



e-ISSN:2582-7219



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

Volume 6, Issue 9, September 2023



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 7.54



6381 907 438



6381 907 438



ijmrset@gmail.com



www.ijmrset.com



Impact of Cultural Practices and Traditions on the Education of Tribal Girls in Jharkhand

Rakesh Kumar Rai

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

ABSTRACT: In Jharkhand, India, the education of tribal girls is shaped by a complex interplay of cultural practices, gender roles, and systemic barriers. Traditional norms often prioritize domestic duties and early marriage, limiting educational opportunities. Challenges such as geographical isolation, financial constraints, and linguistic barriers further exacerbate the issue. To ensure equitable access, strategies including improved infrastructure, financial aid, and culturally sensitive curricula are essential. This paper explores these dynamics and proposes pathways towards educational empowerment for tribal girls.

KEYWORDS: Educational Barriers, Tribal Girls, Cultural Norms.

I. INTRODUCTION

The state of Jharkhand, nestled in the heart of India, is home to a rich tapestry of tribal communities, each with its own distinct cultural heritage and traditions. Amidst this vibrant mosaic, the education of tribal girls stands as a critical juncture where tradition intersects with modernity, shaping the trajectory of individual lives and the collective future of these communities. However, the journey towards educational empowerment for tribal girls is not without its challenges, as deeply entrenched cultural practices and traditions often intersect with systemic barriers to hinder their access to quality education. In this exploration, we delve into the intricate web of cultural norms and societal expectations that influence the educational opportunities and outcomes for tribal girls in Jharkhand, examining the multifaceted impact of tradition on their academic journey and envisioning pathways towards a more inclusive and equitable educational landscape [1-4].

II. RESEARCH BACKGROUND

Raj (2018) This paper examined the influence of culture on health perceptions among female adolescents of the Oraon tribe in Jharkhand. The study focused on adolescence, a critical phase for developing health concepts. Using ethnographic methods, it revealed that Oraon female adolescents viewed health as the ability to remain active and fulfill daily roles. Social norms, support, and interactions uniquely impacted their health perceptions. The authors argued that understanding culture comprehensively is essential for addressing the Oraons' health issues.

Sinha (2016) This study assessed the impact of horticulture and nutrition education on the nutritional status of tribes in Ranchi, Jharkhand. Results showed significant improvements in knowledge, attitudes, and skills after exposure to scientific information on nutrition and health. Although vegetable intake was initially below recommendations, there was a notable increase in green leafy vegetable consumption post-intervention. The study inferred that both interventions were effective and should be included in programs aimed at improving community nutritional status.

Malyadri (2012) Malyadri analyzed the educational challenges faced by Scheduled Tribes (STs) in Khammam District, Andhra Pradesh. The paper highlighted the marginalized status of STs and the importance of education for their development. Despite various programs, superstitions and blind beliefs hindered educational progress. The study revealed significant gaps in tribal education and suggested measures to enhance educational opportunities for ST children, emphasizing the need for addressing cultural and social barriers.

Swangla (2014) This paper investigated the challenges faced by girl students in tribal areas of Himachal Pradesh. Despite increased literacy rates, a significant gender gap persisted. The study identified ill health, household workload, distant schools, and lack of facilities as major reasons for irregular attendance. Issues like eve teasing and unfriendly treatment at school further contributed to dropout rates. The authors called for improved school facilities and supportive environments to address these issues and promote girls' education.



Singh (2016) This paper explored the impact of kinship systems on female fertility among the Santal and Mahli tribes in Jharkhand. A cross-sectional study of 1000 women revealed that kinship influenced reproductive behaviors, such as contraceptive use and breastfeeding duration. Women in neolocal residences had greater autonomy compared to those in joint families. The study highlighted the significant role of kin in shaping reproductive decisions and suggested the need for policies considering these familial influences.

Ghosh-Jerath et al., (2015) This study explored the traditional knowledge and nutritional value of indigenous foods among the Oraon tribe in Jharkhand. Focus group discussions identified over 130 varieties of indigenous foods, many rich in micronutrients and some with medicinal properties. The study emphasized the potential of integrating these foods into diets to address malnutrition. The authors highlighted the importance of preserving and leveraging traditional knowledge for improving nutritional outcomes in tribal communities.

Ghosh (2014) Ghosh examined the relationship between tribal culture and the environment, focusing on the autonomy movement in Jharkhand. The study highlighted how tribal values and environmental stewardship were intertwined. Tribal environmentalism emerged as a response to threats from economic policies and land alienation. The paper traced the evolution of tribal societies from colonial times to the modern era, emphasizing the role of environmentalism in shaping tribal identity and resistance.

