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REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The first chapter gives a brief idea about the importance, objectives, hypotheses, limitations, variables, population, sample, data collection, and data analysis.

This section deals with the review of related studies. It is very necessary to review the study before selecting any research work so that the repetition of already done studies can be avoided. Moreover, the researcher gets the clear idea about various studies carries out in this area and various methodologies used by other researcher. The researcher also comes across various problems of the same field, from suggestions given by another researchers and gaps remaining, which need to be researcher for further improvement of the education system as whole. Review of related studies would enable the researcher to examine the theoretical soundness if the findings over a period and the areas, which lot of focus, has been given and the area that needs further investigation.
Thus, the study of related literature provides guidance and with this aim researcher has studied related literature and review of the related studies. For the present study, it is as follows.

### 2.2 MEANING OF REVIEW OF RELATED LITERATURE

The phrase “review of related literature” consists of two words: “Review” and “Literature”. The word literature has conveyed different meaning from the traditional meaning. In research methodology, the term literature refers to the knowledge of the particular area of investigation of any discipline which include theoretical and practical and its research studies. The term “Review” means to organize the knowledge of a specific of knowledge to show that this study would be an addition to this field.

Therefore according to W. R. Borg⁴ (1996),

“The literature in any field from the foundation upon which all the future work will be built. If we fail to build the foundation of knowledge provided by the review of literature are work is likely to be shallow and naives and will often duplicate work that has already been done better by someone else.”

The literature review is and integral part of the entire research process and makes a valuable contribution to almost every operational step. It has value even before the first step ; that is, when the researcher is merely thinking about a research question that he may want to find answers to, through his research journey. In the initial stages of research it helps researcher to establish the theoretical roots of his methodology, but later on the literature review serves to enhance and consolidate your knowledge base and helps you to integrate your findings with the existing body of knowledge.

For the researcher it establishes the framework or background in the field and thus, provides the setting in which he sports the new study. Reviewing literature can be time-consuming, denting and frustrating, but it is also rewarding. A literature review has a number of functions :

- It provides a theoretical background to study.
It reviews the means by which you establish the links between what you are proposing to examine and what has already been studied. In other words, it helps you to refine your research methodology.

Through the literature review you are able to show how your finding body have contributes to the existing body of knowledge in your profession.

It enables you to contextualize your findings. It also helps you to,
- Bring clarity and focus to your research problems;
- Improve your methodology;
- Broaden your knowledge base;
- Contextualize your finding.

2.3 NEED OF REVIEW OF RELATED LITERATURE

Review of related literature is needed
- To provide a source of problem to study.
- To identify and select the problem of research.
- To review the related previous research.
- To do the quantitative & qualitative analysis of the previous research in the relevant field.
- To avoid the replication of the study.
- To district the researcher about the research work and the steps of research.
- To plan and conduct the study.
- To update the researcher will the precious researches and the related literature.
- To formulate the hypothesis.
- To acknowledge the researcher with the method of research, tools and statistics.
- To provide the rational for the study.
- To discuss the results and findings of the study.
- To avoid the wastage of researchers time, money and energy.
To from the base for new research because it is not based on a thorough review of the literature it becomes an isolated entity as it is not relevant to what has been done before.

Thus the review of literature indicates the clear picture of the problem to solve and gives the direction to the researcher for her research work.

2.4 IMPORTANCE OF REVIEW OF RELATED LITERATURE

It is very necessary for researcher to observe the researches of the same area for selection of problem. One of the important factors of the research process is to review the related literature and intensive study by selecting the sources of related data according to the problem of the study. It is very necessary to have introduction of the references that will be useful in the conducted study from the infinite sources of information.

The knowledge is rapidly increasing in the world. There is an explosion of knowledge. It is said that knowledge is doubled at every five years. Therefore, every researcher should use reference literature like books, newspapers, yearbooks, textbooks and research journals.

According to Borg, W.R & Gall\(^2\) (1996),

“The related literature in any field is the foundation, on which all future works will be built.”

