Re-imagining vocational education for re-integration of Children in Conflict with Law; bridging the gaps from NEP 2020: A study of Children in Conflict with Law in Pune city

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Abstract:
The Right to Education Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. No person shall be denied a right to an education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

The education policy refers to programs and guidelines based on the purpose of the educational administrators, forming a plan on how to conduct learning for students. The National Education Policy (NEP) is a policy prepared by the government to foster education amongst the citizens of India. The policy develops the elementary education to college in both urban and rural parts of India.

In spite of the Right to Education Act, Children in Conflict with Law are facing many challenges to reach to the education and school. The present paper is based on primary data. The study will focus on the challenges of getting education for Children in Conflict with Law in Pune city. Also the study will discuss on the current scenario of educational status of Children in Conflict with Law.

Key words: *Education Policy, Educational rights, educational status, Children in Conflict with Law, etc.*

Introduction:
The education policy refers to programs and guidelines based on the purpose of the educational administrators, forming a plan on how to conduct learning for students. The National Education Policy (NEP) is a policy prepared by the government to foster education amongst the citizens of India. The policy envelopes elementary education to college in both urban and rural parts of India.

To date, India has had three educational policies. The very first educational policy was implemented in the year 1986, under the guidance of Indira Gandhi and Rajiv Gandhi respectively. The policy was revised in the year 1992 when P.V. Narsimha Rao was the Prime Minister. The third education policy was released on July 29, 2020, under the ministership of Narendra Modi.

In the introductory part of National Education Policy 2020, it is mentioned that education is the foundation for the achievement of whole human potentials; development of equitable and just society as well as helping in nation building. It is also discussed that providing universal access to excellence in education will lead the country to ascent and leadership on the international platform in the form of economic growth; social justice and equality, scientific advancement, national integration, and culturalpreservation.

TheglobaleducationdevelopmentagendareflectedintheGoal4(SDG4)of the2030AgendaforSustainableDevelopment,adoptedbyIndiain2015 – seeksto"ensureinclusiveand equitablequalityeducationandpromotelifelonglearningopportunitiesforall"by2030.Suchall of the goalwillrequiretheentireeducationsystemtobereconfiguredtosupportandfosterlearning,sothatallofthecriticaltargets andgoals(SDGs)ofthe2030AgendaforSustainableDevelopmentcanbeachieved.

Purpose of NEP
The NEP is a radical framework that assists the overall development of the education system of the country. The policy was introduced earlier in 1964, after Siddheshwar Prasad, former Congress MP reprehended the government for the lack of philosophy in education. The new educational policy is revised every few decades. The latest policy has replaced the 34-year-old NEP implemented in 1986.

Significant Features of NEP 2020:

- The government schools will now be offering pre-school education, i.e., nursery, LKG, UKG. The Indian education system, which was previously, based on 10+2 structure shifts to a 5+3+3+4 design. The learning structure based on the age of students will be divided into four parts, foundational, preparatory, middle school, and secondary school. Along with that, the new education policy denotes that the students will be taught in their mother tongue till class 5.
- There will be optional subjects for the students of class 10th. This means that the students can choose subjects like art and craft along with the conventional subjects of learning.
- The board exam structure will be redesigned to make it easier for students to perform during the examination. The primary aim of the test will be, to focus upon the core capacity of the student, rather than memorization. Along with this, the government has introduced the option of two board exams so that the students can check their performance and ponder upon the improvements required.
- The undergraduate program is now stretched for four years. If the student is pursuing their undergraduate program with the research, they will be further eligible to directly apply for a PhD program.
- The undergraduate students now have multiple exit options. The students can drop out of their courses at any given point. On completing one year of the course, they will be receiving a certificate, on completing 2 years they will receive a diploma degree, and on completing 3 years they will be having a degree in the course itself.
- The higher education system will be multidisciplinary and the single-stream institutes will be fading out by the year 2040.
- Regulators who have been controlling the education system will no longer be in power. Systems like, UGC, AICTE, NCTE will be abolished and replaced by a single regulation.

Re-imagining Vocational education and National Education Policy 2020

National Education Policy stated that vocational education is perceived to be inferior to mainstreaming education. In Chapter 16 of NEP, it is mentioned that to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programs into mainstream education in all education institutions in a phased manner.Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labor and importance of various vocations involving /Indian arts and artisanship. The chapter also discusses about the implementation mechanism of re-imagining vocational education.

Objectives of the study
1. To understand the current scenario of educational status of children in conflict with law in Pune city;
2. To know the causes about leaving the schools by Children in Conflict with Law in Pune city;
3. To analyse the new policy of education in relation to Children in Conflict with Law.

