

A Comprehensive Examination Of Educational Background Among Children In Conflict With Law: A Case Study In Karnataka State

Dr. Muralidhar Belagali^{1*}, Dr. Sudanva G Kulkarni², Siva Chidambaram B³, Dexin Joyan⁴, Arunkumar A R⁵, Dr. Aslam Moideen C A⁶, Ameenul Abdullah K S⁷

^{1*}Teaching Assistant, Dept. of Criminology and Forensic Science, Sangolli Rayanna First Grade Constituent College, Belagavi-590017.

²Assistant Professor, Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

³Assistant Professor, Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

⁴Assistant Professor, Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

⁵Assistant Professor, Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

⁶Assistant Professor & HoD Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

⁷Assistant Professor, Department of Criminology, Nehru Arts and Science College, Coimbatore, TN.

How to cite this article: Sudanva G Kulkarni, Siva Chidambaram B, Dexin Joyan, Arunkumar A R, Aslam Moideen C A, Ameenul Abdullah K S (2024) A Comprehensive Examination Of Educational Background Among Children In Conflict With Law: A Case Study In Karnataka State. *Library Progress International*, 44(3s), 18775-18782

ABSTRACT

Education empowers individuals by equipping them with knowledge and skills, enabling them to make informed decisions and lead productive lives and education serves as a powerful tool for social mobility, enabling individuals to improve their social and economic status, irrespective of their background. This study conducts an in-depth analysis of the educational backgrounds of juvenile apprehended in four administrative divisions of Karnataka, shedding light on the multifaceted factors contributing to delinquent behavior. How limited access to quality education perpetuates a cycle of criminal involvement. Additionally, intricate family dynamics emerge as pivotal influencers in shaping the trajectories of these young individuals. Insights gleaned from this research offer a nuanced understanding of the challenges faced by at risk youth in Karnataka and provide a foundation for the development of targeted intervention strategies aimed at breaking the cycle of juvenile delinquency.

Key Words: Educational background, juvenile, four administrative divisions of Karnataka.

INTRODUCTION

Education is a fundamental pillar of society, shaping the future of individuals and communities. It is often said that education is the key to a brighter tomorrow, a sentiment that holds especially true for young people. However, when we examine the educational backgrounds of juvenile offenders in the Karnataka State, we confront a pressing concern that demands our attention and understanding. This comprehensive investigation delves into the intricate relationship between education and juvenile delinquency, aiming to shed light on the multifaceted factors that contribute to this complex issue. In the state of Karnataka, as in many regions around the world, juvenile delinquency is a matter of significant concern. Juvenile offenders are young individuals under the age of 18 who engage in illegal activities, ranging from petty crimes to more serious offenses. It is imperative to recognize that behind each juvenile offender is a unique story, influenced by a variety of circumstances. One of the critical dimensions of their experiences is their educational background. Education is widely acknowledged as a powerful tool for personal and societal development. It equips individuals with the knowledge, skills, and values necessary to lead fulfilling and productive lives. Education not only imparts academic knowledge but also nurtures critical thinking, social skills, and emotional intelligence. It serves as a gateway to opportunities, offering the promise of a brighter future. However, for some young people in Karnataka, the path to education and its benefits is obstructed by a range of challenges. Socio-economic disparities, which persist in many parts of the state, create significant barriers to accessing quality education. Children from disadvantaged backgrounds often find themselves at a disadvantage from the very beginning, lacking access to adequate resources, educational facilities, and support systems. This disadvantage can perpetuate a cycle of underachievement, leading some youth towards delinquent behavior as they seek alternative paths to survival and success. In addition to socio-economic factors, family dynamics play a pivotal role in shaping a young person's educational journey and life choices. Family is the primary socializing agent in a child's life, influencing their values, attitudes, and behaviors. Dysfunctional family environments,

characterized by neglect, abuse, or instability, can have a profound impact on a child's development. When children face adversity at home, their ability to thrive in the educational system may be compromised, potentially pushing them toward delinquency as a way to cope with their struggles. Understanding the intersection of education and juvenile delinquency in Karnataka is crucial for several reasons. First and foremost, it provides insights into the root causes of delinquent behavior among young individuals. By examining the educational backgrounds of juvenile offenders, we can identify patterns and trends that help us comprehend why some youth turn to crime while others do not. This knowledge can inform the development of more effective prevention and intervention strategies.

