



Research Article

Right To Education of Building Construction Labourers Children in Ranchi City, Jharkhand, India

Rubika Banerjee ^{1*}, Dr. Birendra Kumar ²

¹ Research Scholar, Department of Economics, Binod Bihari Mahto Koyalanchal University, Dhanbad, Jharkhand, India

² Associate Professor and Research Guide, Principal of Katras College, Katrasgarh, Dhanbad, Jharkhand, India

Corresponding Author: *Rubika Banerjee

DOI: <https://doi.org/10.5281/zenodo.19848856>

Abstract

The Indian State has made a substantial constitutional commitment to guarantee universal elementary education with the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act). However, children of building construction labourers remain among the most educationally excluded groups, particularly in rapidly urbanising cities. Right to Education is realised among children of building construction labourers in Ranchi city, Jharkhand. Using a socio-legal and empirical approach, the research analyses socio-economic conditions, migration patterns, parental awareness, and institutional barriers affecting educational access. From 120 construction labour households, primary data was collected. Structured interviews taken and supplemented by secondary sources such as government reports and academic literature. The findings reveal that although school enrollment is moderately high, regular attendance and retention remain low due to migration, poverty, housing instability, low awareness of RTE provisions, and administrative barriers. RTE Act for construction labourers' children requires flexible admission procedures, inter-departmental coordination, employer involvement, and targeted awareness programmes.

Manuscript Information

- ISSN No: 2583-7397
- Received: 13-03-2026
- Accepted: 23-04-2026
- Published: 28-04-2026
- IJCRM:5(2); 2026: 874-878
- ©2026, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Banerjee R, Kumar B. Right To Education of Building Construction Labourers Children in Ranchi City, Jharkhand, India. Int J Contemp Res Multidiscip. 2026;5(2): 874-878.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Right to Education, Construction Labourers, Migrant Children, Urban Education, Ranchi City

1. INTRODUCTION

Education is universally recognised as a fundamental human right and a key instrument for social justice, economic development, and democratic participation. According to Article 21 A in Indian constitution children between the ages of six and fourteen should receive free and compulsory education. The Education Act, 2009 operationalised this constitutional mandate by defining State obligations, prescribing school norms, and emphasising inclusion of disadvantaged children. Despite this legal framework, access to education remains uneven, particularly among children from informal labour households. Building construction labourers constitute most vulnerable occupational groups in urban India. Characterised by low wages, insecure employment, seasonal migration, and poor living conditions, construction labourers face multiple forms of social and economic exclusion. These vulnerabilities directly affect the educational participation of their children.

Ranchi city, the capital of Jharkhand, in recent years, from nearer village people are coming in search of work. This leading to increased construction activity and inflow of migrant labourers. While urban growth has generated employment, it has also intensified inequalities in access to basic services, including education. Children of construction labourers often reside in temporary settlements near worksites, lack stable schooling environments, and experience frequent interruptions in education.

This study focuses on Ranchi city in order to assess the extent to which children of building construction workers are fulfilling their right to an education and to pinpoint the institutional and structural obstacles that prevent the RTE Act from being effectively implemented in the context of informal labor.

2. LITERATURE REVIEW

Studies on educational exclusion in India highlight that children from economically and socially marginalised communities face persistent barriers despite policy interventions. Dreze and Sen (2013) argue that legal rights alone are insufficient without supportive socio-economic conditions and institutional capacity. Research on migrant labourers' children indicates that mobility disrupts schooling continuity and contributes to higher dropout rates (Srivastava, 2012).

Nambissan (2010) emphasises that urban poverty and informal employment significantly affect the childrens of slums and temporary settlements to avail the education. The PROBE Team (2011) finds that awareness of educational entitlements among disadvantaged parents is low, limiting utilisation of public education schemes. Tilak (2015) critically examines the RTE Act and notes that implementation challenges are most pronounced for migrant and informal-sector families due to rigid administrative procedures.

