



ISSN: 2395-7852



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

Volume 7, Issue 2, March 2020



INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

**IMPACT FACTOR: 5.649**

[www.ijarasem.com](http://www.ijarasem.com) | [ijarasem@gmail.com](mailto:ijarasem@gmail.com) | +91-9940572462 |



# Comparative Study of Educational Outcomes between Tribal and Non-Tribal Girls in Jharkhand

Manoj Kumar Gupta

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

**ABSTRACT:** This study explores the educational experiences of tribal and non-tribal girls in Jharkhand, highlighting disparities in enrollment, retention, literacy, and attainment across educational levels. By examining socio-economic and cultural influences, we identify barriers and opportunities for enhancing educational equity. The findings reveal significant gaps, particularly for tribal girls, shaped by factors like income, parental education, and cultural norms. Through a comparative analysis, this research aims to inform strategies for fostering an inclusive educational environment that empowers all girls in Jharkhand to reach their full potential. This study also compares educational outcomes between tribal and non-tribal girls in Jharkhand, highlighting disparities in enrollment, literacy rates, and barriers to higher education, emphasizing socio-economic and cultural influences.

**KEYWORDS:** Educational Disparities, Tribal and Non-Tribal Girls, Socio-Economic and Cultural Factors.

## I. INTRODUCTION

In the heartland of Jharkhand, where the rhythms of tradition harmonize with the aspirations of modernity, lies a tale of two educational journeys. On one path tread the tribal girls, bearers of a rich cultural heritage deeply intertwined with the land they call home [1]. On the other path walk their non-tribal counterparts, shaped by different experiences yet sharing the same quest for knowledge and empowerment. Amidst the verdant landscapes and vibrant communities of Jharkhand, the educational trajectories of tribal and non-tribal girls diverge, reflecting a complex interplay of historical, socio-economic, and cultural factors. A comparative study of their educational outcomes unveils the disparities and dynamics shaping their educational journeys, illuminating pathways towards equity and inclusivity in the realm of education. This study investigates into the educational landscapes of tribal and non-tribal girls in Jharkhand, seeking to understand the nuances of their educational experiences and outcomes. By examining enrollment rates, retention rates, literacy levels, educational attainment, and the influence of socio-economic and cultural factors, we aim to unravel the intricate tapestry of educational disparities and identify opportunities for intervention and improvement. Through this comparative lens, we endeavor to shed light on the challenges and triumphs of tribal and non-tribal girls in Jharkhand's educational landscape, forging a path towards a future where every girl, regardless of her background, has the opportunity to realize her full potential through education [2-5].

## II. REVIEW OF LITERATURE

**Ranjan et al. (2016)** explored infant mortality disparities between tribal and non-tribal populations in Central and Eastern India. Utilizing Cox proportional hazards models and data from the District Level Household Survey-III (2007-2008), the study highlighted significant differences. The mortality gap was substantial shortly after birth, narrowed between the fourth and eighth months, and widened slightly thereafter. Factors such as the sex of infants and maternal age showed similar associations across groups, while state of residence, wealth, and education exhibited different impacts. The findings underscored the need for targeted interventions to address unique vulnerabilities within tribal populations.

**Ghosh (2013)** investigated self-esteem, academic achievement needs, and depression among tribal and non-tribal higher secondary school students in Tripura. The study involved 120 students, split equally between tribal and non-tribal groups, and employed various standardized scales for data collection. Analysis revealed that tribal students had lower self-esteem and academic achievement needs, and higher depression levels compared to non-tribal students. The significant relationships among the variables highlighted the psychological and academic disparities faced by tribal students. The findings suggested a need for psychological interventions to improve the educational and emotional well-being of tribal students.

**Kumar and Yadav (2018)** assessed the training needs and impacts of interventions on non-tribal rural women in animal husbandry in Godda district, Jharkhand. The study involved 300 non-tribal dairy families and employed case study methodology. Results indicated that most respondents had low to medium socio-economic standards. Despite

interventions by NGOs and the District Administration, significant challenges remained in improving their livelihood status. The study concluded that appropriate policy measures are essential to enhance the socio-economic conditions of non-tribal rural women engaged in animal husbandry.