Moreover, addressing the issue of juvenile delinquency is not only a matter of social justice but also of economic and public safety concerns. When young people engage in criminal activities, it not only jeopardizes their own future but also poses risks to the well-being and security of the broader community. By investing in programs and policies that address the educational needs of at-risk youth, we can work towards reducing juvenile delinquency rates, promoting community safety, and fostering a more prosperous society. In the following sections of this study, we will embark on a comprehensive examination of the educational backgrounds of juvenile offenders in Karnataka. We will analyze the data, explore the challenges and disparities faced by these young individuals, and seek to uncover the underlying factors that drive delinquent behavior. Ultimately, our goal is to contribute to a deeper understanding of this critical issue and to advocate for evidence-based policies and interventions that provide hope and opportunities for at-risk youth in Karnataka. Education serves as the cornerstone of personal and societal growth, offering individuals the tools they need to build a promising future. It is often remarked that education is the passport to a better tomorrow, an assertion that holds particularly true for young people. However, when we turn our attention to the educational backgrounds of juvenile offenders in the Karnataka State, we are confronted with a pressing and complex issue that merits our careful consideration and understanding. This comprehensive investigation aims to delve deeply into the intricate relationship between education and juvenile delinquency, seeking to illuminate the multifaceted factors that contribute to this challenge. In the state of Karnataka, much like in many regions across the world, juvenile delinquency is a subject of significant concern. Juvenile offenders represent young individuals under the age of 18 who engage in various forms of unlawful activities, ranging from minor transgressions to more serious criminal offenses. It is crucial to recognize that each juvenile offender bears a unique story, influenced by a spectrum of circumstances. One of the most critical dimensions shaping their experiences is their educational background

Objectives of Study

- To know the educational background of children in conflict with law in Karnataka state.
- To understand the involvement of children in conflict with the law from Karnataka state in school-related extracurricular activities.

Research Methodology

Research Methodology	Quantitative and Exploratory
Total Respondents	N= 150
Purpose of Sampling	Children in Conflict with Law and Children in Conflict with Law repeaters.
Universe of the study	Four administrative divisions of Karnataka State.
Tools used in Research	Chi-Square Test
Tools of data collection	Interview - Schedule

Limitations

This study specifically focuses on male children apprehended in observation homes for legal processes from capital district of four administrative divisions of Karnataka state. Additionally, sampling errors such as incomplete responses and biased opinions from some participants further constrain the study's scope.

Aim of the study

The Purpose of the study is to explore the educational background of children in conflict with law in Karnataka state.

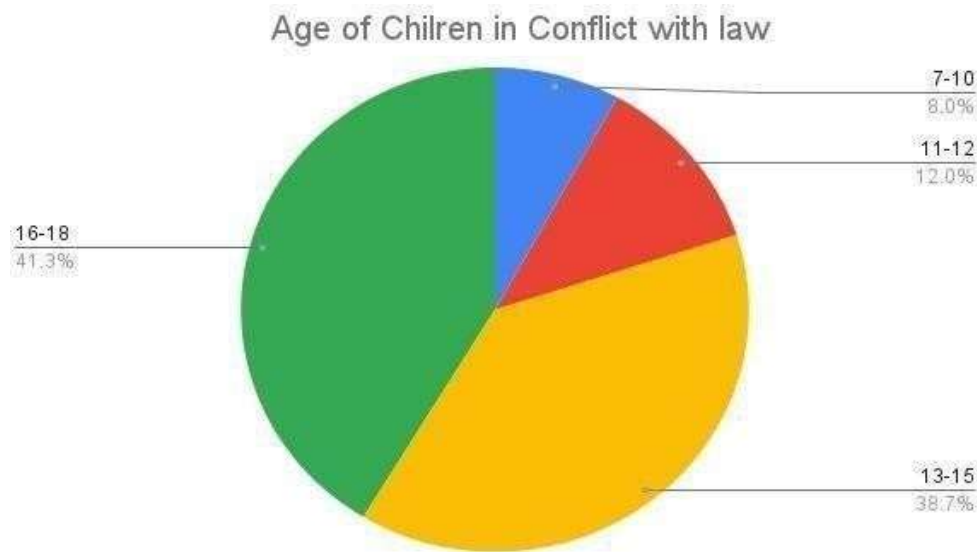
Hypothesis of the study

H_a. The lower level of education among children increases the likelihood of their engagement in conflict related behaviors.

