

A STUDY ON THE CULTURAL SENSITIVITY OF RABHA YOUTHS WITH SPECIAL REFERENCE TO GOALPARA DISTRICT ASSAM

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Abstract:

This is a primary data-based study, where the researcher collected data from Rabha youths to know their cultural sensitivity. Using a descriptive survey method, the research examined how Rabha youth perceived and engaged with their cultural identity, focusing on traditional practices, language, and rituals. The study also considers the impact of educational attainment and global culture on these attitudes. Findings reveal that while Rabha youth maintain a strong connection to their traditional heritage, there is a noticeable influence from global cultural elements, leading to a hybrid cultural identity. This connection highlighted the need for enhanced cultural education and community engagement to preserve Rabha traditions. Recommendations include integrating cultural heritage programs in educational institutions, organizing workshops that merge traditional and global influences, and leveraging social media to promote cultural awareness. cultural identity for future generations.

Keyword: Cultural sensitiveness, Awareness Rabha, Empower, Preserve.

1. INTRODUCTION

Culture is the way of living. It refers to some set of beliefs, values, symbols, etc. Centre for Advanced Research on Language Acquisition defined culture as a 'shared pattern of behaviours and interactions.' Culture has a lot of influence on human life. It shapes personality, it distinguishes man from animals. Simply cultural sensitiveness refers to cultural awareness. It denotes the meaning of knowledge about culture as well as cultural completeness.

Assam is one of the renowned states of India, Assam is considered as the land of different tribes and cultures. Among them, Rabhas are nine plan tribes. They are belonging to the Tibeto-Burman community. The Rabha community has a rich multi-faceted and distinct culture of its own. The Rabha tribe is mainly divided into eight clans-Rongdani, Maaitori, Pati, Dahori, Bitoliya, Tutla, Shunga, and Hama.

With the changes of time, it is seen that now they believed in co-existence. They are becoming more culturally empowered. It is seen that after the decades of independence, along with the other ethnic groups of Assam Rabhas remained backward economically, politically, educationally, etc. They considered themselves suppressed. But after independence, they become educationally conscious, which definitely leads to cultural development. They started a movement of development and as a result in the year 1933, they formed Tribal League, Assam Rabha Sanmillon (1926), Nikhil Rabha Sahitya Sabha (1971), All Rabha Students Union (1980), etc. Among them, the All Rabha Students Union is one of the strongest organizations demanding for the first time to

introduce the Rabha language as a medium of instruction in the educational institutions in the Rabha-dominated areas of Kamrup and Goalpara districts of Assam. Earlier the Rabhas paid less interest of wearing their traditional dress now different organizations of Rabhas have taken the necessary steps to collect preserve and practice the Rabha folk culture.

This paper is going to study cultural sensitivity among the Rabha youth of the Goalpara district.

1.2 NEED OF THE STUDY

Culture is an important weapon in promoting sustainable social development for future and present generations. Today youth can act as a bridge in conveying their culture and tradition to their future generation. The Rabha community has a rich and diverse culture of its own. Like other tribes, Rabha culture also has its own cultural dress, food, believes, values, language, etc. Due to many contemporary reasons, cultural exchange seems to be a great change in the cultural side. Most of the youths are forgetting their culture and adopting Western influences.

So, this study is important to express the cultural awareness and sensitiveness among the youth of the Rabha community. Along with this as a researcher, I felt this study also has a great significance because here cultural sensitivity will be studied from the globalization point of view, was not studied before about Goalpara district as per the review of related literature considered for the study.

1.3 OBJECTIVES OF THE STUDY

- 1. To study the cultural attitude of Rabha youth.
- 2. To study cultural attitudes concerning the academic level of Rabha Youth.
- 3. To study whether the global culture affects the regional culture of Rabha Youth.

1.4 OPERATIONAL DEFINITION

- 1. Cultural sensitiveness: Cultural awareness, and knowledge.
- 2. Awareness: State or ability to perceive, to feel or to be conscious.
- 3. Rabha: A tribe, members of an Indo-Mongoloid tribe of Assam and Bengal.
- 4. Empower: To give somebody power or authority.
- 5. Preserve: Maintain something in its original or existing state.

2. METHODOLOGY

2.1 Research method

The present study was designed to study the cultural sensitivity of Rabha youth. For the present study descriptive survey method is used.

2.2 Sample

The population of the study consists of all the youth of the Goalpara district. From the population as a sample 100 youth have been selected. While selecting sample researcher used the purposive sampling method.

2.3 Research Tool

For the study self-structured questionnaire as a research tool has been used. Delimitation of the study.

2.4 Delimitation of the study

The present study is delimitated to the youth of the Rabha tribe of Goalpara district from the age of 15 years to 25 years.

3. ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To study the cultural attitude of Rabha youth.

Objectives Analysis:

Anthropological Perspective: Understanding how Rabha youth perceive their identity, including traditional practices, language, and rituals.

Sociological Perspective: Examining how Rabha youth integrate with the broader community and their involvement in community activities.

Psychological Perspective: Studying how Rabha youth form their cultural and personal identities. Educational Perspective: Educational Aspirations: Investigating the educational goals and the role of education in cultural identity.

