Chapter - V
Summary, Findings, Conclusion and Suggestions
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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 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's 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 John 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.

**National Policy for Children (1974)**

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 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-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/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 health. (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 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.
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.

(U) 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’s 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 basis 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 62children 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 Newspaper, 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.
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 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.

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 into 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.