

# A VINAYAGA TRUST PROJECT SRI SAI SAKTHI VINAYAGA HOME (SSV HOMES)



## AUTHOR'S MESSAGE:



I am T K P Asokan, the Author Founder and Managing Trustee. I Myself interest in this area stems from my personal background, which includes my family upbringing, my academic studies, and my work experience. All of these areas have the potential to bias the collection and interpretation of my data. First, my interest in this topic stems from the positive family upbringing that I experienced. I recognize how my positive family environment has shaped who I am today, and in large part credit my success to this upbringing. Since I value the guidance and mentoring that parents and siblings provide, I therefore value an organization that seeks to improve the lives of children (especially children from vulnerable backgrounds), and to research an organization that has similar values and goals.

- (1) Provide a home to children who lack adequate family care,
- (2) Keep siblings together,
- (3) Place children with live-in parents

I. Who seek to positively guide a child's development in order to improve life chances?

II. And my education has focused on poverty and marginalization.

Because of internship experiences in Minneapolis, Minnesota with people who were hungry and homeless, I value community support and empowering individuals to speak for their rights.

III. Empowerment of education:

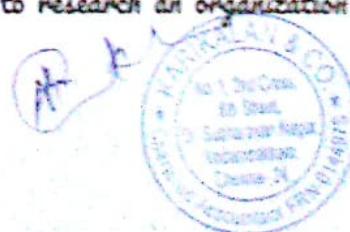
I also value the empowerment of education, which encourages critical thinking, problem solving, and progress for society. My hands-on field experience also applies directly to children. Because of these academic and work experiences, I not only value children, but also realize the importance of speaking out for those who are in need and have limited ways to speak for themselves.

IV. Values and Goals:

However, because of my faith upbringing, I am biased to value and connect with the mission of Children's Hope. My understanding of the Great Saint Vivekananda's faith, "STRONG BODY, SOUND MIND" may enable. Because my life has been directed around faith, family, and those in need, I felt a calling to improve the lives of children (especially children from vulnerable backgrounds), and to research an organization that has similar values and goals.

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## Project explored:

This Project explored the nuances and dynamics of living in a stable, long-term residential home within no community or no racial or no religious for foster children who (for varying reasons) are unable to reside with their families of origin. In essence, this study examined 'SSV HOME' (Non Profit) for foster youth to be located in the district of Tamil Nadu, India.

**This Project will Results are presented as follows.**

1. The structural aspects of the organization.
2. The intentionally created environment of the organization,
3. A typical day experienced by children in their home with their parents.

The support the inclusion of modern-day orphanages as a viable alternative care format to the foster care system.

**This project ascertain how Children's Hope satisfies the child welfare goals as follows.**

1. Safety.
2. Permanency.
3. Well-being.

### GENERAL INTRODUCTION

Through this project explored the unique environment of modern-day orphanages. Modern-day orphanages are an alternative care format that provides stable, long-term residential care to foster youth.

#### Goal:

Given that the organization 'SSV HOME' satisfies these goals, findings from this also support the inclusion of modern-day orphanages as a viable alternative care format to the foster care system. Overall, the findings from this project fill a substantial gap in the literature regarding modern-day orphanages and further inform policy and practice regarding placement for foster children.

**For varying reasons, these youth are unable to live with their family of origin.**

This project fills a substantial gap in the literature by addressing what it is like for foster children to grow up in a 'SSV HOMES' and how this unique environment impacts foster children's safety, permanency, and well-being.

**Foster care system by providing support for an alternative form of care: the 'SSV HOME'.**

Background and Context although still fairly common globally, India no longer utilizes traditional orphanages. Although at the turn of the 21th century there were approximately 100,000 children living in orphanages within India. Within the past century the nation has shifted to foster care with an estimated around 4, 00,000 children in foster care in 2008.

**By definition, traditional orphanages are considered an institution:**

which can be defined as a facility operated by public or private agency in order to provide 24-hour care and/or treatment to children away from home. However, traditional orphanages were more commonly defined as campus settings which housed large numbers of within India. It is possible, however unlikely, that a great many more exist. In cites over 900 facilities within the Tamil nadu, India. Although this number includes varying types of facilities that are not considered modern-day orphanages (such as group homes, foster care, etc.).

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### Why? SSV HOMES:

Although few in number, several private orphanages never completely disappeared and have continued in their original mission, becoming modern-day orphanages; in addition,

**More private modern-day orphanages are being formed by religious and civic groups that are unsatisfied with the current foster care system.**

Little to no research has been conducted on these private and modern-day orphanages. The main purpose of this research, therefore, is to investigate what it is like to grow up and live in a modern-day orphanage, and how this environment addresses the primary goals of the child welfare system (safety, permanency, and well-being).

This purpose was addressed through a qualitative study of children residing in Children's Hope SSV HOMES a WILL FULL FILL..

- Formerly a traditional orphanage, Children's Hope provides, long-term residential care for children in need.
- The main campus contains seven residential homes in addition to other structural buildings (such as a gym, swimming pool, greenhouse, etc.).
- Each residential home houses between eight to ten children and two live-in adults who function as 'parents.'
- Children's Hope serves children and siblings from birth through college and structures each day to provide a mix of family, education, work, and fun.
- Real and perceived limitations of facilities and care.
- What these unique and new environments look like, what experiences children have in these environments, and how they address the safety, permanency, and well-being of children have received little to no attention in scholarly literature.

This SSV HOMES project sought to explore the structural elements of the organization and the nuances and dynamics of living in a modern-day orphanage for children who lack adequate family care. Using interviews and participatory observation to form a multi-perspective, proposed to understand this particular and unique care environment.

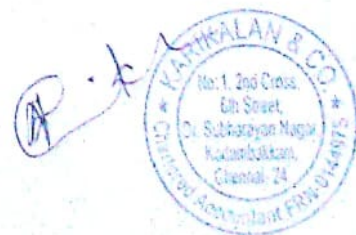
### SSV HOMES Hopes:

The results of this Project contribute information to the growing debate regarding foster care and viable alternative forms of care. The following research questions, therefore, were addressed:

1. What is the experience of children who lack adequate family to live and grow up in SSV HOMES?
2. How is safety addressed within this SSV HOMES?
3. How is permanency addressed within this SSV HOMES?
4. How is child well-being addressed within this SSV HOMES?

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### SSV HOMES Assumptions:

There are three primary assumptions underlying this study.

**First** and foremost, it is the assumption of the researcher that all children deserve a safe, stable, and loving environment, and that such elements are necessary for their proper growth and development in all areas of life.

**Second**, it is assumed that biological families-of-origin for children living in the modern-day orphanage are unable to care for their children for varying reasons, either willingly or unwillingly, and may have exposed their children to traumatic experiences, causing unexpected transitions and developments in a child's life, all of which could potentially influence children's' observed behaviours and recorded responses.

**Third**, it is my assumption that one system cannot adequately account for all the diversity of experiences and needs that children entering foster care required. Although most children may function well within the foster care system, a substantial number of children fall through the cracks

**Remove negative consequences**, Because of circumstances beyond their control and as a result suffer negative consequences after already encountering traumatic life experiences. These realities cause the researcher to believe in the importance of providing alternative care options.

### Gurukulam of Design and Methodology OF SSV Homes:

SSV Homes are GURUKULAM. Will employed an Interpretivist Paradigm to guide the development and implementation of the collectivist and instrumental system.

Because reality is socially constructed (and therefore ever-changing), interpretivist project specific contexts while acknowledging the wider influencing culture.

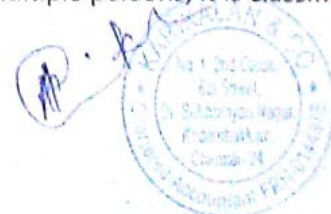
SSV Homes Projects is ideally constructed to utilize an Interpretivist Paradigm because it seeks to understand the social construction of reality (the modern-day orphanage) from the perspective of one subpopulation which creates and sustains it (the residents of the organization).

SSV Homes Projects establishes Children's Hope as the boundary of the integrated system and considers the people within residential homes as units of analyses (or cases).

SSV Homes Projects is classified as an instrumental it aims to provide insights into the functioning of modern-day orphanages while simultaneously reconceptualising stereotypes. More specifically SSV Homes Projects, proposes to interview multiple persons, it is classified as a collectivist case of this SSV HOMES PROJECT.

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The residential home (children and live-in parents) was constructed from within the chosen organization and determined by the administrators of Children's Hope.

## Definitions of Key Terminology:

### Foster Care:

Primarily used as an umbrella term, foster care is defined by the Code of Federal Regulations as 24-hour substitute care for children outside their own homes, which includes a variety of settings such as non-relative foster homes, relative foster homes, group homes, emergency shelters, residential facilities, and pre-adoptive homes.

### Family Foster Care:

Family foster care is the most common type of foster care, and can be defined as the care of a child or youth in a family setting/home. Family foster care can take place with relatives or non-relatives. Whereas non-related family foster care must be a licensed home, relative family foster care can be licensed or unlicensed, as long as the State considers a home to be a foster care living arrangement for the child.

### Group Home:

Group homes provide 24-hour care to a group of children (usually between seven to twelve) who reside in the same setting. Group homes typically provide short-term care, are often for children who struggle with externalizing or internalizing behaviors, and generally are used as treatment facilities.

### Orphanage:

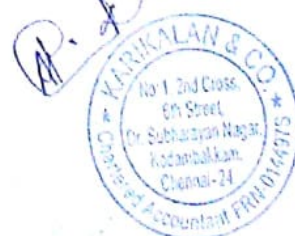
By basic definition, orphanages are considered institutions, which can be defined as a facility operated by public or private agency in order to provide 24 hour care and/or treatment to children away from home.

However, orphanages were traditionally regarded as campus settings which housed large numbers of children in cottages containing between 20-30 children.

Campuses contained a central dining area, facilities for conducting various aspects of work (such as acres for pasturing and herding, print and carpentry shops, etc.) and play, and schools for their residents.

