In the train, she met two other orphan children who were singing and begging. When they got down in a station, she followed them. At the station they went with a lady but she did not know what to do. While she was standing in the platform, the police approached her and questioned her. Later they bought her food and took her to this home. She could not answer questions like whether her mother committed suicide or was it a murder or an accident, whether she died or not, why she ran away from home, why did she not wait for her father or call the neighbors, who was the man who took her to the train, what was his intention, where did he go and so on. She kept silent when such questions were repeatedly asked and finally the authorities gave up questioning her. Though some questions remained unanswered, she was happy in the institution and got adjusted to the new atmosphere very soon.

8.2.3.2 Present Problem

Usually when a missing child is admitted to any institution, the first step is to trace her parents or family and reunite them. The counsellor’s next efforts were in this direction. She was a well experienced person who had worked for twelve years as welfare officer in Social welfare Advisory Board, later resigned to go abroad.
On her return, she volunteered to associate herself with this institution. She knew the procedures of dealing with this situation very well and decided to send details of this case to the Social Welfare Advisory Board of Andhra Pradesh and Karnataka (because Galpalli is presumed to be a place in the Andhra-Karnataka Border) through the Board in Kerala. With the help of welfare officers in these areas, she had hopes of tracing chinju’s relatives because the welfare officers would go for inspection to all districts hence it would not be a very difficult task for them to get the details of chinju’s family.

When this idea was presented to the Rehabilitation Officer, she immediately rejected the idea and said that they have their own ways of dealing with the situation and there was no need to involve the Social Welfare Board. When the counsellor approached the higher authorities, they said counsellor need not interfere with rehabilitation officer’s responsibility.

Accordingly, all print and visual media were called for the next day and details of the case was published through these regional media with a final statement that anybody who knew this child could contact the home.

This advertisement or effort did not have any result at all. Nobody came in search of her. The futility of this attempt lies in the fact that these regional newspapers and channels will be hardly noticed by her relatives in Andhra or Karnataka. Therefore, Chinju continues to stay in this home. As she did not have any records required for joining the schools here, she was admitted to 1st standard at the age of eight years.
8.2.2.3 Researcher’s Conclusion

During the researcher’s interaction, Chinju appeared to be happy about her life in the home. She has now learned to speak Malayalam. But when she was asked about her family she expressed a strong desire to be reunited with her family. The researcher has a feeling that the efforts of the counsellor could have brought some result either in tracing her family or in getting more information about her. Her approach appeared more logical and responsible and was worth giving a try. However, the ego clash between the rehabilitation officer and counsellor has resulted in curbing the chances for Chinju to reunite with her family.

This incident forces the researcher to conclude that even the people who work in the field of service are not committed to the cause for which they are working and is carried away by the powers they enjoy and also have selfish motives. When undeserving and unfit persons hold positions, the noble cause for which it stands is forgotten. This is a typical example that shows the prevalence of ego among the staff in the service sector and how these ego clash stands in the way of the betterment of the beneficiaries.

8.2.4 CASE IV

8.2.4.1 Background of the Case

According to the official records, Asija is fifteen years old and was admitted to the institution due to her orphan status. She was brought to the home by an old lady who met her accidentally. She met Asija who came to her home for alms. The lady served food for Asija after which she told the lady
that she has no parents. Her mother died earlier and father died recently and she has no siblings and a home. Asija requested the lady to allow her to stay for which she will do the domestic help. The compassionate old woman allowed her to stay there for few days until a better place is found for her.

Meanwhile, the lady contacted the authorities of a home for destitute children and got Asija admitted to the home. Asija had been staying in this home for the past two years. As Asija has not received proper schooling, she is assisting the cooks in the kitchen. According to the staff, she is an introvert by nature and does not mingle much with other inmates. According to them, she is a nice girl, as she has not created any problems in her two years of stay in the home.

8.2.4.2 The problem

The researcher observed Asija to be a lonely and depressed child. She hesitated to participate in the group sessions held by the researcher. In the individual session, she opened up and revealed more of her story. She had miserable childhood experiences. Her mother died when she was five years old. Her father married again but he continued to raise her. Every evening he used to drink heavily and used to abuse her verbally and physically. Her step mother also ill treated her. The stepmother stopped Asija’s schooling and made her work at home. She became fearful of her father and step mother.

