



Social Issues of Tribal Women in Education, Health and Unemployment

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ABSTRACT

"We know Gandhi did wonderful deeds and is well respected, but we want to learn about tribal leaders". - Sonal Ratwa (Tribal Teacher).

This paper investigates the issues and challenges among the tribal women in comparison to the non-tribal women in the newly states by drawing upon data from the National family health in terms of standard of living, education and other socio-demographic indicators. There is a need for proper understanding of the different health aspects of tribal women and their specific health needs so that relevant health measures can be prepared and implemented. More particularly, there is a need for undertaking a region-specific study of the health of the tribal women, which will make planning for their welfare more successful. In this investigates the maternal health care practices, health condition, education and unemployment among the tribal women in comparison to the tribal women. Education as a means of advancement of capacity, well being and opportunity is uncontested and more so among communities on the periphery. Low literacy rates in tribal communities continue to indicate a need for overarching support that tactless issues from health, education and unemployment of non-tribal population.

KEYWORDS : Communities, tribal women, education, health, unemployment, practices

Introduction

India's tribal population, the largest in the world was about 67.7 million in 1991. The tribal areas of concentration in India are traditionally isolated, underdeveloped and are increasingly affected by development process. There is a general agreement that the health status of the tribal population in India is very poor, deficient in sanitary conditions, personal hygiene and health education. Tribal mother have high rates of anemia and girl children receive less than the desired nutritional intake. All told, the whole tribal community is deficient in adequate food intake. The extent of knowledge and practice of family planning was also found to be low among the scheduled tribes. More particularly, there is a need for undertaking a region-specific study of Differentials in the socio-economic and demographic characteristics, Antenatal problems and care delivery care and postnatal care, current contraceptive use and reproductive health problems and Nutritional and anemia status.

Review of Literature

"The history of tribal during the last 60 years is filled with stories of forced displacement, land, alienation and increasing marginalization, eruption of violence and the counter-violence by the state. Going by any parameters of development, the tribal always figure at tail end. The situation of the communities that have been pastoral or nomadic has been even worse". As a result, tribal continue to face economic deprivation and lack of access to basic services. Due to the absence of rehabilitation following Independence, tribals are dispersed across the country, and live on the periphery further away from urbanization. As Individualization and urbanization flourish, infrastructure such as roads, water, electricity are not reaching these tribal localities.

The Journalist and activist Denis Giles said that tribal women are facing harassment by police on India's Andaman's Islands after he released are first-hand testimony of the Jarawa tribe reporting the sexual exploitation of Jarawa women by poachers. Poachers enter the Jarawa's reserve illegally and steal the game the tribe relies on for survival and Jarawa man complaining that poachers bring alcohol and marijuana into the Jarawa forest and sexually abuse the Jarawa women. According to an I.L.O. report, in 1980 "women are 50 per cent of the world's population, do the two-thirds of the world's work hours, receive ten per cent of world property.

Conceptualization

Realizing the need to improve the overall status of tribal, their education has emerged at the forefront of recent development efforts. In the 1980's, with literacy levels in the tribal areas 20% lower than the national average an ideological shift in government thinking occurred. The realization of the need to mainstream tribal areas was based on the link between lack of education and under-developed of tribal areas. The under-development of the tribal areas further exacerbates issues in delivering quality education. Good teachers prefer

to live in urban/semi urban centers and therefore, need to commute for 4-5 hours per day to reach tribal area schools. Lack of electricity and water in poor schools infrastructure causing dismal sanitary conditions and low ventilation. High members fir tribal out-of-school children stems from a range of factors.

Empirical evidence suggests that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools, and their low achievement levels are attributed to school-related variables as would apply to non-tribal students. Poor performance of tribal students and the below average situation of primary education in tribal areas is driven by inter-related factors. "Education in its true sense should extend beyond mere literacy. The focus would be on providing literacy along with the creation of an environment in which the child's innate potential flowers out. Education, apart from increasing the awareness levels should also focus on impacting values, skills and the ability to think independently.

"We should be asked what we want to be, and not what we ought to be".

The unique space occupies by education in the overall development of the tribal community. The tribal population in India, an estimated 87 million, is marked by intense diversity. In pre-colonial times, nomadic communities sustained themselves through livelihood options. Such as cattle rearing, trade, crafts, is carrying items for barter etc. Adivasis rebellion in hills and forest was concurrent with education of the rest of India (Dev, 2008). Branded as "Criminals" during the long period of British rule, the land possessed by the "Criminal tribes" was alienated.

Tribal women face special problems and constraints. These are illiteracy, lack of vital information, fear to take risks, lack of experience and training, feeling insecurity etc. In addition, there are structural constraints in the form of inequality, limited purchasing power, condemnation by local elite etc. They have also to face competition from the urban who make more attractive and cheaper products due to modern technology and commercial production. Real empowerment of the tribal girl child is only possible through education. Low level of educational attainment coupled with familial and social neglect has inhibited their growth potential.

Given the lack of structured marriage among tribal, and the early age for several interactions, health care needs of tribal girls become important. Educational initiatives can use gender-sensitive methods of teaching, and include discussions on sex education, information on reproduction, health nutrition etc. Often, with the use of young women to tutor children who are lagging behind, largest achievement gains tend to be recorded for the most economically disadvantaged children, Training of female teachers and exploring the benefit of sin-

gle-sex classroom is a good way of partially readdressing the imbalance.

Many studies on the role of women in manufacturing have revealed empirical evidence that women's paid employment and, in particular, their participation, in industrial development, improves their quality of life, literacy and life expectancy, while, employment opportunities also enable women to fight poverty. Women's productive activities, particularly in industry, empower them economically and enable them to contribute more to overall development. In many societies women do not enjoy the same opportunities as men. Progress has been achieved in opening doors to education and healthprotection, but political and economic opportunities for women have remained limited.

Conclusion

During this period, the status of tribal women started deteriorating. Many restrictions were imposed. Women were denied education and treated as bonded laborers. They have faced all sorts of humiliation and deprived of basic human rights. Women were made as a part of wealth on which the men had absolute control. Women were expected to be obedient to men. Some of the evil practices of this age i.e., child marriage and polygamy, sati etc., had thrown the women into complete darkness. Men very tactfully and gradually took the powers of tribal women as a master of society away. Traditionally referred to as adivasis, tribes, or tribal, scheduled tribes (STs) constitute about 9% of India's population.

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