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## **Socio-Economically Deprived Dropout Primary School Students in Ranchi, Jharkhand**

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### **ABSTRACT**

This report presents the findings from a survey that was carried out in a few regions of the Ranchi in Jharkhand. The worrying rates of student non-enrolment, dropouts, and low attendance are caused by poverty, even while bad infrastructure and a shortage of teachers also have an impact on the quality of instruction. Children from scheduled communities are especially disadvantaged because their education is not provided in their native tongue. This paper makes the case that in order to assure elementary education's increased efficacy, multiple strategies must be implemented. Although the government can intervene through programs like midday meal programs, community involvement in the management of the primary education system must be guaranteed. This study has used a qualitative case study approach to investigate the issue holistically inside a hamlet as a single social unit. A household-based school dropout survey was carried out to determine the type and degree of primary school dropouts. Twenty Ho youngsters were then chosen for an extensive research based on their household occupation (tusar farming and non-tusar farming) and educational status (dropouts and stay-ins).

**Keywords:** Communities, Disadvantaged, Dropouts, Determine, Education, Implemented, Occupation, Approach, Management, Carried.

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### **Introduction**

India inherited a relatively tiny educational system upon independence in 1947, along with notable regional, ethical, and structural disparities. Three out of every four children had attended basic school, and only a relatively small percentage of the population was literate. Severe regional and gender differences exacerbated the enrolment and literacy rates. Realizing the importance of education in the process of developing a person's personality, the state realized that reforming and reorganizing the educational system was a crucial area of involvement. The Indian constitution and subsequent five-year plans, thus, established a clearly defined and outlined framework for universal education for all children in the age span of 6-14. Mahatma Gandhi, in the midst of leading the epic battle against colonial power, developed an alternative. One of the objectives of the Indian freedom movement was basic education. Numerous provisions of the Indian constitution highlight the general guiding principles of the nation's educational growth. These ideas are founded on the community-based educational system, which has its roots in the country's liberation war. The legislature, the union government, and the states are given distinct legislative, executive, and financial authorities under the constitution.

A child's education is the most powerful factor in helping him or her grow into a capable, inquisitive, and skilled adult. School dropout rates continue to rise across the country in spite of the administration's initiatives and plans to provide free and compulsory education to all. In many parts of the world, school dropout is a common occurrence; this is especially true in Indian communities. Because dropping out of secondary school is a serious problem that affects a person's future, it is necessary to address the issue of kids leaving school.

Dropout rates among children have increased to the point that it is considered an emergency. High school dropouts have an impact not only on the individual who has left school, but also on others around them. As the number of dropouts rises, the network as a whole is affected.

Dropout from school is typically viewed as a bad life event that is usually followed by other problems. The long-term negative effects of dropping out of secondary school include personal, social, and economic hardships for both the individual and the wider network. Understudies who are unable to complete their secondary school education are mostly those who drop out.

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### **Socio economically deprived:**

A state where people or households find it difficult to provide for their fundamental needs. People may also feel as though their needs or rights are being disregarded or denied when they are in this state. Deprivation is referred to as absolute when it is determined by a minimum level. The concept of socioeconomic deprivation and its effect on quality of life is becoming increasingly important in the contemporary context of regional planning. While some urban regions and its outskirts are constantly expanding, there is a noticeable pattern of dichotomy and dualism in the development of the community development blocks inside these sub regions. Sub regions are therefore more vulnerable to socioeconomic fluctuations and increased susceptibility than

cities with better developed and planned infrastructure. The main cause is the uneven allocation of resources and national assets among the sub regional systems. Therefore, it is necessary to assess the level of vulnerability in each of the sub regions. Analysing the patterns of deprivation in the sub regions allows one to spatially explain the vulnerability in the process of development. Furthermore, there is a quality of life observation regarding substandard housing and physical infrastructure, which is related to vulnerability. The goal of this study is to use the two observations to determine patterns of deprivation and how they affect quality of life.

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### **Repercussions of drop-out school early:**

Due to the report, the majority of respondents felt less fortunate than those who complete their school. Since they haven't even finished matriculation, they are unable to locate them employment. Because there are no excellent occupations accessible for them, they also have financial difficulties. Without knowing about the various resources accessible in the area, they are unable to apply for government jobs or different schemes.

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### **Conclusion**

According to the respondents, the primary causes of school dropout among youngsters are poor or no interest in studying, early marriage, financial difficulties, distance from school, and dislike of school, family issues, and illness.

The study revealed that children had very little awareness of the value of education since neither their parents nor their teachers stressed its relevance to them. This was one of the reasons why youngsters drop out of school. One other reason for their dropout was that the lecturers were unfriendly and did not employ varied teaching strategies, which made studying challenging and boring. Furthermore, some parents did not advocate for their children to pursue further education because they did not value education themselves. Another finding from the study was that some kids were frustrated and depressed because they were unable to talk to their parents or teachers about their issues. After leaving school, the kids worked primarily as daily labourers, casual workers, and in agriculture and related fields. Few of them have work since their qualifications prevented them from getting hired.

The children of this community face a number of issues after leaving school: they are unable to find employment, they are unable to apply for government jobs or programs because they are unaware of the resources available in the village, they are illiterate, they are experiencing a financial crisis, and they are dissatisfied with their current jobs. Comparatively speaking to those who have finished their school, they likewise feel less fortunate.

Some responses recommended giving students scholarships or stipends even after the eighth grade so they wouldn't have to drop out of school because of a financial issue. Every single problem should be resolved, and a child-centered approach should be used to increase students' understanding of the subject. In order for students to be emotionally, mentally, and spiritually fit, the school climate should become welcoming and teachers should be aware of each student's specific struggles and provide support.

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