

**ASSESSING NON-FORMAL EDUCATION  
PROVIDED TO STREET CHILDREN.**

**By**

**K. AROCKIA MARAICHELVI**

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A THESIS SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND  
HIGHER EDUCATION FOR WOMEN - DEEMED UNIVERSITY, COIMBATORE - 641 043  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
**MASTER OF SCIENCE IN HUMAN DEVELOPMENT**

**APRIL - 1998**

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**Certified as Bonafide Research Work**

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Head of the Dept.

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Guide.

# Acknowledgement

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***d. Evaluation of the performance of the children:-***

To evaluate the performance of the children, test was being conducted in the institution. For boys of 10-14 years age group every week a test was conducted and for the boys of 15-18 years age group test was conducted every month.

***e. Details on play equipment:-***

To make the children to have recreational activities out door play equipment like cricket, volley ball, skipping rope, tennis, tennis were provided. They also had the provision of indoor play equipment like carom board, snake and ladders, chess. etc.(Plate III).

**3. Details of teaching staff:**

***a. General information:-***

There were 15 teaching staffs in the institution serving for the betterment of the street children and there were other teaching staffs like accountant, computer operator, driver, watchman, cook, and supervisors. With regard to age all the 15 teachers were in the age group of 25-35 years. There were only 5 female teachers and others were male teachers.

The minimum qualification expected for the teaching staff was a pass in 12<sup>th</sup> standard. However the teacher with teacher training or degree holders were also appointed.

All the teachers appointed in this institution expressed that they had interest in doing the job for the street children. The selected teachers mentioned that they come to know the job details through funding agencies, friends and relatives. Majority of the teachers resided in the near by places and few resided in the institution itself.

***b. Training given to the educators:-***

Training and refresher courses were vital for any educational programme. On the basis of this, educators of the non- formal education had training periodically. One or two educators were selected

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# Introduction

## I. INTRODUCTION

The most valuable of a nation's resources is its children (Srivatsav, 1996). The nation that fails to ensure the survival, protection and development of its children is doomed to destruction, nay extinction. No nation can therefore, afford to leave this supreme asset- "the children"- at the mercy and caprice of individuals (Pandey, 1991).

India is one of the very few countries, which has a large child population. According to 1991 census there are 298 million children in the age group of 0-14 years (which accounts for the 35% of the total population) in India. Children are much important for international and sub-national relationships for, it is they who translate the strength in numbers, philosophy into social reality, and without whom, great power status is impossible. (Srivatsav, 1996 and Ramoo 1994).

It is also a sad reality that children section of the population is the most vulnerable and exploited of all. Of these children a good number are neglected, delinquent and are uncared for. A new and rapidly increasing group of vulnerable deprived and exploited children in our cities is the street children (Maran, 1997).

In the words ascribed, by Tacon (1989), "The poor have been abandoned, and the poorest of the poor children have been cast into the street". When youngsters are abused, neglected, abandoned and ill treated in many different ways they venture on to the streets. In fact, "The street children are a symptom of a deep and disturbing trend in society (Nicolson, 1992). Such children are forced to leave their life and living on or of the street of the cities of the world.

Street children are mostly runaways who leave home due to a lot of family problems, broken families, alcoholic parents, separated parents, lack of affection, love and care at home. Due to these and

various other reasons they land up on the streets of big metropolitan cities (Pal and Bulbul ,1990). Inexperienced and unskilled they are, the cities where they land up do not offer them any job opportunities. Hence they are forced into rag picking, begging, shoeshining and to do odd jobs in small way side hotels to earn their livelihood (Muralidar and Nalini ,1991). Some of these boys have their night at the working spots. But many of them have streets, bus stands, railway stations and pavements as their place of shelter. These children are labeled as street children. (Maran, 1997).

To offer a definition of street children, which will satisfy every one, is very difficult for various reasons. It is because the expression “ Street children” is hardly a part of current vocabulary, and the term is not precise. Finally, various epithets used for street children- “ Children’s without families”, “ High risk children”, “ Unattached children”, “ Children in need of care and protection”, “ Abandoned children”- overlap (Pandey, 1991).

The UNICEF defines street children as follows “ The term denotes a place of congregation, but also a certain set of working and living conditions. The vast majorities are on the street to make a living for their families and /or themselves. The return may be paltry and may be in kind rather in cash, for these children the street is above all a workplace. Second, they spend large amounts of time in the street frequently because of the low returns on their labour. Third, most make their way in the informal sector as petty hawkers, shoeshine boys, and scavengers of raw material or even thieves and street prostitutes. Forth, by their nature of work and life they are normally on their own, largely unprotected by adults. For these reasons above all others, they are vulnerable to many dangers and abuses, and they tend to receive few services essential to their protection and development (UNICEF, 1988).

Street children are those young people who live and or work on the street of the world's cities. In the North, they are labeled homeless youth, runaways or even throwaways. In developing countries they may be called as parking boys (Kenya), pogeys boys (Phillipines), pivets (Brazil), rag pickers (India), gamines (Bagota) or a variety of other names" (Sharaff, 1988).

Studies conducted on street children also reveal that in addition to rural push and urban pull on account of poverty and unemployment the children of poor families who are exposed to misery, physical and psychological stress seem to depart from the regular and accepted social controls in family, community and other institutions where they live (Gurusamy,1997). These children are very likely to deviate and dropout from these agencies of social control and proceed to cities with a view to fulfill their interest (Pestonji and Mehr, 1992).

The UNICEF has grouped the street children under three categories:

1. Children on the street in regular contact with their families-  
***Children on the street***
2. Children on the streets who treat the street as their place of shelter and livelihood, having occasional contacts with their families- ***Children of the street***
3. Children living on the streets completely on their own with practically no contact with family- ***Abandoned children.***

The existing formal education system has, to the detriment of the healthy growth, confined itself strictly within the four walls of the school. But Non-formal Education is designed to enable the people to identify and solve their problems (Jollis and Ungerth, 1992). It gives them a free choice without obligating them to tie themselves with the restrictions of time and place, to select for themselves only those educational programmes which are needed. Educational tools in

these programmes are characterized by their flexibility structured only within the framework of the people need and convenience (Singh & Raj, 1994).

The non-formal education's method of instruction vary from personal discussion between the teachers and the learning group to the use of mass media, demonstration etc detriment of the healthy growth, confined itself strictly within. (Tridevi, 1995).

The non- formal education is certainly the effective drug to cure the present educational maladies and has great potentialities hidden on it (Times of India, 1992). It is the most effective approach in teaching street children and a comprehensive curriculum has been developed in keeping with the children chosen to educate (Kaul, 1995). By the approach it is estimated that about 1/3<sup>rd</sup> of the number of the children in the age group 6-11 years can be served. This approach is better than formal approach because of its flexibility and in the way it is designed as per requirements of environment and clientele (Shetty, 1995 & Tiwari, 1996).

This type of Non-formal Education has been provided to the street children as a programme of action for the rehabilitation of street children in many cities. In Coimbatore City Don Bosco Anbu Illam, a social service society provides shelter to the street boys. It has also got a training centre leased out by the Coimbatore Municipal Corporation, wherein street children are given training in various skills and personality development.

The study has been taken-up with the following objectives:

1. to study the organizational setup and functioning of the institution for the street children.
2. to assess the non-formal education provided to the street children and to suggest ways and means for the improvement of the programme.

3. to elicit and to analyze the problems faced by street children and the views as perceived by them towards the provision of non-formal education.

Review of Literature

## II. REVIEW OF LITERATURE

The literature pertaining to this study is reviewed under the following headings:

- A. Definition and General profile of street children.
- B. Definition, Meaning and Nature of Non-Formal Education.
- C. Programmes and welfare services for street children.

### **A. Definition and General profile of street children :**

Definition and general profile of street children includes the following areas:

- 1. Definition on street children
- 2. Categories of street children
- 3. Causes for becoming street children
- 4. Characteristics of street children

#### **1. *Definition on street children:***

To offer a definition of street children, which will satisfy everyone, is very difficult for various reasons because the term is not precise and it is hardly a part of current vocabulary, thus making it difficult to identify a street child by any precise criterion. Various epithets used for street children – “Children without families”, “High risk children”, “Unattached children”, “Children in need of care and protection”, “Abandoned children” – overlap (Pandey, 1991).

According to UNICEF street children is defined as “The term denotes a place of congregation, but also a certain set of working and living conditions. The vast majorities are on the street to make a living for their families and / or themselves. The return may be paltry, and may in kind rather in cash, for these children the street is above all a work place. Second, they spend large amounts of time in the street frequently because of the low returns on their labour. Third, most make their way in the informal sector as petty hawkers, shoeshine boys, and scavengers of raw material or even thieves and street prostitutes.

Fourth, by the nature of their work & life, they are normally on their own largely unprotected by adults. For these reasons, above all other, they are vulnerable to many dangers and abuses, and they tend to receive few services essential to their protection and development (UNICEF, 1988).

A recent definition of street children reads "A street child is any minor for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland etc) has become his or her habitual abode, and who is without adequate protection (Ageli, 1986).

## **2. Categories of street children:**

The phenomenon called "street children" is becoming increasingly complex and posing a threat to the existence of a civil society. This phenomenon is characteristic of growing urbanization and industrialization where the primary bonds of family, kinship and other small groups are increasingly becoming weak and the individual is alienated from society. It is also an indication of the complex housing problems and expansion of slum areas in the urban centres (Showeb, 1993).

The United Kingdom Committee for UNICEF provides the basic for categorization of street children. Following the street children relationship with family they can be placed in three categories.

### **a. Children on the street:**

By far the largest of three categories and consists primarily of working children who still have family connection of a more or less regular nature. Their focus in life is still the home. A very few attend school. Most return home at the end of each working day and most will have a sense of belonging to the local community in which their home is situated.

**b. Children of the street:**

The second group is smaller but more complex. Children in this group see the street as their home and it is there they seek shelter, food and a sense of family among companions. Family ties exist but are remote and their former home is visited frequently.

**c. Abandoned children:**

This third group may appear to form part of the second group and in daily activities are practically indistinguishable. However by virtue of having severed all ties with a biological family they are entirely on their own, not just for material but also for psychological survival and therefore require a different approach.

**3. Causes for becoming street children:**

There are several reasons why children leave their families and their parents and come to the streets. The most important contributing factor is the socio-psychological atmosphere in the family (Rajan, Shah and Goyal, 1996). Many studies show that the children come to the streets from broken families or those in which there are continuous problems between husband and wife, which deeply affect the children. Another factor similar to this is desertion by either one of the parents in families especially very large ones where the parents are unable to cater to the needs of the children and when the quality of care and protection is very poor. (Gurusamy, 1997 and Kavitha, 1996).