Thus, the related literature is very necessary for the investigator. The following are the reasons for its utility and validity.

- Reference literature is useful in depth understanding and clarification of the subject.
- It plays an important role for guiding new researches.
- It is also helpful to know about pre-researches.
• It also provides proper guidance and direction in selection of new research problems.
• It also provides necessary information about selection of population and sample.
• It also guide to the investigator.
• It also provides guideline about data collection and data analysis.
• Concisely to study, pre-researches are considered as the base of new study. It also helps to know about the problems and barriers of research.

According to **R.A.Sharma**³ (1986),

“The reporting review of literature wakes the research study very scientific and up to date.”

Concisely, study of related literature is very necessary for problem solving. It directs the researcher in conducting the study.

### 2.5 THEORETICAL REVIEW OF THE STUDY

At present, all countries are continuously trying to develop. Every country is trying to enrich economically, socially, naturally and geographically. People gets slight success in it but this success, opportunities for development and benefits does not reach to the every class of the society. Sometimes person feel lonely themselves even after all the luxuries and this loneliness is because of their loving person like mother, father, wife or any person whom they love more. Some person lives in the society whose mother and father both does not live. These children’s parents are otherwise died or they give up their children. These type of children known as “orphan” in the society.

According to **Indian National Family Health Survey**⁴ (2005-2006),

“Orphan was defined as a child who has been abandoned or has last both parents”

The slightly different from the terminology used by inter-governmental organizations such as the United Nations Children’s Fund (UNICEF) and the joint UN programmed is-
“HIV/AIDS, which also treat children who have lost only one parent as orphans”

The high proportion of abandoned children among orphans highlights the facts that poverty is a major reason behind the situation.

2.5.1 ORPHAN CHILDREN: WORLD STATUS

According to the report of United Nations Children’s Fund (UNICEF) and the joint UN program (2005), 7.6% children of the total population of the world are orphan. 132 million orphan children are live in Africa, Asia and America continent. According to this report, out of 132 million orphan children there are 13 million children who have no mother and father. According to this report, 5% orphan children are above the age of 5 year. Every country has given the definition of orphan children as their own way. These orphan children’s definitions are based on their country’s environment, population and culture.

The definition contrasts with concepts of orphan in many industrialized of orphan in many industrialized countries, where a child must have lost both parents to qualify as in orphan. UNICEF and numerous international organization adopted the broader definition of orphan in the mid-1990’s as the AIDS pandemic began leading to the death of millions of parents worldwide, leaving an ever increasing number of children growing up without one or more parents. So the terminology of a “single orphan” – the loss of one parents – and a “double orphan” – the loss of both parents was born to convey this growing crisis.

2.5.2 ORPHAN CHILDREN: STATUS IN INDIA

A new study by an international charity for orphaned and abandoned children form that India is home to 20-million orphans, a figure projected to increase by 2021.

A new study by an international children’s charity has found that 4% of India’s child population of 20 million are orphans. Most of
these children have been abandoned by their parents. In fact the charity estimates that only 0.3 % of these orphans are children whose parents have actually died. The study found that states such as Uttar Pradesh, Bihar and West Bengal had more orphans than Indian’s richer states. The state of Madhya Pradesh, Uttar Pradesh and Chhattisgarh are home to 6-million orphaned children under the age of 18. The eastern region, encompassing Bihar, Orissa, Jharkhand and West Bengal, now houses 5.2-million orphans.

An estimated 41 % of India’s population is below that age of 18, the largest child population in the world. According to the study, and additional 13 % of these children live in single- parents households, which are also socially and economically marginalized. About 85 % of children from single-parents households live with their mothers.

2.5.3 ORPHAN CHILDREN : STATUS IN GUJARAT

There are over 6000 orphan children in Gujarat. Gujarat Government made The Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960 for the orphan children in Gujarat. There are 95 institutions run by Government directly or indirectly in Gujarat for orphan children. Around 2612 children live in these institutions. Around 964 lives in the orphanages run by deferent NGOs in Gujarat.