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## SSV HOMES (Modern-day Orphanage or children's home) :

- Although considered an institution by proper definition, the author considers modern-day orphanages as community living environments which provide stable, long-term care to residents.
- These environments are often campus-like settings, full of various buildings.(e.g., chapels, gyms, schools, etc.) and residential homes that house approximately eight to twelve children with live-in adults who act as parents.
- Although varying in particular emphasis, these campuses provide care for children of varying ages and are often tied to religious entities and beliefs.
- In all, modern-day orphanages draw heavily upon their orphanage heritage (e.g., campus setting and schooling), but also incorporate aspects of foster care (e.g., live-in parents and home settings).
- Safety outcomes have final goals of reducing the reoccurrence of child abuse and neglect and the incidence of child abuse and neglect in foster care.
- Permanency outcomes have final goals of increasing permanency for children, reducing time for reunification with family of origin without increasing reentry into the foster care system, reducing time for adoption, increasing placement stability, and reducing the placement of young children in group homes or institutions.
- Child and family well-being have review performance outcomes in which families are to have the capacity to successfully provide for their children's needs, including educational, physical, and mental health.

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK:

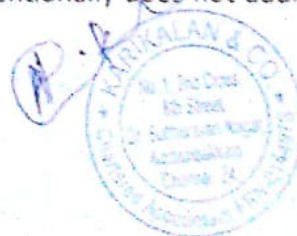
Traditional orphanage care and foster care, since modern-day orphanages are a unique blend of both care environments. Specifically, since modern-day orphanages seek to mend the deficits found within the foster care system by emphasizing the positives found within traditional orphanages, this literature review is selective in describing deficits found within the foster care system and attributes found within traditional orphanages.

Although a large proportion of children find success within the foster care system, a substantial portion do not; hence this literature review focuses on children who do not fare well within the foster care system and who instead may benefit from elements of traditional orphanage care.

For the sake of brevity and argument, this literature review intentionally does not address group homes within the foster care system.

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Group homes are a segment of the foster care system that differs substantially from modern-day orphanages. Group homes are generally intended for children with behavioral difficulties or children who are in need of treatment, and vary regarding their stability of care.

In contrast, modern-day orphanages are generally not treatment facilities and are intended for permanent placement.

After a review of the relevant literature has been completed, four theoretical models which framed the design, implementation, and analysis of findings.

## Literature Review:

### Safety Foster care:

For children living in insecure or dangerous situations, foster care provides an emergency shelter and temporary respite. Although close to half of the children exiting foster care in 2008 were in the system for less than a year, the other half remained within the child welfare system.

While a number of these children find success within the system, a substantial portion encounter situations similar to those they are fleeing and find their safety in jeopardy.

### Child Protection Services:

Child Protection Services had the largest proportion of abused children (and non-related family foster care the smallest), relative family foster care had the largest proportion of neglected children. Although dismaying, the National Runaway.

### Child neglect:

Child neglect within the foster care system were up 33% and calls reporting abuse were up 54%. One study, for example, found that 4.3% of cases within its sample consisted of abuse allegations against the foster family.

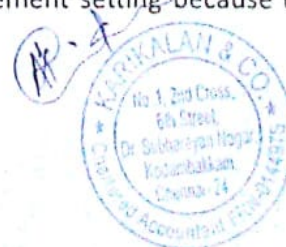
### Unsafe homes:

To escape these unsafe homes, reports that between 1.6 million and 2.8 million youth run away each year, jeopardizing the youths' safety. Verifies these findings by reporting that two percent of foster care youth were identified as having no placement setting because they had run away.

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### Orphanage abuse:

- Unfortunately, abuse occurs in every system, including that of historical orphanage care. Although in many ways it is difficult to determine the number of abused children within our nation's orphanage history.
- Which is a similar percentage to the number of respondents who had reported forms of abuse prior to their orphanage experience. Perpetrators of this abuse could have been poorly trained orphanage staff or older residents at the same facility.
- Yet overall, orphanages were created to provide safety for children. Communities created and sustained orphanages in the early nineteenth century because of the need; it was common to see street children in urban America.
- Although orphanage creation was sometimes spurred by disasters (such as a cholera epidemic or war), orphanages were built even into the late 19th century because of urban growth, industrialization, and immigration.
- Although some orphanages only took full orphans (both parents deceased), many provided care for half orphans (one-parent deceased) or destitute children (parents were alive, but unable to provide for their children).
- While some children were brought to the orphanages because of parental neglect or abuse, many came from loving families who were economically unable to provide for their children, or by parents who were seeking a safe place for their children to reside from external dangers.
- Permanency Although both systems of care (foster and orphanage) suffer from similar safety concerns, the two systems of care differ substantially in regards to placement.
- As will be shown, a substantial number of children in foster care experience placement instability whereas a substantial number of children in orphanage care experience placement stability.
- This is a vital issue since research has shown the importance of providing continuity of care and a secure physical and emotional base for children to healthily grow and develop.

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### Followup Procedure for Foster care:

There is general agreement across varying domains that multiple placements (or several moves within the foster care system) are not good for children and should therefore be avoided.

Although it is true that most children do not move found that close to 30% of children in relative care and a surprising 52% in nonrelative care experience placement instability (defined as three or more moves after the first year in care).

### Children experience placement :

Moves for several reasons, including system or policy related changes, foster-family related changes, biological family related changes, and behavior related changes found that the majority (70%) of these placements (especially first and second moves) occurred because of system and policy related changes (which are generally considered good and for the benefit of the child).

Unfortunately, also found that approximately seven percent experienced more than six placement moves in 18 months (with a steady increase in behavior related changes).

Changes in placement pose significant risks to children's well-being demonstrated that upheavals in placement contribute negatively to children's internalizing and externalizing behavior.

Although it could be argued that many children enter care with such problems, revealed that even children without problems were vulnerable to developing such issues with increased placement instability.

Also shown that geographic movement because of placement instability can lead to disruptions in social and educational adjustments that are important for a child's well-being. In addition, such moves and disruptions are associated with academic difficulties for maltreated children.

Because of the important repercussions of placement instability and the lack of consensus regarding placement move definitions.

Their results indicated that any and every move counts, regardless of the length of stay (from one hour to one week, one month, one year). Emphasizing both the physical aspect of moving (packing up belongs) and the psychological aspects of moving (cognitive and emotional shifts), participants further added to the growing literature regarding the negative impacts associated with placement instability.

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### Orphanages:

The primary advantage that orphanages provide over foster care is the aspect of permanency. Previous writing has addressed the importance of providing such stability of care for optimal child development and growth. Although foster parents have the option to "temporarily" dump their problem children on someone else, children in orphanages always knew they would have a place to stay.

In the survey of orphanage alumni, Wolke found that 13% of respondents indicated a sense of stability and permanence as an important and positive attribute of their orphanage upbringing. In fact, the length of stay in orphanages was positively correlated to reported current well-being: the longer children stayed in their orphanages, the happier they reported feeling.

Indeed, this sense of permanency established in orphanages can be empirically demonstrated by tens of thousands of orphanage alumni who annually attend reunions, times to four decades after graduating, even after their homes had closed or changed missions. Considering the current state of the child welfare system, "doesn't anyone (other than the orphanage alumni) understand the value of permanency and stability to children?"

### Child Well-Being:

Although it is well established that children entering the foster care system exhibit or are at risk for behavioral or mental health problems, it is often assumed that well-being follows after establishment of permanency, yet no research shows this to be the case. This implies that although permanency is a core aspect of well-being, it is not the only component.

### Foster care:

When comparing biological homes investigated by Child Protection Services (CPS), relative foster homes and non-relative foster homes produced important findings regarding children's well-being.

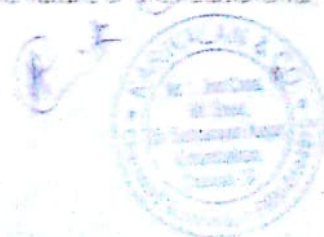
Although relative and non-relative foster caregivers had mental health scores higher than the general population, a large proportion of these caregivers still suffered from untreated mental illness. The study also revealed that both relative and non-relative caregivers had significantly lower physical health than the general population. Perhaps most strikingly, however, the study revealed that home environments of trained foster care providers were not superior to biological homes in which CPS were originally called to investigate (but did not remove children).

### Well-being restoration:

This finding implies that a significant number of children are placed in homes that are developmentally inadequate. Relative care provides some advantages, however relative caregivers scored lower than non-relative care caregivers in both mental and physical health. These findings indicate that a substantial proportion of children may be unable to achieve health and well-being restoration due to poor caregiver health and developmentally inadequate environments (both of which have been linked previously to negative child well-being). Despite these results, a majority of children in foster care describe their caregivers as part of their family; the nature of the relationship, however, suggests complicated structures.

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### Child-adult relationships:

Although approximately a quarter of child-adult relationships were optimal, only one-third were adequate, whereas a tenth were deprived, and one-twentieth were disengaged; the vast majority were simply confused.

### caregivers and environments:

Instead of addressing the caregivers and environments, a study conducted by Gramkows and colleagues investigated risk behaviors amongst foster care youth. Their work revealed that, although youth in foster care were at a low risk for individual risk behaviors, youth had a higher prevalence of sexual activity (younger debuts and higher number of sexual partners) than the general population.

### Behavior:

More noteworthy, their study revealed that foster youth were at higher risk for threats to achievement (the majority of which centered upon school behavior). Overall risk behavior, however, was more prevalent among foster youth who had a history of physical or emotional abuse, and among youth who had experienced a parental death.

### Protective factors:

This study emphasized the protective factors that relative placement might facilitate, since youth placed with relatives experienced less individual risk behaviors than those placed with non-relatives. Extending the literature on youth risk, studied the long term effects of foster care.

They found that adults who had experienced foster care as youth were more at risk in terms of education, economics, marital relations, and drug/alcohol use when compared to a random sample of adults, but were not more at risk when matched with a sample of similar demographic characteristics.

### Foster care parents:

Finally, although little research has addressed religious practices of foster families, it has been proposed that differences in religious beliefs may influence child well-being. Write of the importance of matching foster care children with foster care parents who can provide similar religious and cultural experiences.