H₀. Lack of educational background and poor economic condition has no relation with children involvement in conflict behavior.

RESULT AND DISCUSSION

Table No. 01

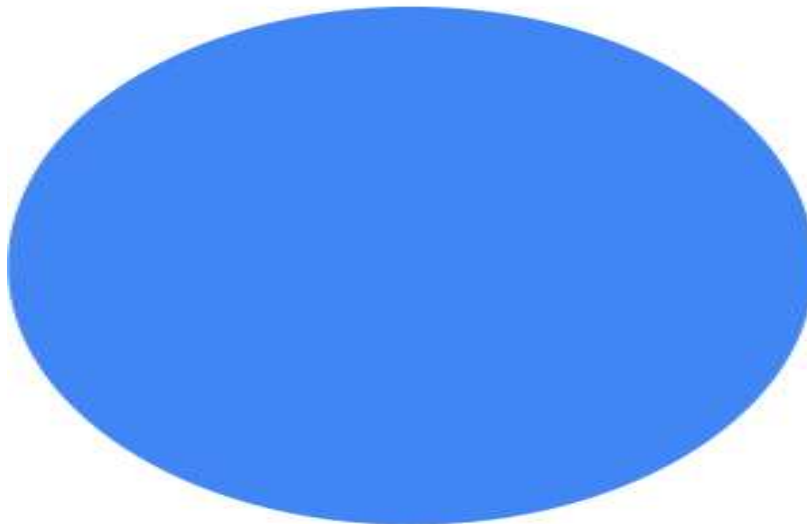


The above table illustrates the distribution of children involved in legal conflicts across various age groups. Among these, the age group of 13-15 years comprises (38.67%) of juvenile offenders, while the 11-12 years age group accounts for (12.00%). In contrast, children between the ages of 7-10 years are less frequently engaged in such activities, at (08.00%). Notably, the highest percentage of juvenile offenders, (41.33%), falls within the 16 to 18 age group. This group faces the challenges of nearing adulthood, including transitioning into the workforce and coping with educational pressures. Various factors, including gang affiliation, substance abuse, socioeconomic disparities, and limited educational opportunities, may contribute to their involvement in criminal activities. It's worth mentioning that these children hail from different districts in Karnataka state.

The data from Table 01 unmistakably demonstrates a correlation between increasing age and a higher propensity for involvement in legal conflicts among children. The majority of children in conflict with the law fall within the age range of 13 to 18. To address this issue effectively, it is crucial to understand the underlying reasons behind their involvement and intervention strategies that tackle factors such as peer influence, family issues, lack of guidance, and social disparities.