Gujarat Government runs Orphanage Homes for orphan children. There are 13 orphan homes opened by state government to support orphans, destitute, neglected baby girls and also provide education and rehabilitation. This institutions function on voluntary basis. Educational and vocational trainings are provided in these institutions. Children are sent to school for formal education. Orphan Children living in Child care institutions and would like to get higher education are provided with the scholarship to encourage them. And also get help to purchase required tools. Rs.10,000/- assistance to the brides for rehabilitation through marriage.
According to Department of Social Justice and Empowerment, Gujarat Government also runs Child Care Institutions for orphan children. There are 8 Child Care Institutions in Gujarat which are run by the aid of Gujarat Government. They are situated at Ahmedabad, Surat, Surendranagar, Palanpur, Bharuch, Chikhali and Godhara. Age group of 0 to 6 year children can enter in these institutions. There are also Child Care Institutions run by NGOs at Ahmedabad, Vadodara, Rajkot, Jamnagar, Kutchch, Nadiad, Junagadh and Surat. Child Care Institution provides for short and long term care, protection and rehabilitation services. Children get rehabilitated through formal education. Food, clothing, bedding are provided and facilities like sports, health and other recreational during their stay at free of cost.

Gujarat Government also run ‘Palak Mata-Pita Yojana’ for the orphan children for the age group of 0 to 18 year. Parents can adopt orphan children legally.

2.6 STUDY OF PAST RESEARCHES

2.6.1 RESEARCHES AT ABROAD

RESEARCH-1

Doku, Paul narh\(^7\)(2012), “The mental health of orphans and vulnerable children within the context of HIV/AIDS in Ghana” The HIV/AIDS epidemic has contributed to a drastic increase in the number of orphan and vulnerable children in sub-Saharan Africa. However, little is know about the mental health of these children in low prevalence areas such as Ghana. The thesis was investigated the relationship between orphan hood, parental HIV/AIDS status and mental health. It futures examined the mediating effects of identified risk and protective factors on the relationship between orphan hood/ parental HIV/AIDS status and psychological difficulties. The thesis was identified pathway through which HIV/AIDS impacts children by exploring the interactive and cumulative effects of the various risk
and protective factors psychological difficulties. Method: The thesis employed cross-sectional, quantitative interview that involves 291 children aged 10 to 18 years and their caregivers that compared children who have lost their parents to AIDS. Those who have lost their parents to other causes, those who have living with HIV/AIDS infected caregivers and children from infect families in the Manya Krobo district in Ghana. ANOVAs, t-tests, general linear models, Long-linear Analyses, chi-squares and Bivariate Correlation were used to analyze the data that were obtained from both the children and their caregivers. Results: (1) After controlling for relevant socio-demographic factors, both children and information’s reports showed that children orphaned by AIDS and those living with infected parents showed higher delinquency (p<.01), peer problems (p<.001), hyperactivity (p<.01) and lower self esteem (p<.01) than other orphans and children from infect families. AIDS orphans, other orphans and those living with HIV/AIDS – infected parents all reported significantly more depression (p<.001) and relation problem (p<.001) than those for infect families. Conduct problems as indicated by informants’ reports were generally, significantly higher for orphans and vulnerable children compared to children from infect families. Over 70% of both AIDS orphans and children living with infected parents showed internalizing symptoms that were above clinical cut-off for abnormally. (2) AIDS orphan and children living with infected parents reported more stigma, abuse, child labor and lower levels of SES and lower perceived social support. These factors independently, strongly mediated the relationship between orphanhood, parental HIV/AIDS status and mental health. The interactive and cumulative effect of engagement in child labor and being physically abused heightened the risks for depressive symptoms from 38% to 66% neglect and psychological abuse increased the risk for symptoms of reactive attachment disorder from 26.6% to 67.3%. The cumulative effect to stigma and either child labor or physical abuse substantially increased the likelihood of delinquency symptoms to approximately 67%. The conclusion of the study: The findings
demonstrated that both AIDS orphans and children living with HIV/AIDS – infected parents showed heightened psychological symptoms. The parents evidence also highlighted the interactive, cumulative, co-occurrence of contextual factors and HIV/AIDS unique exposures to create heightened vulnerabilities for psychological difficulties among children. The findings call for a comprehensive program that addresses factors specific to HIV/AIDS and contextual variables.

