CHAPTER I
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INTRODUCTION

First Fate abandoned them, then society completed the process by sending them to institutions

When a man is born into this world, his intellect is determined by what he has inherited from his parents, nature, and the resource of man-made world and human relations offer him. This is to say that the personalities of different people’s intellectual, physical potentials become embodied in the things they produce. So the new born child has to discover and make “habitable” the surrounding world. In this way it is born again, this time as a social being, capable of reasoning, mastering, and assimilating everything that has been created by mankind; things, materials, determine its living conditions, while things spiritual shape its personality and as people used to say, fill its soul. So in this trend the problems of children are many as its nature.
Until early 1970s, the sociology of social problems had been for over fifty years, looked for the underlying causes of a long list of human miseries and conditions considered destructive to society and offensive to conventional morality. This field overlapped with the study of social disorganisation and deviant behaviour. At present the new sociology of social problems attempts to describe and explain how new definitions of social problems emerge, how troublesome persons of social arrangements are identified, how institutions are created to deal with them. Hence this research proposes to analyse the dealings of institutions region-wise from the ancient time onwards particularly on orphan children in the society.

**Origin of the Concept**

From ancient time onwards the churches used to care for the children. However, recognition that children need a different type of care from adults is only a recent development and the modern terms “child welfare’ has assumed an even broader meaning. It is concerned with care for destitute, neglected, deserted, sick, handicapped, maladjusted or delinquent children. Child welfare also incorporates the social, economic and health activities of public and private welfare agencies that safeguard and protect the well being of all children in their physical, intellectual and emotional development.
It is understood from the scientific progress in Anthropology, Biology, Medicine, Psychology, and Social research, the past hundred years has changed the attitude of society towards the children. As we have seen, during the colonial period, dependent children on agreement were indentured for many years as cheap labourers. Young children were boarded out to foster families or were later placed in the almshouses. The high death rate and low life expectancy of the period left numerous children alone and destitute. The colonies were ill prepared for their care. Relatives, neighbours, church members and a few national groups or religious societies took care of some dependent children.

The progress of the society’s attitude towards orphan children can be seen into two parts, 1) before 19th century, and 2) during and after 19th century. Before 19th century only a few orphanages had been established all over the world. In large cities, private orphanages and branches of public almshouses or asylums took care of an increasing number of dependent and neglected children. The congress state boards of charities in 1875 challenged the state legislatures to remove all children from country poorhouses, city almshouses, jails and from all associations with adult paupers and criminals and to place them in families, asylums, reformatories or other children’s institutions.
During 19th century, more and more children were brought into the almshouses. They lived in dark, overcrowded, filthy rooms, without adequate food and clothing, herded together with adults suffering from physical and mental diseases. The typical condition in these almshouses were revealed in an investigation in New York in 1857, where the misfortune of poverty was visited with greater deprivations of comfortable food, lodging, clothing, warmth and ventilation that constitute the usual penalty of crime. The Committee recommended that children should be removed from the poorhouses and placed in orphanages or asylums in which they would be educated according to the need of their age. The idea of saving destitute children from the dangers of the almshouses was the first, but not the only cause of the rapid growth of orphan asylums during the nineteenth and early twentieth centuries. There was also the need to find a place for children whose health and morale were endangered by conditions in their family.

A special propaganda was launched by religious societies for such children to be placed in orphanages where they would be brought up in the faith of their parents. Before forming the orphanage homes, they analysed the conditions and compared the homes with those that were already functioning. Children's asylums did not meet any individual needs of the children. They were mostly
mass institutions with huge dormitories. The children lacked personal attention and understanding, received treatment in groups rather than as individuals and missed the feeling of belongingness and the love of parents and family. At the end of 19th century, some children’s institutions recognised these deficiencies and introduced the cottage plan. Large dormitories were replaced by small family like group living in separate buildings with a house-mother and house-father who were to function as substitutes for a real family. Even with such improvements, care of children in institutions deprived these children of growing up in the normal setting of the community, playing with the neighbours, going to school, and returning home. This is why the introduction of carefully selected and supervised foster homes seems a better solution to the problems.

