



ISSN: 2395-7852



International Journal of Advanced Research in Arts, Science, Engineering & Management (IJARASEM)

Volume 6, Issue 6, November 2019



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

IMPACT FACTOR: 5.454

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Career Aspirations and Challenges for Tribal Girls Pursuing Higher Education in Jharkhand

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ABSTRACT: This discourse examines the career aspirations and challenges faced by tribal girls in Jharkhand, highlighting their pursuit of education amidst socio-economic disparities and gender norms. Despite obstacles, these girls aspire to empower themselves and their communities through education and leadership. Strategies for economic independence, including education, skill development, and infrastructure improvement, are explored. With addressing systemic barriers and fostering inclusive development, stakeholders can unlock the transformative potential of education for tribal girls in Jharkhand.

KEYWORDS: Tribal girls, Education aspirations, Socio-economic challenges.

I. INTRODUCTION

In the tribal regions of Jharkhand, the pursuit of higher education by girls stands as a beacon of hope amidst a landscape rife with challenges. Aspirations for academic advancement intertwine with formidable obstacles, creating a narrative of resilience and determination. This discourse delves into the career aspirations and impediments faced by tribal girls in Jharkhand as they strive to transcend societal constraints and carve out paths of progress through education. Tribal communities in Jharkhand, rich in cultural heritage and traditions, often grapple with socio-economic disparities that impede educational pursuits, particularly for girls [1]. Within this context, the journey towards higher education is fraught with multifaceted challenges, ranging from entrenched gender norms to infrastructural deficiencies. However, amidst these adversities lie the aspirations of tribal girls, fueled by a desire for empowerment, equity, and socio-economic upliftment. This exploration seeks to elucidate the intricate interplay between aspirations and challenges within the educational landscape of Jharkhand's tribal communities [2]. With investigating into the nuances of this dynamic, we aim to shed light on the transformative potential of education in breaking barriers and fostering inclusive development. Through an in-depth examination of the aspirations that drive tribal girls forward and the obstacles that obstruct their paths, we endeavor to advocate for strategies and interventions that promote educational equity and empower the next generation of tribal women in Jharkhand [3-4].

II. REVIEW OF LITERATURE

Roy et al. (2018) This paper explored the significance of non-cognitive skills, particularly self-efficacy, in shaping the educational and employment aspirations and outcomes of adolescent and young women in Jharkhand, India. The study found that self-efficacy significantly influenced the aspirations and actual achievements of these women. It suggested that targeting these "hidden" forms of human capital could be crucial for interventions aiming to alter young women's educational and economic paths. Additionally, it highlighted the importance of a supportive family and community environment in fostering self-efficacy among young women.

Mitra, S., & Moene, K. O. (2016) This study examined the long-term effects of a one-time targeted transfer to school-going girls, specifically the cycle program in Bihar that started in 2006. Using survey data from Bihar, Jharkhand, and Uttar Pradesh, and a triple-differences framework, the researchers found that girls with cycles were significantly more likely to complete school and college and less likely to work in agriculture. The findings indicated changes in aspirations among girls but underscored the need for additional policies to address remaining barriers to employment and economic empowerment.

Rao, N. (2011) Article delved into the complex transition from adolescence to adulthood for female, ethnic minority, migrant domestic workers moving to Delhi from Jharkhand. Through empirical work in a Jharkhand village, the study highlighted the experiences and agency of tribal domestic workers in navigating the contradictions between earning incomes, acquiring status, and gaining respect across urban and rural settings. It emphasized their resilience and adaptability in managing the dual worlds they inhabit.



Meena et al. (2011) The study assessed the socio-economic status of rural households in Bihar, one of India's poorest states, based on data from 160 households. Findings revealed that a significant majority owned less than one hectare of land, with agriculture being the primary economic activity. The study noted the skewed land distribution and the importance of livestock as a livelihood source. It suggested that promoting livestock production could help alleviate poverty. Additionally, it highlighted the role of migration and non-farm employment in supporting rural livelihoods amid slow agricultural growth.

Mishra, O. N., & Tripathi, P. S. (2015) Mishra and Tripathi's paper analyzed the trend of self-employment among indigenous people in Jharkhand. Through a quantitative survey, the study found that many from indigenous communities opted for self-employment due to the lack of suitable paid employment opportunities. It identified spatial differences in motivations for self-employment and suggested that entrepreneurship could play a key role in empowering indigenous populations. The research underscored the need for targeted support to enhance the entrepreneurial capabilities of these communities.

Veerbhadranaika et al. (2012) This reports, submitted to UNICEF by NIAS, reviewed the educational challenges faced by Adivasi communities in India. Drawing on secondary data and consultations, it critiqued the dominant 'deficit approach' and highlighted the systemic issues of displacement, disenfranchisement, and violence affecting Adivasis. The report called for a reevaluation of educational policies and administrative structures to address the exclusion and marginalization of Adivasi knowledge, culture, and languages. It emphasized the need for inclusive educational reforms to improve the educational outcomes of Adivasi children.

ESCAP, U. (2015) This report reviewed India's progress on Millennium Development Goal 3, focusing on gender equality and women's empowerment. It noted mixed results, with significant achievements in girls' education and literacy but continued challenges in women's economic empowerment and political representation. The report highlighted the need for improved policies and monitoring post-2015 to enhance women's participation in all societal aspects and address violence and discriminatory social norms. It suggested that equitable representation in politics and decision-making could significantly boost India's GDP and sustainable development.