When she was thirteen years old, her father died of excessive drinking. After her father’s death, her step mother married again. The new person moved in to their home. The days that followed became increasingly difficult
for her. Asija was sexually assaulted by her step father several times. When she informed her step mother about this she blamed Asija for the whole incident. Her step mother repeatedly blamed her and became tougher with her. After few months of ill treatment she began to believe that she was at fault and increasingly blamed herself for her predicament. She became despondent and decided to move away

One early morning she left home and got into a bus. As she did not have any money to buy the ticket she was forced to get down. She did not have a destination and hence started wandering. She kept walking during day time and slept on the street during night. Life on the streets was more fearful. Hunger and thirst made life even more miserable. On the third day, she decided to start begging. The very first home she chose was fortunate for her. There she met the woman who finally took her to the institutional life. She purposely hid this part of her story out of her fear of being accused for the whole incident.

Asija’s self concept was adversely affected by her step mother’s constant blaming. She considered herself to be a sinner and had lived all these years with a feeling of guilt. The fear of being blamed and accused, forced her to hide her story and keep herself away from others. For the same reason, she was a loner in the orphanage. She also feels depressed when she finds other children of her age leading a normal life. Though she is now living in the safe atmosphere of an orphanage, she is not able to lead a normal and happy life because of her feelings a guilt, depression and loneliness.
8.2.4.3 Researcher’s Conclusion

The above mentioned case is an example that shows how institutions fail to provide its inmates a meaningful life. The home authorities are still unaware of Asija’s real story even after two years of her stay in the home, where as she disclosed her story to the researcher in just two days of interaction. This is due to the absence of in depth case work. Not only her story but also her feelings of guilt, depression and loneliness were also unnoticed by the staff. The problems that need to be dealt with in this case are

8.2.4.3.1 To help her handle unwanted emotions
8.2.4.3.2 To help her develop a positive self image
8.2.4.3.3 To provide better life experience

The institution can develop a treatment plan for Asija which should include rational therapy to get rid of her emotions of guilt, depression and loneliness, counselling to develop a positive self image and informal education and vocational training to make life more meaningful. The researcher could not disclose Asija’s real story to the staff as confidentiality was assured to the client and secondly the orphanage staff did not have any professionally competent person who could handle her case effectively.

The researcher, anyway, has suggested to the warden that she may be given professional help from outside to bring her to the main stream. The warden was amused to hear this suggestion because in her eyes Asija is the nicest girl in the home who never created any problems and who is not experiencing any problems.
8.5 CASE V

8.5.1 Background of the Case

Abishek is a thirteen years old boy. He was institutionalised six months back. He is the only child to his parents. His father was a business man who committed suicide due to business failure and huge debts.

Abhishek’s mother is a Muslim and father was a Hindu. Theirs was a love marriage without the consent of both their parents. They were leading a comfortable life and Abishek was enjoying the love and care of his parents. He lived with all the luxuries like television, car, costly toys and the like. He had many friends in the locality and went to an English medium school.

After his father’s death, his mother could not take care of him due to the financial crisis. She had her husband’s debts to be repaid. Abhishek’s maternal grand parents had died earlier and his paternal grand mother and other relatives were not willing to accept him. His mother had no option but to put him in an institution. She is also staying in another home for destitute women.

8.2.5.2 Present Problem

Abishek behaves aggressively in the institution. He shouts, speaks abusively to other inmates and staff, refuses to take food, and when he is forced to have food he throw it away, does not mingle with other inmates and exhibits similar behaviour.

The researcher faced difficulty in dealing with him initially. He refused to open up. He started talking only when he was assured of a
meeting with his mother. Interaction with him brought to light the problems he is facing. First, he is facing loneliness in the institution. Being, the only child of his parents, he was very much attached to his parents. His could not come into terms with his father’s death. He is still in grief. The separation from his mother made the situation worse.

Secondly, he is facing many adjustment problems in the home. Earlier he had a better standard of living but in the orphanage he is missing all the comforts he enjoyed. He finds it difficult to adjust to the new place, people, food etc. He also receives limited attention in institution while at home he had all the attention. Moreover, since he was admitted to the home in the middle of an academic year he had to discontinue his studies and he will be put to a new school by the home authorities only in the next academic year. He spends his time in the institution idly while other children go to school.

