

C H A P T E R - - I I

RESEARCH SETTING

GOVERNMENT CERTIFIED SCHOOL : ITS ORGANIZATION AND PROGRAMMES

Juvenile delinquents on whom this research has been conducted are institutionalized in Government Certified School, Baroda. The details of its objectives, philosophy, programmes and activities are discussed in this chapter.

Location and Characterisation :

The Government Certified School, Baroda is located near Alembic Bridge along the railway tracks on the southern end of Baroda city. In 1890, the progressive ruler of Vadodara princely state, Sayajirao Gaekwad had set up Orphanage Home at this location. The present Certified School is situated within the same premises; and has been functioning since 1946. At present, it is under the administrative control and supervision of the Directorate

of Social Defence, Gujarat State. This institution is essentially residential-cum-educational/training centre for the benefit of destitute and delinquent children.

Location of the Certified School, Baroda (CSB) is worth noting. With large industrial units like Jyoti Limited, Alembic Chemicals, etc. in its neighbourhood, central zone of the city with its market is about 5 - 6 kilometres away from this place. It is well connected with transport services: bus, autorickshaws, etc. At the same time, it is relatively a quiet place as there are no residential colonies around. High compound wall separates this institution from other surrounding structures. Total unbuilt space of the CSB is around two acres.

The children admitted in the CSB are from the Remand Homes. The children Acts provide for Remand Homes (RH) or Observation Homes as Places of safety. There are two Acts operative in Gujarat State; the Bombay Children Act of 1948 (BCA) and the Saurashtra Children Act of 1956 (SCA). Juvenile cases are tried under these two acts. Main function of the RH/OH, besides detention and custody, is correctional treatment to enable the child to overcome his handicaps; and

to provide him an opportunity "to mobilize his inner strength and capacity". The juvenile court conducts an enquiry and decides to set free the child after advice or admonition or direct the child to be released on probation of good conduct and to be placed under the care of any parent, guardian or other fit person on their executing a bond for the good behaviour and well-being of the child. The juvenile court may also pass an order directing the child to be sent to "an institution which provide good physical care, have arrangements for case work and psychological services, literacy classes and training in various crafts". The Children Act of 1960, for example, enjoin upon the state to set up special schools for long term treatment and training of delinquent children. The CSB conforms to this category of special school with provision of treatment and training services. It is called Certified School under the provision of Bombay Children Act.

The Government Certified School :
Some Highlights :

The Certified School, Baroda (CSB) is one of the oldest institutions in Baroda City. Since 1949, the CSB is engaged mainly in correctional services. It

aims at an all-round development of the neglected and deprived children. The children admitted into this institution are those who had their stint in the Remand Homes (RH). These RHs are located at various districts or taluka towns in Gujarat State. The CSB is a residential institution with dormitories, school facility and training centre imparting instructions in selected industrial trades. It has a well developed campus.

The CSB is under the administrative and financial control of the Directorate of Social Defence (DSD). It is governed by the rules and regulations which fall within broad parameters of the Bombay Children Act (BCA), 1948; and the Saurashtra Children Act (SCA), 1956. The CSB has a contingent of experienced, competent and committed staff. Institutional leadership is vested with a person who has foresight and compassion. The departmental guidance and support from headquarters at Ahmedabad are indeed encouraging. The Senior Officials have displayed problem-solving orientation and outlook.

The financial back-up to the agency for undertaking experimental projects is appreciable. At the agency-level itself, there is a spirit of dialogue and communication within the staff and between the staff and inmates.

Such environment helps and has helped the inmates to overcome their initial fears or inhibitions. Culture of cooperation and teamwork marks this institution distinctly as a viable Centre of Socialization for the destitute and delinquent children.

The CSB accommodates around 150 boys. This number varies marginally every year. With a complement of full-time staff of 25 persons and 5 part timers, the CSB takes care of physical, social and cultural needs of children. Total outlays per annum are in the neighbourhood of Rs.6 lakhs. This sum includes both the recurring and non-recurring expenditure. The average per capita expenditure comes to Rs.335 per child per month or Rs.12 per child per day.

Profile of the CSB inmates :

Let us briefly look into the social profile of the CSB inmates. The inmates are mostly within the age group of 12-18 years. They are predominantly from the lower classes i.e. sons of the poor farmers or agricultural labourers in rural areas or sons of the petty traders, artisans or casual workers from the unorganized sectors in urban areas. They lived in hutment colonies

or rickety chawls where socio-economic and cultural environment was not always conducive to their balanced growth.

Literacy level of their household is low. The economic stability is conspicuously absent. Poverty, unemployment, illhealth, family crises (including disability, death or desertion of one or both parents) have pushed them off the rails and into the Remand Homes.