**Behera (2015)** examined primary education among tribal people in Mayurbhanj district, Odisha, using various educational surveys and reports. Despite systematic efforts by the government, universal elementary education remained elusive, with about 10 million children out of school. The study highlighted the significant lag in literacy rates among tribal populations. Government initiatives, though well-intentioned, failed to meet educational targets for these communities. Behera called for focused attention from researchers and policymakers to achieve educational goals, emphasizing the need for tailored interventions to address the unique challenges faced by tribal children.

**Agrawal (2013)** explored health and nutritional disadvantages among tribal women and children in Orissa using data from the National Family Health Survey-3 (2005-06). The study revealed that tribal women and children faced significantly higher health and nutritional challenges compared to their non-tribal counterparts. Tribal women were more likely to be illiterate, bear children at a younger age, and have higher rates of underweight and anemia. Tribal children were less likely to receive vaccinations and had higher mortality rates. Agrawal's findings underscored the urgent need for targeted health and nutrition programs for tribal communities.

**Bango and Kashyap (2018)** analyzed work participation trends among tribal women based on educational levels using Census data (1991-2011). The study found that tribal women in North-Eastern states enjoyed higher societal status, reflected in better education and workforce participation, compared to other tribal-dominated states. However, there was an increasing trend of marginal work participation among literate tribal women. The findings suggested that cultural norms significantly influenced women's employment decisions, and improving educational opportunities could enhance workforce participation among tribal women across different regions.

**Tagade (2012)** examined food insecurity in tribal areas of Maharashtra, comparing it with non-tribal communities. The study found higher incidences of food insecurity and poorer nutritional status among tribal children. Micro-level indicators differed significantly from macro-level ones, highlighting the importance of natural forest resources in determining nutritional outcomes for tribal children. Tagade concluded that government policies should focus on building tribal communities' capabilities and ensuring access to forest resources to mitigate food insecurity, especially during distress situations.

**Brahmanandam (2015)** reviewed the socio-economic and educational development of Scheduled Tribes in India, noting their historical marginalization. Despite post-independence efforts, tribal communities remained significantly behind in various developmental indicators compared to other marginalized groups. The study highlighted the shortcomings of national curriculum-focused policies and stressed the need for skill-oriented, practical education to improve tribal livelihoods. Brahmanandam called for more culturally sensitive and inclusive educational approaches to better serve tribal communities.

**Panda (2014)** investigated the educational status of the Lodha tribe in Paschim Medinipur district, West Bengal. The study revealed extremely low literacy rates and poor educational attainment among the Lodhas, exacerbated by economic hardships and lack of parental support. Government and non-governmental efforts were found to be insufficient in addressing these challenges. The study recommended increased awareness, better teacher involvement, and targeted interventions to improve educational outcomes for the Lodha tribe, emphasizing the importance of tailored strategies to address their unique socio-economic context.

**Sahoo (2017)** analyzed the socio-economic conditions of tribal communities in Odisha, highlighting severe disparities in human development indicators compared to non-tribal populations. The study found high poverty rates, high infant mortality, and low literacy rates, particularly among tribal women. Despite various development programs, the socio-economic status of tribals in Odisha remained dire. Sahoo emphasized the need for more effective and targeted development policies to bridge the gap between tribal and non-tribal communities and improve the overall human development outcomes for tribal populations in the state.

### III. EDUCATIONAL OUTCOMES BETWEEN TRIBAL GIRLS IN JHARKHAND

- **Enrollment Disparities:** Analyzing the enrollment rates of tribal girls in comparison to non-tribal counterparts across different levels of education, including primary, secondary, and higher education, to understand disparities in access to schooling.

- **Retention Challenges:** Examining retention rates among tribal girls to identify factors influencing their likelihood of staying in school and completing their education, including socio-economic barriers, cultural norms, and geographical accessibility.
- **Literacy and Numeracy Skills:** Assessing the literacy and numeracy levels of tribal girls to understand their proficiency in foundational skills essential for academic success and socio-economic empowerment.
- **Educational Attainment:** Investigating the educational attainment levels of tribal girls, including completion rates and academic qualifications attained, to evaluate their overall educational achievements and prospects for future opportunities [6].
- **Barriers to Higher Education:** Exploring the barriers faced by tribal girls in accessing higher education, such as financial constraints, lack of institutional support, and cultural expectations, to identify strategies for improving their participation and success in tertiary education [7].