Dehury et al., (2018) This study investigated traditional post-partum practices among tribal mothers in Maharashtra. Using qualitative methods, the study revealed specific practices regarding diet, hygiene, and rest aimed at ensuring maternal and neonatal health. These practices reflected gender biases and traditional beliefs. The authors called for efforts to reduce poverty, eliminate harmful practices, and promote gender equity to address the health needs of new mothers in tribal communities.

Guha (2015) Guha and Ismail described the socio-cultural dynamics of the Santhal tribe in Birbhum district, India. The study highlighted the tribe's cultural practices, social systems, and challenges. It emphasized the importance of social change for tribal development and detailed the tribe's unique traditions and beliefs. The authors argued that understanding these cultural aspects is crucial for implementing effective development policies and fostering social progress among the Santhals.

Thakur (2011) This ethological survey studied the consumption and effects of Hadiya, a traditional rice beer, among tribes in Jharkhand. Conducted in Ranchi, Khunti, and Lohardaga districts, the study used questionnaires to assess behavioral changes before and after drinking Hadiya. The findings revealed significant behavioral differences, highlighting the cultural significance of Hadiya as an herbal, non-alcoholic drink. The authors suggested further research to understand its social and health implications.

Nayak, K. V., & Alam, S. (2022). When analysing the Covid-19 pandemic potential consequences on education, it is evident that it had adverse effects on the existing educational inequalities worldwide. However, little is known about how the digital divide have worsened the conventional educational system and reinforced pre-existing gender inequalities among the historically marginalised communities. This research paper explores how the pandemic, along with digital divide, deteriorated the educational system among the socially deprived groups (i.e. tribals also known as indigenous or *Adivasis*) and place them in a disadvantageous position.

Singh, A. (2020). Article 14 of the Constitution of India states that “The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.” but when it comes to women in India, it is a well-established fact that they have always faced the wrath of discrimination. The relevant point here is, the gender gap created in the Indian Society is due to gender discrimination faced by women. The gender gap in literacy and education is an important dimension in gender inequality, and it is contingent on socio, cultural, and economic factors.

III. CULTURAL PRACTICES AND TRADITIONS

Cultural practices and traditions in Jharkhand play a pivotal role in shaping the educational experiences of tribal girls. Embedded within these practices are deep-rooted norms and expectations that often dictate the roles and responsibilities of girls within their communities. From an early age, girls may be socialized to prioritize domestic duties over educational pursuits, reflecting traditional gender roles that assign them caretaking responsibilities within the household. Additionally, cultural norms surrounding marriage and family dynamics can intersect with educational



opportunities, with early marriage often interrupting girls' schooling and limiting their access to further academic advancement. Furthermore, within many tribal communities in Jharkhand, there exists a complex interplay between cultural beliefs and attitudes towards education. While some traditions may emphasize the value of knowledge and learning, others may perpetuate conservative attitudes that prioritize boys' education over girls. These attitudes can manifest in resistance or reluctance towards investing in girls' schooling, perpetuating a cycle of limited access and opportunity for tribal girls seeking to pursue their educational aspirations [5-6].

IV. GENDER ROLES AND EXPECTATIONS

Gender roles and expectations within tribal communities in Jharkhand significantly influence the educational opportunities and experiences of girls in the following ways:

Domestic Responsibilities: Traditional gender roles often assign girls the primary responsibility for household chores and caregiving duties from a young age. As a result, girls may face pressure to prioritize these domestic tasks over their education, leading to lower school attendance rates and decreased academic performance.

Limited Autonomy and Decision-Making: Cultural expectations surrounding gender roles may restrict girls' autonomy and decision-making abilities regarding their education. In many cases, decisions regarding girls' schooling are made by male family members or community elders, further marginalizing girls' voices and agency in educational

V. LIMITED ACCESS TO EDUCATION OF TRIBAL GIRLS IN JHARKHAND

Limited access to education is a pressing issue facing tribal girls in Jharkhand, stemming from a variety of factors as follows.

Geographical Challenges: Many tribal communities in Jharkhand are located in remote or rural areas with limited infrastructure, making it difficult for girls to access schools. Poor road connectivity and inadequate transportation options exacerbate the problem, particularly during adverse weather conditions.

Lack of School Facilities: Even in areas where schools exist, they may lack basic facilities such as proper classrooms, sanitation facilities, and safe drinking water. The absence of conducive learning environments discourages parents from sending their daughters to school, especially when safety concerns arise.

