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+91 9940572462

+91 9940572462

ijarasem@gmail.com

www.ijarasem.com



# Dropout Rates and their Underlying Causes among Tribal Girls in Higher Education in Jharkhand: A Review Study

Madhu Ranjan

Assistant Professor, Bharathi College of Education, Kandri, Mandar, Ranchi, India

**ABSTRACT:** This review paper explores the high dropout rates among tribal girls in higher education in Jharkhand, India. Socio-economic, cultural, and systemic barriers, such as financial constraints, gender disparities, and inadequate infrastructure, contribute to these rates. Identifying these challenges highlights the need for targeted interventions and policy reforms to enhance educational inclusivity and empower tribal girls.

**KEYWORDS:** Dropout rates, tribal girls, higher education, Jharkhand

## I. INTRODUCTION

The pursuit of higher education among tribal girls in Jharkhand, India, is often marked by significant challenges, with dropout rates casting a shadow over their educational journey. Despite concerted efforts to enhance educational access and opportunities, the issue of dropout rates persists, reflecting underlying complexities deeply rooted in socio-economic, cultural, and systemic factors. Understanding the causes behind these dropout rates is paramount to devising effective strategies for intervention and empowerment within these communities. In this study, we delve into the dropout rates and their underlying causes among tribal girls in higher education in Jharkhand. By examining the multifaceted dimensions of this issue, we aim to shed light on the challenges faced by tribal girls in pursuing and sustaining their educational aspirations. Through a comprehensive analysis, we seek to identify the systemic barriers, socio-economic disparities, and cultural norms that contribute to dropout rates, ultimately paving the way for informed policies and initiatives to foster greater educational inclusivity and equity. Drawing upon existing research, empirical evidence, and insights from stakeholders, we explore the intricate interplay of factors influencing dropout rates among tribal girls in higher education. From financial constraints and gender disparities to cultural norms and inadequate infrastructure, each factor presents unique challenges that intersect to impede educational attainment and retention. By unraveling these complexities, we endeavor to inform targeted interventions tailored to the specific needs and realities of tribal communities in Jharkhand. This study holds significant implications for policy-makers, educators, and community leaders engaged in promoting educational equity and empowerment among tribal girls. By illuminating the root causes of dropout rates, we aim to catalyze dialogue, advocacy, and action towards creating a more inclusive and supportive educational environment that enables tribal girls to realize their full potential and contribute meaningfully to society [1-3].

## II. REVIEW OF LITERATURE

**Ramachandran and Deepan's (2017)** study highlighted the severe social and educational disadvantages faced by Scheduled Tribes (STs) in India. Despite efforts to use education to improve the economic independence and social organization of tribal women, STs continued to lag behind Scheduled Castes in educational performance. The research, which relied on secondary data, underscored the failure of policymakers to address the cultural aspects of education, resulting in high dropout rates and poor educational outcomes for STs. The study emphasized the need for culturally sensitive educational policies to truly uplift and integrate the tribal communities into the broader societal framework.

**Pramanik and Nangia's (2010)** addressed the persistent issue of school dropouts in India, even after 62 years of independence. Despite significant emphasis on education, dropout rates remained alarmingly high, posing a severe threat to the educational landscape. The paper aimed to identify factors leading to dropouts among children aged 6-14 and emphasized early detection to prevent future dropouts. Through a comparative study of different states and Union Territories, the authors examined various reasons cited by dropouts. They recommended strategies at multiple levels, emphasizing collaboration and communication among students, schools, guardians, government, and community to mitigate dropout rates.



**Halder, S. (2015)** examined the impact of various government and NGO initiatives on the wellbeing of Scheduled Tribes (STs) in India, focusing on the Church block of Hazaribagh district. Despite some improvements, the study found that ST populations remained largely underdeveloped, with many still living below the poverty line. The paper highlighted demographic conditions, educational standards, work participation, and asset availability. It concluded that although progress had been made, significant efforts were still needed to improve the quality of life for ST communities.

**Reddy, A. N., & Sinha, S. (2010)** assessed the persistent high dropout rates in India, exploring the various causes such as poverty, child labor, and lack of interest in education. The study argued that systemic issues within schools played a significant role in pushing children out. It also documented an MV Foundation experiment in Andhra Pradesh that successfully retained students by modifying school procedures. The paper underscored the need for systemic support to uphold children's right to education and reduce dropout rates.

**Ghosh, S. (2017)** paper investigated social exclusion in higher education among Scheduled Tribes and Scheduled Castes in West Bengal, Bihar, Jharkhand, and Odisha. Using secondary data, the study found significant improvements in access to higher education for these groups, particularly in West Bengal. However, it noted that exclusion remains inherent without policy intervention. The paper also pointed out the need for further research on dropout rates and job placement for these communities.

**Shrivastava, P., Janghel, G., & Bhatt, S. (2016)** study by Shrivastava, Janghel, and Bhatt explored psychological reasons behind school dropouts in Chhattisgarh. Analyzing data from 400 students, the researchers identified factors such as migration, lack of interest in studies, economic conditions, and poor parent-teacher relationships. The study highlighted the importance of improving student support systems to reduce dropout rates and suggested targeted interventions to address these psychological factors.

**Andrabi, A. A. (2013)** paper focused on the educational status of Scheduled Tribes in Jammu and Kashmir compared to the national level. It found that ST literacy rates and education levels in the region were significantly lower, largely due to poverty and inadequate infrastructure. The study concluded that existing educational programs and developmental schemes had not effectively improved conditions, calling for intensified efforts from government and non-profit organizations.