Review of literature:

Malleshappa. P. Baligar (2014) revealed that there was no uniformity in manifestation of crime within India. This study was conducted in 2014. It had been seen that new trends have emerged due to technology in the world of Juvenile in Conflict with Law. Committing crime became easier and faster than earlier. It was also revealed that large number of Juvenile in Conflict with Law were of age group of 12 to 16 years and were belonging such families where at least one parent was having criminal background. Even Juvenile in Conflict with law got influenced by their peers. To trace the societal situation of Juveniles, to study the occurrence of the crime, to know the nature of society where Juvenile in Conflict with Law has become recognizable were the objectives of this study.

Sudha Jainapur (2019) revealed that the Juvenile delinquents belong to low anxiety have significant higher school adjustment scores as compared to Juvenile delinquents belong to high anxiety. It also explained that anxiety, self-concept, personality traits and parenting style may affect the schooling. The research concluded with the suggestions such as individual attention plays important role in the schooling days; special educational and vocation training facilities will be under taken to rehabilitation; building confidence and affirming identify for students' supports their learning; counseling should be conducted in schools for these children;parents should be given the knowledge of child psychology and child guidance etc.

Profile of study region:

Pune is second largest metropolitan city next to Mumbai in Maharashtra State. It is fast changing city from 'Pensioner's city' to Educational, Administrative Centre and it is known as Industrial and IT hub nowadays. It is situated on the western margin of Deccan plateau at the confluence of the river Mula and Mutha. The city is surrounded by hills such as Vetal hill, Chaturshrungi hill, Law College hill, Hanuman hill, SNDT hill, on the

southern side, hill in Wadgaon, Dhayari, Hingane, Parvati Bibvewadi, Dhankawadi, Katrj and at the south side Ramtekdi hill.

Location Geographical: 18.5203° North latitude and 73.8567° East longitude.
Altitude: 560 meters above mean sea level.
Area: 243.8 sq. km.
Inclusive criteria:
     The researcher has selected only Children in Conflict with Law for the study between the age group of 12 to 18 years.

Methodology:
     In the said study, the descriptive research design is used as the researcher is describing the educational status of Children in Conflict with Law of Pune city. The probability research method is used and for sample selection simple random sample is used. As primary data is concerned the researcher selected only Children in Conflict with Law and self -structured interview schedule has prepared as tool of data collection.

Inference:
     After collecting the data, the researcher used SPSS for interpreted the data. Following tables and graphs are showing the inferences of the study.

Graph No. 1 Information about the age of Children in Conflict with law while committing unlawful acts
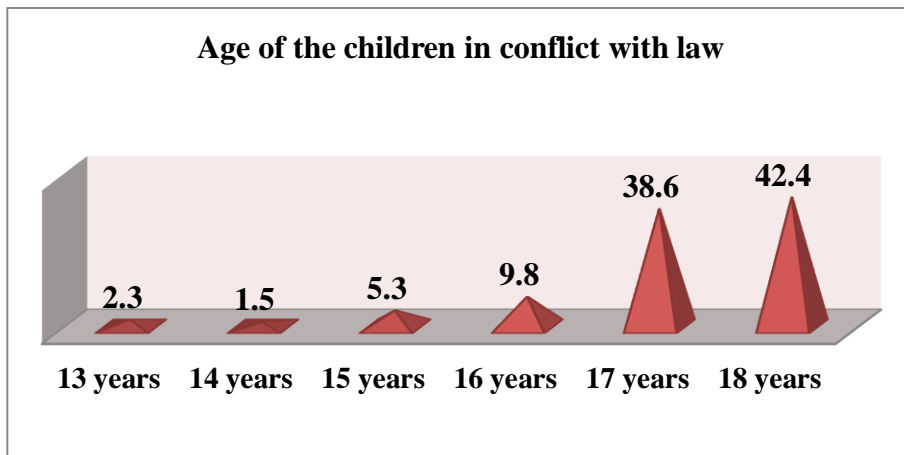
Graph No.1shows information about the age of Children in Conflict with law while committing unlawful acts. It is found that the respondents from age group of 18 are 56 (42.4 %), whereas 17 years old respondents are 51 (38.6%). It is observed that the respondents of the age 16 and15 years were 13 (9.8%) and 7 (5.3%) respectively. It is also showed that 3 (2.3%) respondents were of 13 years age and 2 (1.5%) respondents were of 14 years of age. It is observed that in the adolescent age unlawful acts were more than teen age in the present study.
Graph indicates that majority of child respondents are of the age seventeen and eighteen. Significantly, children are also seen from sixteen years. There are very few child respondents below fourteen ages.