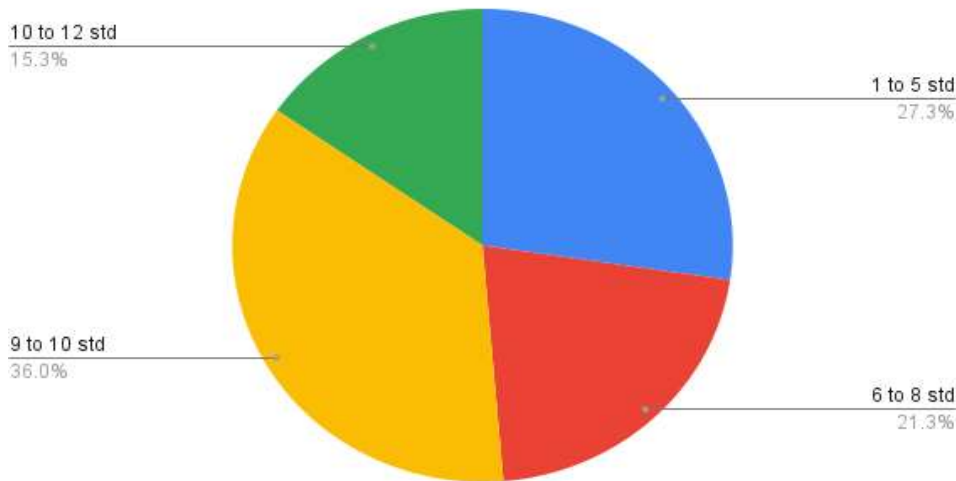
Table No. 02

Schooling of children in conflict with law



The chart above depicts the educational status of children involved in legal conflicts, with a 100% enrollment rate. This underscores the fact that all the children surveyed who are in conflict with the law are currently attending school. This information offers a clear perspective on the educational situation of these juveniles. The findings indicate that every juvenile included in the study is presently enrolled in an educational institution. This underscores the importance placed on providing educational opportunities to these children, a critical aspect of their personal and academic growth. Access to education plays a pivotal role in empowering these juveniles, equipping them with knowledge and skills that can aid in their rehabilitation and successful reintegration into society. Ensuring continued access to education for children involved in legal conflicts is imperative for promoting their overall well-being and reducing the likelihood of future recidivism.

Table No. 03
Year of schooling completed by children in conflict with law

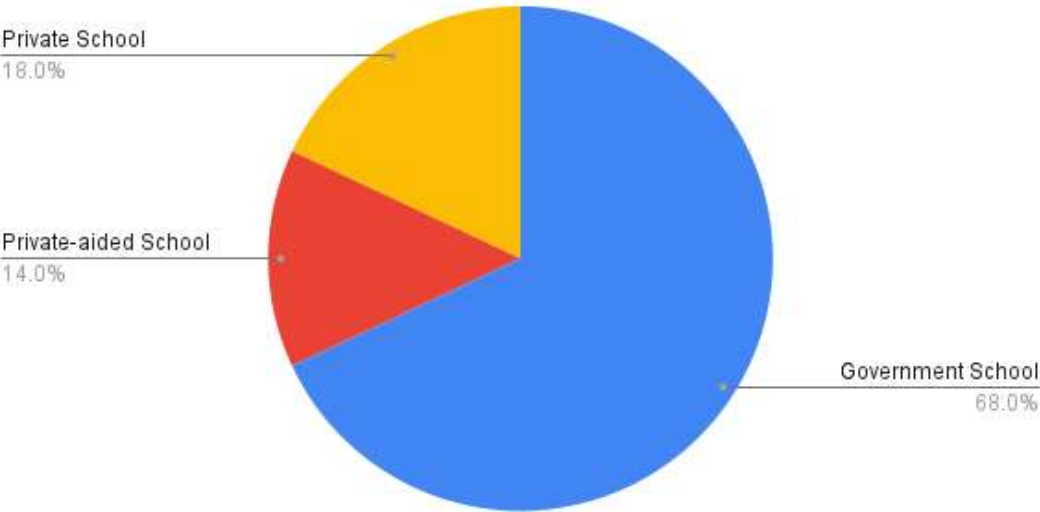


The chart above presents data on the educational backgrounds of children before they became involved in legal conflicts. It shows that 27.33% of the children had completed formal schooling from 1st to 5th grade, while 21.33% had completed their education from 6th to 8th grade. A smaller percentage, 36.00%, had finished schooling up to the 9th and 10th grades, and only 15.33% had completed their education from the 10th to the 12th standard.

This survey sheds light on the diverse educational levels achieved by children in conflict with the law, providing valuable insights into their educational attainment. The findings indicate that a significant portion of these children have successfully completed their primary and middle school education. However, the percentage of those completing higher levels of education decreases progressively, with a smaller fraction achieving secondary and higher secondary education. Access to education and the completion of formal schooling are crucial factors in the development and future prospects of these children. Efforts should be directed towards ensuring that they have equitable opportunities to continue their

education and acquire the necessary skills for personal growth and successful reintegration into society.

