

## Towards Understanding the Underlying Constraints in Gaining the Goal of Education by Scheduled Caste and General Caste Students

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**KEYWORDS** School Education. Constraints. Scheduled Caste Students. General Caste Students. Dropouts. Stagnation

**ABSTRACT** Emphasis on human rights has been rightly made to commence its journey from the starting block by embracing the logical necessity of safeguarding inalienable rights of the children vis-à-vis education and more importantly primary education. The path to achieve the above enshrined goal is strewn with hindering obstacles embedded in our social structure characterized by confounding deep and wide social division and skewed distribution of income. This article aims at finding socially influencing factors for the discovered symptoms of "non-attendance/low attendance" and "wastage," which indeed become both "cause and effect" of underdevelopment. As a result, a serious duty is cast upon the Government to play a driving role to ensure a friction free path for primary education for the purpose of attaining the desired goal.

### THE BACKGROUND

In recent years the overall position of children has been the subject of discussion. A great variety of initiatives of the improvement of the social position of the child, emerging from different disciplines, have arisen on a national and international level (Verhellen and Spiesschaert, 1989). More and more rights of self-determination have been awarded to children. This trend is becoming stronger and stronger in all sectors of societies. The evolution of children's rights in education, therefore, is a reflection of broader macro-social dynamics (Verhellen, 1996: 132). Nevertheless, education is very important sector because children not only spend a great deal of their time in it but also it is an instrument of socialization. The idea of "rights" with regard to children in matter of education is very new and therefore, many have not got used to this idea. Fifty years ago it would still have been unthinkable to challenge a decision made by a school headmaster concerning, for example, school expulsion, corporal punishment and examination results. Today, case law concerning matters of education is being passed in favour of the minor student both at national and international levels. Educational principles no longer have sovereign authority, but they have to stand to the test of human decency and justice with regard to the children.

The relation between education and the rights of the child displays several aspects, each of which is far more comprehensive than would be

expected. Education and children's rights share major common grounds: First, the right to education; secondly, right *in* education and finally, rights *through* education. These common grounds have already been established in several national and international rules. However, thanks to the UN Convention on the Rights of the Child of 1989, they now get extra legal basis. All the ratifying countries, including India, are now bound to these rights and all which follow. When a State party ratifies the Convention, its educational institutions are bound to fulfill three main tasks. This means Articles 281 and 292, which deal in particular with the technical and internal organization of education have to be observed. There are stipulation regarding organizational-technical aspects of education: e.g. the non-discrimination principle; free education; assurance that primary education is made free and compulsory; the parents' right to choose education in accordance with their religious and philosophical beliefs. In UN Convention on the Rights of the Child (CRC) we find these stipulation under Article 28. There are also stipulations with respect to the general aims of education: e.g. and orientation towards the development of the personality to its fullest potential, according to everyone's capacities; the promotion of an active and responsible participation in social life; respect for natural environment; understanding and friendship among all nations; and most of all, the development of a fundamental respect for human rights contains these aims.

Several studies have shown that not everyone is given the same opportunities in education. Phenomena such as early dropout rates, school absenteeism, and unsuitable curriculum refer to a poorly adjusted educational system concerning content as well as practices. There is still no equality of access to certain forms or levels of education. Studies have pointed out that, despite democratization-efforts, children from the lower strata are to a much lesser extent represented at any level of education. The ultimate aim of education as put in Article 29.1 of the Convention (“the development of the child’s personality, talent, and mental and physical abilities to their fullest potential”) too often differs from reality and, in fact, has not been defined operationally in school communities.

Education is a process of systematic instruction towards the development of mental facilities and moral character. Naturally, therefore, educational attainment must encompass the accomplished and achieved attributes of education like skill, knowledge and character building. These are used to discover the extent of knowledge or skill, which has been acquired and retained by a student.

When we see education as a “process,” it obviously implies that there must be participation to gain the fruit out of it. Therefore, the school education kick-starts with enrolment, proceeds with continuance and carried further with promotion from one grade to another and this operation is sequentially repeated to get the process going to wend it’s way through different levels of education.