Table No. 1 Distribution of information about respondents according to Level ofEducation of their Parents
Educational level of the individual has been identified as an important indicator of overall development of his / her personality. And, it has been associated and identified with various Psycho-social, economic variables especially in Social Science research. Parent's background plays vital role in the development of the child. Parent's education, occupation, economic status, inhabited provisions have significant term which impacts the behavior of child.
The following table explains the overall educational background of the respondents. It has been categorized in the following five groups.

| Sr. No.	Information about respondents according to Level of Education of their Parents	Frequency	Percent
1.	Illiterate	41	31.1
2.	Up to Primary	24	18.2
3.	High school	58	43.9
4.	Collegiate level	8	6.1
5.	PG/ Professional	1	.8
	Total	132	100.0

Table No 1 depicts that the level of education of parents of Children in Conflict with Law. It indicates that 58 (43.9%) parents had their education up to high school level whereas 41 (31.1%) parents were found illiterate. Slightly, less that was 24(18.2%) parents had their education up to primary and 8 (6.1%) parents had their collegiate education. Only 1 (0.8%) had their post-graduation.

Table concludes that majority of 43 % parents of the respondents were had their education up to high school level. It revealed that majority of the family members of respondents have low educational background which is Secondary. Due to low educational background, it impacted directly or indirectly on their occupational as well as socio-economic status too. Also, it shows that parents of Children in Conflict with Law were having lower educational status which affects the development and behavior of the children.

Graph No. 2 Distribution of information about respondents regarding to Occupation of their Parents

Occupation of the bread winner of the family has been identified as an important indicator for socio-economic aspects of the family. Similarly, it also has been associated with the living standards and cultural facets. Occupation fulfills the need of an individual. Parent's occupation directly effects on the behavior of the child as it depends on fulfillment of economic, social, personal needs.

The following graph explains the occupation of the respondents. It has been categorized in the following four groups.
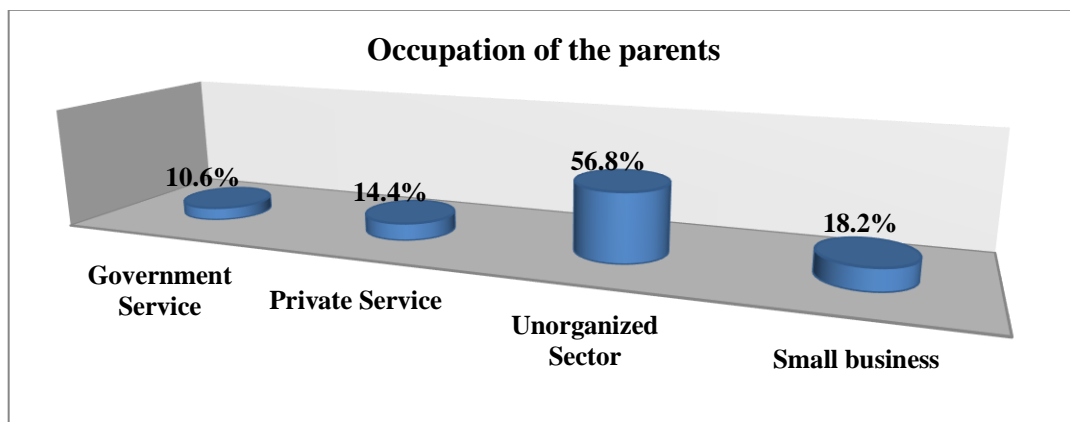

Graph No 2 depicts occupation of parents of Children in Conflict with Law. It indicates that 75 (56.8%) parents had their occupation in unorganized sector whereas 24 (18.2%) parents were in small business. Slightly, less that was 19 (14.4%) parents had their occupation in private sector and 14 (10.6%) parents had occupied in Government service.

Graph concludes that majority of 75 % parents of the respondents were had their occupation in unorganized sector. It revealed that majority of the family members of respondents have their small type of business. Due to working in unorganized sector, it impacted directly or indirectly on their income as well as socio-economic status too. Also, it shows that parents of Children in Conflict with Law were having poor living standards which affect the development and behavior of the children.

Graph No. 3 Distribution of information of respondents regarding to income of their Family
Decent income is the thing which generates the better status of the family. Fixed and fare income of family fulfills all economic needs of an individual. Economic status decides the lower or upper position of an individual in the society.

The following graph explains the family income of the respondents. It categorized in three groups.