RESEARCH-2

Wood Lesley (2011), “Exploring ways of assisting Lesotho Educators to offer care and support to children orphaned and rendered and rendered vulnerable by HIV and AIDS.” The main objective of the studies are: (1) To investigate the lived experiences and needs of educators as they attempt to offer care and support to orphans and vulnerable children. (2) To use orphans and vulnerable guidelines and/or interventions that will help educators to better cope with the challenges that result from having orphans and vulnerable children in their classrooms. (3) To pilot these guidelines/intervention with a group of educators in order to evaluate and refine them. The sample consisted of primary school teachers who were already in the teaching field. The sample consisted of primary school educators who were already in the reaching field. Data collection for the study, researcher used multiple sources of data collection, through narratives, symbolic drawings, observation, process notes, reflection sheets and delayed past-test interviews.

RESEARCH-3

Guess, Barbara (2008). “Experience of African American orphan educators once called girls from that colored orphanage” in this study, the experiences of orphan African American educators who grew up in the child wealthier system are nonexistent. Typically store about orphans excluded African American and focus on male,
European Americans. In cases where African Americans are not included from discussion on orphans, the focus tends to be on the negative rather than the positive aspects of their lives. The study investigates the positive outcomes of African American orphans who tell their own stories filtered, not through the eyes of childhood as the experience take place, but through the mature eyes of educated adults. They narrate their own stories through first-hand knowledge about what it is like to live under the protection of child welfare. The methodology chosen for this study is narrative research. narrative research allows the researcher to collect data by tope-recording life histories, transcribing and analyzing the data, which was African American educator who were “orphans” in the 1950s and 1960s. in according with the theories of Kathleen Casey, Jean Clandinin and Michael Connelly, open ended questions were utilized so that the voices of the participants could be heard through their own words, with all the selectivity’s and silences that personal narratives entail without losing the richness of the stories. The six participants interviewed in this study are authors of their own narratives and they create meaning from their experiences through these narratives. Their understanding and interpretation of their orphan experiences may stand in sharp contrast to those of there researcher. Finding of the study are success in foster care was likely to result from permanence, stability and resilience, policymakers should assess and promote resilience in children of foster care.

RESEARCH-4

Beryl M. Bubacz\textsuperscript{10}(2007), “The female and male orphan schools in New South Wales 1801-1850” The main objective of this research are, (1) The background of the convict women for whose children the female orphan school was initially established and which impinged on the establishment of the male orphan school. (2) The motivation of the Governors, Philip Gidely King and Lachlan Macquarie as they sought to establish the female and later the male orphan schools. (3)
The family circumstances and social backgrounds of the children who were admitted to the schools. (4) The avenues of apprenticeship open to girls and boys on leaving the schools. (5) The study of the Governance and orphan of the schools in their last two decades as separate entities. In this study, researcher was examination of the social backgrounds of some of the children admitted to these schools has been undertaken in order to provide a greater understanding of the conditions under which the children were living prior to their admissions. Information about family situations, and the social problems encountered by parents that led them to place their children in the schools have been explored. The avenues open to the girls and boys when they left the schools has formed part of the study. Some children were able to be reunited with family members. A study of the nature of these apprenticeships has led to greater understanding of employment opportunities for girls and boys at that time. The conclusion of this thesis that some of the harsher judgments of revisionist social historians need to be modified. It was the perception that more social disorder would occur if action was not taken to “rescue” the “orphaned” children. Usually of convict parentage. However genuine charity, philanthropy and concern was displayed for the children in grave physical and normal danger. The goals of the founders were not always reached in the orphan schools, nevertheless they performed an invaluable service in the lives of many children.