Key Programmes and Services :

The CSB provides custodial care with satisfactory arrangements for residence, food and clothing. Provision of health services is adequate. The incidence of serious ailments is minimal. There is a full-time residential trained nurse to look after the health needs of the children. Socio-cultural needs of the children do occupy important place in treatment programme. And on this front also, sincere efforts are made to meet the needs and aspirations of the inmates.

As emphasized earlier, the institutional leadership and perspective is progressive and rooted in humane concern for the upliftment of children. This is reflected through the liberal application of the rules governing

the visits of the parents to the CSB; involvement of social work and related faculties in the agency activities; willingness to associate voluntary agencies in Baroda City with the CSB; and above all, the formation of teams among the inmates to self-manage the routine and not-so-routine institutional tasks. This has certainly helped the CSB to generate a culture of cooperative living.

Skill Formation through Training and Education :

The signal or core facet of the CSB activity network is educational programme including training in industrial trades and crafts. There is justifiably a concerted stress on streamlining school education and strengthening training sector. The CSB provides inhouse education with classes from 4th to 7th standards. The management encourages brighter students to take advantage of outside schools for higher education. That promotes healthy interaction between the inmates and outside children.

The CSB provides training in Turning, Fitting, Welding, Wireman Apprenticeship, Carpentry and Tailoring. With the help of experienced and committed staff, the

CSB has been able to create a cadre of skilled and disciplined persons from among the inmates. Advantages of education and training were visible through placement of children in various industries or through self-employment.

Rehabilitation Perspective and Practices :

Needless to say that the principal goal of any institutionalisation is rehabilitation. Social rehabilitation of boys after the release at the age of 18 years is actualized through their skills and abilities to earn livelihood. This in turn depends upon the set of activities geared towards development or upgradation of skills. And the present training and educational programme of the CSB constitutes the major sources of skill generation.

Objectives of the Institution :

The objectives of the CSB are :

- i) to give educational facilities and training in the technical field;
- ii) to help the inmates to adjust with the agency environment and to develop adjustment with society at large;
- iii) to impart vocational training to the inmates with a view to developing them as self-sufficient members of the society;

- iv) to provide to them adequate recreational and other opportunities for their overall development; and
- v) to ensure appropriate treatment of the juvenile delinquents and to strive towards their rehabilitation.

The statement of objectives clearly indicate the focus of the CSB. Its ultimate objective or long-term goal is to develop self-reliance and self-confidence among the inmates. These qualities are essential for the inmates to face the challenges in the outer world. Education and technical training are the important means through which the CSB endeavours to inculcate appropriate abilities and skills among the children to face up to socio-economic situation outside the institutional setting. Thus, the major emphasis is on social and economic rehabilitation. All activities and programmes of the CSB are intended to approximate this goal. To what extent, the CSB has succeeded in reaching this goal? We shall deal with this question little later.

Admission Criteria and Modalities :

Mostly the children are drawn from the Remand Homes (RH) located at district or taluka levels. In the beginning of academic term (sometime in May or June), circular is sent to all the RHs in the State for recommending names of their inmates for admission into the CSB. The details

of the CSB activities including the training in industrial trades are also circulated along with the vacancies in each trade. After the receipt of names from the RHs, the Admission Committee (AC) of the CSB makes a scrutiny and takes a decision on the new recruits. The RHs are then duly informed. The children are brought to the CSB by their parents or RH escorts. The decision of the AC is mandatory in matters of admission to the CSB and its training wing (i.e. industrial trade). The present capacity of the CSB is 150 inmates although there is some variation in this number because of exit and entrance of some children during the year. They get free lodging and boarding facility, besides other services.

Executive Committee of the CSB :

The Executive Committee (EC) of the CSB consists of 13 members drawn from various fields and faculties. Convener of the EC is the superintendent of the CSB. He is guided by the board policy framework evolved from time to time through the EC deliberations. The composition of the EC is as follows : Deputy Director, Social Defence Department. She is also the Chief Inspector, Certified School (CICS) in Gujarat State; Presiding Officer of Juvenile Court; Mamlatdar of Baroda City; Civil Surgeon of Zamanabai Hospital; District Education Officer; Mayor

of Baroda Municipal Corporation (BMC) ; Social Defence Officer (SDD) ; Physician and Social Worker (two members) ; Principal of Jeevan Sadhana School ; Secretary of Vikas Jyot Trust ; and Dean, Faculty of Social Work, M. S. University of Baroda.

The composition clearly reveals the appropriate mix of the members of bureaucracy and of the non-governmental organisations (NGOs). This combination helps the EC to reach workable decisions on various matters relating to finance, personnel, equipments, interagency linkages etc. The involvement of the University department of Social Work through its Dean helps the CSB to apprise itself of the latest techniques, methods and perspectives in social work. It helps towards the modernisation efforts of the CSB.