Table No. 04
What type of school attending/attended by children in conflict with law

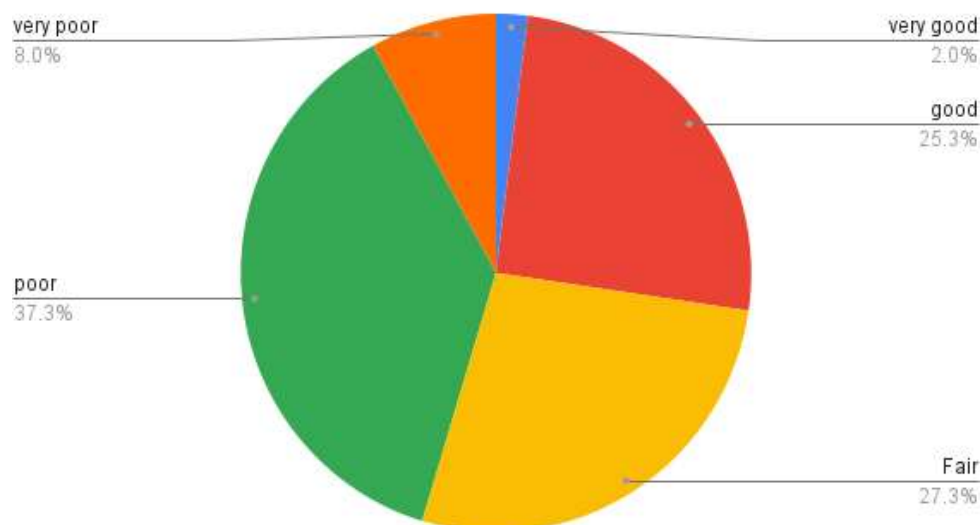


The above table number 04 provides information about the educational institutions attended by children before they were apprehended due to legal conflicts. It shows that 68.00% of these children were enrolled in government schools, 14.00% attended private-aided schools, and 18.00% were enrolled in private schools. This survey sheds light on the types of schools that children in conflict with the law have either previously attended or are currently enrolled in. It provides insights into the educational choices made by this group of children. The findings indicate that a significant majority of these children have received their education in government schools, while a smaller percentage have chosen private-aided or private schools.

Access to education plays a pivotal role in the rehabilitation and reintegration of these children into society. While government schools play a substantial role in providing education to children in conflict with the law, it is important to ensure that the quality of education and available resources in these schools are sufficient. Additionally, facilitating access to private- aided or private schools can offer alternative educational pathways, taking into account individual circumstances and preferences. Educational institutions and social welfare organizations are essential in providing comprehensive support and guidance to these children throughout their educational journey

Table No. 05

Performance of children in conflict with law s in school

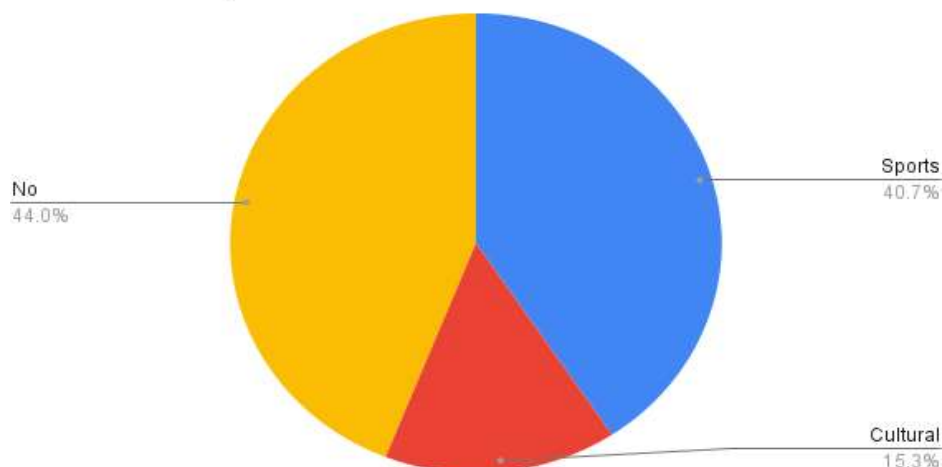


Above Table number 05 offers insights into the educational performance of children involved in legal conflicts within schools. The data highlights a spectrum of academic achievement among these children, with only a small percentage excelling (2.00%) and a significant portion struggling with poor or very poor performance (45.22%). A noteworthy proportion falls within the fair category (27.33%). The findings underscore the importance of considering various factors that impact these children's academic progress, including their personal circumstances, access to educational resources, parental involvement, and potential underlying behavioral or emotional challenges.