Ageli (1986) says that the phenomenon of rising numbers of street children can be attributed to extremely poor economic condition of the family, with very low income, high expenditure with no savings and debt problems, increased unemployment and growing poverty. Thus parents play pivotal role in increasing the number of street children because of their inability to maintain their families in a proper way. The poor economic condition of the parents results in frequent quarrels and ultimately the children are seen as the target whom both father and

mother physically assault by way of beating, scolding, denying proper food and clothes etc (Martin, Susana, Ebrahim, 1993). In addition to this there is also ill treatment sometimes by the stepmother of the children as well as by other relatives with whom the child is staying. (Gurusamy, 1997).

Most of the families had an excessive control over the children, which forced them to leave their home( Nalini and Rayalu, 1995). This excessive control was a result of separation among parents, bad habits such as drunkenness of the father and indifference of the mother. As a result the family members burden the child with earning money for the family, doing household work and being subject to ill treatment. Since the child is unable to live peacefully under such a situation he/she finds the street as a viable alternative to stay and live (Rao, 1994).

#### **4. Characteristics of street children:**

The characteristics of street children include

- a. Socio- economic characteristics
- b. Personality characteristics

##### **a. Socio-Economic Characteristics:**

The socio economic characteristics of the street children are summarized as follows

1. Most of the children belong to the age group of 10-16 years
2. They live actively in the street pretty earlier in their childhood.
3. They live with the support of the older siblings, relatives or parents.
4. Most of street children are boys.
5. They do not have educational opportunities.
6. Some go to school and dropout without even completing the primary stage.

7. Some are away from home because of intolerant atmosphere prevailing like poverty, neglect, breakdown of the family, hard work and harsh living conditions and maltreatment.

8. Most of the street children have their families and return back home after the day's activities, which are carried out usually with the knowledge and support of parents/guardian.

9. Elder boys are more altruistic than younger boys.

10. Bunks of street children work for their daily livelihood only.

11. On employment they do not require any special skills or training or a sizeable capital investment.

12. Large numbers of street children are involved in unskilled work and more than one work in a day.

13. They may be bonded or engaged in premature work activities, little or no schooling, sexual exploitation, physical or mental abuse, delinquency and hunger etc.

14. The elder children, adults and local dadas expose street children to physical abuse, psychological ill treatment and exploitation ( Pandey, 1991; Philips, 1994; Lima & Gosalia, 1992; Xavier, 1996; Gurusamy, 1997; Kumar, 1993).

#### **b. Personality characteristics:**

His physical appearance and unhygienic ways can easily identify a street child. Normally, the street child is physically weak, as he is prone to many illnesses. He looks very dirty with shabby clothes without a proper bath and without regular brushing his teeth (Pestonji and Mehr, 1992; Mathura and Meena, 1992). As most of them are occupied in jobs involving scavenging etc, they are untidy and do not have good habits. Some of them get bad habits like smoking and gambling at a very early age. Their thoughts are always on their personal security, way of earning more income and enjoying life to a maximum. The behavior of the street children shows that they are depressed, having

inferiority complex with the lack of self-confidence and leaves everything to fate (Banerjee and Parthas, 1993). One can see and feel a sense of frustration and despair in almost all the street children because they realize that they will never be able to achieve their aspirations and goals in life. Many of the street children have not got any definite goals and aims in life. They do not even think of the next day and are not really concerned about their long-term goals (Pestonji and Mehr, 1994). This kind of a negative approach to life has a strong bearing on their personality, which ultimately prevents the overall growth and development of the individual. Added to this because of the poor environment in which they live they are forced to adopt certain negative values, such as often telling lies, indulging in theft, use of bad language, physical abuse and assault of peers (Gurusamy, 1997).

#### **B. Definition, Meaning and Nature of Non-formal education:**

The existing formal education system has, to the detriment of its healthy growth, confined itself strictly within the four walls of the school. This system gained a significant moment in the 1960's. Since then, the enrolments in the educational institutions have trippled, or even more (Pandey, 1997). But the system has lagged behind the race of the present times, which is sufficiently manifested by its inability to cope with the changing situations of today. The present conditions demand that the education of an individual should be linked primarily with the improvement in his quality of life in general and identification and solution of his day-to-day problems in particular. The lack of responsiveness on the part of general education with little or no ways to change has given birth to a series of problems (Trivedi, 1995).

Prakash (1995) points out that educational expenditure in Asia, Africa and Latin America are growing at phenomenal rates. Despite this, a great number of school age children do not have the opportunity to enter the schools. Not more than 35% children can

continue their studies beyond primary level in the developing countries. The growing number of dropouts has emerged a serious lacunae of the system (Jollis and Ungertis, 1992). Unemployment among school leavers indicates how this educational system is helpless in absorbing the educated youth into productive work (Phelan, 1995). The rapid growth of population has created a shortage of school accommodation, thus making the goal of universal primary education a distant reality (Singh, 1987).

Pinto (1993) puts forth that these problem leads to the question-what can be done? Now radial out of school education programmes which complement school and university classes should be designed to take new knowledge and skills at the doorstep of masses, majority of who lives in the rural areas. Without reducing the importance of formal education, the expansion of learning experiences and their availability to a large group of people, so far unrecognized by the formal schools, seems to be the effective solution of the problems (Agarwal, 1996).

Singh and Raj (1994) says that non – formal education is the product of the need for this expansion. This education is designed to enable the people to identify and solve their problems. It gives them a free choice without obligating them to tie themselves with the restrictions of time & place, to select for themselves only those educational programmes, which are relevant to their problems. No age-restrictions, no compulsion of attendance and no one- way teaching methods are involved. Educational tools in these programmes are characterized by their flexibility structured only within the framework of the people's need and convenience (Coombs, 1973).

Their flexibility however does not imply a lack of system or discipline. Infact non-formal education programmes are very

carefully planned keeping in view the needs of the target groups. The decision relating to syllabuses, curriculums, instructions, sites and all other components of the programmes are taken after serious deliberations. The considerations given to these are not based on pre-conceived notions about traditional pedagogical limitations or other stereotyped educational criteria. ( D'Lima and Gosalia, 1992).

Coombs (1973) defined Non-formal Education as any organised systematic educational activity outside the framework of the formal system designed to provide selective type of learning to particular subgroup in the population. In other words it is being conceived as an organised activity outside the formal system that is an alternative or even as complementary to the formal education.

The methods of instruction vary from personal discussions between the teachers and the learning groups to the use of mass media, demonstrations, correspondence courses, mobile training units' etc. The non-formal education programmes enable the learners to gain a clear understanding of the problems and acquire knowledge and skills to solve them (Anne and John, 1989). The majorities of these programmes are organized at places convenient to learners and try to integrate themselves with specific educational deficiencies within the local community (Juneja, 1997). Their beginnings and ends are seldom the parts of rigid schedules. They are determined by within the context demands and are therefore not alienated from the situation of the target groups. They begin when most required and end when no longer needed. Very near to the point of functional use, non-formal education programmes can contribute vigorously to national development because they take care of the smallest but the most important unit of the society- the individual. They balance between national objectives and local problems. (Murthi, 1996.)

Their links with formal education are of considerable importance. They not only enable many unfortunate dropouts to join the mainstream of formal education but also enlarge its benefits by providing opportunity for continuous learning. They also suggest the formal schools to adopt the innovative programmes, which have been successfully tried out by them (the non-formal programmes). The person educated through formal schools may find employment opportunity in the non-formal education programmes (Panicker, 1993).

The non-formal education, is certainly the effective drug to cure the present educational maladies and has great potentialities hidden on it. The non-formal approach is the most effective in teaching street children and a comprehensive curriculum has been developed in keeping with the children chosen to educate. (Kaul, 1995).

According to the national policy on education 1986 and upon in 1992, the priority is given to wiping out illiteracy and reducing the drop out rate at the primary level. One of the major schemes launched for this purpose was Non-Formal Education. (Banerjee, 1996).

This scheme is being implemented as a centrally sponsored scheme in 10 educationally backward states and recently has been extended to cover urban slums, tribal areas, hilly areas and special project for street and working children. The total number of NFE centres during the VIII plan will be increased to 3.50 lakhs to cover all children who have sometimes remained outside the formal system. The strategies of this programme are

1. Condensed course.
2. Part time instruction at a time and place convenient to a learner in small groups.
3. Part time honorary instructors/ supervisors locally recruited and trained.
4. Emphasis on flexibility & decentralized management.

5. Use of curriculum and teaching/ learning materials comparable to the formal system & relevant to local requirements & learners needs.
6. Testing and certification of NFE students to enable their entry into the formal system (Banerjee, 1996). Our country has taken the NFE programme in a big way and the whole world is looking at our universalisation efforts with great interest (Shetty, 1995).

According to Kaul (1995) by the non-formal sector of education, it is estimated that about one-third of the children in the age group of 6–11 years will be served. The non-formal education, both in content and quality is comparable to the formal education. It is even better because it is flexible and in the way it is designed as per requirements of environment and clientele.

To conclude, a type of flexible, condensed, decentralized education can be given to the street children, who are mostly illiterate or dropouts, for their own betterment in life.

### **C. Programmes and welfare services for street children:**

The programmes and welfare services for street children are presented below under the headings

- 1) Governmental efforts
- 2) Non governmental efforts

#### ***1) Governmental efforts :***

Parmar and Solanki (1994) stated that street children could be moulded to become first class human material and become assets to society, when they are put on the right track and particularly on the paths of self dependence.

Government of India has taken the initiative to set up a “National Forum on Neglected children” comprising experts, academicians and representatives of leading NGO’s (Munshi, 1993). From time to time the Government of India, to safeguard the interests of the working children and the street children has passed various acts.

Even though street children have not been recognized as a separate category by the ministry of social welfare at the state, some of the governmental programmes functioning under the provisions of Juvenile Justice Act, 1986 provide services for development and rehabilitation of neglected and juvenile delinquents. (Shaikh and Arif, 1994).

The National policy for children stated that children, who are socially handicapped, should be provided facilities for education, training and rehabilitation so that they can be helped to become useful citizens (Government of India, 1974). The national policy on Child Labour prohibited employment of children in hazardous occupations (Government of India, 1987).

The Government has launched in the month of October 1992 a scheme for care of street children in 13 most popular cities like Mumbai, Calcutta, Delhi, Chennai, Hyderabad, Bangalore, Ahmedabad, Pune, Kanpur, Nagpur, Lucknow, Surat and Jaipur in order to support and strengthen voluntary organizations engaged for the welfare and development of street children, to enable them to reach out to a large number of street children (Rajan, 1993).

The Government initiated several action-oriented rehabilitation programmes to withdraw children engaged in direct wage employment, prevent children from entering into urban labour markets create adequate sanitary, health care and schooling facilities for street children for their proper physical and mental development (Jain, 1994).

The National Capital Territory (NCT) Delhi Government has constituted a city task for the care, protection and development of street children in metropolis (The Hindustan Times, 1993).