UNICEF India (2019) reports that migrant children in urban areas face documentation barriers, lack of neighbourhood schools, and inadequate institutional coordination. Studies focusing on construction workers reveal that employer neglect and absence of on-site educational support further marginalise children (Labour Department, Government of Jharkhand, 2019).

There is limited city-specific empirical research on Ranchi focusing exclusively on children of building construction labourers. This study seeks to fill this gap by combining legal analysis with field-based evidence.

3. OBJECTIVES AND HYPOTHESES

Objectives

1. To examine the socio-economic profile of building construction labourers in Ranchi city.
2. To assess the educational status of enrollment, attendance, and retention.
3. To analyse parental awareness of the Right to Education Act, 2009.
4. To identify institutional and administrative barriers affecting educational access
5. To evaluate the effectiveness of RTE implementation for construction labourers' children in Ranchi city.

Hypotheses

- H₀₁: Between household income and children's school enrollment. no significant relationship is present.
- H₀₂: Migration status has no significant effect on school attendance.
- H₀₃: Parental awareness of RTE does not influence educational participation.
- H₀₄: Institutional barriers are not related to school dropout.

4. RESEARCH METHODOLOGY

Descriptive and analytical research design were used.

Study Area

Ranchi city, Jharkhand, focusing on major construction zones and nearby labour settlements.

Sample and Sampling

120 households of building construction labourers were selected for the sample. Purposive and convenience sampling methods used.

Data Collection

Primary Data: Structured interview schedules administered to parents.

Secondary Data: RTE Act, government reports, census data, journals, and books.

Variables

Independent Variables: Income, migration status, housing condition, parental awareness.

Dependent Variables: School enrollment, attendance, retention.

Analysis Tools

Applied percentage analysis and Chi-square tests to examine relationships between variables. Using SPSS analysed data.

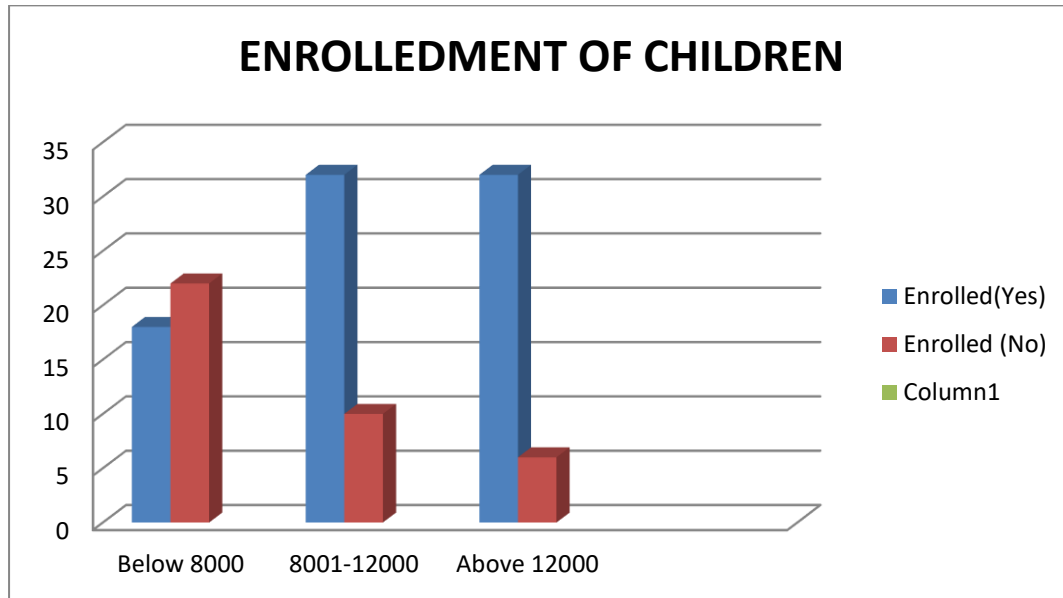
5. DATA ANALYSIS AND FINDINGS

Hypothesis 1 (H₀₁):

Between household income and school enrollment of children of building construction labourers in Ranchi city no significant relation exists.