Income of parent of Children in Conflict with Law

21% 25%

54%

- 5000 to 10250
- 10251 to 20000
- 20001 to 46000
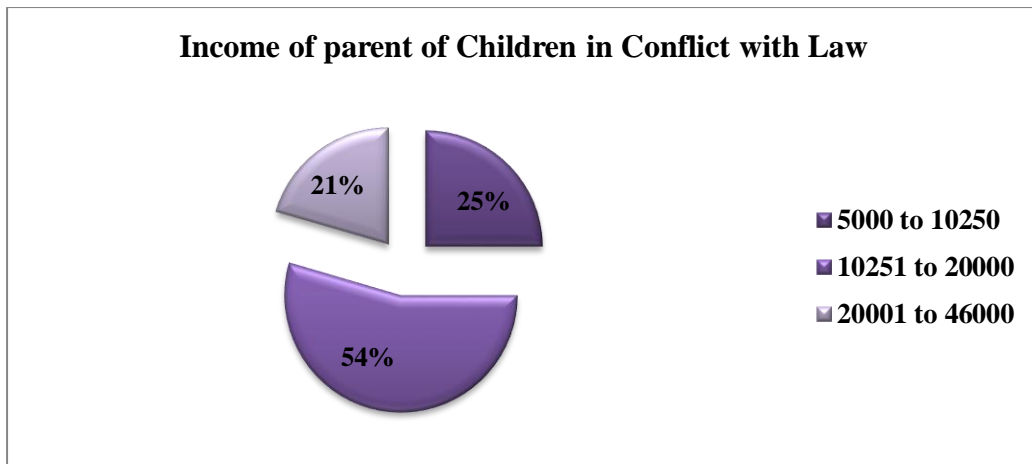
Graph No. 3 indicates the family monthly income of the respondents. It is found that majority of families that was, 72 (54%) were having monthly income Rs.10251 to 20000 as monthly income whereas 33 (25%) families were having Rs. 5000 to 10250 as monthly income. It is also observed that, 27 (21%) families were having Rs.20001 to 46000.

Graph shows that from collected data, majority of families were having monthly income that is less than twenty thousand. Approximately ¼ families are from lowest economic group which are having monthly income less than Rs.10250.

Graph No. 4Distribution of information of respondents regarding to present situation of child related attending school

School is the second agent of socialization of the child where it gets the formal education. It learns the societal norms, rules, role and responsibilities as citizen as well it interacts with the peers where they learnt about themselves.

The following graph explains the present situation of child related attending school. It has been categorized in following three groups.

Present situation of child attending school

44.7   53.8

1.5

Attending the school   Left the school   Never enter school
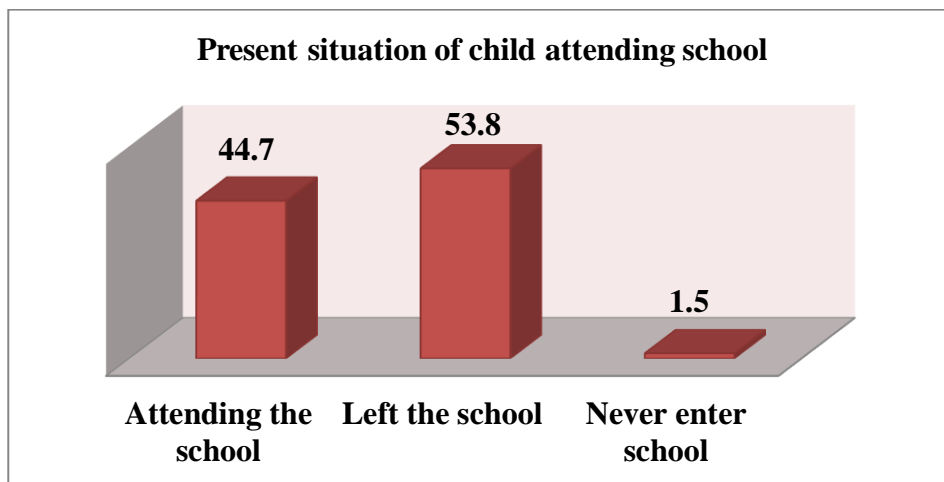
Graph No 4 depicts the present situation related attending school by Children in Conflict with Law. It indicates that 71(53.8%) children left the school whereas 59 (44.7%) children were attending the school. and 33(25%) respondents' families were obtained maximum education up to college level. It is observed that only 2 (1.5%) respondents never got the opportunity to enter school in their life.