Since most foster parents have strong religious beliefs, and these beliefs influence their roles as foster parents, Schatz and Horejsi believe that a matched religious placement or placement with foster parents who have been trained to accept and accommodate religious diversity will decrease placement trauma for children.

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## Orphanages:

### Family-based interventions:

Research has shown mixed evidence for children's well-being outcomes from institutionalized care. By far, research documenting negative well-being outcomes receives the most attention, and the news media in particular describes inadequate orphanage environments. Building upon past literature, recently demonstrated improved well-being for children who were placed in foster care as compared to children who remained institutionalized, emphasizing the importance of family-based interventions.

### Institutional settings:

Additionally, demonstrated higher rates of mental health disorders for children living in institutional settings. Yet these results cannot be taken out of context. Funding for orphanages, in addition to poorly trained and transitory staff.

### Behavior problem symptoms:

I challenged whether previously negative findings (such as externalizing and internalizing behavior symptoms) were due to institutionalization or international adoption in general, since their work found that although children who are adopted from institutions are at greater risk, they are not any more vulnerable than other adopted children (such as children raised in international foster care) to experience behavior problem symptoms.

### Justified by procedures:

In addition, largely discredits previous research by demonstrating prevalent and significant methodological flaws. These flaws include utilization of correlational designs to test causal hypotheses, paying insufficient attention to background differences, failure to utilize truly developmental research designs, and a heavy reliance on extremely small sample sizes (which were questionably constructed). Although the conclusions from these were not justified by procedures, this inadequate research was still publicized, thereby biasing researchers and the population at large against orphanages.

Unfortunately, the quality or type of care in orphanages were almost never systematically observed, leaving a significant gap in the literature.

However, has been conducted with orphanage alumni, and results demonstrated stark contrasts to the negative stereotypes typically associated with orphanages. Surveying 1,589 respondents from nine different institutions (eight of which were sponsored by private religious and charitable groups), found that orphanage alumni have outpaced their counterparts in the general population by wide margins.

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### Sense of self-worth:

These outcomes included increased educational attainment, receipt of higher income, more positive attitudes towards life, and lower levels of unemployment and poverty. Additionally, 76% rated their orphanage as 'very favorable', and a similar percentage indicated they preferred orphanage care (with over 89% of respondents preferring orphanage care over foster care). In fact, 85% of respondents indicated they either never or rarely wanted to be adopted.

The strong preferences of respondents towards orphanages may be explained by the values that respondents accredited to their orphanage upbringing. Without predetermined categories, over half of respondents cited their orphanage as instilling personal values, direction, and a sense of self-worth, along with providing basic amenities.

Close to half also cited orphanages as providing education, skill development, and guidance, with over a third referencing the establishment of friendship and sibling ties and nearly a third referencing positive religious and spiritual values (McKenzie, 1999a).

### Charitable communities:

Interesting that the advantages cited by orphanage alumni (i.e., discipline, responsibility, work ethic, and religious and moral values) are often ignored or criticized by child care critics.

Because of the above results, and perhaps because he is an orphanage alumni himself, is a leading voice in the movement to bring orphanages back as a viable option for children to grow and develop within. Believes that orphanages were created to improve the life chances for children within the community, and "by and large did just that."

In fact, functioning through larger religious and charitable communities who cared about the successful development of their children. Orphanages very consciously worked for their institution to be considered a home (although they varied both in their perceptions and the realities of their success) do not propose that orphanages are the only option; instead, he advocates orphanages as one of several options for children who lack a home.

### Good orphanages, which provide long-term care, can be a very healthy environment:

Indeed, for those who believe orphanages to be archaic, McKenzie adds his belief that, due to increased income and knowledge regarding children and child care, orphanages in the 21st century could look remarkably different from previous centuries, and become a viable option for children in need of a home. Overall, states that "the evidence is mounting that children's homes have worked well in the past, are working well now, and can work even better in the future."

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## Theoretical Framework:

Four theoretical frameworks were utilized throughout this study: Holistic-Interactionism (Magnusson & Stattin, 2006), Bronfenbrenner's Bioecological Theory (Bronfenbrenner & Morris, 2006), Positive Youth Development (Benson, Scales, Hamilton, & Sesma, 2006), and Sacred Theory (Burr, Marks, & Day, 2012). All four theories were carefully chosen to strengthen study design and implementation; how the theories can be used to interpret findings is detailed in chapter five. A brief review of the four theories and their relevance to the study follows. As discussed below, although in some ways the theories overlap, each individually provides a unique perspective.

### Holistic-Interactionism:

As explained by Magnusson & Stattin (2006), holistic-interactionism development centers on the individual, considering each aspect of their surrounding environment as a whole unit that functions in totality and interdependently with the other units of the environment in order to create one unified, whole being.

Branching away from unidirectional causality, Holistic-Interactionism emphasizes the continuous interaction between individuals and their environments, and the ongoing process between psychobiology and behavior (the individual is dependent on, not determined by, the environment).

Variables affect individuals differently since every piece of an individual's system is self-organizing, while simultaneously bound in certain respects. Using their mental system as the mediator, individuals actively engage and develop behavior and personality while negotiating biological changes and adaptations. Especially in close proximity (but also in a distant manner), the environment plays a vital role in development as it provides stimulation, information, significant events, etc. that provide opportunities for synchronization.

Holistic-Interactionism is useful for framing this research because of its emphasis on the active individual in strong connection with the surrounding and interacting environment.

Children who reside at Children's Hope come from unique backgrounds that have influentially shaped their being (both mentally and physically), and then they continue to live and develop within Children's Hope (which also shapes their mental and physically being) for a significant period of their childhood.

Because of the theory's emphasis on engagement with the environment to develop behavior, the theory is useful in examining how the unique environment of Children's Hope provides stimulation, information, or other significant events that may (or may not) uniquely positively (or negatively) influence a child's life course, and how the child influences and processes his or her environment in development.

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### Supports using participatory observation:

This theory also supports using participatory observation (studying the environment) and interviews (studying a child's perspective) in creating a unified, whole approach to understand life at Children's Hope. In addition, this theory is useful for examining safety, permanency, and well-being, since the theory supports the unification of the three child welfare goals, stressing that each goal would independently yet interconnectedly affect a child's development.

Using a Holistic-Interactionistic approach to understand the actions and interactions between individuals and between individuals and their environment is therefore a vital component in understanding life at Children's Hope.

### Bronfenbrenner's Bioecological Theory:

As explained by Bronfenbrenner and Morris (2006), the Bioecological Theory is fairly similar to the Holistic-Interactionist framework, but does provide different points of emphasis. The Bioecological Theory stresses the continuity and change within individuals and groups across the life course and through historical time as they interact with varying levels of their environment.

The key aspect of the theory is the process (or the person-environment interaction grounded in experience), which is strongly and differentially mediated by person, context, and time. Individuals are products and producers of their environment, and the theory details the ways in which individuals shape and are shaped by environment due to person characteristics, varying levels of context, and stability of space and time.

Bronfenbrenner's Bioecological Theory is also useful in framing this research. Because of its emphasis on person-environment interaction, this framework enables the researcher to analyze varying aspects of a participant's environment at different levels, recognizing the importance and influencing nature of each.

For example, the researcher can analyze processes between participants within their residential home, within interactions with other house residents and live-in parents, within the campus setting, and within the community at large.

Since this theory also emphasizes how individuals change throughout the life course because of the continuity of space and time, this theory will be useful in examining how individuals have changed since their arrival at the residential home, and how living at the home influences their life course trajectory; indeed, this theory may be particularly useful for examining the concept of permanency because of the constructs of continuity of space and time.

### Experiences to historical time:

In addition, since this theory also connects experiences to historical time, this will be a useful framework for comparing experiences of modern-day orphanages both to traditional orphanages of the past and the current foster care system.

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Finally, as this theory emphasizes person-environment interaction grounded in experience, the theory supports the use of participatory observation, a key aspect of the researcher's methodology.

### Positive Youth Development:

As explained by Benson et al. (2006), although generally referring to adolescents, Positive Youth Development has several core aspects which can be applied to younger age groups. At its core, Positive Youth Development shifts the perspective from viewing children as problems that need correcting to vessels of creativity and energy that can be utilized for social and individual good (when developed in the proper context). Consistent with other theories, Positive Youth Development emphasizes that children do not develop in a vacuum.

Instead, they are influenced by the environment surrounding them (including the community and significant adult figures) while simultaneously influencing the environment surrounding them through bidirectional interactions. Understanding risk behavior and resilience is a vital component to properly constructing and encouraging positive youth development.

Because many foster youths are removed from their family of origin due to negative and unhealthy environments, many are at increased risk for varying problems (including lower achievement, less education, lower economic well-being, and increased risk for substance abuse; Gramkows et al., 2009; Buehler et al., 2000).

Utilizing a Positive Youth Development framework is vital in understanding the risks associated with foster youth and recognizing the resilience that can be developed within modern-day orphanages through supportive and caring environments with mentors; this theory can therefore highlight interpretations of children's well-being. Positive Youth Development recognizes the importance of the surrounding environment in viewing children as positive assets that can contribute to their overall community. Recognizing the importance of the modern-day orphanage in influencing youths' positive life trajectories (while recognizing that the modern-day orphanage is influenced by the youth who reside there) will be an important aspect of this research. Previous research on long term foster care (Schofield, 2002) has also utilized this framework.

### Sacred Theory:

Sacred Theory (Burr et al., 2012) explores the helpful and harmful effects of sacred behaviors for individual and family life.

The term sacred is an overarching term that is both personal and abstract, covering experiences that transcend the visibly routine reality and transform individuals' behaviors by affecting both heart and mind. Although behaviors can be harmful, research has shown the positive influences of the sacred, primarily since the sacred can answer fundamental 'whys' of life, giving meaning and purpose to life, and promote ideas of harmony and order.

Burr and colleges (2012) detail the theory's four propositions. First, experiencing something as sacred gives it a uniquely powerful influence. Second, experiencing something in the family as sacred gives it a uniquely powerful influence in families.