At the end of 19th century the findings of modern psychology and psychoanalysis as well as the observations of the Juvenile courts and social agencies dealing with difficult and maladjusted children proved that it would be advisable to enable children to remain at home with their parents and siblings. Economic aid granted to the mother would allow her to rear her children instead of forcing her to give the children away and work in a factory, in a farm, or as a domestic worker. The first White House Conference on the Care of Dependents in 1909 emphasised the need of financial help to
mothers to preserve the family. However, if this was not a desirable solution for the child, permanent foster care adoption, or placement in children’s institutions was necessary.

Originally private agencies carried a major part of responsibility for maintaining the family in case of death of the father, divorce or desertion, but more and more public funds were made available for this purpose.

In the latter part of the 19th century and early 20th century in India, social reform movements led to the setting up of social services organisation for the welfare of children. Many large scale orphanages had been initiated. Some of these are

- St. Joseph Orphanage Home, 1854 - Calcutta.
- The Little Sisters of the Poor, 1882 - Calcutta.
- Society for the protection of children in India, 1898 - Bombay
- All India Shia Orphanage, 1912 - Hyderabad,
- Bai Dosabai Kotwai Parsi Orphanage, 1924 - Lucknow.
Legislations

These orphanages differ in organisation, structure, and size. But they have been offering the custodial type of love with emphasis on food, clothing, and shelter. The aim of the above institutions are same as the welfare of orphan children. They tried and played a role in this society to eradicate the problems of orphans. After analysing all the problems, a complete planned, well structured home was established in the name of SOS (Save Our Souls) villages which were children’s villages in India at Bawana in the year 1978 which brought the first winds of change. This was a landmark shift as it emphasized the recognition of the Rights of the child in 1989 and a realisation that care and protection of the child was a social responsibility rather than an individual act of charity. This had its effect on the functioning and institutional attitudes of the old orphanages. There was a distinct preference to call them “Homes”.

This is an indicative and scale of measure, that today’s child care institutions for orphan children hope to provide. To safeguard orphan children, the government of India legally passed the Act in the Parliament, called “The Orphanages and other Charitable Home (supervision and control) Act of 1960 - Enforcement’s and implementation of both Acts lie with the State Governments. This act empowers the State Government to establish, “A Board of Control with powers to
> fix minimum standards for orphanages and other Children’s Home run by private agencies with reference to conditions regarding, boarding, lodging, clothing, sanitation, health, hygiene and also regarding facilities provided for education and training of inmates,

a grant certificate of recognition for those orphanages who fulfil the requirements,

> monitor the performance of all orphanages and other children’s homes run by private agencies; and certificate is revoked when situations warrant.

Above all, this act fixes penalty which includes imprisonment or fine or both for those who run orphanages, when there was misappropriate of funds and any other malpractice.

**Impact of institutionalised Children**

Institutional care is one of the most common child welfare services all over the world. Children are rendered destitute because of the death of either parents or poverty or natural calamities or divorce or illegitimacy. In all such instances, child care institutions have come to the rescue of children taking care of their basic needs of food, clothing, shelter and health care, ensuring that their educational and vocational training needs are met and that they are
guided to grow up into mature and responsible adulthood. However, institutional care is not totally free of problems and deficiencies and it is important that the staff of childcare institutions are aware of these deficiencies and make efforts to minimise them.