A plan has been prepared by the Government of Maharashtra under the project proposed for commemorating Pandit Jawaharal Nerhu's birth centenary, for setting up of 25 referral centres

at railway station down the western central and harbour tracks in Mumbai (Mishra, 1990).

The Government of Andhra Pradesh operate successfully a scheme called “ Scheme for the prevention of Vagrancy and Juvenile Beggary”, under the purview of Directorate of Juvenile welfare, with the identification of vagrant children in the urban slums and providing educational and vocational training (Raghu and Prasad, 1995).

The Government of India has also ratified the UN convention on the rights of the child and prepared a National Plan of action for Children upto the year 2000 under the title “A commitment to the child”.

## ***2) Non Governmental organization's efforts:***

In India, the issue of street children became an area of concern since the beginning of 1980, when a number of non-government agencies started initiating programmes for improving the conditions of life and living of such a group of children (Ahuja, 1995).

Thapa (1995) exhorted on the nation's streets nearly 50 million children eke out a fragile living. But all hope is not lost yet, as voluntary organizations lend a helping hand.

The NGO's have made a significant contribution by their handling of the situation of street children and have provided vulnerable models, which could gradually be used to cover the entire street children of the country (Chatterjee and Sudharsan, 1996).

Non Governmental forums have been established in 13 cities in India with about 60 organizations directly working with children. In some cities NGO's have come together with civic bodies, government departments and public bodies to formulate city level action committees and state level task forces (Rane, 1994).

Xavier and Arul Raj (1996) views that NGO forums protect and promote the interest of street children. Their activities have

significantly contributed to the development of these children. Besides getting involved in the delivery of services for the improvement of the conditions of the children, the NGO's have highlighted the weakness of the existing legal provisions and inadequate implementation of laws in regard to safeguarding the rights and interests of the children.

The objectives of the forums were

1. To share the experience, to provide guidelines for better and effective service to street and working children.
2. To initiate and promote common programmes action for street and working children.
3. To promote cooperation and coordination among themselves, with government and with other NGO's.
4. To create awareness among the public about the problems of street children.
5. To initiate and identify other NGO's for street and working children.

Pestonji (1992) points out that CCVC (Coordinating Committee for Vulnerable Children) formed in 1989 was a collective of voluntary agencies working with street children, took on the challenge of trying to improve them. Since police harassment was a major complaint of these kids, CCVC members conducted several workshops aimed at sensitizing the police personnel to the realities of the children's living conditions.

Recognizing the need for satisfying the essential needs of street children and thus providing them opportunities for bright futures, a number of other non-governmental organizations in India have initiated programmes for the benefit of street children, notable among them are the

1. Bangalore Oniyavara Seeva Coota (Bosco) is an association for the services of street people. It establishes contacts with street children in areas of concentration in the city, such as bus stands, railway

stations, market places, street corners etc, giving services to them based on their needs, and helping the children to return to his/her family.

2. Jaya Rajendra Rag Pickers project, Bangalore focuses mainly on children who are engaged in rag-picking. Services such as recreation, non-formal education health and return to the family are provided to rag pickers.
3. Rag pickers Education and Development Scheme (REDS) Bangalore:  
This is also concerned mainly with girl rag pickers. Attempts have been made to institutionalize rag picking, and towards this end, facilities have been made available for collection of rags, sorting, weighing, packing and selling to major dealers.
4. Missionaries of charity (Brothers), Calcutta, provide very flexible facilities. The agency premises provide facilities for street children to have bath, recreation, medicine and meals.
5. Ashalaya, Calcutta, is run by salesian priests. They contact street children and offer various kinds of services, including non-formal education, recreation, health etc.
6. Social project, Calcutta, operates for the children picking rags from the garbage dumps located on the outskirts of the main city. The NGO provides facilities for primary education in a very informal approach and also runs a free dispensary where health services are provided.
7. Butterflies, New Delhi, concentrate on street children. It sensitizes the people about the problems and plight of street children.
8. VOICE (Voluntary Organization in Community Enterprise) in Bombay works with younger children on railway platforms, and concentrates on shoeshine boys who were made to recognize the need to use better polish.

9. HOINA Leprosy research trust is the main project in Munigunda, Orissa that is extending its service and financial aid for the betterment of the living conditions of street children in Vishakapatnam.
10. YMCA project of Hyderabad formed with the aim of saving estranged street children from being non-entities and getting into gangs, who break the law. They are provided night shelters.
11. Care and Training for Children (CATCH) also started for the welfare of the street children in Vishakapatnam City of Andhra Pradesh.
12. SKCV Sri Krishna Chaitanya Vidya Vihar for children is a five phased rehabilitation programme, that provides night shelter, a job, residential quarters, basic education and vocational training for street children (Kakar and Meenakashi, 1994; Irani and Madhavi, 1992; Times of India, 1992).
13. "The Shelter DON BOSCO" was started in the year 1988, the death centenary year of Don Bosco, a friend on the streets. By the efforts of the Salesians the street boys can identify themselves with, calling it a place of their own.

The other Non-Governmental organizations are Nukkad, Prabhatra, Prayer, YMCA, SEWA, DJP (Development Justice and peace), DCCW (Delhi Council For Child Welfare), TAG (Theatre action group), Navajeevan, AMG (American Mission Group), Happy home etc., developed programmes for street and working children.

During 1993-94, thirty-nine NGO's were given grants to set up centres in 11 most popular cities to benefit 11,700 children. These cities of the country are Mumbai, Calcutta, Delhi, Chennai, Ahmedabad, Hyderabad, Bangalore, Kanpur, Nagpur, Pune and Lucknow (Kaur, 1996).

The National NGO forum with the help of its coordinating committee for vulnerable children (CCVC) Mumbai, organized the first

All India street children's conference in 1994 from Feb 14<sup>th</sup> to 17<sup>th</sup> in the presence of 180 children from Mumbai, Delhi, Calcutta, Chennai, Cochin, Pune, Bhuneshwar, Bangalore, Hyderabad, Vijayawada and Madurai. The conference focussed on a specific issues like shelter, health, education, police harassment, remand homes, girl children and drug abuse (Pestonji and Mehr, 1994).

Non Governmental organizations have launched Rs 15 crore central government scheme for more than 5 lakh street children, which is sponsored by UNICEF (Irani, 1992).

Even though organizations today have reached perhaps only a fifth of the total number of street children, endeavors to rehabilitate street children are still needed (Gandhi, Moneisha, Bargohaid, 1996).

Hence awareness creation and advocacy on behalf of street children is an imperative task of NGO's desirably.

# Methodology

### III. METHODOLOGY

The methodology adopted for the study entitled “ Assessing Non-Formal Education given to Street children” is discussed under the following headings.

- A. Selection of the Area
- B. Selection of the Sample
- C. Selection of the Methods and Tools
- D. Collection of the Data
- E. Analysis of the Data

#### A. Selection of the Area:

In 1991, the Don Bosco Anbu Illam, a social service society (Plate I), launched a programme of action for the rehabilitation of street children for the first time in Coimbatore City. It has a shelter home, which provides shelter for 150 boys who are runaways. Apart from this, food, clothing, medical, recreational facilities, vocational training, and counseling are being provided for the street children. Anbu Illam provides both Formal and Non-Formal Education to street children (Maran, 1997).

As the study was aimed to study the Non-formal education provided to street children in Coimbatore district of TamilNadu “ Don Bosco Anbu Illam” Ukkadam was taken as the area of the study. The reason for selecting Anbu Illam for the study are, first it is a pioneering organization to work with the street children in Coimbatore City, secondly the institute has provision of Non-Formal Education to the street children with the help of both the Government and Non-Governmental organization and thirdly for the easy accessibility of the sample to the investigator the area was considered for the investigation.

#### B. Selection of the Sample:

As the present study attempted to assess the Non-Formal Education given to street children, the sample consisted of street children attending Non-Formal Education, the educators/instructors



PLATE: I  
BUILDING OF DON BOCO ANBU ILLAM  
- SOCIAL SERVICE SOCIETY  
“ Gracious living”.

involved in teaching them. A sample is any portion of the population selected for study and the number of individuals in a sample is called the sample size (Bhat, et.al., 1996 and Gupta and Kapoor, 1996).

Outs of 150 children 100 were selected, as the other 50 street boys were newcomers to the institution. Ten instructors who were involved in the Non-Formal Education were also selected for the study. The Director of the institution involved in the implementation of Non-Formal Education was also selected as a sample to collect details on the impact of Non-Formal Education provided to street children.

### **C. Selection of the Methods and Tools:**

As a majority of the street children were in their primary level of Education, the Direct personal interview method was used to collect data. Direct interview method has got the opportunity for greater care in communicating questions, in eliciting information and an opportunity to observe both the subjects and the total situation (Saravanavel, 1997). Under this method, data are collected by the investigator personally by asking questions pertaining to the enquiry from persons from whom the information is to be obtained. (Gupta, 1995 and Pillai and Bagavathi, 1996). Hence an interview schedule was prepared by the investigator to collect information from the street children attending Non-Formal Education.

The interview schedule developed for the street children attending the Non-Formal Education elicited necessary information on their General background, Educational status, Curriculum and Timings of Non-Formal Education, Views on Non-Formal Education, Problems faced regarding Non-Formal Education and involvement in Extracurricular activities. (Appendix I).

On the other hand Questionnaire method was followed to collect data from the educators involved in teaching the street children and from the Director of the institution involved in the implementation

of Non-Formal Education to the street children. According to Kothari(1994), a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is given to respondents who are expected to read and understand the questions and write down the replay in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own (Gupta, 1995).

The questionnaire framed for the educators elicited the details of their Educational qualification, Curriculum of Non-Formal Education, Time schedules for programmes, Problems faced in teaching and Performance of the children(Appendix II).

The questionnaire framed for the director of the institution called for general details, details of Non-Formal Education functioning, its objectives, financial assistance, details of the personnel in the institute, Problems and suggestions for the programme( Appendix III).

The preliminary schedules were checked through a pilot study with 20 street children and 5 educators. After scrutinizing the responses given by them the schedule was modified for its clarity, wordings, adequacy of questions in order to collect the required data.

#### **D. Collection of the Data:**

After obtaining necessary permission from the University, the Director of the institution “ Don Bosco Anbu Illam” was approached. The purpose of the study was explained to him to get his approval to carry out the study in the institution, which was under his supervision and monitoring.

As per the instructions given by the Director, the investigator visited the institution and with the help of the staff of the institution the street children were contacted. Before collecting data the children were oriented about the study and rapport was developed. Face to face

interview helped the investigator to collect needed information from the street children.

The teachers were also explained about the study and its objectives. The questionnaire schedule was administered and the information was gathered.

Information was also collected from the Director of the institution about the functioning of the Non-Formal Education class.