Further he is facing alienation as well, as other children do not mingle with him. The way Abishek looks, his belonging such as dress, watch, toys etc, the way he speaks, all put him at a different level. Moreover, he speaks of Hindi films, television programmes, fashion, video games, internet which other children are unaware of. There is a communication gap between Abishek and other children which results in his alienated feeling. The problems that need to be addressed in Abishek’s case are

8.2.5.2.1 Aggressiveness
8.2.5.2.2 Grief
8.2.5.2.3 Separation and loneliness
8.2.5.2.4 Adjustment Problems
8.2.5.3 Researcher’s Conclusion

Abishek is only a thirteen year old boy and he is going through a very difficult phase in life. He is too young to handle all the emotional and mental problems that he is facing. He needs help to face and overcome his present situation. A treatment programme for Abishek shall include the following.

- **Grief counseling** - He must be given an opportunity to share his grief with a counsellor or a competent person. He must be allowed to vent his feelings and helped to make constructive plans for present and future.

- **Affirming reality** - He must be helped to accept the loss and come to terms with reality. This can be done by facilitating catharsis with others who had similar experience and by convincing him that he is not the only one with problems.

- **Positive thinking** - He must be helped to think positively and look forward to future. He may be given opportunities to pursue education and allowed to meet his mother whenever possible.

- **Group work** - with other inmates to provide opportunities for Abishek to interact with each other in the presence of a competent person.

Abishek is in need of professional help and his treatment programme needs to be planned meticulously. Providing the above-mentioned facilities will bring down aggressiveness in him. On the contrary, the institution has not taken his problem seriously. Whenever he behaves irritably, the staff
scolds and punishes him. This act only helps to increase his hostile attitude towards institutional life. Moreover, the home’s rule permit his mother to visit Abishek only once in a month. The researcher has suggested providing him professional help and facilitating more meetings with his mother. This case is also an example of how unprofessional dealings make institutional life miserable.

8.6 CASE VI

8.6.1 Background of the Case

Pratiba was staying with her mother. Her father had gone for a pilgrimage years back and never returned. She had a brother who is twelve years elder to her. Prathiba’s mother died when she was fifteen years old. After her mother’s death, she stayed with her brother’s family for two months. After two months, her brother took her to an NGO where she is staying now. He said that there are adjustment problems between pratiba and his wife and moreover, he is unable to educate her because of his financial problems. For these reasons, he got her institutionalized.

8.2.6.2 Present Problem

For the past four years, Pratiba had been staying in this home. In the home, pratiba hardly spoke to anyone. She was always noticed in a depressive mood. She only answered the questions asked to her for which she gave answers that were meaningless sometimes. The home authorities earlier thought that she behaved so as she has not recovered from the shock and vacuum created by her mother’s death and that she would improve gradually.
Instead, her behaviour worsened with every passing day. She stopped answering the questions asked to her. She hesitated to take food. She showed very low sense of hygiene and refused to take bath. Most of the times, she was spotted talking to herself. At this critical stage, the home authorities tried to contact her brother and found that he had given them a wrong address. Today, she is isolated from other inmates and is kept locked in a separate room.

8.2.6.3 Researcher’s Conclusion

Pratiba’s state is a clear case of mental disorder. She appears to be detached from social relationships and shows a restricted range of emotional expression. Her other symptoms such as incoherent speech, self-talks, low sense of hygiene, low intake of food, sleeplessness etc confirms serious mental illness. She needs professional help. She must be put on medication. The authorities should have consulted with a psychiatrist and based on expert advice should have referred her to an institution that take care of mentally ill persons. At least they could have put her on medication as per doctor’s advice. If she had been treated at the right time, her condition might have improved and not gone worse, if not cured. Instead, they kept her locked in a room.

Even mentally ill persons have certain rights. Her right for treatment is denied here. The institution could have helped her by a simple act of referring her to an apt organization where her illness will be treated and other supportive services will be provided. Pratibha’s case illustrates the absence of referral services in the institutions.
8.2.7 CASE VII

8.2.7.1 Background of the Case

Sumayya was born to her parents in an illegal relationship. Her father abandoned her mother even before her birth. Sumayya and her mother khadeeja were staying with her grandmother and other relatives. Initially, Khadeeja faced a lot of hardships. She was criticized and verbally abused by other family members. When the criticisms made life miserable, she decided to accept the job of a baby sitter offered to her abroad by her neighbour. Khadeeja knew that Sumayya’s life in her absence would be difficult in the midst of her relatives and decided to put her in a home for destitute.