Table 1: Household Income and School Enrollment of Children

Monthly Household Income (₹)	Enrolled (Yes)	Enrolled (No)	Total
Below 8,000	18 (45.0%)	22 (55.0%)	40
8,001 – 12,000	32 (76.2%)	10 (23.8%)	42
Above 12,000	32 (84.2%)	6 (15.8%)	38
Total	82 (68.3%)	38 (31.7%)	120



SPSS Chi-Square

Test	Value
Pearson Chi-Square (χ^2)	14.62
Degrees of Freedom (df)	2
Significance (p-value)	0.001
N	120

Interpretation

The Chi-Square test reveals that in household income and school enrollment ($\chi^2 = 14.62$, $df = 2$, $p < 0.05$) significant relation is present. Children from higher-income construction labour households show significantly higher enrollment rates compared to those from lower-income households. Therefore, the null hypothesis (H_{01}) is rejected, indicating that household income play a crucial role to determining school enrollment of building construction labourers in Ranchi city.

“The analysis reveals a significant association between household income and school enrollment, confirming that economic vulnerability remains a major determinant of educational exclusion among construction labour households.”

Hypothesis 2

H_{02} : Migration not affect school attendance of children of building construction labourers.

Table 2A: Crosstabulation – Migration Status × School Attendance (SPSS Format) Migration Status * School Attendance Crosstabulation

Migration Status	Regular Attendance	Irregular Attendance	Total
Migrant	18 (30.0%)	42 (70.0%)	60
Non-Migrant	32 (53.3%)	28 (46.7%)	60
Total	50 (41.7%)	70 (58.3%)	120

Table 2B: Chi-Square Tests (SPSS Output)

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.45	1	.000
Continuity Correction	11.21	1	.001
Likelihood Ratio	12.83	1	.000
N of Valid Cases	120		

Interpretation

Since $p < 0.05$, the null hypothesis (H_{02}) is rejected. Migration status has a statistically significant effect on school attendance.

Hypothesis 3

H_{03} : Parental awareness of the RTE Act does not influence children’s school enrollment.

Table 3A: Cross tabulation – Parental RTE Awareness × School Enrollment RTE Awareness * Enrollment Crosstabulation

Parental Awareness	Enrolled	Not Enrolled	Total
Aware of RTE	40 (87.0%)	6 (13.0%)	46
Not Aware of RTE	42 (56.8%)	32 (43.2%)	74

Total	82	38	120
-------	----	----	-----

Table 3B: Chi-Square Tests (SPSS Output)

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.92	1	.000
Continuity Correction	12.64	1	.000
Likelihood Ratio	14.21	1	.000
N of Valid Cases	120		

Interpretation

The relationship between parental awareness of RTE and school enrollment is statistically significant. Hence, H₀₃ is rejected.

Hypothesis 4

H₀₄: Institutional barriers are not significantly related to school dropout.

Table 4A: Cross tabulation – Institutional Barriers × School Dropout
Institutional Barriers * Dropout Status Cross Tabulation

Institutional Barriers	Dropped Out	Continuing	Total
Present	30 (55.6%)	24 (44.4%)	54
Not Present	8 (12.1%)	58 (87.9%)	66
Total	38	82	120

Table 4B: Chi-Square Tests (SPSS Output)

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.31	1	.000
Continuity Correction	23.94	1	.000
Likelihood Ratio	26.02	1	.000
N of Valid Cases	120		

Interpretation

The Chi-Square test confirms a strong association between institutional barriers and school dropout. Therefore, the null hypothesis (H₀₄) is rejected.

6. RESULTS & DISCUSSION

Inferential analysis through SPSS and Chi-square tests were employed to check the relation between selected socio-economic and institutional variables and educational outcomes of children of building construction labourers in Ranchi city.