Graph indicates that from collected data nearly ½ of the children left education at their school level which means that majority of children are out of school. It shows that 44% children are attending school. Significantly, the ratio of children not enter the school in their life is very negligible.

Table No. 2 Distribution of information of respondents regarding to reason of leaving the school
Although the Government is having the policy of compulsory and free education, many children are out of school and doing unlawful act may be one of the reasons or one can say that the child who left the school may

be led to doing offences. Children in conflict with Law had many reasons to discontinue the school. The following table explains the reason of leaving the schoolby child. It has been categorized in following thirteen groups.

Sr. No.	Reason of leaving the school	Frequency	Percent
1.	Dislike school	6	4.5
2.	Lack of importance of education in family	3	2.3
3.	Going for work	14	10.6
4.	Single Parent family	4	3.0
5.	Rusticated from school	4	3.0
6.	Not interested in studies	20	15.2
7.	Fight with classmates	5	3.8
8.	Long distance of school	1	.8
9.	Mischievous behavior in the school	1	.8
10.	Conflict in the family	3	2.3
11.	Failed in subjects	7	5.3
12.	Filing of case in JJB	3	2.3
13.	Not applicable	61	46.2
	Total	132	100.0

Table No 2 depicts the reason of leaving the schoolby child. It indicates that the major reason was the respondents not interested in studies as they were 20 (15.2%) from the data collected for this research. It is found that 14 (10.6%) respondents were working to fulfill the economic needs of the family so they were unable to attend the school. Another reason for not attending the school was 7 (5.3%) respondents failed in the exam, so, they never turned up to the school again. 6 (4.5%) respondents never liked the school environment so they left the school. Another cause for leaving the school was, 5 (3.8%) respondents having fights with their classmates so they left the school out of fear. It is observed that 4 (3.0%) respondents were rusticated from school for misbehaving with teachers and another 4 (3.0%) respondents were from single families so they discontinued the school for the familial responsibilities to be fulfilled. As the educational background of the family was illiteracy, there was less important for getting education, this was the one of the reasons for 3 (2. %) respondents for leaving the school from collected data. Another 3 (2.3%) respondents were having conflicts in the family for which they had to stop their education. While filling the case of Children in Conflict with Law, the parents had to submit the leaving certificate in the police station as age proof of the child so 3 (2.3%) respondents had to stopped their education for the same. 1 (0.8%) respondent frequently ran away from the school so finally the child left the school for this misbehavior. Long distance of school was the only reason for 1 (0.8%) respondent for leaving the school. It is seen that 61 (46.2) respondents were not applicable for this, 59 (44%) respondents out of 61 (46.2%), were attending the school and 2 (1.5%) respondents were never get opportunity to enter the school in their life as per table no 4.1.24.

Table indicates that from collected data 15% children left the school for not interested in studies and similarly, 10% children were going for work so they were unable to attend the school. Significantly, the ratio of children for not attending school due to long distance of school and mischievous behavior of child are negligible.

Table no. 3 Distribution of information of respondents regarding to activities done by Child instead of attending school

The following table explains the activities done by child instead of attending school. It has been categorized in following four groups.

(Multiple choice table)

Sr. No.	Activities done by Child instead of attending school	Frequency	Percent
1.	Playing with others	39	22.3%
2.	Wandering with friends	56	32%
3.	Working	22	12.6%
4.	Not applicable	58	33.1%
	Total	175	100.0%

Table No 3 depicts the activities done by the child instead of attending school.It indicates that majority 56 (32%) of parents responded that their children wandering with their friends instead of attending school whereas 39 (22.3%) parents replied that their children were playing with others instead of attending the school. Only 22 (12.6%) parents answered that their children were working instead of going to school as they were from low economic background. This question was not applied for 58 (33.1%) parent respondents as their children were attending school. This table is multichoice answer.

Table indicates that larger percentage of respondents was replied that children were wandering with friends instead of attending school.