Educational attainment in respect of children has neither been identical nor uniform. Not all the children have been brought up under identical and uniform socio-economic conditions nor problems and prospects are similar in every family type. In this regard, social scientists have found out an array of factors that influence, induce and impel educational attainment. These are: (a) environment at the macro-level, (b) Parental attitude towards education, (c) environment at micro-level (family level) and (d) economic condition of the family. These factors are merely illustrative but not exhaustive.

## OVERVIEW OF LITERATURE

A study conducted by Prakash (1979: 29-36) highlights the economic and the family

conditions as major influencing factors in academic achievement of the children. Thompson (1969: 179-182) has observed that differential educational attainment that exists within various communities is due to unequal economic status of the parents and lack of motivation for education. He also laid emphasis on the due “reward” for the disciplined students and “punishment” for the erring ones, which would contribute towards healthy management of education of the children. It is a fact that when reward recognizes ability, aptitude and talent, it positively contributes to the cause of education. Byrne and Williamson (1972: 71-87) broadened the base of causal factors when they emphasized that variation in educational resources is the main determinant for variation in educational attainment. They used the term “educational resources” broadly to include various educational facilities of different educational agencies along with the social ecology of community.

As a matter of fact every nation wants its population to be literate through primary education. Primary education unlocks the way to higher education, science and technology. Rigorous and constant efforts of our state and national governments have made some level way in the field of education. At present literacy drive is a major programme of significance. Literacy is defined by the census as the ability to read and write in language.

Even with simple definition as this, the general literacy rate in India, which was 16.7% in 1951 increased to 52.21% in 1991. The female literacy rate increased from 7.9% to 39.29% during the same period. Figures on literacy indicate that 60.58% of India’s female population (this include girls in the age group 6-14 years) is illiterate as against only 36.14% males (Census Hand Book of India, 1991).

As per 1991 census 36.78% of scheduled caste population is found to be literate in Orissa, which is nearly at par with national level (37.41%). The total literacy rate among scheduled caste being 36.79% and female literacy rate was only 20.74% (District Statistical Hand Book, 1995).

The state Orissa ranks 23<sup>rd</sup> position at national level in literacy. In Orissa dropout rates among scheduled caste females were higher than the national average. Of every 100 SC female students taking admission in class I, majority of them (77.27%) did not complete their 8-year of

schooling and dropped out before completing the primary education (Pandey, 1993: 75).

Dealing with the causes of dropout Budhupriya (1995: 37) states, “reasons given by parents for not enrolling a child in the school or withdrawing him/her from the school range from the expense of schooling, need of child help financially or with regard to house work and looking after younger children”.

As postulated by Roy (1997: 312) an important cause of dropouts is the low retaining capacity at post primary levels, which affect the educational development and literacy rate. Sharma et.al. (1978: 38) states that alcohol and other drug abuses are seen further as a factor associated with child abuse, high dropout rates, truancy and general “unruliness”. Wastage is regarded as withdrawal or dropping out of the students before completing a given course. Generally when a student takes more than one term to pass a class it is considered as a case of stagnation (Srivastava, 1971)

Poor family generally needs the working hands of the younger children. The parents turn a blind eye towards their children’s education. Sometimes it may so happen that they snatch away the precious childhood of their own children because of ignorance and poverty. Ultimately, this may result in discontinuing school (Babu, 1998: 269). Budhupriya (1995: 137) emphasized that many of scheduled caste children are kept at home because their parents need their children’s economic assistance. They are too young to take up the physical labour for which their health and education are affected adversely.

In the early phase of life the child steps into the formal education institution for the acquisition of elementary knowledge and he also carries it further for his better academic advancement in life. We call the aforesaid phenomenon as enrolment in the school system. When one is enrolled in the school he has to attend the classes regularly according to the scheduled hour of the school. Regularity of attendance is the index of willingness of young mind to read and its continuity at least four to five years is the gift of the primary education, which makes an individual merely literate. Therefore, the role of attendance in the school system can never be ignored.

Given primary education as the starting block, we now set-out the following objectives:

To find out reasons for non-attendance/low attendance of scheduled caste (hereafter

SC) and general caste (hereafter GC) sample students; and

To examine differential rate of stagnation and wastage of the sample SC and GC students.