Addressing these academic challenges necessitates a concerted effort, involving additional educational support, tailored remedial programs, and personalized attention to meet the specific needs of these students. Collaboration between schools, social welfare organizations, and families is vital to create a nurturing and supportive environment conducive to academic success.

By focusing on enhancing the educational outcomes of children in conflict with the law, we can contribute to their holistic development, improve their future prospects, and reduce the likelihood of future involvement in criminal activities.

Table No. 06
Participation in extracurricular activities in school



The table above presents data on the involvement of children in conflict with the law in extracurricular school activities. It indicates that a substantial portion (44.00%) of these children do not take part in any extracurricular activities at school. Only a minority (15.33%) participate in cultural activities, while a larger percentage (40.66%) engage in sports activities. Sheldon Glueck's research explored the concept of different body types, like ectomorphs, endomorphs, and mesomorphs, with a particular focus on their relationship to physical fitness. In this study we observed that children who were more engaged in sports activities tended to exhibit fewer conflicts in their behavior.

These findings shed light on the extent to which children in conflict with the law are involved in school extracurricular.

Notably, a significant number are actively involved in sports activities, which can have positive effects on their physical health, teamwork skills, and overall well-being. However, the participation rate in cultural activities is comparatively lower. Encouraging these children to explore and participate in cultural activities can offer them creative outlets, foster self-expression, and contribute to their personal and emotional growth.

Efforts should be directed towards establishing an inclusive and supportive school environment that promotes and facilitates the engagement of children in conflict with the law in various extracurricular pursuits. Collaborative initiatives involving educational institutions, community organizations, and stakeholders are essential in providing a diverse range of extracurricular options and ensuring equitable access to these activities. By endorsing and backing participation in extracurricular activities, in his research the Sheldon Glueck explained about body types like Ectomorphs, Endomorphs, Mesomorphs, these are explained about body fitness here we can see the more involvement of children's in sports activity are have conflict behavior. we can enhance the overall development and well-being of these children, nurturing their talents and affording them opportunities to thrive beyond conventional academic settings.

The major Findings:-

- The age group of 13-15 years comprises the percentage (38.67%) of juvenile offenders.
- The 16-18 age group follows closely behind with 41.33% of juvenile offenders.
- The children aged 7-10 are less frequently engaged in illegal activities at (8.00%).
- All the children involved in legal conflicts were enrolled in school 100% enrollment rate.
- A significant portion (36.00%) had completed their education up to the 9th and 10th grades.
- Only (15.33%) had completed their education from the 10th to the 12th standard.
- Most of these children (68.00%) were enrolled in government schools.
- A minority (14.00%) attended private-aided schools, and (18.00%) were enrolled in private schools.
- A small percentage (2.00%) of these children excelled academically.
- A significant portion (45.22%) struggled with poor or very poor academic performance.
- A substantial portion (44.00%) of these children did not participate in any extracurricular activities at school.
- A minority (15.33%) engaged in cultural activities.
- A larger percentage (40.66%) participated in sports activities.

Testing of the Hypothesis:

Independent variables	Dependent variable
	Children conflict behavior
	Value of Chi-square test
Lower educational background	0.00102

$p < 0.05$. The p-value of 0.05 is pre-established for 95% confidence level.

The children conflict behavior and lower educational show a significant relationship, as evidenced by the chi-square test p-values of 0.00102, it's lower than the significance value of 0.05. This indicates a significant relationship between children's conflict behavior and their lower educational. Thus, alternative hypothesis is accepted and reject the null hypothesis.