The EC meets once a month and closely examines the broad policy implementation modalities. It also offers concrete guidance on various issues considered significant by the agency head i.e. Superintendent. Apart from the policy guidance, the EC also advises the CSB on record keeping formats ; inventory management ; public relations and rehabilitation of inmates. Personal influence and contacts of the EC members (who themselves hold esteemed positions in society) help the CSB to explore suitable

placement avenues for the outgoing inmates. Inter-agency cooperation also becomes easy due to diverse and versatile character of the EC composition. More about this is given later.

Agency Personnel and their Background :

At present, the CSB has the staff strength of thirty. Of them, 25 are full-time and 5 are part-time personnel. Their distribution is as follows :

Full-time Staff

<u>Position</u>	<u>Number</u>
Superintendent	.. 1
Deputy Superintendent	.. 1
Probation Officer	.. 1
Case Worker	.. 1
Workshop Supervisor	.. 1
Craft Teachers	.. 3
School Teachers	.. 3
Junior Clerk	.. 1
Nurse	.. 1
Workshop Attendant	.. 1
Cook	.. 2
Junior Guards	.. 6
Gardner	.. 1
Sweeper	.. 2

25

Part-time Staff

<u>Position</u>	<u>Number</u>
Psychiatrist	.. 1
Psychologist	.. 1
Medical Officer	.. 1
Music Teacher	.. 1
P.T. Instructor	.. 1
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	5

Senior supervisory personnel as well as their junior colleagues are adequately qualified and trained in their portfolio. The Superintendent of the CSE, for example, has over 30 years of experience in the institutional management, apart from training in probation, voluntary action methodology, public cooperation and the allied subjects. His assistant i.e. Probation Officer was formerly on the research staff of the Indian Institute of Management, Ahmedabad. Similarly, the technical staff i.e. workshop supervisor and his assistants are old alumni of M.S. University Poly-Technic and similar reputed institutes. They hold requisite qualifications and experience in the field. They are also conversant with the recent trends in their respective branches of activity i.e. turning, fitting, wiremanship, carpentry, tailoring etc.

It is desirable that some of the staff members reside within the agency premises. They are provided with the staff quarters which are within the close vicinity of the administrative block and the students' hostels. Those who live on the campus include : Superintendent, Case worker, Nurse, some craft and school teachers, Guards, Cook and other ministerial staff. Out of 25 full-time personnel; 16 live on the campus and only 9 outside. All 5 part-time personnel reside outside the institution in the city area. Residential facility to the staff is a helpful arrangement both in terms of closer supervision over the children-inmates and also in terms of contacts between the inmates and the children of the staff members. This has yielded good results, as we shall see little later.

School Education :

The CSB runs a school which provides education from 4th to 7th standard. The school is run within the premises. There are about 81 inmates on roll. Besides, 6 inmates are allowed to study in the outside schools for further studies i.e. post 7th standard. One among them is studying in a well-known convent English Medium school. Management of the outside schools are sympathetic about the children living in the CSB.

The school education is carried out in four class rooms each admeasuring 23'x18'. The class rooms are fitted with electric lights and fans. There is a garden around and class rooms are well ventilated. Minimum age for admission in school is 12 years. The child should be educated upto 3rd standard. Only court committed children are admitted in this school. There is admission Committee (AC) which takes final decision in this matter. The AC is composed of Superintendent and Dy. Superintendent, Probation Officer, Case Worker, Senior Teacher etc.

The academic year of the school begins in June and ends in April. School timings are : 11 a.m. to 5 p.m. on Saturdays, the timings are 6.30 a.m. to 12 noon. The School is equipped with books, stationery, science experimental kits, graphs, sports material etc. The school incharge said that they do not face shortages of any essential materials. "We have a standing permission to buy any needed material" - said the school incharge. Also the school authorities arrange excursion trips, picnics etc. during the year. The school children are taken to theatres to view movies or to circus shows. All these expenses are met departmentally.

All students are remand/committed children. There are no students from the outside, i.e. surrounding neighbourhood or community. The rules strictly prohibit entry

of the outside students in this school. Incharge of the school, however, felt that it is desirable to allow, on experimental basis, a few outside students. "This will provide a much needed opportunity of interaction between the institutional children and outside children from the homes. This may lead to more durable social contacts. The institutionalized children will stand to gain in this arrangement". He strongly felt that the rules must be relaxed to initiate such experiment. He was willing to undertake this experiment; if the departmental support is forthcoming.

What benefits do the children receive from school education ? They learn self-discipline, concentration on curricular activity, importance of time, cleanliness and elements of cooperation and team work. They learn to live and work together through class room culture. Besides, the school education helps them in arithmetics, drawing and comprehending printed literature. These elementary lessons prepare them substantially for taking up the technical trade courses later. It provides them basic literacy skills also.