## METHODOLOGY

Data were collected through structured and unstructured interview, observation and case study methods. The interview schedules were prepared, pre-tested and suitable modifications were made therein. Secondary data were also collected from various government records in order to supplement our analysis.

Five M.E. and five High schools were selected on the basis of high concentration of SC students. All SC students (above 10 years of age) from these schools who were reading in Class-VI and above were selected as sample respondents for data collection. Of the 259 SC students in the sample schools, data were collected from 250 SC students, as 6 were not available during the course of the fieldwork and 3 other did not cooperate with us despite our best possible effort. Accordingly 250 GC students from the same educational grades with the same gender break-up were selected on a random basis for a comparative analysis.

## ANALYSIS

**Attendance:** For this purpose of calculating attendance, the attendance registers of the sample schools were verified and working days of the previous year were noted. The number of working days attended by the sample SC and GC students in that particular year was considered for calculating the percentage of their attendance. Both SC and GC students are classified on the basis of their daily attendance in the school into four categories, viz. ‘a’, ‘b’, ‘c’, and ‘d’.

Table 1 reveals that 48.66%, 19.33%, 14.66% and 17.35% of SC boys are from ‘a’, ‘b’ and ‘c’ and ‘d’ categories of attendance respectively. The percentages of attendance of SC girls for the corresponding categories are 62%, 18%, 9% and 11% respectively. It is observed that more number of SC girls compared to SC boys have “70% and above attendance”. Students having below 60% attendance (‘d’ category) are found more among SC boys (17.35%) compared to SC girls (11%).

The trend shows that the SC girls are more regular than boys in attending their classes.

Table 1 also shows the same trend in case of GC students. Here also girls are more regular than boys in attending their classes. The table reveals that 62.66%, 14.66%, 22% and 10% of GC boys fall in 'a', 'b', 'c' and 'd' categories of attendance respectively. The corresponding percentages of attendance for the GC girls are 58%, 21%, 12% and 9% respectively. When a comparison is made between the attendance between the SC girls and GC girls, we did not find much difference (Table 1).

Different reasons for the irregular attendance of SC students, as given by the teachers, parents

**Table 1: The percentage of attendance of the sample respondents**

| Attendance Category | $N_1 = 250$     |           | $N_2 = 250$   |           |
|---------------------|-----------------|-----------|---------------|-----------|
|                     | Scheduled caste |           | General caste |           |
|                     | Boys            | Girls     | Boys          | Girls     |
| 'a'                 | 73 (48.66)      | 62 (62.0) | 79 (62.66)    | 58 (58.0) |
| 'b'                 | 29 (19.33)      | 18 (18.0) | 22 (14.66)    | 21 (21.0) |
| 'c'                 | 22 (14.67)      | 9 (9.0)   | 33 (22.00)    | 12 (12.0) |
| 'd'                 | 26 (17.35)      | 11 (11.0) | 16 (10.0)     | 9 (9.0)   |
| Total               | 150             | 100       | 150           | 100       |

**Abbreviations:**

'a' = students attending more than 70% of classes

'b' = students attending 65% to 69% of classes

'c' = students attending 60% to 64% of classes

'd' = students attending below 60% of classes

and the students themselves, were recorded. The most important factor for the irregular attendance of the girls is their engagement in various household activities. Identical comparison is also made at the level of performance of the students of both categories. Relevant data on the continuance of education in respect of GC and SC students were collected and tabulated in Table 2 and 3.

**Dropout:** Enrolment is one of the foremost aspects of educational attainment. Next to enrolment is whether the child completes the academic year or withdrawn from the school in the middle of the session. Dropouts are hidden in the current academic session. They figure out in the next academic session as they leave the school due to one or the other reason.

Given below are some of our observations relating to dropouts in the sample schools:

In case of SC students the dropout rate increases with the increase in the level of education. However, no great variation at the dropout rate is observed in respect of GC students at different levels of education, viz. upper primary, middle education and high school levels.

The percentage of dropouts in respect of SC students stands at higher than that of the GC students at different levels of education.