#### **E. Analysis of the Data:**

The collected data was analyzed using percentage analysis and statistical procedure.

## Results and Discussion

#### **IV. RESULTS AND DISCUSSION**

The results of the present study entitled "Assessing Non-Formal Education provided to street children" are presented and discussed under the following sections.

A. General Background of the street children in the selected institution

B. Non-Formal Education provided to the street children in the selected institution

C. Provision of Non-Formal Education- Constraints and Views.

##### **A. General Background of the street children in the selected institution :**

The problem of street children is not limited to any particular country, infact it is a worldwide social reality. The general background of these children usually differs from one individual to other individual (Maran, 1997). So the present section makes an attempt to describe the general background of the street children in the selected institution under the following heads.

1. Personal Background of the street children

2. Educational Background of the street children.

##### **1. Personal Background of the street children:**

It is very essential to know about the personal details of the street children to know the root cause of the street children phenomenon (Pandey, 1991).

##### **a. General Details of the street children in the selected institution:**

The details on street children's religion, area from where they came, category in which they fall into, duration of their stay in the institution are necessary to assess their general background. Hence the information gathered on these parts are analyzed and presented in table I.

**TABLE: I**

**GENERAL DETAILS OF THE SELECTED STREET CHILDREN.**

Aspects	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
<b>Religion:</b>						
Hindu	41	82	34	68	75	75
Muslim	06	12	10	20	16	16
Christian	03	06	06	12	09	09
<b>Area:</b>						
Rural	40	80	34	68	74	74
Semiurban	07	14	09	18	16	16
Urban	03	06	07	14	10	10
<b>Category:</b>						
Having contact	21	42	22	44	43	43
Run away	17	34	17	34	34	34
Orphan	12	24	11	22	23	23
<b>Duration of their stay:</b>						
Less than One year	04	08	13	26	17	17
1- 2 years	30	60	19	38	49	49
2-3 years	14	28	10	20	24	24
More than 3 years	02	04	08	16	10	10

Among the children selected for the study a great majority of them were Hindus (75%) followed by Muslims (16%) and Christians (9%). The study conducted by Maran (1997) shows the same results.

The table also reveals that 74percent of the street children were trailing from rural area, and 16percent of them are from semiurban areas followed by 10percent of street children from urban area. For the purpose of the study the corporation and Municipality was considered as urban areas and Township, as semiurban area. The remaining areas such as Town Panchayat and Panchayat were classified as rural areas. The study revealed that street children have their origin in the rural area and come to urban areas for their survival.

Nearly half of the numbers of street children in both the age groups were of the first category, having contact with their families.

Thirty four percent of the street children were of the second category of having no contact with their families or runaways (17%each). About 24 percent of the street children were of the third category, the orphans.

Among the selected street children 10percent were staying the selected institution for more than 3 years. Forty nine percent of street children were staying in the institution since two years while only 17percent of the children stayed in the institution for less than one year

Majority of the street children (94%) came to the institution through rehabilitation measures taken by the members of the institution. Remaining street children reported that they came to the institution by their own or through their friends.

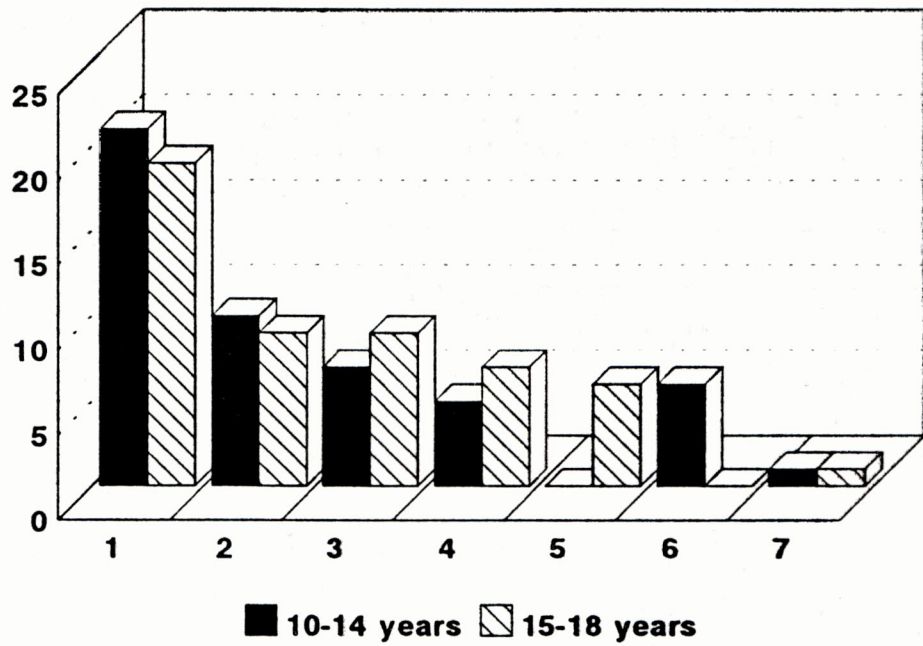
***b. Reasons for running away from home:***

The reason, which made the street children to woo out of their house, was depicted in the table II and figure I.

**REASONS FOR RUNNING AWAY FROM HOME**

Reasons	Respondents					
	10-14yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Poverty	21	42	19	38	40	40
Orphan	10	20	09	18	19	19
Violence at Home	07	14	09	18	16	16
Dislike of Parents	05	10	06	12	11	11
Peer group Influence	00	00	06	12	06	06
Attraction of City life	06	12	00	00	06	06
Lack of affection	01	02	01	02	02	02

It is evident from the table II that 40percent of the children came to the street due to poverty. Orphanage and ill treatment of the parents are the other major reasons stated by them for their state of living. The reason given by the street children for coming to the street was cross tabulated with selected variable and was analyzed. It was found that only the boys of 10-14 yrs (6%) woood out of their house by the attraction of city life. These shows that the boys of 15- 18yrs were independent to take their own decision and also came out their house influenced by peer group.



**Reasons for running away from home**

**Fig. 1**

- 1. Poverty**
- 2. Orphan**
- 3. Violence in home**
- 4. Dislike of parents**
- 5. Peer group influence**
- 6. Attraction of city life**
- 7. Lack of affection**

**c. Occupational status before coming to the institution:**

The occupational status of the boys before coming to the institution is given in the table III and figure II.

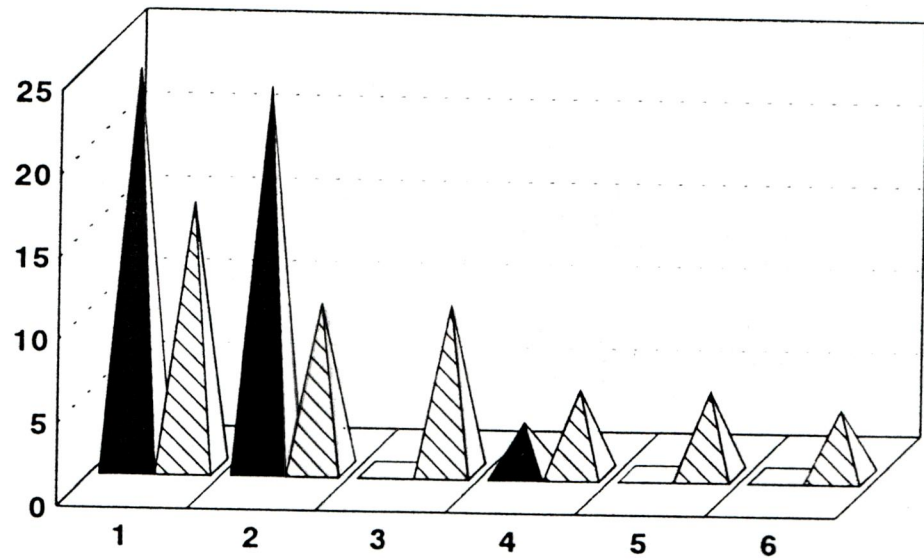
**TABLE III**  
**OCCUPATIONAL STATUS BEFORE COMING TO THE**  
**INSTITUTION.**

Type of work	Respondents					
	10-14 yrs n = 50		15- 18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Coolie work	24	48	16	32	40	40
Serving	23	46	10	20	33	33
Collection of rags	00	00	10	20	10	10
Studying	03	06	05	10	08	08
Cleaner	00	00	05	10	05	05
Shoe polish	00	00	04	08	04	04

From the table III it is clear that 40percent were doing coolie work before coming to the institution and 33percent were employed as servers in hotels in which more boys (23%) of 10-14 years were employed. It was surprising to see that there were eight percent of children studying, before they came to the street. Ten percent of the children were doing rag picking and the rest were involved in shoe polishing and automobile cleaning. This result is in accordance with the study of Xavier and Arulraj (1996).

**2. Educational Background of the street children:**

The street children were mostly illiterates or school dropouts because of their poor socio-economic conditions (Pandey, 1991).



▲ 10-14 years    △ 15-18 years

**Occupational status before coming  
to the institution**

**Fig. 2**

1. Coolie work
2. Serving
3. Collection of rags
4. Studying
5. Cleaner
6. Shoe polish

**a. Educational status of the street children:**

The educational status of the children before coming to the institution is depicted in the following table. IV

**TABLE: IV**  
**EDUCATIONAL STATUS OF THE STREET CHILDREN IN THE**  
**SELECTED INSTITUTION:**

Aspects	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Illiterate	09	18	07	14	16	16
1 <sup>st</sup> – 5 <sup>th</sup>	30	60	07	14	37	37
6 <sup>th</sup> – 10 <sup>th</sup>	11	22	35	70	46	46
11 <sup>th</sup> – 12 <sup>th</sup>	00	00	01	02	01	01
Chi-square total = 28.07			1% level of significance			

While analyzing the educational status of street children it is striking to note that only sixteen percent of the street children were not educated. While a vast majority had some level of education. Among them 37percent of them had their primary education and 46percent had elementary education whereas only one boy had higher secondary education. While analyzing with the variable a vast majority (60%) of street children in the age group 10-14 yrs had primary education and 70percent in the age group of 15-18 yrs had middle school education.

All the boys in the age group 15-18 years had opportunity to attend non- formal education classes provided in the institution. Sixty percent of the boys in the small age group were attending only non-formal education classes whereas forty percent of the boys of 10-14

years were attending both the formal education in the school and non-formal education in the institution.

**b. Reasons for discontinuing the education:**

The reasons stated by the street children for discontinuing their education is tabulated below:

**TABLE: V**  
**REASONS FOR DISCONTINUING THE EDUCATION**

Reasons	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Forced to do work	23	46	14	28	37	37
Family problems	15	30	08	16	23	23
Not interested	03	06	16	32	19	19
Deprived of education	09	18	07	14	16	16
Ran away from home	00	00	03	06	03	03
Afraid of teachers	00	00	02	04	02	02

It was heartening to note that 37 percent dropped out because of being forced to work for dailywages, and twenty three percent dropped their studies due to their family problems. It was surprising to see that 19 percent were not interested in studying and 16percent were not allowed to study.