Financial Constraints: Economic hardship prevalent in many tribal households often forces families to prioritize expenses, with education often taking a backseat. Direct and indirect costs associated with schooling, such as tuition fees, uniforms, and transportation, pose significant financial burdens for families already struggling to make ends meet.

Cultural Barriers: Deep-seated cultural norms and traditions within tribal communities can act as barriers to girls' education. Prevailing attitudes may prioritize boys' education over girls', leading to unequal opportunities for academic advancement. Moreover, conservative beliefs regarding gender roles and expectations may restrict girls' mobility and autonomy, limiting their access to educational opportunities.

Language Barrier: The language of instruction in schools may not align with the native language spoken by tribal communities, creating linguistic barriers to learning. This mismatch hinders effective communication and comprehension, further alienating tribal girls from the educational system.

These challenges require a concerted effort from various stakeholders, including government agencies, non-governmental organizations, community leaders, and educators. Strategies such as building more schools in remote areas, providing financial assistance to economically disadvantaged families, implementing culturally sensitive curriculum and teaching methods, and raising awareness about the importance of girls' education are essential steps towards ensuring equitable access to education for tribal girls in Jharkhand [8-10].

VII. CONCLUSION

Tribal girls in Jharkhand face significant educational barriers rooted in cultural norms and systemic issues. Addressing these requires a multifaceted approach involving improved infrastructure, financial support, and culturally relevant education. Collaboration among government, NGOs, and communities is crucial. By fostering an inclusive educational environment, Jharkhand can empower tribal girls, enhancing their personal and socio-economic prospects and contributing to broader community development.



REFERENCES

1. **Raj, P., & Nayak, K. V. (2018).** Health and culture nexus among Oraon female adolescents in Jharkhand. *Jharkhand Journal of Development and Management Studies*, 16(3), 7781-7796.
2. **Sinha, R., & Sharma, B. (2016).** Impact of nutritional intervention on the selected tribes in Jharkhand. *Indian Research Journal of Extension Education*, 13(1), 123-125.
3. **Malyadri, P. (2012).** Education for tribal children: An engine for human development. *International Journal of Research Studies in Education*, 1(1), 99-106.
4. **Swangla, P., & Puri, K. (2014).** Perception of tribal girl students of Himachal Pradesh about the difficulties faced by them in pursuing education. *Pedagogy of Learning*, 2(1), 122-130.
5. **Singh, S. K., & Kshatriya, G. K. (2016).** The Impact of Kin And Residence On Female Fertility In North Indian Tribes In The State Of Jharkhand. *Ind. J. Phys. Anthropol. & Hum. Genet. Vol.* 35(2), 159-170.
6. **Ghosh-Jerath, S., Singh, A., Kamboj, P., Goldberg, G., & Magsumbol, M. S. (2015).** Traditional knowledge and nutritive value of indigenous foods in the Oraon tribal community of Jharkhand: an exploratory cross-sectional study. *Ecology of Food and Nutrition*, 54(5), 493-519.
7. **Ghosh, P. (2014).** Tribal culture and Environment: Reconstructing Theory and Changes towards Autonomy Movement in Jharkhand, India. *Palli Charcha*, 48.
8. **Dehury, R. K., Pati, A., & Dehury, P. (2018).** Traditional practices and beliefs in post-partum care: Tribal women in Maharashtra. *ANTYAJAA: Indian Journal of Women and Social Change*, 3(1), 49-63.
9. **Guha, S., & Ismail, M. D. (2015).** Socio-cultural changes of tribes and their impacts on environment with special reference to Santhal in West Bengal. *Global Journal of Interdisciplinary Social Sciences*, 4(3), 148-156.
10. **Thakur, A. K., & Farooqui, S. (2011).** Effects of hadiya on the behaviour and economy of tribal females of Jharkhand. In *Proceedings of the national conference on economic growth sustainable development & industrialization* (pp. 62-64).
11. **Nayak, K. V., & Alam, S. (2022).** The digital divide, gender and education: challenges for tribal youth in rural Jharkhand during Covid-19. *Decision*, 49(2), 223-237.
12. **Singh, A. (2020).** The Status of Girls' Education in Jharkhand. Available at SSRN 3686884.



INNO SPACE
SJIF Scientific Journal Impact Factor
Impact Factor
7.54

ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

| Mobile No: +91-6381907438 | Whatsapp: +91-6381907438 | ijmrset@gmail.com |

www.ijmrset.com