Graph No. 5 Distribution of information regarding type of unlawful act by child
The following graph discusses about the information regarding type of unlawful act by child. It is categorized in eight groups.
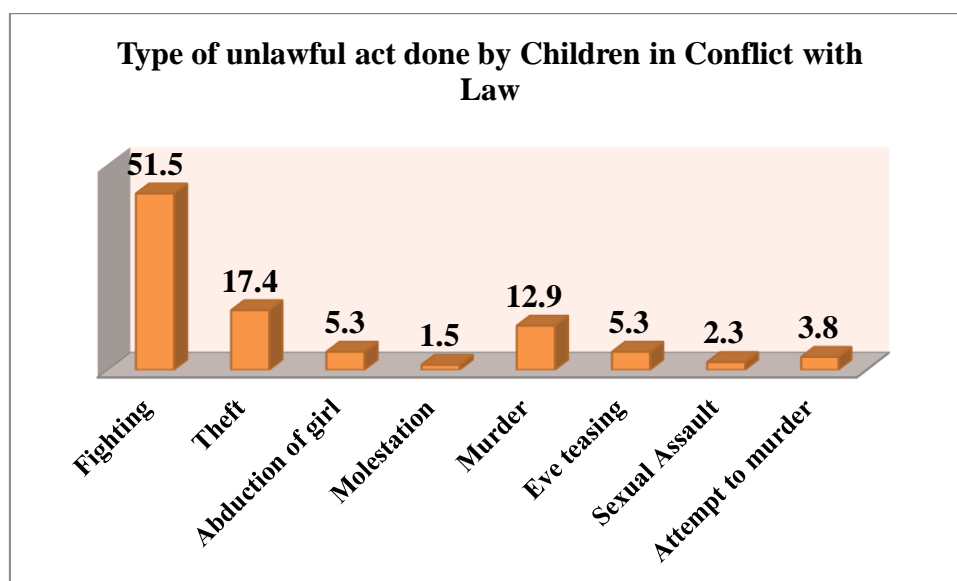
Graph No.5 shows about information regarding type of unlawful act by child. It is found that majority of child respondents that was, 68 (51.5%) engaged in fighting whereas 23 (17.4%) children in conflict with law involved in theft activity. It is also observed that 17 (12.9%) children were involved in murder. Unlawful act as abduction of girl had done by 7 (5.3%) children in conflict with law, similarly another 7 (5.3%) had involved in eve teasing acts. Attempt to murder had been done by 5 (3.8%) child respondents whereas 3 (2.3%) involved in sexual assault. It is also observed that 2 (1.5%) child respondents were engaged in molestation.

Graph indicates the various unlawful acts have done by the respondents of this study. From collected data, ½ of the children in conflict with law were came to Juvenile Justice
System for fighting as it is minor crime. From remaining ½ of the respondents, 35% of children are involved in the unlawful act of theft; nearly 26 % of children are engaged in heinous offence that is murder; abduction of girl and eve teasing are carried out by 10% child respondents respectively; 7% children had attempted to murder; 4% children are carried out sexual assault and 3% children are involved in molestation.

Table No 4Association between Reason of leaving the school by child * Present situation of child related attending school Crosstabulation

Reason of leaving the school by child		Present situation of child related attending school			Total
		Attending the school	Left the school	Never enter school	
1.	Dislike school	1	6	0	7
2.	Lack of	0	3	0	3

	importance of education in family				
3.	Going for work	0	14	0	14
4.	Single Parent family	0	4	0	4
5.	Rusticated from school	0	4	0	4
6.	Not interested in studies	0	20	0	20
7.	Fight with classmates	0	5	0	5
8.	Long distance of school	0	1	0	1
9.	Run away from the school	0	2	0	2
10.	Mischievous behavior in the school	0	1	0	1
11.	Conflict in the family	0	3	0	3
12.	Failed in subjects	0	7	0	7
13.	Filing of case in JJB	0	3	0	3
14.	Not applicable	56	0	2	58
	Total	57	73	2	132

x^2=215.249   df = 26   p = 0.02   C = 0.740

When reason of leaving school was cross-tabulated with present situation of child related attending school, it was found that responses of the child about reason of leaving the school and present situation related attending school. Total 7 child respondents left the school as they disliked it. The 01 respondent attends the school but he dislikes the school. 6 child respondents have left the school as they disliked the school. Therefore, the table concludes that majority of respondents (4%) responded that they left the school as they disliked to go to school.

It also indicates that 3 respondents left the school as there were lack of education in the family. Therefore, table concludes that respondents who left the school for not having educational environment in the family were 2% in the total ratio.

It also shows that majority of child respondents (14) were left the school as they have to go for work to meet the economic needs of the family. Hence table concludes that 10% respondents had to go for work instead of attending the school.

It explains that for belonging to single parent family majority of respondents (4) were left the school. Table concludes that approximately 3% of the child respondents left the school for having the single parent family.

It indicates that majority of respondents (4) were left the school as they have rusticated from the school. Table concludes that from collected data, approximately 3% of the child respondents had to leave the school for their deviant behavior in the school as they rusticated from the school.

It explains that majority of child respondents (20) left the school as they were not interested in studies. Hence, table concludes that from collected data majority of respondents (15%) were not interested in studies.