When the two age groups were analyzed it reveals that the older age group children (15-18 years) expressed their dislike in studies and

family problems as reasons for discontinuing their education whereas 23percent of the boys of 10-14 years were forced to work for money.

Eighty nine percent of the street children were able to read and write owing to the non- formal education and formal education that they had before. Above 50 percent of the children had the ability to read and write because of school studies, anyhow non- formal education also induced them to acquire the skill to read and write. The data interpretation shows that the boys who were illiterate and the boys who discontinued in primary educational level got the ability to read and write through non- formal education alone.

When questioned about the number of languages known to the street children, all the children mentioned that they knew Tamil and along with this fifteen percent knew Telugu and the rest knew Hindi (11%) and Malayalam (5%). The study also reveals that the educational status did not influence the knowledge of different language. Since street children had the exposure to different people, they got the familiarity with more than one language.

***c.. Desire in continuing school education:***

Children were enquired whether they have desire to go back to school. The responses are presented in the table VI.

**TABLE: VI**

***DESIRE TO CONTINUE SCHOOL EDUCATION:***

Desire	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Yes	30	60	17	34	47	47
No	20	40	33	66	53	53
Chi square total: 6.78						1% level of significance

The desire to go to school was significantly related to the age group. Nearly 47 percent of the selected street children had the desire to continue their education in school. However 53 percent did not want to go back to school again.

The desire to continue the education was observed more among the younger age group (10-14 yrs) than the older age group. Since the latter want to earn money for their livelihood than continuing the study.

## **B. NON FORMAL EDUCATION PROVIDED TO THE STREET CHILDREN IN THE SELECTED INSTITUTION :**

A new and rapidly increasing group vulnerable deprived and exploited child in our cities is the street child. These children should be given right to live a life worth living (Agnelli, 1992). So the main objective of the present study is to assess the non- formal education provided to the street children in the institution and to find out the existing constraints in the educational system, so that appropriate measures may be suggested for the benefit of children.

Hence this section brings out the information related to the non-formal education provided in the institution for street children under the following headings.

1. Organizational setup.
2. Curriculum and learning materials
3. Details of teaching staff
4. Functioning of the institution.
5. Extra curricular activities.

### **1. Organizational setup of the institution:**

From the responses and observation of the selected institution, it was evident that the Director of the institution has the responsibility for overall administration of the institution. The Director was responsible in allocating work for the other personnel, looking into the financial matters, motivating the personnel to do their work like preparing teaching aids, evaluating the performance of the children, having community participation, and maintaining records and registers. The director acted as key personnel in coordinating various activities of the institution and in the implementation of non- formal educational programme with the co- operation and help from the assistant director. The assistant director had three coordinators under him to supervise different areas.

They are

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- a. Project coordinator
- b. Rehabilitation and counseling coordinator
- c. Contract work coordinator

***a. Project coordinator:***

He is the person who looks after any project carried out in the institution. Street based centre street educators of non- formal educational programme, tailoring instructor and non- formal educational programme trainer helps this project coordinator. They had the responsibility of teaching street children both academic and vocational subjects, preparing teaching aids, maintaining records and registers, evaluating the performance of the children etc.

***b. Rehabilitation and counseling coordinator:***

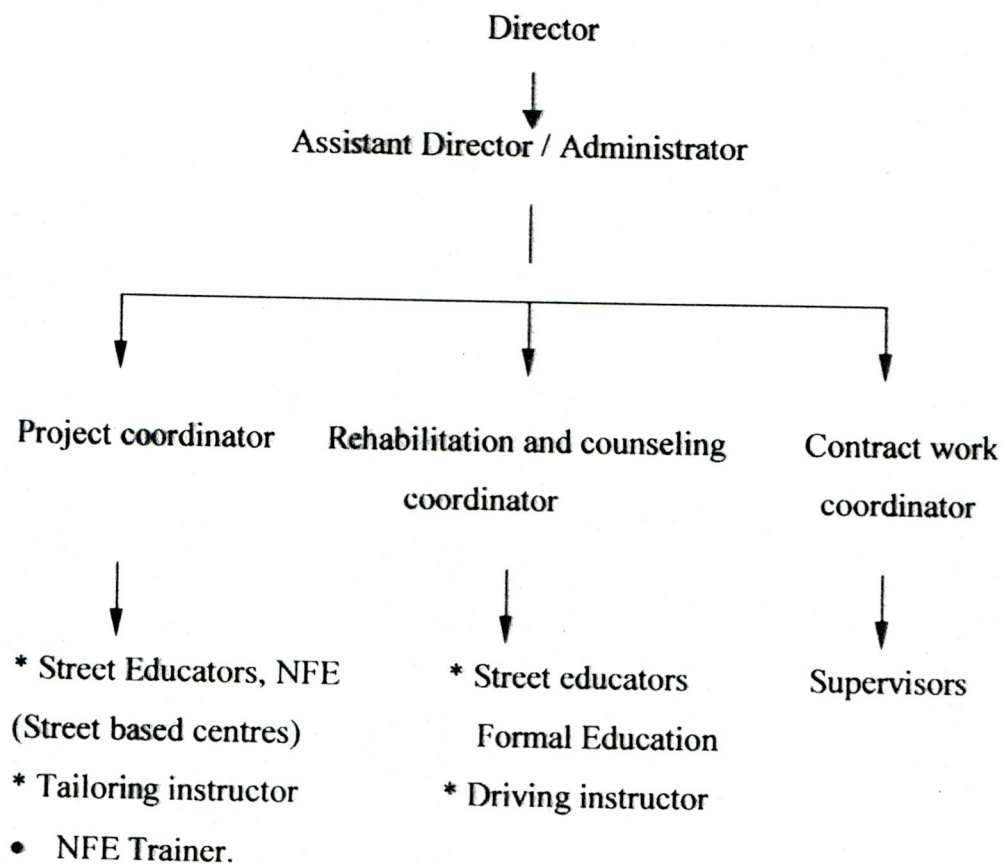
Rehabilitation and counseling coordinator have the role of implementing the rehabilitation programmes for street children and counseling them for their better life. This coordinator gets the help of the street educators of formal education and the driving instructors. These personnel offered training to the street children in driving automobiles and gives opportunity for children to study in formal schools.

***c. Contract work coordinator:***

Contract work coordinator looks after corporation work given for the boys of 15-18 years in every aspect. Supervisors of the corporation contract work help them.

The personnel working in the institution are depicted in the figure III :

**FIGURE III**  
**PERSONNEL WORKING IN THE INSTITUTION**



Drivers	Cooks	Watchman
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## 2. Curriculum and learning materials:

### a) *Details of the curriculum:*

Same curriculum was followed for both the 10-14 years age group and 15- 18 years age group. But the only difference is that apart from language, maths, science and general knowledge, the academic subjects are given importance for the 10-14 years aged street

children and vocational subjects for the 15-18 years aged street children. The academic books provided to them include Arivu malar, Arivu kavi, Arivu thulir and the vocational books were Automechanism, Tailoring and Self-employment books (Plate II).

For the 10- 14 years aged boys other subjects were story session, legal awareness, handicrafts, sanitation, cleaning, drawing, dance, games etc..

As far as the curriculum is concerned 60percent of the children had no difficulty whereas the rest 40 percent expressed their curriculum as fairly tough. It has to be pointed out that the concerned people may take necessary scrutinizing measures to reduce the study load of these children.

The children of younger age group used to two assignments every day one is reading that day's portion and the other one is writing work. The children of the older age group were expected to do an assignment of reading or writing daily portions.

***b. Vocational training: -***

The children in the older age group (15-18 years) were provided with vocational training. They got the training in the areas of automechanism, tailoring, knitting and making handicraft materials by the experts of the field

***c. Teaching methods adopted:-***

With regard to teaching methods the teachers adopted lecture, informal talk, group discussion for 15-18 years age group. Whereas for 10-14 years age group an additional method, demonstration was adopted along with other methods. The reason behind adopting the demonstration was that the younger children could understand a theme easily when it is demonstrated. In brief the teachers followed playway as well as formal method to teach the children. Anyhow the aids used for teaching should be developed for efficient teaching.



PLATE: II  
 PRESCRIBED NFE BOOKS  
 SPONSERED BY UNICEF  
 "Books Open Up a New World".

On the basis of this, educators of the non-formal education had training periodically. One or two educators were selected

***d. Evaluation of the performance of the children:-***

To evaluate the performance of the children, test was being conducted in the institution. For boys of 10-14 years age group every week a test was conducted and for the boys of 15-18 years age group test was conducted every month.

***e. Details on play equipment:-***

To make the children to have recreational activities out door play equipment like cricket, volley ball, skipping rope, tennis, tennis were provided. They also had the provision of indoor play equipment like carom board, snake and ladders, chess. etc.(Plate III).

**3. Details of teaching staff:**

***a. General information:-***

There were 15 teaching staffs in the institution serving for the betterment of the street children and there were other teaching staffs like accountant, computer operator, driver, watchman, cook, and supervisors. With regard to age all the 15 teachers were in the age group of 25-35 years. There were only 5 female teachers and others were male teachers.

The minimum qualification expected for the teaching staff was a pass in 12<sup>th</sup> standard. However the teacher with teacher training or degree holders were also appointed.

All the teachers appointed in this institution expressed that they had interest in doing the job for the street children. The selected teachers mentioned that they come to know the job details through funding agencies, friends and relatives. Majority of the teachers resided in the near by places and few resided in the institution itself.

***b. Training given to the educators:-***

Training and refresher courses were vital for any educational programme. On the basis of this, educators of the non- formal education had training periodically. One or two educators were selected



**PLATE III**

**CHILDREN ENGAGED IN INDOOR GAMES**

to attend every training programme. The training programmes conducted from the time of survey is given in the below in the table VII.

**TABLE: VII.**  
**TRAINING PROGRAMME FOR STREET EDUCATORS**  
**DURING THE PERIOD OF Dec1997-Apr1998.**

TITLE	VENUE	TRAINING PERIOD	ORGANISER
.Social analysis and child reality	Kotagiri	4 days	Caritas,Netherland
Problems of street children and rehabilitation programmes	Trichi	5 days	Caritas,Netherland
Workshop on Children theatre	Thirupathi	15 days	Alaigal agency
Role of NGO's and GO's in the rehabilitation of street children	Gandhigram Rural University Dindugal	3 days	Rural University Gandhigram
Motivating self-esteem	Nirmala college	1 day	Nirmala college Coimbatore.

From the above table it is clear that the educators of street children had periodical training programmes. The nature of training programmes enabled them to have enrichment in knowledge and skills in carrying out the programmes for street children efficiently.