First of all, we have to remember that the best place for a child to grow is his or her own home with both parents looking after him or her with love and affection. Unfortunately, this is not always possible and situations demand that some children are institutionalised, but the very nature of an institution can be viable only if there are certain number of children. Moreover, in countries like India, lack of resources do not permit us to have institutions. Due to this reason, the child’s need to have personalised attention from the adults in the institution is not met adequately. Every child has individual problems and personality factors. But in an Institution, the child gets treated as one among many, which harms the child. The strict rules and regulations of the institution are different from a natural homely atmosphere. It is not an easy task and is not possible to manage an institution without rules and regulations. But this can create either rebellion and anger, in certain children, rigid personalities in other or a double nature. When they are discharged from the institutions, they face various problems in the society. For instance, children who have grown up in institutions
since their early childhood, are not able to adjust to the demands of society because, their growing years have been controlled by the rules and regulations of the institutions.

The child in an institution is not often trained to meet real life situations as they exist in the world. Their basic needs like food, education, clothing, shelter are met by the institutions. They are inexperienced in handling money or taking decisions. They grow up in an artificial atmosphere and are not prepared to meet the challenges of life. This may create adjustment problems in their life.

The institutionalised child misses the benefit of the tremendous informal education that goes on in a family, with continuous interaction between the parents and children. Such education with the family is a great source of knowledge which can not be expected in an institution. Emotionally, the child in an institution misses a great deal of appreciation, recognition, encouragement, motivation and sense of achievement that a child in a home receives. These are extremely important for the child’s emotional development. In a normal home, the child develops a sense of history of his roots and his family’s aspiration for his future which unfortunately is lacking in an institution. The sense of belongingness is so important for developing a sense of security and self-confidence. Thus institutional life affects the children in several ways.
Responsibilities of Staff members for Special Homes

Since the staff members are playing an important role, they have to bear in mind that these children need attention, affection, warmth and caring as much as they need food, clothing and shelter. The staff have to think themselves as substitute parents of the children and not merely as supervisors. This need not be at the expense of discipline in the institutions. Children need external disciplining because they are incapable of maintaining discipline themselves and are unable to choose the best and worst. Also they do follow discipline from adults whom they love genuinely. The staff of the institutions, particularly the residential staff, have a great responsibility towards the children. They play a vital role in shaping the personalities of the children. It is not enough for an institution to provide food, clothing, shelter, and education for the children, but also the programmes of the institutions should help the children to develop positive approach psychologically, culturally, medically, socially, with social awareness and futuristic views in their mind.

It is a taxing and demanding job. But it is a noble task because what can be nobler that helping a destitute child who started life with several handicaps go into the world with the right knowledge, right attitudes and right values. So it is clear that the responsibility of the home warden or supervisor is that he or she should be a real shaper.
The present study aims to ensure the welfare of the orphan children by solving their problems and creating the best atmosphere for their future life. The main reason for concentrating the research on orphan children in orphanage is to make the orphan children equal to normal children.

The orphan childcare has been in existence from time immemorial. The concept is interwoven with the dharmic codes of religion. It is viewed as an act of charity for salvation. In the changing environment the question asked is, what type of care should be given to the “child in distress”?

**Institutional care**

The orphan’s life in an institution makes certain routine necessary but often limits warm personal relationships with the personnel and other children in the home and easily inhibits the development of initiative in the child. However, the modern children’s institutions offer an opportunity for an experience, in a more constructive group living, regular physical care, a healthy diet, an atmosphere provided by friendly, interested trained educators concerned with the well-being of the child and medical (often psychiatric) aid and trained social work service.
Modern children’s institution have tried to overcome the problems presented by mass education and living in large dormitories by the establishment of the cottages, usually accommodating a group of about twenty children with a couple of cottage parents. Instead of dormitories, small sleeping rooms for two to four children and communal living and dining rooms are used to make the children feel more as if they are at home. The analysis may be conducted from various views: which children need institutional care? Why have they come into that position? What are the basic factors which forced them into that level? What are the accepted principles of institutional care for the children? Whether there are any available channels for the children to kind a temporary home or should they remain in the orphan. So the problems of the children may be of various kinds and the child in an institution never seems to gain affection like other normal children. In the absence of a healthy family environment, institutional care is the only solution.