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Third, it is how people act as a result of their beliefs about the sacred that makes a difference in whether the sacred is helpful or harmful. Fourth, the more consistent and cohesive behaviors are with the wider family goals, the more helpful these behaviors are (the opposite is also true).

Children's Hope emphasizes the Christian faith in both their mission statement and their services (Children's Hope, 2010). Utilizing a religious framework will be useful in analyzing the structure of the organization, the daily life of residents, and how residents perceive the sacred as guiding development. Depending on a child's particular history and current stance on sacred matters, this theory will also be useful in interpreting children's well-being (e.g., they may feel better after going to church, or they may struggle if they do not share the same beliefs as their peers, etc.), and may be useful in interpreting children's perceptions of their safety (e.g., the chapel is a safe place, or the community of Christians is a safe place, etc.).

### **In summary, all four theories:**

Contribute to a comprehensive model to frame the study. The Holistic-Interactionistic approach provides a needed emphasis on the individual, and how every element in that individual's environment contributes to their whole being through interactions.

### **Bronfenbrenner's Bioecological:**

Theory provides a needed emphasis on the varying layers of the environment, and how each environment has an impact on development across time. Positive Youth Development provides a necessary orientation towards growth and creativity, especially for at-risk youth.

And finally, Sacred Theory relates to all three theories (the individual is interacting with a faith community which helps positive growth) and provides necessary insight regarding a key aspect of life at Children's Hope.

## **MODERN-DAY ORPHANAGES: EXPLORING THE STRUCTURAL DIMENSIONS OF CARE IN A STABLE, LONG-TERM RESIDENTIAL**

### **SSV HOMES:**

This study explores structural dimensions of care provided by a stable, long-term residential home for foster children who are unable to reside with their families of origin.

The unique care environment provided by Children's Hope (pseudonym), a modern-day orphanage located in the U.S., was investigated through interviews and participatory observation. Framed within Bronfenbrenner's Bioecological Theory, findings from this case study detail the structure of the organization, the environment of community and family, and typical daily experiences. Positive findings provide preliminary support for the inclusion of modern-day orphanages (SSV homes) as an alternative care format for foster youth.

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## Introduction:

Orphanages were once the primary form of care for children in need within the INDIA; yet within the past century, foster care has almost entirely replaced orphanages. Although this shift occurred for varying reasons, little research has been conducted on modern-day orphanages., commonly referred to as children's homes, which combine elements of orphanage care with foster care. Such research is needed, as modern-day orphanages are potential care alternative for foster youth.

This case study explores structural dimensions of care within one such unique care environment: Children's Hope (pseudonym). Children's Hope (SSV HOMES) is a modern-day orphanage located in the U.S., and this research explores the composition, environment, and daily experiences within the organization. In essence, this research aims to provide an overall picture of care while describing what it is like for children to live and grow up at SSV HOMES.

However, before examining SSV HOMES, it is important to understand the historical roots from which modern-day orphanages developed and the necessity of an alternative care format.

## Background and Context:

At the turn of the 20th century, approximately 100,000 children in INDIA. were in orphanages; by 2008 there was an estimated 463,000 children in foster care. This shift from orphanages to foster care occurred for several reasons, involving a combination of economics, stereotypes, research, and politics.

As explained, many orphanages housed children whose parents were deceased or were financially unable to provide for their care. After World War II medical advances lowered death rates and the country experienced a robust economy that decreased poverty; hence the need for orphanages was reduced. Additionally, reports of abuse or inadequate care within orphanages led popular opinion to view orphanage care negatively.

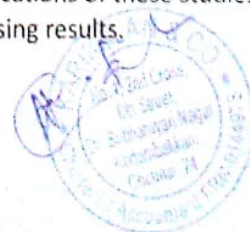
This opinion was fueled by inaccurate media portrayals and misleading child welfare literature, both of which condemned orphanage care. Political policies also played a central role in the decline of orphanages. Bourdreaux and Bourdreaux (1999) cite the influence of social workers and other special influence groups who favored foster care.

Overall and specific government centralization not only produced weighty regulations that drove the cost of care up (making orphanages less affordable and foster care more affordable; but also eroded the necessity of local care and struck at the heart of orphanages.

Finally, writes of additional public policies that continued to support familial (as opposed to institutional) care. While orphanage care was declining, foster care was increasing. As the media depicted impersonal and cruel orphanages, warm family life and parental care was receiving more emphasis and popular attention. Psychiatrists such as Anna Freud and John Bowlby gave grave warnings about the detrimental effects of maternal deprivation and denounced orphanage care, even though their opinions were based on selected clinical studies that lacked rigorous methodological design. Later researchers have questioned the implications of these studies and have failed to replicate findings; some researchers have even found opposing results.

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### Basic perceptions of orphanage:

Although these basic perceptions of orphanage and foster care contain some theoretical and empirical truth, the reality is each system has advantages and disadvantages. Properly funded and staffed, orphanages can provide a safe, loving, and stable community home for children, thereby enhancing development, improving life chances, and providing children with a sense of identity and belonging.

In contrast, although a well-designed system, foster care can fail at a surprising rate in fulfilling a child's need for safety, permanency, and well-being. Therefore, converging evidence suggests that an alternative care format to the current foster care system is needed.

### Modern-Day Orphanages:

Modern-day orphanages are unique, drawing upon their orphanage heritage while combining elements of foster care. To illustrate, orphanages were founded by citizens, associations, temples, masks and churches. And were commonly campus settings housing large numbers of children. Many modern-day orphanages are founded by local citizens through associations with religious organizations and mimic the campus setting.

However, modern-day orphanages also combine elements of the foster care system, as many prefer cottages (instead of dormitories), which house fewer children and surrogate parents.

Modern-day orphanages are becoming a viable option for foster youth. More modern-day orphanages are continuing to form because of religious and civic groups that are unsatisfied with the current foster care system.

However, as little to no research has been conducted on these alternative care formats, this study sought to explore the structural and organizational characteristics of such a unique care environment.

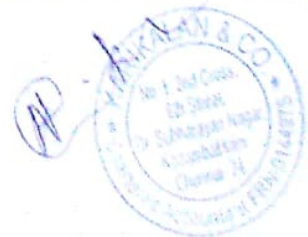
### Theoretical Perspective:

This study utilized Bronfenbrenner's Bioecological framework to guide development, implementation, and analyses. As explained by Bronfenbrenner and Morris (2006), the Bioecological model stresses change and continuity within individuals and groups through historical time and

across the life course as they interact with varying levels of their environment. The key aspect of the theory is process (or the person-environment interaction grounded in experience), which is strongly and differentially mediated by time, context, and person. Individuals are therefore producers and products of their environment, and this interaction varies according to person characteristics, levels of context, and stability of space and time.

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### **This Project is well positioned to utilize Bioecological Theory:**

As it examines the unique structural aspects of a care environment while particularly examining a child's microsystems. The varying and unique aspects of a modern-day orphanage work through processes to affect children's development, both on the structural level of the organization and in the proximal processes (or interpersonal relations) between children and staff. Additionally, this development differs for children based on their individual characteristics.

### **Method:**

This study utilized a purposeful sampling procedure, locating long-term, residential care facilities that serve foster youth by combining elements of orphanage and foster care.

### **Houseparents:**

The staff and selected children at SSV HOMES agreed to participate in the Project. SSV HOMES has a main campus with administrative and community buildings, as well as residential homes (hereafter referred to as cottages). Each cottage houses between eight to ten children and two married live-in adults who function as 'parents' (hereafter described as houseparents).

Additionally, SSV HOMES has one cottage located off the main campus, described as 'the ranch' due to its geographic location and the nature of its surroundings (e.g., cattle, goats, etc.). The specific sample of a cottage(s) and interviewees (children, houseparents, and administrator) was constructed from within the chosen organization and initially determined by the staff at SSV HOMES. After introductions via SSV HOMES staff, subsequent participants were chosen from within the organization and determined by the researcher based on availability.

In all, with six houseparents, 15 foster children, one adopted son, two biological children, and one administrator. Houseparents ranged in age from 23-50 and children ranged in age from 2-20. Of the children, four were in early childhood (ages two to five), three were in middle childhood (ages five to ten), six were in middle adolescence (ages 11 to 16), and five were in late adolescence (ages 17-20).

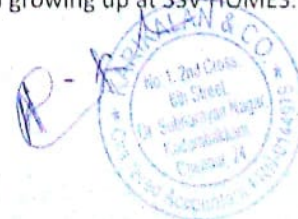
### **Findings:**

The overall aim of this paper was to explore the nuances and dynamics of growing up in a modern-day orphanage. Hence both the overarching structural dimensions of the organization were examined along with specific details relating to daily life (including interpersonal interactions). To protect confidentiality, all quotes are de-identified and described only by a fictional name, position title, and age category.

Three themes emerged through data analyses. The first theme, SSV HOMES: The Organization, explores the physical structure of the organization and its purpose as an alternative care format illustrating the unique blend of orphanages and foster care. This first theme then provides context to two additional themes: The Environment of SSV HOMES, which explores the campus and the cottage milieu, and A Day in the Life, which examines a typical day for a child growing up at SSV-HOMES.

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### The Organization:

SSV HOMES will provides a home for children. The main campus is situated several blocks from the city's main street, with a small fence separating the historic and beautiful campus from the surrounding neighborhood. Brick buildings enclose playgrounds, a basketball court, a gazebo, and grassy areas interspersed with flowering trees and sidewalks.

All cottages face the interior of campus, and other buildings (i.e., dining hall, offices, gym, and pool) are oriented similarly, creating a contained and community oriented campus. The ranch (located off campus) is surrounded by woods, pastures, animals (e.g., cows, goats, etc.) and other cottages not currently in use, and has its own small playground, tree house, flower beds, and amenities.

Cottages on the main campus and the ranch are fairly similar. Although cottages were initially designed to have separate living spaces for the houseparents and foster children, cottages follow this distinction to varying degrees (ranch residents have no distinction).