Sumayya was institutionalized at the age of seven. Her life in the home was happy and peaceful. She was liked by everyone. She was good at studies and passed SSLC with 75% marks. Therefore, the home authorities allowed her to continue her studies. The authorities secured admission for her in a school under their own management. She is now in 12th standard.

8.2.7.2 Present Problem

The manager of the home has come up with a marriage proposal for her. The match proposed for Sumayya is manager’s 22 years old nephew who runs the family business. Sumayya is against this proposal. She is ambitious in life and wants to study further. She has realistic dreams of completing post graduation and B.Ed and then securing a job. Moreover, in her word the proposed person is hearing impaired and hence has expressed willingness to marry girl from an orphanage.
The manager has convinced her mother about the proposal and khadeeja has given her consent for this marriage. Though, Sumayya dislikes to get married, the manager and her mother are forcing her. They are waiting for her final examination to get over. Sumayya knows that she has no way other than favouring the proposal.

8.2.7.3 Researcher’s Conclusion

Sumayya’s case was mentioned to the researcher by the home authorities as an example of rehabilitation. Though marriage can be considered as a means of rehabilitating institutionalized children, this is a case of unscientific rehabilitation because of various reasons. Firstly, she has not attained the age of marriage. Secondly, the marriage will take place against her wish. Thirdly, she is a girl capable of studying and accomplishing her dreams in life. Through this marriage, she will be deprived of her right to live a life of own choice. Fourthly, any child shall be given in marriage only with her consent in front of the Board of Control of Orphanages and Other Charitable Homes. No efforts are taken by the home authorities in this regard. In that sense, the proposal so far had been against the law.

The authorities could give her time to complete her education, secure a job and then marry her off. The proposed man, if genuinely interested in, can wait since he is also young to get married.

8.3 Conclusion

Case study method is used to bring out more details, which cannot be brought out, by using other tools. Case studies in the present study reveal the
drawbacks in the case management and institutional management in the field of child welfare. The case studies presented in this chapter are pointing towards the need to initiate following services in welfare institutions for children.

- Case work
- Rehabilitation
- Referral services
- Co-ordination
- Prevention of problems
- Professionalism

Case work aims at helping individuals on a one to one basis to resolve personal and social problems and help the clients to adjust to their environment or change the factors that adversely affect them.

All the case studies presented in this chapter reveal that there are certain uncomfortable feelings, attitudes and emotions in the beneficiaries that need professional intervention. The feelings of guilt, grief, indifference, rebellion, aggressiveness etc. are found at varying degrees in each child. The ability of children to cope with their problems also differs. Therefore, welfare institutions for children are required to provide casework services to its beneficiaries.

Rehabilitation is one of the most important components of any social welfare programme especially of institutional services. Institutions should enable the children to stand on their own through scientific rehabilitation. It
might try to occupationally rehabilitate them through proper education or vocational training and provide familial rehabilitation through adoption and foster care. In the case of Chithralekha and Sumayya, there is immense scope for the practice of foster care and raising sponsorship to educate and rehabilitate them.

Children’s Homes are not a panacea for the problem of needy children. There are children who need more specialized services as in case of prathiba. Children’s Homes and its staff must be in a position to recognize the need for professional and specialized services in children and refer them accordingly to proper institutions. The lack of networking with other welfare institutions makes referral services difficult for the institutions.

The case of chinju reveals a lack of co-ordination and ego clash among the welfare personnel. Co-ordination is an essential aspect of social welfare administration. Every organization characterises division of work and specialization. Its employees are assigned respective duties. However, a clear demarcation of the spheres of activities is not always possible in a welfare institution. Generally, teamwork is essential in the welfare institution if the holistic development of the beneficiaries is aimed.

Welfare institutions confine themselves to providing direct services to the beneficiaries. Institutions can also undertake community outreach programmes to prevent the occurrence of the problems. The focus in prevention is to influence the environmental system in the causation of human problems. Community outreach programmes can identify high-risk areas and
families and can provide family intervention programmes and crisis intervention programmes. Such programmes will prove beneficial in cases similar to Asija, Rekha and Chinju.

Emphasis on professionalism is the most significant area ignored by welfare institutions. All of the above-mentioned cases have been dealt by the institutions in a purely unprofessional manner. If the welfare institutions emphasise professionalism most of its drawbacks can be remedied.