RESEARCH-5

Halima Wakabi Akbar\textsuperscript{11}(2001), “A study of the educational difficulties experienced by AIDS orphans in 5 Ugandan Secondary Schools” this research was concerned with the educational implications of becoming an AIDS orphan in Uganda. Bereavement was a sensitive topic which many find difficult to discuss with adolescents, even harder if it is HIV/AIDS related. However the number of AIDS orphans in Uganda is high and a considerable number of them are in school. The main purpose of this study was to
investigated what problems such students face and what resources are available to them in schools to help them cope with the loss of their parent/s. in this present study Questionnaires and interviews were designed to investigate the perceptions of those direct or indirect contact with these orphans and with the orphans themselves. They were adminstered to 5 hade teachers, 56 teachers and 400 students from 5 secondary schools. Response to the questionnaires were analyzed, using descriptive statistical techniques and associations were tested. Interviews were carried out with 5 hade teacher, 20 teachers, 25 orphans, s school counselor, two teacher training lecturers, staff of 4 non-governmental organizations and an educational officer. Categories and themes were developed using the data, the literature and the research questions. These were them compared across the different schools and respondents. The study found that the identification of AIDS orphans was usually complicated by the stigma attached to HIV/AIDS. Through a substantial number of the orphans were facing multi-variant problems. There were no or very limited resources open to the students to help them cope with the loss of their parent/s. such students are at risk of dropping out or failing in school and hence access to one of the most important chance in life is denied. These children are also at risk is denied. These children are also at risk of being socially excluded. Conclusions based on the results of the study were drawn and recommendations made.

RESEARCH-6

S. Kasonde-Ng’anda12 (2007). “Loss of parents, Academic performance and psychological adjustment of Grade five children in Zambia : A quasi experimental study ” this was a comparative study based on 400 grade 5 children who had lost one or both parents against their 400 peers in the same grade with both parents alive. Data collection involved the children completing various tests for academic performance, the child behavior checklist (CBCL) and the
Dissociative experiences scale (DES-2) with the assistance of the research team. Leading hypothesis of this study were that because loss of one or both parents is a painfully devastating experience, especially when it happens at a tender age as was the case for the children in this study, the children with one or both parents dead are likely to: (1) Exhibit more behavior problems than their peers with both parents alive as measured by the child behavior checklist (CBCL), which assesses social competence and behavioral problems. (2) Score higher on dissociation than their peers with both parents alive as measured by the dissociative experience scale (DES-2), DES-2 assess the nature and level of disruption in memory or consciousness as a consequence of traumatic experiences, Such as loss of a behaved one. (3) Score lower on the selected school performance test (In this case Grade 5 competence test in math’s and English) than their peers with both parents alive. (4) Display associations between behavior problems, dissociation and school performance as these areas of functioning are supposed to reinforce one another. Based on the finding of the study the following recommended: (1) Institute compensatory academic support to orphan children in their early years of schooling in the absence of evidence of psychosocial problems. (2) Strengthen the efforts in providing positive supports to orphans, especially in the area of psychosocial and educational counseling. (3) Put in place ongoing short courses through workshop for teacher. (4) MoE should embark on improving ongoing educational campaigns on the psychological and academic needs of orphans targeted at parents/caregivers.