**b. Responsibilities of the educators:**

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For educating children, the teacher pupil ratio was 1:20. The educators carried out the activities such as demonstration, group discussion and display visuals for the benefit of street children. These teachers adopted play way method along with formal method of teaching (Plate IV). However the teachers expressed their desire to have variety of teaching aids for educating the children more effectively.

Apart from teaching the teachers had additional responsibility of maintaining the records and registers relating to the street children and the institution like attendance register, stock register, record of the on going programmes, visitors note in the institution etc.

The teachers evaluated the performance of the children by conducting weekly test (10-14 years age group) and monthly test (15-18 years age group) and gave individual attention to the children who needs extra coaching.

**4. Timings and duration of instruction:**

Usually the non- formal educational programmes do not follow any timetable. But in this institution they had timetable for the non-formal educational programmes. With regard to the time schedule for instruction the boys of younger age group (10-14 yrs) followed stipulated timetable, while, the boys of older age group (15-18 yrs) could not follow the timings due to their employment in outside areas. Hence the duration of the non-formal education programmes was less for the 15-18 years age group boys when compared to the boys of 10-14 years age group.

The timetable followed for non –formal education class is shown below

9am-10 am	:Language-
10am-11 am	:Maths/Science.
10.45 am 11 am	:Interval



PLATE:IV

CHILDREN ENGAGED IN NON-FORMAL EDUCATION CLASS

“If Not Now, then when?”

If Not You, then who?”

11 am-12 pm	:Story/Legal Awareness/Handicrafts/ Sanitation/G.K.
12 pm –1 pm	:Dance/Games.
1 pm –2 pm	:Lunch
2 pm –3 pm	:Teaching prescribed books.
3 pm 3.30 pm	:Rhyme session.

The children were taught Language, Maths, Science, Handicrafts, Sanitation and General Knowledge. Specially trained graduate educators also taught them the prescribed non-formal educational subjects. Apart from the subjects they were also given time to learn how to clean the surroundings, to learn dance and to play indoor games. Music/Rhymes session was also provided for the benefit of children.

The table VIII shows the duration of the children attending non-formal Education classes.

**TABLE: VIII**  
**DURATION OF ATTENDING NON-FORMAL EDUCATION**  
**CLASS**

Duration	Respondents					
	10-14 yrs n = 50		15- 18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Since 6 months	01	02	03	06	04	04
Since 1 year	25	50	16	32	41	41
Since 1 1/2 year	19	38	12	24	31	31
Since 2 year	05	10	19	38	24	24

It is obvious to note that 96 percent of children were attending the class since two years. The duration of attending the class and familiarity

with the prescribed books were interlinked which is shown in the following table IX.

**TABLE: IX**  
**FAMILIARITY WITH THE PRESCRIBED NFE BOOKS**

Books	Respondents					
	10-14 yrs n = 50		15- 18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
<b>Academic books:</b>						
Arivu Kavi	47	94	50	100	97	97
<b>Vocational books:</b>						
Automechanism	45	90	48	96	93	93
Tailoring	27	54	47	94	74	74
Self employment	21	42	38	76	59	59

The above table reveals that only 3 percent of the children in the age group 10-14 years were not familiar of the third Academic book, Arivu Kavi. All the selected children were familiar with Arivu Thulir, Arivu Malar. Only 59 percent were familiar with all the academic and vocational books in which 38 percent were of the 15-18 years age group. The table shows significant difference in the variable in the familiarity of the vocational books which shows that the boys of 10-14 years were given much importance on academic books whereas the boys of 15-18 years age group were given importance on vocational books.

#### **5. Functioning of the institution:**

To end the social marginalisation of the street children “ the shelter Don Bosco” was started in 1988, the death centenary year of Don Bosco, a friend on the streets. The efforts of the Salesians culminated in

a grand mela of street children in March 1998 and thus shelter Don Bosco was born, where the boys can identify themselves with, calling it a place of their own (Suhara,1997).

The shelter is now steadily growing and progressing in various places. One such place was Don Bosco Anbu illam, Coimbatore where there were around 150 resident street boys and were availed of lot of essential civic facilities.

Functioning of the institution can be discussed under the following headings.

- a. Physical infrastructure
- b. Financial Assistance
- c. Food Provision and Health checkup
- d. Health checkup
- e. Establishment of the Project.

**a. *Physical Infrastructure:***

Physical Infrastructure of any building should one, which can facilitate the residents to the maximum extent. So it is essential to have details on the physical infrastructure of the selected institution.

In order to asses the facilities available for children, it was seen that the institution had ground floor and first floor of 4000 square feet each. The outdoor area was approximately 5000 square feet. The building has got two dormitory where in the boys can have their food and sleep. The dormitory measures about 20/30 square feet. There were seven rooms in the first floor which includes informery room, recreation room, documentation room, staff room, assistant director office room, warden room, box room etc. The boys keep their own belongings and clothes in their box given for them and were also provided with a lock and key. The ground floor has got rooms for counselor, coordinator, director's office, chapel, computer room and a parlour.

Apart from the toilets of the staff there were seven toilets and two bathing water tank with bathing area for the children. The institution has also got a kitchen.

For the boys to play outdoor games they also had the provision of a playground very near to the institution of 11,336 square feet.

For the boys to get vocational training there were driving school and a tailoring centre functioning very near to the institution in an area called Kempetty colony (Plate V). A car was also provided for the driving school.

The institution has got an auto, a jeep, bicycles, three two wheelers for the street boys to use.

Thus to see the physical infrastructure of the institution the street boys get some civic facilities and could break the shackles that bind them to an inhumane life on the street. But then for the strength of the street children in the institution the physical infrastructure should be still adequate.

***b. Food Provision and Health checkup:***

The street children in the institution were provided with three meals and snacks during the teatime. The cook with the help of two or more boys prepared the meals and then the prepared food is taken to the dormitory for serving. 4-5 boys serve the food every day. The responses revealed that the boys took the leadership in doing the tasks. It was also found that the boys were satisfied with their needs. The boys of 15-18 years age group, as they go out for corporation work they earn money and give very merge amount to the institution for their stay and meals in the institution.

The selected children were referred to various private hospitals in the city when they suffer from any major illness. For any minor problems they were given medicines in the organisation itself. However no periodical health checkup was conducted in the institution.



PLATE V

CHILDREN AT WORK IN A TAILORING UNIT

**c. *Financial support received by the institute:***

The institution received its financial assistance from Governmental as well as Non-Governmental organizations. Ministry of Welfare Department, Government of India shares the major financial assistance to the institution. The other organisation like Caritas Netherlands Agency, Coimbatore Corporation and Coimbatore Multipurpose Social Service Society helped the institution financially. Every year, Government of India alone sanctions 7.35 lakhs for the development of the institution. But still to run the institution effectively some more departments or agency should give its financial assistance.

**d. *Establishment of the project:***

The non-formal educational programme was started on November 1994 in the institution with 15 teaching staffs. The main reason behind starting the institution was, by the surveys conducted on street children it was found that majority of street children are illiterates or primary school drop outs which gave way to an urgent implementation of the non-formal educational programme. The main objective of the project were

- a. To educate the illiterate street children
- b. To re educate the drop outs
- c. To enroll the needy street children into the regular academic stream
- d. To teach them non-formal technical skill.

**5. *Extracurricular activities:***

The responses of participating in extra curricular activities, talents, games were depicted in the table X.

**EXTRACURRICULAR ACTIVITIES**

Activities	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
<b>Extra curricular Activities:</b>						
Street play	34	68	15	30	49	49
Rowers	00	00	11	22	11	11
<b>Games:</b>						
Cricket	38	76	28	56	66	66
Kabadi	03	06	14	28	17	17
Carom	05	10	04	08	09	09
<b>Talent:</b>						
Painting	07	14	04	08	11	11
Drawing	11	22	08	16	19	19
Singing	05	10	09	18	14	14
Dancing	01	02	03	06	04	04
Mimicry	00	00	01	02	01	01

The boys of 10-14 years age group were only provided street play as an extracurricular activity whereas the boys of 15-18 years age group were allowed to participate in both street play and rowers activity. Forty nine percent were involved in street play (34 % in 10-14 years age group and 15 % in 15-18 years age group) and 11 percent of the children in 15-18 years age group were involved in Rowers.

When the children were asked about their games of interest a large number (66 percent) said that their first liking in games was cricket

(38 % in 10-14 years age group and 28 % in 15-18 years age group). Seventeen percent liked kabadi game and only 9 percent were involved in carom. Eight percent do not play at all (Plate VI).

The table also reveals that forty nine percent of the samples has got some talents. 19 percent has got talents in drawing, 14 percent in singing and 11 percent in painting.



PLATE:VI

CHILDREN ENGAGED IN OUTDOOR GAMES

“ Play encourages desirable social relationships”

## C. PROVISION OF NON-FORMAL EDUCATION – CONSTRAINTS AND VIEWS.

One of the objectives of the study was to analyze the constraints faced by the street children and the views of the respondents, towards the provision of non-formal education in the institution. The constraints and views as perceived by the street children, their educators and the project director were elicited by interviewing the concerned personnel.

### 1. Constraints faced by the respondents:

#### a. Constraints reported by the street children:

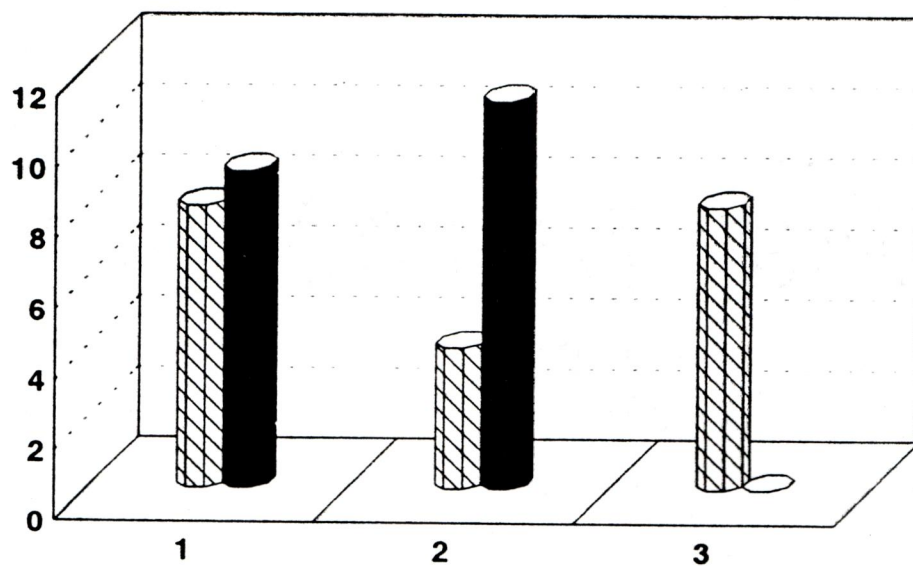
Non-formal Education programme is provided to the street children mainly to meet their educational needs (Banerjee, 1995). So it is essential to bring out their problems they face which hinders them in continuing their education.

