



UNDERSTANDING ATTITUDE OF THE SCHEDULED CASTES AND SCHEDULED TRIBES PARENTS TOWARDS EDUCATIONAL RIGHTS OF THEIR CHILDREN

Dinesh Chahal¹, Ph.D. & Raj Kumar²

Assistant professor¹

²M.Phil. Scholar, Department of Education, Central University of Haryana

Abstract

Education is the right of the every individual. It has been inserted in the Article 21-A of the Indian Constitution that every child will get free and compulsory Education under the age of six to fourteen years. The aim of the present was to know the understanding attitude of the Scheduled Castes and Scheduled Tribes parents towards the Educational rights of the children. The researcher took the sample of 60 parents from rural area of district Udhampur of Jammu and Kashmir, which consist of thirty fathers and mothers. Self-made interview schedule was used in the study. The objective of the study was to know the awareness among the Scheduled Castes and Scheduled parents, so that some intervention can be given to meet the educational needs and Educational rights of the children. Self-made semi-structured interview schedule was used by the researcher in for data collection. The analysis was made by using simple percentage method. This was the qualitative study which conducted to explore the understanding attitude among parents. The findings of the study reveals that most of the fathers and mothers gave favourable responses which means they are aware about accessing the children to school. They have the positive and favourable attitude towards Educational Rights of their children. They also know that how to avail the educational facilities to access the school



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Introduction

Education is the right of an every individual. It has been recognized in the various national and international treaties such as, United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981) in India, it has been inserted in the Article 21-A of the Indian constitution that Every children should access to education as it is the right of an every child to get free and compulsory Education under the

age group of 6-14 years. These entities affirm that education is to be given to promote the value of human rights, it is the aim the Education that it should promote personal development, and should make individual able to contribute to the society, develop understanding, friendship and tolerance. The aim of right to Education is not only to access Education to all but to eradicate all the imbalances related to access to education and to eradicate the discriminative attitude in all the Educational level. In addition there is need for the fulfilment of the Educational, civil, rights related to health and care, rights to related to sexual offences, so that the goal of Education for all (EFA) with quality Education can be achieved. . (UNICEF 2010). As 86th amendment of the constitution laid the provision of the free and compulsory Education of all the children till the age of 6-14 years, it has also laid provision in the Article 51- A that imposes a fundamental duty upon parents or guardians to provide opportunities for education of their children/wards between the ages of 6 and 14 years.

Objectives of the study

- To know the Understanding attitude of Scheduled Castes and Scheduled tribes parents towards Educational Rights of their children.

Research question

- Whether the mothers and fathers are aware about the Educational rights of their Children
- What type of understanding attitude parents have towards the Educational rights of their children.

Population and sampling

The population of the study was all parents of marginalized children of rural area/backward area of District Udhampur of Jammu and Kashmir. The researcher took the sample from marginalized population which included Schedule caste and Scheduled tribe parents. The researcher considered the parents of Elementary School students as sample. The researcher considered the District Udhampur in which the researcher taken the three villages of rural area as a sample on the basis of purposive sampling. The researcher took the sample of 60. The researcher considered 30 mothers and 30 fathers as sample.

Tool used

Self-made semi-structured interview schedule was used by the researcher. The schedule consists of seventeen items regarding Educational rights of the children.

Statistical technique

Simple percentage method was used by the researcher to calculate the percentage of favourable and unfavourable attitude towards Educational rights of the children. The researcher used the method of content analysis.

Analysis and interpretation

After analysis and interpretation of the data:

1. It was found that 80% of fathers and 86 % of mothers have favourable and positive attitude towards children about engaging the children of below fourteen years at some factory, shop or other places.
2. It was found that 100% of respondents took into consideration the Educational needs of the children and they have positive and favourable attitude.
3. It was found that all parents have favourable responses and all are aware about enrolling the children and Educating them as possible for them but Illiteracy and poor Economy condition is the threat for them.
4. It reveals that 53.34% of fathers and 33. 34% of mothers are aware about the School management committee and its work
5. It was found that 100% of the fathers and mothers have favourable responses to admit the children in the school.
6. It may be concluded that all the parents have favourable responses with regard to partiality made by teachers while giving the marks in examination to children
7. It may be concluded from the analysis that all the parents are aware about the administration for admission in the school. They also know that where to complaint if administration refused to admit their children in the school.
8. It was found that 93.34% of the fathers have positive and favourable attitude to educate all the children whether he/she is disable or physically handicapped.
9. It was found that 63.34% of fathers and 83.34% of the mothers have favourable and positive attitude towards the participation of girls in games and sports.
10. It was found that 93.34% of fathers and same as 93.34% of mothers have positive and favourable attitude towards the enrolment of children in school at appropriate age.
11. It was found that 100% of mothers and fathers have favourable attitude to perform their roles and responsibility regarding the Education of their children.
12. The findings of the study also reveals that 63. 34% of the fathers and 83.34% of mothers have favourable responses about the mid-day meal scheme and 36.67% of the fathers and 16.66 % of the mothers have unfavourable responses.

13. It was also found that 93.34% of the fathers and 83.34% of the mothers have favourable responses and positive attitude and they also encourage the children to participate in the co-curricular activities

14. It was found that 100 % of fathers and mothers have favourable responses towards matters related to punishment of children by teachers in school.

15. It was also found that 93.34 of fathers and also 93.34 of the mothers have favourable and positive attitude towards sending their children to school daily.