The percentage of dropouts in respect of GC students is slightly higher at the upper primary

**Table 2: Rate of Stagnation among students in terms of gender and school (scheduled caste) [figures collected from school records]**

| Year               | Classes | Schools      |             |              |             |              |              |              |             |              |              |
|--------------------|---------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|--------------|
|                    |         | 1            |             | 2            |             | 3            |              | 4            |             | 5            |              |
|                    |         | B            | G           | B            | G           | B            | G            | B            | G           | B            | G            |
| 1991-92            | VI      | 8<br>(100%)  | 5<br>(100%) | 11<br>(100%) | 8<br>(100%) | 32<br>(100%) | 19<br>(100%) | 11<br>(100%) | 8<br>(100%) | 18<br>(100%) | 11<br>(100%) |
| 1992-93            | VII     | 7<br>(87.5%) | 3<br>(60%)  | 10<br>(90%)  | 7<br>(87%)  | 25<br>(78%)  | 12<br>(63%)  | 9<br>(81%)   | 7<br>(87%)  | 13<br>(72%)  | 7<br>(63%)   |
| 1993-94            | VIII    | 5<br>(71%)   | 1<br>(33%)  | 9<br>(90%)   | 5<br>(71%)  | 19<br>(76%)  | 9<br>(75%)   | 9<br>(100%)  | 6<br>(85%)  | 11<br>(84%)  | 5<br>(71%)   |
| 1994-95            | IX      | 3<br>(60%)   | 1<br>(100%) | 8<br>(88%)   | 4<br>(80%)  | 18<br>(94%)  | 6<br>(66%)   | 6<br>(66%)   | 3<br>(50%)  | 9<br>(81%)   | 4<br>(80%)   |
| 1995-96            | X       | 2<br>(66%)   | 1<br>(100%) | 6<br>(75%)   | 3<br>(75%)  | 17<br>(94%)  | 5<br>(83%)   | 5<br>(83%)   | 3<br>(100%) | 8<br>(88%)   | 4<br>(100%)  |
| Rate of Stagnation |         | 6<br>(75%)   | 4<br>(80%)  | 5<br>(45%)   | 5<br>(62%)  | 15<br>(46%)  | 14<br>(73%)  | 6<br>(54%)   | 5<br>(62%)  | 10<br>(55%)  | 7<br>(63%)   |

**Abbreviations:**

1. Bidanasi UGME and High School

2. Dagarpara UGME and High School

3. Rajabagicha UGME and High School

4. Badambadi UGME and High School

5. Khananagar UGME and High School

**Table 3: Rate of Stagnation among students in terms of gender and school (general caste) [figures collected from school records]**

| Year               | Classes | Schools     |             |               |               |              |              |               |              |              |              |
|--------------------|---------|-------------|-------------|---------------|---------------|--------------|--------------|---------------|--------------|--------------|--------------|
|                    |         | 1           |             | 2             |               | 3            |              | 4             |              | 5            |              |
|                    |         | B           | G           | B             | G             | B            | G            | B             | G            | B            | G            |
| 1991-92            | VI      | 9<br>(100%) | 4<br>(100%) | 54<br>(100%)  | 44<br>(100%)  | 94<br>(100%) | 79<br>(100%) | 113<br>(100%) | 87<br>(100%) | 38<br>(100%) | 19<br>(100%) |
| 1992-93            | VII     | 8<br>(88%)  | 3<br>(75%)  | 52<br>(96%)   | 41<br>(75%)   | 92<br>(97%)  | 68<br>(86%)  | 97<br>(85%)   | 83<br>(95%)  | 37<br>(97%)  | 17<br>(89%)  |
| 1993-94            | VII     | 5<br>(62%)  | 2<br>(66%)  | 48<br>(92%)   | 32<br>(78%)   | 78<br>(84%)  | 61<br>(89%)  | 89<br>(91%)   | 69<br>(83%)  | 36<br>(97%)  | 15<br>(88%)  |
| 1994-95            | IX      | 3<br>(60%)  | 1<br>(50%)  | 42<br>(87.5%) | 29<br>(90%)   | 72<br>(92%)  | 59<br>(96%)  | 88<br>(98%)   | 62<br>(89%)  | 29<br>(80%)  | 13<br>(86%)  |
| 1995-96            | X       | 3<br>(100%) | 1<br>(100%) | 39<br>(92%)   | 28<br>(96.5%) | 69<br>(95%)  | 54<br>(91%)  | 88<br>(100%)  | 59<br>(95%)  | 29<br>(100%) | 13<br>(100%) |
| Rate of Stagnation |         | 6<br>(66%)  | 3<br>(75%)  | 15<br>(27%)   | 16<br>(36%)   | 25<br>(26%)  | 25<br>(31%)  | 25<br>(22%)   | 28<br>(32%)  | 9<br>(23%)   | 6<br>(31%)   |