An institution is a place where a number of dependent or deprived children are cared for, the children are unrelated and live together under the care of unrelated adults. Institutional care is a “twenty - four-hour” group residential care that implies “a forced stay in an institution by which the freedom is limited”. The Institution is a complex and complicated community. The caretakers
are adults, and it is they who plan and programme the lives of the children. In short it is the adults who determine the quality of the life of the child under their care. To the young children the caretaking adults are powerful and authoritative. The problematic children are varied even in their institutionalisation. There are child care institutions for a) Normal, b) Physically Handicapped c) Mentally Retarded d) Juvenile Delinquents e) Emotionally Disturbed children. Child care needs to be on par with the particular problem faced by the type of need. Institutions, either big or small, offer certain common basic services for the welfare of the children such as food, clothing, shelter, education, and vocational training, medical and recreational facilities. Institutional care is available for destitute, delinquents, physically handicapped and also to children of families affected by desertion, death, long illness, imprisonment, flood and famine. Thus depending upon their problem they are accommodated in the respective homes.

**Classification of Institutions**

The institutions may be different according to their aims and can broadly be classified into
These homes are variously known as Bala Bhavan, Ashram, Bala Mandir, Anbu Illam, Karunai Illam and so on.

It is necessary to know that the type of care followed in these institutions. Basically institutional care plays an important role in the problems of children. The institution care given in the home generally fall under two categories.

- Congregate System of care
- Cottage System of care

**Congregate System of Care**

Orphanages by and large offer this type of care. This is the traditional, conventional, dormitory pattern where large number of children stay together in common dormitories, sharing common dining, living and study rooms. Some institutional dormitories are put to multiple uses such as study, prayer etc., The majority of institutions follow this type of child care. This type of care is largely custodial and impersonal. Children in these institutions have the disadvantages of irregular, in adequate attention from the staff in basic needs.


**Cottage System of Care**

This system is introduced by the Government of India for the welfare of children in need of care and protection, popularly referred to as the scheme for the welfare of destitute children (1974 - 75).

This scheme envisages a programme for institutional services. It subscribes a new approach of individualized care. It provides services on the basis of “cottage system”. Each cottage has 25 children. Every cottage has one housemother and a helper. This small unit provides family type of care to children. Apart from services of food, clothing, shelter, medical attention, education, recreation, pro-vocational and vocational guidance, and cultural development, it offers citizenship education for the children in the age group of 5-18 years. Services like physical care and social care, social education and other such activities renders family atmosphere.

**Features of the Institutions**

So many recent studies indicate the institutionalizing of child is detrimental to child development. Foster care, sponsorship, and adoption have been recommended as alternatives to institutional care. However, when one considers the magnitude of destitute and orphan children who require care find protection it becomes clear that one cannot altogether do away with institutional care. Besides
the alternative forms of care though highly recommended and desirable means, it is difficult to obtain yet in our country. In the light of economic and social restraints present in India, the existence of institutional care as part and parcel of the social system as far as care of destitute and orphan children are concerned has to be admitted. Under these circumstances, therefore, it would be more practical and realistic to think of improving institutional care for all sound development of the child. The main objectives of institutional care should be

- to give a feeling of a good “substitute home for the child”
- to provide physical mental, cultural and emotional development
- to have suitably trained and well oriented personnel to implement programmes

The principles to be borne in mind while providing institutional care are:

- care should be child centered and “Customer driven”
- it should provide family atmosphere
- the child needs love and care in addition to food and clothing provided
- the child is an individual with strengths and weaknesses and must be motivated
the child has emotional needs, emotional and intellectual
growth of the child needs attention when the child grows
into adult

the institution should provide literacy for every individual
children

the child should be free to express his/her fears and
dissatisfaction, also hopes and views

a balance should be maintained between over
regimentation and undirected chaotic conditions

discipline should come more from within and less
superimposed

the child should be encouraged to shoulder responsibility
so as to feel involvement

institutions should impart basic human principles of
justice, compassion, responsibility, and integrity