Discussion and conclusion

Discussion of the result (Awareness towards Educational Rights): Educational rights of the children needs to be considered for their proper intellectual and economic development. As the researcher tried to check the awareness of parents towards Educational rights of their children that most of the fathers and mothers gave favourable responses which means they are aware about accessing the children to school. They have the positive and favourable attitude towards Educational Rights of their children. They also know that how to avail the educational facilities to access the school. Educational rights of the children need to be considered for their proper intellectual and economic development. As the researcher tried to check the awareness of parents towards Educational rights of their children, 86.67% of the fathers and 83.87% of mothers gave favourable responses which means they are aware about accessing the children to school. They also know that how to avail the educational facilities to access the school. As these Parents said that *“we do not want to engage our children in the factory, shop and other places but we do feel problems sometimes to meet the needs of children i.e. pens copies, uniform etc.”* Along with this it has been analyzed from the responses of the respondents (parents) that Poor Economic condition of the family or parents could be the reason for not enrolling their children in the school as well the reasons of drop out. But it can be discussed here that all parents the researcher has interviewed were most of illiterate but their attitude towards Access to School is positive and they want to send their children in the school having quality Education, and have well qualified teachers. It reflects in the discussion that if some Appropriate Financial Assistance is given to them, they will make their children a well Educated and prosperous citizen of the country. Parents and teachers should play their role as lover and mentor in order to ensure the best future of their child (Gupta & Lata 2013). Parents should have positive attitude towards schooling and education of children (Samal & Patnaik 2012). Parents have favourable and positive attitude towards schooling and the Education of their children. As the percentage of responses for Access to School which are unfavourable comprises of 13.34% of fathers and 16.13% of

mothers that there is a need of awaking them about importance of Education and Educational Rights of their children and providing them facilities whether it is financial and special provisions.

The constitution has provision for the protection of rights of the children. As per the Discrimination against children in concerned, parents needs to be awaken so that their children cannot be the victim of discrimination whether it is in school or in other places which affect the Education of their children. Only 27% of teachers were found highly aware about the rights of their children (Sathiyaraj & Jayaraman, 2013). It can be discussed here that teacher needs to very aware so that every right of the child can be protected and then there will not be any discrimination against children and teacher is the best agent of awaking the parents regarding rights of their children. 93.34% of the fathers replied that one should educate all the children whether he/she is disable or physically handicapped. All the respondents replied that they do not have any disabled and physically challenged children. Further some of respondents replied *“For mothers and fathers, there is no distinction between normal and disabled children”*. But 6.67 % of the fathers replied that there is no need of educating the disabled and physically handicapped. They replied that, physically handicapped cannot do a normal children can do. As per the attitude of parents (6.67 %) towards Education of the Disabled is unfavourable. There is a need of awaking them by every important stakeholder like panchayat members, District administration as well the state government. Along with this 36.67% of the fathers and 16.67% have unfavourable responses regarding the participation of girls in games and supports which is also the matter of discrimination against girls child. The family and societal myth needs to be changed so that there would not be any discrimination girls.

Parental Involvement is very crucial in the Educational Achievement of the children and quality of education can be possible by involving the parents in the system. Parents are the first and foremost protector of the rights of their children (**Driessen&Slegers, 2005**). Educational Care of Child is the Part of the Parental Responsibilities. Parental support and family is one of the best institution for the success of the children in the school. Home, school and CWS as social institutions have their own acts and two of them have their own professionals with responsibility for the child’s education. It is the duty of all the stakeholders to protect the rights of the child (**Hansen, 2012**). As in the present study 93.34% of fathers and same as 93.34% of mothers are aware about the appropriate age for the enrolment to school is the good indicator which can become the right path of the progress of the children. Some of them replied that one should enroll his/her ward at the age of four years because it

will help the child to get acquainted with the school environment. This can be discussed here that it is the responsibility of the school management committee to make aware the villagers about Educational rights of the children. As per the mid-day meal scheme is concerned it can be analyzed from most of the respondents that *“we are not allowed to cook the mid- day meal because we are scheduled castes and scheduled tribes”*. It is evident to say that school management committee and Panchayat should ensure these types of threats in the school. In this way it has been analyzed that 36.67% of the fathers and 16.66 % of the mothers opined that they never visited the school. They do not know, what the purpose of introducing mid-day meal scheme. Equal proportion of both fathers and mothers were having high knowledge and attitude of child rights. Most of fathers and mothers are aware about their roles and responsibilities. Parents of urban area of Jammu are aware about their roles and responsibilities towards the child (Arora & Jasrotia 2012). Along with this it found in the present study that Majority of the parents in rural area are also aware about their roles and responsibilities towards the Education of their children. And the results of present study revealed that 6.67% of both mother and father was of the opinion *“if the children are not getting good education so there is no need to send them in the school, It is better for them to work at home than wasting time in the school”*. Some of the mothers and fathers replied that they cannot afford uniform and other stationary items because of which students remain absent for some days. In this way it can be discussed that again threat comes is, Even the parents are highly aware about their roles and responsibilities but poor Economic condition becomes the threat in delivering all the facilities and meeting all the needs of the children. As some of the opinion (6.67%) of the fathers and 16.67% of the mothers that children should not participate in other activities. They should concentrate on their study only. If they participates in the other activities then they will lack in academics. In this context it is necessary to say that school should awaken the parents about it. So it is the responsibility of the parents to encourage the students to participate in the other activities which can help in the all-round development of the children. Children’s rights can be protected by taking care the needs and requirement of the children in the family and parents can play a crucial role in this regard (Carolyn L. Scholz (2011). At all it can be analyzed from these studies that role of parents is crucial to access the Educational Rights.

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