**Abbreviations:**

1. Bidanasi UGME and High School
2. Dagarpara UGME and High School
3. Rajabagicha UGME and High School
4. Badambadi UGME and High School
- Khananagar UGME and High School

level compared to high school level. But the percentage of dropouts decreases from upper primary level towards high school level. But the percentage of dropouts almost get double at high school level compared to upper primary level in case of SC students.

The rate of dropouts is found to be greater percentage at primary school level and gradually decreases towards middle school and high school levels. Findings of status paper on Education by 2000 AD in the context of tribal children also reveal the same fact. Rathnaiah (1977: 33) precisely remarks that, "there is high rate incidence of wastage in the primary school in the tribal area". Echo of Tappo (1979: 139-151) also sounds the same in this respect. The statement also holds good for the GC students in the present study however it is not true for the SC students.

Higher percentage of dropout is found among the SC students at higher level of school education because elderly children are mainly allotted household duties by their parents when they are away from the home for their work. It is yet another barrier, which forces the SC students to dropout from the school at higher classes.

In our sample it was found that some of the SC parents generally have come from their respective villages to the Cuttack for earning some money. They work as part or whole time

attendants in the big hotel or cinema hall, sweet shop, etc. They have also a few acres of agricultural land at their village. Therefore, they do not move away permanently from their villages. They want to hang around in the Cuttack for earning some money for one or the other purpose. After working for one to two years they save some money and return back to their respective villages along with their children. As a result, their children are also taken away from the school. Such phenomenon also contributes to the cause dropout of the SC children from the sample schools.

**Stagnation:** "Wastage" means the premature withdrawal or dropping out of the students from school at any stage before the completion of a given course and "stagnation" means the retention of a child in a class for a period of more than one year (Das, 1984: 29). In a similar vein Srivastav (1971: 80) also stated that when a student takes more than a year to pass out a class it is considered as a case of "stagnation".

The stagnation patterns of SC and GC students studying in the five U.G.M.E. and High schools have been taken into account. School attendance registers, from Class VI to Class IX for a period of five years from (1991-1992) to (1995-1996), were verified. Here, stagnation means "grade repetition". In this case a group of students were followed for five years without

break. For instance, the number of boys students enrolled in the Class VI were 8 in Bidanasi UGME School in the year 1992. However, when those students reached Class X, their number came down to 2. Other students were detained on the way leading from Class VII to Class IX. The percentile representation of the figure 2 out of 8 is 75%. Stagnation of students is computed separately for the SC and GC students.

For measuring the extent of stagnation we follow the career of a set of students and find out percentage of students who passed the highest class of the school. This means that we found out the number of students who passed all the classed regularly without any break. Table 2 and 3 show the rate of stagnation of SC and GC students of our sample schools. In all the schools the rate of stagnation is higher among the SC students compared to the students of GC category.

An attempt was made to find out the correlation between stagnation with other aspects of social life. Teachers, parents and students of higher class were interviewed for this purpose. The most important causes of wastage and stagnation, as reported by the above categories of respondents are as follow:

Motivation of students by their parents wields a paramount influence in realizing the goal of educational attainments. Scheduled caste parents being illiterate themselves find it difficult to aid and advise their children in sorting out academic difficulties. Given this handicap, the roles of well-meaning scheduled caste parents get limited only to persuade their children to attend the school regularly. But regular attendance only touches the fringe of motivation. Importance of education can only be inculcated on minds of students by the supportive and participating parents.

