

Educational Justice to deprived children in the state of Jharkhand: Issues, Challenges and Future Prospective

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Abstract

In this 21st century world is facing several crisis such as-Crisis of economy (Poverty, Hunger, Homelessness etc.); Crisis of society (human unrest, violence, terrorism, crime etc.); Crisis of polity (political instability, people movement against government etc.) and Crisis of precious environment (global warming , climate change, loss of life and natural resources etc.)It means there is a question marks (???......) to existence of mankind on the earth. Combating these challenges to existence of human being the government and non government organizations both giving more and more emphasis on education. Jharkhand is one of the richest state with poor inhabitant and a educationally backward state waiting for justice of millions of deprived children. Region, religion, cast, class, gender are both issues as well as challenges to educational justice in the state. There are two sides only two sides of educational justice of children branded education and government education both sides are in a battle for educational justice but outcome is single that is –fantasy. Education sector in itself deprived in all way ideologically, socially, politically, economically. More and more investment, proper utilisation of resources and funds, minimizing the gap between action and result, will be very helpful for addressing this problem. Educational

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revolution, educational movement and teacher activism is the demand for combating challenges of education today not in Jharkhand and in India but whole the world. We must know that educational justice to deprived one is not our necessity but compulsion for society sustainability.

Key Words: Education, Justice, Deprived Children, Jharkhand

Introduction

“The widest road learning to the solution of all our problems is education”

– Rabindranath Tagore

“The progress of any country depends on four things- Idea, Liberty, and Trust & Freedom”

– Abraham Lincon

“...the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all.”

– United Nations organisations’ agenda of “Education for All” (EFA)

Quite frequently these days people, administrator planner and scholar of different field talking about EDUCATION, most importantly as only effective means of development of sustainable society in the nation and entire world. This is 21st century and human capacity is now not limited to only living planet that is earth. We are continuously and successfully searching new hopes and habitats for future survival in some other planets of the universe but what a contradictory facts we have that even in this level of advancement of human capacity still millions of children in the world are deprived even for their BASIC NEEDS- food, shelter, cloth, medicine, education etc.

It is being said globally that the 21st century is going to be the century of India but Condition is not so different to this fastest growing

country of the world. According to census of India about 40% of India's population is below the age of 18 years which at 400 million is the world's largest child population. As per the educational survey of India 2002 At least 35 million children aged 6 - 14 years do not attend school and 50% of Indian children aged 6-18 do not go to school 17 million children in India work as per official estimates. Exclusion and inequality are still two biggest challenges to the development of newly formed state of Jharkhand. Human right violation, extreme poverty, tribal exploitation, illiteracy are some other problems, inclusion in education and social inclusion through education can play very important role in empowerment and development of the disadvantaged and marginalised people of this state.

Concept of Justice and Educational Justice

What does Justice mean?

The quality of being fair and reasonable, it may also called as- FAIRNESS-EQUITY-RIGHT-RIGHTEOUSNESS-JUSTNESS. At any situation and in any place we want be treated fairly, we shouldn't be judged more harshly because of our skin colour, gender, cast, sex, region, religion, disability, ethnicity, identity etc. We deserve equal and impartial treatment because we have this desire for equality and fairness. The assurance of justice is usually a prerequisite for a good society. The concept of justice is a moral rightness based on ethic rationality, law, religion, equity of fairness as well as the administration of the law, taking into account the inalienable and inborn rights of all human beings and citizens.

Types of Justice:

The four types of justice have implications for law and society- Distributive Procedural Restorative and Retributive. Distributive justice is fair distribution of goods such that all members of society enjoy the benefits of the community to which they contribute.

Procedural justice is fair application of rules and processes so that all who are subject to rules get an impartial outcome. Restorative justice is repairing individuals and relationships when harmed, and making amends to victims when they are harmed or suffer loss. Retributive justice seeks to mete consequences to individuals who have committed harm.

What does educational justice means?

Education is the greatest liberator, mankind has ever know and the greatest force for social progress. Within the philosophy of education theory of justice have been heavily influenced by the philosopher John Rawls whose egalitarian liberalism posits the idea that there should be a balance between concepts frequently viewed in tension- Individual freedom and equality so that least advanced member of society can take more benefit to establish harmonious and balanced society.

The debate on educational justice is often conceived as a debate on distributive patterns. However, if we talk about distributive justice, we have to clarify what—namely, what type of goods—are to be distributed. In the case of educational justice, the answer seems clear: the good in question is education. However, this answer does not suffice. Two further questions arise, at this point. The first question is widely recognized as crucial to the theory of educational justice: What is it that is to be distributed—educational resources, opportunities, outcomes, or something else?

In general educational justice is a philosophical and legal theory by which fairness is administered it is a kind of social justice. In fact in true sense educational justice is social justice, because education and society cannot be separated as both are the two sides of the same coin.

What does deprived mean? And who are deprived children?

“.....a deprived child is who born to die...?”

This is very complex concept with simple general understanding that who are deprived children. In general deprived is suffering a severe and damaging lack of basic material and cultural benefits that is considered important. The terms like underprivileged, socio-economically backward, marginalised, weaker sections, disadvantaged etc. are used interchangeably.