The school teachers are in contact with the guardians of the school children through the case worker of the CSB. Also there is opportunity for the parents to meet

the teachers on every Thursday morning, afternoon or evening. A few parents or guardians do meet the teachers and enquire about the school progress of their children. Some community help is readily available in this sphere. The individuals donate books and stationery items to the children. Some give feasts on some auspicious days (Shradhā, etc.). Some agencies like Theatre Associations show films to these children on concessional rates. Also they get concession in transport expenses whenever they arrange excursions.

On the whole, the entire educational activity is carried out satisfactorily. There are no major problems or difficulties. Two distinct areas they need help are : (i) one additional school teacher because 3 teachers have to run four classes from 4 to 7th; and (ii) some part-time help in evening tuitions to those children who are weak in their studies. If these needs are met, there will be still more substantial progress in this sphere. The results of passing 7th standard were as high as 92% in May 1984 examination conducted by the Nagar Prathmik Shikshan Samiti (NPSS). With more teacher and supplementary tuitions; the results can be 100 per cent. The school teachers also felt that those with 15 years of continuous service should be placed in the selection grade. This will be a good incentive for the committed and sincere school teachers. They have no

grievances against the present service conditions, work routine, etc.

Every year there is inspection of school functioning by the office of the District Education Board, Baroda. The senior education inspectors visit the school, observe the class room teaching, discuss with the school teachers and make observation reports. According to the school incharge, the working of the CSB school is appreciated by the inspecting team. Another testimony to this is the willingness of the outside schools to admit the CSB school children in class VIII, IX or X. The record of CSB students in the outside schools is praiseworthy. We have already noted this achievement on the part of CSB students.

Carpentry and Woodwork (CAW) :

The Carpentry and Woodwork (CAW) training wing is headed by P.S.Panchal; a craft teacher. He has passed his 10th standard and course in the carpentry. He has also received a training in the Gram Sevak Centre. The CAW is an older trade in this institution with an average of about 10 students per batch. This year (1984-85), the student strength is 10. The CAW course is conducted in a well ventilated room of 20 'x25'. It has six work-tables, electric grinding machine, woodworking and drilling machine

and other equipments. Besides, they have cupboards with lockers to store the tools.

For admission to this trade, minimum education is required is 7th standard. Minimum age limit is 14 years.

The course is limited to institutional inmates only.

Incharge of this activity is of the view that it is desirable to admit and bring in outside children i.e. children from normal families. But he is little skeptical that inmates on remand may abuse this arrangement. "They may smuggle out the tools, material, etc. through these outsiders" - he feared.

This is a two year course with regular classes and practicals for five hours; 11 a.m. to 5 p.m. considering the present workload, the craft teacher felt that one more craft teacher is required to assist him. There is internal examination every year; and external examinations held by the Technical Examination Board of Gujarat Government on the basis of prescribed syllabi. It is heartening to note that between one-third to three-fourths of the students pass the external examinations. Some achieve good ranks in these tests.

Interestingly, CAW unit also contributes towards the upkeep, maintenance and infrastructure facility of the CSB. The trainee-inmates undertake the repairs of the agency

furnitures or fixtures. They also execute the job work orders received from the outside clients. According to the incharge of this activities; the net value of production per year will be as follows : Internal services/production - Rs.2000 to Rs.3000/-; and external job work - Rs.10000 to Rs.12000/-. In other words a total work output of a net value of Rs.15000 is executed by the team of 10-14 trainee-inmates in this branch of activity. That gives us an average of Rs.1000/- worth of output per student per year. This is in addition to his learning the trade.

It is worth noting that the CAW was able to secure help from some voluntary agencies/government departments. It received help from the District Planning Board (DPB) of Vadodara to buy the essential tools, equipments and raw materials. Cutting machine and the grinder were purchased through the DPB funds. The CAW also received work orders from institutions like Ayurved College. That helped them financially.

The incharge of this activity is of the firm view that the carpentry skills are of utmost help to the inmates to become self-reliant. With the aid of minor tools, he can easily earn between Rs.25-30 in urban areas; and between Rs.15-20 in rural areas. The trainees are

able to design and prepare chairs, tables, cots or settees, doors and windows. They can also attend to the repair works "With the present soaring demand for the carpenters in the middle-east countries; our boys can earn handsome returns through this trade" - the craft teacher commented with sense of confidence.

The CAW incharge suggested that the modern machinery and equipments can help the students to show better performance in the outside market. This will strengthen their ability to compete successfully. For this, more and more electrically operated tools are needed. The present machinery demands more physical labour; e.g. for the processes of sawing, chipping, drilling, etc. "The children also complain of tiredness" - said the teacher. He suggested that machinery such as Band-Saw, Chiselling Machine, Rivetting tools; Turning Lathe Machine, etc. are essential requirements of the modern CAW trade wing. These details are taken care of in the part-1 of the report. Another requirement is that of the more spacious workrooms for the practicals and theory classes. The present workroom is inadequate in this respect.