In cases of semi-literate fathers in scheduled caste families, there exists of course a broken bit of motivational force. But it is eaten away by domestic compulsions especially in case of girl students. That semi-literate and illiterate parents largely remain away from home because of their field duties and the girl students are invariably attached to domestic duties like helping the mother and looking after small brothers and sisters. Here compulsion of domesticity occupies the force and cause of education recedes to the background. This researcher in particular found a five-year old scheduled caste girl student taking

care of her one-and-half year old brother without attending the school.

Congenial home-atmosphere assumes a great importance in the matters of educational attainment. When the peace of the home atmosphere is disturbed by the shouts of abuse of an alcoholic father who is habituated to beat his wife and children in drunken stupor, it can safely be summarized that the home-atmosphere is neither educative nor congenial for study. In most of the scheduled caste colonies such is the atmosphere and the mother has a helpless role in bringing ration from the shop, preparing and serving meal and doing all the daily domestic chores. The engaging duties of mother leave her in no frame of mind and time to show concern for children's study. The children on their part find the home-atmosphere too noisy frustrating to give any attention to studies.

Educational attainment requires availability of educational facilities. Conscious parents supply their children the required reading and writing materials. The father in case of scheduled caste families blows away most of the money on alcohol that deprives children of their minimum educational requirements. This causes loss of face and eventual academic failure and that drives away all the purpose and desire for education from the mind of a deprived student.

Another peculiar problem found with scheduled caste boys relates to psychological diversion. In a family where father has little contact with children and where mother has no time to show concern for children's welfare – the children feel that importance of love and affection for their emotional satisfaction and personal protection. During the field work the investigator found a scheduled caste boy who got plugged in Class-X examination escaped with a scheduled caste girl reading in the College. In another case, the investigator saw a scheduled caste boy of eighteen years absent himself from the school to have te-te-a-tete with a good looking Bengali girl when both of their parents were away from home for work. Now their silken fetter of love has culminated in wedlock.

It is not that stagnation is only found in case of SC students. It is also seen with students of general caste, although in a lesser degree. The topic deals with attendance and performance of the students. Data collected from the schools under shows that the percentage of attendance of



SC students is low in comparison to the GC students. Such comparative low attendance is found to exist in case of SC students up to the high school level. For the purpose of study, the attendance is compiled for five consecutive years (from 1991-1996) and the performance of the students for the same period are registered. Performance is measured in terms of results in the corresponding examination in which the students have appeared. The children's attendance as collected (Table 1) reveals that GC students are more regular in attending classes than their scheduled caste counterparts. Moreover, the GC students are generally found to continue their studies up to the high school level. It is, there, obvious that dropouts are less among the GC students compared to scheduled castes.

Wastage has evident links with the dropouts. It is seen (from the table 2 and 3) that stagnation from M.E. School to High School level is 75% and 80% among the scheduled caste boys and girls respectively in Bidanasi U.G.M.E. and High School. But the stagnation figure and as 75% and for the boys and girls of general caste category in the same school. The stagnation from M.E. School level to High School level is 45% and 62% for the scheduled caste boys and girls respectively in Dagarpara U.G.M.E. and High School. The percentages of stagnation of students are 27% and 36% among the general caste boys and girls respectively in the same School. This pattern as observed is found everywhere in all the selected U.G.M.E. Schools and High Schools. So our derived conclusion is that within the area under investigation the attendance of GC students are better by many more notches than SC students.

## NOTES

### <sup>1</sup> Article 28 (Education)

1. State Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
  - (a) make primary education compulsory and available free to all;
  - (b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
  - (c) make higher education accessible to all on the basis of capacity by every appropriate means;
  - (d) make educational and vocational information and guidance available and accessible to children;
  - (e) take measures to encourage regular attendance at schools

- and the reduction of dropout rates.
2. State Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. State Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

### <sup>2</sup> Article 29 (Aims of Education)

1. State Parties agree that the education of the child shall be directed to:
  - (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - (b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
  - (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
  - (d) the preparation of the child for the responsible life in a free society, in the spirit of understanding peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
  - (e) the development of respect for the natural environment.
2. No part of this article or article 28 shall be constructed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the state.

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