.....a deprived child is who born to die?, dreams on the footpath at night, help his parents in the Bricks Kiln industry, take care of their younger brother and sister when their parents go to work as agriculture labour, belong such places where survival is not less than death, belong to such discriminated cast, class and community a deprived child is who work in our homes as homemade, to whom we order to clean the table and bring water in the hotels, a physically, mentally, and psychologically challenged child and many more like this. Here deprived child does not limited to children of ST, SC, OBC and Minorities only but a children who is deprived on basis of rich and poor, developing and developed, region, cast, class, religion, gender, race, ethnicity, age, colours of the skin etc.

Issues and Challenges to Educational Justice

After sixteen year of establishment this new state Jharkhand still characterised as Socio-economically backward and educationally deprived sate and well known as a rich state with poor inhabitants. Despite the state government's resolve to eradicate child labour, eliminating the menace remains a distant dream in Jharkhand. More than five lakh population of below 18 years are working as mechanics, domestic help, daily-wage labourers, coal-pickers and rag-pickers in the state, according to a survey by the Action Against Trafficking and Sexual Exploitation of Children. The official figures, however, put the number at 2.37 lakh. Various national reports say the percentage of child marriage is much higher in Jharkhand compared to the national average of 47%. According to the Annual Health Survey of 2010-11, Jharkhand comes on the third position after Bihar and Rajasthan with

51.8% girls being married below 18 years.

Issues as well as challenges:

- Diversity, Inequality and Exclusion
- Poverty, hunger and unemployment
- Region, Religion, Cast and Social Class
- Rights, Responsibilities and Equality of Educational Opportunity

Concept of education Justice, founded on principles of universality and equity, there are inevitable tensions that arise in the process of implementation. Some of these are associated with limits on resources.

Access and quality:

Where resources are scarce, the requirement to make education universally available can mean a reduction in the per capita funding for each child – leading to higher teacher-student ratios, overcrowded classes, fewer materials and resources per class, and lower building standards – there by sacrificing quality for access. In these circumstances, access to education is an overriding concern, and it is not acceptable to discriminate between groups of children and offer preferential treatment to some on the basis of resources. Yet, whenever possible, efforts need to be made to increase the budgetary allocation to ensure there is access to quality education for all children.

Equity and efficiency:

The approaches necessary to make schooling available for all children may be less efficient and cost-effective. Although it may be more expensive to develop small satellite schools in villages, for example, this may be the only way of encouraging parents to allow young girls to attend. It may be more economically efficient to place all children who do not speak the national language in a separate school, but doing so may deny them the right to an education on an

equal basis with other children. It is important to consult with children, parents and communities to explore what will work most effectively in their environment.

Universality and diversity:

The respect for difference and the right to be different in regard to cultural, linguistic and religious identity needs to be reconciled with the universal right to education as part of a broader set of human rights. Approaches to education provision that ensure universal education for all need to be undertaken with due regard for local and regional differences, particularly in regard to language and culture. Failure to do so implies a failure to reach out to all communities.

Priorities and trade-offs :

Scarce resources can lead to trade-offs, such as the decision to invest in primary education at the cost of limiting access to secondary education, or to postpone the development of educational opportunities for children with disabilities. Realistically, it is not possible for all governments to fulfil their obligations to ensure the right to education for all children immediately. However, where financial and human resources are limited, the principle of progressive realization requires governments to have a clear strategy and time frame for achieving the objective of universal access to primary and secondary education, and each action should be conducive to the full realization of the right to education for all.

Outcomes and process:

Ensuring attendance, completion and reasonable attainment in school involves consultations with children and parents; policies to address poverty; the development of more relevant curricula; and respect for children's rights in school, including the abolition of physical and humiliating punishments.

Emergency responses in the short and longer term:

In emergencies, the immediate focus is inevitably on survival and the provision of food, water, shelter and medical treatment. For children, however, the immediate re-introduction of education is not only a right but can also be a vital resource in restoring normality, overcoming psychosocial trauma, building capacities for survival and providing structure out of chaos.

In spite of these there are various challenges still waiting to be address

- Poverty, unemployment, hunger and homelessness (Economic)
- People movement ,unrest, communal tension, discrimination, tribal exploitation(Social)
- Region, religion, cast and social class(Conflict)
- Corruption, nepotism, party-politics and political instability and feudalism in bureaucracy
- Geographical challenges and socio-economic backwardness.

Conclusion

- It is clear from the above discussions on socio-economic rights, that the majority of the population of our country does not enjoy the basic amenities of a dignified life, namely food, shelter, clothing, health and education.
- This majority consists of the poorest of the poor, tribal communities, Dalits, lower and backward castes and women and children.
- In all areas, the poor have suffered more than the affluent, the rural regions fared far worse than the urban ones and women as a rule have borne the brunt of deprivation and discrimination.
- There is inter-state, inter-region and inter-class disparity, and it is this gross social inequity which has marked the history of economic development in India.

- To redress this social inequity a strong regime of rights is a primary prerequisite, for political empowerment can hasten the process of economic alleviation. The Constitution, as always, remains the *modus operandi par excellence* for strengthening and operationalizing this regime of rights.
- Jharkhand is rich state with poor inhabitant. Majority of child population in the Jharkhand are deprived because they born in poverty, tough socio-economic circumstances and in a deprived region.
- More investment in the education sector, minimizing and controlling others issues like child labour, child abuse, child marriage etc, collaboration with concerns segments (economic, social, cultural, political etc), awareness and community participation are very much needed.
- Most importantly insuring that our policy and programme works really and have beneficiary result for deprived one.
- Educational movement and teacher activism is needed to create awareness and make this problem realised to everyone.

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