The activity incharge also noted that the CSB inmates are mostly from the Remand Homes. Many of them feel mental strains in the initial phases of the training course.

"They lack expected level of mental stability. We have to exert very hard to work with them with patience and tolerance" - he added. Each child needs personalised attention and care. The CAW activity is inspected and reviewed every year by the TEB of Gujarat Government as well as by the officials of Social Defence Department. Written reports are made detailing the observations of the inspecting team. On the whole, the performance of the CAW unit is appreciated for its thoroughness and human approach to the inmates.

What do the inmates do after completing the training in the CAW? If they are below 18 years of age, they join some other short term training course. If they are 18 years of age and no family support, they join the After Care Hostel (ACH) and seek employment avenues on their own. Some inmates were able to secure jobs within a span of 3-6 months due to their carpentry skills.

The craft teacher heading the CAW does have some minor problems. His work load is reportedly somewhat on higher side; His present pay scales (Rs.260 - Rs.430) lower than those available for similar positions; and his promotion chances are nearly absent within the agency set up. The Social Defence Department (SDD) officials may examine these problems with due considerations. Early attention

to these needs may strengthen the present functioning of the CAW.

Turning, Fitting and Welding (TFW) :

One major training of the CSB is Turning, Fitting and Welding (TFW). This training course was commenced in 1967. The main purpose was to provide technical skills to the inmates and to enhance their job prospects in mechanical and electrical industries. Another purpose was to encourage them to take up higher studies in the same trade line and further enrich their prospects in employment market. The TFW is indeed the most successful and productive activity with immense rehabilitation potentials. We shall discuss these aspects later. The highest number of inmates opt for this trade line. The TFW workshop is presently housed in a building structure with a total space of 75'x56'. The space gets crowded because the number of trainee inmates is larger in this trade line. During the academic year 1984-85 there were in all 34 students; 18 in Turning and 16 in Fitting trades. The inmates can qualify for admission in this trade activity if they are above 14 years in age; educated upto 7th standard and preferably possess artisan background (artisan castes). Other factors like height, weight and mental stability are also taken into account. Previous work exposure is the additional qualification.

The Admission Committee makes a final selection of the trainees. The AC also gives weightage to the aptitude of the students.

Turner and Fitter courses are each of two year duration. i.e. 4 terms in all. Also there is a provision of one year course in the basic skills in turning or fitting. So in a period of 3 years, a student can get two trade certificates i.e. Turning and Fitting. Academic year begins at June and ends in May. The syllabus includes mathematics, drawing, theory and practicals. The classes begin at 11 a.m. and first three hours are devoted to theory. The practical sessions begin at 2 p.m. Strict discipline is maintained in matters of attendance, class work, home work etc.

The details of facilities, equipments, etc. at the TFW given separately. The TFW activity is managed by 3 persons; namely one Workshop Supervisor (qualification : B.E. Mech.; B.E. Electrical); Junior Supervisor (qualifications : Diploma in Mech. Engg;) and one Workshop Attendant. The last post is vacant at present and is likely to be filled soon. The workshop supervisor stays in the campus and is available to the trainees even after school hours. Examinations are conducted both internally (once in two months); and externally by DTEB (Once in two years). Overall performance of students in TFW is reported to be "good and satisfactory".

The trainees at the end of the training period learn the following skills :

- i) Turning, Fitting and Assembling; and
- ii) Welding.

They also learn rivetting, grinding etc. and can make window grills, iron cots; wheel-chairs, etc. Their performance is indeed creditable, considering the fact that they operate the very old archaic machines in this workshop.

These machines and other allied equipments were mostly purchased in 1965. And for last 20 years, the students are being trained on the same set of machinery and tools.

Frequently there is machine breakdown. The senior trainees repair the machines, and continue their work. "These are overworked and overused machines. They need to be replaced substantially if we really intend to train the students to face the work situation in the modern factory"- said the Incharge of this activity.

Thus, the TFW unit faces major problem in terms of basic machinery. It needs a spacious workshop with modern machines, and allied infrastructure. That is their basic requirements. There are some minor difficulties also. Some inmates are weak in studies. They are not thorough in the basic subjects like mathematics, Drawing, etc. They lag behind other students in theory part. The teachers have

to provide individualised attention to such students to bring them up at par with rest of the class. Also working space is crowded. They require twice the present space to run the work-shop efficiently. Also the machine students ratio is unfavourable. Number of students is higher than the number of lathes, etc. This disturbs the practicals and students get less time to complete their assignments. Machine strength need to be increased to maintain a balanced ratio. Also there is a need for setting up an upto date technical library with books on latest technology in engineering fields.