This hypothesis posits that children from less educated backgrounds are at a higher risk of becoming entangled in legal conflicts. In essence, it suggests that if a child's educational opportunities are limited or inadequate, they are more susceptible to engaging in unlawful activities or encountering legal issues. Education wields significant influence in molding an individual's behavior. When children attend school, they acquire essential values, morals, and guidelines that enable them to discern right from wrong. In the absence of a proper education, children may lack this crucial knowledge, potentially increasing their likelihood of engaging in unlawful behaviors. It's worth noting that this hypothesis is the preferred alternative hypothesis based on the data collected and interpreted.

Conclusion

The educational outcomes vary significantly among these children. A notable proportion had completed their education up to the 9th and 10th grades, while a smaller percentage had progressed to the 10th to 12th standards. This suggests that there is room for improvement in retaining children in the educational system and supporting them through higher grades. The data highlights several important aspects of the educational experiences of children involved in legal conflicts. Firstly, it is encouraging to note that all these children were enrolled in school, indicating a 100% enrollment rate, which is a positive step towards ensuring their access to education.

The majority of these children were enrolled in government schools, with fewer attending private-aided and private schools. The data also reveals that only a small percentage excelled academically, while a substantial portion struggled with poor academic performance. A significant number of these children did not participate in extracurricular activities, which can play a vital role in their holistic development. More efforts could be made to encourage their engagement in cultural and sports activities, which could positively impact their overall well-being.

References/ Bibliography: -

1. Attar, A.D. (1957), 'An Examination in Disposal and Treatment of Juvenile Delinquents in Bombay State in relation to Practice in England,' University of Birmingham (unpublished).
2. Ahuja, R. (2000). *Criminology*. Delhi: Rawat Publication. Aichom, A. Wayword South, New York: Viking Press. 1935.
3. Ashkar, P. J. and Kenny, D. T. (2008), 'Views from the Inside: Young Offenders' Subjective Experiences of Incarceration', *International Journal of Offender Therapy and Comparative Criminology*.
4. Loeber, R., & Farrington, D. P. (2014). Young children who commit crime: Epidemiology, developmental origins, risk factors, early interventions, and policy implications. *Development and Psychopathology*, 26(4pt1), 1189-1206.
5. Mathur, R. (2015). Juvenile delinquency and education in India: An empirical study. *International Journal of Adolescence and Youth*, 20(3), 327-344.
6. McNulty, T. L., & Bellair, P. E. (2011). Explaining racial and ethnic differences in serious adolescent violent behavior. *Criminology*, 49(2), 339-369.
7. National Commission for Protection of Child Rights (NCPCR). (2018). *Education of Children in Conflict with the Law: A Handbook for Stakeholders*. Government of India.
8. Singh, K., & Shukla, S. (2017). Education of Juvenile Offenders in India: An Overview. In *Education and Juvenile Justice* (pp. 13-26). Springer.
9. Shukla, K. S., *Delinquency in India: Causes and Control*. A Paper presented in the Seminar on Social defense in India at Kashi Vidyapeeth, Varanasi, Aug 13, 1981.
10. Tappan, W. P. (1949). *Juvenile Delinquency*. New York: McGraw-Hill Book Company.
11. Thakur, D. (2005). *Research Methodology in Social Sciences*. Deep & Deep Publications Pvt Ltd.

Web References –

1. <http://www.witnesslive.in/legal-reforms/80-why-section-66a-of-it-act- must-not-be- expunged-#sthash.lWyjueXl.dpu-> Retrieval dated 22th November 2023
2. www.freeonlineresearchpaper.com- Retrieval dated 14th October 2021
3. www.indialawjournal.com- Retrieval dated 14th October 2023
4. www.indiancourts.nic.in- Retrieval dated 26th December 2019
5. www.inflib.ac.in- Retrieval dated 14th January 2024
6. www.jstor.com- Retrieval dated 11th February 2020
7. www.lawcommissionofindia.nic.in- Retrieval dated 14th October 2021
8. www.lawresearch.com - Retrieval dated 14th December 2023
9. www.supremecourtcases.com- Retrieval dated 09th January 2024
10. <http://www.wikipedia.com> - Retrieval dated 23th April 2020