In general, the cottages are designed to look and feel like a home, with decorations such as family pictures, drawings, and religious artifacts. Well furnished, cottages are designed to accommodate large numbers of residents, and children often share bathroom and bedrooms.

The majority of the staff works on the main campus. The executive director is responsible for managing the entire campus (facilities and people) and public relations (both in the immediate and general community). Notably there are two social workers, in addition to several secretaries and other staff members (e.g., cooks, music director, etc.).

Houseparents represent the largest group of employees, and relief houseparents take care of children on houseparents' days off. Unpaid affiliates of SSV HOMES include work groups (primarily church groups who come and do volunteer work for the campus) and sponsors (prayer, financial, and visiting).

An alternative care format. SSV HOMES is a children's home, a lesser-known alternative care format. Children's homes are one of the options available to foster children, including adoption, foster care, and group homes. Each care format has advantages and disadvantages, and each works to fill a niche in the overall system.

As such, each care format is able to serve children in a unique and equally needed way:

I don't think there's one answer for the problem of children that need . . . a place to be and become . . . because there's not enough people to foster, there's not enough people that will adopt – you've gotta have all options available . . . none of them are easy and none of them come without their issues. But I firmly believe there is a place for each of the different options (Michael, executive director).

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Like the other care formats, CH serves foster children in need of a home. In most cases, parents or other caregivers bring children voluntarily to CH; however judges (but not the Department of Human Services) can also place children at the organization. Each child has their own unique story, but each has a similar ending: caregivers are unable to continue caring for their children.

The executive director shared the following two stories:

To illustrate why children WILL placed at SSV HOMES :

... 'I'm raising my niece, my health is declining, my husband just kicked me out of the house, he's divorcing me, I'm homeless, I have no job, I can't take care of my niece anymore, will you take her?'

... 'I'm facing incarceration for 20 years – there's no father, there's no family, there's no friends – I'm just kinda passing through, will you take my baby?'

Yet unlike other care formats, SSV HOMES has several unique attributes. SSV HOMES currently houses approximately 80 children, working to keep sibling groups together. SSV HOMES is also unique in serving children from birth through college, providing permanent and temporary placements:

... when we first came, it was a lot of long term, a lot of kids who were pretty much gonna be raised at SSV HOMES. Now we're seeing a lot more

... like a year or two placements...where parents have either

... gotten bad luck...lost their job or whatever, and can't afford to take care of them, and then they kinda get back on their feet and they're able to take them back again

... but we still have some, a lot, that are here in permanent placements.

CH recognizes, however, who they can and cannot help, and refers children and families when need be to other care formats. In essence SSV HOMES is a "

.. place for children

.. who have no-one else to take care of them but can function in a typical family neighborhood setting"

Unlike some of the other care formats, SSV HOMES is entirely privately funded (with the exception of educational specialists and tutors who are funded through Title 1 funds). Gifts and donations not only pay for organizational expenses and salaries, but also cover smaller expenses (such as Diwali, Pongal, Christmas and birthday gifts for the children).

A major advantage of private funding is the elimination of state and federal regulations, which can cause an organization to resemble an institution rather than a home.

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### The Environment of SSV HOMES:

This second theme describes the environment of SSV HOMES, focusing on individual and interpersonal interactions as opposed to physical structures and organizational policies (as described in theme one). This theme is divided into two sub-themes based on Bronfenbrenner's microsystems. The first sub-theme/microsystem is the campus community, which children daily live within while experiencing interactions with multiple persons.

The second sub-theme/microsystem is the cottage; where children spend the majority of their time as it constitutes their family unit (the perspective of both houseparents and children are provided). A campus community.

The main campus is a lively community; children run, play, and enjoy themselves throughout various activities. Some activities, such as choir tour or camp, are pre-planned by the organization, while other activities include outside volunteers (such as work groups) who plan fun events.

Yet most activities are simply part of campus daily routine, such as running to a neighbor's house to play, swimming in the pool, or playing football and soccer on the main lawn with other children and adults (including the executive director).

Despite the noise and organized chaos, there is an atmosphere of respect and friendliness, even amidst teenage drama or toddler temper tantrums. SSV HOMES is loved by both employees and children. SSV HOMES provides a place for children to be and become by focusing on the unique needs of each child. Most importantly, children at SSV HOMES know they are loved. Different staff take varying actions to give care and show love to children.

Children are referred to as "my kids" or "my babies" and often receive hugs and other forms of physical affection from varying adult staff. As stated by one child, "

...the best part is having lots and lots of people around you that love you and care about you..."

**The caring community promoted within the campus environment is intentional, as illustrated by the executive director:**

We don't refer to the children as students

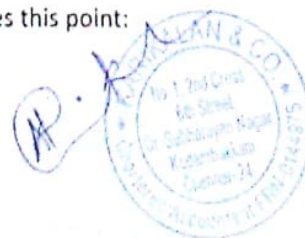
... we refer to everyone as our SSV HOMES family, this is our family, these are our children. Even when I travel and um I may speak and have some SSV HOMES children with me, they're my children ... I don't introduce them as students from SSV HOMES.

In addition to becoming part of a community, children are placed in an environment which positively nurtures their life course trajectory. The following story illustrates this point:  
Why do I love SSV HOMES? Because

... a 14 year old boy  
... he and his siblings  
... came to us this summer

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... the kids have been through abuse, kids have been through you know where are we gonna live, who's gonna take care of us, for many years. Couple weeks after being here he said 'I know now that my brothers, my sister and I, are gonna be okay'.

That's why I love SSV HOMES. Belonging to a nurturing community that fosters growth and development is an important advantage of SSV HOMES. As with all environments, however, there are some disadvantages. In some sense, for example, the amount of activity may be considered a disadvantage:

... when you're  
... bouncing from one thing to another non-stop and don't have time to do, think, don't have time to spend relating  
... I wonder what that's doing to our children. Some of our children, because of what they've been through, when they do have some down time it becomes very painful because their mind just immediately goes to all the pain, so the high level of activity helps keep their mind off of that (Michael, executive director).

Other disadvantages associated with a privately funded organization include the amount of material gifts children receive via donations, creating a sense of entitlement in some children. Staff work to teach children that even though many have suffered great loss, an attitude of entitlement is "

... not gonna help them in their future as mature adults, who contribute to society if they're expecting society to bend over backwards for them and give them anything they want, it's not going to happen" (Michael, executive director).

Yet perhaps the greatest disadvantage of SSV HOMES is not a disadvantage associated with the organization, but instead associated with the circumstances of each child: "

... the children  
... are missing out on a mom and dad  
... who will fight for them and love them

Fortunately, ssv homes works to counter this disadvantage in the best way

**Possible:** by providing a substitute family, both within the CH community and within the cottage family. A cottage family. SSV HOMES utilizes cottages, which are designed to mimic a family as much as possible:

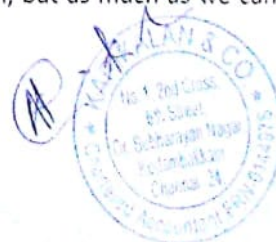
We want them to have a mom and a dad that loves them and they feel somewhat like a family. We don't want them to think they're just part of a big organization

... We want them to be able to say 'this is mom and dad, these are my sisters, these are my brothers'

... so, we try to create it – the reality is we are an institution, but as much as we can look like a family.

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### Segregation of cottages by gender:

SSV HOMES is fairly successful in mimicking family life. The ranch, for example, exudes a laid back, casual atmosphere, with lots of smiles, laughs, jokes, and bantering. Like any typical family, there are interpersonal annoyances or complaints, chores and responsibilities to complete, and parental supervision. Some children are more reclusive, but others like to play interactive games with each other. For the most part, however, children are left to do what they please, as long as it is safe and appropriate.

The cottage environment at the ranch is reflective of cottages on the main campus, with the primary difference concerning familiarity. Across the campus, children adjust at different rates; some have been at SSV HOMES for years and are comfortable (like at the ranch), others have newly arrived and are more disengaged, withdrawn, or sad.

But for the most part, cottages function like any normal family. The main exception of mimicking a family is the segregation of cottages by gender, which was done primarily to protect unrelated adolescents from sexual temptations, "

...when you've got unrelated boys and girls living together it simply doesn't work. Previously, children had to be moved every few years "

...and the more changes these kids go through sometimes that can be very difficult and hurtful to them".

Now main campus cottages are only mixed gender when there is a significant age gap between males and females (the ranch home was an exception to this recent and large segregation).

### Houseparents:

Houseparents play a major role in establishing the cottage environment, and come to the organization at different ages with different temperaments. First and foremost houseparents are parents: "

... we do everything that any normal parent would do. We do everything. I mean, everything that you would do 24 hours a day for your own child is what we do these children" (Lisa, houseparent). Yet because houseparents are in reality employed substitute parents, they work 28 days and have six days off while receiving "

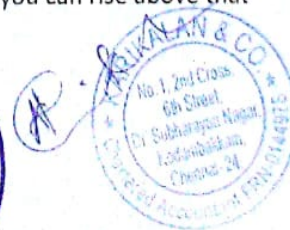
... really nice benefits". Although most houseparents take relief, others (primarily those at the ranch) knowingly miss their days off: "just doesn't feel right, feels like we're leaving home".

As a substitute, but in essence normal parents, houseparents work towards several goals. Ultimately houseparents do what is best for a child, helping them grow into successful adults, "

... you don't have to live your life like what you came from, you can rise above that"

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### A key aspect of helping children grow is giving and showing love:

Love them like they're yours, know that they're still not, but love them like they are  
 ... the biggest thing I want to get across to the children is uh, just show them unconditional love  
 ... hopefully I show them that  
 ... there are people in the world you can trust, and that love you in the right way, and that will do  
 ... what they can for you

Being a good and effective houseparent (like being a good and effective parent) is not an easy task. Having controlled freedom, houseparents at times find their position stressful, but also very rewarding. For many there is a learning curve, "tell my grown-up girls I'm a whole lot better mother now than was when first came and, you know, was 25 and I didn't know anything

Houseparents need support from family and friends, even if friends are hard to find since being a houseparent "engulfs your life". Letting the job define life, however, is in a sense, a necessity of the position:

... that's not a bad thing  
 ... that's just part of it, it's a necessity.