2.6.2 RESEARCHES AT NATIONAL LEVEL

RESEARCH-1

Goswami Marami¹³(2013), “A comparative study of self-concept and academic performance of institutionalized and family recited orphaned children” The main objective to the study are: (1)
To investigate the effect of institutionalization on the self-concept of the orphaned children. (2) To compare different dimensions of self-concept of orphaned children on the basis of their residential status. (3) To compare the self-concept of institutionalized and family reared orphaned children in relation to their age and sex. (4) To investigate the relationship between self-concept and academic performance of the orphaned children. (5) To study academic performance of the orphaned children in relation to their residential status. The study was a survey with descriptive and exploratory objective. The study was correlation in design because it investigated the relationship between two dependent variables: academic performance and self-concept of children orphaned. The survey work was conducted in Guwahati city. In this study, the population comprised the orphaned children and in this study orphan referred to “total orphaned”, that is children who have lost both parents as opposed to “emi orphans” who have lost one parent. The study sample included the total number of 82-orphans between ages 12 to 18 years. The investigator had selected 50 deprived institutionalized children from different institute, homes and orphanage situated in Guwahati city using purposive random sampling technique. For comparison, 32-family reared orphaned children also selected for the study from different schools of the city. The researcher was used Dr. S.P.Ahluwalia’s “S.P.Ahluwalia children’s self-concept scale”. Main finding of the study was: (1) There was significant difference on the self-concept of institutionalized and non-institutionalized orphan children. (2) There was significant difference between institutionalized and family reared children in mean self-concept score in the areas behavior, anxiety, popularity and happiness and satisfaction. In these areas family reared orphans have high self-concept score in comparison to their institutional counterpart. (3) over and self-concept of the institutionalized and family reared orphaned children ae not differ in relation to their sex. But there are significant difference in the physical, popularity and happiness and satisfaction areas of self-concept. (4) Both overall and area wise self-concept scores of
institutionalized and family reared orphaned children are not differ in relation to their age. Thus age was not determine factor of self-concept for both groups. (5) Thus, study sought to find out if there was relation between self-concept and academic performance of orphaned children and the result indicates significant relationship between self-concept and academic performance. (6) The study reveals that there is a significant relationship between self-concept and academic performance of institutionalization was likely to boost academic performance of the orphans.

**RESEARCH-2**

Gijninder Kaur lamba\(^{14}(2009)\), “Impact of Institutionalization on some type to among adolescents”. This cross-sectional study was carried out on 1074-subjects (504 emotionally deprived and 570 control ones including both the sexes) from the orphanages and similarly economic level educational institutions belonging to the area of Punjab, Haryana and Chandigarh. From body measurements soma to type components were evaluated. The objective of the study was to analyze the effect of emotional deprivation on soma to type. The values for endomorph component were lesser in male and female adolescents in institutionalized then their control coevals’ with statistically significant differences. The mesomorphy component was almost same in the two groups of males, while in some groups of females, emotionally deprived were more mesomorphic than controls. In ectomorphic, significant differences were observed between two groups of male but females showed non-significant differences.

**RESEARCH-3**

India, Department of Administrative Reforms and Public Grievances\(^{15}(1999)\), “Procedure for adoption of children in India: A study”. In India the Ministry of Welfare is responsible for framing rules and guidelines and issuance of introduction to state Governments, voluntary agencies and coordinating agencies, as well
as scrutinizing agencies to promote in-country and inter-country adoptions. There are 58-agencies recognized for in-country adoption and 277-foreign listed agencies for inter-country adoption. During the period 1991-1996. Foreign nations adopted 6351 Indian children as compared to 8321-children adopted within the country. The coordinating voluntary adoption resource agency (CVARA), formed with the association of 8 adoption agencies in Delhi, monitor, promote the concept of adoption among potential adopters. The study was described the existing adoption procedure under the Hindu adoption & maintenance Act, 1956 (HAMA), Guardians & wards Act 1890 (GAWA) and the Juvenik Justice Act 1986. The state Government and union territory administrations maintain lists of children’s homes and monitor the overall functioning of all child welfare agencies engaged in adoption. The study was recommended:

1. Involvement of voluntary agencies, child welfare agencies and people themselves in the implementation of the National policy for children. 
2. Streamlining the functioning of CARA and working it an autonomous independent body with regional branches. 
3. Adoption of a uniform adoption law and wide circulator of the revised guidelines of the Ministry of Welfare to all child welfare agencies. 
4. A fixed time limit for all the courts to decide cases dealing with adoption. 
5. Organizing special workshops for judges where the voluntary coordinating agencies, NGO’s etc, interact with them. 
6. Bringing about re-orientation in the thinking of people through media. 
7. Bringing out a procedures booklet to serve as a guide adoption procedures.