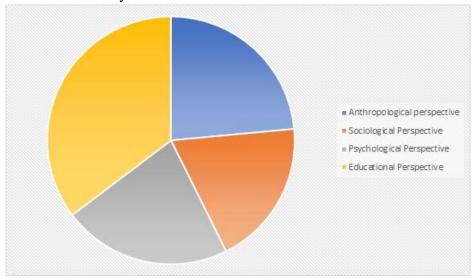


Figure 1: cultural attitude of Rabha youth.

Anthropological Perspective (80%) Indicates that in Assam there is a strong connection with traditional practices and a solid sense of cultural identity among the Rabha youth.

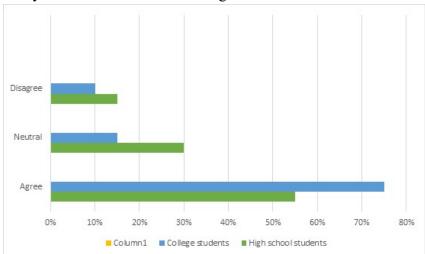
Sociological Perspective (60%) Reflects moderate social integration and the influence of family and community roles in shaping cultural attitudes of Rabhas in Assam.

Psychological Perspective (75%) Shows a significant presence of cultural attitudes related to identity formation and personal beliefs, highlighting the psychological aspects of cultural adherence of Rabha youths of Assam.

Educational Perspective (55%) reflects moderate influence from educational institutions, possibly due to varying representation and integration of Rabha cultural elements in the curriculum.

These findings suggest that while traditional and psychological factors play a crucial role in shaping the cultural attitudes of Rabha youth, educational and sociological factors also contribute

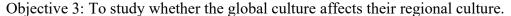
significantly. The overall cultural attitude of Rabha youth is influenced by a combination of these perspectives, with traditional and psychological aspects being more prominent.



Objective 2: To study cultural attitudes concerning the academic level

Figure 2: Influence of Academic level on cultural attitude

The academic level appears to have a significant influence on cultural attitudes among Rabha youth. College students strongly agree that their academic level affects their cultural attitude compared to high school students, potentially due to increased exposure to cultural studies or extracurricular activities promoting cultural awareness in higher education.



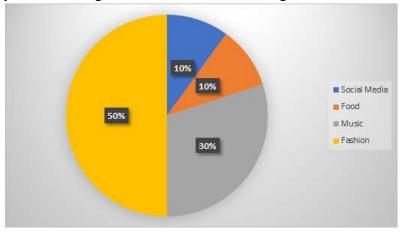


Figure 3: Aspect of Global Influence on Rabha Youth

The data suggests a significant influence of global culture on the Rabha youth, especially in language use, fashion, and media consumption.

A notable shift towards individualistic values indicates a possible transformation in social and cultural identity.

While integrating global elements can enrich cultural expression, there is a potential risk of diminishing traditional practices and values.

This dual influence of global and regional cultures may lead to a hybrid cultural identity among the Rabha youth, balancing traditional and contemporary global elements.

3.1 Discussion

The study of the cultural attitudes of Rabha youth reveals a complex image of traditional, psychological, sociological, and educational influences on the attitude of Rabha youths. The findings indicate that Rabha youth in Assam have a strong interest to their traditional practices and cultural identity, as reflected in the high percentage (80%) from an anthropological perspective. This attachment showed the importance of traditional rituals, language, and practices in their cultural self-perception. From a sociological perspective, the moderate level of social integration (60%) suggests that while Rabha youth are involved in community activities, there is room for greater engagement. Family and community roles continue to play a pivotal part in shaping their cultural attitudes, emphasizing the significance of communal ties.

The psychological perspective highlights a significant presence of cultural attitudes (75%), indicating that identity formation and personal beliefs are heavily influenced by their cultural background. This aspect revealed the importance of cultural adherence and how it shapes the personal identities of Rabha youth. Educationally, the moderate influence (55%) points to the role of educational institutions in shaping cultural identity, though there appears to be variability in how Rabha culture is represented in the curriculum. This suggests a need for more integrated cultural education to enhance the understanding and appreciation of Rabha heritage among youth. Regarding the influence of academic level, it appears that higher education, particularly at the college level, provides more exposure to cultural studies, thereby strengthening the cultural attitudes of Rabha youth. Finally, the influence of global culture is significant, particularly in areas such as language, fashion, and media consumption. This global influence brings both opportunities for cultural enrichment and challenges in maintaining traditional practices. The result is a hybrid cultural identity among Rabha youth, blending traditional and contemporary elements. This dynamic reflects the ongoing negotiation between maintaining cultural heritage and adapting to global trends.

4. Conclusion

Culture impacts on human living. It shapes attitudes. Among Rabha youth, cultural heritage plays a crucial role in defining their sense of self and community. The strong adherence to traditional practices and the impact of family and community underscores the importance of cultural continuity. However, the interplay between educational experiences and global cultural influences reveals a dynamic and evolving cultural landscape. The identity among Rabha youth highlights both the preservation of traditional values and the adoption of global elements, reflecting the complexity of modern cultural identity formation.

Recommendations

Implementing programs that promote cultural heritage in schools can enhance cultural sensitivity from a young age.

Organizing workshops that blend traditional and global cultural elements can help in preserving the essence of Rabha culture while embracing the positive aspects of globalization.

Utilizing social media to promote cultural pride and awareness can be an effective way to reach and influence the youth.

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