And some may view that as negative, that it really takes over your life, but if you don't let it do that, then you're not going to be very successful, you're not going to last

### Children:

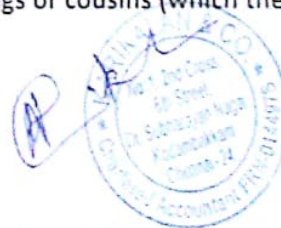
Children benefit greatly from good houseparents living at SSV HOMES. Like any large group of children, each has their own unique background and personality. Some are shy while others are talkative and outgoing, some are laid back with a sense of humor while others are competitive or controlling, some are self-conscious while others are confident, others are well-behaved while some are still maturing, etc.

Of the children interviewed, the vast majority like WILL live at SSV HOMES, giving responses such as "I love it. When asked why they liked living there, some children cited reasons including the outdoors, animals, a controlled freedom, or friends.

Approximately half recognized potential alternatives, including living with original caregivers, not having any place at all, or foster care. Some children had (and continue to have) the opportunity to interact with biological siblings or cousins (which they considered an important advantage SSV HOMES provided).

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But by far children most cited their SSV HOMES family, which provided them with support, care, and love: will they answered as follows;

... I still call all my family brothers and sisters, mom and dad  
 ... it's a family, you know it's not, uh, an institution or anything like that, it's, uh they care, they're not here for the money or anything like that, they honestly care about us (Richard, late adolescent).  
 ... it's a nice little stable family  
 ... environment  
 ... living with a bunch of different people, I mean it's kinda like having a whole bunch of different brothers and sisters .  
 ... I consider this my actual home, my parents, I don't consider my biological family any of that I think that it's as normal as it gets to being a family. There's a lot of people  
 ... but we're a big family and some people like that some people get very annoyed by that, but either way, we're all gonna get on each other's nerves but we still love each other. United by something other than blood, the children develop a family identity and feel like a normal family: "  
 ... whenever people say this is not, you know, you don't get to go through everyday family experiences you know, they're wrong, because we do.

#### Current living situation:

Although children enjoy their current living situation, there are still negatives associated with Children's Hope. Some children get tired with the mandatory attendance of certain events (like donor appreciation), even though they appreciate the gifts and often have fun upon arrival. As can be expected, some get bored and do not appreciate all the rules, and those who have moved frequently find it tiring. The most frequently cited negative, however, involved people. Some have interpersonal difficulty with "annoying" kids.

Those who have experienced moving struggle with adjusting to new people and new roles. Others are shy and do not enjoy interactions with strangers, and others have a hard time finding people their age with whom they can relate. In all, however, the advantages seem to outweigh the negatives.

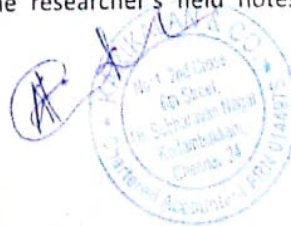
In sum, the environment of Children's Home is a positive, welcoming community and family atmosphere. A lively campus, children find identity within the larger organization and within their family cottages, which is strongly influenced by houseparents and other supportive and caring staff.

#### A Day in the Life:

Children have a flexible daily routine, with slight variation between the main campus and the ranch cottage. The following sub-themes are derived from the researcher's field notes and informal conversations while at SSV HOMES.

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### Morning routines:

In the summer, children get up for work and chores, or can sleep till later in the day unless there are activities that need to be attended (such as shopping or church). During the school year, mornings are more structured with early risings (some houseparents attempt to get completely ready before waking up the children). During these mornings routines, houseparents may check on children, remind them to take medications or comb their hair, and talk to them about plans for the day.

### Meal routines:

Children eat three meals a day. At the ranch, houseparents may make breakfast or set food on the counter, with children filtering in through the morning. Lunch is often sandwiches, with ingredients set out on the counter so everyone can fix their own meals once they get hungry. Dinner is normally cooked by houseparents, and everyone helps themselves after being called to the table. Slightly chaotic, everyone eats as several conversations occur simultaneously, leaving and clearing their plates as soon as they are finished.

### Meals on the main campus are different:

Like the ranch, breakfast is cooked in the cottage. For lunch, children on the main campus to eat in the dining hall. A bell is rung to signal the approaching mealtime, and each cottage group sits at their table. Before children go to get food buffet style, one cottage family leads the recitation of the weekly memory verse and accompanying song. The main dining hall is full of noise and distractions (creating stress for some houseparents) as children eat and then clean up from their meal.

### Dinner:

Varies, since it can be cooked in the cottage, ordered and picked up from the main dining hall kitchen, or eaten in the main dining hall when workgroups are present.

### Work routines:

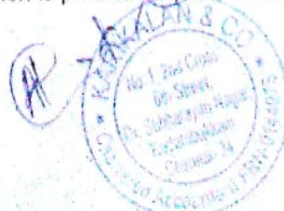
Children who clean up the dining hall after mealtime are working on their cottage work program, which includes dishes, gardening, etc. Children are placed on the work program after turning ten, and receive payment from the organization that is put directly into their own account. Children under age ten receive a monthly allowance from the organization. Children who are older may work offsite in addition to or instead of the cottage work program.

All children also complete chores. Some cottages do assigned chores whereas others expect children to complete chores as requested. At a minimum, children make their beds and clean their rooms, and most do their own laundry after reaching a certain age.

Many other chores are related to house up-keep, including taking out the trash, loading and unloading the dishwasher, mopping or sweeping, etc. Other chores are related to the outdoors (such as gardening, washing cars, cutting the grass) or to animals, which is particularly relevant to ranch life

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(such as feeding the animals, grooming the goats, cleaning cages, bathing dogs, etc.). Chores are completed on a frequent basis and more so when the housekeeper is unable to come.

**Play routines:**

Even though chores may be done every day, most of the summer day is devoted to self-selected play activities. A good amount of play occurs indoors. Friends come over, girls give each other make-over, children read books and color, and siblings and friends play board and imagination games. Hobbies children named that can occur indoors include relaxing, arts and crafts, puzzles, music, reading, and playing with the indoor animals.

One primary form of indoor entertainment is electronics:

Television is generally on, although it is censored. Some cottages utilize multiple televisions so there is no arguing about who wants to watch what, but the main campus does not allow children to have televisions in their bedrooms. Computers are also used in the cottages (on campus they are password protected to monitor time), which children use to watch You-tube videos, check Facebook, or play computer games. Game consoles and hand-held electronics (such as i-pads or phones) are also played with, in addition to Wii entertainment.

**Outdoor play is also a prominent part of children's lives:**

Playing outside can involve racing, wrestling, playing on the playgrounds or in the rain, touring the yard, walking in the woods, hunting for birds, fishing, camping, swimming, or any other sort of interactive and physical game between siblings and friends. When children are outside, they are almost always supervised by an adult. Houseparents from one cottage may sit on a porch swing, others may congregate together under the gazebo, and still others may join the children in their play. Hobbies children named that occurred outdoors included animals (particularly horseback riding) and sports (both team and general fun).

**Off-campus routines:**

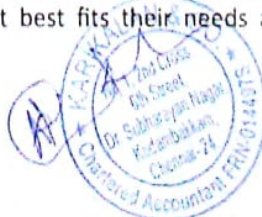
Other daily activities occur off-campus. Cottages will sometimes go out altogether, to dinner or the movies, but cottages also go out in smaller groups (such as to complete shopping). Older children in particular enjoy getting off campus, meeting friends at the mall or other local hang-outs. Most commonly, however, children have appointments (such as tutoring, social workers, doctors, counseling, etc.), work, and school.

**School routines:**

After the summer holiday ends, school is a prominent part of any weekday. Children have three different options regarding education: public, private, or homeschooling through the campus office. In essence, children are placed in whatever environment best fits their needs and helps them succeed:

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On [an] educational level we uh want to push the kids

... to thrive, to do their best and so

... we will pay the money if our kids excel in different areas academically

... whatever it takes, whatever that child needs, and each child is different, and needs different things that different schools can provide.

**After completing mandatory high school education, children are strongly encouraged to attend some sort of post-secondary education:**

... I try to really talk to them and help them understand that just because you're 18 doesn't mean you're ready to take on the world, that you don't have any skills to get a job, decent paying job, and it's going to be really hard.

In addition to verbal support and guidance, CH also offers financial support. SSV HOMES has policies regarding allowances and stipends for college students that they can use for multiple purposes (such as apartments or transportation). Children continue to receive this financial support "

... as long as they do right

... and strive towards some kind of goal".

**Post-secondary education is pushed at SSV HOMES:**

Because (more often than not) staff feel it will help children succeed long-term. With pride in their voices, houseparents share stories of children who excelled in their post-secondary education and are now doing extremely well.

Yet post-secondary education is not for everyone, and it is more common for children to try, but not complete their post-secondary education. Regardless, CH wants their children to succeed after leaving the organization, and helps the children in whatever way possible: "

... we're gonna put em through college, we're gonna give em a vehicle, we're gonna help get them a job, we're gonna get them established in society as much as we can

**Occasional Activities:**

Throughout the summer and the school year, daily routines may be punctuated by irregular activities, such as volunteering or SSV HOMES events. Most children volunteer at a formal organization, and time spent volunteering can have extremely positive impacts. As one adolescent said, "

... it's life changing when you see all that.

... it changed my outlook on life, it made me a lot happier" (Brianna, late adolescent).

**Campus events:**

Revolve around camps and donations. Children may participate in campus events sponsored by the organization or by external organizations (such as football or choir camp). Children may also be involved in donor appreciation events, or travel to receive a donated gift (e.g., a trip to LOCAL Disney World).

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## Administration, finances, goals of the organization, and freedom from regulations.p other people)? Where and doing what?