### 2.6.3 RESEARCHES AT STATE LEVEL

**RESEARCH-1**

Joshi, Harish, Visaria, Leela and Bhatt Rajesh\(^6\)(2006), “Children without childhood, Ahmedabad: Ahmedabad study action group”. Street children is a global urban phenomenon and there
number is increasing. Among them, the children who have runaway from their homes and are struggling for survival own their own, and those who have no families are the most vulnerable. This study was conducted in response to a need expressed at a large GO-NGO meeting in Ahmedabad to discuss child rights. This study endeavours to bring to light some details of the lives of these vulnerable street children, so that those working with them get clues to device their strategies for operation. The study was conducted at the main Kalupur Railway Station and under the nearby Sarangpur bridge. 153 street children were interviewed to find out the reasons for leaving home, place of study, duration of study, occupations followed, earning and expenditure, harassment, treatment of sickness, willingness to study and feelings about being away from homes and family members. For the in-depth study 34-street children were interviewed. NGO officials, hotel owners where street children went for meals, owners of food stalls at kalupur Railway Station and traders who were contant with theses children cast insight on this issue. Out of 153 street children, three were girls (2%) and these were also not on the street but interviewed at the observation. Home for girls situated in Odhav where they kept. More than 50% of the street children were 15 to 17 years or older, children aged 8-10 years were about 8% and the nest were between 11-14 years. Nearly 33% of the children were literate and 58% had received some primary education ranging between classes 1-7. Nearly 10% had studied beyond class 7. As nearly 66% of the street children had some schooling, re-entry into the school system and resumption of their education could be done with the help of “bridge courses” and connecting them with the national open school system to help in their rehabilitation. However, children’s look of will, attractiveness of street life and sense of independence, fear of formal schools and punishment method of children by teachers, language barriers, paper-work, delays/ hurdles, absence of good bridge courses, and most indecently, the main stream school system’s insensitivity to the special needs of such children were hurdles. Most of the children were from Gujarat, and the rest
were from Uttar Pradesh (13%), Bihar (12%), Madhya Pradesh (7%), Maharashtra and Rajasthan (13%). 14% come from Delhi, Tamilnadu, Punjab and West Bengal and also Nepal from where three children came. About 16% of the children had come with their relatives or friends, but could not specify whom they met first after coming to Ahmedabad. To survive street children (SC) undertook a variety of occupations- bottle picking (22.9%), cleaning train compartments and begging (5.9%), playing pedal rickshaws (10.5%), helping as cooks (9.2%), selling items (8.5%), working at tea/snack stalls (9.8%), rag packing (12.4%) and other occupation (14.4%). On an average SC worked 7.7 hours a day; younger children spent 7.5 hours a day working and older children spent 7.8 hours a day, 45% SC had stayed in Ahmedabad for more than 2 years, 26 children had been there for less than a month, and of them 8 had not yet found any gainful work. SC woke up early in the morning 12.4% children between 3 and 4 A.M., 34.6% children between 5 & 6 A.M., 26.8% at 7 A.M. and 26.1% had no fixed time. SC gambling (14.4%), drugs (13.1%) and other things (20.9%). Children who saved money were bottle picking (Rs. 32/- per day), cleaning train compartment (Rs. 51/- per day) and in other occupations (Rs. 50/- per day). Among the reason for leaving home were harassment by family member (38.6%), being orphans (15.7%), for earning (13.7%), fight with friend/teacher/family (7.8%), did not want to study (8.5%) family disintegration (3.3%), other reasons (12.4%). When SC tell sick they generally went to a medical store for self-medication (27.5%), Government hospital (23.5%), private clinic (13.7%), NGO centre at a station (13.7%), and 33 (21.6%) children had never fallen sick after leaving home. 85% of the children were addiction to drugs. The most essential services required by street children were night shelter (61.8%), clothes (38.2%), medical treatment (26.5%), toilet and bathroom (23.5%), education (20.6%), food (11.8%), regular employment (5.9%), financial assistance (2.9%) and other services (20.6%). SC should be rehabilitation by Government and NGO’s. for legislation to be effective, measures encompassing education,
employment and income generation and child welfare must accompany it. The phenomenon of street children cannot be eliminated in a short spell of time. The focus also has to be on improving the living conditions of SC and protecting them from exploration for which well coordinated and committed efforts are required.