The TFW trainees get help and cooperation from other agencies in various ways. The FSW students from the MSU visit the inmates and spend some time with them. Their visit is in connection with their own fieldwork assignments. But such periodical contacts are enjoyed by the inmates. They get relieved of monotony and boredom. The VTK Institute, Samiala and the Diamond Jubilee Institute Officials take the inmates to large industries; Milk Dairy Plant; Alembic Glass Factory, Jyoti Limited, etc. These are very useful experiences for the trainee-inmates. The state level institutions and the NSS students from the local colleges visit the CSE and its trainees.

The principal stress of the TFW is on training and instruction. As a policy, they do not generally encourage

execution of outside jobs. On rare occasions, (for example, iron beds for the SSG Hospital), they do help the outside organisations. The Chief Organiser of this activity stated : "This is a training institute. Our focus should be on education, and skill development. Production is not our main line activity. In reality, we are hardpressed for time in completing course before the term ends. We cannot disturb our schedule by diverting part of our attention to production programme". This is justifiable. It is satisfactory to note that the trainees do attend to upkeep and maintenance of the institutional infrastructure.

Our teacher proudly stated; "Our students are better than others (i.e. other ITI or Polytechnics). They undergo intensive training here. They get personal attention. They get sufficient time for the practice sessions. There is no shortage of work materials. The students are free to experiment. That generates confidence and strength in them. "If we observe the present status of some past students of TFW unit, we get convinced that this trade line has immense usefulness for resettlement and economic rehabilitation of the inmates.

Wiremanship Training (WT) :

The Wiremanship Apprentice course was commenced in this agency in 1970. It is a course of six month duration

recognized by the Director of Technical Education (DTE). This course was started with a view to provide some productive skills to the inmates. There is a great demand for such skills in the outside market. A well-trained wireman can earn between Rs.1000 to Rs.1500 per month. They can take further education in this branch in some outside institution. These advanced courses are industrial wiring P.W.D. course or II class wiring course, etc.

The WT course is conducted in a separate class room fitted with all essential facilities. Only those children who are at least 14 years old and educational level of 4th standard are admitted to this course. There is an Admission Committee which scrutinizes the list of candidates for this course. The AC also take into account the family background of the child; his aptitude and date of release. The children brought to the CSB on a short-term commitment are preferably chosen for the WT courses. Each batch of WT course comprises of 10 students. All these students are insiders. Due to institutional constraints, the outside students are not admitted to this course.

The WT course runs from June to November and December to May. Classes are held thrice in a week with a total of eight hours' practical and theoretical training. Extra classes are also organised to complete the syllabus under the WT. There is no internal examination. But at the end

of the course, the examination is conducted by the external agency, namely the DTEB, Ahmedabad.

For the WT course, all facilities; electricity, tools and equipments, work material, etc. are available. There is free and adequate supply of the required raw materials. Easy availability of work materials help the students to learn the skills in better way and at faster pace. Also there is observance of strict discipline by the teachers in the class room. Late arrivals of the students or failures to submit homework in time are duly punished. The overall results of the students in examinations are impressive.

At present, workshop supervisor with the help of one instructor looks after the conduct of this course. The former is B.E. (Mech.) and B.E. (Electrical). He resides in the campus. The later i.e. Junior Craft teacher or instructor has a diploma in Mechanical Engineering. Both of them have to give considerable attention to other long term courses such as the Turning, Fitting, Welding, etc. besides this WT course. There is some overlap of duties and rescheduling of timetable due to personnel shortage. That is why they insist upon recruiting urgently one instructor with Certificate or Diploma in Electrical Engineering and about three years' experience. A new incumbent can devote full time for the WT course with more students strength. It

is likely that during 1985-86, one post of workshop instructor will be sanctioned by the SDO. That will relieve the present pressures on the present staff.

The DTEB, the external agency, conducts examination at the end of six months. Overall performance of the students is "very good", according to the workshop supervisor. "The students take good deal of interest in this activity", he commented. The inmate trainees learn three specific skills; (i) House/Domestic Wiring; (ii) Domestic Electrical Repairs; and (iii) Maintenance of Institutional Fixtures (Fans, lights, pumps etc.). The parents of the inmates frequently contact the teachers and enquire about the progress of their sons.

At present, there is no organized attempt by the CSB to offer the services of the trainees to external agencies, institutions or individuals. There are a few cases where the trainees were individually encouraged to undertake electrical jobs on payments. Recently, one inmate successfully completed the wiring work of one poultry farm in the vicinity. Income earned by him was deposited in his account. These are exceptions though, however, the Activity Incharge is of the view that it is desirable to undertake contract jobs outside. These earnings can help students. They will get practical experience also. It must be noted that all minor and even major electrical

maintenance work of the CSB, is done by these trainees inmates or certificate holders. This is indeed creditable and desirable performance.