Destitution and orphanhood have existed in almost all the
societies, all hough with varying degrees, depending upon the
incidence of accidents, disasters, disease, communal riots etc., In
India children have been facing problems arising out of orphanhood,
destitution, abandonment and neglect. The voluntary agencies set
up institutions for such children provided dormitory care, depending
upon the resources of the organisation running an institution. There has been however, a tendency to put any child who is an orphan, poor, destitute, neglected or abandoned in the four walls of an institution called an orphanage.

This study comes under the topic “A PROGNOSTIC STUDY ON THE PROBLEMS AND FUTURE OF ORPHAN CHILDREN” in the Orphanage homes in Madurai and Dindigul districts.

According to Britannica Dictionary, Prognostic means “A sign by which a future event may be known are foretold.” or “Something that serves as a sign of future happenings”.

According to Britannica Dictionary, Problem means “A question to be considered, solved or answered” or “A situation, person or thing that needs attention and needs to be delt with or solved”.

According to Britannica Dictionary, Future means “The opportunities for improvements for success that a particular person or thing has” or “A prospective or expected condition, especially one considered with regard to growth, advancement or development”.

Quaker Faith, raises the question if an orphan child is, “the one whose parents have died or is it possible to be designated orphan if one parent dies (father/mother)”.

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This study aims to analyse the prognostic as it is the futuristic ideas of the orphan children’s facing the problems, level of awareness and their futuristic views as their future generations of the Indian Society. This study foresees and focuses the importance’s of the orphanages as many children are orphaned in today circumstances.

In this research the objectives are framed in relations to the welfare of the orphan children.

The research study looked into the facilities that were provided by the institution for the children including food, clothing, educational facilities and recreational facilities. However this research is mainly focused on the problems of orphans. The problems may be various kind as follows:

- Psychological problems, 
- Personality and behaviour problem,  
- Accommodation and basic need problem,  
- Problems inside and outside the home,  
- Awareness in socialisation,  
- Awareness in culture,  
- Awareness in health aspect’s,  
- Awareness in modernization.

The above said problems have been taken for the research and the awareness is to be identified among the orphan children.
The problems and need of awareness focussed in this research are basically to find out if these children realise their predicament. Some of the previous researches are child centred and concentrate on making the child happy. This study focuses not only on their problems but also on future environmental conditions that may represent threat to optimal development, proud supportive future of children's environment, that may contribute importantly to the enhancement of the all sound development of children.

This research focuses mainly on psychological problems and about the residential care of orphan children in the orphanages, it mainly concentrates on providing children a kind of custodial care in such institutions in the form of food, clothing, shelter and security, in other words care of physical needs. These inmates are in need of social standing. Whatever welfare provisions happened to exist were chiefly due to the funds obtained from the isolated efforts and spirit of generosity of philanthropically inclined individuals, supplemented by the state, the children grew up in rigid environment which needed to be improved culturally. Thus on being discharged, they are at best equipped to take up jobs as domestic helps or add to the labour force to unskilled and semi-skilled workers generally.
The next important factor the researcher focuses in this study are the problems inside and outside the home. They are looked at from various analyses. The problems may be from the senior inmates, the social worker, manager, correspondent of the institution, antisocial elements, problems in school by classmates, both teaching and non-teaching staff and by the society. The above factors arise when these orphan children mingled with the other people in the society.

Finally, researcher concentrates on the awareness of the orphan children socialisation, culture, and health aspects and modernisation. The research also includes the level of awareness. The researcher has suggested necessary modification. Basically the awareness is a necessary step for the children to develop and to be competitive with normal children in many aspects in various field. So the researcher thinks that the awareness of orphan children in above field is an important aspect inorder to promote the future welfare of the orphan children.