**Sen, A. K. (2015)** chapter analyzed the delayed empowerment of Jharkhand's adivasis due to low literacy rates. It discussed historical struggles and noted that a lack of political consciousness, typically fostered by education, hindered their empowerment. The chapter argued that adivasi communities' slow progression towards literacy was influenced by critical historical factors, emphasizing the need for focused educational initiatives to promote political and social empowerment.

**Chatterjee, P. (2016)** paper examined the educational status of tribal communities in Madhya Pradesh. Despite government efforts, the study found that educational levels among these communities remained poor. It identified numerous challenges, including socio-economic and cultural barriers, and called for enhanced policies and initiatives to improve educational outcomes for tribal populations.

**Rajesh, M. R., & Jayaraman, K. (2018)** analyzed the low literacy rates among Scheduled Tribes in Tamil Nadu, particularly in the Pachamalai hills. The study highlighted superstitions and blind beliefs as significant obstacles to education. It recommended the implementation of targeted government policies to address these issues and enhance educational opportunities for the tribal population.

**Rahman, F (2021).** Dropout is not only an impediment in academic excellence and educational prowess of any country, but it also results in wastage of the efforts and investments of the state in building quality human resource. Dropout is a matter of serious concern in a developing and socially diverse country like India with majority of dropouts coming from the socially and economically marginalized communities, as studies suggest. The Socio-Economic development of any country is contingent on Higher Education. According to United Nations Educational, Scientific and Cultural Organization (UNESCO), Education is the basis for a Sustainable Development.



### III. DROPOUT RATES AMONG TRIBAL GIRLS IN HIGHER EDUCATION

Dropout rates among tribal girls in higher education in Jharkhand represent a significant challenge that impedes their academic progress and socio-economic advancement. Despite efforts to enhance educational opportunities, these girls face formidable barriers that contribute to their disengagement from academic pursuits. Factors such as financial constraints, gender disparities, cultural norms, and inadequate infrastructure converge to undermine their educational aspirations, highlighting the need for targeted interventions and systemic reforms to address the root causes of dropout rates. In the context of Jharkhand's tribal communities, dropout rates among girls in higher education are not merely statistical figures but indicative of broader systemic inequities and socio-cultural complexities. Understanding the multifaceted nature of these challenges is essential for designing effective strategies that promote educational inclusivity and empower tribal girls to overcome barriers and fulfill their academic potential. By addressing the underlying causes of dropout rates, stakeholders can foster an enabling environment that nurtures educational aspirations and facilitates the holistic development of tribal girls in Jharkhand [4].

### IV. DROPOUT RATES AND THEIR UNDERLYING CAUSES AMONG IN TRIBAL GIRLS

Dropout rates among tribal girls in higher education in Jharkhand reveal a pressing issue with far-reaching implications for individual opportunity and community development. These rates underscore the intersection of socio-economic disadvantages, cultural norms, and systemic obstacles that hinder girls' educational journey. Factors such as financial constraints, limited access to quality education, gender disparities, and prevailing social expectations collectively contribute to the dropout phenomenon, highlighting the urgent need for targeted interventions and comprehensive policy reforms to address the root causes and ensure equitable educational outcomes for tribal girls in the region. To effectively tackle the dropout rates among tribal girls, a holistic approach is essential, encompassing initiatives aimed at mitigating financial barriers, promoting gender equality, enhancing educational infrastructure in remote areas, and fostering community engagement to challenge entrenched norms. By addressing these underlying causes in a concerted manner, stakeholders can create an enabling environment where tribal girls have the support, resources, and opportunities needed to pursue and sustain their educational aspirations, thereby unlocking their potential as agents of change and contributors to the socio-economic development of Jharkhand's tribal communities [5].

### V. POLICY AND INTERVENTION IN TRIBAL GIRLS

Policy and intervention strategies to address the challenges faced by tribal girls in higher education in Jharkhand can be structured into several key points:

1. **Financial Support Mechanisms:** Implementing scholarship programs and financial aid initiatives specifically targeting tribal girls to alleviate economic barriers to higher education. This could include grants for tuition fees, textbooks, transportation, and accommodation expenses.
2. **Gender-Sensitive Education Policies:** Developing and enforcing policies that promote gender equality and address cultural norms that may impede girls' access to education. This includes ensuring equal opportunities for girls in enrollment, retention, and academic support programs.
3. **Improving Infrastructure and Access:** Investing in the expansion and enhancement of educational infrastructure, particularly in remote tribal areas. This involves establishing new schools, colleges, and hostels, as well as improving transportation networks to facilitate access to educational institutions.
4. **Community Engagement and Awareness:** Launching community-based initiatives to raise awareness about the importance of girls' education and challenge traditional beliefs that may discourage tribal girls from pursuing higher education. This could involve partnerships with local leaders, NGOs, and grassroots organizations to promote a supportive environment for girls' education.
5. **Capacity Building and Mentorship Programs:** Implementing mentorship programs and skills development initiatives to empower tribal girls with the necessary tools and guidance to navigate the challenges of higher education successfully. This includes providing academic counseling, career guidance, and leadership training to foster confidence and resilience among tribal girls [7-11].

### VI. CONCLUSION

Dropout rates among tribal girls in Jharkhand's higher education reflect deep-rooted socio-economic and cultural barriers. Addressing these issues through financial support, gender-sensitive policies, improved infrastructure, and



community engagement is crucial. Effective interventions can foster an inclusive educational environment, empowering tribal girls and promoting socio-economic development in Jharkhand's tribal communities.

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