The activity incharge strongly desires to expand the present level of WT activity; and to cover such special skills as advanced house wiring industrial wiring and the electrical winding. In order to execute this expansion, the CSB will need new machinery, equipments, tools, electrical channel and personnel;

Tailoring and Cutting (TAC) :

The tailoring and cutting (TAC) unit is another major training centre of the CSB. The TAC is functioning since 1958. It is a recognised training course. The CSB is the first agency in the state to secure recognition in this trade line. The agencies at Surat, Rajkot etc. got the recognition later. The TAC is head by a craft teacher (P.V. Makwana). He is S.S.C. and has certificate and diploma in tailoring and cutting. He resides in the CSB campus.

The TAC training classes are conducted in one large room of 20'x20' ; though it is smaller in relation to the needs of the activity. Minimum admission conditions are as follows : 14 years of age; education upto 4th standard and the aptitude for tailoring skill, or inclinations.

The selection committee consisting of the agency head, craft teacher, probation officer, etc. makes a final selection of the candidates to be trained in the TAC. In May 1985, there were 15 trainee inmates on the roll of TAC.

The TAC courses are of two types; full time with one year; and part time with two years of training. The minimum teaching hours including the practicals are 28 per week, with daily routine of 11 a.m. - 5.p.m. At present the CSB does not run the part-time course in the TAC. The term begins in June. The examinations are held in March. It is to be noted that the CSB is approved as an examination Centre for the TAC certificate course.

The TAC has 6 full-shuttle machines, 10 half-shuttle machines, 6 drawing tables; 4 cutting benches, etc. This activity gets enough raw material or work aids due to liberal outlook of the SDD. Scissors, needles, measuring tapes, sample cloth, etc. are available in good measure. This helps the trainee inmates to concentrate well on their training duties. They get enough experience in the practice sessions and learn the skills faster.

There is internal evaluation/tests once a month. The craft teacher gives them examples/problems in measurements/fashion designs etc. The students have to complete

homework in time in order to face the external examination. The external examination is conducted by the TEB, Ahmedabad at the end of the course term. Also the term work of the students have to be sent to the TEB periodically for their assessments. One must record here the outstanding achievements of the TAC trainee inmates. Generally, the result is 100 per cent. Most of the students secure first class. Some get distinctions in the external examination. This goes well to the credit of teacher and his organisational abilities. The teacher is very much committed to his tasks.

At the end of course term, the trainees learn to make the following; shirts, pants, Punjabi suits, Coat, Sherwani, Safari Suit, and also children's and women's garments. The coats are taught in theory i.e. drawing board exercises; but not included in the practicals. The trainees also learn to repair/darn the clothes. Each Saturday, the trainee inmates repair their clothes themselves. The craft teacher is also in close contact with the parents or guardians of, the students. He informs them about the ongoing performance of their student wards.

It is also creditable to record that TAC fulfils one important commitment towards the CSB i.e. clothing of entire student population ie. over 150 students every year. Every year they stitch about 600-700 pieces of garments for the

CSB inmates. Also they undertake the job work from the outside. Their clients include agencies like the State Home for Women; The School for Blind; Government Schools, etc. Sometimes they receive orders from the large industrial units or commercial houses for preparing uniforms for their watch ward staff; workshop employees, etc. The TAC undertakes such jobs, provided they have sufficient time. The activity incharge give an estimate that every year the trainee inmates accomplish the total job work worth Rs.20,000. In other words, per student output per year is in the range of Rs.1200 to Rs.1500. This is indeed an admirable performance on all accounts.

There are some difficulties encountered by the TAC teacher. Some trainee students are slow learners. They make repetitive errors in drawings and measurements. They have to be given personalised attention and care. This increases the workload of teacher who is the only person managing this activity. He needs assistance in this responsibility. Secondly, the class room is small. They require bigger space. Thirdly, they require electrically operated machines to increase output as well as to teach students modern skills in the tailoring. At present, the TAC has leg operated machines. Fourthly, the outside order especially from the government institutions create special problems. They supply coarse khadi. This causes needle

breakages and also delay in production schedule. The trainees also get tired due to this.

The Activity Incharge also drew our attention to the fact that the discharged students get sewing machines on subsidy and loan. But the entire procedure takes 5-8 months. The trainees get frustrated, and leave for the village. If the immediate assistance is not made available to the released inmates; they may get deskilled and thus unable to support themselves. He also noted that some students have indeed advanced in their skills and competence. They have their own shops and trading outfit. Some are doing lucrative business on the strength of their skills.

Health Facility :

The CSB has a well-equipped dispensary unit housed in a separate building. There is separate sick room with 5 beds for the observation of chronic patients or patients suffering from communicable disease. Two other rooms are used for examination of patients and storage of medicines. The dispensary unit is under the charge of a trained nurse (education : S.S.C. B.P.N.A.) She is available to the inmates for 24 hours. This dispensary unit is functioning since the inception of the CSB. The health services are available to the inmates only.