- ☐ What do you do on a typical day?
- ☐ What do you like most about your caregivers?
- ☐ What do you like least about your caregivers?
- ☐ Do you think your caregivers take care of you? Why or why not?
- ☐ What are some ways that your caregivers show they care about you?
- ☐ Who do you spend the most time with when living here? Which adult(s)? Which child(ren)?
- o Why?
- o What do you like doing with this person / these people?
- o Do you spend a lot of time with them, or a little?
- ☐ If something really good happened, what would be the first thing you would do?
- o Is there someone in particular you would share the good news with?
- o Give an example of sometime you shared good news with someone.
- ☐ If you were having a disagreement with someone, what do you do?
- ☐ If you were worried about something, what would you do?
- ☐ What do you want to be when you grow up? Why?
- o Do you think you'll be able to do this? Why or why not?
- ☐ Do you go to school? If yes:
- o Do you like school? Why or why not?
- o How do you do in school?
- o What is the subject you like the most?
- o What is the subject you like the least?
- ☐ Do you go to worship place?
- o What do you like about worship place?
- o What do you dislike about worship place?
- o What is something important you've learned from worship place?
- o Do your residential parents talk to you about worship place?
- ☐ Do you do anything (worship place) here at home? For example, do you say prayers before bed, read vedas, and, etc.?

\*Questions are adapted (with permission) from Fox, A., Berrick, J. D., & Frasch, K. (2008). Safety, family, permanency, and child well-being: what we can learn from children. Child Welfare League of America.

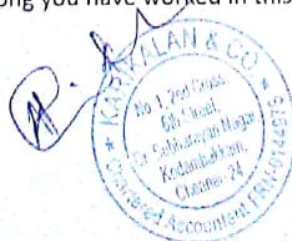
Interview with residential caregivers

Demographics (addressing research question one)

- ☐ Name
- ☐ Gender
- ☐ Race or ethnicity
- ☐ Age
- ☐ Highest level of education
- ☐ How long have you worked here?
- o Is that different from how long you have worked in this kind of environment?

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- ☐ Please describe the nature of your position here (e.g., what is the definition of a residential parent, what are your job duties or expectations of a residential parent, do you receive payment, do you get any time off, etc.).
- ☐ Did you receive training before working here?
- ☐ What does your typical day look like?
- ☐ What is the nature of your relationship with other adults who work here (e.g., spouse works here also, etc.)?
- ☐ What would you say is the overall purpose or function of a residential parent?
- Safety (addressing research question one and two)
  - ☐ What steps are taken to ensure a child's safety, both here within the home and throughout campus?
  - ☐ Has there ever been a problem regarding a child's safety in the past?
  - ☐ Do children, overall, perceive or feel they are safe here?
    - o How is that accomplished?
    - o What cues do you look for to assess children's feelings of safety?
- Permanency (addressing research question one and three)
  - ☐ Do you ever talk with the children about their living situation? If so, how and when?
  - ☐ How long are children allowed to stay here?
  - ☐ Are children encouraged to stay the maximum amount of time?
  - ☐ Is it common for children to stay the maximum amount of time?
  - ☐ Generally, at what age do children come and how long do children stay here?
  - ☐ What kinds of connections are maintained if children leave the home? How is this done?
  - ☐ What feelings are displayed when children leave the home?
- Well-being (addressing research question one and four)
  - ☐ What are some of the positives about working here? What do you like most?
  - ☐ What are some of the negatives about working here? What do you like least?
  - ☐ Why did you choose to work here? In particular, why did you choose this environment as opposed to foster care, or group homes?
  - ☐ Did you have new children arrive since you've been working here? If yes:
    - o Do you remember what living environment they were coming from?
    - o Can you describe their well-being upon arrival here?
    - o Can you describe how their well-being has changed since they've been here?
    - o What do you think caused those changes?
  - ☐ Have you noticed any well-being changes (positive as well as negative) in children throughout their stay here?
  - ☐ If yes, what do you think has helped cause some of those changes?
  - ☐ What steps does this home and Children's Hope in general take to improve children's well-being?
  - ☐ In general, what is the level of satisfaction for the children who live here?

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- ☐ What kind of relationships do you try to establish with the children? How do you go about doing this? Share examples of your more successful and less successful attempts to establish relationships with the children?
- ☐ What steps do you take to show the children you care about them?
- ☐ What does a typical day look like for children who live here?
- ☐ In general, how do children fare academically? Socially? Emotionally?
- ☐ Is that in comparison to other children in general, or is that a reflection of personal growth and/or change?
- ☐ Do you have any connections with alumni?
- ☐ If yes, can you tell me about how they are faring?
- ☐ What are some religious practices (such as attending chapel, saying prayers, etc.) that occur commonly in this home and throughout Children's Hope?
- ☐ To what extent do you participate in these practices? Why or why not?
- ☐ If yes, what is meaningful for you about these practices?
- ☐ Can you tell me about how your own spirituality impacts your life and work here?

Interview with program administrator

Demographics (addressing research question one)

- ☐ Name
- ☐ Gender
- ☐ Race or ethnicity
- ☐ Age
- ☐ Highest level of education
- ☐ Please describe the nature of your position here
- ☐ How long have you worked here?
- ☐ What, if any, experience have you had working with other forms (types) of foster and/or alternative care?
- ☐ How is your time in this position at PHC divided among activities such as contact with children, staff, contact funders, etc? What does your typical day look like?

Environment (addressing research question one)

- ☐ Please describe your overall feelings regarding Children's Hope (CH)?
- ☐ What are the primary advantages of CH?
- ☐ What are the primary disadvantages of CH?
- ☐ How does CH differ from foster care?
- ☐ How does CH differ from other forms of alternative care?
- ☐ To your knowledge, are there any other organizations like CH in the US?
- ☐ Do you have any sort of network with these organizations?
- ☐ Why is it important to have organizations such as CH?
- ☐ How is the Christian mission of CH embodied in administrative decisions and daily life here at CH?
- ☐ Why did you choose to work here?
- ☐ What do you like most about your job?

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- ☐ What do you like least about your job?
- ☐ What do you sense that staff members like most about their jobs at CH? Least?
- Safety (addressing research questions one and two)
  - ☐ What steps are taken to ensure a child's safety, both within residential homes and throughout campus?
  - ☐ Have there ever been any problems regarding a child's safety in the past? If so, please describe.
  - ☐ Have you or CH done anything differently (within homes and throughout campus) because of these experiences?
- Permanency (addressing research questions one and three)
  - ☐ How long are children allowed to stay here?
  - ☐ Are children encouraged to stay the maximum amount of time?
  - ☐ Is it common for children to stay the maximum amount of time? Why or why not?
  - ☐ Generally, at what age do children come and how long do children stay here?
  - ☐ What kinds of connections are maintained if children leave the home? How is this done?
  - ☐ What feelings are displayed when children leave the home? By children? By staff?
- Well-being (addressing research questions one and four)
  - ☐ What steps does CH take in general take to improve children's well-being?
  - ☐ In general, what is the level of satisfaction for the children who live here? How is this assessed?
  - ☐ In general, how do children fare academically? Socially? Emotionally? How is this assessed?
  - ☐ Do you have any connections with alumni?
  - ☐ If yes, what is the nature of this connection?
  - ☐ If yes, can you tell me generally how alumni are faring?
- Other (addressing research question one)
  - ☐ Where do funds come from to support the work of CH?
  - ☐ Who or what do you look to for supporting the mission of CH? For your personal well being in this position?

### WHAT IS IT LIKE FOR CHILDREN WHO LACK ADEQUATE FAMILY CARE TO LIVE AND GROW UP IN A MODERN:

Children's Hope  
 Alternative Care Format  
 Privately Funded  
 Focus on the Child  
 Who SSV HOMES Serves  
 Know who we can help  
 Age Group and Siblings  
 Permanent/Temporary  
 Reasons for Placement  
 Location Entities and



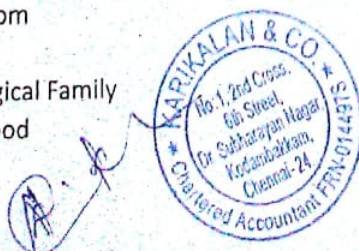
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Description  
 Central Campus  
 Geographic Locale  
 Grounds and Facilities  
 Interior Buildings  
 Ranch  
 Outdoor  
 Indoor  
 On-site Staff  
 Executive Director  
 Job Description  
 Social Workers  
 Houseparents  
 Relief Houseparents  
 Work Groups  
 Sponsors

A Community and Family: cottages and campus  
 The Cottage: A family  
 Environment  
 CH mimics a family  
 Composition  
 Central Campus Cottages  
 Ranch Cottages  
 Houseparent  
 Job Description (technical definitions and details)  
 Relief  
 Purpose: Normal Parent  
 Unconditional love  
 Education  
 What's Best for the Child  
 Help them grow  
 What it's like:  
 Learning Curve  
 Engulfs your life  
 Controlled Freedom  
 Caregiver Personality  
 Children  
 Personalities  
 Living situation  
 Positives:  
 Alternative Responsibilities  
 Outdoors Freedom  
 Animals Games  
 CH Family Biological Family  
 Support/Care Food



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Friends

Everyday family experiences

Negatives:

CH Events

Moving

Boredom

People

The Campus: A community

Environment

Advantages

Disadvantages

A Day in the Life

Daily Routine

Get up and ready

Ranch

Central Campus

Meals

Ranch

Central Campus

Work/Jobs

Ranch

Central Campus

Play

(inside)

Ranch

Central Campus

Play (outside)

Ranch

Central Campus

Chores

Directed

House

Outdoor

Animals

Frequency

Hobbies

Career Puzzles

Relaxed Music

Physical Activity/Sports Read

Puzzles Arts and Crafts

Animals

Arts and

Crafts

Electronics

Ranch



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Central Campus  
 Animals  
 Ranch  
 Central Campus  
 Activities/ Appointments  
 Ranch (assume also Central Campus)  
 Shopping  
 Ranch  
 Central Campus  
 Transportation  
 Ranch (assume also Central Campus)  
 Go Out  
 Varies  
 School  
 Options: Public, Private, Homeschooled  
 Perceptions  
 People: Friends and Adversaries  
 Outside the House  
 Education  
 Teaching Methods  
 Teacher Effort  
 Achievement  
 Subjects  
 Like  
 Dislike  
 College  
 Volunteer  
 Formal Organization  
 Opportunity Arises  
 Camps Donated Events