It shows that the 5 child respondents were left the school as they have fight with the classmates. Therefore, table concludes that 3.7% child respondents are out of school for their misconduct.

It indicates that 01- child respondent have to left the school as the school was too far from the residence of the child. Therefore, table concludes that 0.7% respondents have left the school for long distance of school from their house.

Table shows that 2 child respondents left the school as they run away from the school as they influenced by the elder ones. Therefore, table concludes that 1.5% child respondents run away from school from collected data.

It is seen that only 01 respondent had left the school for his mischievous activities during school time. Hence, table concludes the ratio of doing the naughty behavior and left the school is 0.7% only.

Table indicates that conflict in the family is another reason for 3 child respondents to left the school. Therefore, table concludes that the ratio is 2% for discontinued education for this reason.

It shows that 7 child respondents failed in the subject and they never turned to school again. Hence, table concludes that only 5% child respondents were discontinued school for the failure in the subjects.

Filling the case in Juvenile Justice Board was the response from (3) child respondents as they had to submit the school leaving in the police station as an age proof. Therefore, table concludes that 2% of the respondents had to discontinue the school.

Total 2 child respondents were never entered the school in their life as per the indication of the above table. Hence, table concludes that 1.5% respondents were never had any opportunity to attend the school.

Table also indicates that 56 child respondents were attending the school regularly. Hence, table concludes that majority of child respondents (42%), were regularly taking their education.

To assess the association between these two variables Chi-Square Test had been administered. The results shows that the association between two variables, namely, Reason

of leaving the school by child * Present situation of child related attending school are statistically significant (p=0.02).

Table No. 5 Association between Reason of leaving the school by child * Type of unlawful act by child Crosstabulation

Reason of leaving the school by child	Type of unlawful act by child								Total
	Fighting	Theft	Abduction of girl	Molestation	Murder	Eve teasing	Sexual Assault	Attempt to murder	
Dislike school	4	0	2	0	0	1	0	0	7
Lack of importance of education in family	1	1	0	1	0	0	0	0	3
Going for work	10	0	0	0	2	0	0	2	14
Single Parent family	3	0	0	0	1	0	0	0	4
Rusticated from school	1	2	0	0	0	0	0	1	4
Not interested in studies	11	5	2	0	2	0	0	0	20
Fight with classmates	3	2	0	0	0	0	0	0	5

Long distance of school	1	0	0	0	0	0	0	0	1
Run away from the school	0	2	0	0	0	0	0	0	2
Mischievous behavior in the school	1	0	2	0	0	0	0	0	3
Conflict in the family	3	0	0	0	0	0	0	0	3
Failed in subjects	4	1	0	0	2	0	0	0	7
Filing of case in JJB	0	0	0	0	3	0	0	0	3
Not applicable	26	10	1	1	7	6	3	2	56
Total	68	23	7	2	17	7	3	5	132

$x^2 = 126.645$ **df = 91**   **p = 0.02**   **C = 0.227**

When Reason of leaving the school by child was cross-tabulated with Type of unlawful act by child, it was found that (07) respondents responded that, they left the education for disliking school and involved themselves in unlawful activities. The table explains that majority (04) child respondents were left the school and involved themselves in the unlawful act of Fighting. 02 child respondents engaged themselves in unlawful act of Abduction of girl whereas only 01 child respondent engaged in Eve-teasing. Therefore, majority of child respondents (3%) engaged in unlawful activity of fighting.

Table indicates that total 3 child respondents left the school as there is lack of importance of education in their families. Each one of them engaged in fighting, theft and molestation respectively. Hence, table concludes that the ratio is 1.5% for each of the unlawful activity committed by those child respondents.

It explains that total 14 child respondents left the school as they have to go for work and after leaving school, they committed unlawful activities. Out of those 14 child respondents, majority of (10) child respondents engaged in fighting whereas only 2 child respondents committed heinous act of murder and another 2 child respondents involved in the deviant act that was attempt of murder. Hence, table concludes that majority of child respondents (10%) involved in fighting.

Total 4 child respondents were engaged in unlawful activities after they left the school as they belonged to single parent family. Out of them, majority of child respondents (3) were engaged themselves in the unlawful act as fighting whereas only 01 child respondent involved in heinous offence of murder. Therefore, table concludes that 2% of child respondents engaged in fighting who belongs to single parent family as single parent was unable to monitor the activities of their child.

Rusticated child respondents were responded as 01 child respondent of them was involved in fighting; 02 child respondents were involved in theft while 01 child respondent attempted to murder. Hence, table concludes that majority 1.5% child respondents were engaged in fighting after rusticated from school.