#### IV. EDUCATIONAL OUTCOMES BETWEEN NON-TRIBAL GIRLS IN JHARKHAND

- **Enrollment Rates:** Analyzing the enrollment rates of non-tribal girls across various levels of education, including primary, secondary, and higher education, to understand their access to educational opportunities.
- **Retention and Dropout Rates:** Examining retention rates and factors contributing to dropout among non-tribal girls to identify challenges and potential interventions to support their continued education.
- **Academic Performance:** Assessing the academic performance of non-tribal girls in standardized tests, examinations, and other assessments to gauge their proficiency and progress in learning.
- **Educational Attainment:** Investigating the educational attainment levels of non-tribal girls, including completion rates of different educational levels and attainment of academic qualifications, to evaluate their overall educational achievements.
- **Access to Higher Education:** Exploring non-tribal girls' access to and participation in higher education institutions, including colleges, universities, and vocational training centers, to understand their opportunities for further academic and career advancement [8].

#### V. SOCIO-ECONOMIC AND CULTURAL INFLUENCES TRIBAL AND NON-TRIBAL GIRLS IN JHARKHAND

- **Family Income and Resources:** Examining the impact of socio-economic factors, such as family income levels, access to resources, and household amenities, on the educational opportunities and outcomes of both tribal and non-tribal girls.
- **Parental Education and Involvement:** Investigating the influence of parental education levels and parental involvement in their daughters' education on the academic performance and aspirations of both tribal and non-tribal girls.
- **Geographical Accessibility:** Assessing the role of geographical factors, such as proximity to educational institutions, transportation infrastructure, and availability of schooling options, in shaping educational access and outcomes for tribal and non-tribal girls in different regions of Jharkhand.
- **Cultural Norms and Traditions:** Exploring the impact of cultural norms, traditions, and gender roles on the educational opportunities and aspirations of both tribal and non-tribal girls, including expectations regarding marriage, household responsibilities, and societal perceptions of girls' education.
- **Community Support Systems:** Analyzing the role of community support systems, including local organizations, religious institutions, and traditional leadership structures, in providing support, advocacy, and resources to promote education among both tribal and non-tribal girls in Jharkhand [9].

#### VI. COMPARATIVE STUDY OF EDUCATIONAL OUTCOMES BETWEEN TRIBAL AND NON-TRIBAL GIRLS IN JHARKHAND

This table is not reflecting the original data collected from our research. This has just the reflection draw from the relevant source just to understand the situation of Tribal and Non-Tribal Girls in Jharkhand in context of Education.

**Table 1:** Educational Outcomes between Tribal and Non-Tribal Girls in Jharkhand

Parameter	Tribal Girls	Non-Tribal Girls	Findings
<b>Enrolment Rate</b>	52%	72%	Higher enrolment rate for non-tribal girls, particularly at the secondary education level.
<b>Retention Rate</b>	60%	80%	Retention rate indicates the percentage of girls continuing their education past primary school.
<b>Literacy Rate</b>	47%	70%	Significant disparity in literacy rates, with tribal girls lagging behind.
<b>Educational Attainment</b>	Lower	Higher	Non-tribal girls attain higher levels of education, including completion of secondary and higher education.
<b>Barriers to Higher Education</b>	High	Moderate	Tribal girls face more barriers, including financial constraints and lack of institutional support.
<b>Family Income and Resources</b>	Lower	Higher	Socio-economic status heavily influences educational opportunities and outcomes.
<b>Parental Education</b>	Lower	Higher	Non-tribal girls often benefit from better-educated parents who can support their education.
<b>Geographical Accessibility</b>	Limited	Better	Proximity to schools and infrastructure is more favourable for non-tribal girls.
<b>Cultural Norms</b>	Restrictive	More supportive	Cultural expectations and traditions pose significant challenges for tribal girls.
<b>Community Support Systems</b>	Weak	Strong	Non-tribal communities often have better support systems to promote education.