#### HOW IS SAFETY ADDRESSED?

Children's Perception of Safety  
 Ranch  
 Geographic location  
 Security  
 Dogs  
 Looked After/CH Family  
 Age  
 Other  
 Campus  
 Perception Safe because of:  
 Familiarity  
 CH Family  
 Security  
 Unsafe because of:



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Strangers Gangs  
 Petty Theft  
 Trespassing  
 Unsafe location/neighbourhood/environment  
 Destruction of Property  
 Feel Safest  
 Geographic  
 Here  
 Ensuring Safety  
 Preventative Measures:  
 Security Measures  
 Health/Medical  
 Regulations:  
 Cottage  
 Animals  
 Transportation  
 Cottage Composition: Gender Segregation  
 Responsive Measures  
 Aware -> Respond  
 Supervision  
 Count  
 Safety for themselves  
 Safety from others  
 Accountability (-> = held accountable to)  
 Organization -> Government Departments, External Organizations,  
 and Community  
 Staff -> Staff Hierarchy  
 Children -> Staff  
 Visitors -> Organization

#### HOW IS PERMANENCY ADDRESSED?

Children's Perspectives/Wishes:

Live Anywhere

Geographic locale

Here

Live Anyone

Biological/Reunification

CH Family

Don't Know

Reasons for Stability

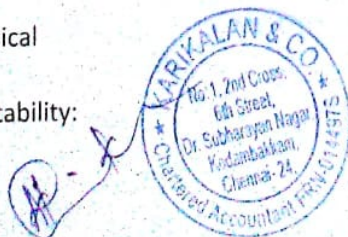
Long-term care

Length of Stay

Consistent Physical

Location

Reasons for Instability:



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Moving from SSV HOMES:

Temporary Care

Voluntary Placement: Family

Reunification

Sponsors

Moving within SSV HOMES:

Safety

Well-being

Logistical

Unique Forms of Stability and Instability

Houseparents

Stability and Turnover

SSV HOMES Family

Alumni Association

SSV HOMES Changes

HOW IS WELL-BEING ADDRESSED?

Transformation: A Slow Evolution

Where they come from...

Previous living environments

Broken Homes

Neglect and Abuse

Drugs, Alcohol, and Jail

Kinship Care

Low Expectations

Food Insecure

Well-being Upon Arrival

Developmental Delays

Socially/Emotionally Malnourished

Arrival (from the perspective of children)

Where they are now...

Current Residents:

Psychological Well-being

Psychological Diagnosis

Physical Well-being

Social Well-being

Friends

CH Family Identity

CH Organization Identity

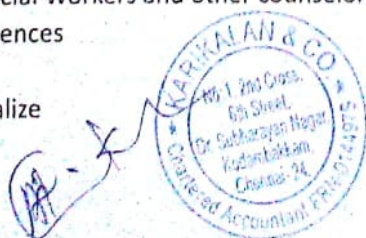
Emotional Well-being

Access to CH Social Workers and other counselors

Handling Experiences

Positive

Share or Internalize

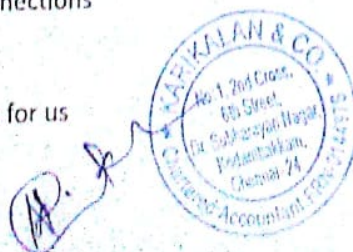


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Disagreements  
 Fight Back  
 Walk Away  
 Involve Parents: Mediators  
 Keep it to myself  
 Work It out yourself  
 Compromise  
 Stay Angry/Ignore  
 Worrying  
 Share or Internalize  
 Academic Well-being  
 Future Career  
 Personal Attributes/Passion  
 Following Footsteps  
 Success or Failure  
 Work Ethic  
 Financial Concerns  
 Available Opportunities  
 Assessment of Well-being: Care Plans  
 Alumni:  
 Career  
 Family Life  
 Material Success  
 Cycles Broken  
 Depends  
 Reasons for Change:  
 Provided for (basic necessities met)  
 Relationships  
 Caregivers  
 Parenting Style and Personality  
 Embodiment of Care  
 Family  
 Pride in Accomplishments  
 Spending Time/Interacting  
 Reaching Out and Helping  
 Listening and Communicating  
 Physical Affection  
 Spend Personal Money  
 Stability  
 Feel Special  
 Another Chance  
 Maintaining Connections  
 Sacrificing  
 Trust  
 Supportive/Here for us  
 Love and Care



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Siblings: SSV HOMES Family  
 Administrative Staff  
 Biological Families  
 Siblings/Cousins  
 Parents  
 Friends  
 His Children -> His Children  
 Administrative Support to Staff and Children  
 Houseparent Staff to Children  
 Giving Back  
 His Children -> God

Teaching God's love  
 Encourage spirituality  
 Formal/Informal  
 Group/Private  
*Churchship places*  
 attendance/involvement  
 perception  
 youth group  
 message received  
 dislikes



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### Cost of Estimation of the Project:

S.No.	Details of Permanent Expenditures	Cost of Expenditures
1	Building Construction Separately for boys & Girls Including Cost of Play Ground Development of Play Ground, Library, Builds, Staff Quarters, Halls, roads And etc.,	150000000
2	Buses- 10 Numbers @ Rs.15,00,000x10Nos.	15000000
3	Other Vehicles	5000000
4	Library books and Materials	10000000
5	Audio & Visual Aids	18000000
6	Furniture's & Fixtures	50000000
7	Cost & Beddings	25000000
8	Compute, Telephone and Other Accessories	1000000
9	Sports Materials	500000
10	Utensils Including Cooking Materials	1500000
11	Salaries to Hostel Superintend 1No. @Rs.15,000permonthx12Months=Rs.180,000x10Years	1800000
12	Salary to Deputy Hostel Superintend 1No. @Rs.12,500permonthx12Months=Rs.150,000x10Years	1500000
13	Accountant/Accounts Clerk 5Nos. @Rs.12,000permonth=Rs.42,500x12months=Rs.5,10,000x10Years	5100000
14	Receptionist/LOCs. 5Nos. @Rs.6,500permonth=Rs.32,500x12months=Rs.3,90,000x10Years	3900000
15	Drivers 15Nos. @Rs.15,500permonth=Rs.2,32,500x12months=Rs.279,000x10Years	27900000
16	Store Keeper 3Nos. @Rs.15,500permonth=Rs.46,500x12months=Rs.5,58,000x10Years=Rs.55,80,00	5580000
17	Security Guard 15Nos. @Rs.15,000permonth=Rs.2,25,000x12months=Rs.27,00,000x10Years	27000000
18	Cooks & Cook Assistances 10Nos. @Rs.10,000permonth=Rs.1,00,000x12months=Rs.12,00,000x10Year	12000000
19	sPeon/Office Assistances 25Nos. @Rs.8,000permonth=Rs.2,00,000x12months=Rs.24,00,000x10months	24000000
20	Teachers/Technical Staffs 40Nos. @Rs.25,000permonth=Rs.1,00,000x12months=Rs.12,00,000x10Years	120000000
21	Others 5Nos. @Rs.1,00,000permonth=Rs.50,00,000x12months=Rs.6,00,000x10Years	6000000
22	Diets 1000Nos. @Rs.3000permonth=Rs.30,00,000x12months=Rs.3,60,00,000x10Years	360000000
	Total {In words Eighty Seven Crores Fifty Seven Lakhs Eighty Thousands Only	87,07,80,000

At the time of project implementation each and every estimated casts should be calculated By the professional models and approvals of government forms and norms.

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SCHEDULE-A:	Total Cost
LAND PPURCHASE ANND DEVELOPMENT	15 50 00 000
<b>PARTB:</b>	
SAI SAKTHI VINAYAGA HOMES	
i) Total Fixed Capital	35000 000
ii) Total Working Capital	200 00 000
GREEN PLANTATION	250 00 0000
Program-PARTC:	
MEDICAL AND HOSPITALISATION	3 00 00 000
<b>Program-PARTD:</b>	
Para Medical Institute	2 50 00 000
Child Health Programs inside	25000 000
Free Medical & Health Awareness Program	400 00 000
Miscellaneous and Administrative Expenses	7720 000
<b>SCHEDULE-B:</b>	
Buildings, Administrative and Living Things	8707 80 000
Total Cost For Each District	123,35,00,000
Total 32 Districts in Tamil Nadu	3947,20,00,000
32X1,23,35,00,000 =	

**Summary & Total Cost of A ProT** Total Cost of the Project all over in Tamil Nadu Rs.3,947/- crores ( in words Three thousand Nine Hundred Crores only). *fourty Seven Crores Only.*

### **Elementary Dyamics:**

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As Trust took shape, its trustees deliberated on the policy aspects and decided to adopt a board framework; i.e. The Trust was no undertake projects that were too large for individuals to handle and each of these projects had to be relevant to the country's welfare. With this mind, the Trust mandated to:

- \* Maintain and support educational institutions and Hospitals.
- \* Provide Disaster relief in case of national calamities such as Famines, Pestilence, Fires, Tempests,
- \* Floods, Earth Quakes and Etc.,

Vinayaga Trust Established in the year 2012 on by T K P ASOKAN, BSC., B.Pharm., and the eponymous Trusts one of India's Future, Non-Sectarian Philanthropic Organizations. Its vision proactive philanthropies catalyzed development across the nation, while all its initiatives have had contemporary relevance.

Vinayaga Trust Institutions and dedicated staff continue to steady expand and provide better services to the marginalized people in the society in order to empower them.

T K P ASOKAN believed in the constructive application of his nation future. The Funds were to be directed towards the advancement of learning and research, relief work and other charitable purposes nationality or creed.

**VINAYAGA TRUST**

*[Signature]*  
FOUNDER / PRESIDENT / MANAGING TRUSTEE