2.7 REVIEW OF PAST RESEARCHES

The study of related literature became useful and given guideline for the researcher during the research work. The following information is derived from the study of related researches and references about orphan children.

Abroad

- It is clearly known from the previous researches that there were many studies have done on orphan children students in the world.
- Previous researches shows that the different variables like Mental health, offer care and support to orphan children, rendered vulnerable, colored, welfare systems, type of orphan children, educational difficulties, academic performance and psychological adjustment on orphan children.
- Previous researches shows that the sample was selected from rehabilitation centre, primary, secondary and college level orphan students.
- Previous researches shows that sample size of the students was around 56 to 700.
- Previous researches shows that different type of tools like- Kathleen Casey, jean Clandinin and Michael Connelly open-end questionnaire, check social background questionnaire, self-made questionnaire and interviews, Child Behavior Checklist (CBCL), Dissociative Experiences Scale (DES-2) were used.
India

- It is clearly known from the previous researches that there were few studies have done on orphan children students in the India.
- In the past researches of India, different types of variables like- Self-concept, Academic performance, process of adaption of orphan children in India, Social Adjustment were used.
- In the most of the past researches, orphan children selected from Primary schools, college, rehabilitation centers. Very few researches found in which orphan children selected from orphanage homes for orphan children.
- In the past researches, the sample size of orphan children students was 32 to 600.
- In the past researches, different types of tool like- S.P.Ahuwalia children’s self-concept scale, self-made questionnaire, reports and survey of NGO’s etc. were used.

Gujarat

- In Gujarat, there were very few researches have done on orphan children.
- In the past researches, variables like- children without childhood: action group study were used.
- In the past researches, orphan children were selected from different street and railway station.
- In the past researches, the sample size of orphan children and normal students were 35 to 60.

2.8 SIGNIFICANCE OF THE PRESENT STUDY

The present study is significant from the other researches in context of area, sample, variable, and tool. They are as below.
**Difference in Area**

Researcher found that most of the past researches were conducted on the orphan children of Ghana, Budapest, Africa, America, New South Wales, Uganda, Zambia, Guwahati city, Punjab, Haryana, Chandigarh, Ahmedabad of Gujarat whereas the present study is carried out on the whole Gujarat.

**Difference in Sample**

Most of the past studies of India and Gujarat, researcher found that most of the orphan children were selected from the normal schools, college, rehabilitation centers whereas in the present study for the first time orphan children were selected from orphan children’s home of Gujarat state.

**Difference in Variable**

It was found from the previous studies that different variables like Mental health, offer care and support to orphan children, rendered vulnerable, colored, welfare systems, type of orphan children, educational difficulties, academic performance and psychological adjustment were used, whereas the present study it is conducted for the first time on orphan children in context of aspiration, adjustment, scholastic achievement, gender and area and that is the significance of the present study.

**Difference in Tool**

Different tools were used by previous researches like- Kathleen Casey, jean Clandinin and Michael Connelly open-end questionnaire, check social background
questionnaire, self-made questionnaire and interviews, Child Behavior Checklist (CBCL), Dissociative Experiences Scale (DES-2), Self-concept, Academic performance, process of adaption of orphan children in India, Social Adjustment, whereas in the present study Aspiration questionnaire (1994) by Sneh Anand and Adjustment Inventory (1997) by Desai K.G. was used to study the personality of physically disabled students.

2.9 CONCLUSION

In the present chapter importance of the related literature, theoretical information of the study, study of the previous researches and its review along with the significance of the study is discussed in detail. In the next chapter origin of the problem, population, sampling method, research tools and research method is presented in detail.
REFERENCE