**Source1:** Ghosh, A. K. (2007). The gender gap in literacy and education among the scheduled tribes in Jharkhand and West Bengal. *Sociological bulletin*, 56(1), 109-125.

**Source2: International Gandhi Jayanti Conference 2015 (Link-2015\_International\_Gandhi\_Jayanti\_Conference\_2015\_on\_Education\_as\_a\_Basic\_Right\_of\_Humankind-libre.pdf (d1wqtxts1xzle7.cloudfront.net))**

The comparative study highlights stark disparities between tribal and non-tribal girls in Jharkhand's educational landscape. Non-tribal girls exhibit higher enrollment, retention, and literacy rates, alongside better educational attainment facilitated by stronger familial and community support. In contrast, tribal girls face significant barriers such as limited resources, restrictive cultural norms, and weaker community support, hindering their educational progress. These findings highlight the urgent need for targeted interventions addressing socio-economic inequalities and cultural challenges to ensure equitable access to education for all girls in Jharkhand, irrespective of their background.

## VII. CONCLUSION

This comparative study underscores the educational disparities between tribal and non-tribal girls in Jharkhand. While both groups face challenges, tribal girls encounter more pronounced barriers in enrollment, retention, and higher education access. Socio-economic and cultural factors significantly influence their educational outcomes. Addressing these disparities requires targeted interventions that consider the unique contexts of tribal communities, promoting inclusive policies and community support to ensure equitable educational opportunities for all girls in Jharkhand. Further in comparative study shows how the Tribal girls face significant educational disadvantages in Jharkhand compared to non-tribal girls, influenced by lower enrollment and literacy rates, along with greater barriers to higher education due to socio-economic and cultural factors.



## REFERENCES

1. Ranjan, M., Dwivedi, L. K., Mishra, R., & Sharma, B. (2016). Infant mortality differentials among the tribal and non-tribal populations of Central and Eastern India. *Int J Popul Stud*, 2(2), 26-43.
2. Ghosh, D. (2013). Self-esteem and depression of the tribal and non-tribal students: It's role on academic achievement need. *Indian Journal of Health and Wellbeing*, 4(5), 1042.
3. Kumar, S., & Yadav, S. K. (2018). Assessment Of Training Needs In Animal Husbandry Practices Among Non-Tribal Rural Women Of Godda Through Various Attributes In Jharkhand. *Innovative Farming*, 3(2), 82-87.
4. Behera, A. K. (2015). Primary education among tribal people of Mayurbhanj district of Odisha: An Evaluative Study. *International Journal of Humanities and Social Science Invention*, 4(2), 43-54.
5. Agrawal, S. (2013). DIADVANTAGEOUS situation of tribal women and children of Orissa, India: a special reference to their health and nutritional status. *Journal of Community Nutrition & Health*, 2(1), 3.
6. Bango, M., & Kashyap, G. C. (2018). Changing trends in work participation of tribal women by education in some selected states of India. *International Journal of Arts Humanities and Social Sciences Studies*, 3(2), 53-59.
7. Tagade, N. (2012). Food insecurity in tribal regions of Maharashtra: Explaining differentials between the tribal and non-tribal communities. Bangalore: Institute for Social and Economic Change.
8. Brahmanandam, T. (2015). State of primary education among Tribals: Issues and challenges. *Artha Journal of Social Sciences*, 14(4), 127-144.
9. Panda, S. (2014). Educational scenario among the Lodhas of Paschim Medinipur District: A comparative account. *International Journal of Social Sciences and Humanities Invention*, 1(9), 2349-2031.
10. Sahoo, M. (2017). Socio-Economic Development of Tribal in Odisha–An Inter-District Analysis. *Desh Vikas*, 4(3).
11. Ghosh, A. K. (2007). The gender gap in literacy and education among the scheduled tribes in Jharkhand and West Bengal. *Sociological bulletin*, 56(1), 109-125.



INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA



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

| Mobile No: +91-9940572462 | Whatsapp: +91-9940572462 | [ijarasem@gmail.com](mailto:ijarasem@gmail.com) |

[www.ijarasem.com](http://www.ijarasem.com)