Majority of (20) child respondents were discontinued school as they were not interested in studies. Out of those, 11 child respondents involved in fighting after leaving the school whereas 5 child respondents were involved in theft. 2 child respondents were involved in abduction of girl and another 2 child respondents were engaged in murder. Therefore, table concludes that majority of (8%) child respondents had committed the unlawful activity of fighting after left the school for disliking studies.

Fighting with the classmates was the response by total 05 child respondents discontinued the school education. Out of those 5 child respondents, majority of (03) child respondents were again engaged in fighting whereas (02) child respondents were involved in theft. Thus, table concludes that majority of child respondents (2%),

were left the school for the reason of fighting with their classmates and they had repeated the same thing as unlawful act.

Table explains that only 01 child respondent had left the school as it was far away from home and it had involved in fighting. Therefore, table concludes that only 0.7% respondent engaged in fighting after left the school.

It also shows that only 2 child respondents had left the education as they ran away from school and they involved in theft. Hence, table concludes that 1.5% respondents were committed the unlawful act of theft after leaving the education.

Table explains that 03 child respondents left the school for mischievous behavior in the school. Amongst those respondents' majority of (02) child respondents were committed the unlawful act of abduction of girl, whereas only 01 respondent engaged in fighting. Hence, table concludes that 1.5% respondents engaged in abduction of girl after leaving school for misbehaving in the school.

Table indicates that 03 child respondents were engaged in fighting after leaving the school as having the conflict in the family. Thus, table concludes that 2% respondents, from collected data, engaged in fighting.

It explains that total 07 child respondents left the school as they failed in the subjects. Out of those respondents', 04 respondents were involved in fighting whereas 02 respondents had committed in murder and 01 respondent engaged in theft. Therefore, table concludes that 3% respondents were committed the unlawful act as fighting after leaving the school for the reason of failure in subjects.

It is observed that 03 child respondents responded that they have to left the school for submitting the leaving certificate in the police station and they involved in heinous offence of murder. Hence, table concludes that 2% of respondents engaged in murder after leaving the school.

As per the table, majority of (56) child respondents were studying in schools but engaged in various unlawful act. Out of those respondents, 26 respondents were involved in fighting; 10 were involved in theft; 07 respondents had committed murder; 06 respondents were involved in eve teasing; 03 respondents were committed unlawful act of sexual assault; 02 respondents engaged in attempt to murder and remaining each 01-respondent committed unlawful acts such as abduction of girl and molestation respectively. Hence, table concludes that 19% respondents were committed unlawful act of fighting but they were attending school.

To assess the association between these two variables Chi-Square Test had been administered. The results shows that the association between two variables, namely, Reason of leaving the school by child * Type of unlawful act by child are statistically significant (p=0.02).

Findings:
1. Majority of child respondents are of the age seventeen and eighteen.
2. It shows that parents of Children in Conflict with Law were having lower educational status which affects the development and behavior of the children.
3. Approximately ¼ families are from lowest economic group which are having monthly income less than Rs.10250.
4. Majority of children are out of school.
5. Majority of children left the school for not interested in studies and similarly, majority children were going for work so they were unable to attend the school.
6. Majority of children were involved in fighting as well as in theft after leaving the school
7. Larger percentage of respondents was replied that children were wandering with friends instead of attending school.
8. To assess the association between these two variables Chi-Square Test had been administered. The results shows that the association between two variables, namely, Reason of leaving the school by child * Present situation of child related attending school are statistically significant (p=0.02).
9. To assess the association between these two variables Chi-Square Test had been administered. The results shows that the association between two variables, namely, Reason of leaving the school by child * Type of unlawful act by child are statistically significant (p=0.02).

Conclusions:
As metropolitan city, Pune is the high ranked city for Children in Conflict with Law. Those children were mostly out of schools and they engaged themselves in unlawful activities such as fighting, theft, murder, attempt

to murder, molestation, eve-teasing etc. there are many social and economic reasons behind the issue of children in conflict with law in Pune city. Where ever the main reason is poverty and lack of encouragement for education. Due to low economic status the children left the school as they have to work to meet the daily needs of the family. Also, parents are engaged in their work or job so that they pay less attention towards their child.

National education policy 2020 speaks about the re-imagining vocational training to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programs into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. But the policy never gives the guidelines for overcome the issues in completing the school level education by Children in Conflict with Law. It also never speaks about the problem of out of school children in broader way. There is lack of provisions for out of school children in conflict with law. Hence, it is a raised question for the betterment of children in conflict with law according to their educational right.

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