Apart from routine health attendance duties, the Incharge of dispensary unit also looks into allied aspects of health and sanitation relating to the CSB. Her duties include inspection of the kitchen and cooking arrangements; daily round of the dormitories of the students; toilets, bathrooms, etc. to weigh the children once a month; and oversee other allied aspects of hygiene and sanitation.

Apart from the nurse incharge, there is one visiting Medical Officer (VMO). He is M.B.B.S., D.G.O.; Child Specialist. He comes to the agency once in a fortnight and medically examine the cases and prescribes the medicines. Serious or complicated cases are taken to S.S.G. Hospital in the city. There is no limit to the Medical expenses incurred on the children. At present, there is a situation of shortage of some medicines because these have to be purchased locally. Formerly, the medicines were supplied from the government medical store. However, these shortages are temporary and non-critical.

There is a fair deal of inter-agency cooperation in this area. The Alembic Chemicals provide medicines free. The students of the Faculty of Social Work (FSW) many times procure medicines. The students of Child Development Department (MSU) study the inmates and help the agency in identifying any negative symptoms among the children. The Lions

Club also sends a team of doctors for a health check-up.

The Incharge of Health activity, suggested various steps to improve the functioning of the health unit. The major points brought up during the discussion were :

(i) extremely inadequate honorarium paid to the V.M.O.

It was suggested that this honorarium need to be increased forthwith. (ii) The present scales of the Nurse are Rs.260-460. Despite being a fully trained nurse, she is not getting the scales (Rs.380-560) equivalent to the nurse in Jail Dispensary unit or Government Hospital nurses. She is treated as an auxilliary nurse (iii) Ready stock of the basic medicines is essential. At present there is some disruption in supply. They have to buy the medicines from the local markets from time to time. These medicines include antibiotic tablets, bandages, etc. The list of medicines under short supply is appended separately.

By and large, the health unit is working efficiently. It is neat and clean. Rooms are well ventilated. The inmates have no complaints of any negligence on the part of health attendants. Rather, they are extremely appreciative of the care and consideration shown towards them.

Recreational Activity and Sports :

The CSB also looks into the recreational needs of their inmates. Cultural programmes are organised with the

help of the inmates. These programmes include various dances, group songs, Bhajans, skits, dramas, etc. Different festivals are celebrated with gaitly and these include Holi, Diwali, Uttarayan (Utran), Independence Day, Republic Day, etc. There is Black and White television in a large assembly hall where the inmates watch the network programmes in the evening. There is a radio also. Some educational documentary films are shown periodically. These films are related to various themes like community health and hygiene, personal cleanliness, safety, prohibition, etc. Indirectly these films help to generate civil consciousness among the inmates.

The inmates are also provided with some sports material like cricket kits, volley ball, carrom, etc. The outdoor games are played in the open space within the compound. Now that a new building structure has come up, the children would face some space shortage. During the summer and winter, cricket and kabaddi are the popular sports. Matches are held among the inmates of different divisions as well as with the outsiders. The later aspect is indeed creditable.

Because of tournaments with the outsiders; the inmates get the opportunity to interact with the children from the normal families. This has a healthy influence on the mind of institutional inmates. Children of the residential staff

members also mix freely with the inmates on all such occasions. This too highlights the extent of freedom afforded to the children. Experiences of this kind help the inmates considerably to develop balanced personality. Credit for this goes to the institutional leadership and teamwork spirit among the staff.

There is a provision of Music Teacher and the PT Instructor (both part-time positions). But due to negligible honorarium (Rs.40 per month) and inadequate incentives, the CSB is not able to secure the regular services of any persons for a longer period. Sometimes they do get someone who shows interest in imparting lessons in music or coaching inmates in various games. But their interest does not sustain longer. This aspect of personnel shortage need to be viewed critically; and some policy decisions have to be taken to provide continuous guidance to the inmates.

At present, one trained teacher handles this portfolio in addition to his regular duties of school education. He resides in the campus. He stated : "I am looking after this activity, because I have some interest and liking. But that is all. I have no specialised knowledge of any sports or musical nuances. That requires a trained person with adequate experience and motivation". He is providing voluntary services in this activity. The discussion with this teacher, and other staff members revealed that the

sports, recreational and cultural needs of the CSB children are partially fulfilled. The student try to learn on their own. There is no much external guidance or help on regular basis. Despite the liberal supply of sports material or musical instruments, the inmates are not able to go beyond routine performance. This situation need to be rectified without further delay.

The inmates of this organization do get all physical amenities and vocational training. But their psychological make up, the most vital aspect of rehabilitation, has been given deaf ears. The inmates' psycho-social functioning has not been given adequate importance in the activity network. For one social case worker, it is quite difficult to deal with 150 inmates on their psycho-social needs and problems. Present research project is an arduous attempt in addressing the therapuetic aspects of institutionalized juvenile delinquents.