6.1 Results Related to Hypothesis 1

Hypothesis 1 (H₀₁): Household income has no significant relationship with school enrollment. The cross-tabulation analysis between household income and school enrollment indicates a clear variation in enrollment levels across income categories. Children from households earning above ₹12,000 per month show the highest enrollment rates, while children from households earning below ₹8,000 exhibit the lowest enrollment levels. The Chi-square test result ($\chi^2 = 14.62$, $df = 2$, $p = 0.001$) indicates a relation between the income of the household and school enrollment. Since the p-value is less than 0.05, (H₀₁) is rejected. This proved that economic status plays a

significant role in determining school enrollment among construction labourers.

6.2 Results Related to Hypothesis 2

Hypothesis 2 (H₀₂): Migration does not affect school attendance. The crosstabulation between migration status and school attendance reveals that children of migrant building construction labourers are attend school irregularly compared to non-migrant children. A large number of non-migrant children demonstrate regular school attendance. The Chi-square analysis shows a statistical relation of migration and school attendance ($\chi^2 = 12.45$, $df = 1$, $p < 0.05$). Therefore, the null hypothesis (H₀₂) is rejected. The result highlights migration as a major factor disrupting educational continuity for children of construction labourers in Ranchi city.

6.3 Results Related to Hypothesis 3

Hypothesis 3 (H₀₃): Parental awareness of the RTE Act does not influence children’s school enrollment.

The analysis of parental awareness and school enrollment shows that parents aware of RTE provisions show significantly higher enrollment rates compared to those whose parents lack such awareness. The Chi-square test result ($\chi^2 = 13.92$, $df = 1$, $p < 0.05$) confirms significant role between parents awareness and school enrollment. Hence, the null hypothesis (H₀₃) is rejected. This finding underscores the importance of awareness and information dissemination in ensuring effective utilisation of educational rights

6.4 Results Related to Hypothesis 4

Hypothesis 4 (H₀₄): Institutional barriers are not significantly related to school dropout.

The crosstabulation analysis indicates that children facing institutional barriers—such as documentation requirements, lack of nearby schools, and administrative rigidity—experience significantly higher dropout rates compared to those who do not face such barriers.

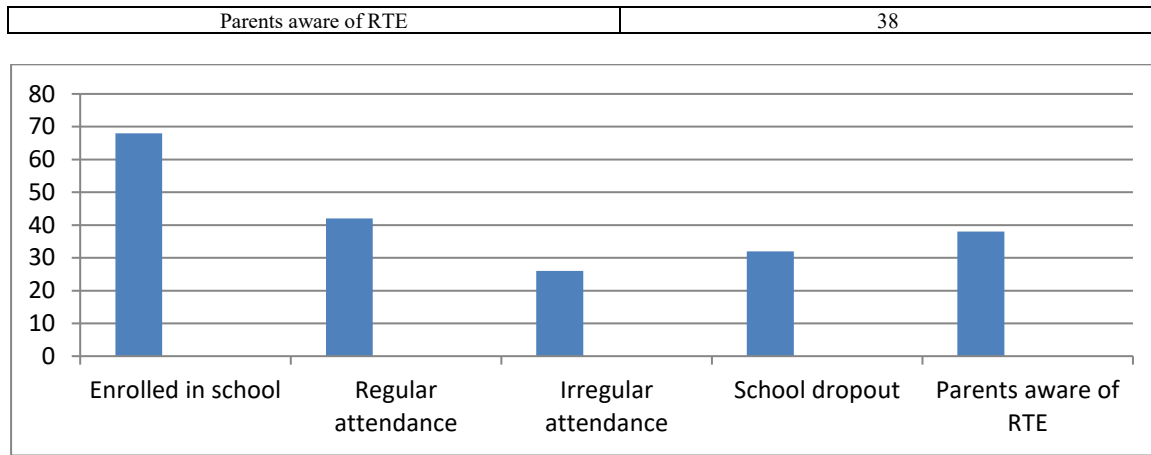
The Chi-square test yields a highly significant result ($\chi^2 = 25.31$, $df = 1$, $p < 0.05$). As the p-value is well below the 0.05 level, the null hypothesis (H₀₄) is rejected. This result establishes that institutional constraints play a critical role in pushing children of construction labourers out of the schooling system.