Singh et al. (2012) Analyzed the agroecological and social factors contributing to poverty in Jharkhand. Based on data from 160 rural households, the study found that despite higher landholding sizes, much of the land remained uncultivated. The research indicated that low employment opportunities and reliance on low-productivity livestock contributed to poverty. The study highlighted the need for improved agricultural practices and employment opportunities to address rural poverty, particularly among scheduled caste and scheduled tribe populations, who were disproportionately affected.

Nayak, S. (2013) Examined the persistent poverty among tribals in Odisha, despite decades of development policies. Conducted in Rajgangpur Block, the research highlighted the socio-economic challenges faced by tribals, including displacement and lack of effective participation in development programs. It noted that traditional livelihoods were under threat, forcing many to migrate. The study called for a re-evaluation of existing policies and emphasized the need for inclusive development strategies to improve the living standards of tribal communities.

Frey et al. (2017, October) the educational and electrification challenges in a rural village in Jharkhand. The study proposed a Distance Learning (DL) program to enhance educational opportunities, particularly for girls, contingent on reliable electrification. The research found strong community support for the DL system and emphasized the need for sustainable power solutions to support educational initiatives. The overall goal was to improve academic achievements and living standards in the village, addressing the low educational status and related socio-economic issues.

III. CAREER ASPIRATIONS FOR TRIBAL GIRLS

Career aspirations among tribal girls in Jharkhand are a beacon of hope, representing a desire for empowerment, social mobility, and community upliftment. Despite facing formidable challenges, including socio-economic disparities and entrenched gender norms, these girls aspire to break free from traditional constraints and chart their own paths to success. For many, higher education serves as a gateway to achieving their dreams, offering opportunities for personal growth, professional advancement, and leadership roles within their communities. At the heart of their aspirations lies a fervent commitment to leveraging education as a tool for empowerment. Tribal girls envision themselves as agents of change, equipped with the knowledge and skills to address pressing issues facing their communities [5]. Whether through advocating for social justice, promoting sustainable development, or preserving indigenous culture and heritage, these aspirations reflect a deep-seated desire to contribute positively to the welfare of their society. For career aspirations among tribal girls extend beyond individual ambitions to encompass broader notions of collective progress



and community development. By pursuing higher education and aspiring to leadership roles, these girls seek to challenge stereotypes, dismantle barriers, and pave the way for future generations to thrive. In essence, their aspirations serve as a testament to the transformative power of education in fostering empowerment, equity, and inclusive growth within tribal communities in Jharkhand [6].

IV. CAREER CHALLENGES FOR TRIBAL GIRLS

Tribal girls in Jharkhand face a myriad of challenges on their journey towards higher education and career advancement. Socio-economic disparities, stemming from poverty and limited access to basic amenities, pose significant hurdles to educational attainment. In remote tribal areas, inadequate infrastructure exacerbates these challenges, hindering girls' access to quality schooling and higher learning institutions. Moreover, cultural norms and gender roles often prioritize marriage and household responsibilities over education, perpetuating cycles of inequality and limiting opportunities for girls to pursue their career aspirations [7]. The language barriers further complicate matters for tribal girls, particularly if they primarily speak indigenous languages that are not widely used in educational settings. This linguistic divide can impede their academic progress and limit their ability to access higher education opportunities. Furthermore, the lack of visible role models and support networks within their communities may diminish their confidence and deter them from pursuing ambitious career paths. Despite these formidable challenges, tribal girls in Jharkhand demonstrate remarkable resilience and determination in their pursuit of education and career goals. By addressing these systemic barriers through targeted interventions and inclusive policies, stakeholders can help unlock the full potential of tribal girls, enabling them to thrive academically, professionally, and personally [8].

V. PATH TO ECONOMIC INDEPENDENCE IN TRIBAL GIRLS

For tribal girls in Jharkhand, the path to economic independence begins with access to quality education and skill development opportunities. By equipping them with relevant knowledge and expertise, education lays the foundation for securing stable employment and achieving financial autonomy. Additionally, initiatives that promote entrepreneurship and vocational training empower tribal girls to harness their creativity and talents, paving the way for economic self-sufficiency. Moreover, fostering a supportive ecosystem that encourages financial literacy and empowerment is essential. By providing access to resources such as microfinance, savings programs, and business mentorship, tribal girls can gain the confidence and skills needed to manage their finances effectively and pursue entrepreneurial ventures. Furthermore, creating pathways for meaningful participation in the formal economy through policies that promote gender equality and inclusive development can enhance opportunities for tribal girls to access higher-paying jobs and break free from cycles of poverty. The initiatives that address socio-economic disparities and infrastructural deficiencies in tribal communities are critical. Improving access to healthcare, clean water, and other basic amenities not only enhances the well-being of tribal girls but also enables them to fully engage in educational and economic pursuits. Additionally, investing in infrastructure development, such as roads, electricity, and internet connectivity, expands access to markets and employment opportunities, facilitating economic mobility for tribal girls. Ultimately, empowering tribal girls to achieve economic independence requires a multifaceted approach that addresses systemic barriers while fostering a conducive environment for education, skill development, entrepreneurship, and financial inclusion. By investing in their potential and creating enabling conditions for their success, stakeholders can unlock opportunities for economic empowerment and sustainable development within tribal communities in Jharkhand [9-10].

VI. CONCLUSION

The journey of tribal girls in Jharkhand towards higher education and economic independence embodies resilience and determination amidst formidable challenges. By prioritizing education, addressing socio-economic disparities, and fostering supportive ecosystems, stakeholders can empower these girls to realize their aspirations and contribute to inclusive development. Through concerted efforts to break down barriers and create opportunities, we can catalyze positive change and unlock the full potential of tribal communities in Jharkhand, paving the way for a brighter and more equitable future.

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