Table:XI and figure IV indicates the problems faced by the street children with regard to the non-formal education given to them.

**TABLE: XI**  
**PROBLEMS FACED BY THE STREET CHILDREN REGARDING NFE**

Constraints	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Not able to follow	08	16	09	18	17	17
Not interested to Study	04	08	11	22	15	15
Difficult to do Homework	08	16	00	00	08	08

The constraints faced by the street children regarding non-formal education reveals that 17 percent were not able to follow subjects in the class and this kind of response was seen in both the age groups (8 % in 10-14 years and 9 % in 15-18 years). Among the selected children 15 percent of them were not interested to study and it was



▨ 10-14 years ■ 15-18 years

**Problems faced by the street children**  
(in studies)

**Fig. 4**

- 1. Not able to follow**
- 2. Not interested to study**
- 3. difficult to do home work**

higher (22 %) in the 15-18 years age group. Sixteen percent of 10-14 years age group reported that they find difficulty in doing homework but none from 15-18 years age group. In brief 40 percent of the street children had some problems regarding non-formal education.

***b. Constraints reported by the educators :***

The educators were the key personnel in implementing the non-formal education to the children. Hence the problems faced by them should be given prior attention for rectification. With regard to this the educators mentioned that they could carry out the non-formal education classes without any hindrance or problem. Their responses revealed that handling the children as well as teaching methods are adopted in such a manner to satisfy the children. It was also revealed from the study that the institution members showed sympathy and affection towards the children, hence punishments could not be given by the teachers at the time of children's misbehavior. This is the only constraint stated by one of the educator. From this we could see that the selected institution provided emotional care to the children.

All the educators opined that the street children devoted more time for learning the subjects when compared with the normal children. Further the educators viewed that obedient behavior in non-formal education classes were depicted by the street children.

***c. Constraints reported by the Project Director:***

The Project Director is the key person in implementing the non-formal education to the street children as he directs the functioning of the institution. The problems put forth by the project director in implementing the non-formal education programme were as follows:

***1. Irregular attendance:***

Children were not regular in attending the non-formal education class. Usually most of the street children do not stay in a place for long. They run away from the institution breaking their classes. The boys of

15-18 years age group were allowed to go to the street to do the corporation work. So they were not able to attend the classes regularly.

*2. Low level of Intelligence:*

In accordance to the educator the project director also expressed that the street children have got very low intelligence. The street children seem to take more time to learn the subjects when compared with the normal children. The reason for low intelligence level was their state of living.

**2. Views Presented by the Respondents:**

The non-formal educational process usually require the participation of its recipients in determining the nature and content of the educational programmes, as it is designed as per requirements of the environment and clientele (Banerjee, 1996.). So it is essential to find out the views of every respondent in relation to non-formal education programme.

*a. Views of the street children on non-formal education:*

Table XII shows the views presented by the street children regarding the NFE curriculum.

**TABLE: XI**  
**VIEWS OF THE STREET CHILDREN REGARDING NON-FORMAL EDUCATION CURRICULUM.**

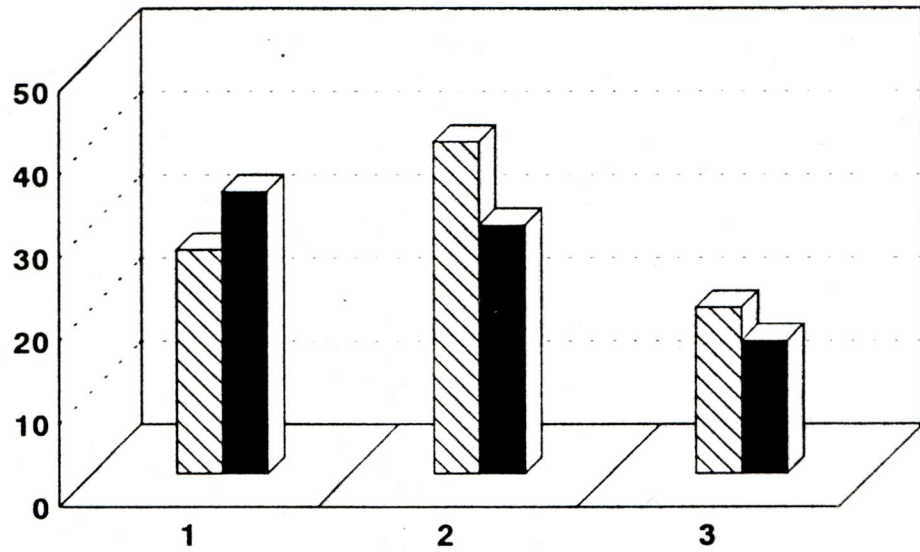
Views	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Easy	30	60	34	68	64	64
Fairly tough	20	40	16	32	36	36
Chi square total: 0.69			Not significant			

The above table reveals that among the selected street children 64 percent reported that the curriculum followed was easy whereas the remaining 36 percent felt that the curriculum was fairly tough. The views of the street children on the curriculum were not significantly related to the variables. So it could be suggested that the educationalists concerned with Non-Formal Education should see that the curriculum was easy for all street children.

When the street children were asked about their views regarding the books prescribed for non-formal education classes, majority of them revealed that the books give them practical knowledge (61 percent) and general knowledge (70 percent.) The tables below also shows that more boys from 15-18 years age and more boys from 10-14 years age were of the opinion that the books prescribed give practical knowledge and general knowledge respectively. The reason behind this result is that for the boys of older age group, vocational books are given importance and for the boys of younger age group academic books are given importance. Only 36 percent opined that the books were difficult to follow. The views perceived by the street children on their book prescribed was as shown in the table XIII and figure V.

**TABLE: XIII**  
**VIEWS OF STREET CHILDREN REGARDING THE BOOKS**  
**PRESCRIBED**

Views	Respondents					
	10-14 yrs n = 50		15-18 yrs n = 50		Total n = 100	
	n	%	n	%	n	%
Gives practical Knowledge	27	54	34	68	61	61
Gives general Knowledge	40	80	30	60	70	70
Difficult to follow	20	40	16	32	36	36



▨ 10-14 years ■ 15-18 years

**Views of street children regarding  
the books prescribed**

**Fig. 5**

- 1. Gives practical knowledge**
- 2. Gives general knowledge**
- 3. Difficult to follow**

The street children were of the opinion that their teachers were considerate and helpful. They also stated that they do not want any changes in the teaching pattern.

***b. Views presented by the educators:***

The educators had the views that the curriculum was good and they also opined that the syllabus could be expanded based on the suggestion of the experts. They also stated that mere teaching of the vocational subjects would not bring any benefit. So practical training along with teaching vocational books should be adopted .

They also feel that the timings and duration allotted for the non-formal education class was adequate.

***c. Views presented by the project Director:***

The project director being the chief personnel in implementing non-formal educational programmes opined that the syllabus should be little more highly standard and should be modified on need base. He expressed his satisfaction with the performance of the teachers and he feels that the duration of instruction was also sufficient.

## Summary and Conclusion

## V. SUMMARY AND CONCLUSION:

The phenomenon of street children is not new, but its perception as a problem is fairly recent (Bose,1992), These children usually suffer from a sense of loss of self- esteem and self-confidence. Hence, education and training are needed to develop them into responsible adults (Sethi, 1993). Provision of non-formal education for the street children is the out come of this view. Non formal educational project was started on 1994 in "Don Bosco Anbu Illam" Coimbatore. The present study has been taken up with objective to assess the non-formal education provided to street children.

One hundred street children in the age group of 10-18 years attending non-formal education formed the sample for the study. Along with this the educators of non-formal education and director of the institute were interviewed and data was obtained. Direct personal interview method and questionnaire methods were adopted to collect relevant data.

### **Findings-**

1. Forty three percent of the street children belonged to the category of having contact with their families and 57 percent had no contact with their family members. Ninety four percent of them came to the institution through rehabilitation measures taken by the institution.
2. The major problem, which made them to woo out of their house, was poverty, and ill treatment of the parents. Being orphan was also another major reason.
3. A large percentage of the street children were engaged in coolie work (40%), and serving in hotels (33%) before they were put into the institution. Only a small percentage (10%) was involved in rag picking. Sixty percent of the street children in the age group 10-14 years had primary education and 70 percent in the age group of 15-18 years had middle school education. Only 16 percent were illiterate.

4. The boys of 10-14 years age group had also the opportunity of attending formal education in schools like other boys (40 percent of the selected 10-14 years boys were going to school).
5. Being forced to work for money, family problems, and lack of interest are the main reasons stated by the children for not continuing their education. Among the selected sample 15-18 years aged boys disliked studies, whereas to support the family the parents imposed the 10-14 years aged boys to work.
6. The desire to continue the education was observed more among the younger age group than the older age group.
7. From the observations made in the selected institution the Director had the responsibility of overall administration of the institution.
8. Apart from teaching of languages maths, science and general knowledge there was also provision of academic subjects (Arivu malar, Arivu kavi, Arivu thulir) which was given importance to 10-14 years aged boys and vocational subjects (Automechanism, Tailoring and Self employment) which was given importance to 15-18 years aged boys.
9. Lecture, informal talk, group discussion and demonstration were the methods followed by the teachers.
10. Performance of the children were evaluated by conducting test every week for 10-14 years aged children and every month for 15-18 years aged children.
11. The teachers were given periodical training on the welfare of the street children and all the teachers appointed in the institution had satisfaction and favourable aptitude for working in the institution for these children.
12. The boys of younger age group followed stipulated time table where as the boys of older age group could not follow the timings in the timetable due to their outside employment.

13. The institution had ground floor and 1<sup>st</sup> floor of 4000 square feet each and a play area of 5000 square feet, making the street children get avail of some essential civic facilities. There was also a tailoring unit associated with the institution in kempetty colony, an area very near to the institution. There is also provision of vehicles for transportation.
14. The boys were given 3 meals a day. The boys of 15-18 years age group has to pay a meagre amount of their salary to the institution. The children were also given medicines for any ailments or referred to some private hospitals if required.
15. Ministry of Welfare Department, Government of India shares the major financial assistance to the institution.
16. Seventeen percent of the children reported their difficulty in following the subject. Fifteen percent in the age group of 15-18 years were not interested to study and from 10-14 yrs age group (16 %) were hesitant to do homework.
17. Sixty four percent reported that the curriculum followed was easy and they were also of the opinion that non-formal education gives them practical knowledge (61%) and general knowledge (70%). They also viewed that teachers were considerate and helpful.
18. Teachers opined to have more practical oriented training along with teaching vocational books, whereas the project director viewed that the syllabus should be of little more highly standard.