6.5 Summary

Hypothesis	Result
H ₀₁ : Income × Enrollment	Rejected
H ₀₂ : Migration × Attendance	Rejected
H ₀₃ : RTE Awareness × Enrollment	Rejected
H ₀₄ : Institutional Barriers × Dropout	Rejected

6.6 Overall Interpretation: Education Status of Children of Construction Labourers

Indicator	Percentage (%)
Enrolled in school	68
Regular Attendance	42
Irregular Attendance	26
School dropout	32



The results collectively indicate that socio-economic vulnerability, migration, lack of parental awareness, and institutional barriers significantly affect the educational participation of children of building construction labourers in Ranchi city. The rejection of all null hypotheses confirms that the effective realisation of the Right to Education is strongly influenced by structural and administrative factors beyond mere legal entitlement.

7. CONCLUSION

The study reveals that despite constitutional guarantees and statutory provisions, the Right to Education for children of building construction labourers in Ranchi city remains inadequately realised. Educational inclusion does not determine by enrolment. Structural factors such as migration, poverty, and housing instability, combined with institutional weaknesses and low awareness, undermine the effectiveness of the RTE Act.

The findings highlight the need for context-specific and flexible implementation strategies that recognise the realities of informal labour households. Ensuring educational access for construction labourers' children is necessary for promoting inclusive urban development.

REFERENCES

- Government of India. *The Right of Children to Free and Compulsory Education Act*. New Delhi: Government of India; 2009.
- Nambissan GB. *Education and social exclusion in India*. New Delhi: Oxford University Press; 2010.
- PROBE Team. Schooling inequalities in India. *Econ Polit Wkly*. 2011;46(40).
- Govinda R. Who goes to school? Exploring exclusion in Indian education. *Oxf Rev Educ*. 2011;37(2):167–185.
- Srivastava R. Internal migration in India: An overview. *Indian J Labour Econ*. 2012;54(3):411–440.
- Dreze J, Sen A. *An uncertain glory: India and its contradictions*. New Delhi: Penguin Books; 2013.
- Jha P, Parvati P. *Out of school children in India*. New Delhi: Routledge India; 2014.
- Tilak JBG. How inclusive is the Right to Education in India? *Soc Change*. 2015;45(2):185–203.
- UNESCO. *Education 2030: Incheon Declaration and Framework for Action*. Paris: UNESCO; 2015.
- Kumar K. *Politics of education in colonial India*. New Delhi: Routledge; 2016.
- Mehrotra S. The Right to Education Act: Promise and performance. *Econ Polit Wkly*. 2018;53(7):38–45.
- World Bank. *World development report: Learning to realize education's promise*. Washington (DC): World Bank; 2018.
- Labour Department, Government of Jharkhand. *Status of building and other construction workers in Jharkhand*. Ranchi: Government of Jharkhand; 2019.
- UNICEF India. *Education of migrant children in urban India*. New Delhi: UNICEF; 2019.

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution–Non-Commercial–No Derivatives 4.0 International (CC BY-NC-ND 4.0) license. This license permits sharing and redistribution of the article in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and source. No modifications, adaptations, or derivative works are permitted under this license.

About the corresponding author



Rubika Banerjee is a Research Scholar in the Department of Economics at Binod Bihari Mahto Koyalanchal University, Dhanbad, Jharkhand. Her research focuses on socio-economic development, education, and labor issues in India. She is actively engaged in academic writing, field-based research, and policy-oriented studies.



Dr. Birendra Kumar is an Associate Professor, Research Guide, and Principal of Katras College, Katrasgarh, Dhanbad, Jharkhand. He has extensive experience in teaching, research supervision, and academic administration. His interests include economics of development, public policy, and higher education, with several scholarly contributions.