**Recommendations**

Following are the recommendations emerged out of the study.

\*Creating awareness among the public towards the need to take care of the street children.

\*Improving the physical infrastructure of the institution should be considered as a basic requisite.

\*Taking scrutinizing measures to reduce the study load of children and improvement of teaching aids.

\* Creating awareness among public and the government to help the institution financially.

\* Integrating practical job oriented training into the teaching of vocational subjects.

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# Appendices

## APPENDIX I

### AN INTERVIEW SCHEDULE TO ASSESS THE NON-FORMAL EDUCATION GIVEN TO STREET CHILDREN

#### I General Background

1. Name :
2. Age in years :
3. Religion : a. Hindu b. Muslim  
c. Christian
4. Education :
5. Belonging to the area of : a. Rural b. Semiurban  
c. Urban
6. Category of street child
  - a. Having contact with family
  - b. No contact and totally on the street (run away)
  - c. Totally on the street (orphan)
7. Since how long he stays in the institution
8. How did you come to the institution?
9. Reasons for running away from home
  - a. Poverty
  - b. Lack of affection
  - c. Violence at home
  - d. Attraction at home
  - e. Peer group influence
  - f. Dislike of parents
  - g. Orphan
  - h. Any other reasons
10. Type of work before coming to the shelter home
  - a. Collection of rags
  - b. Shoe polish
  - c. Cleaner (automobile)
  - d. Collie work

- e. Begging
- f. Tea boy
- g. Studying
- h. Any other reasons

## **II Education of the children**

11. Current educational status:

- a. Attending non-formal education
- b. Studying in school (class)
- c. Both

12. Reasons for discontinuing:

- a. Forced to work for money
- b. Not interested in studies
- c. Family problems
- d. Afraid of teachers
- e. Ran away
- f. Was not allowed to attend the class
- g. Any other reasons

13. What are the languages you speak?

- a. Tamil
- b. Hindi
- c. Malayalam
- d. Telugu
- e. Any other language

14. Can you read and write now: Yes/No

- If yes,
- a. Only to read
  - b. Only to write
  - c. Both reading & writing

15. How did you learn to read and write

- a. because of school studies
- b. Through non-formal education
- c. By both

16. Would you like to go back to school again?

Yes/No

If yes reasons

If no reasons

### **III Curriculum of non-formal Education**

17. Are you attending any non-formal education classes at present?

Yes/No

If yes, when did you join in the non-formal education class?

- a. before 6 months
- b. before 1 year
- c. before 2 years

18. Are you familiar with all the prescribed non-formal education books

Yes/No

If yes, what are the books

- a. academic
- b. vocational
- c. other books if any

19. What are the academic books you have known so far?

- a. Arivu malar
- b. Arivu kavi
- c. Arivu thulir

20. What are the vocational books you have known so far?

- a. Auto mechanism
- b. Tailoring
- c. Self employment

### **IV Timings**

21. How many hours you have for non-formal education classes

- a. One hour
- b. Two hour
- c. Three hour
- d. Less than an hour

22. When do you have non-formal education classes

- a. In the morning
- b. In the afternoon

- c. In the evening
- d. No specific timings

23. Do you think the time given for classes are adequate

Yes/No

If no, how many hours you want?

#### **V Personnel involved**

24. How many teachers are teaching you?

- Number of teachers
- Male / Female

25. How are you treated by the teachers

- a. Cooperative & helpful
- b. Harsh
- c. Strict
- d. Any other views

#### **VI Teaching pattern**

26. How does the non-formal education class begin

- a. With a prayer
- b. With attendance verification
- c. Lecture related to subject matter
- d. Informal talk

27. What are the specific method of teaching followed in non-formal education?

- a. Lecture
- b. Demonstration
- c. Informal talk
- d. Group discussion

28. What are the aids used in the non-formal teaching system

- a. Charts
- b. Posters
- c. Film shows
- d. Any other, specify

29. Do you get assignments/ project work

Yes /No

If yes, type of assignment / project work

30. Do you have tests or exams

Yes/No

If yes how often

- a. Weekly once
- b. Monthly once
- c. Yearly once
- d. Once in three months

### **VII Problems faced by the street children regarding NFE**

31. Do you face any problems in your NFE classes?

Yes/No

If yes what are they

- a. Not able to follow the subject content
- b. Classes are boring
- c. Not satisfied with teaching
- d. Poor treatment by the teacher
- e. Fear of attending classes
- f. Not interested to study
- g. Any other problems

32. Do you have any suggestions to overcome the problems?

Yes/no

If yes what are the suggestions

### **VIII Views on NFE**

33. What do you think on non-formal education books prescribed?

- a. If gives practical knowledge
- b. If is difficult to follow
- c. Any other views

34. What is the opinion about the overall subjects

- a. Tough
- b. Heavy
- c. Easy
- d. Fairly tough

35. Do you want any changes in the curriculum?

Yes/No

If yes changes

36. Do you want any change in the teaching pattern?

Yes/No

If yes changes 1.

2.

### **IX Extracurricular Activities**

37. Do you participate in any extra curricular activities?

Yes/No

If yes, name of the activity

38. Do you participate in games?

Yes/No

If yes, mention the kind of games you participate

39. Are you talented in any of extra curricular activities

Yes/No

If yes,

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Type of the activities	Details of it

---

## APPENDIX II

### A QUESTIONNAIRE SCHEDULE TO ELICIT INFORMATION FROM THE EDUCATORS ON THE NON-FORMAL EDUCATION GIVEN TO STREET CHILDREN

1. Name :
2. Age in years :
3. Sex :
4. Educational Qualification :

#### I. Qualification of the educator:

5. Experience in teaching NFE :
6. Have you underwent any special training to teach the NFE to the street children?

Yes/No

7. Give the training details

-----  
Name of the training      Duration      Year of attending      Benefits

---

#### II Curriculum of Non-formal Education

7. Mention the NFE books you have used in class?
  - a. Academic
  - b. Vocational
  - c. Any other
8. Do you think that the academic books fulfill the educational needs of the children?

Yes/No

9. Do you think that the academic books fulfill the educational needs the children?

Yes/No

If yes, reasons

10. Do you think that the vocational books are giving the sufficient knowledge about the vocational books?

Yes/No

If yes, reasons

11. Do you think that the syllabus or the vocational books can make them to be self-employed?

Yes/No

If yes, reasons

12. Do you think the academic books prescribed for them can give them sufficient knowledge in general?

Yes/No

If yes, reasons

### **III Timings**

13. What time you prefer for teaching non-formal education?

- a. In the morning
- b. In the afternoon
- c. In the evening

14. How many hours of classes usually taken by you?

15. Are the students sitting and listening the classes perfectly?

Yes/No

16. Do you want any changes in timings of the classes?

### **IV Teaching Aids or pattern of Teaching**

17. How do you start NFE class?

- a. with a prayer song
- b. informal talk
- c. straight teaching of the syllabus
- d. with attendance verification

18. What are the methods adopted by you for teaching children?

- a. Lecture on the given subject
- b. Group discussion
- c. Demonstration
- d. Informal talk
- e. Specify if any other methods

19. Mention the educational materials used by you for teaching

- a. books
- b. educational toys
- c. Films, charts, posters
- d. Pictures, models, specimen
- e. Any other, specify

20. Do you give them tests or exams?

Yes/No

If yes, how often?

21. How do you treat children when they commit mistakes or not doing assignments?

- a. Scolding
- b. Imposition
- c. Beating
- d. Making them to kneel down
- e. Sending out of the room
- f. Any other, specify

#### **V Problems Faced**

22. Do you face any problems in teaching NFE classes?

Yes/No

If yes, what are they?

23. Do you think the children face constraints in learning?

Yes/No

If Yes, what are they?

24. Comparing with normal children how long they take to learn the subjects?

- a. as like the normal children
- b. lesser time
- c. more time

25. Can you describe the class room behaviour of street children in general?

- a. Obedient and disciplined
- b. Worst

#### **VI Views on non-formal education**

26. Do you suggest any changes in the curriculam?

Yes/No

If yes, what are they?

27. Do you think that practical training should be given while teaching the vocation books?

Yes/No

If yes, how? In what means?

28. Do you want any changes in the timings for conducting NFE classes?

Yes/No

If yes, reasons?

#### **VII Extracurricular Activities**

29. Do you conduct any extracurricular activities?

Yes/No

If yes, what are they?

- a. Music
- b. Instrumental music
- c. Drama
- d. Drawing
- e. Painting
- f. Handicrafts
- g. Others, if any

### APPENDIX III

#### A QUESTIONNAIRE TO ASSESS NON-FORMAL EDUCATION PROVIDED TO STREET CHILDREN (PROJECT DIRECTOR) GENERAL INFORMATION

Name :

Age (in years) :

Educational Level :

#### PROFILE OF NFE :

1. When was NFE started in your institution?
2. Mention the reasons for starting the project?
3. What are the aims and objectives of the project?
4. Give the administrative set up of the project?
5. List the achievement of the project in your institution.
6. Give the organisational setup of the NFE programme.
7. How many teachers are there in the programme?
8. Give the student/teacher ratio of NFE class .
9. Is there any non teaching staff? <yes/no>  
if yes, explain their role.
10. Mention the timing of NFE class.
11. How do you evaluate children's performance in the special school?
12. Are you satisfied with the performance of the children? <yes/no>

#### DETAILS OF TEACHING STAFF

13. Mention the expected qualification of the teaching and non-teaching staff.
14. How much do the staff receive as salary per month?
15. Do you organise training for teaches? <yes/no>  
if yes, give details.

S.No	Staff	Type of Training	Place	Peroid	Content / materials supplied

16. Do you receive help from any other organisations to give training for the teachers?

**LEARNING MATERIALS**

17. Do you provide any learning materials?

if yes, list them.

18. Who prepares the learning material for the children?

19. Do you spend money on the learning materials or supplied free of cost?

**COMMUNITY PARTICIPATION**

20. Do you receive any help from voluntary organisations in running the special

schools? <yes/no>

if yes, give details.

**MONITORING AND EVALUATION**

21. How do you monitor the progress of NFE?

22. List the personnel involved in the process of monitoring the programme.

**FINANCIAL SUPPORT**

23. Give the details.

S.No	Source	Amount	Sanctioned	Amount Received	Amount Utilised

24. Mention the different areas of expenditure, for which you need to spend?

25. Do you think the amount received by you is sufficient for NFE class?<yes/no>

Reasons.

### **PROBLEMS FACED**

26. Do you face any problem in running the NFE class for street children? <yes/no>

if yes, give details.

### **SUGGESTIONS**

27. Give your suggestion for the future improvement of the institution .

### **HEALTH CHECKUP**

28. Mention the personnel involved in the health checkup.

29. How often the health checkup is carried on?

30. What is done during the health checkup?